



Regulations and Policy Handbook of

European Global Varsity (EGV)

Effective from Jan 2024

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1. Quality Assurance HandBook

This Quality assurance HandBook is designed to ensure quality culture for every aspect at EGV. The policy ensures institutionalising, communicating and training for upholding the quality for the learners' education. This communication is directed at EGV's staff, students, faculty, and external stakeholders, encompassing comprehensive details about the student journey, program design and endorsement, teaching didactic model, assessment methods, faculty recruitment and training processes, and all aspects aimed at fostering an effective learning environment.

Regular policy reviews and quality audits are integrated in the learning environment to develop a culture of quality maintenance by incorporating feedback from various stakeholders for a progressive and continuous improvement for the betterment of learners.

The key aims of this HandBook is

- to design a system which allows thoughtful and systematic system to uphold the academic and academic administration at EGV,
- to promote institutional practices in a manner that allows incorporating best practices within the existing systems in place.
- to recommend a framework for internal quality assurance processes to ensure adequate cyclical reviews.

This regulations and policy HandBook of EGV is available on EGV's website and also disseminated to all new learners via Learning Management System (LMS) or per email at time of first enrolment. All stakeholders are required to apprise themselves of the quality control process so that they aim to adhere to the guidelines and always attempt to work in alignment with the expectations.

EGV's Mission and Vision

Our mission is to equip individuals with the skills needed for the evolving workforce, fostering lifelong learning through adaptable online education, ensuring global employability in an ever-changing job market.

Our vision is to empower every learner, fostering their role in advancement of knowledge in an inclusive, online educational landscape. We aim to equip individuals to become meaningful and responsible contributors to society, harnessing the diverse opportunities offered by digital learning while embracing collaborative, real-world experiences.

We aim to offer recognised qualifications to learners to empower their global mobility and study progression. We aim to achieve this by offering various diploma, micro-credentials and degree programs which can be recognised by many other institutions across the world.

We aim to upskill the workforce in the era of exponential technology and processes change to allow individuals to match constant shifts in technology, industry demands, and job requirements. Enhancing their current skill sets or acquiring new ones allows the workforce to enhance their knowledge, skills and competencies, and thereby making the workforce relevant for themselves, their families and overall society, thereby promoting overall well-being.

We employ a multifaceted approach to assess the necessity for upskilling. We conduct various industry sessions on topics such as Industry 4.0, now 5.0 etc., which provides an insight into changing dynamics in various industries. We engage Professors of Practice or simply highly experienced industry professionals in their field of expertise to participate in curriculum design which ensures practical relevance of our curriculum. We engage in market research activities to stay current and responsive to real-world demands and fluctuations. We do so by reviewing the job boards, offerings by top-educational institutions, evaluating corporate training needs, and governmental bodies.

All academic activities are conducted and monitored using our Learning Management System (LMS). Varied didactic models are employed to promote assurance of learning for providing inclusive education to all abilities of learners.

The main teaching language is English for the programs, and the need for offering programs translated in the regional languages will be evaluated on need basis and will be executed post required permissions.

Benchmarking and Ethical Standards

EGV prepared these guidelines in accordance with the National Quality Assurance Framework Standards as published by MFHEA guidelines, and will continually aim to work towards achieving higher levels of compliance and also incorporate announced changed regulations.

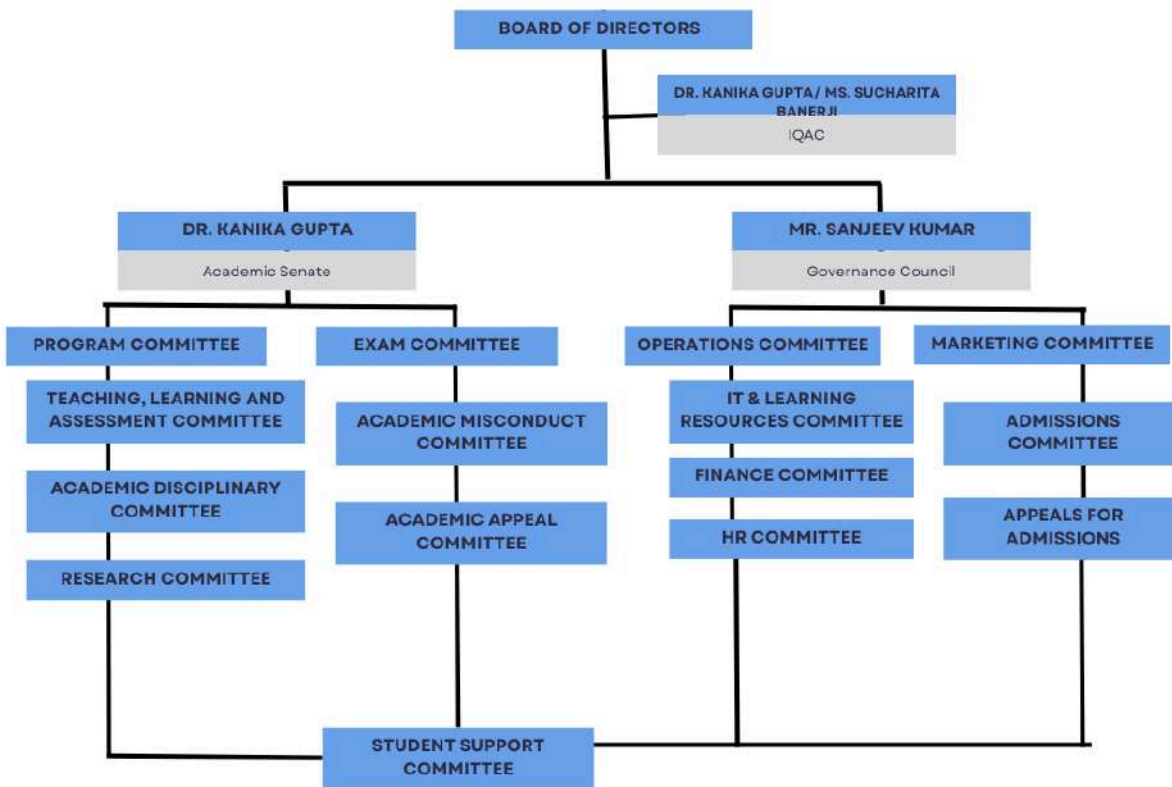
2. EGV Governance

This section sets out the key bodies within the governance and committee structure of European Global Varsity (EGV). EGV recognises the importance of governance structures in overseeing the provision of education, training and research activity. EGV has designed its committee structure with a view to ensuring that best practices are embedded in all areas of the Institute, and that academic standards and quality drive its operations and strategy at all times.

Organisational chart

EGV is managed by professionals with huge experience in leading academic programs and institutions. The academic team brings in huge experience in management and technology domain. Each of the team members associated with EGV shares a common passion for educating the future workforce and promoting learners' competencies and employability.

The decision making of the institute lies in two statutory bodies who are selected by the Board of Directors: the Governance Council and the Academic Senate. Together, they are called the Senior Leadership Team.



Internal Quality Assurance Cycle:

The cycle mentions essential meetings to reflect upon the terms of reference. The frequency of the meetings is specified which must be conducted, besides the committee meeting can be scheduled as and when necessary.

Committees	Academic Senate	Governance Council	IQAC	Programme	Teaching, Learning and Assessment	Academic Disciplinary	Academic Misconduct	Academic Appeal	Exam	Research	IT & Learning Resources	Finance	HR	Marketing	Admissions	Appeals for Admissions	Student Support

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All meetings can happen as and when required, but given frequency is mandatory for strategic discussion	once per month	once per month	once per year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year	thrice a year
Academic Senate	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Governance Council		1	1				1			1	1	1	1	1	1	1	1
IQAC	1		1		1		1	1				1		1		1	1
Teaching, Learning and Assessment Committee	1		2	1	1	1	1	1	1					1	1	1	1
Academic Disciplinary Committee							1								1		1
Research committee				1	1				1					1		1	1
Exam Committee	1			1		1	1		1					1	1	1	1
Academic Misconduct committee																	
Academic appeal committee																1	
IT & learning resources committee		1		1	1			1	1					1			1
Finance committee		1								1			1				
HR committee		1															1

Admissions committee		1	1								1	1	1				
Appeals for admissions										1		1					
Student Support	1	1	1	1	1	1	1	1	1	1				1	1	1	1
Student				1	1				1								

Board of Directors:

The Board of Directors is the most senior authority, with responsibility for overseeing all activities and for directing the educational mission of the business. Its remit is to ensure the institution functions effectively and legally, and in line with the overarching corporate goals. The Board of Directors is currently composed of the founder of the European Global Varsity.

Academic Senate:

Purpose:

The Senate is the supreme academic authority, responsible for academic standards and the quality and enhancement of students’ learning opportunities. The Academic Senate also acts as the Internal Quality Assurance committee until the organisation reaches a certain scale and is responsible for ensuring compliance with quality benchmarks.

Membership:

- Head of Academic Senate, Dr. Gupta
- Member of Internal Quality Assurance Cell - Prof. Sucharita Banerjee
- At Least 1 faculty member from teaching, learning and assessment committee, for instance management, technology
- At Least 1 student representative
- Member of exam committee
- Head of Governance Council, on invitation
- 1 Research committee member

Terms of Reference:

1. Regulation and control of all academic awards
2. Academic support for admission to students
3. Regulating and reviewing sub-committees and related policies
4. Research and extensions
5. Academic delivery
6. Disseminating good practice in quality assurance and improvement
7. Ensuring that quality assurance and improvement procedures conducted meet the broader strategic needs of the Institute and the requirements of regulatory bodies.

Meeting:

Once a month or as required

Governance Council:

The Governance Council is composed of all senior managers within the Institute, and operates in tandem with the Academic Senate to ensure the effective operation and quality delivery of academic programmes alongside commercial viability of the Institute. The council holds responsibility for the character, mission, values and strategic development of the Institute.

Terms of Reference:

The Council is the senior body with following terms of reference:

1. Appointment of staff and faculty
2. the authorisation of salaries and conditions of tenure of staff
3. Ensuring maintenance of internal controls and risk management
4. Review of the recommendations of Academic Senate for infrastructural & resources planning
5. The governance and management of the Institute's finances
6. Contractual arrangements and the establishment of such committees are necessary to enable the Council to conduct its business efficiently and effectively.

Membership

- Head of Governance Council
- Member of IT & Learning Resource committee
- Member of Marketing/ Admissions committee
- Member of Finance committee
- Member of HR Committee
- Head of Academic Senate, on invitation
- Member if student support

Meeting:

Monthly, or as required

Internal Quality Assurance Cell

Purpose

Monitoring, review and updating of existing Quality Assurance policies and procedures and identification and assessment of risk as it relates to programme development, delivery and review.

Membership

- Internal Quality Control Manager (Chair*)
- Head Governance Council
- Head Academic Senate
- At least 2 faculty members
- Member of Marketing/ admissions committee
- Member of Student Support

*In the absence of the Chair, the Chief Academic Officer will Chair the board.

Terms of Reference

- Monitor effectiveness of existing Quality Assurance policies and procedures.

- Approve updates to Quality Assurance policies and procedures, within its scope, i.e. where changes are minor in nature, or constitute enhancements or reasonable additions to existing policies that do not change the principle and essence of a policy, for ratification by Academic Senate.
- Referral of proposed updates to Quality Assurance procedures to the partner University where updates are beyond the scope of the Committee.
- Identification of risks concerning all aspects of Quality Assurance relating to programme delivery.
- Proposal of solutions or steps to mitigate risk, for approval by the Governance Council/Academic Board as appropriate.

Reporting

Reports to the Board of Directors

Schedule

Once a year

Program Committee

Purpose

The program committee is a subcommittee for the Academic Senate and oversees the day-to-day management of program provisions and ensures effective engagement with students on programme related matters. The program committee also supports the faculty and also upholds quality recommendations in the effective enhancement of all programme development.

Membership

- Academic Senate Teaching,
- Learning and Assessment Committee
- Research committee
- Exam Committee
- IT & learning resources committee
- Student Support

Terms of Reference

- To monitor and review the programme offered by EGV.
- To ensure that all the programmes are delivered in accordance with the requirements of the Institute.
- To consider the development and delivery of the programmes to ensure robust academic quality, standards and the overall student learning experience.
- To consider the feedback received from the students' support committee.
- To evaluate the teaching and learning resources provided for the courses in accordance with the requirements of the Institute.
- To discuss any other program related issues, best practices and developmental plans.

Reporting

Reports to the Academic Senate.

Schedule

Thrice a year

Academic Discipline Committee

Purpose

The Academic Disciplinary Policy is designed to ensure that students who fail to meet the expectations of the institute are treated with consistency and fairly, whilst considering the individual circumstances of each student.

Membership

- Academic Senate Teaching,
- Learning and Assessment Committee
- Academic Disciplinary Committee
- Exam Committee
- Student Support
- Student

Terms of Reference

- To ensure that disciplinary action in the Institute is coupled with support for the student which takes into account their personal circumstances.
- To act in fairness, without bias or prejudice and maintaining confidentiality.
- To act only on written and agreed information, nonverbal hearsay.
- To use processes as specified in academic disciplinary policy in hearing procedures.
- To make recommendations on discipline matters to the board as necessary.

Reporting

Reports to the Academic Senate.

Schedule

Once a year, and with every academic discipline complaint

Teaching, Learning and Assessment Committee

Purpose

The Teaching, Learning & Assessment Committee is a sub-committee of the Academic Board and the academic members of the board monitor and review the assessments undertaken per programme to ensure that they fit the goal, are fair and are administered ethically. The committee is also responsible to suggest and guide the Academic board regarding any implementation, enhancement and review of the planned strategy.

Membership

- Academic Senate
- IQAC
- Teaching, Learning and Assessment Committee
- Research committee
- IT & learning resources committee

- Student Support
- Student representative

Terms of Reference

- To review old and incorporate new didactic models related to teaching, learning and delivery.
- Mechanisms to disseminate good practices in teaching and learning and how to implement those practices.
- To adopt and incorporate new technologies.
- To oversee and enhance the overall training activities of the faculties and keep them abreast of the latest methodologies incorporated in our system.
- Evaluation and monitoring process for quality teaching, learning and assessment.
- Strategies to meet and fulfil the objective of the diversified group of students.

Reporting

Reports to the Academic Senate.

Schedule

Thrice a year

Examination committee

Purpose

To recommend the progression and awards to the students while ensuring that the students are treated fairly and ethically, and the quality parameters as per the regulating authorities and the University are in place.

Membership

- Academic Senate
- Governance Council
- IQAC
- Teaching, Learning and Assessment Committee

- Exam Committee
- IT & learning resources committee
- Student Support

Terms of Reference

- To apply assessment regulations for each programme in accordance with the Institute's requirements.
- To consider recommendations received from the mitigating circumstances, academic appeal and academic misconduct related to examination.
- To consider recommendations following investigations done by the academic appeal into academic unfair practice/s.
- The assessment related issues / suggestions of the faculty are considered and discussed.
- Paper setting, evaluations and moderations are discussed.
- Best practices, feedback and suggestions on improvement of the academic misconduct policy.

Reporting

Reports to the Academic Senate

Schedule – Thrice a year

Academic Misconduct Committee

Purpose

The purpose is to review academic misconduct cases, and to suggest strategies for academic coaching and minimising mal-practices.

Membership

- Academic Senate
- Teaching, Learning and Assessment Committee
- Academic Disciplinary Committee
- Exam Committee

- Academic Misconduct committee
- Student Support
- Student

Terms of Reference

- Review academic misconduct cases reported by examiners.
- Prepare and train all stakeholders for upholding best practices in academic writing.
- Plan to train the students on critical thinking, and plagiarism.
- Ensure correct use of the plagiarism software by faculty.
- Suggest appropriate policies related to academic misconduct and continuous revision of the same.
- Suggest penalties for academic misconduct.

Reporting

Reports to the Academic Senate

Schedule

Thrice a year, or as required

Research, development and extensions

Purpose

Promote a research-ethos in the Institute and support those carrying out research in support of the Institute's research strategy.

Terms of Reference:

- Advising on the development and implementation of research policies.
- Reviewing research proposals and projects for ethical considerations and academic quality.
- Recommending research resources allocation.
- Promoting interdisciplinary collaboration.
- Organising research-related events, workshops, and seminars.
- Monitoring and evaluating the progress of ongoing research activities.

Membership

- Academic Senate

- IQAC
- Teaching, Learning and Assessment Committee
- Research committee
- IT & learning resources committee

Student Support

Terms of Reference

- Promote and support collaborative applied research activity in the Institute.
- Develop research policies and strategies at the Institute for approval by the Academic Senate.
- Oversee the implementation of a research strategy for the Institute.
- Monitor research activity in the Institute.
- Approve procedures for the allocation of research funds.
- Organise an annual research seminar/conference.
- Identify and disseminate information regarding research funding opportunities
- Consider and recommend quality assurance measures for research activity and devise improvement measures relating to research activity.

Reporting

Reports to the Academic Senate

Schedule

Thrice a year

Marketing Committee

The Marketing Committee has 2 sub-committees working under it:

- Admission Committee
- Appeal for admission

Purpose

Marketing board is a committee responsible for creating marketing collaterals and is responsible for all marketing activities for admissions. The committee is also responsible to create and get the budget approved for marketing and fulfilling the sales target.

Membership

- Academic Senate
- Governance Council
- Finance committee
- Admissions committee
- Appeals for admissions, when required

Terms of Reference

- Agree annual sales targets and monitor progress
- To develop and monitor marketing and sales strategies and responsibilities.
- To agree operational and financial targets relating to sales and marketing.
- To produce budgets for the Sales and Marketing department for recommendation to the Governance Council.
- Develop, monitor and review communication strategies internally and externally.
- Develop, monitor and review websites.
- Ensure validity of public facing information
- To work closely with the admissions panel on student recruitment (events and fairs).

Reporting

Reports to the Governance Council.

Schedule

Weekly

Admissions Committee

Purpose:

The committee is responsible for the marketing of the programs, disseminating information about the programs via website, social handles and other modes, coordinating with the agents, counselling students and admissions of the students.

Membership

- Governance Council
- Admissions committee
- Academic Senate, optional

Terms of Reference

- To oversee student recruitment strategy, policy and process to achieve the set target.
- Make decisions on entry to programmes.
- To ensure all admissions are fair, transparent and promotes equality

Reporting

Reports to the Governance Council

Schedule

Weekly

Appeal Committee

Purpose

The Appeal for Admission Committee is a subcommittee for the Marketing Committee and has been granted by the board the duties of overseeing the appeal of the students for admissions. The committee needs to ensure that the student's appeal for admission is properly investigated and is as per the admission policy and the process has been implemented in a fair and in a transparent manner

Membership

- Academic Senate
- Governance Council
- IQAC
- Admissions committee
- Appeals for admissions

Terms of Reference

- To oversee all applications / appeals by the students for admission.
- Make decisions based on the investigation of the students' appeal.
- To ensure all admissions are fair, transparent and promotes equality.

Reporting

Reports to the Marketing Board.

Schedule

Once a year, & when required

Finance Committee**Purpose**

The purpose of this committee is to manage finances and taxation of the School.

Membership

- Academic Senate
- Governance Council
- Finance committee
- Admissions committee

Terms of Reference

- To review the cash flow of the School.
- To make provision of payments, students' loans etc.
- To make the process of receiving payment from students, issuing invoices to stakeholders.
- To maintain books of accounts of all cash flow within School.
- To sanction funds for various schools' activities.
- To help in budgeting of resources across School's departments.
- To prepare financial statements of the School.
- To ensure correct taxation filing and meeting all tax related paperwork.

Reporting

Reports to the Governance Council

Schedule

Twice a year

Academic Appeal Committee

Purpose

The purpose is to review academic appeal cases, and to recommend constructive solutions.

Membership

- Academic Senate
- Governance Council
- IQAC
- Teaching, Learning and Assessment Committee
- Academic Disciplinary Committee
- Exam Committee
- Academic appeal committee

- Student Support

Terms of Reference

- Review academic appeal cases reported by students or faculty.
- Prepare and train all stakeholders for upholding best practices in academics.
- Review cases in accordance with the regulations.
- Suggest penalties for academic appeal if found guilty.

Reporting

Reports to the Academic Senate

Schedule

Thrice a year, or as required

IT and Learning Resources Committee

Purpose

To support and develop innovative learning and teaching practices, linked to assessment of programme and module outcomes.

Membership

- Academic Senate
- Governance Council
- IQAC
- Teaching, Learning and Assessment Committee
- Research committee
- Exam Committee
- IT & learning resources committee
- Student Support

Terms of Reference

- Agree in principle (pre-financial approvals) the annual levels of investment in IT.
- Ensure that business strategy and IT strategy and plans are linked and co-dependent through alignment with the annual business planning process.
- Ensure that project risks are mitigated in terms of (a) approach (b) resources/budget (c) quality.
- Ensure that sufficient measurement is in place to monitor programme objectives.
- Ensure that IT market trends and opportunities are assessed and acted upon.
- Own and support the full adoption of a set of IT Guiding Principles, i.e. desirable behaviours that guide IT decision-makers.
- Take ownership of dissemination of learning resources using IT, and also maintain the Institutes e-campus.

