

INTERNAL QUALITY ASSURANCE

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ABOUT LONDON COLLEGE OF ARTS MALTA

LONDON COLLEGE OF ARTS MALTA (LCA or LCA Malta) is a private education institution of higher learning; a wholly owned subsidiary of and is funded by SIYA Education (Malta).

LONDON COLLEGE OF ARTS MALTA (LCA) is a world-class award-winning college shaping creative industries locally and globally with their combination of theoretical knowledge along with practical knowledge brought into the classroom by actively practicing professionals. LCA uses design as a universal language for change. LCA provides highly specialized education that stays up to date with the changes of the industry. Flexibility is at the core of LCA programs and all the programs are designed to fit your schedule and needs since our society is fast paced, our education programs must evolve to match this new lifestyle.

VISION and MISSION AND STRATEGIC GOALS - LCA

Our Mission

Our mission is to nurture and inspire design minded students by stimulating potential agents of change: talented designers who interpret creativity with skills and innovative vision.

Our Vision

Our Vision is to be the leading provider of design education and to help develop a new generation of designers who can change the world through the power of their ideas.

Our Values

The centrality of the individual

Our cultural commitment is geared to the education of managers, professionals, and entrepreneurs capable not only of excelling for their skills, but for distinguishing themselves for their capacity of putting the individual (customers, employees, the public opinion) at the centre of their actions. Thus, playing a role in a healthier development of the economy and of society. We are, in fact, working towards a new economic humanity.

An ethical and socially responsible approach to enterprise

We believe that the pursuit of business targets must be linked to –and can actually be positively supported by – scrupulous care for the environment, for society in general and for future generations.

Multiculturalism

We consider globalization processes to be a great opportunity to exploit and to open up to promote the coming together, the understanding and the reciprocal valorisation of cultures and ideas, the variety of which represents a source of economic and spiritual richness and not a danger to be wary of.

Multi-disciplinarily

We believe that the complexity of the new economic and social scenarios requires the acquisition of advanced capabilities to understand and manage them. For this reason, our teaching approach is geared to provide, as much as possible, a multi-disciplinary and integrated education and to provide new insights into the phenomena and dynamics of our time.

Learning Community

We are convinced of the value of shared intelligence and of each individual's capability of making a contribution in terms of ideas and of knowledge. For this reason, together with our students, alumni, teachers and partners, our aim is to create a community of people who, through reciprocal exchanges, develops, improves, creates opportunities and plays a part, as a whole, in each other's professional and cultural development.

Strategic Goals

Goal-1: Offer **high quality** programs **relevant** to business and Creative Industry in the European region.

Goal-2: Create **conductive and productive environment** for student learning and professional development.

Goal-3: Attain National, Regional and International **Recognition** for High Quality Academic Programs.

Goal-4: Foster **partnership with industry and government bodies** for experiential learning
Goal-5: Promote **international outreach** with recognized universities and institutions.



This document entails to define all the responsibilities of LCA staff who are helping to promote the concept of Total Quality in the daily activities and tasks that potentially influence short- and long-term actions, strategies in the display of LCA business activities.

The definition of Quality & Reliability - LCA incorporates the belief of quality as a customer in itself. LCA sees the concept of quality as a customer with certain guidelines that are required for contractual and regulatory purposes. Hence, LCA defines quality as a constant provision of the contracted service to satisfy the expectations of its students and stakeholders. To this, LCA adds the concept of reliability which is defined as quality over time.

LCA strives to offer constant quality over time as mentioned above.

Responsibility for Quality and Reliability: LCA believes that there is no other way to exercise the quality of business. This concept is generated by the following ethos -

The management of LCA is committed to delivering the highest quality product, i.e. higher education for its students. The decisions made by the management will not have the quality of business compromised in any way. This comprises -

- Everyone is responsible for generating quality of LCA
- Quality is more reliable over time
- Doing things correct the very first time
- Swift accountability of mistakes and actions to modify them

Tools for Ensuring a Quality Product and Service: The primary tool to ensure total quality in offering higher education is by separate processes and policies that are contained within. The initial requirement is the correct approach to execution in accordance with the Quality Management system.

Some additional aspects include -

- The correct approach to a process - input-process-output
- The plan, try, check, act process cycle
- Constant evaluation and mitigation of risk
- A fast corrective response and taking timely preventive measures
- Treating staff and employees in the same way as they would treat their students or prospective stakeholders, partners or buyers

Through investment in people, time and resources coupled with a transparent concept of quality education, LCA brings forward the Internal Quality Assurance to its faculty, staff and students. The layout of the IQA is broken down into well-defined sections, reflecting all key aspects and expectations of the eleven quality standards as defined by the MFHEA.

STANDARD 1 - POLICY FOR IQA

LCA Malta has created its IQA policy which meets its mission and vision with the intent of continuous quality improvement. LCA shares the entire IQA with the stakeholders – our students, faculty and staff with the intent to create a transparent and growth environment. This is public information in line with our policy of continuous enhancement of education.

The entire document of IQA developed by MFHEA hosts 11 standards which require in each to have systems and processes developed to satisfy the standards. The standards are designed to meet the Quality Assurance requirement of LCA and benefits with transparency all the stakeholders – whether faculty, staff or students.

Standards	Description	
Standard 1	Policy for Internal Quality Assurance	
Standard 2	Institutional probity	
Standard 3	Design and approval of programs	
Standard 4	Student-centred learning, teaching and assessment	
Standard 5	Student admission, progression, recognition, and certification	
Standard 6	Teaching staff	
Standard 7	Learning resources and student support	
Standard 8	Information management	
Standard 9	Public information	
Standard 10	On-going monitoring and periodic review of programs	
Standard 11	Cyclical external quality assurance.	

LCA is dedicated to using quality assurance systems in the delivery of all of its programs. This is accomplished via the establishment of processes that govern the design and delivery of the programs, student marketing and registration, faculty recruitment and management, instructional quality, assessment methods and feedback and ongoing resource allocation and acquisition.

In order to monitor and achieve the above key elements, a series of forms have been designed to gather and analyse data that would be useful in decision making and record keeping.

LCA understands that for quality to be maintained and enhanced specific focus must be taken on 3 main stages:

- a. *Recruitment of students for the programs* – Students with the right credentials must be recruited into the program. Recruitment of quality students would be the first determinant of quality output.
- b. *Delivery & Assessment of the academic program*: The quality in delivery is driven by the Academic committee which draws membership from the Academic Manager and the various faculty members to deliver high quality content to the students,

relevant case studies and assessments. Besides delivery, the assessments need to be looked at very closely with a view that they need to be pieces of work created by the student for the purpose of the assessment to exhibit their application knowledge in the field. This would require two processes – plagiarism check using Grammarly and informing the student of the outcome of the same. In an event similarity is 20% and below the assignment can be accepted and shared with the assessor for processing. Once the batch is assessed, the same would be sampled with a view to Internally verify (IV) the assessment done for consistency in grading and feedback to be given to the assessors and grades released.

- c. *Ongoing Communication Mechanisms:* It is key to be communicating very transparently to the students from their inception. From induction till graduation, clear communication would lead to high quality output. Students should be clear on what is expected of them in terms of deliverables, ethics to be employed specially in line with what is plagiarism and how to avoid it, what construes of academic freedom and academic misconduct, to be aware of their channels to voice any concerns they may have inclusive of less expected discrimination, intolerances of any kind. The student, faculty and staff should know they are in an environment of no fear where they won't face any discrimination or intolerance due to their faith or beliefs.

Communication doesn't stop just there at LCA inducting the students, it is a process of receiving feedback as well. The key areas we focus on are:

- a. Student feedback on the quality of their learning experience
- b. Teaching faculty feedback on module and programme matters
- c. Overall monitoring and evaluation of programme performance
- d. The peer observation and review of teaching
- e. Exit interviews of the students upon graduation to enhance quality

LCA has 3 main committees (Boards) and other committees to assist in the management of the different functions:

- a. Academic Board to look after any academic related queries or concerns and to listen to the students who may raise complaints or make suggestions for improvement. The academic board would also be in charge of sharing good practice.
- b. Board of Directors / Strategic Board to look after strategic decision making and resources allocation at LCA. The Board also conducts the annual review and internal monitoring at LCA. The board also focusses on being prepared for the External Quality board visits.
- c. Appeal Board which may be able to hear complaints from students which maybe in regards to their grades, assessments, faculty, environment or other areas. The board would comprise of the Academic Manager and team comprising of not

connected members of faculty where it is an academic appeal; and the Academic Manager and mix of faculty and staff members who are third parties to the appeal should it be of a non- academic nature.

The persons responsible to implement and uphold the IQA at LCA is the Director of LCA and the Academic Manager at the top-level. It is their duty to make sure that the IQA seeps down into manageable units to different departments and daily operations. They are the key personnel to manage the reports of the same.

The IQA process is an ever growing and developing process and as we mature in operations, we will see a more mature and built in system in place.

STANDARD 2– INSTITUTION PROBITY

LCA is proud of the fact that all positions are being served by vetted individuals who are academically and by experience ready to handle the same to take LCA forward and help achieve our vision and mission statement.

LCA is a subsidiary of the SIYA Education and has the benefit of their management team and resources to its disposal.

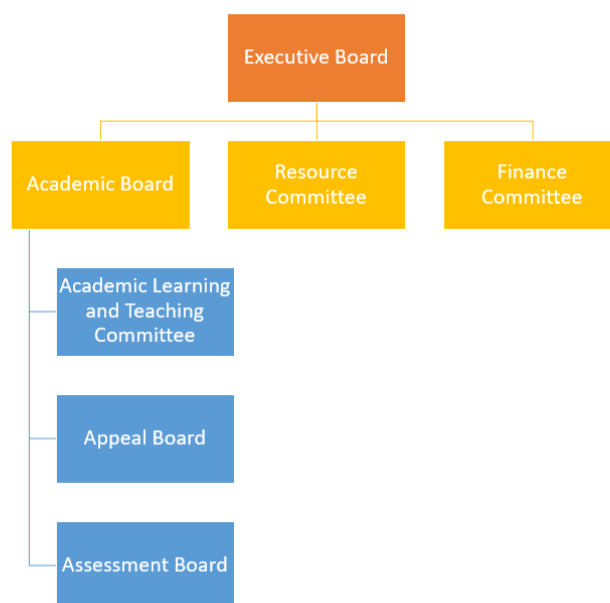
At LCA, it is ensured that Legal Representatives and persons occupying headship positions are fit to oversee delivery of higher education courses and in order to satisfy LCA employment conditions and to verify their credentials, applicants are required to provide the following:

- a) Original verified and attested qualifications
- b) Professional references
- c) Submit self declaration form confirming they satisfy Fit and Proper Test
- d) Undergo annual training to continuously develop their skills
- e) Are subject to probationary period

Furthermore, it is ensured that Legal Representative and persons occupying Headship positions are individuals who:

- a) Have ability to provide strategic leaderships
- b) Are hired through transparent processes
- c) Apply succession planning to ensure LCA continues to operate with people and leadership who are effective
- d) Understand academic governance
- e) Have shared values as LCA

Boards and Committees and their responsibilities at LCA Malta



Committee	Composition	Purpose
Board of Directors / Executive Board	Head of the institution and Managing Director	The Executive Board or the Board of Directors look after strategic decision making and allocate the resources needed to meet student need, protect their interests and achieve the highest quality and standards. While a lot of the business is delegated to sub-boards and committees, the Board conducts the annual review and internal monitoring at LCA Malta. The board also focusses on being prepared for the External Quality board visits. The Board meets quarterly (4 times per year).
Appeal Board	Academic appeal board comprises of Academic Manager, Program Quality Manager and faculty members (not connected with the appeal directly) Non-Academic appeal board comprises of mix of managers and faculty and staff.	The appeal board is designed to be able to hear complaints or appeals from students which maybe in regards to their grades, assessments, disciplinary action, faculty, environment or other areas where the students appeal the decision of the West committees, faculty or staff.
Assessment Board	Head of the institution, Academic Manager, Program Quality Manager and Faculty members	The main purpose of the Assessment Board is to make recommendations on the awards to be made to students, the grades achieved by students on the individual units, progression of students onto the next stage of the programme, extensions and extenuating

		<p>circumstances, consider cases of cheating and plagiarism, referrals and deferrals, authorise resubmissions and consider comments of the External Examiner. The assessment board meets 3 times per annum.</p>
Academic Board	<p>Academic Manager, Program Quality Manager, Faculty members and 2 student representatives</p>	<p>The purpose of the academic board / committee is to listen to the student feedbacks and complaints. It also meets to discuss plagiarism issues and possible cheating cases, authorize resubmissions and permit deferrals. With delegated responsibility on behalf of the Board, the Academic Board oversees the development, management, monitoring and quality of all education programmes across LCA Malta. The Board decides the development of new programs. The Academic board meets 3 times per annum.</p>
Resource committee	<p>Academic Manager, Head of institution, Accounts and Administration Manager, LMS Manager</p>	<p>The committee is an advisory committee that advises the Board on its resource requirements and related concerns if any. It gains input from academic manager and program quality manager on resources needed to upgrade the quality of offering keeping in line with the vision and mission of LCA Malta. The committee meets 4 times per annum.</p>
Academic Learning & Teaching Committee	<p>Academic Manager, Program Quality Manager and Faculty members</p>	<p>The committee meets 4 times per annum to review the standards of the teaching and learning experience that is imparted to the students. They review the feedback and the course work being offered for the next term with an emphasis on quality and meeting standards of offering. The focus of the committee is to develop opportunities for high quality student engagement while learning curated content.</p>
Finance Committee	<p>Managing Director, Accounts and Administration Manager, Head of Institution</p>	<p>The committee has the responsibility for financial planning and budget allocations.; sets financial and associated targets and their achievement. Financial plans, income targets and overall expenditure and budgetary allocations are identified as part of the annual cycle and regularly monitored and reviewed throughout each annual period. Financial plans are monitored against income sources and expenses on a weekly, monthly, quarterly and annual basis.</p>

All minutes will be maintained and are signed by all attendees'. At LCA Malta all minutes of the meeting will be docusigned and maintained in the server and also each attendee will receive a copy of the final signed document for their records.

Finance & Strategic Direction

The Finance aspect of LCA is the key aspect that would ensure the stability of the operations for LCA over the period of time. Controlled by Finance committee chaired by Director of LCA, membered by the Accounts Manager, Admissions Manager and Marketing & Student Recruitment team will decide on the budgets to be allocated for its key functions.

As it's a new operation in Malta, we do not have a past budget to compare with. We also don't expect to turn profitable in the first year. We anticipate the revenues earned will be used to fuel the expenses of the year both assets and expenses. We will use the following thought process to define the budget which would include the following steps:

- a. **Understanding the goals of LCA:** The goals of LCA is to:
 - a. provide quality education to students located and in and out of Malta using latest technology.
 - b. Become a brand name provider for individuals and corporates alike
 - c. Create a pull marketing strategy using social media tools to up the brand and also create leads to sustain conversions
- b. **Estimate our inflows / income for the period of the budget:** LCA will be active in recruitment from day one of its operations and will actively recruit students across its program offerings. We hope to create a positive cash flow from the first instance in form of tuition fees and service fees.
- c. **Identify our costs:** In line with our goals, we will be spending for developing our platform on an ongoing basis to make it more accessible and efficient. Also, our ongoing costs will include our fixed costs such as rent, salaries of full-time staffs and; variable costs such as marketing for social media, travelling and exhibition expenses; printing and groceries for the office, utilities, phone, data and software subscriptions.

The Executive Committee led by the President/Director has responsibility for financial planning and budget allocations.; sets financial and associated targets and their achievement. Financial plans, income targets and overall expenditure and budgetary allocations are identified as part of the annual cycle and regularly monitored and reviewed throughout each annual period. Financial plans are monitored against income sources and expenses on a weekly, monthly, quarterly and annual basis.

There is a central budgetary operating, control and review system and allocations are identified for activities of the school where appropriate. There is a central provision for the allocation of teaching support and teaching and delivery budgets and for learning support facilities. Detailed oversight of the financial cycle, within each annual and wider planning framework takes place and is adjusted where required to ensure that value for money and effectiveness and efficiency is being maintained. Financial reporting requirements are subject to statutory requirements and good practice guidelines and compliance requirements are adhered to. Evaluation of risks is undertaken regularly as part of strategic development and to assist with informed decision making.

Accounts Manager (to be appointed) will be responsible for preparing each year an annual revenue budget for submission to Director/President and must ensure that detailed budgets are prepared in order to support resource allocation process. Income and Expenditure control within the agreed budget is the responsibility of Director/President assisted by the Accounts Manager. Accounts Manager must monitor day to day and report any deviation from agreed budgets.

Formally Audited financials – we will have the account formally audited once we complete the first year of operations and there on. LCA will be using an external accounting firm for having accounts audited annually in order to be in compliance with this important standard.

LCA is required to keep proper accounting records for:

- a) All sums of money received and spent by LCA along with details
- b) Assets and liabilities of LCA

The accounting records will be always available for inspection by directors and will be usually kept at registered office of LCA. The annual audited financial statements will be sent to shareholders at least 14 days before the annual meeting of Directors. The directors are required to furnish shareholders annually at General Meeting the set of audited financial statements as required in terms of GAPSME. The first general meeting must be held not later than 18 months after receiving approval from MFHEA. As per GAPSME presentation of primary statements for small entities is limited and it also limits small entities' disclosure in the notes to the financial statements.

LCA auditors have right of access at all times to accounting records and documents of LCA and are entitled to obtain from Executive team information that is necessary for performance of their duties. Annually LCA is required to file with Registrar of Companies an annual return signed by one director.

STANDARD 3–DESIGN AND APPROVAL OF PROGRAMS

This section applies to programs that would lead to qualifications approved by MFHEA, issued by LCA.

The projected student workload is expressed in terms of ECTS learning credits, or European Credit Transfer and Accumulation System. In definition *'credits are designed to measure workload and for facilitating to transfer learning at National and European level.'* (Ref: The Malta Qualification Framework). Each Credit is equal to 25 hours of learning whether direct or indirect with a minimum 5 hours of contact learning.

As a rule of thumb, the student's workload can be up to 60 ECTS per year. This defines a year of study.

Program level	Title	ECTS
MFQ 4/5/6	Bachelor	180 over 3 years 60 / year
MFQ 7	Masters	60 for Postgraduate Diploma 90 for Masters

There is always a need to design new programs in order to remain competitive in the global scenario. LCA will do best to gather information from all relevant stakeholders and then make a decision on the program development. The purpose will be to equip the students with latest skills, knowledge that the market demands. Jobs are changing every day and it would be prudent for the education providers to try and keep up with them and offer updated knowledge in the respective fields of study.

Stakeholder	Type of Information	Instrument Used	Responsibility
Prospective Students	Application Numbers	Application Form	Admissions Team
	Admission Numbers	Diplomas & Transcripts	
		Resume	
		Reference Letters	
Students	Withdrawals	Request Forms	Student Services & Academics
	Progression rate	Grade Sheets	
	Continuation rate		

	Graduation Rate	Grade Sheets	Student Services & Academics
		Transcripts	
		Projects	
		Dissertation	
	Requests	Request Forms	Student Services & Academics
	Feedback	Complaint Forms	
	Complaints	Feedback Form	
		Minutes of Meeting	
	Evaluation of course and faculty	End of Course Feedback form	Student Services & Academics
	Performance Rate	Grade Sheets	
	Success Rate	Transcripts	
		Attendance Sheet	
Faculty	Faculty Profile	Resume	Academic Manager
		Supporting Documents	
		Faculty Database	
	Faculty Development (CPD Activities)	Faculty Development Form	Academic Manager
	Faculty Performance	End of Course Feedback Forms	Academic Manager

	Faculty Retention & Satisfaction		
	Faculty Feedback	Faculty Request Forms	Academic Manager
External Stakeholders	Employability Data	Employers Survey	Career Services Department
	Feedback from Employers		
	Similar Programs Benchmarking	Market Research	Marketing Department
	Accreditation and Ranking	External Feedback forms and Questionnaires	Academic Committee
Alumni & Graduating Students	Satisfaction Rates	End of Program Survey Form	Student Services & Academics
	Employability	Alumni LinkedIn Profile	Career Services Department
	Testimonials of Alumni & Graduates	Social media	Career Services Department

LCAs aim is to collect and manage feedback from relevant stakeholders to identify ways by which quality of academic programs can be enhanced to the satisfaction of stakeholders.

Stakeholders at LCA are identified as below:

- a) Prospective Students
- b) Students
- c) Faculty & Staff
- d) External Stakeholders

e) Alumni and Graduating Students

Prospective Students

Information is provided during admission stage online or in person and managed by the Admissions Team. Information is used for purpose of admitting students at LCA and maintaining their credentials at LCA

Students

Current students information is collected at various stages of their educational journey at LCA. Below are the primary sources of their information:

- (1) Grade Sheets
- (2) Formal and Informal Feedback
- (3) Satisfaction Surveys

The above information is managed and analysed by the Academic and Student Services Department.

Faculty and Staff

Academic Manager is responsible for managing and analysing information regarding faculty/staff recruitment, development, performance and satisfaction as well as for reviewing feedback from them. Information is then used to evaluate teaching quality and to establish development plans and annual objectives for LCA.

External Stakeholders

Information received from external stakeholder is used to understand the demand and supply of graduates and to conduct competitive analysis of LCA programs in comparison to similar programs offered by other providers. Information is collected and analysed by the Career Services Department with the purpose of improving LCA programs based on market needs.

Alumni and Graduating Students

Information is gathered from the school's alumni with the aim of assessing their level of satisfaction of education received and their progression in professional life. All programs at LCA are employer oriented by providing students the skills and knowledge required to excel in their professional life. Steps are ensured to collect and analyse employment rates and career paths and takes place annually through Alumni Surveys.

The Academic Committee are required to meet at least once a semester/term and a minimum of at least thrice each year

virtually. All teaching staff are members of this committee. The academic committee monitors various aspects of academics including program quality, faculty & teaching performance. The results of faculty surveys, end of course survey and end of program surveys are reviewed by Academic Committee annually. At the end of each academic year, The Academic Committee reviews program modules based on annual reporting results and identifies a need for change if needed along with list of recommendations for the Institution Head to be considered and for his approval.

Members of the Academic Committee include the following:

- a) Rotating Faculty Members
- b) Academic Manager
- c) Program Heads
- d) Director

Areas under Academic Committee:

- a) Grade Appeals
- b) Student and Faculty Grievances
- c) Recommendations for LCA services improvement
- d) Advise on Academic Planning Activities, policies and procedures
- e) Ensure programs are aligned to best suit market demands in terms of content, structure and faculty
- f) Design and Approval of New Programs
- g) Define and improve QA standards, curriculum, policies and procedures
- h) Review and recommend action for all proposed changes to existing academic programs

A two-stage approval process for new programs is employed. This attempts to ensure that approved programs are in line with LCA vision, strategy and resource possibilities.

The first stage which addresses the objectives of the program and the rationale is aimed at ensuring that the intended learning outcomes are clear and achievable, and that resources are available to allow delivery of the program to an acceptable standard. The involvement of stakeholders is encouraged at this stage with a view to promote programs which are responsive to emerging market demands.

Once a proposal is given its first stage or 'in-principle' approval by the main Board of Directors, the focus then shifts on the details of the teaching and learning methods as well as the assessment techniques to be adopted in delivering the program as required in the second stage of approval. This stage focuses on the design and detailing of the program.

Design of new programs is a very important process at LCA.

LCA goal is to have graduates who are employable and to equip students to fulfil their potential become lifelong learners and this will be done by:

- a) Ensuring all courses have strategy for employability and entrepreneurship by taking into account development of professional and transferable skills
- b) Developing external employer and alumni links and have processes whereby employers can contribute to the review and development of course content

- c) Providing all students with opportunity for internships and employment opportunities by collaborating with major companies (external stakeholders) by holding career fairs, employment and internship interviews and by providing skills through our Career Services Team such as interview preparedness, resume writing, LinkedIn profile creation etc.

Using various external stakeholders as well as industry publications, the curriculum is aligned with current and future business needs. Representation of External Stakeholder enables significant input from the marketplace, specific target audience, and government entities. Each stakeholder can assess the value added by incorporation their knowledge to the skill set of the learner. Their perspective involve consideration of the short- and long-term effects on issues beyond LCA.

External Stakeholders will be involved at LCA by sharing their knowledge and skillset by means of talks, providing their feedback on the curriculum by means of being part of specific program committees relevant to their industry, by providing feedback on curriculum being taught at LCA and lastly by providing experience to the students by means of employment and internship opportunities along with company visits to the students.

Students are considered partners in learning and programs are designed to ensure student progression, retention and assessment rate efficiently. Students are to be engaged as partners in planning, managing and enhancing learning experiences and in turn LCA supports them to develop professional and ethical behaviours consistent with our institutional values by:

- a) developing student representatives across the program
- b) engaging students in assessment planning and program content
- c) Ensuring students have an opportunity to present their views on learning experience through student feedback and evaluation

Student representatives will be elected to be members of the Academic committee which will give students an understanding of LCA operation and they will be responsible to contribute to annual student review report and this report will be shared with all students on www.dilton.io They will furthermore review new program documents for accreditation and provide their feedback.

At LCA, great importance is laid on the fact that students need to be engaged with various QA processes and will have the opportunity to become the important contact for engagement between Staff and Students and to provide their feedback on the learning experience at LCA.

Students are responsible for:

- a) Actively engaging in learning process
- b) Provide honest and timely feedback to LCA
- c) Meet assessment requirements
- d) Completing assessments tasks
- e) Discussing any concerns regarding coursework progress and assessments with faculty and student support team
- f) Accessing and abiding by all policies and procedures at LCA

Design of new programs is a very important process at LONDON COLLEGE OF ARTS MALTA. During this process, LCA is required to follow rules for design and approval of its programs as stipulated in the MFHEA.

All minutes will be maintained and are signed by all attendees. At LCA Malta all minutes of the meeting will be

docsigned and maintained in the server and also each attendee will receive a copy of the final signed document for their records.

Scope

The purpose of this section is to explain the procedure used by the LCA to design and approve new programs to be offered by LONDON COLLEGE OF ARTS MALTA.

1.1 SECTION A: DESIGN

- i. The design of a program starts with a proposal. This may originate from feedback from employers as a result of a skills gap, training needs in the industry or emerging changes from the market requiring formal training in the subject.
- ii. A designated program developer is appointed by the Academic Committee. The developer works together with the Academic Manager to develop the first draft. This must include at the minimum the following details:
 - An outline of the program describing the course and its purpose
 - The program learning outcomes
 - Entry requirements
 - General structure with different units, ECTS weight for every unit, and their relative time frame
 - Examinations, assignments and other forms of assessment
 - Indication of a pool of tutors that may be engaged
 - Review of the current demand for the qualification in the industry
 - Relation to the institutional strategy
 - Feedback from students and a number of LCA members
- iii. Should the draft fulfil all listed requirements, the Academic Manager will forward the document to the Academic committee for review.
- iv. Should the draft be accepted by the Academic Committee, this will be then developed further to include:
 - A timeline with milestones and deadlines for the development of the program
 - A plan to include all resources needed in terms of qualifications and competences of prospective tutors for the program
 - The names of prospective tutors with the expertise required to deliver the program who are to be approached/engaged • Further development of each unit with description and learning outcomes

Unit development would be drafted together with the tutors and/or experts mentioned in the previous step.

- v. Once the program is updated with the new improvements, the designated program developer will formulate the detailed specifications. This step is done with the aid of the tutors with the technical expertise need for such specifications. The Academic Committee may decide to outsource the deliverables if the content is deemed to be of a specialized nature.
- vi. The finalized document is then submitted to the Academic Committee for further review.
- vii. If the document is satisfactory, it is then submitted to the Director for further review.
- viii. The Director must ensure the document is fully compliant with the regulatory requirements. He will ensure that:
 - Program has outcomes clearly defined
 - Learning outcomes for both program in general and all unit are clearly defined
 - Knowledge and competencies are defined for each outcome
 - The learning content reflects the outcomes outlined
 - There are proper assessment criteria for the learning outcomes
 - The methodology for each assessment is clearly defined
 - The relative suggested learning resources are present
- ix. Once the document is finalized, the Director forwards the document for approval.

1.2 SECTION B: APPROVAL

- i. The finalized Program documentation is forwarded to the Academic Committee for final review and approval.
- ii. Once the committee is in full agreement of the program with no further suggested changes, the program is approved and forwarded to the Board of Director for final review.
- iii. The Board of Director is chaired by the LCA's Director, also including the Director, Head of School, Academic Manager.
- iv. Once fully approved by the Board of Directors, the program is submitted to the MFHEA for review, approval and allocation of relative MQF level using the official submission form and the format.
- v. Upon receipt of approval from the MFHEA, the program is added to the LCA's portfolio and disseminated accordingly.

RESOURCES

- a. Referencing Report 2016 <https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf>
- b. Program Accreditation Application: <https://mfhea.mt/wp-content/uploads/2022/08/Programme-Accreditation-Application-Form-V5.1.docx>

STANDARD 4– STUDENT CENTRED LEARNING, TEACHING AND ASSESSMENT

TEACHING, DELIVERY AND ASSIGNMENTS

- a) **Teaching Staff:** The teachers would have the following qualification at different level (reference: Standard 6):

The minimum qualifications for individuals seeking faculty positions at LCA are:

To teach Bachelor Level (L4-L6): To teach BACHELORS (LEVEL 6)

L7 Masters with extensive work and academic experience will be preferred however MQF Level 6 equivalent will be accepted to teach specialized creative programs with relevant work experience.

- recent professional involvement in field(s) related to the area of instruction
 - reasonable proficiency in office software and presentation software technology
- The teaching team maybe hired as Full time or Part Time as per need. The teaching staff will assess their class assessments and issue feedback to the students to accept or better improve their work for submission. To teach Level 4 and Level 5 of Bachelors. Level 5 or equivalent qualification in the subject area will be acceptable with relevant work experience;

Lectures by Faculty	These are usually group lectures where the faculty has prepared and presents the same to a group of students on a given topic.
Student debate and discussions	Students are given a topic of interest (relevant to the course of study) and a debate session is created with an intention for them to dig deeper and discover more and share with the class.
Case Study	Students are assigned relevant case studies with a focus on better learning of a given topic of study. They learn from others who have been in a given situation on how they handled the situation and why did the way they did.
Workshops	Workshops are away from the assigned lecture teaching. Trainers having specific skills are invited to conduct workshops to give students an up-to-date information set there and there.