Reporting

Reports to the Governance Council

Schedule

Thrice a year

Human Resource Committee

Purpose

The purpose of Human Resource committee is to oversee and manage various aspects related to an organisation's human capital

Membership

- Academic Senate
- Governance Council
- IQAC
- Teaching, Learning and Assessment Committee

- Research committee
- Exam Committee
- HR committee
- Student Support

Terms of Reference

- Formulating and revising HR policies related to recruitment, compensation, benefits, performance evaluation, and workplace conduct.
- Developing strategies for attracting, recruiting, and retaining top talent aligned with the organisation's goals.
- Reviewing and determining salary structures, benefits packages, and incentives to ensure competitiveness and fairness.
- Ensuring HR practices comply with labour laws, regulations, and ethical standards, mitigating legal risks for the organisation.

Reporting

Reports to the Governance Council

Schedule

Once a year, or as required

Student Support Committee

Purpose

The purpose of the Student Support Committee is to ensure a positive and enriching experience for students.

Membership

- Academic Senate
- Governance Council
- IQAC
- Academic Disciplinary Committee

- Teaching, Learning and Assessment Committee
- IT & learning resources committee
- Research committee
- Exam Committee
- Student Support
- Student representative

Terms of Reference

- Review if learners are provided guidance and support to students regarding academic programs, course selection, and navigating the online learning platform. This involves addressing queries and concerns promptly to enhance the student learning experience.
- Collecting and analysing feedback from students regarding their experiences with courses, instructors, and the overall learning environment. This feedback helps in improving the quality of education and services provided.
- Review upgrading the online platform and support services are accessible to students with diverse backgrounds, needs, and abilities.
- Acting as an advocate for students' interests and needs within the institution, addressing any issues or challenges they may face in their academic journey.

Reporting

Reports to the Academic Senate

Schedule

Twice a year, or as required

3. Institutional Probity

EGV complies with all the regulatory legislations related to financial aspects, both national and international. The Board of Directors is the main governing body of EGV, and is also a legal representative of the Institute, and is the one authorised signatory. Dr. Kanika Gupta, a resident of Germany is the legal representative and will recruit a local representative in Malta post accreditation.

Head of the Institution

The Head of Institution is responsible for the overall institutional activities, working closely with the Board of Directors and according to the frameworks, plans, strategies, and goals defined by it.

The role of the Head of Institution is strategic, being the main link between the Board of Directors and the Academic Senate and the Governance Council. The Head of Institution manages and leads these teams.

One of the primary responsibilities of the Head of Institution involves supporting its teams in the design, planning, and development of training programs, ensuring their alignment with EGV's policies and procedures.

The Head of Institution also serves as the representative of the Academy, fostering robust connections with other stakeholders in the education sector and industry, both in private and public entities. This role involves promoting EGV's values, products, and services through long-term collaborations and partnerships.

Recruitment of the Head of the Institution

Managing the recruitment process for the Head of Institution at EGV involves several key steps to ensure the selection of a qualified and capable leader. This will be done by the Board of Directors.

The first and the foremost task is to determine the qualities and skills required in the Head of Institution, basing which to develop a comprehensive job description outlining the responsibilities, qualifications, and expectations for the role.

To seek qualified applications, advertise the position through various channels, including academic networks, professional associations, and online job platforms. This will ensure adequate nominations and a pool of candidates to select from.

The Board of Directors will evaluate applications based on the minimum eligibility and conduct interviews to evaluate the fulfilment of the minimum eligibility and suitability for the institution's vision and mission and leadership traits. Reference checks will also be conducted.

Selection is based on the candidate's qualifications, experience, and fit with the institute's values and goals. The above process will be repeated until the Board selects the candidate meeting the minimum eligibility criteria.

The selected candidate will be extended an offer, including details of the terms and conditions of employment. This will be followed by sharing required Institutional manuals, handbooks such as Quality HandBook, followed by adequate training. A mentor will also be allocated to help onboarding and regular support. The mentor will be the Board, with whom the Head of the Institution will be able to manage open communication.

EGV's Minimum Requirements for Head of Institution

Following are the minimum eligibility to be met for the Head of the Institution:

1. PhD in either the management or technical field from a recognised University.
2. A minimum of 10 years full-time academic and administrative work experience in the higher education industry.
3. Demonstrated leadership experience, including strategic planning and team management.
4. In-depth understanding of academic policies, procedures, curriculum development and academic quality.
5. Strong communication and interpersonal skills.
6. Financial management and budgeting expertise.
7. Ability to articulate a vision for the institute's future and implement innovative strategies to achieve institutional goals.
8. Commitment to aligning with the Institution's mission and vision.
9. An ability to foster research activities in the institution.

Review and appraisal of the Head of Institution

Reviewing and appraising the Head of Institution is a critical aspect of ensuring effective leadership and continuous improvement within an educational institution. The Board of Directors follows a comprehensive, fair, and transparent process for the review.

EGV opt for an annual review cycle. This provides a comprehensive overview of the Head's performance over the course of a year and allows for a thorough assessment of accomplishments, challenges, and progress towards strategic goals. However, a culture of continuous feedback is maintained, where ongoing discussions

and informal evaluations occur regularly, and can complement the formal review process. This allows for timely adjustments and improvements.

The minimum eligibility sets a minimum mandatory performance indicator against which the Head of Institution conducts a self-assessment, reflecting on their achievements, challenges faced, and areas for improvement. This can be a valuable input to the overall appraisal process.

The Board may gather 360-degree qualitative feedback from various stakeholders such as faculty, staff, students, and external partners. The following will be some of the major evaluation criteria:

- Evaluate the Head's performance in relation to the institution's strategic goals. Assess the effectiveness of their leadership in steering the institution towards its mission and vision, and quality processes implementation.
- Evaluate the Head's relationships with various stakeholders, including faculty, students, parents, alumni, and external partners.
- Assess communication skills and the ability to foster a positive institutional culture.
- Review financial reports and assess the Head's ability to manage budgets effectively, allocate resources wisely, and maintain financial sustainability.
- Assess the Head's role in promoting innovation and research, adapting to changing educational landscapes, and implementing new and effective practices within the institution.

A thorough and thoughtful review and appraisal process contribute to the professional growth of the Head of Institution and the overall success of the educational institution. The review process though is adaptable, allowing for flexibility if unexpected circumstances arise or if there is a need for more frequent assessments due to specific challenges or opportunities. Regular and constructive feedback contributes to professional growth and helps align leadership with the institution's mission and objectives.

Financial Management of the Institution EGV works very closely with the tax consulting firm in Malta, who ensures all legal regulations are abided by. The firm offers professional services to file VAT, prepare annual reports and conduct audits and abide by all Maltese related financial regulations.

Invoicing and accounting is maintained by the accounting firm, which is reviewed on a monthly basis by the Board of Director. EGV's board of directors is a PhD in Finance, and Masters in Commerce which is an accounting degree. The VAT filing and reporting is done every 3 months.

Our invoicing and quarterly statements are also reviewed by an independent auditing company duly authorised to conduct auditing in Malta. The auditing company has been contracted to file quarterly VAT, prepare the annual reports depicting the financial position of the institute, submitted for review of the Board of Director and shareholders. The taxation authorities are also informed and the tax filing is done. The tax consulting firm submits these annual accounts to the Maltese Business Registry, with the auditor's and the director's report.

We maintain the list of debtors with a monthly invoicing system so as to remind debtors of payment due, and to take further necessary actions in case of unpaid amounts. Learners are incentivised for upfront payment before the programme starts.

To maintain sound financial condition of the business, we do offer other services such as recruitment of partners programmes, or upskilling/ corporate training in a non-recognised sector which allows sources of revenue to be maintained. We follow conservative approach in terms of raising external credits from third parties which are not currently secured by current cash flows. The financial analysis is conducted at least once a year to review the financial position and strength and weaknesses of the institute. This strategic planning allows the institution to maintain a good financial position.

To streamline the tasks elucidated in the preceding section, the Board of Directors will formulate annual budget forecasts to provide guidance to the staff regarding the planned activities for the upcoming period. The budgets are revised every 12 months to align with any changes in the conditions of Institute activities. This is aimed at guaranteeing cost-effectiveness, operational efficiency, and an accurate reflection of EGV current situation. Additionally, the Board of Directors is responsible for ensuring adherence and compliance with these budgetary provisions.

It is the responsibility of the Board of Directors to verify that all personnel engaged in the Institute, including both employees and collaborators, meet the requirements essential for their respective roles. This verification is crucial to guarantee the effective implementation of the approved training. In addition to meeting the specified criteria for each position, every applicant is required to sign a declaration acknowledging the following aspects:

- Previous convictions of offences
- Provision of false or misleading information
- Bankruptcy
- Professional or academic misconduct

This ensures a thorough assessment of the suitability and integrity of individuals involved in the Institute's activities.

All the aforementioned procedures will assure a long-term stability for EGV.

4. Curriculum Design and approval of programmes

European Global Varsity's Program and module design is governed by this policy. The forces impacting higher education curricula have multiplied in recent years, with different constitutional, academic, socioeconomic, geopolitical and cultural forces all claiming a stake in higher education curricula. Inevitably, the curriculum is a highly contested space. Where higher education previously enjoyed greater autonomy in determining what it offered and how it was offered, currently it is facing far more intense demands to contribute directly towards innovation and economic development, and to produce graduate attributes and research relevant to the modern knowledge economy.

More and more stakeholders claim their shares in shaping higher education curricula, for example regulatory bodies, market demands, the corporate sector, regional and national development priorities, the internationalisation of higher education, ongoing demands to accommodate cultural pluralities in curricula, changing student profiles, and institutional foci and expertise. In the specific context of European Global Varsity, we need to have a common understanding of how the curricula offered by the School should respond to globalisation, internationalisation, national development objectives and the skills shortage in an increasingly complex and fast-changing world.

The policy aims to provide an overview of the principles according to which curricula at EGV will be developed. The implementation of the policy will provide clear principles to which schools and departments can refer in determining the validity of the increasing demands on curricula in higher education.

The implementation of this policy will result in EGV's graduates having characteristics distinguishing them from other graduates. Finally, the implementation of the policy will contribute to EGV's vision to be the resource of choice for higher skills education and revolutionary learning.

The School is dedicated to providing programmes and modules that:

1. enable the institute to contribute to the transformation of that future by making qualifications appealing to potential students; prepare students for success in a disrupted future of work and society;
2. are simple to grasp for students, with accessible pathways wherever applicable, into our academic degrees, alternative qualifications, and learning experiences, and help students achieve their career goals throughout their lives;
3. are designed in line with the Malta Qualification Framework and the Malta Referencing report 2012 and its updates and that they are designed to enable smooth students' progression.
4. is taught by the faculty who meet the minimum eligibility and selection criteria as well as the minimum requirements for teaching staff.

The goal of this policy is to help ensure and improve the quality of European Global Varsity's courses. The School strives to create courses and programmes of study that reflect the institution's values, goals, and mission, provide an outstanding learning experience for students to learn, discover, and achieve their academic potential, and allow students to be "co-creators" in the learning experience, all while maintaining appropriate academic standards. This Policy applies to all award and non-award courses and units offered by European Global Varsity.

Programme design process:

Planning:

Need Analysis

EGV's programme design process initiates with a meticulous needs assessment of the labour market, aiming to discern the most sought-after skills, competencies, and knowledge. This comprehensive understanding serves as the foundation for tailoring each training program precisely to its intended outcomes.

EGV follows a bottom-up approach for programme design. An indispensable aspect of this phase involves engaging stakeholders through diverse means, in both physical and virtual modes. This engagement encompasses activities such as thorough scrutiny of publications, especially the recent working papers, analysis of sector-specific conferences and events, and dialogues with representatives from entrepreneurial, Human Resources, and scientific committees. Stakeholders encompass a broad spectrum of entities, including

professional bodies, associations, corporations, students (represented by their designated representatives), employers, and various public and private entities.

Though the need assessment considers feedback from varied stakeholders, the overall function is headed by the Academic Senate, in consultation with the Quality Officer and the Instructional Design Manager, followed by the approval application by National Quality Assurance Framework (MFHEA, Malta).

The programmes are designed in line with the Malta Qualification Framework and the Malta Referencing report 2012 and its updates and that they are designed to enable smooth students' progression. The assessment is planned to be conducted for both new programmes and review of programmes, consistently aligning necessarily with both Malta Qualification Framework and the Malta Referencing report 2012 and its updates and global educational guidelines wherever possible.

The programmes will be taught by the faculty which matches the minimum eligibility and selection criteria as well as the minimum requirements for teaching staff as laid down by EGV for that programme.

Programme Development

Post identifying the need of the programme, following documents will be planned to be designed for the programme development:

1. Programme descriptors handbook
2. Module descriptors handbook

To facilitate design of these HandBooks, the subject matter expert with doctoral qualification in the relevant field with the minimum of 10-years academic experience will be involved in this process. In addition to the subject matter, an instructional design manager will be involved and work closely with the subject matter expert and other module tutors for design of the program in the online mode. This process will also ensure that the desired programme outcomes will be achieved in online delivery of the programme.

EGV follows an outcome-based approach for programme and module design, the same approved by the Malta Further and Higher Education Commission (MFHEA). The HandBooks will be designed in accordance with the guidelines published by MFHEA, ensuring that they are aligned with the Malta Qualifications Framework (MQF).

Skills, abilities, knowledge, and competencies reached by the students at the end of each training are defined in detail; specifically, the following sections are described in the training application form, to be submitted at the MFHEA, in order to obtain the courses' accreditation:

Programme Descriptors HandBook key content fields:

EGV has designed the programme descriptor format to address all recommended disclosures recommended by National Quality Assurance Framework Standards. Following are the fields in the programme descriptors:

- Program/award title(s): Exact titles as is approved by MFHEA, along with Level of programme.
- Teaching Institution: European Global Varsity Ltd. Malta.
- Awarding Institution: European Global Varsity Ltd. Malta.
- Program start date: Normally EGV starts online batches every month, however, this field indicates the tenured start dates.
- Credit points for the award: ECTS approved by MFHEA for the aforementioned programme title.
- Teaching Learning Hours: 1ECTS = 25 Teaching Learning Hours. The total programme teaching learning hours will be defined by multiplying the teaching learning hours with the ECTS approved. The total hours in turn will be categorised in 4 sections, for online education, the recommended % of teaching learning hours division is also mentioned below:
 - **Total Contact Hours:** EGV normally allocates around 20% of total teaching learning hours to systematic lecturing in line with NQAF guidelines. Various instructional methods such as lectures, seminars, tutorials, participation in online forums, video-lectures, and other learning activities are conducted under the supervision and guidance of a lecturer, all aimed at acquiring new content.

The learners take more time to comprehend the systematically recorded lectures, for instance, pausing video to read more, refer back to some model discussed, practising the questions, etc. The literature doesn't specify exact time, but derivation from various sources specifies that an hour of systematically recorded lecture takes around 3 hours to comprehend that lecture.

- **Supervised Placement and Practice Hours:** EGV allocates around 20% of total teaching learning hours. Supervised placements and practice hours encompass activities where students receive supervision, coaching, or mention, such as tutorials or practical exercises. These include normally the time spent on additional reading provided by the faculty via the digital platform. This includes additional reference material such as research papers, news articles, white papers, reports such as by E&Y, etc. This also includes any forum activities placed within the digital platform.
- **Self-Study Hours:** Self-study hours include an estimated number of hours that each student needs for study and research. EGV allocates around 40% of total teaching learning hours.

Self-study is an imperative mode of learning as the research mentions that the learner learns the most online when he/she is learning by doing, and researching on the topic under question. To motivate the learner for self-study, we aim to include more reflective and research based questions that motivates the learner to apply the topic under question and reflection can make this research more interesting.

- **Assessment Hours:** EGV allocates 20% of total teaching learning hours for summative assessments. Each module usually contains two formative assessments unless otherwise stated - 40% continuous and 60% end-of-the module. The continuous assessments are minor assessments - normally unit-wise multiple choice questions and the end of the module assessment is submission based activity such as a case study analysis, live project, research based essay, etc. Mostly these assessments motivate learners to spend more time on self-study.
- Program Code: We follow a system of maintaining the programme and module codes for better organisation.
- Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face): For now, we are seeking approval of Online mode which can be taken on a part-time or full-time basis.
- Duration of the programme for each mode of study: EGV normally follows 60 ECTS to be covered in 1 year full-time.
- Language of Instruction: We offer only English language education as of now, though we haven't excluded regional language offerings from our strategic planning.
- Dual accreditation (if applicable): EGV believes in collaboration with other academic institutions and sometimes collaborates with other institutions/ Universities to offer their programs, subject to MFHEA approval. In case of dual-degree, this will be written on the program descriptor.
- Date of production/revision of this specification: EGV follows regular reviews, therefore the most recent date of revision is specified so learners are aware of the version of the HandBook.
- Educational aims and objectives: This section describes the rationale of studying the program, its relevance with respect to industry demand.
- Target Learners: The section highlights the target learners who can be benefited with the study of the programme under consideration.
- Relationship to other programs and awards, if any.
- List of all exit awards: EGV believes in global mobility and offers recognised qualifications for the completed components. To do so, we generally offer a certification with 30 ECTS/ diploma at 60 ECTS.

As online education is an essential component of the upskilling market, we do offer micro-credentials for individual modules to allow learners progress their education using the awarded credits.

- Program structure: the titles of the modules and corresponding ECTS.
- Program Learning Outcomes: Following NQAF benchmarking, we categorise the outcomes in the following categories:
 - Knowledge and understanding obtained at the end of the programme &
 - Skills obtained at the end of the program
- Distinctive features of the programme structure: This section depicts the uniqueness of the programme offered by EGV.
- **Support for students and their learning:** Learners are referred to the regulations and policy handbook to motivate them to study the policy specific to students' support.
- **Criteria for admission:** The approved criteria for admission is shared in this section.
- **Language of study**
- **Reference to Regulations and Policies:** Learners are referred to the regulations and policy handbook to motivate them to study the policy HandBook.
- **Changes made to the programme since last review:** all revisions made in the programme descriptor handbook are elaborated in this section. This allows the reader to identify changes easily.

Module Descriptors:

Module title:

Module tutor

MQF Level

Credit value: Total ECTS for the module. One ECTS is equivalent to 25 total learning hours. ECTS number cannot be decimal.

Mode of delivery: face-to-face, online, or blended. EGV offers only online education in Malta however, may apply for face to face going forward.

Notional learning hours: In accordance as defined in the programme handbook, categorised in total contact hours, supervised placement and practice, self-study and assessment hours

Language of Instruction

2. Rationale for the course and its links with other courses: How the learning from the module will help upskill. At times, a few modules are interrelated, to provide holistic application insight, such relations are highlighted.

3. Aims of the course: The aims of the module are defined as the overall higher level outcomes that can be achieved post studying this module.

4. Pre-requisite courses or specified entry requirements: stated if any

5. Compulsory/Elective

6. Intended learning outcomes

Competencies: refer to the autonomy and accountability students gain by the module's conclusion

Knowledge: denotes their comprehension achieved by the program's end.

Skills: encompass the application of acquired knowledge and understanding

Module-specific learner skills: indicate the abilities gained at the end of the module

Module-specific digital skills and competencies: signify the digital proficiencies acquired by the module's conclusion.

7. Course Content: Module content is divided into several units.

8. Assessment Strategy: examination, assignment, presentation, project, reflective diary, multiple choice/open question quiz, etc. The assessment strategy also includes description of the assessment of the module/unit, with reference to the weightings too, in case more than one assessment method is used for the same module/unit. The passing grades will also be displayed in accordance with the programme rubric.

10. Bibliography: Essential Readings and recommended readings: both core and supplementary texts and resources will be provided. For courses at MQF Level 7, more than one textbook/source will be used, presenting other viewpoints and perspectives as applicable, and they must be less than 10 years old (except for "classical/canonical" texts, such as the original texts). For texts/sources with different editions, the latest one will be used. Normally, for Level 7 especially for working professionals undertaking online learning along with their jobs, the learners are recommended wider reading and explore further research papers with respect to application of concepts taught in their specific industry.

11. List of amendments since last (re)validation: If any, will be disclosed separately to showcase the way recommended changes cater to enhancement of learners outcomes.

Both Programme and Module descriptors adhere to the formal process outlined for planning and approving a program, meeting the criteria stipulated by MFHEA regulations.

Implementation:

Approval

The academics department that designs, develops, or revises a particular curriculum are accountable to EGV Academic Senate for adherence to this policy and the processes prescribed. Under no circumstances will the responsibility for the development of a curriculum be ceded to any internal or external stakeholder. Although each stakeholder contributes specific expertise to the curriculum process the final initiative and accountability for the academic integrity, teaching and learning quality lies with the academic department. Should external (to the academic department) stakeholders contribute to the development of the curriculum and/or materials, the academic department remains finally accountable for assuring the quality of any contribution.

Where the academics department uses external experts to contribute to or author study materials, the academics Senate remains accountable to ensure quality and adherence to this policy, and internal approvals of these programmes. Post internal approvals, any external approvals are applied for.

EGV will indicate minimum eligibility and selection criteria as well as the minimum requirements for teaching staff.

If the program requires accreditation, the programme documents along with the programme accreditation form will be submitted to MFHEA.

Launch:

EGV follows a modular system of teaching in online mode, which means only 1 module is provided access to the learner, and post completing this module, the next module access becomes available. This provides some flexibility within the controlled environment, and also prevents information overload for the learner. The respective faculty is provided access to the module on the learning management system (LMS). He/she is also

introduced to the instructional designer and the LMS manager. The instructional designer has already had the didactic model approved in the academic senate for the presentation of the modules on LMS.

EGV's didactic model includes dividing each module content mostly into 10 Units, followed by the end of the module assessment in the 11th Unit. Each module unit comprises of the following, but not limited to:

- Lecture delivered by EGV faculty - this can be recorded or live interaction sessions
- Lecture Notes - this can include PPT, or any written material procured and shared by EGV faculty.
- Additional Reading material - this includes case studies, research papers, articles, reports such as from E&Y, etc additional video case studies, scenarios etc.
- formative assessment (optional for peer to peer interaction) - forums
- Reflective journals
- Summative continuous assessment - minor assessments related to that unit such as multiple choice questions.