- The teaching team maybe hired as Full time or Part Time as per need.

The teaching staff will assess their class assessments and issue feedback to the students to accept or better improve their work for submission. LCA also works on an IV process – Internal verification process whereby a sample of the class work assessed by a single assessor is then assessed by an Internal verifier for consistency in marking and feedback. This is doing using a random sample method as chosen by the second marker (IV).

- b) **Industry Trainers:** LCA believes in hiring industry professionals for its programs to give the students real experience rather than textbook.
- c) **Academic Coordinators:** LCA recruits academic coordinators to look after the particular programs under their responsibility. The Academic Coordinator is responsible for supervising every academic aspect of programme delivery and responding to students' inquiries concerning academic matters. The process of faculty recruitment, expectations and related is stated in Standard 6 – Staff document.

TEACHING METHODS

LCA uses the following or a combination of the same given the course of study and the need of the same. The purpose is to create better learning for the student and application of the learned knowledge.

LCA encourages use of selected pedagogical approaches to increase student engagement in the learning process such as involving actively engaging students with module material through discussions, problem solving, case studies, role plays etc. LCA mainly uses the following methods to encourage students to take active role in the learning process:

- a) Lectures
- b) Debates and Discussions
- c) Case Studies
- d) Individual Work & Group Work
- e) Research Project
- f) Presentation
- g) Practical Sessions
- h) Self-Reflection Reports
- i) Workshops
- j) Peer Feedback
- k) Guest Lecturers
- l) Team Building
- m) Group Problem Solving
- n) Field Study

Lectures include an instructor possessing knowledge on a given topic delivers information to students verbally. Debates and Discussions are one of the many active learning methods which encourages proactive thinking and motivate students, improve communication skills, and gathers immediate feedback from students.

Case Study method serves as one of the programs main learning methodologies where students learn how to manage products, businesses and crisis in the classroom.

Individual Work involves individual learners directing their own learning process by taking responsibility in relation to their studies whereas Group Work involves students working together in groups thereby developing collaborative skills and teamwork. Group work normally results in Group Problem Solving and is particularly important when solving case studies and problem sets.

Research Project engages students with strategies that help them learn to gather and assess information in any format such as library and research-based assignments.

Presentation usually are natural part of another assignment and help improve students' communication and presentation skills, ability to create presentation and design them in a logical manner.

Practical sessions can be computer based and involve exercises and problem solving with faculty.

Self Reflection report is the process of learning through the act of self reflection. It helps students gain self awareness and assess gaps in their learning and also helps students develop problem solving.

Workshops and Guest Lectures usually have industry professionals sharing with students skills and latest workplace practices. It also gives students an opportunity to learn from experts, build contacts and network.

Peer Feedback is where students receive feedback from classmates and is a motivator for students to actively join in the learning process and allows for in depth discussion about the feedback and gives students knowledge about grading criteria and standards.

Team Building is about providing skills and resources for students to successfully accomplish group work and also provides them with soft skills.

Field Study involves surveys, site/company visits and enables student to observe businesses in person within a dynamic and changing business environment.

STUDENTS WITH SPECIAL NEEDS

The main purpose of the special needs policy is to ensure LCA is committed to providing access to and enabling students and staff with special needs to take part in LCA' academic and social programs. LCA strives to provide a supportive and inclusive environment for special needs amongst student and staff to enable them to participate and innovate by promoting awareness, eliminating barriers and catering to special needs where possible.

Objectives:

- a) To ensure admission process is considerate to potential barriers;
- b) To ensure LCA online facilities to students with special needs are accessible;
- c) To provide sufficient support to staff and students with special needs;
- d) To ensure confidentiality of information concerning special needs;
- e) To increase staff and faculty capabilities to ensure an inclusive learning environment;
- f) To increase capabilities of administrators to ensure an inclusive learning environment;
- g) To reflect special needs awareness and inclusion in LCA policy, facility and activities

Approach:

- a) LCA provides students with special needs a range of services such as www.dilton.io platform which is designed them to achieve their academic potential to the maximum
- b) Students are encouraged to disclose their disabilities so support can be provided to them. All information provided by student regarding their special needs will be used exclusively for planning and implementing appropriate support for the student with special needs to gain maximum benefit at LCA
- c) LCA will make reasonable adjustments to learning materials and delivery to provide students with special needs equal opportunities to learning without providing an academic advantage over other students
- d) LCA will design accessible curricular and extracurricular activities
- e) LCA will promote positive mindset amongst its students and staff in relation to student with special needs

The Student Services and Relations team and the Academic Manager at LCA is responsible for arranging additional arrangements for students with special needs. Students with special needs are responsible for providing medical documents verifying their needs to implement adjustments.

Lectures by Faculty	These are usually group lectures where the faculty has prepared and presents the same to a group of students on a given topic.
Student debate and discussions	Students are given a topic of interest (relevant to the course of study) and a debate session is created with an intention for them to dig deeper and discover more and share with the class.
Case Study	Students are assigned relevant case studies with a focus on better learning of a given topic of study. They learn from others who have been in a given situation on how they handled the situation and why did the way they did.
Workshops	Workshops are away from the assigned lecture teaching. Trainers having specific skills are invited to conduct workshops to give students an up-to-date information set there and there.

LCA uses the following or a combination of the same given the course of study and the need of the same. The purpose is to create better learning for the student and application of the learned knowledge.

Guest Speakers	An opportunity to learn from the greats on how they did it and to get an acquaintance of them which would otherwise be hard.
Group Projects	An opportunity to work with others from your cohort, this provides an opportunity to organise, delegate, prepare and present using all members strengths.

Students studying online can also benefit from the above methods of study as much as those in the class. The limitations are now thinned out given the collaborative tools available to the students for meeting face to face, share screens and work and to collaborate to create better outputs and in turn learning.

ASSESSMENT METHODS

LCA believes that given its set of programs it offers, the following assessments methods will work best to meet the needs of the students learning and its assessment of the same.

Individual Assessment	The most popular way to assess an individual student learning. This refers to individually attempting a piece of assessment under the guidelines established by the faculty. This could be just one part or whole of the assignment. Purpose is to apply the learning of the student into a piece of independently produced, non-plagiarised work.
Group Assessments	A group of students from the same cohort is chosen to work on a certain project. The projects are usually bigger in size in terms of outcomes. The group then decides who does what part of it based on their strengths and defines a plan with deliverables. This helps in learning group dynamics and project management skills as well.
Closed Book Exams	Students are subject to a memory-based exam / application exam without access to printed textbooks and resources to refer to. Purpose is to assess their learning by giving questions of various kinds ranging from theory-based essays to MCQ style questions. In case of online courses, this would be difficult to manage, unless we follow online proctoring.
Quizzes	Students are exposed to ongoing quizzes between the lectures to check their learnings
Project or Dissertation	Where applicable and if applicable to the course of study, the students will be required to do either individual or group projects and present and defend the same in front of their cohort of study and faculty.

Consistency, Fairness and Accuracy of Assessments

At LCA the final goal of assessments is to ensure accurately and consistently measuring what students know and can do by applying knowledge and understanding. This is achieved by a transparent, consistent and a fair assessment process. The aim is to ensure faculty and students have a clear understanding of assessment process and criteria.

Consistency of Assessments

Consistency of Assessments is achieved by the following principles:

- a) Systematic Procedures to determine assessment scores
- b) Opportunities to demonstrate learning outcome achievement
- c) Minimization of assessment measurement error
- d) Inclusion of formative and summative assessments
- e) Training of faculty to increase consistency
- f) Usage of full range of assessment opportunities

Fairness of Assessments

Fairness of Assessments is achieved by the following:

- a) Students know beforehand the assessment process before start of each module and are made aware of on what they would be assessed, expectations from the student and level of proficiency associated with each grading decision. Following information will be clearly outlined in each module syllabus:
 - i. Description of assessments in each unit
 - ii. Assignment deadlines
 - iii. Assessment plan
 - iv. Assessment rubrics provided (in most cases) to enable student to self-assess
- b) Additional, IQA Framework and Academic Policies will be made available to all students during orientation week and will provide the students the following information:
 - i. Student Assessment responsibilities
 - ii. Grade Schemes
 - iii. Re Sit of an Assessment
 - iv. Grade Appeal Process
 - v. Plagiarism Guidelines and use of Grammarly
 - vi. Special provisions for Students with special needs

Accuracy of Assessments

LCA ensures a consistent approach to all assessments within modules to ensure students are assessed on the same tasks with their results measured by similar standards. The following measures are in place to ensure accuracy of assessments at LCA:

- a) Confidentiality of Student Identity
- b) Internal Verification of Summative Assignments
- c) Internal Verifiers Appointment
- d) Inconsistency Issues addressed by Academic Committee
- e) Approval of Results by Academic Committee
- f) Research and Dissertation Committee

Feedback to Students

At LCA, students are entitled to feedback on submitted formative assessments and in some cases on summative tasks. Timely feedback promotes learning and also enables improvement of the assessment process.

The following type of feedbacks are provided to students at LCA:

a) Feedback on Learning Process

Students at LCA considered to be at risk of academic failure are entitled to receive feedback by the Faculty and Academic Manager and in some cases by the Director in relation to their academic program progress and identifying areas which need improvement. Such feedback is based on various types of information such as attendance, grades, prior meetings with Faculty and Academic Manager to enable to give student a comprehensive plan to achieve the learning outcome.

b) Academic Support

LCA faculty will provide continuous academic support to students based on feedback related to strengths and weaknesses of the student and how to convert their strengths to achieve learning outcomes more efficiently and to ensure their weaknesses do not become an obstacle to achieving their learning outcomes.

c) Summative Assessment Feedback

Faculty members, where possible must provide in written descriptions of strengths and weaknesses of summative assessments. These written descriptions should contain information to guide students to take follow up actions.

d) Formative Assessment Feedback

Faculty members will provide students feedback on their assessment during the scheduled lectures giving students an opportunity to understand their misunderstandings and how they could correct their errors. It is important for improving knowledge, skills and understanding and motivates student learning and to achieve learning outcomes. Hence, formative feedback involves both faculty and the student to enable successful student learning and understanding.

ACADEMIC INTEGRITY

LCA takes into account the academic integrity of the programs it offers very seriously. Academic Integrity is defined by TEQSA Australia as *'the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility.'* Breaching Academic Integrity is also called 'Academic Dishonesty' or 'Academic Misconduct'.

The students at LCA are expected to follow the ethical path and conduct their work in fairness and honesty. It is easy to fall victim of assignment service providers promising an easy fix but this is a terrible idea as besides the assignment being recycled will barely pass the plagiarism test and it can open doors to missing out on

some very key learning that would prove helpful in years to come in the student's professional life. **How can we contribute towards healthy Academic Integrity:**

- Citing or referencing the source from where the information was taken
- Submitting your self-produced work for assessment
- Reporting research findings as they come across and without manipulation
- Following the copyright and privacy laws when using information for your work / assessment

Kinds of cheating that contribute to Academic Dishonesty

Students knowingly or unknowingly commit the following that leads to academic dishonesty and carries consequences:

Plagiarism	In very simple words, plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Source: Oxford https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism
Fabricating information	Fabrication involves making up information for research-focused assessment tasks, such as experimental or interview data. It can also include <u>inventing</u> sources of data, evidence or ideas by citing publications that are incorrect or that simply don't exist. Source: TEQSA https://www.teqsa.gov.au/students/understanding-academic-integrity
Cheating in exams	In an event of a written proctored exams, to show your work to another student or to see his/her work; to bring notes written before hand to refer to during the exam; using phone to google in answers; or simply communicating with another student in the proctored environment constitutes of cheating in exams
Buying Assessments from outside and passing as your own	It is easy to fall victim of assignment service providers promising an easy fix but this is a terrible idea as besides the assignment being recycled will barely pass the plagiarism test and it can open doors to missing out on some very key learning that would prove helpful in years to come in the student's professional life. There have been cases heard where years later they come to blackmail the ones who used their services. Source: TEQSA https://www.teqsa.gov.au/students/understanding-academic-integrity

ACTIONS TAKEN

The students face consequences on being caught with Academic Misconduct. The consequences depend on the severity and repetition of the act. These can be:

- a. Receiving an F grade or equivalent for the respective part of the assessment and further deductions of a small Percentage of points towards the total grade in the module. Additionally, the student will be placed on Academic Probation. Should a student repeatedly commit an act of plagiarism they will be removed from the program of study
- b. Student maybe asked to repeat the assessment in a different context and be awarded only the base grade.

- c. In case of a grave misconduct, the student maybe asked to leave the program and the institution

DETECT PLAGIARISM AND CHEATING

LCA understands that the students knowingly or unknowingly copy other authors' works and present as their own without giving proper referencing. LCA understands that all our graduates must be competent at producing their own work and use the referencing properly to give credit to the original authors. Failure to do this, the work produced will be plagiarized which will affect the reputation of LCA.

At LCA we use Grammarly (<https://www.grammarly.com/>) Business version which has an extensive plagiarism checker. We accept up to 20% similarity as our base level threshold and beyond that we ask the student to re-look at the work submitted to meet the 20% mark.

ASSESSMENT & GRADING OF ASSIGNMENTS

The students are assessed throughout their course of study on a regular basis. The student are clearly advised on the assessment strategy for each module of study. Each module of the program contains one or more assessment which maybe in one piece or full assessment pieces. These have to be completed by the students in the format advised and as per any instructions of submissions' and then shared with the faculty to be assessed. Once the assessment is accepted by the faculty, they are assessed as per available rubrics and a grade is issued to the student. Students are provided with feedback on the assessment as well.

These assessments, towards the end of the course, undergo internal verification and a final grade is issued.

Assessment is an important part of the course design process to ensure program and module learning experiences are effectively aligned and maintained.

In principle:

- a. Module assessments are informed by a planned and integrated approach to course design to enable academic progression.
- b. Assessments align with course aims and learning outcomes
- c. Assessment strategies and course design include opportunities for formative assessment linked to summative assessment
- d. Assessment tasks are checked for validity and reliability and are verified to confirm academic standards and fairness
- e. Marking and grading of student work (including any classification) is informed by sector-recognized standards, to ensure that the awards are trusted and credible
- f. Students are assessed on technical proficiency in English language in a way that links to the level and content of the course or module
- g. The possibility of academic misconduct (for example plagiarism, unauthorized collaboration or use of unauthorized materials) by students is minimized.