Post successful upload of the course content by the team, the course is offered to the learner.

Evaluation

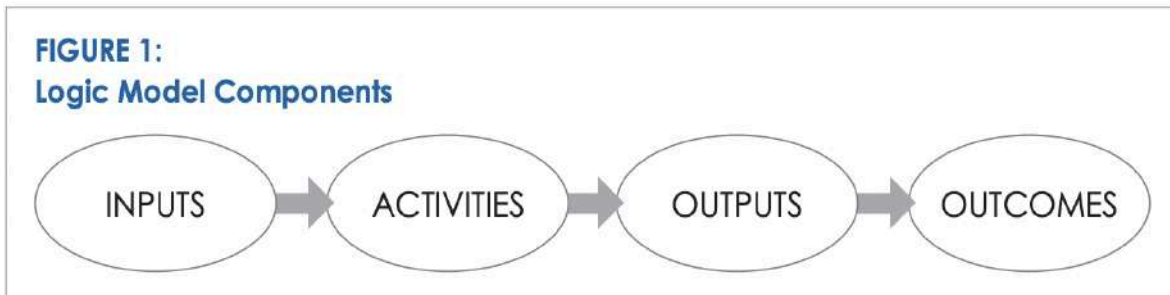
Following the initial offering of a program, whether accredited or not, an assessment procedure is essential to appraise both the program itself and its individual modules/units. This evaluation determines whether the program will undergo a re-launch or not. This process takes place once a year.

This evaluation process is applicable to develop systematic procedures intended to ensure consistency of assessment based on learning outcomes. The mapping of assessment outcomes, course outcomes, and program outcomes is essential to ensure adequate students' progression. This process, often referred to as outcomes mapping or alignment, involves aligning the various levels of educational objectives to ensure coherence and effectiveness. EGV uses the "Logic" model for assessment of outcomes, and to design procedures for ensuring its implementation. EGV designs various formats for instance, assessment design format, course review, etc. This is followed by adequate communication and training of the stakeholders involved to ensure abiding by these procedures. The review process is minuted with all

This process will be carried out by the Academic Senate, and the Quality Officer in confidence of the Board of Directors and the Governance Council.

EGV employs the “Logic Model” for programme evaluation. The management found this as a rationale evaluation plan for the programmes.

Logic Model concentrates on the process of change and the framework in which the educational innovation is integrated. Following figure summarises various steps of this model:



1. **Inputs:** The Inputs of a Logic Model encompass all pertinent resources, including tangible and intellectual assets, anticipated or currently accessible for an educational project or program. These resources encompass funding sources, existing or to be obtained, physical infrastructure, in this case LMS, faculty expertise, faculty and staff availability, technological tools for education, and pertinent aspects of the institutional environment for offering this programme. Mostly, this data is available on LMS.
2. **Activities:** Various activities such as learner to learner interaction, learner to system interaction, learner to faculty interaction and learner to management interaction is reviewed. This is to ensure adequate engagement and feedback gathered from the learners.
3. **Outputs:** Outputs include the number of learners attending the programme, their engagement in various activities, the qualifications of faculty recruited to contribute to the programme, or the number and list of modules, etc.
4. **Outcomes:** Outcomes include reflection on the short-term, medium-term, and longer term changes intended as a result of the program’s activities. A program’s outcomes includes for instance achievement of programme and module outcomes, skills acquired, application of these skills into the practical world. This can be achieved with several survey indicators such as growth in jobs, earnings, getting an employment post completing the programme, especially in the same field. This data can be captured in various feedback surveys, important is also the alumni survey, and employer survey besides the students surveys.

A few indicated areas of reflection and evaluation and corresponding data points examples are as follows:

- Number of enrolments during the year
- Learners feedback in accordance with students feedback guide
- Market analysis related to skills gap and relevance of the gap fulfilment from the programme under consideration. For market analysis, various sources of data will be used such as social handles, upcoming training areas, interviews with HR professionals, or with experts in particular areas, etc.
- Competitors' analysis
- Financial analysis to evaluate the economic advantage of offering the programme. The Governance council head will present this analysis.
- Feedback from other relevant stakeholders such as subject matter experts.

An internal evaluation of the data collected via the Learning Management System (LMS) is also reflected upon.

Some data points collected via LMS are:

- Students interaction with the system: Last login, and activity records
- Students interaction with the peer group: Peer to peer learning reflective writings, engagement via comments of other peers answers.
- Quantitative Feedback, followed by selected qualitative feedback.
- Learners evaluation and the outcomes of the submissions.

Review

Post holistic evaluation using the Logic model and analysis of collected data, a report is generated and shared with the Academic Senate, the Governance Council and the Quality Head. Together they will analyse the report and share their recommendations in the board meeting. The minutes of the meetings are captured and recommendations minuted and signed by the board. The possible outcomes of this process may include the improvement in certain components of the programme delivery, OR updating curriculum matching to the market/ job needs, or to discontinue the programme. In case of progressive recommendations, the programme team will be informed who will follow the measures for curriculum update for instance, or act upon the recommendations suitably.

The Accreditation Process

In case the programme falls under accredited programme offerings, EGV will submit the programme accreditation application to MFHEA. EGV will follow MFHEA regulations and guidelines regarding the programme offerings, its quality assurance and also incorporate any updated provisions as will be recommended by MFHEA from time to time. The ultimate aim is to provide quality learning for the upliftment of the learners and the society.

The programmes are always designed in accordance with the Malta Qualifications Framework (MQF) along with the European Qualifications Framework (EQF) to allow learners recognised qualifications accepted across the European Union.

EGV always design programmes and module descriptors in accordance with MFHEA guidelines and as mentioned above before the launch of the programme. EGV will follow MFHEA guidelines in terms of communication and marketing methods such as information presented on the websites, social handles, emailer marketing, newsletters, programme brochures, and digital marketing initiatives of the programmes.

EGV's Academic Didactic Model

EGV offers online programs at various levels. All programmes are delivered using the Learning Management System (LMS). We employ Moodle as our Learning Management System (LMS), which is customised for our needs, policies, procedures and the academic didactic model of its programmes.

EGV's Online Didactic Model

EGV's founders have experience operating online education for more than 10 years, and have been in the e-learning quality control specialist and accreditation board members in various countries. Based on their extensive experience and literature review, it is evident that the e-learning didactic model is different than face to face, for instance, simply the contact hours in face to face teaching cannot be equivalent to the recorded lectures. The recorded lectures require much more preparation beforehand to derive a single hour of output. The activities conducted in face to face teaching are not conducted using various collaboration tools such as reflective journals, peer to peer discussion forums, collaboration groups, etc.

This section describes the EGV's online didactic academic delivery model. The objective of this policy is to ensure a student-centred learning approach.

Models and considerations:

EGV staff and faculty are well versed with the meaning of “**Andragogy**”. Andragogy is specifically concerned with the art and science of teaching adults. Key principles of andragogy includes:

Self-concept: Adults have a self-concept that is more self-directed and autonomous. They are motivated by the desire to fulfil their own needs and goals.

Experience: Adults bring a wealth of life experiences to the learning environment. Andragogy recognizes the importance of leveraging these experiences as a valuable resource for learning.

Readiness to learn: Adults are ready to learn when they perceive that it will help them in their real-life situations. Learning is most effective when it is relevant and immediately applicable.

Motivation: Adults are motivated by intrinsic factors, such as a desire for increased competence or self-esteem. External motivators, while still relevant, are generally less influential than internal motivations.

While designing the EGV's didactic model, the concept of Andragogy is always discussed as the Level 6 and above programmes are targeted to adult learners.

In addition, the geographical difference of learners across the world is also relevant while deciding upon a didactic model.

Process:

Curriculum design (more detailed in next section):

Various team members are involved in designing curriculum and the content. The key of these are the subject matter experts and the instructional designer.

Post evaluating the need for launching a programme and hence need for module developments, following documents are planned to be designed for the programme development:

3. Programme descriptors handbook
4. Module descriptors handbook

To facilitate design of these HandBooks, the subject matter experts with doctoral qualification in the relevant field with the minimum of 10-years academic experience are involved in this process.

Instructional designer contribution in online didactic model:

In addition to the subject matter, an instructional design manager is involved and works closely with the subject matter expert and other module tutors for design of the program in the online mode. This process will also ensure that the desired programme outcomes will be achieved in online delivery of the programme. The instructional designer brings in the new and innovative methods of academic delivery using digital platforms to promote students engagement and achievement of outcomes as desired in a programme.

The Instructional designer oversees and manages all training programs, starting from the initial design phase. Additionally, he/she provides the necessary assistance for the creation of educational materials (such as video lessons, online sessions, resources, and assessment methods) to ensure the incorporation of the latest e-learning and teaching techniques. The office is responsible for ensuring that the Institute's procedures are upheld and that the learning outcomes are met. Furthermore, he/she plays a crucial role in advising lecturers to employ optimal teaching methods tailored to achieve each training outcome.

EGV's Students' centred Didactic Model:

Various modes of online delivery are employed at EGV, and may not be consistent across all modules. EGV provides an environment of academic freedom to its faculty, where they are allowed to recommend the academic didactic model best suited for their module. However, the final decision is taken in consultation with the instructional designer and Senate.

EGV's online delivery employs a mix of methods that includes **asynchronous and synchronous online lecture delivery**, which is supplemented with various andragogical engagement measures such as:

- **Reflective Journal:** where learners are motivated to reflect upon their personal experience and how the learning in question is relevant or can be applied in their personal growth.
- **Peer to peer discussion forums:** faculty can include various types of forum questions, for instance, a question related to the application of the concept can be asked, or a reflective question on application of concept can be asked, or learner can be motivated to read a particular theory or research paper and reflect how will they implement in their work, etc.

- **Readings:** A few additional readings are recommended by the faculty. These can be a mix of books, research papers, news articles, white papers, reports, etc. The expectation is shared with the learners, especially at Level 7 that they should not limit their readings to the ones shared and they should be able to develop study skills (which we teach in induction) and read more on their industry specific articles.
- **Video case studies:** Many times, open source videos may be employed by faculty to promote learning.
- **Quiz:** Each lecture will follow a small quiz which acts as a quick reflection on their learning of that lecture. The student has the opportunity to assess their competencies, abilities, knowledge, and skills through quizzes and exercises. These evaluation methods are tailored for each specific programme, aligning with the learning objectives outlined for each module. Detailed descriptions of these assessment modes are provided in assessment details.
- **Other tools:** Examples: All learners are provided a group course at the beginning of their journey with us. This course captures learners' profile, teaches them about academic coaching, critical thinking, plagiarism, referencing styles, etc.
- **MBTI personality assessment test:** Each learner is also provided an opportunity to reflect on their personality and evaluate the best ways they learn.
- **Capstone Consulting Project/ Action research:** Most masters programs will have a mandatory component of Capstone consulting project or an action research project which requires research and a master thesis submission. It is very important for each learner to select the topic of their interest which is to be approved and supported by their allocated supervisor. This helps learners to implement their learnings in their area of operations.
- **Evidence based initiative:** We promote evidence based learning which according to research is one of the best ways of adult learning strategies delineated from medical education and not to other areas such as management. It motivates learners to always think through three pillars while making decisions: one is literature review or conceptual framework of topic in discussion, second is their own experience which is in accordance with Andragogy, third is value to stakeholders.
- **Online/ hybrid Research residency:** As a part of our research endeavour, we schedule a research residency to promote research and publications. A few live online sessions are conducted following a conference. Our last conference has tie ups with 17 reputed journals which are either ABDC/ Web of science/ Scopus listed. Our learners get an opportunity to present their research in student track.
- **Online/Hybrid Innovation & Entrepreneurship Residency:** to develop entrepreneurial skills
- **Competitions:** such as start-up pitch/ Hackathons/ etc.

A few modules are decided to be taught in pure asynchronous mode, a few mix of both where conceptual framework is taught in asynchronous mode but applied concepts are taught in online live bootcamps. For instance asynchronous recorded content is employed for most modules which are more conceptual, however a few modules may be decided to be taught in a live synchronous manner. For instance, the Research methods module is a combination of recorded and live online residency to maximise the outcomes and collaboration for publication. However, introduction to Python is taught in an asynchronous manner.

Learners feedback is a very essential component in deciding the mode of delivery, therefore their feedback is fed in decision from the second cycle of programme offering.

Drip Content/ Unit-wise structure of the modules:

EGV has derived unit-wise structure for delivering modules in online mode. Each programme contains several modules and each module is mostly divided into Units, with the final unit for summative submission based assignment. The number of units depends upon the nature of the module, though for consistency the recommended number of units is 10 with the final unit as assignment submission. Each unit comprises of the following:

- Faculty recorded lecture
- Lecture Notes
- Additional Readings
- Discussion Forums
- Multiple choice questions

Besides the above, we provide academic freedom to the faculty to be innovative and also do continuous improvements in their modules. For instance, use of simulations, Harvard case studies, assessment guidance webinars, projects, market research surveys, etc. Of course the various feedback goes in the programme improvement.

The summative assessments are described in later sections of these policies.

EGV mostly follows a **modular system** of academic delivery with **drip content**. Modular system means allowing access to only one module at one time to the learner. Post the learner learns, researches and clears the assessments of that module, he/she is allowed to move to the next module. In **“Drip Content”** content is released gradually over time, rather than providing learners with access to the entire course material all at once. This controlled release can help manage the pace of learning, encourage engagement, and ensure that learners progress through the material in a structured manner.

The entire content and communication with the learner is encouraged to be conducted via EGV's Learning Management System (LMS). The access of LMS is available 24X7 with the aforementioned content. Our entire online didactic model encourages a sense of autonomy in the learner, while ensuring adequate guidance.

EGV's online didactic model facilitated by its team and the LMS is designed considering adult learning methodologies, designed to offer online learning to international learners, and build a truly global learning community.

Students with Diverse Needs

EGV strongly advocates for inclusion, the individual is committed to supporting individuals with disabilities or special needs. Additionally, we are dedicated to facilitating the active participation and engagement of students in the learning process. We shall be providing 1:1 support wherever applicable. For more details, please refer to our disability policy.

Students' Support:

EGV's LMS offers a variety of features, enabling EGV to implement student-centred learning approaches in digital training. This ensures active participation from students at all levels, fostering collaborative learning between students and instructors, as well as among students following the same learning path. Following levels of interactions are provided for:

- **Learner to system**, for instance with 24X7 availability of the content. EGV's LMS is browser based, but an app is coming soon.
- **Learner to learner**, for instance via profiling, discussion forums, research residency, live bootcamps, etc.
- **Learner to faculty**, for instance via messaging system, the learner can message directly to the module faculty.
- **Learner to administrator/ student support**, for instance via support is required to make all announcements via LMS, learner can comment publicly or write personally to support, induction and study skills are also offered via LMS.

A TAT (turn around time) of 2 working days is communicated for reverting to any queries from the learner. The assessments are evaluated in accordance with the assessment policy.

Student support personnel allocated to the student will be the first point of contact for the student. He/she will then route the query to the receptive departments and will follow them until the query is being reverted. He/she is also responsible for being in touch with the student with the regular updates on working on query.

Normally the queries are classified as:

- Technical related: Forwarded to the LMS manager
- Policy Related queries: forwarded to the faculty or academic Senate, depending upon the nature of query
- Academic query: forwarded to the faculty
- Fee related: forwarded in finance
- Any other: at discretion of support or discussion with the Senate Head.

All communication between the learner and the system/support/faculty/ peer is motivated to be done via LMS. This is due to adequate record keeping for the long term.

Support for learners with special need or disabilities:

The assistance and protocols implemented may differ depending on the unique requirements of the students, such as with learning disabilities, autism, etc. Following an initial online meeting with the student and/or their guardians, the Institute will assess their needs to determine the most suitable solution. The Programme Committee handles individual requests from students, addressing them both prior to, during, and after the training course.

EGV highly encourages students with known disabilities, specific learning difficulties, or their guardians to communicate this information to the Student Support Office before commencing the course. This provides the Institute with an adequate time to organise the required accommodations and evaluate the student's needs. This enables the student to embark on their chosen training path from the outset with minimal difficulties, ensuring the best possible opportunity for success. Arrangements needed will be applied not only to the course, but also to assessment and examinations.

Any information regarding the student's disability and/or difficulty that the Institute receives will be handled with the utmost confidentiality. It will only be disclosed to relevant staff members with the prior consent of the student or their guardians, following the established general procedures for data protection management.

Comprehensive training will be conducted during orientation for lecturers, staff, and tutors to equip them with the necessary skills to teach and assist students with special needs or disabilities. The Academic Senate will

also keep them informed about additional training sessions and conferences to ensure that lecturers, staff, and tutors stay current with the latest developments in the field and new teaching methods introduced in the educational sector.

LMS Support for special needs and disabled learners:

To provide assistance to students with disabilities or learning difficulties, a virtual environment that is user-friendly and adapted has been developed. The Institute's provision of online training paths is particularly beneficial for these students, allowing them to participate in courses from the comfort of their homes.

The use of an asynchronous method, where video lessons already include audio, proves valuable for students with visual disabilities. However, it's important to acknowledge specific challenges that some students may face when engaging in online training, including:

- Sensory and mobility impairments may hinder the effective use of graphics, visual and audio media, and textual content. Concealed disabilities pose a challenge, as students might be hesitant to disclose their condition to instructors due to the impersonal nature of the online environment.
- Every disability has the potential to impact online discussions, whether they are synchronous or asynchronous, and may influence the knowledge and skills of the students involved.

To prevent issues that could hinder students' learning journeys, specific pedagogical approaches will be implemented to ensure the LMS is accessible to students with special needs and/or disabilities. Examples of these approaches include, but are not limited to:

- Utilizing various tools to present information on the website, such as using audio explanations to convey training details.
- Providing students with the option to study and participate in the modules within the LMS with increased privacy, especially in synchronous modules, to enable them to comfortably disclose their needs/disabilities.
- Allowing extra time for assessments.
- Employing highly readable fonts for content.
- Implementing caption tools that can transcribe the audio from video lessons (in the case of asynchronous modules) and translate it into different languages.

- Offering the flexibility for students to choose from different types of assignments to demonstrate their acquired knowledge and attainment of training learning outcomes.
- Including subtitles in asynchronous video lessons to accommodate the needs of students with audio disabilities.
- Ensuring compatibility with assistive technologies on the Institute website, allowing the use of alternative keyboards, text-to-speech software, and screen magnifiers.

The Virtual Learning Environment (VLE) created for EGV's training supports the outlined procedures. The VLE features functions that enable the selection of various assignment types and provide the option to grant additional time to specific students. These functions are user-friendly and straightforward to configure.

5. Assessment Policy

The aim of this policy is to set clear and consistent standards for the design, creation and submission, measurement and feedback of assessments leading to a grade. All aspects of this policy are operated in compliance with awarding body regulations.

This policy also refers to the rules and regulations relating to Assessment, submission, marking and progression of studies and the award for the final qualification. It explains what is required to progress between the various levels of your chosen program of study.

European Global Varsity employs a variety of standard assessment approaches which include:

- assignments
- dissertations
- exams

- oral assessments
- portfolios
- practical assessments
- projects

To gain the academic credit, a student must demonstrate that they have achieved specific learning outcomes.

Academic credit will only be awarded to students as follows:

- Successful completion of course summative assessments that meet the specified learning outcomes.
- Completion of requirements made via the program of learning

Assessment guidance and regulations should be studied along with assessment guidelines. If there is some information in assessment guidelines that supersede this Assessment guideline, the assessment guideline provided by that document will be applicable. In addition, this policy guides you on assessment format as well.

Objective:

- To ensure that the credit is allocated to a learning activity based on its stated learning outcomes.
- To communicate that the credit is awarded only on fulfilment of the regulations laid down by MFHEA and followed by EGV
- To apprise students of the assessment design and submission process.
- To lay down expectations towards feedback.
- To communicate with students with appropriate information so they can achieve their potential.
- to ensure consistency of assessment based on learning outcomes.

This policy applies to all students enrolled at European Global Varsity, across all programs.

This policy must be studied in conjunction with a student's contract, program description, module descriptors and the assessment guidelines.

The most suitable assessment method for each training/module is defined during the design process of the training and reviewed during the evaluation phase. This guarantees that the Institute modules are assessed using up-to-date methods and tools that are in line with the learning outcomes to be verified for each

training/module. EGV aligns these defined processes with the standard procedures and forms with instructions and adequate training to the respective stakeholders. The process for review of the courses is also defined to ensure alignment of the assessments with the outcomes.

EGV follows the procedure to ensure that persons managing assessments are familiar with different assessment and examination methods and receive support to develop such competencies. This procedure is laid down in Policy No. 12 titled Selection & Management of Academic Staff. This policy lays down the minimum requirement for selection and recruitment of the academic staff, the IQA handbook dissemination, induction process, allocation of mentor, training provided and continuous improvement processes of the entire academic staff, including those who manage assessments.

Students' Progression:

The following is the progression recommended for all EGV Programs. These progression requirements will be provided to the student in writing. The program specific requirements will also be mentioned in the Program description and course descriptions. Therefore, this policy is required to be studied in conjunction with the programme and module description of the program you are enrolling in.

Students will be declared qualified for an award (certificate, diploma, advanced diploma etc) upon successfully completing the program requirements such as completion of all courses, passing of all tests, assignments, viva-voce, project work etc with at least the required minimum pass percentage or obtaining required number of credits as may be applicable to the program. In addition, the candidate should have cleared all dues to the school and there should be no disciplinary action pending against him/her.

For fully online programs, the following assessment approach is recommended to each of the compulsory courses of the program. However, a faculty will have the liberty to propose a different individual component keeping the overall percentage weightage constant of 40% continuous assessment and 60% Final project or examination. The criteria for assessment for each module is published via LMS in advance and is available to the learner the same time he/she enrolls for the module.

Component

Weightage Continual Examinations

1. Contribution to online discussions/

Multiple Choice Questions	40%
2. Written Project(s) for each course	60%

Common Marking Scheme

Following is the Common Marking Scheme for all major programs:

All undergraduate assessments will be marked on a percentage scale of 0-100.

Bachelor's degrees are classified as:

% Scale Score	Performance Standard
70+	First class
60-69	Upper Second class
50-59	Lower Second class
40-49	Third Class
0-39	Fail

All postgraduate assessments will be marked on a percentage scale of 0-100. All Level 7 awards may include merit and/or distinction classification

% Scale Score	Performance Standard
70+	Distinction
60-69	Merit

40-59	Pass
0-39	Fail

Verification of Award:

The verification of a candidates' award can be performed online via European Global Varsity's Online Certificate Verification System, which is via LMS or by sending a formal request to the Academics department.

Procedure:

Upon becoming aware of a students' program completion, the academics department will conduct a review of the students academic progress within 7 working days. In case of any pending requirements the student will be notified and asked to complete the same. If the student has completed all requirements for the program and has cleared all dues to the school and there is no disciplinary action pending against him/her the academics department will issue the students certificate and transcript (where applicable) within an additional 7 working days.

The student's award will be issued a unique Certificate /Award No. as generated by the Learning Management System.

The award and the transcripts will be prepared in accordance with the MFHEA guidelines. Once the certificate and transcript are issued the student will be notified of the same and a soft copy may be sent to him/her for review. The student may self-collect the documents from the main office or they may be mailed to the students registered address.

A copy of the certificate and transcript issued to the student will be retained by the academics department for record keeping in digital form.

Identity Verification

Identification verification for submission based assignments

EGV authenticates students for **submission-based assignments** in online education. This is crucial to maintain academic integrity and ensure that submitted work truly reflects each student's effort and understanding. EGV doesn't do proctored online examinations as it focuses on project based learning which aligns well with submission based assessments. However, the identity verification is also specified in case of proctored examination.

Here's a comprehensive approach to student authentication for submitted assignments:

- At time of admission, each applicant will be interviewed during a video-call and the identity of the applicant is verified in the first stage.
- EGV utilises a secure online learning management system (LMS), also used for assignment submission platform that requires students to log in using their unique credentials (username and password). This ensures that access to the platform is restricted to registered students only.
- Students are required to sign a statement such as "I certify that this work is my own and has been completed without unauthorised assistance."
- Utilise anti-plagiarism software to analyse submitted assignments for any signs of plagiarism or unauthorised collaboration. This helps verify the originality of students' work.
- Incorporate mechanism of evaluating variations in various pieces of submission of a particular student, thereby indicating the variation in the level of work. However, this practice only leads to further scrutiny and no conclusion can be drawn on any variations found. The further investigation can be viva-voce of the student. Viva-voce normally is found to be the most effective measure of identifying the knowledge gained by the student during the learning process.
- Educate students about the importance of academic integrity and the consequences of academic dishonesty. Clearly communicate the institute's policies and procedures for online assignment submission to ensure students understand their responsibilities.

Identification verification for Proctored Examination:

- At time of admission, each applicant will be interviewed during a video-call and the identity of the applicant is verified in the first stage.

- EGV utilises a secure online learning management system (LMS), also used for assignment submission platform that requires students to log in using their unique credentials (username and password). This ensures that access to the platform is restricted to registered students only.
- Request students to upload a scanned copy of their government-issued photo identification document (e.g., driver's licence, passport, or student ID card) during the registration process. This document should clearly display the student's name and photograph.
- Employ live proctoring services where trained proctors monitor students in real-time via webcam during the exam. Proctors verify students' identities by visually matching their faces with the identification documents provided during registration.
- Employ live proctoring services where trained proctors monitor students in real-time via webcam during the exam. Proctors verify students' identities by visually matching their faces with the identification documents provided during registration.
- Provide comprehensive training to proctors on identity verification procedures, including recognizing valid identification documents, conducting biometric authentication, and identifying suspicious behaviour.
- Review exam footage and authentication logs post-exam to ensure that all identity verification procedures were followed correctly. Investigate any instances of suspected identity fraud or cheating and take appropriate disciplinary action.
- Clearly communicate identity verification requirements and procedures to students well in advance of the exam date. Provide detailed instructions on how to prepare for the exam and what to expect during the identity verification process.

These processes are reviewed in examination committee meetings to incorporate any feedbacks for continuous improvement of the process.

Design & implementation of Assessment Strategy

- a. All assessments are required to be designed by the module team including subject matter experts. The assessments are designed to ensure module coverage and should result in achievement of the module learning outcomes. The course team will include module tutor at EGV.

- b. The assessments designed by the course tutor are required to be ratified by the Program Director.
- c. The approved module descriptors, and assessments are disseminated to the students via Learning Management System (LMS).
- d. The assessments are generally announced 21 days before the submission date to allow students adequate time for completion of the assessment. In case of a report, the requirement of the report is to be disseminated before 21 days. In case of examination, the dates of examinations must be announced 21 days before the examination.
- e. Assessments are to be revised at the end of each academic year/ semester by module teams to ensure incorporation of feedback.
- f. Academic staff must appropriately communicate assessment information, requirements and expectations to their students via LMS, such as announcements or assessment guidance webinar.
- g. Data protection and confidentiality related to assessments is kept between the student, their tutor and assessor. EGV LMS has the feature of anonymous visibility of enrolled learners for assessment evaluations.

Submission of assessed work

- o All report submissions are required to be made via Learning Management System (LMS). No submission sent per email will be accepted. EGV will contract a Maltese based server provider for keeping all records related to assessments in Malta.
- o The examination for online is conducted using online Proctored examination system where 1 proctor proctors not more than 30 students. EGV at present doesn't employ online examination assessment, as submission based assessments are recommended for higher-level cognition and comprehension.
- o The due date, if any, for synchronous taught programmes of the submission remains sacrosanct unless extended by the written communication by the course faculty. The due dates are announced via the course page on the LMS. For asynchronous programmes, the learner must submit the assessments as they progress through the modules.
- o Work submitted for a summative assessment component cannot be amended after submission, but can be re-submitted with permission.

- o Where coursework due date is fixed and it is submitted late and there are no accepted extenuating circumstances, it will be penalized in line with the following tariff:
- o Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the pass mark and no further.
- o Submission that is late by 7 or more working days: submission refused, mark of 0.
- o Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

Assessment Formatting

All submissions should follow the given formatting requirement for all assessment submissions. However, if course specification suggests some other guidelines, those provided in course specification must be followed. This is because faculty suggested different guidelines due to the varied nature of that assessment. But where there are clashes in course specification and regulations and policies, the regulations and policies will stand true.

Acceptable file format

All assignments should be submitted in MS-Word, unless a different version is recommended by the faculty, for instance, MS-Excel may be prescribed for finance and accounting assignments. For finance and accounting assignments as well, MS Word is considered as an acceptable report submission format and other workings in MS Excel are appendices. Any document submitted in pdf, jpeg, etc. will not be accepted and will not be evaluated.

Word Limit

1. Assessment specific word limit is specified in respective assessment briefs. The word limit includes only text, and doesn't include references, appendices, etc.
2. The assessment should be restricted to the given word limit and can be within +/- 10% of the specified limit. Word limit must be explicitly mentioned on the face of the assessment submission. In case of not following the word limit (either exceeding or reduced), there will be a **penalty of 2%** on the entire assessment.
3. Appendices are to be appropriately referred in the main document if they are required to be assessed. Any appendix not referred to in the main document will only be considered as supporting document and will not be evaluated.
4. References/ Bibliography will be evaluated. References are required to be done as per Harvard

referencing style. Both in-text and end-text references are required. Referencing done but not in the correct format will fetch in the **penalty of 2%**. Not referencing at all would result in plagiarism and also plagiarised assessments, will be referred to **Academic Misconduct Policy**.

Font and Document presentation

Each submission should be formatted as per following prescribed format:

- Use the following font style: Times New Roman
- Font size: 12-point main body text
- Font size: 16 and 14 Main Heading and Sub-Headings
- Paragraph line spacing: 1.5 lines.
- Spacing: left
- Ensure that the layout is in a professional format – use headings and sub-headings as appropriate.
- Ensure that all pages are numbered.
- The piece of assessment must have a cover page, as given in Appendix B.

A few further considerations:

- Ensure to format the entire document in an appropriate and consistent format/ Font/ Font Color/ Font Size, as specified above.
- The assessment can have a table of content as well, but not necessarily. It depends upon the nature of assessment.
- It is good practice to spell and grammar check your work before submission.
- Files not appropriately formatted will have a **penalty of 2%**.

Failure to complete in a single attempt

Where a student fails a course, the following may apply in the first instance:

Resit – a second attempt of an assessment component within a course, following failure at first attempt. Attending classes is not required for the Resit examination. The resit submission is generally expected within 2 weeks of declaration of result. Resit can be taken only for a failed component and an individual passed component is not required to be appeared again. The grades of passed components can be carried forward. A third Resit attempt is possible in case of extenuating circumstances.

Compensation – the award of credit by the Board of Examiners for a failed course(s) on account of good

performance in other courses at the same credit level where the learning outcomes have been met. Compensation is possible only in 1 course every 60 ECTS, or 2 courses for 120 ECTS programme. The compensation will be reflected as a minimum pass mark on the transcript.

Retake – a second attempt of all assessment components within a course following failure at the first or resit attempts. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt.

Provision for *viva voce* examination

Exceptionally, viva voce examinations may be required by a module tutor or evaluator:

- to confirm the progression/result status of a student;
- to determine the result status of unusual or borderline cases;
- when there is conflicting evidence from the various assessment components.
- as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

Additional provisions and support may be approved for students with special or additional needs. The student is expected to request any provisions within a reasonable time scale so accommodations/support can be approved and in place.

Special Circumstances and Considerations

Under special circumstances, the institute can take into consideration any issues related to assessment.

Issues may include:

- Serious disruption of studies caused by the institute
- Delays in sharing module materials or other relevant resources
- Bereavement or other issues in personal life
- Late marking or assessment of student work
- Prolonged or serious illness, accident or injury
- Special needs or disabilities
- Adjustments or changes to the student's programme of learning made by the School.

Procedure to apply Special Circumstance:

To apply special circumstances and considerations related to assessment, EGV establishes a clear and

transparent procedure that allows students to request accommodations or adjustments when facing such circumstances. Here's a the suggested procedure:

- EGV communicates its policy on special circumstances and considerations related to assessment to all students through the IQA handbook, website, and LMS.
- Students facing special circumstances should submit a formal request for consideration to the student support, who in-turn should submit it to the program leader. This request should include details of the circumstances and any supporting documentation, such as medical certificates or letters from relevant authorities. This request can be made via an email. The support should acknowledge the email within 24 hours of receiving such a request and forward it to the program leader.
- Upon receiving a request, the program leader should review the circumstances and assess their impact on the student's ability to meet assessment requirements. This review may involve consultation with the relevant module leader, exam committee or Senate.
- Based on the review, the program leader will make a decision regarding the appropriate accommodations or adjustments to be provided to the student. This decision should be communicated to the student in writing, along with any conditions or requirements.
- If accommodations are approved, EGV should ensure their timely implementation. This may involve rescheduling assessments, granting extensions on deadlines, providing additional support or resources, or making other reasonable adjustments as necessary.
- The institute should maintain accurate records of all requests for special circumstances and the decisions made. This documentation is important for accountability, audit purposes, and ensuring consistency in decision-making.
- Students should have the opportunity to appeal decisions regarding special circumstances if they believe there has been an error or injustice in accordance with the appeal policy.
- EGV maintains confidentiality and respects the privacy of students when handling requests for special circumstances. Information related to a student's personal circumstances should only be shared with individuals directly involved in the decision-making process.
- EGV should periodically review its procedures for handling special circumstances and consider feedback from students and staff to identify areas for improvement. This ensures that the process remains fair, transparent, and responsive to the needs of students.

Assignment Feedback and Moderation:

Detailed feedback is required to be provided by the faculty within 4 weeks of assignment submission.

Note. The student should review the Appeals Policy if they have concerns related to their grade.

General Marking Criteria

Postgraduate Level 7 Grading Criteria

Postgraduate Level 7 Marking Criteria

	Knowledge and understanding	Academic structure	Requirements
Excellent Grades 85 to 100	<p>Comprehensive, in-depth knowledge of the module materials</p> <p>Excellent, critical understanding of theory, issues and debates</p> <p>Outstanding evidence of applying theory to practice examples</p>	<p>Confidence in the selection and interpretation of reading including texts outside the module materials</p> <p>Logical, coherent and cohesive discussion or argument relevant to the requirements of the assignment</p> <p>Evidence of reflection, independent thought and judgement in answering the question</p> <p>Fluent and articulate writing</p>	<p>Requirements – in terms of content, coverage, practice focus, word length and ethical considerations – are met in a meticulous and thorough way</p> <p>Excellent and abundant evidence of meeting the module learning outcomes</p> <p>Faultless use of academic referencing</p>
Good Grades 70 to 84	<p>Wide ranging, detailed knowledge of the module materials</p> <p>A good understanding of theory, issues and debates</p>	<p>Good selection and interpretation of reading including sources outside the module materials.</p> <p>A thoughtful, well-structured discussion or argument</p>	<p>Requirements are met in a thorough way</p> <p>Good evidence of meeting the learning outcomes</p> <p>Consistent and correct</p>

	<p>Good evidence of applying academic study to practice examples</p>	<p>relevant to the requirements of the assignment</p> <p>A balanced, reflective and well-considered answer to the question</p> <p>Clear, coherent and articulate writing</p>	<p>academic referencing</p>
<p>Clear Pass Grades 60 to 69</p>	<p>Secure knowledge of the module materials</p> <p>Sound understanding of theory, issues and debates</p> <p>Sound evidence of applying academic study to practice examples</p>	<p>A sound range and interpretation of reading</p> <p>A well developed, balanced description or discussion relevant to the requirements of the assignment</p> <p>A well-structured, reflective answer to the question</p> <p>Clear and coherent writing</p>	<p>Assignment requirements are met in a competent way</p> <p>Sound evidence of meeting the module learning outcomes</p> <p>Consistent and correct academic referencing</p>
<p>Pass Grades 40 to 59</p>	<p>Enough knowledge of the module materials</p> <p>Adequate understanding of theory, issues and debates</p> <p>Satisfactory evidence of applying academic study to practice examples</p>	<p>An appropriate selection of reading</p> <p>Few irrelevancies in a description or discussion about the requirements of the assignment</p> <p>An adequate answer to the question</p> <p>Mainly clear and coherent writing</p>	<p>Assignment requirements are met in a satisfactory way</p> <p>Satisfactory evidence of meeting the module learning outcomes</p> <p>Minor inconsistencies in academic referencing</p>

<p>Bare Fail Grades 30 to 39</p>	<p>Some knowledge of the module materials</p> <p>Some understanding of theory, issues and debates</p> <p>Some evidence of applying academic study to practice examples</p>	<p>A limited selection of reading</p> <p>Irrelevancies in a description or discussion about the requirements of the assignment</p> <p>A partial answer to the question</p> <p>Some incoherent, unclear, unstructured writing</p>	<p>Assignment requirements are not always adequately met</p> <p>Some limited evidence of meeting the learning outcomes</p> <p>Inconsistent and incorrect academic referencing</p>
<p>Fail Grades 15 to 29</p>	<p>Little knowledge of the module materials</p> <p>Little understanding of theory, issues and debates</p> <p>Little evidence of applying academic study to practice examples</p>	<p>Insufficient appropriate reading</p> <p>Much irrelevant content in a description or discussion about the requirements of the assignment</p> <p>A very limited answer to the question</p> <p>Incoherent, unclear writing</p>	<p>Assignment requirements are not adequately met</p> <p>Little evidence of meeting the module learning outcomes</p> <p>Little recognition of the need for consistent and correct academic referencing</p>
<p>No submission Grades 0 to 14</p>	<p>No knowledge of the module materials</p> <p>No understanding of theory, issues and debates</p> <p>No evidence of applying academic study to practice examples</p>	<p>No attempt to select appropriate reading</p> <p>Wholly irrelevant content in a description or discussion about the requirements of the assignment</p> <p>No attempt to answer the question</p> <p>Incoherent notes, unclear and</p>	<p>Assignment requirements are not met</p> <p>No evidence of meeting the module learning outcomes</p> <p>No recognition of the need for consistent and correct academic referencing</p>

		unstructured writing	
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BA Marking Criteria

Pass 1 (85–100)	Excellent answers, showing a confident and wide-ranging knowledge of the core material, a thorough understanding of any relevant theory.
Pass 2 (70–84)	Good answers, showing a secure knowledge of module materials and providing relevant discussion covering most of the key issues.
Pass 3 (55–69)	Competent answers, reflecting adequate knowledge of the more directly relevant module material and concepts, with a reasonable structure and an adequate coherence related to the question set.
Pass 4 (40–54)	Bare pass answers, which show an awareness of some relevant material and attempt to relate it to the question but omit important concepts/evidence and/or lack coherence/structure, and/or make substantial errors while still demonstrating a basic understanding.
Bare fail (30–39)	Bare fail answers attempt to draw upon relevant material, but do not know the module sufficiently well and/or neglect the focus required by the question, and/or are incomplete in some important respects whilst being acceptable in others.
Clear fail (15–29)	Clear fail answers typically show little or no knowledge of the module, ignore the question, but still muster a little relevant material worthy of some credit.
Bad fail (0–14)	Bad fail answers typically show little or no knowledge of the module, ignore the question, and include very little relevant material worthy of credit.

Appendices:

Appendix A: Title Page for EGV Assignment Submission

Batch: BBA/MBA

Month and Year of enrolment:

Student Name and enrolment number:

Course Code and Title:

TMA Number and Title:

Word Count:

6. Program Transfer

European Global Varsity provides an opportunity for students to refocus their undergraduate or postgraduate studies. For this reason, the institute facilitates program transfers while upholding the academic integrity of the admissions process.

Transferring to a new programme is an admissions act, and all applications will be evaluated against admissions criteria. This policy outlines the processes and guidelines to help students with the overall transfer process. Transferring to a different programme within the institute may have implications on studies or finances.

- To continue their studies in graduate/postgraduate programs to pursue careers in respective fields.
- To articulate the knowledge and abilities of students at the end of the course.
- To practise and gain proficiency in the discrete component skills
- To evaluate the process workflows and participate in implementation of redesigned process workflows.
- To apply a working knowledge of the managerial and non-managerial skills to assess the outcomes and risks.

This policy applies to students transferring between eligible undergraduate or postgraduate programs of the institute. New students must finish at least one course before applying for a programme transfer. The student can only apply for one programme transfer each deadline, no more than two programme transfers per academic year.

A student who wishes to transfer from one academic programme to another must submit an application to the student support manager in the approved format. The student support manager will in turn forward this application to the admissions and academics department.

- Have met the new program's entry standards.
- Consent of the Head of Academics- Academic Senate involved in the transfer's approval.
- Hand over the Program Transfer form to the Admissions department during the academic semester's official period (with no interruption in attendance), and
- Pay the transfer fee as well as any tuition differences resulting from the transfer.

Program Transfer Procedure

Students who wish to transfer from one program to another will need to submit a formal request for the same via a duly completed "**Program Transfer Application Form**" to the students support manager. The student must submit the completed program transfer application form for processing either via the online portal or email. European Global Varsity processes the transfer application within 7 working days of submitting the application.

The Academic Senate reviews the eligibility of the student for the program for which a transfer request has been made and also evaluates the learning outcomes achieved in the previous program in comparison to the new program applied for. Mapping the learning outcomes is an important step which defines the credit exemption offered in the new program. If the exact credits can be mapped, the overall tenure of the program will not be impacted. However, if fewer credits are mapped from the previous program, the student will be granted less credit exemption. In this case, the overall tenure of the program might increase.

Post evaluating the credit exemptions, the School will inform the student of any difference in the program fee that is to be submitted along with any administrative charges.

When the transfer of program application is approved, the student will be notified via LMS Messaging System or via email. The student will be required to sign a new contract for the new program and deposit the applicable fee.

When the transfer of program application is unsuccessful, the student will remain enrolled in the current program. Rejection will be communicated via LMS Messaging System or via email. If the student does not wish to continue with the current program, the student will need to formally withdraw from the enrolled subject and form the course as per the withdrawal and refund policy.

Appendices:

Appendix 1: Transfer Form

Students Name:

Enrolment Number:

Program Enrolled in:

How many credits gained in the previous program?

Which Program to transfer to:

What is the reason for the transfer request?

Append evidences for credits gained and also the program learning outcomes, course learning outcomes and assessment copies

Any other relevant information:

Signed

7. Academic Misconduct Policy

What is Academic Misconduct?

Following is considered Academic misconduct (list is not exhaustive):

1. **Plagiarism:** presenting other people's work intentionally or unintentionally is considered plagiarism. This can include copying and pasting from any source.