Assessment and feedback are inclusive. This means that they meet the requirements of equality legislation and good practice, and develop students' learning through partnership and dialogue. It is expected that:

- a. Assessments are inclusive by design, and where needed, reasonable adjustments are made

- b. Assessment design takes into account the range of student backgrounds, experiences, identities and aims
- c. Assessment is planned and coordinated at a program level to provide appropriate elements of choice and flexibility for students
- d. Assessments, assessment criteria, and assessment rubrics are accessible, clear, and understandable for students
- e. Feedback on assessments is accessible, constructive and timely
- f. Students have opportunities to discuss assessment feedback with tutors
- g. Program teams monitor attainment outcomes and gaps between different social groups and take appropriate action to reduce gaps

Formative and summative assessments are planned, so that students can use feedback for summative assessments. This means that assessment and feedback includes:

- a. Assessment as a learning: Assessment should enable students to learn about themselves as learners and to reflect on their learning
- b. Assessment for learning: Assessment should engage students in purposeful and positive learning
- c. Assessment of learning: There should be a balance of formative and summative assessments throughout a course so that assessment tasks are valid and reliable tests of student learning
- d. Assessment outcomes should also provide information on how effective the course is and how well the content, learning, teaching, and assessments meet the aims and learning outcomes of the course.

Where relevant a word count limit must be included in the Assessment.

GRADING SCHEME

The grading scheme used at LCA is as follows:

Grade	Description	Marks	Result
A+	Exceptional	95-100	Distinction
A		90-94	Excellent
B+	Good	85-89	Very Good
B		80-84	Good
C+	Fair	75-79	Satisfactory
C-		70-74	Satisfactory
D+	Poor	65-69	Below Average
D		60-64	Below Average
F	Fail	0-59	Fail

STUDENT COMPLAINT AND APPEAL POLICY

(ASSESSMENT) Grade Appeal

Students have a right to appeal against the grades they have been allotted by their faculty member. The student can do so if they strongly believe that:

- a. The Assessment has not been prepared fairly and the information provided was inaccurate or incomplete thus disadvantaging the student
- b. The teacher has used personal bias in grading the student
- c. The assessment was not designed keeping in mind the special needs of the student which was disclosed / shared at the time of enrolment.

Stage 1 The student is advised to as a first step, very informally, check with the faculty member as to why a certain grade has been issued and give the faculty the opportunity to explain. The student if not satisfied with the explanation, has the option to write a formal request appealing the grade to Academic Manager.

Stage 2 In the written request, the student is requested to include the course title, unit title, faculty name, grade received, date, the conclusion from the meeting with the tutor and the specific reason(s) for appealing the grade. This should be filed within 5 calendar days of the release of the grade.

In this stage, the Academic Manager and his/her team will conduct necessary background check on the request and arrange a meeting with the faculty member to get formal feedback on the assessment in question, against which the grade appeal is filed. Feedback will be prepared of the findings and communicated to the student. Should the student be still unsatisfied, he/she may request to raise it to an external verification. The same assessment will be graded by a 3rd party trainer not related to this case or known to both the parties. Their grade issued will be considered the final grade.

A formal written request for grade appeals must be submitted no later than 5 calendar days after grades have been reported by the administration.

Non-Academic Complaints

It is normal for students to have issues which they wish to raise and these maybe of non-academic nature. In this instance, the student are encouraged to adapt two options – first the informal approach and the second If the first fails, the formal approach.

Informal: The student must approach the Student Services and Relationship Department and meet one of the representatives. The respective officers are well trained to understand that issue and give some suggestions on how to handle it. They will listen to the concern and if it's regarding a staff or another faculty member, they will choose to speak to them and understand better with a view to close this informally. The student would also be encouraged to connect on an informal level with the person in question, and request closure between them.

Formal complaint: In an event the student fails to get a satisfactory closure, they would be asked to file a formal complaint addressed to the Director of LCA The Director's office would be required to:

- a. learn the complete nature of the issue that has led to the complaint
- b. the effort made during the informal addressing and why that was unsatisfactory
- c. what resolution is the student seeking to achieve

The Director would study the above and then conduct his/her own investigation into the matter and issue a written response to the student within 15 calendar of the complaint (at maximum 30 calendar days).

This decision of the Director in response would be considered final.

STANDARD 5 – STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

ADMISSION PROCESS

Students at the beginning stage will complete PDF fillable application forms and will include the following:

- Photo ID copy confirming their full name and date of birth
- Copies of previous certificates of achievement from other educational institutions
- Work experience certificates and updated CV are necessary for application where applicable

	Bachelor Degree (L4-6)	Master Degree (L7)
Complete Application Form	✓	✓
Government Photo ID	✓	✓
Copies of High School Certificate	✓	
Copies of Bachelor degree or Level 6		✓
Copies of Master Degree or Level 7		✓
Updated CV / profile		✓

On our public information site, we will mention clearly for the benefit of the applicants, the following: a. Application Form (downloadable)

- Criteria for entry into the said program
- Accreditation of the program by the MFHEA and its weight in ECTS
- Duration and Program flow
- Assessment for certification
- Progression opportunities upon completion

This is to ensure the applicants clearly understand the program details pre-enrolment.

Once the application is received, the admissions team will study the same and verify the student meeting the criteria of enrolment.

TRANSFER STUDENTS FROM OTHER COLLEGES

LCA welcomes students who wish to move from other awarding bodies / colleges into LCA's programs. The students would be required to share their updated transcript of studies from the college they are moving from along with course descriptors and learning outcomes. Our academic team would then study the credits they have already earned and work on offering RPCL credits for credit bearing courses completed. If approval to transfer is granted the College Admissions Team will provide written confirmation to the applicant.

ACCEPTANCE & ADMISSION PROCESS

LETTER OF OFFER

Once confident, the team will issue a 'Letter of Offer' in favour of the student by email or by digital signing platform. The Letter of Offer will contain the following very clearly:

- a. Student Details
- b. Program Details
- c. Fee Details
- d. Visa Details (as applicable)
- e. General Terms and Conditions
- f. Acceptance of Enrolment Agreement

Once the students accept the offer, they are enrolled into the program and their registration is confirmed. Once the students are confirmed, a date is fixed for Induction of the groups in the respective program.

In an event, the student does not meet all the criteria for enrolment, and needs possible remedial action to reach the level for enrolment, the Admissions team will recommend the same and ask them to apply once its in order.

Applicants have a right to raise a complaint if they are not happy with the outcome of their application. There may be an instance they may wish to submit a documentary evidence or inclusion which they had earlier not shared and that may help in reconsidering the decision.

RECOGNITION OF PRIOR LEARNING

Note: (additional document with detailed RPL policy has been issued and shared with the accreditation team in line with MFHEA regulations 2024)

RPL technically stands for the awarding of credits for learning the student has completed before their application at LCA. Programs are designed in a modular format, and these modules at times are transferable across institutions. The process of recognizing the right fit with the intention of not repeating the same study, is called Recognition of Prior learning.

RPL can be done in two instances:

- a. Recognition for Prior Certificated Learning (RPCL) – The student has earned a valid, credit bearing certificate from another institution
- b. Recognition for Prior Experiential Learning (RPEL) – The student has earned world knowledge in a work environment, outside the four walls of a classroom.

Recognition for Prior Certificated Learning (RPCL)- The student would be required to submit their complete transcripts showing the Level of study, Course Title, Program modules covered and grades and ECTS earned. Student would be requested to provide course descriptors or Learning outcomes as well along with assessment guidelines.

Recognition for Prior Experiential Learning (RPEL) – learning in this case is quite unintentional and the learner may not recognize at the time of the experience that it contributed to their learning. For example, project management at the work place. RPEL may allow a student to enrol into Level 4 or Level 7 given their work experience and the quality of the same. The applicants have to provide:

- a. Personal Information
- b. Program information where the applicant is seeking to RPL

- c. Details of formal or partly completed qualifications / or learning gained through work experience
- d. Work experience / Employment history
- e. Personal Statement evidencing the applicants learning

LCA will levy a small fee to cover its cost for RPL for each module against which RPL is requested. The decision of the RPL is then informed to the applicant.

RPL is assessed by the Academic Manager along with members of their team.

Possible outcomes of RPL (RPCL/RPEL):

- a. Full acceptance of your RPL claim as entry requirements onto a programme of study
- b. Full acceptance of a claim for advanced entry (exemption) to a programme of study
- c. partial acceptance of your claim for exemption
- d. a request for resubmission of your claim typically including a request to provide further evidence substantiating your claim
- e. failure of your RPL claim with college recommendations for alternative courses of action
- f. failure of your RPL claim.

INDUCTION

During the induction, the Academic Manager and Faculty team meet all the students either in groups or one on one with the intention to make them comfortable with LCA and other students. In the induction, the Academic Manager will cover:

- a. LCA's main policies and procedures, namely the complaints and appeals procedure, plagiarism policy, referencing and procedure for uploading of assignments, the procedure for requesting an extension of the deadline for the submission of an assignment and feedback.
- b. Run workshops in writing

ASSESSMENT AND GRADES

The students would be enrolled in courses which are offered on a quarter system, and once they complete the unit and submit the assessments, the course grade will be issued. The course grade is issued subject to clearance from the plagiarism software and meeting the outcomes of the course.

INTERNAL VERIFICATION

Upon completion of the course or in the midst, we will conduct IV process on sample assessments by appointing a different teacher / faculty to re-grade the assessments graded earlier. The IV ensures that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors, and sampling assessment decisions.

ISSUANCE OF FINAL GRADES

Towards the end of the program, a final transcript is produced in favour of the student which contains:

A – Student details

B – Enrolment Date and Completion Date

C- Term wise grades against program modules consumed and its respective ECTS

D- Signatures from the authorities in charge

CERTIFICATION

LCA will be in a position to certify the students who have:

- a. Completed the requirements of the program of study
- b. Internal verification has been conducted as mentioned above
- c. Plagiarism checks have been done to confirm work by student
- d. Student receives clearance from the Finance and Accounting team
- e. There are no other comments from the Academic team, administrative team etc
- f. Release of the certification to the student **DIPLOMA AND CERTIFICATE**

SUPPLEMENTS

On certification, the students will be issued Diploma and transcript supplements respectively to their accomplishment. The same will be as per design and content that would clearly demonstrate the Course Completed, Program modules studied and grades earned, the ECTS earned and the grading table.

COLLECTION OF ORIGINAL CERTIFICATIONS

Students are sent congratulatory emails with the confirmation that their qualifications have been successfully issued. They have the option to: a. Collect in person

- b. Collect through a friend
- c. Collect via Courier Service in case they are away from Malta
- d. Request LCA to send the same via courier to their specified address

In each of the above cases, the student will be required to sign a waiver in favour of LCA that they will be responsible for the certificate should it be damaged in transit.

STUDENT PROGRESSION

Once the students have completed the program of study, LCA will conduct an exit interview where we will ask questions on their progression goals. Whether they intend to study further with another institution or get into employment or entrepreneurship. This information will be stored in the GDPR compliant cloud storages.

STANDARD 6 – TEACHING STAFF

RECRUITMENT OF TEACHING STAFF

A Assessing Need: The need to recruit additional faculty in given academic area(s) may be initiated or identified by Academic Manager, Director or other faculty members who would request further specialist teaching staff.

The Academic Manager and the Director make the determination that recruitment activities are appropriate.

The Academic Manager reviews current faculty resources to determine what recruitment activities are necessary, i.e., internal and external searches, etc.

The team also receives unsolicited letters of interest from potential faculty candidates and can assess recruitment needs for LCA.

B APPLICATION PROCESS AND CANDIDATE ASSESSMENT Qualifications

The minimum qualifications for individuals seeking faculty positions at LCA are:

To teach BACHELORS (LEVEL 6)

L7 Masters with extensive work and academic experience will be preferred however MQF Level 6 equivalent will be accepted to teach specialized creative programs with relevant work experience.

- recent professional involvement in field(s) related to the area of instruction
- reasonable proficiency in office software and presentation software technology

The teaching team maybe hired as Full time or Part Time as per need.

The teaching staff will assess their class assessments and issue feedback to the students to accept or better improve their work for submission.

To teach Level 4 and Level 5 of Bachelors. Level 5 or equivalent qualification in the subject area will be acceptable with relevant work experience

To teach Master's degree: an earned Master's (Level 7) or a terminal qualification is preferred for Masters level instruction

Application Documentation

Applicants must submit the following to the Academic Manager:

- letter of interest in an academic area of teaching
- current resume or curriculum vitae
- names, addresses and telephone numbers of at least two references

If a candidate meets the eligibility requirements of LCA, and there is a demonstrated need for more faculty in that individual's academic area, the candidate is invited to attend a Faculty Candidate Assessment. The purpose of the assessment is to give potential faculty the opportunity to demonstrate their instructional skills and expertise in a given content areas.

At a Faculty Candidate Assessment, candidates convene with LCA administration, faculty and staff for introductions and overview of the Assessment process.

Candidate Individual Presentations

Faculty candidates are asked to deliver a ten-to-fifteen-minute presentation to a small group of people consisting of LCA faculty member(s), staff and other candidates. The presentation is meant to simulate an actual live online classroom situation.

The presentation should reflect the teaching/learning style at LCA. It is the candidate's responsibility to involve the group in the topic and at the same time to provide a learning atmosphere. The

presentation is evaluated on the candidate's interactive ability, presentation style and knowledge of the content. A sample of the Presentation Evaluation Form is provided at the Appendix.

Candidate Content Interview

After the ten to fifteen-minute presentation, each candidate is interviewed by experienced faculty members competent in the candidate's content area. This content interview is designed to be a discussion between colleagues rather than a test. Its purpose is to provide a gauge of the candidate's depth, breadth and currency in the content area of expertise and to determine how the candidate might handle a sampling of common classroom situations.

Completion of Pre-Qualification

Upon successful completion of the Assessment and Interview Process, review of writing sample, references and other materials by LCA's team, the most qualified candidates are asked to submit e-transcripts for all undergraduate and graduate coursework. Upon favourable review of these documents, the candidate will be invited to attend New Faculty Orientation to complete the application process.

C NEW HIRE PROCESS & ADMINISTRATIVE REQUIREMENTS

Once a candidate has been approved for hire, an offer letter is sent by the Director.

All documentation must be completed by the faculty candidate before any courses will be assigned. Candidates are to submit completed documentation to the Academic Manager.

New Faculty Orientation

All new faculty members must attend a New Faculty Orientation prior to teaching a course. A New Faculty Orientation is conducted by Academic Manager if there are adequate numbers to introduce new faculty members to the instruction model and process at LCA. Topics covered include administrative policies and procedures, grading/assessment guidelines, instruction expectations, teaching tips, syllabus and lesson plan writing, classroom management, resources and socialization to the LCA culture. The orientation is an integral factor in the selection process. Following the New Faculty Orientation, each new faculty will be assigned to the Academic Manager to be guided along. The Academic Manager will assist the new faculty with syllabus and lesson plan development, first class, answer questions, and observe during the new faculty's first session. The Academic Manager will also recommend appropriate classes for the new faculty to observe. New faculty are provided a Faculty Handbook and must, on acceptance, sign and turn in the Acknowledgment Form to the Faculty Services Department.

Faculty Files

Copies of faculty credential files may be maintained at LCA.

Notice of Changes

The Academic Service Manager must be notified of any changes in faculty information, i.e., address, telephone numbers, degrees, achievements, etc.

FACULTY ACADEMIC PERFORMANCE REVIEW

The formal process for faculty academic performance review is currently in development. Expectations for faculty against which performance will be periodically reviewed are addressed.

Faculty Participation

Academic Manager provide mentoring, coaching, peer review and feedback. Faculty do not perform evaluative functions. The evaluation review process is conducted by LCA administrative staff with appropriate input from Academic Manager.