To prevent, you must follow following steps:

1. read from varied sources, understand the concepts, and
2. paraphrase/ comprehend information in your own words and
3. cite the sources that you referred to.
 1. **Not referencing at all:** Writing entire pieces of submission in your own words, but not referencing at all. Referencing is essential to give due credit to the author of that information. All assessments require writing some theories, in addition to the practical examples/ reflection on the work environment, etc. Therefore, even the basic information/ concepts that inspire you to write is required to be referenced. For instance, writing a basic definition of Marketing, or PEST is required to be referenced/ cited because you haven't found this model/ concept.
 2. **Collusion:** Writing a piece of paper and then passing on your peers. In the past, your peer has submitted your assignment. If two students' assignments are colluded, both of you will get Zero. The student passing on her piece of assessment to others is equally at fault as the student receiving it.
 3. **Commissioning:** getting another person to complete work which is subsequently claimed as the student's own work. This can lead to disciplinary action in addition to a zero award to that submission.

EGV considers academic misconduct to be very serious, and therefore suggests all students take preventive measures in not engaging themselves in such practices. The governing Policy is *Academic Misconduct Policy*.

This policy applies to all student assessments including all assignments on programmes leading to an accredited award.

Referencing

References are required to be done as per Harvard Referencing Style. Both in-text and references are required. Done but not in the correct format will fetch in the **penalty of 2%**. Not referencing at all would result in plagiarism, and therefore the assessment will be referred to Academic Misconduct Policy.

Academic Coaching

Though the institute provides regular webinars for academic writing, it is possible to schedule an in-person academic coaching session with one of our faculty. Please contact the student support manager for scheduling these in-person sessions.

Provision of Plagiarism Check tool

The Institute is not responsible for providing plagiarism check tools to the students. Students are motivated to submit the assignment following good academic writing practice. The module team a plagiarism check tool is required to assess the extent of plagiarism.

The institution uses plagiarism tool such as Turnitin to help detect plagiarism which will check the students' assignments against both the work of other students and against internet sources and other published material. If the student submits an assignment that contains work that is not his/her own without indicating this to the marker the student is

committing plagiarism and this is an offence and multiple attempts of plagiarism can lead to academic disciplinary action.

Penalties and Resolution

Following are the penalties levied for plagiarism:

1. If the students' work is found to be plagiarised for the 1st Attempt, the student will be provided with counselling and an opportunity to re-submit without a cap on the grades.
2. 2nd attempt: If the student work is found to be plagiarised a second time, the student is provided a guided session with an opportunity to re-submit but with a cap on the mark to pass.
3. 3rd attempt: If the student is found to have plagiarised for the third time, he fails the course and a

disciplinary committee will be held and the decision of the committee will follow.

8. Appeal Policy

The Student Academic Appeals Policy and Procedure is designed to provide fair and orderly procedures for requesting a review of an academic decision. At European Global Varsity, we strongly believe that the students have the right to appeal against the decisions of the Academic Senate. Hence, we at European Global Varsity provide an Appeal Policy as follows:

An academic appeal is a request that any of the following decisions made has significant negative impact on the student:

- Material circumstances affecting the student's performance which the Examination department/evaluator had not been aware of before reaching its decision during assignment evaluation,
- Procedural irregularities in the formal conduct of the assessment or in reaching an academic decision during program assessment,
- Evidence of prejudice or bias on the part of one or more evaluators, or
- Inquiries raised with regards to the program assessment grading
- Academic misconduct warnings

Students may appeal against a decision of the academic department. Students' rights of appeal are limited to two grounds:

1. Student's performance in an assessment was adversely affected by illness or factors which he/she was unable, or for valid reasons unwilling, to disclose before the Board of Examiners reached its decision.
2. Occurrence of any administrative error, an assessment was not conducted as per regulations for the program, or that some other ICT operation irregularity relevant to the assessment has occurred.

This document describes the institution-wide process for the management of academic appeals for students on European Global Varsity programmes.

The Institute has an appeals process for all academic matters. No appeal made in good faith, even if unsuccessful, will disadvantage the student.

In general, there is no right of appeal against academic judgments made in the past, however all students will have a right of appeal against the most recent decision.

Any appeal to be made within 7 working days of the academic decision announced.

Appeals cannot be backdated to a previously held event as an appeal should have been made at the time.

Procedural Irregularity

A procedural irregularity is a failure of an examiner to follow the process or rules in place for making decisions, or when a decision is erroneous.

Examples could include:

- Assessed work not properly assessed in accordance with the institutes' regulations;
- Mathematical error or an error in uploading grades;
- Evaluators and programme team members did not act in accordance with Institute's regulations or procedures;
- Prejudice or bias on the part of one or more Evaluators and programme team.

Exclusion from Appeal

The following are the reasons when a student is excluded from making an appeal-

1. Dissatisfaction with the academic judgement of the evaluators..
2. Dissatisfaction with the programme team.
3. Matters of disputes involving student complaints of the following nature:
 - Complaints relating to quality of teaching
 - Complaints relating to program delivery prior to program assessment
4. Appeals submitted outside of the stipulated time frame.

Procedure

Students can follow an informal resolution stage to resolve concerns if a student's appeal relates to a previously awarded grade prior to the publication of the results, they should contact their faculty or Academic Head and raise their concerns in the first instance. If they remain dissatisfied with the response

they should email and provide a summary of the grounds for appeal in accordance with the form fields shared as an appendix to this policy.

Students should submit a formal application for making an appeal. The recommended form is appended in this document.

For an appeal to be considered there must be evidence supporting the claim.

Admissible evidence must be factual and specific in supporting the grounds for appeal; it might include original versions of:

- medical certificates;
- assignment feedback forms;
- correspondence summary;
- witness statements (which must be dated and signed); tutorial record forms. Any evidence submitted must be done keeping in view privacy policy.
- Copies of documents are not normally acceptable. Originals will be copied and returned to the student if requested.

Providing documents that are fraudulent or include unauthorised amendment may cause a student to disciplinary action.

Unsupported claims or unsupported allegations against any individual or group of staff will not be considered. False information or defamatory allegations submitted as part of an appeal can result in disciplinary action.

Responsibility for the submission of documentary evidence in support of the appeal rests with the student.

The Academic Appeal Process

The appeals process is administered by the Academic Head/ Senate in consultation with the module team where an academic decision was issued.

If the original academic decision was made while the relevant administrator was acting as a mentor, instructor, or evaluator, an appropriate administrator will be appointed to the administrative role in the appeals process.

There is an informal resolution procedure as well as a formal appeal procedure for academic decisions in the Institute's appeals process. Before filing a formal appeal, the School expects the student to pursue an informal resolution.

A. Procedure for Informal Resolution

There are two steps to the informal resolution process:

1. The student should speak with the person who made or represented the academic decision (program leader, mentor, assessment committee representative) directly about the problem and make a reasonable effort to resolve it amicably. Within 7 working days of obtaining the academic judgement, the student must commence an informal resolution process.
2. If the student is uncomfortable trying to address the matter directly with the appropriate party in the first stage, the student should request an informal resolution from the Academic Head/ Senate, he/she can approach the student's success manager to forward the request to the Senate. This procedure must be completed within 14 days of the student receiving the original academic decision.

B. Procedure for Formal Appeal

The student may initiate a formal appeal of an academic decision by-

- Appeals must be submitted in writing to the Student Success Manager no later than 14 days following the publication of Examination Board results.
- On receipt of the appeal, the Student Success Manager informs the Academic Senate and submits to them all relevant evidence and correspondence.
- The Officer will undertake an initial assessment of the validity of the appeal and advise the student accordingly within 3 days. In the light of this advice, the student should decide whether s/he wishes to proceed with the appeal. Alternatively, the student may decide to withdraw his or her appeal or proceed with the appeal.
- In the event that the student decides to proceed with the appeal, the appeal committee will analyze the case and make a decision as per Institution's regulations and the decision will be communicated to the student within 10 working days.
- In the event that the student is not satisfied with the decision given by the Appeal committee, the student can request for the appeal to be reviewed by the Governance Council. The meeting will be convened no later than 4 weeks after receiving the student's decision to escalate the appeal.

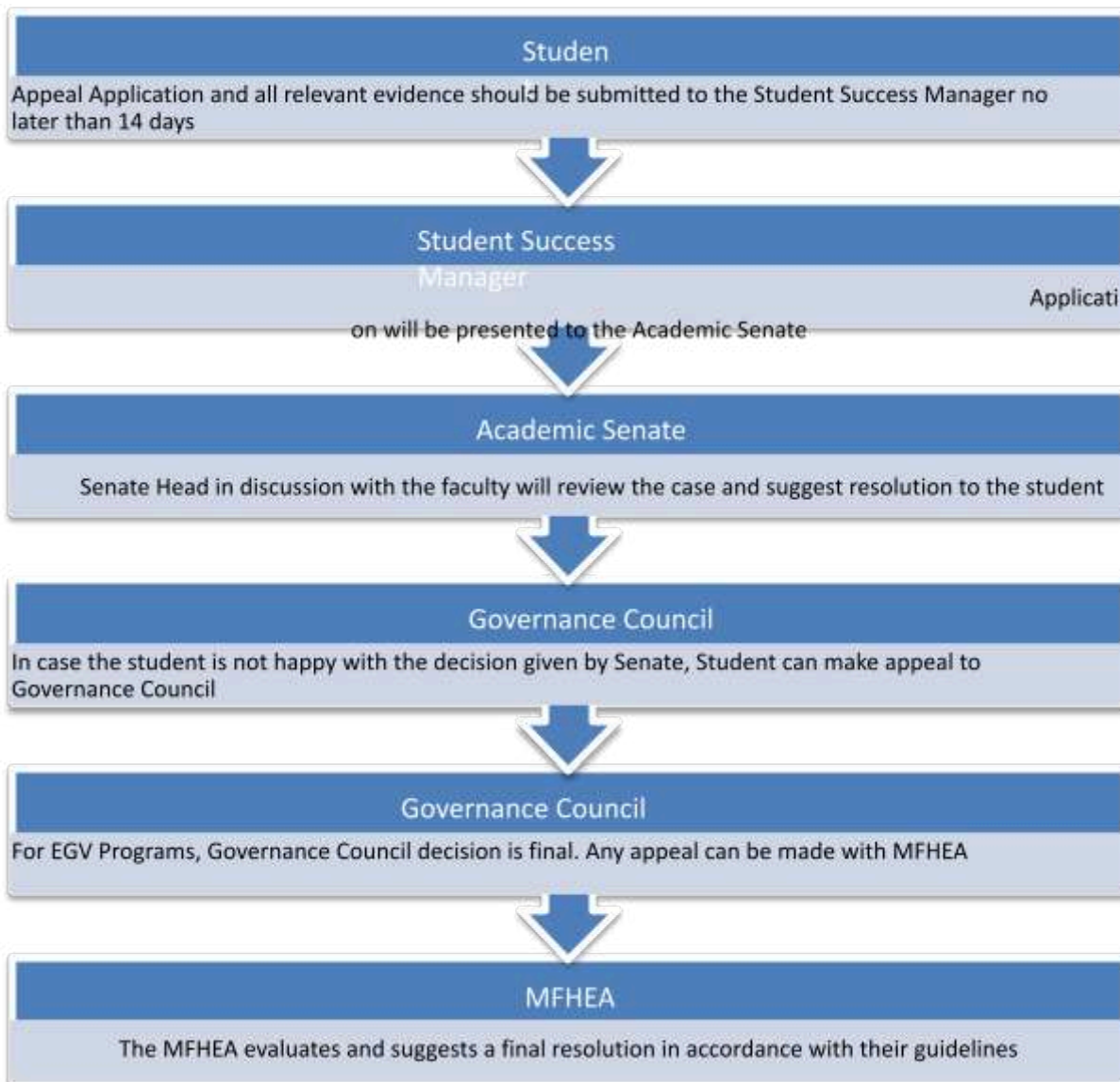
- The membership of the Governance Council shall exclude any member of faculty or the administration who has been involved in the assessment of the student or who is a member of the relevant Board of Examiners.
- The Governance Council will hear the appeal. The appellant may be called to appear before the Panel. The Exam committee may also be required to appear separately before it.
- The Governance Council must inform the appellant and Academic Senate of its decision within 7 working days of the hearing.
- If the appellant wishes to contest the Governance Council decision, he/she has the right to lodge an appeal with the local regulatory authorities.

Impact of participation in the appeals process

Where a student is in the process of any stage of an academic appeal, they may attend a graduation ceremony for any award that has been confirmed. Should the outcome of the appeal lead to a change in classification or a different award being made, an updated certificate will be provided in return of the original award.

By engaging in the Academic Appeals process, students remain subject to all other processes and procedures of the Institute, for example disciplinary action.

Appendix 1: Process Flowchart



Appendix 2: Application for Academic Appeal

Program & Batch		Course Title/Code	
Student		Course Tutor	

Name			
Enrolment No.		Date of Application Submission	
Justification for Appeal Appl.		Nature of Evidence	

Sr. No.	Assessment Type	Assessment Title	Assessment Marks Secured	Appeal	Appeal Accepted/Rejected by Senate

Details of Appeal Statement with evidence

<p>I hereby confirm that all information provided by me is correct and the evidence is genuine.</p> <p>I shall accept the decision (Approval/Disapproval) given by Institution.</p>	<p>Remarks by Appeal Review Committee</p>
<p>Student Signature</p>	<p>Name, Signature and Date</p>

9. Equal Opportunities & Disability Policy

European Global Varsity is an international educational institution with ‘inclusiveness’ as one of its founding principles. The strong focus on academics and research coupled with its inclusive principle allows it to attract students and staff members from diverse backgrounds and geo-locations and develop a respectful environment with the belief that diversity brings in richness in academics and student knowledge and a harmonious work environment.

- a) To accord equal opportunities to all members of the learning and teaching fraternity, respect, dignity and inclusion in all activities
- b) To communicate to all stakeholders that equity and fairness is embedded in all its processes and procedures.
- c) To create awareness regarding equality and inclusiveness within its student and teacher fraternity.
- d) To convey to all students that they shall receive equality in participation, experience and progression in their academic courses.

- e) To convey to all members of the staff that they shall always receive fair treatment, equal opportunities at work and equal pay in accordance with their roles and responsibilities.
- f) To ensure that no one is subject to discrimination based on
 - i. Age
 - ii. Gender
 - iii. Religion or religious beliefs
 - iv. Social position
 - v. Cultural belongingness
 - vi. Language
 - vii. Race (including citizenship, colour and origin)
 - viii. Ethnicity
 - ix. Sexual orientations (protected characteristics)
 - x. Any physical, mental or psychological disability.

- g) To prepare and monitor the equality objectives and factor amendments annually.

This policy applies to

- i. All enrolled students
- ii. Staff members
- iii. Members of the Management Team
- iv. Related stakeholders like
 - a) Institute's Committee Members
 - b) Consultants
 - c) Service providers
 - d) Agency representatives and their staff
 - e) Families of students and staff
 - f) Honorary members
 - g) Part-time workers
 - h) Temporary workers
 - i) Interns and volunteers
 - j) Applicants for study or work at European Global Varsity.

This policy document is to ensure that at any time, during any interactions that occur between members of the EGV community, there is cordiality, mutual respect, accordance with dignity and fairness, both in words and action.

The scope of this policy extends to interactions and communications between staff, students, and all related stakeholders in the online sphere and in social media spaces.

Roles & Responsibilities:

The Governance Council will be wholly responsible for the approval and publishing of the EGV Equality and Disability Policy. They provide guidance on areas of focus and identify the prioritisation levels, ensuring that equality and non-discrimination policies are embedded within all strategic frameworks. They will also approve the Equality and Disability Action Plans.

- a) The functional responsibility of implementation and monitoring the inclusions mentioned in the said policy will remain with the Governance council, which will be responsible for developing Equality & Disability Action Plans and implementing the same. They shall be responsible for the effective communication of all provisions mentioned under the EGV Equality and Disability Policy and create awareness about non-discrimination and equality amongst all students, staff and related stakeholders. They will foster collaboration to uphold the 'inclusiveness' principle and ensure alignment of all to the policy. The council will conduct periodic surveys (the frequency will be decided in the committee meetings) and utilize the outcomes towards redesigning and developing new action plans and their strategic implementation. The council will conduct quarterly and annual audits to measure the impact and effectiveness of the action plans and will also provide suggestions for new policy inclusions.
- b) All internal members, like the students and staff will be responsible for implementation and adherence to the provisions of the Equality & Disability Policy. They shall be responsible for reading the policy document and reporting any unfair behaviour witnessed in accordance with the procedures mentioned in the EGV Equality & Disability Policy.

Aim of the Policy:

The aim of this policy is to establish an environment of equality and non-discrimination. It would achieve this aim through

- i. Developing a comprehensive policy covering all aspects of fairness, diversity, inclusion and non-discrimination.
- ii. Effective communication of the provisions of the policy document, internally and externally
- iii. Ensuring that all external service providers are aware of the provisions of the policy
- iv. Encouraging collaboration amongst all staff, students and relevant stakeholders for the effective development and delivery of the Equality & Disability Policy.
- v. Encouraging the hosting of periodic training sessions and seminars to further the objective of creating an inclusive work environment.
- vi. To develop an effective monitoring and reporting system.
- vii. To assess the outcomes of the periodic audit to factor amendments in policies, procedures.
- viii. Encourage the reporting of any incidence of unfair behaviour or discrimination following the laid down procedures.

Implementation:

The Governance council will be responsible for the overall deployment and implementation of the Policy.

The specific committee members and administrators, staff, students, and relevant stakeholders are ultimately responsible for the factual implementation of the policy document.

The policy document shall be made available to all to read and understand and imbibe. The policy will be disseminated via EGV's website and LMS to ensure all concerned are aware of its principles and provisions and their responsibilities and entitlements.

The EGV Support Committee and EGV Complaints Committee will have designated offices and office hours to provide the required support and assistance in case of a reported unfairness issue or victimization.

All facilities and services of the institution will be made available equally to all staff, students and related stakeholders as reasonably applicable.

All facilities and services of the institution will have possibilities of adjustments to accommodate diversities and disabilities and provide equal opportunities, for instance fairness in evaluation, student and faculty recruitment, etc.

Work and study related opportunities will be made available equally to all irrespective of any differences or diversities.

The council will initiate external partnership agreements with firms specialising in combating incidences of victimisation or discrimination.

Support and Procedure

EGV policies and procedures have been defined in order to guarantee the necessary support to them and they are continuously updated to always ensure the accessibility to the learning paths offered to the students with special needs.

The support and procedures applied can vary based on the specific needs of the students, which will be analysed by the Institute after a first online meeting with him/her and/or his/her guardians to identify the best solution possible. The programme committee takes care of the specific requests submitted by students, before, during, and after the training course.

EGV strongly recommends to students with a known disability and/or specific learning difficulties, and/or their guardians to communicate it to the Student Support Office before starting the course.

This will give the Institute the opportunity and time to arrange the necessary arrangements and assess student's needs, which allows the student the best opportunity to follow their chosen training path from the beginning with minimal difficulties.

If students do not disclose their needs and/or disabilities, it will be difficult for the Institute to provide the support necessary to help them achieve the defined learning outcomes in the training.

Arrangements needed will be applied not only to the course, but also to assessment and examinations, on the basis of the Reasonable Accommodation as enshrined in the Equal Opportunities (Persons with Disability) Act 2000 and the United Nations Convention on the Rights of Persons with Disabilities.

Admission procedure, as explained in the admissions policy, with the online form has been tailored to make the Institute training paths more accessible.

Any information that the Institute will receive about the student's disability and/or difficulty will be treated in strict confidence and made available only to relevant members of the staff with prior student's or guardians' consent, as per general procedure established about the data protection management.

Specific training will be provided during orientation for all the lecturers, staff and tutors, in order to be able to teach/serve students with special needs or disabilities. The Didactic Board will also update them about other trainings and conferences to be offered so lecturers, staff, and tutors can remain up-to-date about the topic and new teaching methods introduced in the educational sector.

Sanctions

The Policy is applicable to all levels of the management, staff, students, external service providers, visitors, and anyone directly or indirectly related to the institution through service/work or any other relation. The failure to adhere to the provisions of the Policy will be viewed seriously and will amount to negligence or offence, or as the case may be. Such behaviour will be dealt through the disciplinary mechanism established by this policy.

Complaints

To prevent or minimise any incident of discrimination, unfairness, lack of respect and dignity accorded to members of the staff, students, visitors, consultants and external faculty members, outsourced service providers, volunteers and interns, visiting family members and other related members of the EGV community, the policy sets out procedures and practices for the same.

Anyone found guilty of misbehaviour that defies inclusiveness, equality or non-discrimination, and amounts to harassment, bullying and victimisation will be dealt with seriously through disciplinary action.

All complaints must be addressed to the Council via connect@europeanglobalvarsity.com or through a personal meeting with the Governance Council Head. The details shared in the complaint shall remain confidential.

The victim/complaining party must report the incident without any fear of persecution and the policy assures them of a fair treatment during the resolution process.

The turnaround time for resolution of complaints is set at 3 working days.

The victims are entitled to support through the EGV Support Committee through counselling sessions by professional practitioners.

There is provision for making informal complaints by parties not directly involved (if the victim is a colleague, fellow student, employee and others mentioned under Scope of this document) in the act of harassment, bullying and/or victimisation.

There is adequate opportunity accorded by this policy document to the person against whom the allegations have been drawn to put forth their position and provide explanation for the charged behaviour of harassment/bullying/victimisation.

Internal Monitoring & Auditing

The Governance Council is responsible for developing the Internal Audit Format to capture data relevant to the working process of the EGV Supporting Committee members.