Evaluation Factors

Faculty evaluation is a combination of the following performance competencies, including but not limited to:

- competencies for instructional effectiveness
- compliance with policies and procedures
- Student End-of-Course Survey (SEOCS) feedback

TRAINING & DEVELOPMENT

LCA is dedicated to the personal and professional success of our faculty members, who in turn, ensure that our students receive a quality education. Therefore, members are required to attend Quarterly Faculty Meetings. Training and development activities are provided at the quarterly meetings and at other times as needed. They are designed to address issues that strengthen the faculty member's performance in the classroom, and are considered as benefits to faculty.

The Academic manager and Director are dedicated to identifying faculty training needs and seeing to the implementation of activities to meet the needs with appropriate staff and faculty.

There is a mandatory onboarding training which is compulsory for all staff including part time staff. Part time teaching staff are provided with orientation to assigned modules and programs. Detailed information is provided on module structure, expected mode of delivery, recommended contents etc. Academic Manager at LCA provides continuous support to all staff not limited to selection of course materials, assessments, grading, instructional techniques and teaching methodologies.

All new staff whether full time or part time receive complete information and extensive training about LCA programs, policies and rules. This has been divided into three stages

Stage 1 - Induction

Induction will take place virtually prior to start of the academic term and will be conducted by the Academic Manager and will contain information on policies & procedures, rules & regulations, various forms available to update the new staff about LCA. It will also include presentation templates to be used on all forms of lectures and presentation using LCA brand guidelines and details on how to use www.dilton.io and Grammarly for plagiarism check and finally introducing them to Grading Schemes and learning outcomes.

The trainings usually start with orientation on the LMS Dilton and what is required to be successful in the same. The faculty is given guidelines on how to design the course modules given the course flow and course outcomes. They are advised on the optimum time per module unit to be designed to maintain student attention. The faculty are

Orientation Training for Faculty:

- a. Designing modules in bite sized teaching units for live sessions
- b. Designing modules to be recorded in learning videos
- c. How to write a script for the shoot
- d. How to formulate assessments to meet learning outcomes of the module
- e. How to provide feedback to the students on their assessments
- f. How to document reports and feedback
- g. How to use zoom for education

Besides the functional training provided to all staff upon orientation, we intend to offer specific software training to upgrade their skills in place. This would be applicable for both Fashion and Interior Design faculty members. We intend to work with software vendors to offer the same.

Stage 2 – Faculty Meetings and Orientation

Faculty Meetings are held before each academic term starts and also serves as the event for networking, orientation and training conducted by the Academic Manager virtually.

Stage 3 Continuous Support

The Academic Manager and the Academic team provide continuous support to all faculty and is not limited to selection of course materials, assessment, grading and teaching methodologies.

PROFESSIONAL DEVELOPMENT OF STAFF

Every faculty member interested in research is offered a possibility to obtain funds to participate in a relevant conference or industry event to get their research partially sponsored by LCA. In order to maximize performance of staff, LCA will set an annual budget for teaching staff development needs. The decision regarding the budget is taken in consideration of the input on development needs provided by the faculty, students and staff.

The Academic committee in addition to preparing a budget for development and research activities will allow for eligible faculty with additional support such as Travel Grants and Funding for research projects in their respective industries and contribute such knowledge to students. Eligible faculty could request for funding and additional support to develop innovative initiatives at LCA.

Faculty will need to submit a Faculty Development Proposal to request for development funds which should explain the request, potential impact of fulfilment of such request on their development, its significance, approximate timeline, details concerning services and budget required. Upon approval, Academic Manager would arrange for development activity and monitor the faculty progress. In order for any proposal to gain approval, the activities should meet any of the following criteria:

- A) Relevant to discipline which the faculty teaches at LCA
- B) Similar activities are not available at LCA
- C) Innovative Teaching Methods
- D) Form or Enhance collaborations between LCA and other institutions

FACULTY EXPECTATIONS AND STANDARDS

In accordance with these guidelines, a faculty member, in accepting a course contract at LCA, assumes the following obligations:

- To fulfil classroom assignments with professional skill and efficiency by preparing thoroughly, presenting professional appearance and behaviour, starting classes promptly and conducting them for the full allotted time
- To be interested in the academic progress and the personal welfare of the students and conger with them frequently in and out of the classroom

- To facilitate an informal yet professional environment which enhances learning through the exchange of ideas between all students and faculty
- To ensure that faculty and students have the opportunity to share information in the classroom about the background and experiences of one another as an additional way of professional learning and to respect the value of those varied experiences
- To respect and support colleagues in instruction and in administration by avoiding adverse criticism in discussions with students or persons not affiliated with LCA
- To be present at all faculty meetings, department meetings, commencement, and additional training and development events as appropriate
- To take part in additional activities - - academic, professional or community - - that promote the public welfare, advance the profession, enhance the academic status of the faculty member or contribute to the prestige of LCA
- To serve on those academic or administrative committees that consider matters relating to academic procedures and educational policy
- To continue scholarly and professional development through such means as public lectures, research and/or publishing
- To prepare, submit, proctor and grade examinations according to administrative requirements
- To keep records (attendance, grades, etc.) in accordance with administrative requirements
- To submit all grades to the Registrar's Office by the grade submission cut-off date listed on the current Payroll Schedule

Unacceptable Faculty Behaviour

Conduct inconsistent with the academic standards of LCA and any abuses of policies and procedures will be met with appropriate disciplinary action. Examples of this kind of unacceptable behaviour are listed below but by no means considered to be all-inclusive. If there are any questions, immediately contact the Director

- misuse of LCA documents or unauthorized use of LCA facilities, personnel or property
- disruption of LCA activities
- any abuse or endangerment of any person on LCA property or at a LCA-sponsored activity at an off-campus location
- theft or damage of LCA property
- non-compliance with any LCA policies and procedures, including campus policies and procedures
- conducting business for personal gain not related to LCA instructional services or operations
- not maintaining academic and ethical standards expected by the LCA
- not providing students with the level of instruction and faculty support expected by the U LCA community
- use, possession or distribution of drugs or alcoholic beverages while participating in LCA sponsored activities
- disorderly conduct, indecent or expression in/on LCA owned or controlled property
- harassment of any kind

- failure to comply with LCA officials acting in the performance of their duties

ATTENDANCE

Policy and Procedures

Faculty are required to be on time for all classes and conduct the class in the timeframe designated to fully cover all materials required in the syllabus. LCA students are students from high school and working professionals whose time commitments for education must be respected and who rely on LCA for quality degree program delivery. Accreditation requirements demand compliance with this commitment. Attendance requirements apply to all sessions, including Saturdays and any other special arrangements.

Faculty Absence from the Program module

Faculty members are required to be present at all scheduled classes, even if a guest speaker is conducting the class. If the faculty member must be unavoidably absent from class, the faculty is to identify a substitute and get Academic Manager approval. If difficulty is encountered in finding an appropriate substitute, faculty should solicit assistance in a timely manner. Except in the case of illness or other reasons as approved by LCA, a prorated deduction in pay is made for absences. Notification of absence should be made as early as possible to facilitate arrangements for a faculty substitute.

If a class must be rescheduled on rare occasion, faculty must contact Academic Manager for approval. If approved, students involved must concur with the rescheduled date and alternate facility arrangements must be made. LCA students are post high school and working professionals who have demanding schedules. They have committed specific time to class attendance and must be considered before any changes can be approved.

AVAILABILITY

Interaction with faculty is an important aspect of effective instructional performance. Faculty are expected to make themselves available to students before and after classes in a reasonable manner and for appointments for a specific academic purpose. Be sure to honor appointments and have contact numbers in the event of an emergency to reschedule. It is the responsibility of faculty to conduct this interaction in a professional and courteous manner.

TIMELINESS OF DOCUMENT SUBMISSION

Timeliness of documentation is an essential element of successful day-to-day operations of LCA, both to serve its student customers, and as a vehicle for faculty payment.

Grade Rosters

Faculty are required to forward final grades to the LCA for processing within seven (7) calendar days of course completion. Students expect to receive their grades on time and if they do not, their perceptions of LCA can be negatively affected. Many students depend upon tuition reimbursement from their employers and must submit course grades in order to receive reimbursement.

Faculty may not give grades over the telephone or via e-mail to any student. Students will be mailed a grade card at the end of each session with the course(s) and grade(s) for all classes taken that session.

Those instructors who submit their class grades after the due date must wait until the next Payroll pay cycle to receive payment for services.

Attendance Rosters

Attendance guidelines determine a student's ability to continue in and/or withdraw from a course, the amount of tuition charged and faculty pay. Therefore, rosters must give an accurate indication of class

meetings and attendance. In addition, accurate reporting is required for financial aid purposes. If a class is not held, a blank roster stating this should be signed by faculty and submitted.

At no time should students be asked to sign rosters indicating attendance at meetings that did not occur nor should rosters be copied and submitted more than once. This constitutes fraud. It is recommended that rosters be circulated at different times during class to ensure full class attendance.

It is imperative that the attendance coordinator receives original, signed rosters within 24 hours of each class meeting. Delays in submitting both grade and attendance rosters frustrate students and may result in financial difficulties for the students such as employer tuition reimbursement and/or financial aid.

Faculty End-of-Course Surveys (FEOCS)

This Survey provides faculty the opportunity to offer valuable input and feedback to the LCA upon completion of each course. It looks at the teaching experience, interaction with LCA staff, students and LCA services. This feedback is extremely useful for continuous improvement objectives and meeting academic goals of the LCA.

Student End-of-Course Surveys (SEOCS)

Student End-of-Course Surveys (SEOCS) are provided by the campus for each course. It is important that students feel free to comment and are comfortable in filling out the surveys.

Survey results are compiled and analyzed, providing feedback for both instructors and LCA on how to improve the quality of academic programs and delivery methods.

PERFORMANCE EVALUATION

LCA will maintain on-going faculty performance evaluations through a combination of activities and surveys. Staff or other faculty may visit classrooms to assess the effectiveness of the faculty member. Student feedback is received at the completion of each and every course. Faculty are given the opportunity to respond to any unfavorable evaluations and, if appropriate, may be considered for mentoring and/or development/training if performance standards need to be raised to meet LCA requirements. Non- performance or unwillingness to make necessary improvements can result in faculty removal from current and/or future teaching assignments.

Removal of Faculty from Teaching

If a faculty member is removed from a current or future teaching assignment, faculty will only be paid for that portion of the assignment completed.

STANDARD 7 – LEARNING RESOURCES AND STUDENT SUPPORT

LCA is centred around the student learner. The student maybe a high school graduates looking to move into the Bachelor programs; working professionals looking to hone their skills by moving into the Masters.

A - STUDENT SUPPORT

STUDENT INDUCTION

As the students are enrolled, they are inducted into LCA. They are given access to the DILTON platform and meet the Academic Manager virtually. The Academic manager runs them through the key areas of being a student including but not limited to referencing, using Dilton, writing the assessments (format) and uploading the same to the Dilton. Students have the technical contact of the Dilton manager as well who can assist in any common queries such as inability to upload assessments or re-gain access to the platform and related.

BUSINESS TALKS BY LEADERS

Student are invited also for various talks by prominent speakers who are entrepreneurs or leaders of their field. Most of these talks revolve around today's most pressing topics. These add value to the students' learning and also becomes an introduction to the leaders themselves who can tomorrow become potential employers.

ACADEMIC ADVISING

Academic team is available to assist the students at each stage to make their learning journey more rewarding. The same team is available to faculty members as well to provide what is necessary for course delivery in accordance with LCA policies and procedures.

While the scale of support services varies on the nature of request, every effort will be made to provide the essential services for effective course delivery. If a faculty member has a particular need which he or she does not feel is appropriately provided for, please bring it to the attention of campus staff or campus program chairs for review.

STUDENTS WITH DIVERSE NEEDS

LCA aims to help students with diverse needs and teach based on learning style not just ability. We will need to familiarize ourselves with the learners and then work towards creating an inclusive environment. Then given the outcome, our teachers would adjust their style of teaching into a more active learning environment. Our use of Dilton as technology learning system, we are confident to keep the student engaged with quizzes, short videos, feedback surveys and more. In technology, we can easily incorporate group learning and project based learning making the course more active.

PROGRAM MODULE RELATED ADVISING

There are times when students get lost in the program module. They will have access to their tutors to seek clarity on any point they maybe unclear. Also, the live sessions are recorded on zoom and uploaded for access by the students at a later time. In order to access the tutor, they will need to send an email to the same.

PROGRESSION COUNSELLING

Students who wish to learn about their options post completion of a certain program, will have available the appointment slots to book with the LCA Director or with the Admissions Manager to learn more about their options of progression into another program.

FINANCIAL AID SUPPORT ADVISING

Students need advise on how they will be paying the LCA for their studies. We will offer them options of instalment schemes, scholarships and related as applicable in a transparent manner.

TECHNICAL SUPPORT FOR LMS

Students require ongoing support to enrol into the LMS system www.dilton.io – our technical manager is there to assist them to create accounts, access courses, submit assessments and conduct discussions.

NETWORKING

Networking programs are exceeding valuable throughout, and beyond, online degree programs. They offer students a chance to connect with and seek support from fellow learners, professional mentors and, eventually, an alumni community bound by institutions and their traditions. We at LCA recognise the benefits and intend to use social and professional networking to connect prospective students, enrolled students, and alumni to build learning and support communities.

CAREER SERVICES & INTERNSHIPS

Career services team at LCA intend to support online students in a number of different ways: they intend to help learners identify and research potential careers; build their profiles; prepare for interviews; or find positions as they near course completion. Among the most common types of career services:

- Career counselling
- Job assessments based on students' interest
- Career research and planning guides
- Online job boards and searchable databases
- Digital portfolios
- Virtual job fairs
- Resume advising, building, and review
- Interview preparation, including simulations

These services hold tremendous benefits for students, online or otherwise.

ALUMNI SUPPORT SERVICES

We at LCA aim to provide support in social and career terms to students who have already graduated. We intend to have them on social platforms that would help students and alumni network and create possible opportunities to collaborate or employment.

CLASS SCHEDULING

Class schedules, including identification of holidays and required Saturday classes, are prepared by the Academic Manager and appropriate staff. Classes meet for a total of 24-36 hours per program module. Times for classes are noted in the schedules as appropriate to the site. Faculty are expected to adhere to the schedule as posted, including Saturday sessions. Class cancellations may be expected when class enrolment is below 8 students. Students should meet with an Academic Counsellor to make other course arrangements. Students are always kept in very transparent communication regarding the schedules.

WRITING CENTRE

LCA understands well that students come from different walks of life and may not be updated with the writing styles that are accepted in today's research. The proposed writing center will be

equipped with information and short courses to help the students get familiar with topics such as Research writing and case studies to resume writing.

STUDENT SUPPORT SERVICES FOR STUDENTS REQUIRING WELFARE

LCA Malta does recognise that there may be instances of need where a student maybe undergoing mental health issues leading to depression, anxiety, learning disability or personality disorder and may require counselling and support. The first point of contact would be the Student Services and Relations team who will be able to provide early-stage support in a confidential manner. Support for students can be offered through reasonable adjustments, advice and information, monitoring of students with mental health difficulties and where appropriate liaison with external agencies and experts who may be able to assist the student better. The Student Services and Relations team would be able to coordinate closely with the Academic Manager to help support the learning requirement of the student.