All operational processes like recruitment, selection, appointment, vendor management, correspondences, promotions, student admissions etc. will be audited to ensure fairness and non-discrimination and will feature in the quarterly and annual reports.

10. Admission Policy

Policy Statement:

Admission to European Global Varsity is open to individuals of all nationalities who demonstrate the capacity to benefit from the programs offered by the institute. As the programmes are offered online, all international students across the globe are welcome to enrol.

This policy ensures no discrimination against individuals based on race, colour, religion, disability or ethnic background. In instances where learning support would be needed, suitability of each applicant is considered on a case-by-case basis to ensure that we are able to meet the training needs of each applicant.

This admission policy is set to provide clear guidance for admission, recruitment and selection of all candidates. It also specifies the scope, related policies and processes for prospective candidates seeking admission.

Objective:

The objective of this policy is providing a comprehensive guide for all stakeholders involved in the admission process. Therefore, this policy empowers counsellors, students, staff and academic body to communicate correct information as is stated in this policy.

The objective of this policy is the following and the stakeholders involved should aim to ensure further clarity in the following reviews on the following aspects:

- a. Students' interest is of prime importance and that all learners should be treated in true and fair manner, and in an equitable manner with respected diversity.
- b. Counselling impartially and without material benefit and to provide adequate suggestions that should be in best interest of the students and their career growth.
- c. Disseminate all information and be transparent in the entire admission process, and to disclose information correctly and accurately.
- d. Ensure no biases amongst the students' creed, nationality, etc. and that all students are treated on the basis of their merits.

- e. Communicate the accreditations and the award recognition in a transparent manner.
- f. Recruit all students upon meeting the admission criteria
- g. Recognize prior learning and award credit exemptions or entry to programs only to the deserving candidates.
- h. Ensure all staff, and academic team involved in the admission process are adequately trained.

Scope (Who these procedures apply to?)

This policy applies to all prospective students seeking admission at European Global Varsity across all online programs.

This policy covers or is read in conjunction with other policies to cover all processes starting from admission enquiry, counselling in selection of programs beneficial to the students, admission paperwork, admission offer letter issue, fee deposit and appeals against admission process and fee refunds.

Implementation Arrangement:

The admission process starts when an applicant sends the request for a particular programme offered by EGV. They can proceed online, through the online registration form present on the website page of the chosen programme.

Each programme webpage contains the information relating to it, such as admission requirements, learning outcomes, assessment procedures, plagiarism policies, training programme and all the information that the applicants need to know (updated time by time based on the requirements of the MFHEA). Further details regarding making the admissions and other programme requirements public are mentioned in **policy No. 11: Public Information**. In this way, they have access to the information about the programme prior to the starting of the registration process. Deadlines about the registration acceptance are also shared. In the case that the programme's registration deadline has passed, the applicant can still request information through the registration form.

This admission process is completed with consistency and transparency. Applicants fill in the registration form with personal information (name, surname, address, gender, birth date, email address, phone number etc.); they cannot proceed if they have not read and accepted the general terms and conditions of the Institute.

All employees are disseminated this document. The new employees are made aware of this document and are adequately trained.

The document is to be reviewed every year based upon feedback from respective stakeholders. The review process follows a bottoms up approach where feedback from student body and students' counsellors is sought for setting the review agenda for review meetings. The agenda is then presented with suggested modifications in respective policies with justification and implication.

The already enrolled students are not impacted with these changes, and any changes will be aptly identified, communicated via meetings, and written communication before its implementation. All queries can be addressed at admissions@europeanglobalvarsity.com

Admission & Selection Procedure:

A) Admission:

Stage 1

Students make enquiries via website post reading all information published on the website.

Student counsellor responds to the student and sends program information (induction) to the student.

Student retrieves list of important documents for submission and **Student Application Form** from via institute website.

Mostly following documents are requested:

- Copy of the highest qualification transcripts and degree;
- Copy of a valid ID document (front and back)
- Updated CV in English;
- For non-mother tongue speakers, an English Certificate is required; in case of training held in other languages, the one of the language of the course;
- Others documents necessary to verify the requirements of the specific programme selected.

Students submits Student Application Form with relevant documents and application fees (if applicable).

Stage 2

Institute issues Acknowledgement via email as receipt of student application

Institute verifies documents and conducts Student Selection Procedure (Refer to Section B)

(a) Institute issues Student **Provisional Admission Letter** or

(b) Institute issues **Student Rejection Letter**. In case of rejection no further communication is required.

Stage 3

In case of selection, a student submits a payment **Slip** attached to the Provisional Admission Letter as confirmation of his/her place at the institute or confirms the same via email.

Students make payment to the Institute as per fee payment schedule.

Stage 4

Fee Receipt and **Admission Confirmation Letter** are sent to the student

Information required by student to start the program is sent before the program start date

B) Selection:

After the student has submitted the student application form and required documents the admission staff verifies the student's documents and cross check the student's eligibility for the program. To verify the students' identity, an interview is conducted.

In selecting the students, the institute will also take into account, their suitability and motivation for admission to the course applied for based on their work experience, CV and personal portfolio of achievements if available.

Requirements

The requirements to access each training are published on the website, on any brochure prepared by the Institute and shared with the student via email after the receipt of the form registration. They are valid for all the students who are admitted to the training paths on a first come-first basis to guarantee consistency, fairness and transparency. There are some requirements that are in common to specific learning paths:

English Language

For all accepted students who have either studied previously in the English language for at least 2 years, or worked in an English speaking environment for a minimum of 2 years or their mother tongue is English are exempted from providing any language certificate. For the Accepted Students who are not English mother-tongue, neither studied or worked in English, it is required to demonstrate English knowledge, submitting a formal certificate. Usually the students are requested to demonstrate an IELTS level of 5.5 or an equivalent certificate. In cases in which they do not have it, they can sit for an English Entry Test (see paragraph 6 – Assessments).

Qualifications

To be admitted to a bachelor's degree programme, the applicant must have the required entry requirements of the programme as it was accredited by the MFHEA. In the case of an application for standard training, the applicant must submit the Higher Qualification that owns. The specific requirements for areas to be covered are specific to each programme and are specified in the information webpage.

1. Withdrawals and Refunds

A student can decide to withdraw from a program prior to its completion. European Global Varsity only considers requests for withdrawals and refunds where the student submits the Withdrawal/Student Refund Request Form to the Main Office. The request may be submitted electronically.

EGV will process the withdrawal and/or refund application within 7 working days unless otherwise indicated below. This policy applies to each of the following withdrawal options.

1.1 Cooling off period

All students have a cooling off period of 7 working days from the date on which they sign their Student contract. This means they can choose to withdraw for any reason and receive the maximum refund amount (less any administrative charges). Such notice of withdrawal must be received in writing from the student within the seven day cooling off period. The cooling off period is not applicable for existing students who sign a new contract for transfer of program or for enrolment in any additional program.

1.2 Withdrawal for Cause

Subject to Force Majeure, a student shall be entitled to immediately withdraw from the Program by giving written notice to the school of their intention to do as a result of one or more of the following circumstances:

- EGV fails, for any reason, to commence the program on the commencement date;
- EGV terminates the program, for any reason, prior to program commencement date;
- EGV fails, for any reason, to complete the program by the completion date;
- EGV terminates the program for any reason prior to the completion of the program; or
- EGV is in breach of its obligations under the student contract

- The Student Pass application (if applicable) is rejected by the Immigration and Checkpoint Authority and the student has not yet started the studies.

The Student will be entitled to a refund of the entire Program Fees already paid should the Student decide to withdraw, within seven (7) working days of the notice.

1.3 Withdrawal without Cause:

Where a Student withdraws from the Program for any reason other than those set out above or Force Majeure only the program fees paid are refundable on the following conditions:

100% refund [maximum refund] of tuition fees less application fees (if any) if the applicant’s written notice of withdrawal within **14 days of fee payment**, OR

70% refund of tuition fees if the applicant’s written notice of withdrawal is received within **15 days before** the commencement date.

50% refund after, but **not more than 3 days after** the commencement date.

30% refund of tuition fees **more than 3 days after** the commencement date but **not more than 7 days after** the program commencement date

0% refund of tuition fees if the applicant’s written notice of withdrawal is received **more than 7 days after** the commencement date.

% OF THE AGGREGATE AMOUNT OF THE FEES PAID	IF STUDENT’S WRITTEN NOTICE OF WITHDRAWAL IS RECEIVED
100% Refund [Maximum Refund]	within 14 days of fee payment
70% Refund	within 15 days before the commencement date.

50% Refund	after, but not more than 3 days after the commencement date
30% Refund	after, but not more than 7 days after the commencement date
0% Refund	more than 7 days after the commencement date

There are also **fourteen (14) working days of cooling-off period** from the date of signing the Standard Student Contract Agreement which will allow for a Maximum Refund should students decide to withdraw within this period.

1.4 Force Majeure

In the event that EGV and the student shall be rendered unable to carry out the whole or any part of its obligations under the Student Contract for any reason beyond the control of that party, including but not limited to acts of God, force majeure, strikes, war, riot and any other causes of such nature, then the performance of the obligations hereunder of that party or all the parties as the case may be and as they are affected by such cause shall be excused during the continuance of any inability so caused, but such inability shall as far as possible be remedied with all reasonable despatch. For the avoidance of doubt, this shall not apply to cases where:

- the school is declared to be insolvent and/or a winding-up order made or bankruptcy issued by the court against it; and
- The relevant authority(ies) issue(s) an order to cease and/or terminate the operations of the school, or the happening of anything of a similar nature under the laws of the country of incorporation and operations.

2. No Double Claim

For the avoidance of doubt, if the Student and/or his/her parent/guardian receives any payment from the School or the Escrow Bank/Insurance Company pursuant to a provision of the Student Contract or the Master Escrow Agreement/Master Insurance Agreement in respect of any matter or damage, then the Student and his/her parent/ guardian shall not be entitled to claim against School or the Escrow Bank/Insurance Company

for the same payment in respect of the same matter or damage pursuant to any other provision in the Student Contract or the Master Escrow Agreement/Master Insurance Agreement

3. Additional Details

European Global Varsity shall not refund program fees if student withdrawal is due to any of the following reasons on the part of the Student:

Failure to maintain minimum attendance

Failure to pay program fees (especially for instalments)

Failure to maintain satisfactory program progress

Misbehaviour that is not in accordance to the prescribed code of conduct

4. Payment of Approved Refund of Program Fees

All refund requests will be approved and the amount refunded within 7 working days. In the event that we are unable to complete the refund within 7 working days, we will inform the student of the reason accordingly.

The school shall pay refunds only to the student or the person as specified in the Student Refund Request Form. An Authorisation Letter, stating the full name, NRIC number and bank account details of the receiver and signed by the student is required if the student is not the receiver of refund.

The school shall notify the student within 7 working days of completion of the refund.

Recognition of Prior Learning

EGV hasn't yet applied for accepting RPL, therefore EGV will not accept RPL until applied and approved by MFHEA.

Academic Journey of the Learner:

Post successful enrolment, the following figure exemplifies the journey of a learner. However, this is an indication, the team updates learners about each stage via LMS.



Learners' Journey at EGV

1

Information package per email

Post successful admission, learners are sent the information package per email, which contains institutes policies, LMS access, and a guide to access LMS

2

Group Student Services Course

The first course they have access to is the group course called "Students Services". This course consists of units covering study skills, referencing style, critical thinking, etc.

3

Live Induction Session

Live induction session is scheduled within first 7 days of joining. The live induction necessarily introduces the team, various academic and support contact details besides study skills discussion.

4

Module/s Access 24X7 LMS

Post live induction session, learners are provided access of the first module of the programme. Learners study units and attempt assessment, get evaluation and then move to the next module.

5

Live sessions announcements

Live sessions/ online research residencies/ bootcamps are announced time to time. Recordings of all live sessions are provided.

6

Capstone Consulting Project/ Research/ Thesis

Post completing all modules, all learners are assigned a mentor and are required to complete a master thesis on project/ research.

POST SUCCESSFUL COMPLETION, DEGREE IS AWARDED

Enrolled students' progress is monitored through the EGV Learning Management System (LMS). Students have the flexibility to access the LMS at any time to review their advancement, status, and assessment outcomes. The EGV LMS systematically records all student accomplishments, lessons attended, and tracks earned ECTS credits.

Automated statistical reports on students' progression are generated, benefiting both the students and the Institute by providing real-time insights into the student's activities and progress. This allows timely intervention and support when necessary.

For study programs comprising multiple modules, students are only allowed to proceed to the next module if they attain the minimum mark in the assessment of the preceding module. Some training programs may also require a minimum percentage of lesson attendance, a criterion established during the course design phase. If applicable, this requirement is communicated to students before the course begins.

The LMS automatically records students' view of the activities placed in LMS, and specific progression conditions, if any, are communicated to enrolled students on the module webpage and during the induction program.

Award of Qualification recognised by MFHEA:

The final qualification is only granted to students who fulfil all the specified requirements regarding the enrolled program. Additionally, students are required to settle the fees payment to successfully obtain their qualification.

In the Certificate provided by the Institute, EGV follows guidelines of Certifications in line with MFHEA/03/2021 or any updates recommended by MFHEA from time to time will be incorporated. A minimum of following information will be included in the Certificate: -

- Training title
- Student Name and Surname
- MQF level, if applicable
- ECTS number, if applicable
- Start and End date of study
- Logos of the Institute, MFHEA if applicable, and other relevant collaborating institutions
- Identification code
- Head of Institute signature
- The Certificate template will be approved by the MFHEA.

The final award will also accompany transcripts, which contains the title of the modules, individual ECTS, % gained to pass the module, passing % besides the above items mentioned on the degree for identification of the programme and and title.

11. Confidentiality and Security Policy

The Confidentiality and Security Policy lays forth the principles that govern European Global Varsity's information technology standards and procedures. These policies define the protocols for obtaining and maintaining internal control over information systems, as well as adherence to the Schools' standards.

European Global Varsity is committed to ensuring the security of all information it holds, and in order to do so, it employs the highest standards of information security. This document outlines the steps taken by the School to accomplish this, which include: -

1. to guard against potential breaches of privacy
2. ensure that all information systems and IT infrastructure are safe from harm, loss, or misuse; support our Data Protection Policy by ensuring that all employees are informed of and comply within the law as well as our own data processing practices.

The objective of the policy is to raise the student and staff awareness and comprehension of information security requirements and their responsibility to preserve the confidentiality and integrity of the information they manage at European Global Varsity.

This policy applies to any written, spoken, and electronic information held, utilised, or transmitted by or on behalf of European Global Varsity. This comprises data stored on computers, paper documents, mobile devices, and information communicated orally. The text of this policy must be familiarised by all staff and students, and the provisions must be followed. Breach of this policy will be viewed as a disciplinary offence, and depending on the severity of the breach.

Process:

All personal information and data submitted by students will be kept private and used exclusively internally. Unless disclosure is required by law, order or government agency, every effort will be made to ensure that the

integrity of students' personal details and confidential information is not jeopardised. Without the student's prior written consent, all staff members are prohibited from disclosing any of the student's information to any unauthorised third party.

The policy ensures that the school's IT Security standards are properly implemented and periodically assessed. The School ensures that frequent backups of all data housed within the IT Systems are taken at regular intervals and kept in an appropriate offsite location.

The staff and students may not release this information without proper authority in any type of communication, such as file transfer, written or oral communication, improper email forwarding, or other means of disclosure.

Policy:

At European Global Varsity, we regard confidentiality and security of data and information to be of utmost importance. As such, individuals employed by European Global Varsity must follow the Confidentiality and Security Policy outlined below:

Commitment

European Global Varsity is committed to ensure that the staffs and students' data (including course assessment materials and results) will be safeguarded and maintained confidentially. We will limit the data collection to the minimum essential to process required applications.

Responsibility

European Global Varsity shall seek the written permission from the students and/or staff before using the data unless requested by government agencies. For example, student's information in the program application form should only be used for the purpose of program administration and should not be used by European Global Varsity for program advertisement (except testimonials). The Management shall ensure that all staff does not divulge any of the student's or / and staff's information to any unauthorised third party without prior written consent of the concerned student or / and staff.

Assigning access right

Access rights shall only be granted by The Management to relevant staff that need to utilise the applicable data / information for fulfilling their duly duties. The Management shall ensure that the access right is to be

terminated shall the relevant staff not need to utilise the applicable data / information for fulfilling their duties anymore.

Access security

All students and staff are responsible for the security of the equipment they have been assigned or that they use, and they must not allow it to be used in any way that contradicts this policy. All employees are responsible for the security of the equipment they have been given or use, and they must not allow it to be used in any way that is in violation of this policy.

Electronic storage of data

Without prior agreement from a member of the Senior Leadership Team, no personal data should be stored on any mobile device, whether it belongs to European Global Varsity or not. Data copied onto any of these devices should be deleted as quickly as possible and kept on the school's computer network so that it can be backed up.

By the close of each working day, all electronic data must be securely backed up; this is done automatically by the School's software.

Reporting Security Breach

All complaints, queries, suspected breaches, and known breaches should be directed to the Governance Council Head as soon as possible. Every employee has a responsibility to report any actual or potential data protection violations. When the Council receives an inquiry or notification of a breach, he or she must assess the situation immediately, including the level of risk involved, and take all required steps to address the problem.

The Staff members or students must never attempt to remedy an IT security issue on their own without consulting the Council.

Paper records, mobile devices, computers, or physical media containing personal or confidential information should be reported to the School Business Manager promptly if they go missing or are stolen.

All IT security breaches must be documented in detail.

Communication

The Management shall ensure all staff acknowledge this policy and undersign this policy which may also be a part of the employment contract.

Continuous improvement

The committee shall review our Confidentiality and Security Policy annually as part of our continual improvement process.

12. Selection & Management of Academic Staff

The European Global Varsity is committed to ensuring that it has the right people in place to achieve its vision and mission in an increasingly competitive international market for the best academic talent. The teaching staff, together with support and administrative staff from the foundation of EGV, is committed to follow the procedure described in this policy. The choice of qualified staff is a critical factor in order to guarantee to the students the best learning experience.

The purpose of this policy is to provide an effective platform to face the challenges of this environment, while ensuring that the School's commitment to ensuring equality, diversity and transparency throughout the organisation is upheld. It is recognised that recruiting academic staff is a strategically important activity that needs to be undertaken professionally and with the full engagement of all those involved.

A positive approach to diversity allows for the selection of the best person for the job based on merit alone and free from bias on the grounds of factors such as age, disability, gender, race, sexual orientation or religious belief, that are not relevant to the person's ability to do the job. Employers that take this approach are more likely to be seen as a fair, positive and progressive place to work by the diverse society that they are part of.

European Global Varsity is committed to Equal Employment Opportunity, which means that all employees are evaluated on their merits and talents. During the hiring process, no employee will be discriminated against on the basis of sex, colour, handicap, marital status, religion, or belief. The academic and non-academic personnel on part-time and fixed-term contracts should be treated equally. By doing so, the institution hopes to ensure that the best candidate for the job gets hired in every situation.

The objective of European Global Varsity recruitment policies is

- To provide a well-planned and executed recruitment and selection process that is timely and merit-based, results in the appointment of high-quality academic and non-academic staff who meet the needs of the university's strategic direction, and is a positive experience for all parties involved.
- To outline the criteria and process for hiring academic personnel at the Institution .

This policy refers primarily to recruitment of all teachers (full-time/ongoing and casual/sessional/ part-time), academic counsellors, program coordinators, and any other academic posts such as evaluators.

Everyone involved in the recruitment and selection process should make sure that their actions are in line with the recruitment policy. To ensure that, all members of the Appointing Committee will receive training in recruiting and selection. The appointing committee usually involves the similar function existing employees, and a final interview by Academic Senate Head if the position is academic or by Governance Council if the position is operations. In addition, the HR Department will monitor the transparency and accountability of all recruitment and selection operations on a regular basis.

Strategic Planning and Preparation

Initial planning

The departments of the European Global Varsity will identify requirements of any new academic staff (Full time or part time) and will carefully consider a decision to create a new position, or fill a position when an incumbent leaves. The manager, in this case the programme manager, will create a job description for the new position (or use an existing one if available). EGV will indicate minimum eligibility and selection criteria as well as the minimum requirements for teaching, and other academic staff members.

Authorisation to recruit

The manager will put forward the request in writing to hire new academic staff to the Senate in case of academics and Council in case of operations position and obtain an authorization to recruit in writing. If the Head of Institution is acting as the designated manager responsible for hiring new staff, then this authorization is not required.

Setting Timelines

A timeline to hire the required staff will be set by the manager after consultation with the Senate . For positions that are not urgent but have been authorised for hiring, new staff should be hired within about 8 weeks. For positions that are urgent new staff should be hired as soon as possible.

Consultation with Senate

Upon authorization to hire, the manager will schedule a meeting with the Senate academic to discuss the requirements of the new position. The manager and the Senate will identify the eligibility criteria for the new position such as educational requirements, preferred work experience, knowledge, skills, personal qualities etc. based on the job description. The means to advertise for the job opening will be discussed such as posting on your own website, listing in job portals etc. The timeline to hire the staff will be again reviewed with the Senate .

Selection Process:

Upon discussion with the Senate , the manager will develop the job advertisement and send it for review to the Senate . Upon confirmation the manager will post the job advertisement in accordance with the discussion with the Senate and will wait for a reasonable period of time to receive sufficient applications for the position. The manager will shortlist candidates based on the best match free from any selection bias.

At least two rounds of interviews will be scheduled with the shortlisted candidates to assess the suitability of the candidate for the job. One round will be conducted by the manager and if successful then the second round will be conducted by the Senate/Council Head. The interview may be telephonic. Additional rounds may be scheduled as required.

Upon shortlisting a candidate an email confirmation will be sent to them informing them of the same. A preferred time, date and location will also be provided for the first round of interview with the manager. Once the interview takes place, based on the manager's recommendation the candidate may or may not move to the next round of interview. If the candidate is successful, he/she will be notified of the time, date and location for the second round with the Senate head .

Upon the second round of interview the Senate may either approve, reject or keep the candidate on hold until more candidates are interviewed.

The successful candidate will be notified of the compensation package (if not discussed earlier), and will be asked to submit a copy of his/her documents to EGV for verification of educational background, work experience etc.

Upon completion of the verification of documents and signing of the declaration form (if applicable) a letter of appointment and / or contract will be sent to the successful candidate for signatures. All required documents such as the list of appointed teachers will be updated for record keeping as applicable.

Requirements for Recruitment:

The general criteria established in this handbook and the specific ones defined for each training to be developed.

General selection criteria are:

- Qualifications, PhD with 5 years experience or Masters with 10 years relevant work experience is the minimum requirement for teaching staff.
- Each lecturer must have a qualification of a higher level than the program taught.
- Key skills and competencies
- Background experience in the area
- Publications
- Teaching experience
- Updated English CV

All the criteria will be specified for each training and must be satisfied and proven with documentation.

Teaching and staff's roles at EGV will be made available through a public call, in order to make the Lecturers' recruiting process fair, clear and transparent.

All the candidates will follow the above process for final evaluation and approval.

Once the teaching staff of a training is approved by the Didactic Board, the HR Office will be put in contact directly with him/her to officially collect the documents related to the qualifications and experiences and a valid ID document (front and back); reference certificates are also requested.

An interview with each teacher candidate will be conducted by the HR Office to verify the identity.

Resident or international teachers can be appointed irrespective of their nationality, gender, age, race, religion, pregnancy or potential pregnancy.

Employment contract will be completed in line with the Employment Act; in case of freelancer or self-employment, the agreement will always be done following the national and EU laws in act.

All the documents and data collected will be treated with confidentiality by the Institute staff and in line with the GDPR EU laws. This process, conditions of employment and professional development of the staff will be carried on in a clear, fair and transparent manner.

The same procedure will be adopted for the recruitment of tutors; they both support the lecturers, and the students in case of need and topics not clear, to help coordinate group activities or moderate a forum discussion. Tutors appointed by EGV can be assigned to more than one module teaching or support, depending on their expertise, if there is the need.

The lectures will be asked to provide a recorded video lesson of their teaching in order to allow the programme committee to observe and assess their teaching skills. Feedback will be given via email or video-call.

Each teacher will have a personal access to the VLE platform as lecture; he/she will receive by email the credentials, with an invitation to set a new password after the first access. A video tutorial about how to register to the VLE is shared in this email.

Management and Performance of faculty and Staff:

European Global Varsity acknowledges the importance of positively engaging with candidates at an early stage, and thus cementing a lasting impression of the school. The managers and directors of the European Global Varsity will provide all possible support to academic staff to help them perform to the best of their ability. The teaching staff, together with support and administrative staff from the foundation of EGV, is committed to follow the procedure described in this policy.

This policy is to assist Academic Staff to develop so as to contribute to the quality of their working life and career; and to align their work with the strategic objectives of the School, thus enhancing performance at all levels.

To achieve performance excellence, the School needs to constructively nurture and enhance performance, and have mechanisms to recognise performance excellence and to manage performance improvement. The management of academic staff processes provides a framework for identifying, evaluating and developing performance that assists staff to meet individual professional and work goals as well as their collective work area and organisational goals.

This policy applies to all Academic Staff who are employed on a freelancing, continuing or fixed-term basis. Staff on probation participate in the Performance Review and Planning process annually using, as a minimum, the probationary criteria as the basis for their performance objectives.

This policy helps to ensure that:

- the School's Mission is upheld, strategic goals are achieved, activities and operations are enhanced, and effective customer service, including quality teaching and student support, are delivered;
- staff have a clear and agreed sense of their work, role and individual performance objectives and how these fit within the organisational objectives and the overall planning framework of the School;
- a process is in place for monitoring and reviewing and nurturing the achievements of individual staff and their objectives in the organisational context, and for providing feedback and evaluation on performance;
- a clear focus is placed on developmental strategies in support of the staff member's performance and career aspirations

This policy process provides the staff member and their nominated supervisor the opportunity to:

- affirm the staff member's contributions to the School;
- determine work priorities and performance expectations over the next annual review period;
- discuss the staff member's plans for taking annual, long service and other leave;
- discuss the annual workload and specifically the contribution to scholarship and administration;
- provide feedback in relation to individual performance, also with reference to work area and organisational goals;
- determine if the staff member is eligible for incremental advancement;
- identify if the staff member's performance may warrant reward and/or recognition;
- assess if the staff member is making the necessary progress in meeting probationary requirements;
- discuss and identify assistance and support that will be provided to improve performance where performance is assessed as requiring improvement;
- identify the support that will be provided for professional and career development;
- clarify the staff member's position and expected outcomes, if necessary;
- discuss career pathways, work patterns and/or pre-retirement arrangements;
- discuss knowledge, skills and competencies development to support career pathways; and
- discuss as appropriate, any personal/work issues that may impact on work performance.

Process

The Performance Review and Planning process is retrospective for the performance review element of the process and prospective for the performance planning element.

Each year the staff member and the nominated supervisor meet to:

- discuss, review and assess the staff member's progress towards achievement of the career goals and agreed performance objectives, and
- establish the plan with career goals and performance objectives that are aligned to the academic career pathway,
- affirm contributions to the School, and
- identify any relevant professional development activities

The nominated supervisor initiates the process by contacting the staff member in writing to schedule a meeting.

In preparation for this meeting, the staff member will provide the nominated supervisor with a self-evaluation report. This information will be provided to the nominated supervisor on an agreed date prior to the scheduled meeting, normally no later than one week prior to the meeting date.

During the meeting the staff member and the nominated supervisor will discuss achievements in relation to the agreed objectives, areas of concern and/or extenuating circumstances and acknowledge and assess progress towards achieving professional and career development goals. The nominated supervisor and/or assistant supervisor will record comments regarding the staff member's performance against agreed performance objectives, workload relative to their career pathway, behavioural competencies, and provide an overall performance rating. The staff member can record reflections regarding their achievements against agreed performance objectives and any factors impacting on the achievement of objectives. Further, through consultation, the nominated supervisor will discuss and refine the performance objectives for the next year, record the agreed career pathway and any professional development activities.

The self-evaluation form will be signed by both the nominated supervisor and the staff member. A copy will be provided to the staff member. The original will be then forwarded by the nominated supervisor to Human Resources. Copies of the documentation arising from the discussions will be retained by the staff member and

the nominated supervisor; and the original placed on the staff member's personal file held in Human Resources.

Discussions will be confidential to the staff member and the nominated supervisor.

Frequency of Review

Staff members (except casual staff members, those on contracts of less than 6 months and guest lecturers) are to be reviewed annually under this Policy.

In addition to the formal annual process, regular informal discussions will occur between Academic Staff and their nominated supervisor about matters relating to their work and workplace. Such informal meetings may be initiated at the request of the staff member and/or the nominated supervisor.

Requirements & Training of Teaching Staff:

EGV will indicate minimum eligibility and selection criteria as well as the minimum requirements for teaching staff. General minimum selection criteria are:

- Qualifications
- in case of foreign title, also a MQRIC statement is required
- faculty must have a qualification of a higher level than the program taught.
- Key skills and competencies
- Background experience in the area
- Publications
- Teaching experience
- Updated English CV

As the institution operates completely online, the key heads, faculty and staff all are dedicated to operationalise and design processes to enhance online and blended learning.

The courses shared formerly were examples of our regular efforts to develop faculty research, instead of the instructional design.

At present, we follow the following process of faculty training for initiating the course recording process.

Step 1: Initial interaction with the faculty to discuss the requirement

Step 2: Sending them the information package to read what has been discussed upon. The documents shared in this link are forwarded per email. The information package will include the policy handbook, pointing especially to Policy No. 4: Curriculum Design and approval of programmes, especially section that describes EGV Didactic Model starting page 40. In addition, kindly refer to Policy No. 5 Assessment Policy.

Step 3: Follow-up meeting with our Instructional designer and a request for 1 short sample video to clarify the process of preparing lesson plan, PPT design, feedback on sample video, comfort with the recording software (we provide access to our Screencast institutional account to all our faculty) and the improvement process.

Step 4: Sharing feedback on the video with recommended modifications. The initial 2-3 videos are closely monitored within our team and the faculty, post which generally we provide more autonomy to the faculty. It is generally recommended to a new faculty that they should record subsequent sessions and not the first few sessions, as online recordings take time to be familiar with the camera and faculty's own comfort level.

Step 5: Regular emails and feedback sharing amongst our team members and the faculty.

Step 6: Delivery of entire course content and review and LMS manager to upload content on the LMS.

We select highly experienced Professors from educational background or Professors of Practice with immense practical experience in their field of operations, which must be evident in our recorded content.

To support our faculty and uploading content, we normally have 3 tier staff heads:

1. One is the face who interacts with the faculty, communicates the requirements to the faculty, and provides feedback. We normally allocate this responsibility to the senior members of our team, such as Dr. Kanika Gupta primarily as the first point of contact.

2. Then, the Quality manager interacts with the faculty after the Academic Head has approved the faculty profile.

3. LMS manager: LMS manager is responsible for uploading content in the format/ template designed which was shown in the sample course on Moodle. He is an expert in Moodle and managing Technology.

Important indicators for training academics and staff:

Maintaining Consistency: One is at time of joining of new staff, the institutional expectations, and structure is explained to new staff members. This is important to ensure their alignment with our determined structure and maintaining consistency.

New teaching staff have to follow a mandatory induction process. Following a list, not exhaustive, of the topics faced: - E-learning basic principles - How to use the LMS - Institute policies and procedures referred to in this handbook - Assessment criteria, Teaching methods, Special needs support, Digital and virtual tools to be used.

Module: the Unit-wise structure and agreed course format and respective course documents as shared formerly are shared with every team member,

Mentor allocation: Each new member is allocated a mentor, for instance all SMEs will be mentored

Training & knowledge sharing sessions: EGV believes in continuous improvement, and recruiting experts in the area already provides so many years of experience.

Continuous improvement:

EGV ensures the ongoing development of its staff members by organising various activities each year. These initiatives are designed to ensure that staff continuously enhance their competencies and stay informed about new tools, policies, and procedures.

Regular updates and training sessions are conducted with the teaching staff to keep them informed about new and revised modes of delivery and pedagogical methods. The Institute incorporates suggestions from students and teachers, as well as new tools and methods, into these training sessions.

Upon completion of a training module, each teacher receives a report from the Data Analysis Office, outlining feedback collected from students. Criteria evaluated include communication skills, audience control, presentation proficiency, subject matter expertise, digital tool utilisation, management of class activities, and the ability to engage students' attention.

Even part-time lecturers are ensured continuous updates on sector developments, pedagogical methods, and digital tools. Their participation in the compulsory induction program and engagement in competency development activities organised by the Institute are guaranteed.

Recognizing the crucial role of support and administrative staff in the student lifecycle, the Institute follows the same selection procedures and criteria for their appointment. Dedicated training programs are provided to ensure that these staff members are well-informed and ready to assist students effectively.

Research

At EGV, research holds significant esteem in academic research and is an essential component of its academic activities. Consequently, the institution is committed to actively fostering the connection between research endeavours and education.

EGV conducts an annual international conference every year to promote research activities amongst its faculty, staff and students. We also endeavour to collaborate with international journals of repute to review submissions in our journals.

An annual endeavour is online research residency which is a series of sessions to educate and motivate faculty, staff and students for research engagements.

13. Students Support and Learning Resources

EGV ensures assistance to students throughout their entire training journey.

Students Support

Support is highly essential in online delivery where the learner can learn 24X7, and may have questions anytime related to academics, LMS platform, exercise, assessment, or face technical difficulty etc.. A few examples of such situations where support is required may include the following, the list is not exhaustive:

- Study Skills
- Academic help related to a particular topic
- Technical difficulty
- Assessments
- Institute's policies
- Any personal situation, etc.

Following support is integrated within the system:

- Each student is allocated a Student success manager who is the personal contact for that student. The name and email id, and mode of contacting per LMS is specified. The role of this student success manager is to ensure timely response post coordinating with the respective department to whom the query belongs to. Normally a ratio of 1 student success manager for every 25 students is maintained, however, this may change based upon the number and nature of queries being received.
- Each course is accompanied by an assigned tutor possessing the expertise and experience to assist students encountering challenges. The tutor can be reached via the course platform- via forums, or direct messages via LMS.

Induction is the very important first communication when the student starts studying. Induction is done in 2 ways followed with open houses for regular open communication:

- One is to share an information package to the new students. This information package contains the login details of the LMS, a guide on how to use the platform, details of students support with email id and the student success manager introduction and details on how courses are organised on LMS and notes on assessments, and plagiarism is also shared.
- A live interactive induction session is thereafter scheduled so as to explain imperative points of contact, clarify the documents sent and ask any questions students may have. Most important focus of induction is the contact, modes of contact and use of LMS.
- an open house every 3 months is conducted. This open house serves as a platform for students to share their observations, and to seek an open culture of qualitative feedback and students point where the system can be improved.

The Student Support Manager can be reached at any time via the Learning Management System (LMS) or email for assistance. This support personnel maintains regular communication with both faculty and students to ensure that all students receive the required support in a timely manner.

The student support or tutor, when contacted via LMS will automatically receive a notification via the LMS and/or via email, about the question. They can answer the student directly, or if an in-depth discussion about the topic is necessary, they can agree about a video call, to be held also in the LMS of the Institute.

In certain instances, the lecturer may also serve as a tutor. Regardless, students will be provided with the tutor's name and contact information during the induction program. The assistance provided by tutors is

tailored to meet the specific needs of students, aiming to enhance their understanding of the content encountered during the training.

EGV's LMS is a very powerful communication tool, where each activity allows a notification per email. For instance, the learner can communicate via forums, announcements, personal messages to faculty, to student support and to peer. The notification of each message reaches the registered email id.

The faculty or support can revert back via LMS or schedule a video/ audio call with the student for in-depth discussion.

To ensure all learners are heard, live sessions such as an induction session and an open house every 3 months is conducted. Induction is done mainly by student support and a faculty will be involved. Open House is attended by the Senate Head and Governance Council along with student support and programme faculty. This provides a common platform for learners to share their experiences, journey and share any improvements, concerns. The objectives of the meetings are communicated to be productive and everyone is communicated to be acting professionally and respectfully to everyone present.

Regular bootcamps, or career sessions are also scheduled, where learners have an opportunity to interact directly with the faculty and clear their doubts.

Capstone consulting project is also a great opportunity for in-person discussion with the faculty regarding the area of their research/ project. This helps them to work on a real problem which can be helpful in their career.

The e-learning platform is accessible on a 24/7 basis to all the students, tutors, lecturers, administrative staff, and each of them can access from everywhere, using their own credentials (username and password). For any IT problem, the Support Office can be reached through the LMS or via email.

Learning Resources

EGV's LMS platform is available 24/7 to students, tutors, lecturers, and administrative staff. Each individual can access the platform from anywhere using their unique credentials, including a username and password.

Various modes of online delivery are employed at EGV, and may not be consistent across all modules. EGV provides an environment of academic freedom to its faculty, where they are allowed to recommend the academic didactic model best suited for their module. However, the final decision is taken in consultation with the instructional designer and Senate.

Resources available in the LMS are of different types: video-lessons, chat, forum, ppt, presentations, documents, exercise sheets and games, online quizzes, access to online library/ies. Material and didactic resources are made available for each training so the students enrolled in the training can download them.

Online laboratories will be available for specific training, when practical activities are necessary in order to allow students to practically see how topics and knowledge learnt are applied in the real world.

All these resources can be accessed by the students through the LMS, where they can enter using their own credentials.

The LMS offers different tools and functions that improve the student's experience, both for synchronous and asynchronous lessons. A high level of interactivity is guaranteed between student-student, lecture-student, tutor-student, in real time (chat, forums). These are also explained below in detail

EGV's online delivery employs a mix of methods that includes **asynchronous and synchronous online lecture delivery**, which is supplemented with various andragogical engagement measures such as:

- **Reflective Journal:** where learners are motivated to reflect upon their personal experience and how the learning in question is relevant or can be applied in their personal growth.
- **Peer to peer discussion forums:** faculty can include various types of forum questions, for instance, a question related to the application of the concept can be asked, or a reflective question on application of concept can be asked, or learner can be motivated to read a particular theory or research paper and reflect how will they implement in their work, etc.
- **Readings:** A few additional readings are recommended by the faculty. These can be a mix of books, research papers, news articles, white papers, reports, etc. The expectation is shared with the learners, especially at Level 7 that they should not limit their readings to the ones shared and they should be able to develop study skills (which we teach in induction) and read more on their industry specific articles.
- **Video case studies:** Many times, open source videos may be employed by faculty to promote learning.
- **Quiz:** Each lecture will follow a small quiz which acts as a quick reflection on their learning of that lecture. The student has the opportunity to assess their competencies, abilities, knowledge, and skills through quizzes and exercises. These evaluation methods are tailored for each specific programme, aligning with the learning objectives outlined for each module. Detailed descriptions of these assessment modes are provided in assessment details.

- **Other tools:** Examples: All learners are provided a group course at the beginning of their journey with us. This course captures learners' profile, teaches them about academic coaching, critical thinking, plagiarism, referencing styles, etc.
- **MBTI personality assessment test:** Each learner is also provided an opportunity to reflect on their personality and evaluate the best ways they learn.
- **Capstone Consulting Project/ Action research:** Most masters programs will have a mandatory component of Capstone consulting project or an action research project which requires research and a master thesis submission. It is very important for each learner to select the topic of their interest which is to be approved and supported by their allocated supervisor. This helps learners to implement their learnings in their area of operations.
- **Evidence based initiative:** We promote evidence based learning which according to research is one of the best ways of adult learning strategies delineated from medical education and not to other areas such as management. It motivates learners to always think through three pillars while making decisions: one is literature review or conceptual framework of topic in discussion, second is their own experience which is in accordance with Andragogy, third is value to stakeholders.
- **Online/ hybrid Research residency:** As a part of our research endeavour, we schedule a research residency to promote research and publications. A few live online sessions are conducted following a conference. Our last conference has tie ups with 17 reputed journals which are either ABDC/ Web of science/ Scopus listed. Our learners get an opportunity to present their research in student track.

A few modules are decided to be taught in pure asynchronous mode, a few mix of both where conceptual framework is taught in asynchronous mode but applied concepts are taught in online live bootcamps. For instance asynchronous recorded content is employed for most modules which are more conceptual, however a few modules may be decided to be taught in a live synchronous manner. For instance, the Research methods module is a combination of recorded and live online residency to maximise the outcomes and collaboration for publication. However, introduction to Python is taught in an asynchronous manner.

Information related to all resources is communicated to the students during induction at the beginning of the programme. The contact details and messaging options per LMS is also shown to the learners during induction.

In case of students with different needs or disabilities, their resources will be also accessible via the LMS and the e-learning platform will be adjusted based on the needs agreed with the Programme Committee , case by case.

Information Dissemination:

Information about all the resources available will be shared with all the enrolled students from the beginning, during the induction process and, during the training, through the LMS, the Students support office, emails and LMS notifications. In case of students with different needs or disabilities, their resources will be also accessible via the LMS and the e-learning platform will be adjusted based on the needs agreed with the Didactic Board, case by case.

Learning Management System (LMS):

EGV has customised “**Moodle**” to its brand and requirement.

It is designed and developed to satisfy the needs of online academic delivery.

EGV uses “GreenGeeks” domain for hosting Moodle. GreenGeeks is 30% more sustainable than similar other hosting servers.

Backup Policies

GreenGeeks performs regular disaster recovery backups of our EcoSite & Reseller hosting platform, and GreenGeeks aims to keep approximately 30 sets of recovery backups at all times.

At the server level, GreenGeeks utilises RAID-10 SSD storage arrays on all servers to prevent data loss due to drive failure, along with regularly running file system checks to ensure the integrity of the file system.

Additional Moodle data backup:

Large amounts of Moodle data is in the database; therefore, the selected backup tool or service is backed up and restored on MySQL databases.

Also, additional manual data backup is kept in drives for all content shared by faculty to upload on Moodle. And the recorded content is uploaded on recording software, we used Screencast-o-matic/ now Screenpal, hence an additional backup of recorded video content.

Information Management

The Institute's LMS functions and tools are regularly utilised to collect, analyse, and assess information pertaining to both students and staff.

EGV uses GreenGeeks and may upgrade to AWS, the data and records of staff, faculty and students are safe on cloud. EGV will contract a Maltese based server provider for keeping all records in Malta. The objectives and merits of the same will be discussed with MFHEA.

The Data Analysis includes statistical reports containing tracked activities performed on the LMS. These reports are crucial for monitoring students' progress and assessing the feedback and support provided by instructors, tutors, and staff.

The Institute finds this information highly valuable as it enables them to conduct individualised analyses of each students' progress. This involves assessing the student's alignment with lectures, identifying any issues related to assessments, and providing necessary support for problem resolution. The training tutor plays a pivotal role in this process, serving as the primary support figure for students. Access to this data allows the tutor to pinpoint students encountering difficulties with specific lessons or assessments, facilitating timely intervention and assistance.