B- LEARNING RESOURCE DILTON – our LMS as a one stop LEARNING RESOURCE RESOURCES AVAILABLE TO FACULTY AND STUDENTS

Both the faculty and students have access to www.DILTON.io – our learning management system which hosts studio quality pre-recorded lecture videos of all programs LCA will be offering. Dilton acts as a central repository of not just up to date quality lecture videos but also learning materials, reading materials, case studies and assessment documents.

Each program module is divided into the section breakdown as below:

a. Introduction to the faculty member teaching the course
b. The program module broken into bite sized lecture modules
c. The student has access to the key study guide which is in downloadable PDF format for easy print, store and access platform independent.
d. Program module assessment is available for download and read
e. Assessment Submission box for the students to upload their completed assessment
f. Access to web learning technology (zoom) from within the platform providing student and faculty with complete security

The resources are all in electronic format hence there is no depletion and continuous use. Dilton is managed by a Dilton manager (technical) who understands well the mechanics of the system and the Academic Manager who keeps backup of all edited recordings along with course booklets and assessments in her backup GDPR compliant cloud drives.

FACULTY COURSE MATERIALS AND TEACHING AIDS

The Academic Manager is equipped with teaching notes, power point slides and assessment questions/ answers for each textbook we adopt to use in the learning of a particular program module. These are shared with the respective faculty members. The idea is to make sure that the learning experience across students and different batches remain consistent.

ZOOM AND CLASS ROOM RECORDINGS AVAILABILITY

LCA's preferred platform for running live online sessions is Zoom. We have paid accounts which give us more security, a greater number of students to join in at the same time and also offers class recording facility. These recordings are available for students who may have missed the sessions due to prior engagements.

Faculty and Students are given access to the zoom within our Dilton LMS system for complete security.

STUDENT RELATED POLICIES & PROCEDURES

LCA makes available all the policies and procedures to the students at all times. This is to enable them to be prepared and know the options available to them if they need assistance. These will be available on our website and their portals.

STANDARD 8 –INFORMATION MANAGEMENT

LCA intends to collect, analyse and utilize the information collected from the students and other stakeholders to gain a better sense of direction from the feedback received during the student’s time at LCA and once they graduate.

LCA ensures all information including but not limited to Policies & Procedures, IQA, Handbooks, Curriculum, Student Data etc is available to all internal parties including staff, faculty and students is available electronically on Dilton platform which all staff, faculty and students will have access to 24x7. Upon receiving approval from MFHEA, LCA will develop a quality library at their registered campus and also develop their CRM system which will provide access to updated information about LCA quality policies, handbooks, student information etc with relevant access controls thereby providing access to various parties within the provider to access updated information related to overall activities of LCA. This information will be relevant to the continued development in the context of LCA. Particular importance will be given to data progression related to students with special needs and disabilities. Data about the student attendance, grading, retention, withdrawals are important as a criterion to access the final assessment, understanding student progressions and also in order to identify students who are struggling with specific lessons or assessments.

The data that is gathered include but is not limited to:

Stages	Information Gathered	Responsible Authority	Purpose of Gathering
Before Enrolment	Student Information as per Enrolment form This information includes students’ personal information, contact information, family information, health information of relevance and past study information	Admissions manager on the CRM	To understand the demographics of enquiries coming in and to target our positioning accordingly.
During the course of study	LCA runs four major information segments: Student course feedback for each unit of study to see student satisfaction and feedback for improvement Student Attendance on a regular basis Student completion information and grades management Student graduation information	Academic manager and relevant faculty members	To understand student response to our approach and to better our style of teaching To maintain roster of student grades To monitor the student attendance and completion rates

After graduation	LCA is interested to learn about: Where the student has chosen to further study? Where the student earned their employment or started their venture What position do they hold presently	Admissions Manger will be in-charge to gather this information	To monitor Student Progression
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The records will be stored in the CRM software and backed up in the GDPR complaint cloud storage – Google Drive, Dropbox or Microsoft. These are taking compliance to a new level. The data is encrypted at 256-bit. This is currently the most secure, state-of-the-art way of encrypting data. During data transfer, each of them examined uses SSL/TLS encryption which is also a best practice solution. Backup will take place each week.

LCA intends to maintain the documents and information in digital format for a period of **40 years** as stipulated by MFHEA. To fulfil this requirement of archiving by the MFHEA, and still be in line with GDPR, only students’ names, surnames, and academic records for the purpose of issuing academic transcripts or certificates shall be kept for a period of **40 years**. The remainder data of Requirements of the said standard 8 shall be kept in an anonymised manner following the retention period of 4 years from the date of graduation.

STANDARD 9 – PUBLIC INFORMATION

'LCA' will provide and maintain all public information related to programs and the institution in general - in crisp, clear and informative.

The information will be available on:

- a. **LCA website** (LCA.edu.mt). The information would be broken into following segments:

About LCA	Mission, Vision
	Our Licensure
	Our IQA
Management	Management Bio
Faculty	Lecturer Bio
Programs Offered	<ul style="list-style-type: none"> • Program title • Program description and Structure • Program level as per MQF and ECTS • Requirements to enrol • Tuition Fees and associated • Teaching methodology • Learning and assessment procedures • Progression Opportunity • Qualification to be received upon completion • Student testimonials
LCA Going On	<ul style="list-style-type: none"> • Happenings • Photo Gallery • Recruitment Events
Reach Us	Email Address Telephone Number WhatsApp icon on website Location Map (Google map)

- b. **LCA Social Channels:** Information is also shared on social media channels on regular basis.
These ads will carry information such as Course title, Duration, ECTS value and MQF level.
- c. Information is also available in the form of **leaflets and brochures** that will available on the website in downloadable format. This information will reflect the standards as advised by MFHEA and will contain key information for the students, their families and corporates respectively to make an informed decision.

The information will be reviewed in March of each year, in coordination with the faculty team and feedbacks received from the graduating groups of students.

The information placed will be vetted by the LCA Director and will be managed by a contracted professional design team.

STANDARD 10 – ONGOING MONITORING AND REVIEW OF PROGRAMMES

I. Purpose and Scope:

The Program Monitoring, Assessment, and Review Policy is an integral component of the LCA's system of Quality Assurance (QA). It provides a systemic approach that allows programs to maintain their academic standards, assure the quality of their academic provision, ensure alignment with the institute's mission and strategic goals, and guide their own development on a continuous basis. It is a mechanism of continuous improvement that provides programs with the opportunity to evaluate their current status and achieved progress, and set direction for the future, including the needs and priorities for those programs.

All degree programs at LCA are subject to this policy and are required to conduct ongoing monitoring, annual assessments, and periodic reviews.

The Academic Manager and respective faculty that fall under the Academic Manager are responsible for the implementation of this policy within their program in collaboration with their program members. The Director of LCA has oversight of the implementation of this standard.

II. Policy Definitions:

A. Monitoring:

Ongoing monitoring is a continuous process of monitoring, collecting, and analyzing program data and feedback from different sources that are pertinent to the program's success and quality assurance, particularly in relation to the students' academic experience.

B. Assessment:

Annual assessment is a process of self-reflection by the program based on pre-determined criteria, using data and feedback from ongoing monitoring, with a primary purpose of evaluating a program's effectiveness and whether it is meeting its goals, including student achievement of intended learning outcomes. The annual evaluation results drive the program's annual action plans and improvements for the upcoming year.

C. Review:

Periodic review is a process where programs are subject to external evaluation, typically through a mechanism of program accreditation from an independent entity. The basis of the review is a self-study by the program in which it is appraised by external peer reviewers and serves to ensure that the academic standards of the degree awarded by the program is of good standing and comparable with peer higher education institutions regionally and beyond.

III. Policy Statement

A. Quality Assurance Tools and Mechanisms

To inform and support the monitoring, assessment, and review of programs, LCA has put in place a number of quality assurance tools and mechanisms that ensure consistency of the quality of its academic provision and its continuous improvement. The QA coordinates and maintains these tools and mechanisms and provides the programs with the necessary support in utilizing them effectively.

1. Program Specification

The Program Specification is a document that records the design, structure and content of the curriculum of each program, including the program learning outcomes. It is required from all LCA programs and is a core component of the Program File.

The program specification template and guidelines have been informed and adapted from the Malta Further and Higher Education Authority (MFHEA)

2. Program and Course Files

To support program assessments and reviews, monitor the chronological development of a program and its courses, and ensure their delivery according to their intended design, each academic program must retain, at the least, the following materials, as below.

At the level of each program, the program will retain a Program File that includes:

- The Program Specification document which includes program information such as but not limited to its mission, goals, Learning Outcomes (LOs), structure and career destinations;
- The program's course materials in the form of Course Files (see below);
- Assessment surveys such as students' evaluation of their course, and student satisfaction and alumni surveys and their analyses;
- Annual assessment of the program;
- Copies of all student theses and;
- The program accreditation file including the self-study and the external reviewers' report, a s and when available.

At the level of each course, the program will retain a Course File that includes:

- The syllabus of each course that includes the course's details such as but not limited to its name, credit hours, instructor(s), requisites, duration, as well as its goals, course learning outcomes, teaching methods, assignments, assessment tools, and weekly thematic plan;
- Assessment instruments (examinations, assignments, etc.) and marking criteria/guidelines used in the course;
- A representative sample of graded student papers/exams with evidence of instructor feedback;
- Assessment Rubrics (where applicable);

- Teaching materials used in the course by the instructor;
- Student evaluation of the course, and;
- Instructor's evaluation of his/her course.

3. Course Syllabus Template

All courses at LCA must develop course syllabi using the standardized course syllabus template provided by MFHEA. The template defines both required and optional information to be included in the syllabus. It also acts as guideline for the development of course syllabi.

4. Surveys:

The QA administers a number of surveys at the institutional, program, and course levels to measure the quality of teaching and learning and student satisfaction as well as different aspects of various services at LCA. The QA analyses the survey results and prepares final reports for each survey emphasizing the most important issues and improvements and providing recommendations at the program, School and LCA levels. These reports, along with the complete data, are shared with the relevant stakeholders, specifically the programs, and are used for monitoring, assessment, and review of programs and informing the programs' development and action plans.

- **Student Course Survey**

Student course surveys are completed by students for the courses they have registered in during a given semester. The survey collects feedback on courses regarding teaching, assessments, course learning resources and overall course satisfaction.

- **Student Satisfaction Survey**

Students complete a Student Satisfaction Survey at the end of each of their academic year. The survey collects feedback on teaching and learning in the student's specific program; educational resources; evaluation of assessment tools used in the program; student workload in program; program content and interdisciplinarity; general program learning outcomes; environment and academic support at LCA; master's thesis; practical training; administrative units; facilities and services; university life and activities; and satisfaction with the overall experience at LCA.

- **Alumni Survey**

This survey is administered to LCA alumni every two years to follow up on the accomplishments and career trajectories of students after graduation. The survey collects student feedback on their overall satisfaction at LCA in terms of their study experience at LCA; student services provided; the impact of study on working life;; research and outreach activities conducted by student; and sense of belonging to LCA community.

5. Student Forums

All programs are required to conduct formal forums between the program's faculty and students at least once a semester. These forums are used to discuss academic issues in relation to teaching and learning, program study plans, learning resources, and any other areas pertaining to the students' wellbeing and academic progress. These forums should have formal minutes and inform the program's development and action plans.

6. Instructor Course Feedback Form

Program faculty are central to the assessment process and required to monitor and evaluate their courses at the end of each semester. They evaluate their courses through the Instructor Course Feedback Form where they comment on their student course survey results; evaluate the course delivery and student performance; identify any challenges faced and determine future improvement plans. The Academic Manager then makes their comment on the feedback and the Director of LCA along with the Academic Manager may take action accordingly.

7. Ongoing Feedback

LCA encourages the Academic Manager and faculty to engage students on an ongoing basis in classroom and outside to solicit feedback on issues pertaining to the students' academic experience and progress. Various channels are used including in-person meetings, emails, and Learning Management Platforms.

B. Monitoring, Assessment, and Review Processes

The LCA uses ongoing monitoring, annual assessment, and periodic review to maintain and develop its programs. These processes consider data stemming from the quality assurance tools and mechanisms described above, and, in turn, inform each other to allow for all relevant analysis and feedback to be given attention, when necessary.

1) Ongoing Monitoring of Academic Programs

To ensure adequate ongoing monitoring of programs, LCA utilizes various quality assurance tools and mechanisms such as those outlined above which allow programs to collect, monitor, analyze different types of data and feedback. Programs are required to ensure the consistency of their academic provision through the use of these tools and mechanisms and to continuously improve the quality of this provision. Programs are also encouraged to be responsive to students' needs through analyzing student feedback from both formal and informal sources.

Ongoing monitoring is important to allow for various corrections and improvements to be implemented at a quicker pace, outside of the annual or periodic processes, so that the LCA can be responsive on a continuous basis to students' needs.

Some feedback collected on an ongoing basis may require extensive analysis and debate before a decision can be reached; in which case, it may be considered under the annual assessment process or the periodic review process, as necessary.

2) Feedback collected throughout the year, predominantly through student forums or various other channels supports the ongoing monitoring process. Internal Annual Assessment

All academic programs conduct an annual assessment to determine whether they are meeting the goals they have established for themselves and to use these assessment results towards continuous improvement for the following year.

The annual assessment is a recurring process that starts at the beginning of each academic year and is completed by the end of that year. The assessment results are used in improvements for the following year including impact on resources.

The annual assessment of academic programs at LCA is an internal periodic evaluation that ensures consistency of LCA's academic provision and maintains an adequate level of quality review across all programs. It is supported by the ongoing monitoring of programs and in turn informs the periodic review of programs.

The annual program assessment is conducted through the use of an Annual Program Assessment Report template. The report captures diverse data such as but not limited to student admissions; graduation rates; alumni and their employment; student grades; program changes; teaching and learning strategies; stakeholder involvement; and future improvement plans.

The Annual Program Assessment Report makes use of and is informed by various quality assurance tools and mechanisms, as outlined above, predominantly but not limited to the various student surveys and instructor feedback forms. It is also an opportunity to revise the program and course files, as necessary, and consider any ongoing feedback collected throughout the year, which may be outstanding.

Programs complete the Annual Program Assessment Report every year and submit it to the Academic Manager for discussion and approval where necessary. The QA provide feedback on the reports and support programs in developing the report. The Academic Manager reviews all program reports which feed into the LCA's annual report and action plan submitted to the Director of LCA

In reviewing and approving the action plans and changes to the programs, the Academic Manager and Head of Institution are responsible for maintaining the integrity of the program educational goals and its learning outcomes.

Any major changes to the program resulting from the annual assessment will be subject to the Program Design and Approval Process.

3) External Periodic Review of Academic Programs

The external periodic review or program accreditation serves to assess and appraise the programs at LCA by ensuring that the academic standards of graduate degrees awarded are of good standing and comparable with peer higher education institutions regionally and beyond. It is a quality assurance mechanism that supports confidence in the academic degrees LCA awards and is an integral part of the QA system at LCA.

The foundation of the review process is the self-study. In the self-study, a program engages in a comprehensive analysis of its content and operations including but not limited to program curriculum and admission; teaching and learning; program management and communication; and faculty and administrative support to students through the collection and analysis of data and the use of the results of this analysis to make recommendations for program improvement and development.

The self-study is organized and prepared in reference to the quality standards set by the accrediting body. These standards establish criteria and guidelines for academic quality and function as a framework for program self-evaluation and improvement. By meeting these standards, the program demonstrates that it:

- has clearly defined mission and goals that are appropriate to serve LCA's mission;

- has assembled and organized the resources necessary to achieve its mission and goals;
- is achieving its mission and goals, and;
- has the ability to continue to achieve its mission and goals and improve.

The self-study is the responsibility of the program, through its Head, who may delegate all or parts of the study to faculty of the program at his/her discretion. All program members must take part in reviewing and endorsing the self-study draft before finalization.

The self-study draws on the quality assurance tools and mechanisms described above and makes comprehensive use of the analyses derived from the feedback received from these sources. This gives the program a clear overview of its progression from one accreditation cycle to the next and allows it to demonstrate oversight of its adjustments, corrections and improvements.

Programs are expected to maintain an accredited status on a cyclical basis with the frequency determined by the relevant accrediting body.

STANDARD 11 – CYCLICAL EXTERNAL QUALITY ASSURANCE

External Quality Assurance

As stated by MFHEA – ‘The External Quality Assurance is a process for both development and accountability. The EQA shall ensure that the internal quality management system of the provider is:

- fit for purpose according to the provider’s courses and service users;
- compliant with standards and regulations and contributing to the development of a national quality culture;
- contributing to the fulfilment of the broad goals of Malta’s Education Strategy 2014-2024;
- implemented with effectiveness, comprehensiveness and sustainability ‘

LCA will be subject to external review every five years by the MFHEA, ensuring that LCA meets national expectations for the quality of the student experience.

The National Quality Assurance Framework guides the LCA framework for managing academic quality and further and higher education standards. EQA ensures that the LCA complies with relevant national regulations while providing important external insights into the effectiveness of its IQA procedures.

The EQA can be conducted at the institution or programme level. The LCA EQA process serves as a tool for development and accountability to stakeholders. It is developmental as it gives providers access to independent data and recommendations to promote excellence. It also ensures accountability to stakeholders, including course participants and employers, and the achievement of national goals in further, higher and formal adult education.

LCA ensures that the internal quality management system is in line with EQA and meets following

- principles:
- a. Fit for the purpose;
 - b. Complying with standards and regulations and contributing to the development of a national quality culture;
 - c. Contributes to the fulfilment of the overall objectives of Malta's Education Strategy 2014 - 2024
 - d. Implemented with effectiveness, comprehensiveness and sustainability As per MFHEA policy, institutions must undergo EQA every 5 years.

The QA audit benchmarks the QA system and procedures within an institution against eleven (11) Standards: 1. Policy for quality assurance: entities shall have a policy for quality assurance that is made public and forms part of their strategic management.

2. Institutional and financial probity: entities shall ensure that they have appropriate measures and procedures in place to ensure institutional and financial probity.

3. Design and approval of programmes: self-accrediting providers shall have appropriate processes for the design and approval of their programmes of study.

4. Student-centred learning, teaching and assessment: entities shall ensure that programmes are delivered in a way that encourages students to take an active role in the learning process.

5. Student admission, progression, recognition and certification: entities shall consistently apply pre-defined and published regulations covering all phases of the student 'life-cycle'. 6. Teaching staff: entities shall assure the competence and effectiveness of their teaching staff.

7. Learning resources and student support: entities shall have appropriate funding for their learning and teaching activities and sufficient learning resources to fully support the students' learning experiences.

8. Information management: entities shall ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

9. Public information: entities shall publish information about their activities which is clear, accurate, objective, up- to-date and readily accessible.

10. On-going monitoring and periodic review of programmes: entities shall implement the 'Quality Cycle' by monitoring and periodically reviewing their programmes to ensure their continuing fitness for purpose.

11. Cyclical external quality assurance: entities should undergo external quality assurance, approved by NCFHE, at least once every five years.

Self-Evaluation Report

As a beginning of the EQA, LCA will undergo a self-evaluation and prepare a report of the same. This report would include all the updated Standards 1-11 and also have an update on supporting policies and forms needed to support the IQA process. Basically to contain a detailed commentary on all the 11 Standards for IQA as follows:- an account of what the entity is currently doing to meet expectations, in terms of existing systems and procedures for internal quality assurance;- an assessment of how effective these practices and procedures are in ensuring full compliance with the Standards;- an outline of proposals for further developments to address any perceived gaps in procedures and to enhance the quality and standards of academic provision as well as student experience. This report along with the supported documents would be submitted to the external panel much ahead in time.

The information in the report must be cross-referenced to the supporting documentation submitted, illustrating and substantiating statements made. Supporting evidence should be clearly labelled and numbered.

EQA Panel Visit

The External Panel would meet on campus and give several weeks' notice to permit LCA to prepare itself for the same. During the visit too, the panel would go through the standards and the evidence of LCA following the same. The visit is evidence based. At the end of the visit, LCA will be given an opportunity to respond to any and all queries raised by the panel. All satisfactory queries would be accepted and the those to be implemented would take the form of an action plan with an agreed timeline for implementation. The follow up report would be submitted as per the guidelines of the MFHEA.

Reference:

- a. NCFHE (2013), Internal and External Quality Assurance in Further and Higher Education
Link: <https://mfhea.mt/wp-content/uploads/2021/03/Internal-and-External-Quality-Assurance-in-Further-and-Higher-Education-1.pdf>
- b. NCFHE, (2016), Referencing Report <https://mfhea.mt/wp-content/uploads/2021/08/Referencing-Report-2016.pdf>
- c. NCFHE,2016, External Quality Assurance – provider audit manual of procedures
<https://mfhea.mt/wp-content/uploads/2021/03/External-Quality-Assurance-Provider-Audit-Manual-of-Procedures.pdf>
- d. NCFHE ,2017, Step by Step Guide to Internal Quality Assurance <https://mfhea.mt/wp-content/uploads/2021/03/Step-by-step-guide-to-Internal-Quality-Assurance%E2%80%8B.pdf>

ANTI BRIBERY AND CORRUPTION POLICY

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All staff and faculty at LCA

1 Introduction

1.1 Bribery and corruption remain a major issue across all businesses and the education sector must be away from this for all the right reasons. If bribery occurs anywhere in our business, it will affect our business poorly.

1.2 Involvement in bribery and corruption exposes LCA and relevant individuals to a criminal offence. It will also damage our reputation and the confidence of our customers, suppliers and business partners (stakeholders).

1.3 LCA's position is simple: the Company conducts its business to the highest legal and ethical standards. The Company will not be party to corruption or bribery in any form. Such acts would damage the Company's reputation and expose the Company, and its employees and representatives, to the risk of fines and imprisonment. If at any point you are unsure about whether a particular act constitutes bribery or if the question around whether something is an act of bribery flags in your mind, you should raise it with the Director or the HR department.

1.4 LCA runs its business with integrity and in an honest and ethical manner. All of us must work together to ensure that our business remains untainted by bribery or corruption. This policy is a crucial element of that effort and is the personal responsibility of the Director, it has the full support of the Company's board, and it is the Director's commitment to make sure it is followed. However, the policy needs the full support of you, our staff, to make it work.

1.5 This policy sets out the steps all of us must take to prevent bribery and corruption in LCA's business in order to comply with relevant legislation and the LCA's requirements. It does not form part of any employee's contract of employment and we may amend it at any time.

2 What are bribery and corruption?

2.1 A '**bribe**' is a financial or other advantage offered, promised, requested or given to induce a person to perform a relevant function or activity improperly, or to reward them for doing

so. In this context, a 'financial or other advantage' is likely to include cash or cash equivalent, gifts, hospitality and entertainment, services, loans, preferential treatment in a tendering process, discounts etc. The timing of the bribe is irrelevant and payments made after the relevant event will still be caught, as will bribes that are given or received unknowingly. It is not necessary for the individual or Organisation actually to receive any benefit as a result of the bribe.

2.2 **'Bribery'** includes offering, promising, giving, accepting or seeking a bribe.

2.3 **'Corruption'** is the misuse of office or power for private gain.

2.4 All forms of bribery and corruption are strictly prohibited.

This means that no person must:

2.4.1 give or offer any payment, gift, hospitality or other benefit in the expectation that a business advantage will be received, or to reward any business received;

2.4.2 accept any offer from a third party that you know or suspect is made with the expectation that we will provide a business or personal advantage for them or anyone else (an example being an offer from a parent in exchange for better test results for their child); and

2.4.3 Give or offer any payment (sometimes known as a 'facilitation payment') to a government official in any country to facilitate or speed up a routine or necessary procedure.

2.5 No person must threaten or retaliate against another person who has refused to offer or accept a bribe or who has raised concerns about possible bribery or corruption.

2.6 It does not matter whether the bribery occurs in the Malta or Abroad. A corrupt act committed abroad may well result in a prosecution in the Malta. Nor does it matter whether the act is done directly or indirectly.

3 Who can be involved in bribery and in what circumstances?

3.1 Bribery and corruption may be committed by anyone working for us or on behalf in any capacity, such as our employees, officers or directors, anyone they authorize to do things on their behalf, our representatives and other third parties who act on our behalf, our suppliers and even our customers.

3.2 The provisions of this policy therefore apply to all those listed in paragraph 3.1 above.

3.3 Bribery can occur in both the public and private sectors. The person receiving the bribe is usually in a position to influence the award or the progress of business, often a government or other public official.

4 The legal position on bribery and corruption

4.1 Bribery and corruption are criminal offences in most countries where we do business.

5 Who is responsible for this policy?

5.1 The Director of LCA has overall responsibility for this policy cross LCA. The Academic Manager and faculty members have responsibility for it in their departments.

6 Gifts and hospitality

6.1 We forbid any of our staff from soliciting any gift or hospitality in the course of their work for us.

6.2 We also forbid any of our staff from offering or receiving from any person or Organisation who has had, has or may have any influence over our business any gift or hospitality which is unduly lavish or extravagant or otherwise inappropriate, or which could be seen as an inducement or reward for any preferential treatment. We regard the following to be inappropriate (the list is not exhaustive):

6.2.1 a personal or corporate gift to a value in excess of 100 Euros;

6.2.2 hospitality to a value in excess of 100 Euros;

6.2.3 any gift that includes cash or a cash equivalent (such as vouchers);

6.2.4 any gift or hospitality given or received in secret; and 6.2.5 any gift or hospitality given or received in your name rather than our name.

7 Records

7.1 It is essential that we keep full and accurate records of all our financial dealings. Transparency is vital; false or misleading records could be very damaging to us. Under money laundering regulations our lawyers and accountants are obliged to report anything which appears to be irregular.

7.2 You must therefore declare and properly record (in writing) all hospitality and gifts given or received. You must also submit all expenses claims relating to hospitality, gifts or

payments to third parties in accordance with our prevailing expenses policy and procedure and properly record the reason for the expenditure.

7.3 All accounts, invoices, credit notes, purchase orders and other records relating to dealing with third parties (including suppliers and customers) must be properly prepared in accordance with our prevailing practices and requirements and with accuracy and completeness. No account may be kept 'off book'.

8 Monitoring

8.1 The Director of LCA will monitor the policy regularly to make sure it is being adhered to.

9 What to do if you think something is wrong

9.1 Each of us has a responsibility to speak out if we discover anything corrupt or otherwise improper occurring in relation to the business. If you are offered a bribe, or are asked to make one, or if you discover or suspect that any bribery or corruption has occurred or may occur, you must report it in accordance with the procedure set out in our Whistleblowing Policy as soon as possible. You can do this anonymously. You must make your report as soon as reasonably practicable and you may be required to explain any delays.

10 Compliance with this policy

10.1 The Company takes compliance with this policy very seriously. Failure to comply puts both individuals and LCA at risk.

10.2 Individuals may commit a criminal offence if they fail to comply with this policy. The criminal law relating to bribery and corruption carries severe penalties.

10.3 Because of the importance of this policy, failure to comply with any requirement of it may lead to disciplinary action under our procedures, and this action may result in dismissal for gross misconduct. Any non-employee who breaches this policy is liable to have their contract terminated with immediate effect.

10.4 If you are in doubt about anything in this policy, do not hesitate to contact the Academic Manager or Executive Director.

EQUALITY AND DIVERSITY POLICY

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All staff and faculty at LCA

The purpose of Equality and Diversity Policy is to support all students and staff of LCA to provide and experience a safe, inclusive, and equitable study and work environment that enables all people to reach their potential. This policy sets out the LCA commitment to promote equal opportunities and work and to prevent any unlawful or unfair discrimination and harassment in place of work and study.

This policy applies to all LONDON COLLEGE OF ARTS MALTA staff and students at different stages e.g., admission, learning or assessment.

Equal Opportunities: LCA upholds the principle of inclusivity and fairness. In this regard, LCA endeavors to provide equal opportunities irrespective of gender, marital status, family responsibilities, physical abilities, sexual orientation, political or religious beliefs. LCA adopts a zero-tolerance approach to any discriminatory or intimidating behavior and strives to provide the right environment conducive to learning and working in the most ethical manner.

Equality and Diversity: LCA values and celebrates diversity, seeing this as critical to achieving strategic aims and long-term success. LCA works to recruit and develop employees and students from a wide range of backgrounds and promote an inclusive culture where LCA:

- ✓ Provides a supportive and inclusive learning, working and social environment where everyone feels that they are valued and can work to achieve their potential;
- ✓ Offers opportunities that are open to everyone, and decisions are based on merit and are free from bias;
- ✓ Works to make sure that all students, employees, and visitors, as well as anyone who applies or wants to apply to work or study with LCA, are treated fairly and with dignity and respect, and do not face discrimination.

- ✓ Committed to providing equality for everyone, regardless of:
 - Age;
 - Physical ability;
 - Ethnicity (including race, color, and nationality);
 - Sex; ○ Gender reassignment; ○ Religion or belief; ○ Sexual orientation;
 - Marriage and civil partnership; and Pregnancy and/or maternity

LCA commits to:

- ✓ Value diversity and promote equal opportunities for everyone; ✓ Promote respect and encourage good relations within and between groups; ✓ Aim to meet the different needs of different groups, as appropriate; ✓ Promote an inclusive and harmonious place of work and study where people respect others and where harassment and bullying, intimidation and violence are not tolerated;
- ✓ Prevent unlawful discrimination and victimization; ✓ Take seriously and deal with situations where anyone has broken this policy; ✓ Regularly review this policy and the relevant policies that are linked to it; ✓ Through the report, LCA will formally assess and report on the progress of equality commitments each year; and ✓ LCA will take action, when possible, inequality or discrimination is identified.

Responsibilities: The Director has ultimate responsibility for ensuring that the LCA meets the commitments detailed within this policy. LCA Management have responsibility for:

- ✓ Overseeing, steering, and monitoring the LCA's activities on equality and diversity. ✓ Keeping up to date with relevant legislation. ✓ Ensuring equalities considerations are embedded throughout their operations and decisions.