Special focus will be directed towards monitoring the data progression of students with special needs or disabilities.

EGV will maintain a profile of vulnerable groups within the student population and monitor their participation.

Each student is recommended to review each activity presented on LMS, this data is captured on LMS. The time spent and last login on LMS can also be tracked. The time spent on video lectures can also be tracked. However, EGV would like to provide learning freedom to its learner and does not allocate a mandatory attendance of the number of hours during the week. EGV only recommends that a learner should spend around 2-3 hours per day on LMS for 5 days a week, however adult learning happens with motivation and content engagement, this data is not implemented with punishments or reduction in grades.

Students accept the general terms and conditions regarding data usage when they register online on the website, as these terms are accessible for their review during the registration process.

The students' agreement includes privacy policies that pertain to all the data collected throughout the student's lifecycle.

For statistical data concerning the entire student body at the Institute or a particular training program, each student is assigned an encrypted serial number. The Institute utilises this information to analyse the collective progress of the class, facilitating evaluations that contribute to program reviews. Examples of data that may be utilised include, but are not limited to:

- Active and inactive students
- Grades in each assessment
- Number of assessments completed and remaining
- Number of Units viewed or remaining
- Last login
- Participation rate in forums etc.

Students will receive feedback surveys at the end of each module and at the end of the entire program, called an exit survey. These surveys aim to gather information about students' personal feedback and their overall experience at the Institute. The Data Analysis Office collects and analyses this data to provide crucial insights to the Programme Committee . The information encompasses details about student participation, retention, and success, serving as valuable input for the review process of the training programs.

EGV ensures that all data is collected, analysed, and archived solely for the purpose of enhancing the quality of the training programs offered. The Institute holds responsibility for the management, access, and dissemination of this information, adhering to the regulations outlined in the Maltese Education Act and Privacy Act, as well as complying with the European General Data Protection Regulation (GDPR).

EGV's Students Support staff members are responsible for the students' records and maintain them. All the students' records are archived electronically.

The Institute is dedicated to retaining data for a duration deemed necessary to fulfill business objectives and legal requirements. This practice ensures that sufficient information remains accessible to address any complaints or legal appeals that may arise. The Institute adheres to a minimum retention period of 40 years, after which data will be promptly and securely destroyed.

Disclosure of Information to Third Party

No personal information identifiable from students' records will be disclosed to third parties without the prior written consent of the student.

Following are a few limited exceptions:

- Personal identifiable information may be disclosed pursuant to a judicial order or a lawfully issued notice. In compliance with the law, reasonable efforts will be made to notify the student in advance of compliance with the judicial order, where permitted.
- Personal identifiable information may be disclosed to EGV team who have a legitimate educational interest in the records. Such disclosures will be made on a need-to-know basis.
- Disclosure to Officials of Another Institute: Personal identifiable information may be disclosed to another institute where the student wishes to enrol or has been enrolled, specifically in cases related to a student's transfer.
- Disclosure pursuant to Requests for Financial Aid: Personal identifiable information may be disclosed when necessary to determine eligibility, amount, or conditions of financial aid.
- Disclosure to National Authorities: Information may be disclosed as part of an audit or evaluation of a government-funded program to ensure compliance with legal requirements.
- Disclosure pursuant to Student's Obligations on Payments: Personal identifiable information may be disclosed to collect a student's financial obligations to the Institute.
- Disclosure to Accrediting and Professional Associations: The Institute may disclose personal identifiable information to accrediting and professional associations if necessary to fulfil obligations related to accreditation or affiliation.
- Disclosure pursuant to Litigation against the Institute: Personal identifiable information may be disclosed to the Institute's lawyers if deemed necessary for the Institute's defence in a lawsuit filed by a student.
- Disclosure pursuant to EGV's Obligations to Support Study and Research: Personally identifiable information may be disclosed to an organisation conducting studies on behalf of the Institute.
- Approval from the Governance Council is required, and disclosure must comply with Maltese law and EU GDPR to prevent the student's identification.
- Disclosure to Protect the Health and Safety of a Student: Personal identifiable information may be disclosed to a parent or another individual if necessary to protect the health and safety of the student. The Institute records such disclosures, specifying the parties involved.

- Disclosure of Results of a Disciplinary Procedure: Personal identifiable information may be disclosed if the Institute can demonstrate that a student is a perpetrator of a violent crime or a sex offence, violating the Institute's rules and policies.

Any information will never be disclosed by the Institute for commercial purposes.

14. Final Degree

Upon completion of the training, the degree earned will be sent to the student by the Students Support Office through email. This service is provided at no cost. However, if a student requires a duplicate or replacement certificate, the request should be made to the Students Support via email, and fees will be applicable for this service. The degree and diploma supplement format will be prepared in accordance with MFHEA guidelines.

Diploma Supplement

The Diploma Supplement, a more comprehensive official document, is issued by the Institute in addition to the final degree copy. It contains detailed information about the completed programme, including modules, the corresponding number of ECTS for each, and the marks obtained. The Diploma Supplement is provided in English.

15. Public Information

Public information serves as the initial details accessible to potential students and applicants. It is crucial that this information is comprehensive, providing all necessary details for individuals considering applying for a program. The information published on the EGV's website and its marketing activities will be in line with communication MFHEA/09/2021 or any updates announced by MFHEA subsequently. The website stands as the primary source of information for both new students and other stakeholders seeking information about the Institute and the available training programs. The marketing committee head will be responsible to ensure its compliance, and his activities be seen by the Governance council.

Potential students and applicants can expect to find, at a minimum, the following information about EGV:

- EGV's Licence Number
- Incorporation Number
- EGV's regulations and policies
- Students agreement

All information related to the programmes will be disclosed in accordance with disclosures in the programme and module descriptors as described in one of the above sections of this handbook.

Specifically for each programme, the following information is provided:

- Type of Course
- Mode of Delivery
- Title of the Course
- MQF Level (is applicable)
- Total Learning hours
- Delivery Mode
- ECTS number (if applicable)
- Course Duration
- Attendance type
- Target
- Course Language
- Subject Area

- Entry Requirements
- Course Description
- Learning Outcomes
- Teaching Methods
- Lectures
- Occupation Relationships
- Assessments Methods and Criteria
- Study Plan (modules and ECTS of each module, if applicable)
- Fees and terms of Payments
- Registration Deadlines
- Further learning opportunity
- IQA policy manual

For each module:

- Module Title
- ECTS Number, if applicable
- Teaching methods
- Assessment methods and criteria
- Description
- Learning outcomes
- Total learning hours
- Delivery Mode
- Syllabus
- Lecture/s

The student will be provided important information regarding all this in the student agreement as well along with the conditional offer letter. Payment of fees is deemed to have agreed with the terms of the agreement.

Information is uploaded on the website when the programme is accredited by MFHEA, in case of accreditation process in place.

In the event of information updates or program reviews, both the website and the student's agreement will be revised to align with the changes made. This ensures that the most current and accurate information is accessible to students and stakeholders.

EGV ensures that the Institute's website provides a clear and transparent overview of the programmes offered, enabling all visitors, including potential applicants, to make well-informed decisions.

EGV organises open houses, online webinars, etc to make prospective learners aware of the programmes offered and share information about them. On these occasions, if brochures are distributed/shared, they will contain the same information listed above.

16. Equality and Diversity Policy

Principles such as equality, fairness, and transparency form the core values of EGV. The institute strives to establish a conducive atmosphere that upholds the respect for diversity among its staff, lecturers, and students, fostering an environment where all individuals can realise their maximum capabilities. EGV is dedicated to advancing equal opportunities in both educational and employment domains.

Important terminology:

Age Discrimination: Unjust treatment of an individual based on their age or age group.

Bullying: Workplace bullying or harassment, involving persistent and negative behaviour towards an individual.

Disability: The presence of a physical, mental, or sensory impairment, either total or partial, that may impede full and effective participation in society on an equal basis with others.

Discrimination: Treating an individual or a group less favourably due to prejudice, whether direct or indirect, conscious or unconscious, within the realms of employment or education.

Diversity: Variances in race, gender, ethnic or cultural background, physical or mental abilities, age, religion, and sexual orientation.

Considerations:

EGV is dedicated to being an equal opportunity organisation. The institute actively engages in recruiting employees and students from diverse backgrounds, emphasising the promotion of inclusivity within its community.

Ethos:

- Establish an educational, professional, and social atmosphere that is both equitable and inclusive, ensuring that every individual gets an equal chance to succeed and can strive towards realising their full potential.

- Foster a learning, working, and social environment grounded in meritocracy, devoid of bias, where individuals advance based on their abilities and achievements.
- Efforts will be made to proactively prevent instances of discrimination, harassment, and bullying by offering training programs to both students and staff. Additionally, comprehensive procedures and policies will be implemented to mitigate the occurrence of such incidents.
- Define and ensure the adherence to policies and procedures that guarantee fair treatment, respect, and the absence of discrimination for anyone desiring to work or study at the Institute.
- Advocate for and actively promote equal opportunities for everyone, ensuring that individuals have fair and equitable access to education, employment, and other opportunities, regardless of their background or characteristics.
- Strive to cultivate robust relationships among various groups within the institute, including lectures, staff, students, governance, and tutors. This involves fostering a collaborative and inclusive environment that encourages effective communication, mutual understanding, and shared goals among all members.
- Commit to addressing situations that align with these policies, putting in diligent effort to ensure their implementation. Additionally, there will be continuous work towards the development and updating of policies to proactively prevent instances that go against the principles of fairness, equality, and non-discrimination.
- Promptly take action when situations of discrimination or inequality arise. Implement immediate measures to address and rectify such instances, ensuring a swift and effective response to uphold the principles of fairness and equality.

Every member of EGV, including staff, lecturers, tutors, governance, and students, bears the responsibility of upholding and respecting these policies. The dissemination of these policies takes place during the induction program, and regular meetings with various groups are organised periodically to reinforce awareness and understanding.

Values

EGV has outlined explicit procedures and policies in this handbook, providing clear guidelines to be followed. In instances of failure or general incidents that deviate from the EGV Ethos, disciplinary actions will be taken in accordance with the established procedures to maintain the integrity of the institution's values.

- Every staff member of the Institute is entrusted with the responsibility to take action in the event of any failures concerning procedures or policies. Their role is to promptly and confidentially address the matter, working towards its rectification.
- If a situation arises where the staff member involved in a failure is also responsible for addressing it, the duty falls on the Board of Director/s to handle the matter. This ensures impartiality and effective resolution in situations where the individual implicated is unable to fulfil the responsibility.
- In case the actions taken do not bring results, the Managing Director of the Head of Institute must intervene.
- If any individual feels that they have not been treated fairly, they have the right to lodge a complaint with the Governance Council. This council provides a formal mechanism for addressing concerns and seeking resolution in cases of perceived unfair treatment.

Any incident, including accidents of a verbal nature such as sexist jokes or references to individuals with disabilities, humiliation, offence, or distress, requires immediate intervention at the Institute. This encompasses any behaviour that can contribute to an unpleasant working environment. Swift and appropriate measures will be taken to address and rectify such incidents to ensure a respectful and inclusive atmosphere.

If a student is involved in an incident, the staff member who witnessed it is responsible for addressing the situation. If the resolution achieved is deemed insufficient, the matter must be escalated and referred to the Governance Council for further consideration and action. This ensures a thorough and formal process for handling incidents involving students.

The Institute and its staff are obligated to consistently ensure Equal Opportunities through the entirety of training delivery. This commitment emphasises the ongoing responsibility to uphold and promote fairness, inclusivity, and equal access in all aspects of education and training provided.

17. Quality Assurance and Monitoring Policy

The Quality assurance and monitoring policy is designed to ensure quality culture for every aspect at EGV. The policy ensures institutionalising and communicating and training for upholding the quality. Regular policy and tasks reviews and quality audits are integrated in the system to develop a culture of quality maintenance.

The key aims of this policy is

- To design a system which allows thoughtful and systematic system to uphold the policies and procedures of EGV,
- To promote institutional practices in a manner that allows incorporating best practices within the existing systems in place.

All the stakeholders, especially the staff and faculty are required to apprise themselves of the quality control process so that they aim to adhere to the guidelines and always attempt to work in alignment with the expectations.

Key Functional areas of quality control at EGV, though not exclusive and can include other areas as:

1. Quality enhancement of Curriculum design and development
2. Teaching Learning and Evaluation
3. Research, Innovation and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices
8. Any other as the need arises

Internal Quality Assurance Cycle:

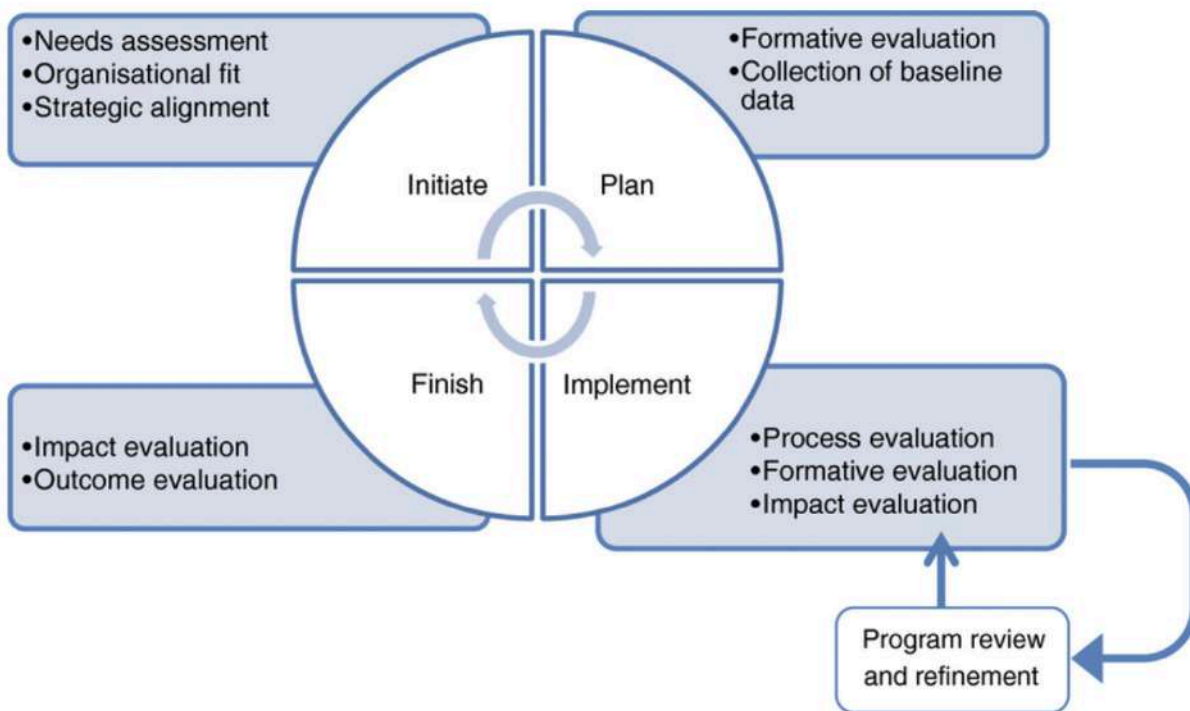
The cycle mentions essential meetings to reflect upon the terms of reference. The frequency of the meetings is specified which must be conducted, besides the committee meeting can be scheduled as and when necessary.

Committees	Academic Senate	Governance Council	IQAC	Programe	Teaching, Learning and Assessment Committee	Academic Disciplinary	Exam	Research	Misconduct	Marketing	Admission	Appeals	Finance	IT and Learning Resources	Academic Appraisal	HR Policy	Student Support
All meetings can happen as and when required, but given frequency is mandatory for strategic discussion	once per month	once per month	once per year	through the year	once a year or as required	Thrice a year	Thrice a year	Thrice a year	Thrice a year	Weekly	Weekly	Yearly	Yearly	Thrice a year	Thrice a year	Once a year	Twice a year
Academic Senate	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Governance Council		1	1				1			1	1	1	1	1	1	1	1
IQAC	1		1	1		1	1					1		1	1	1	1
Teaching, Learning and Assessment Committee	1		2	1	1	1	1	1	1				1		1	1	1
Academic Disciplinary						1			1						1		1

Committee																	
Research committee			1	1			1					1			1	1	
Exam Committee	1		1		1	1		1				1	1	1	1		
Academic Misconduct committee								1									
Academic appeal committee														1			
IT & learning resources committee		1		1	1		1	1				1				1	
Finance committee		1								1		1					
HR committee		1													1		
Admissions committee		1	1								1	1	1				
Appeals for admissions										1		1					
Student Support	1	1	1	1	1	1	1	1	1	1			1	1	1	1	
Student (membership)				1	1			1									

Quality Process:

The key model which is recommended to implement the quality processes is as follows:



Lobo, Roanna & Petrich, Mark & Burns, Sharyn. (2014). Supporting health promotion practitioners to undertake evaluation for program development. BMC public health. 14. 1315. 10.1186/1471-2458-14-1315.

Plan:

The initial phase of planning occurs when various committee meetings take place, the members engage in a productive discussion, bring in evidence for instance from market research, feedback, industry opinion etc, and the committee at their level recommends within the scope of their terms of reference. The recommendations are presented to the reporting committee which is vested with the decision making authority. The initial guidelines for the decision in review are drafted and shared for approval of the designated authority. Please see below the policy approval process.

Implement:

All recommendations in the planning phase are then planned to be implemented and work is allocated by the head to subordinates.

The team members evaluate the required and available resources, budgets required to implement, take necessary approvals and implement.

For instance, for a new programme design, following can be process evaluation to design a new programme:

Content review is essential, involving the examination and updating of specific units to align with new developments in the relevant area of study. This process ensures that the programme materials remain current and reflect the latest advancements in the field, enhancing the overall quality and relevance of the educational content.

Reviewing the learning outcomes for the overall programme is crucial to align with real-world needs. This process involves assessing and, if necessary, updating the learning objectives to ensure they remain relevant and responsive to the evolving requirements of the practical environment. Additionally, a corresponding review of the training contents may be necessary to align with the revised learning outcomes. This iterative process ensures that the training remains effective and addresses current demands in the relevant field.

Assessments – assessments to be designed in line with module and programme outcomes. An assessment review process is to be defined, and frequency of updating assessments is to be defined.

Reviewing the overall structure of the training program involves an examination of various elements such as the Malta Qualifications Framework (MQF) Level, delivery mode, and teaching methods. This process ensures that the training program remains aligned with educational standards, reflects the appropriate level of proficiency, and utilises effective delivery methods. Adjustments to these structural aspects may be necessary to enhance the overall quality and efficiency of the training.

Evaluate

Committees meet regularly to discuss feedback from various stakeholders and to contemplate upon the solution or reflection on the feedback. For instance, the academic planning, content etc. to be evaluated in the academic senate to seek feedback and suggestions of improvement. In case, external accreditation is required like with MFHEA, the documents prepared will be submitted to MFHEA.

The yearly quality cycle meetings need to take place mandatorily to ensure no area of quality is left behind. The quality officer and the Academic Senate and the Governance Council Head plays an imperative role in this process. Together they design the formats of quality review in various academic meetings or keep the minutes of discussions to ensure adequate record taking for reference in the next meetings. This is to ensure adequate disclosures are made and actions are taken up for areas of improvement and the review in the next cyclical review.

Initiate

The planning can now be initiated to be implemented. For instance, post approval of MFHEA for programme accreditation, the programmes can be initiated to be offered to the learners. The implementation process includes web page design, marketing, faculty allocation etc.

Feedback from various sources, including students, stakeholders, faculty, and staff, as well as any complaints or appeals, along with students' progress reports, is deemed valuable information within the described review cycle. These diverse inputs contribute to a comprehensive understanding of the training program's effectiveness, allowing for informed decisions and adjustments to enhance the overall quality of the educational experience.

Communication

Communication of the review process to the respective stakeholders is very essential. Normally, all changes are recorded in writing and announced via

- learning management system in the LMS,
- The Quality Handbook with version number is updated on the website.
- MFHEA will be sent a revised version.
- Training if required to implement changes will be scheduled
- In case of major changes, a webinar will be announced to invite all impacted stakeholders so as to explain the reason for the change, possible impact of the change, its prospective impact on stakeholders, and the way forward.
- The above mode is not exhaustive and EGV can include any further modes of communication as will be deemed appropriate.

Feedbacks

Feedback plays a crucial role in program reviews, and specific tools are employed to collect this valuable information. Some points of feedback are:

- **Committee feedback:** Feedback from membership of various committees
- **Module-wise feedback from learners** - feedback form is planned to be integrated in all modules. The feedback is captured anonymously to disallow any biases in evaluations and to promote honest feedback.
- **Institutional feedback from the learners:** The institutional feedback is administered after 6 modules and at time of exit. It is more comprehensive than the module feedback. It includes other areas such as support, infrastructure, in this case LMS, resources, learning environment, etc.
- **Industry Feedback:** To ensure academia and industry goes hand in hand, and the programme content remains relevant, industry feedback is sought passively in terms of market research and actively in terms of interviews or surveys.
- **Employer Survey:** Learners' are requested to get their employers feedback to evaluate the impact of learning.
- **Alumni Survey:** to evaluate if their current position is in line with the skills gained and if the skills gained from the programme are relevant to their current profile.
- **MFHEA feedback:** During the accreditation process, MFHEA recommendations for improvement will be taken very seriously to ensure implementation over the given period of time. In addition, any updated notification sent by MFHEA will also be planned to be implemented as per suggested guidelines.

The feedback fed in the Academic Senate and Governance Council meetings, and the quality meetings.

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