Management is responsible for:

- ✓ Providing visible leadership on equality and diversity. ✓ Promoting equality and diversity throughout the operational activities in their area.
- ✓ Ensuring that staff and students are aware of their responsibilities and understand and apply this policy.
- ✓ Ensuring that materials used to deliver the curriculum are accessible to all students and that they are free from sexist, racist and other discriminatory assumptions, images, and languages, unless they are being studied as examples of such.
- ✓ Ensuring that research undertaken by the LCA does not contravene this policy.

Faculty Members are responsible for:

- ✓ Promoting equality and diversity through their teaching and through relations with students and staff.
- ✓ Ensuring that their teaching approach and attitude help students to understand and value equality and diversity.
- ✓ Ensuring that research undertaken during a study program does not contravene this policy.

Breaches of this policy:

- ✓ Staff who have concerns about unlawful discrimination, harassment or bullying are advised to contact the Student Relations Team.
- ✓ Students who have concerns about unlawful discrimination, harassment or bullying are advised to contact their Faculty or Student Relations Team

EXTENUATING CIRCUMSTANCES POLICY

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All staff and students at LCA

LCA defines extenuating circumstances as: ‘...circumstances, normally exceptional and outside the control of the student, which have prevented them from performing in assessment at the level expected or required of them or from undertaking the assessment.’

Who can Apply: All students who are studying for a qualification awarded by LCA can apply for extenuating circumstances. This comprises undergraduate and postgraduate students who are registered on taught programs or taught elements of research programs.

All applications for extenuating circumstances need to be made within 15 working days of your affected assessment deadline. If you have had an extension to deadline agreed, then you will have 15 working days from the agreed extended deadline. If your marks have been presented to an Assessment Board, then you will not be able to submit a claim for ECs. However, you may be able to submit a form for an Academic Appeal: Request for a Review of an Assessment Board Decision.

If you wish to submit an EC claim then you must complete the form for EC and you must provide appropriate evidence. On occasion, the requirement for providing evidence may be suspended, but this will be clearly noted in the form.

Evidence provided must include original copies of documents, or copies which can be proved to be authentic and you must be able to produce the original documentary evidence if required to do so by LCA.

All evidence will need to be provided in English. If you wish to supply evidence which is in a language other than English then you will need to have this translated professionally and verified; any costs incurred by translation will be met by you.

EC claims must normally be made by you and not by others acting on your behalf, unless written authorization and a rationale is provided, usually on the grounds of individual needs.

Should an alternative form of EC claim submission be required, you are advised to contact studentadministration@LCA.edu.mt to discuss requirements and options available.

Claim has been submitted, what happens next?

Once you have submitted a claim, you will receive an email confirming that your EC claim has been received. Your case will be reviewed and at this point you may be contacted to provide additional clarification if required.

Your claim is then presented to the EC Panel. This independent panel is made up of academic and professional staff from LCA who have appropriate expertise and who have no knowledge of you or your circumstances. This panel will make a decision based solely upon the information you provide in your extenuating circumstances claim and the supporting evidence supplied with it.

Therefore it is important that you complete all information accurately and ensure that the evidence relates to your situation and is timely with the dates of submission. The panel will consider the dates of your evidence against the submission dates and make a decision based upon this information. Once the panel have made their decision, you will receive an email detailing the outcome.

Possible Outcomes of the EC Panel

The EC Panel review all claims and decide whether the claim should be accepted, partly accepted or rejected.

Accepted	If your claim is upheld then you will be awarded a deferral: <ul style="list-style-type: none">• If you have already submitted a piece of work and received a provisional mark from your tutor, this mark will be reverted to 0 and you will normally be given the opportunity to resubmit the work at the next available opportunity without losing an attempt• If you missed a submission deadline, you will be given a mark of 0 and you will normally be given the opportunity to submit the work at the next available opportunity without losing an attempt
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Partly accepted	<p>This occurs when the panel decide that the evidence provided covers the submission dates for some elements of your claim but not all.</p> <p>You will be awarded a deferral as above for elements where the EC Panel have accepted your claim.</p> <p>For any elements where your claim has been rejected:</p> <ul style="list-style-type: none"> • If you have already submitted a piece of work and received a provisional mark from your tutor, this mark will stand • If you missed a submission date you will be given a mark of 0. This counts as an attempt. If you have not exhausted all attempts at the module, you will normally be given the opportunity to resubmit the work at the next opportunity.
Rejected	<ul style="list-style-type: none"> • If you have already submitted a piece of work and received a provisional mark from your tutor, this mark will stand • If you missed a submission date you will be given a mark of 0. This counts as an attempt. If you have not exhausted all attempts at the module, you will normally be given the opportunity to resubmit the work at the next opportunity.

LCA Assessment Board will determine when resubmission opportunities will take place. You are able to submit an appeal against the EC panel decision to reject you claim for extenuating circumstances but there are limited grounds on which you can appeal.

Examples of what comprises of EC and what does not

It is students' responsibility to provide appropriate evidence with their extenuating circumstances claim. It is also important that the evidence is about the student and relates to the impact upon the student. If the students' extenuating circumstance relates to a health condition, then they should provide supporting evidence which has been written by an appropriately qualified and registered health practitioner. Evidence relating to third parties, such as spouses, children or parents, may not be considered by the panel without the individual's explicit permission due to data protection legislation. Please note that the panel will not contact health practitioners or third parties directly to discuss the student's case.

Circumstance	Suggested Evidence
Serious illness suffered immediately prior to or during the period of assessment	Doctor/health professional letter which is timely with the date of assessment Copy of prescriptions
Serious illness suffered during a period of teaching/learning which has affected your ability to be assessed at the appropriate time	Doctor/health professional letter which is timely with the date of assessment Copy of prescriptions
Pregnancy – where you are suffering from pregnancy related illness	Letter from a General Practitioner
Death of someone close to you - where you have lost someone at the assessment time or earlier in the academic year. Someone close to you includes close family members, but	Copy of the death certificate Copy of an order of service
also friends if you can demonstrate that you had a close relationship with them	
Serious illness or accident affecting someone close to you	Letter from medical practitioner advising of the impact upon you rather than the circumstances of the individual affected
Unexpected family commitment outside your control	Letter from appropriate independent body, such as childcare provider/school/employer/medical practitioner advising of situation
Change in personal circumstances or other serious unforeseen event – such as divorce, fire or burglary, severe accommodation issues	Letter from appropriate independent body such as solicitor, police, fire brigade landlord
Late diagnosis of specific learning difference – this is only applicable when the diagnosis has been made too late for reasonable adjustments to be implemented by the LCA	Letter from Inclusion Services Team
Change in work requirements for part- time students	Letter from employer advising of the change in requirements

Below is a list of examples of situations which are not normally considered to be extenuating circumstances:

- Holidays
- A permanent condition which you have already told LCA about
- Minor illness such as a cough or cold
- Poor time management
- Misreading the examination timetable
- Routine traffic issues such as heavy traffic or a delayed train
- Computer/ IT/ internet problems

Where a situation occurs which affects the whole student body or a whole cohort, LCA will resolve these matters centrally to ensure that all students are treated equitably.

FORM A - SHORT EXTENSION TO SUBMISSION FORM

SECTION A – PERSONAL DETAILS	
NAME:	STUDENT NUMBER:
PROGRAMME:	
SECTION B – ASSIGNMENT DETAILS	
MODULE CODE AND TITLE:	MODULE TUTOR:
TITLE OF ASSIGNMENT:	ORIGINAL SUBMISSION DATE:
SECTION C – DETAILS OF REQUEST FOR EXTENSION	
Describe briefly your circumstances and how they prevented you from meeting the submission deadline:	

STUDENT DECLARATION

I declare that the information that I have given on this form is true.

Student Signature:	Date:
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DECISION OF MODULE TUTOR

1A Request Accepted New assignment submission date:

1B Request Rejected Reason for request being rejected:

Signature of Module Tutor:	Date:
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Notes for Short Extension to Submission Request ✓ All students are entitled to a one-week extension to submission of assessed coursework, on request to the relevant module tutor.

- ✓ Requests for one-week extensions are self-certified, and do not require evidence to be submitted.
- ✓ Requests can only be approved by the relevant module tutor, or module tutor's nominee.
- ✓ Module tutors will approve requests of one week, which are submitted ahead of the relevant deadline (up to and including the original day of submission) and on the correct form. Requests submitted after the original deadline are not subject to automatic approval, approval is then at module tutor discretion.
- ✓ Requests for longer than one week may be granted at modules tutors discretion.
- ✓ Requests for longer than one week will be evaluated by the relevant module tutor, taking into account available information on the student's situation, and the point in the academic year at which the request is being made.
- ✓ Module tutors may request evidence to accompany any requests for longer than one week.
- ✓ Approved requests should be attached to any and submission of assessed coursework. This indicates to the marker that no penalty should be applied for late submission, providing the submission is within the revised deadline.
- ✓ Where the student will not achieve much from a short extension to submission, they may apply for the EC form.

FORM B - Extenuating Circumstances Form

This form must be completed and submitted with supporting third-party evidence before any request for coursework extension and/or deferral of coursework or examination can be considered. **You should hand all paperwork to your Course faculty in sealed envelope with your name and course of study on it and marked “Extenuating Circumstances”.**

Student Name:		Student ID:	
Program of Study:		Date started:	
Email address:		Telephone number:	

The General Data Protection Regulation (EU) 2016/679 (GDPR): By signing this form you are agreeing that: *The information that I have provided is correct and complete to the best of my knowledge. I give consent for this information to be disclosed to the relevant examiners and administrative officers at LCA who are responsible for considering extenuating circumstances. I also understand that this claim for extenuating circumstances will be kept on my student record at LCA and may be referred to subsequent Assessment Board meetings.*

Note that fraudulent claims for extenuating circumstances are taken extremely seriously by LCA and could result in disciplinary proceedings be taken.

Student signature: **Date:**

Specify the overall period of time when your work has been or will be affected by your extenuating circumstances (date: day, month, and year)

From:		To:	
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Details of work affected:

Unit/Module Code and Name	Assessed work affected	Staff Name	Date of examination or coursework deadline	Requested action (extension or deferral)

Describe your extenuating circumstances – the nature of your problem and how it has or will affect your work.

Evidence/documentation: You must provide supporting documentation in which you provide supporting evidence for the grounds of your appeal detailed above. Please list the documentation below and attach them to this form.

It is important that you submit this form to the course faculty no later than the relevant assessment deadline or date of the examination. Forms submitted late are unlikely to be accepted unless extreme circumstances prevent submission. Y

FOR OFFICE USE

Date ECF received:		Supporting evidence:	Yes / No
Actions taken/ comments:			
Decision about request for extension or deferral: ext			
Student notified:	Yes / No	Relevant staff notified:	Yes / No
Signature:		Date:	

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All staff and faculty at LCA

HEALTH AND SAFETY POLICY

LONDON COLLEGE OF ARTS MALTA (LCA) recognizes and accepts its health and safety duties for providing a safe and healthy working environment (as far as is reasonably practicable) for all staff, students and other visitors to its premises under the Health and Safety Authority Act (Malta).

This policy ensures that all members of the LCA community fully understand its commitment to providing a safe and healthy environment, as well as understanding the individual responsibilities of all to uphold this.

Policy

It is LCA's policy to actively promote the health and safety of all staff, students, contractors and visitors to LCA's premises and to therefore:

- Take all reasonably practicable steps to safeguard the health, safety and welfare of all individuals on the premises
- Provide adequate working conditions with proper facilities to safeguard the health and safety of staff, students and visitors, and to ensure that there is no unnecessary risk to health or safety
- Encourage individuals on the LCA premises to cooperate in promoting a safe environment, by identifying hazards which may exist and reporting anything which may appear dangerous or unsatisfactory
- Provide sufficient information, instruction, training and supervision to enable everyone to avoid hazards and contribute to their own safety and health
- Make suitable and sufficient assessment of the health and safety risks arising out of or in connection with LCA's activities
- Provide sufficient First Aid facilities and resources
- Make specific assessment of risks in respect of new or expectant mothers and young people under the age of sixteen

Employee Responsibility

Employees have legal responsibilities in regards to health and safety in the workplace. They include the following:

- To take reasonable care for their own health and safety, and that of other persons where appropriate or applicable
- To cooperate with relevant policies and legislation related to health and safety in the workplace
- Report defective or dangerous equipment, furniture or structures, or any obstructions to walkways

- To use organizational resources correctly, in accordance with training or instructions
- Not to interfere with or misuse anything provided for health, safety and welfare purposes
- Compliance with all policies related to smoking, alcohol consumption and drug use within the premises, including not smoking within the premises
- Appropriate dispose of all waste materials, to ensure the premises is kept in a clean and hygienic condition
- To report at the earliest opportunity injuries, accidents or dangerous occurrences at work, including those involving students, contractors or visitors. It is important to note that health and safety law applies not only to employees in the workplace, it also applies to organizations and people who occupy or use community buildings to which members of the public have access.

Managing Health and Safety

The ongoing management of workplace health and safety for LCA is the responsibility of the Director.

Health and Safety Procedures: First Aid and Accident Reporting

First Aid

LCA has a number of staff who have completed first Aid Training, and are competent to offer first aid where required. The First Aid box should be reviewed at least once per year to ensure adequate supplies are maintained.

Accidents

In the event of an injury or illness, call for a member of staff or ring for an ambulance directly on the emergency number **112**. All accidents must be reported immediately or as soon as practicable.

The Director will investigate incidents and accidents, including submitting a report on appropriate responsive action, if applicable.

Fire Drills and Evacuation Procedures

Fire Drills

All staff are required to familiarize themselves with the fire procedures, position of fire appliances and escape routes.

In the Event of Fire

- Persons discovering a fire should sound the nearest alarm

- The first duty of all staff and students is to evacuate all people from the campus

by the nearest exit immediately the fire is discovered
- All persons must evacuate the campus and, where possible without personal risk, leave all doors and windows closed
- No-one should leave the assembly point without the permission of a member of staff;
- If **any** fire occurs, the Fire Brigade must be called immediately by dialing 112
- Advise Fire Brigade on arrival whether everyone is accounted for and location of fire.

IT Resources Policy

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All staff and faculty at LCA

Information Technology Resources Policy

The purpose of this document is to provide an overview of the information technology (IT) resources within LCA, and how these are used and managed. This also provides the policy outlining LCA's guidelines for using the organization's IT resources, including internet services, network and equipment. It covers appropriate and inappropriate use of IT resources, including acceptable use of social media. This ensures that all staff work to avoid inappropriate or illegal use that creates legal or reputational risks for LCA.

This policy applies to all employees, contractors, students and visitors who use the IT resources.

At LCA, the IT services on site will be outsourced to a reputable IT services company. This includes a number of onsite hours as needed with remaining hours being supported remotely by the same IT services company. The institution's backup and recovery systems also fall under this outsourcing agreement. These services include setting up and managing user profiles, handling software and program management, consulting on IT matters as may be required, and troubleshooting any issues that may arise.

All staff and students have regular contact with LCA's IT resources, usually as a requirement of fulfilling their duties. As such, it is essential that staff and students understand the appropriate use of the IT resources, as well the risks associated with inappropriate use, to both the individual and LCA.

Staff and students should never share their passwords or other personal information with others, unless required to do so by LCA Director. In some cases, staff can be asked to provide their network login details to IT team, to ensure that information stored on their personal drive will not be lost.

As such, staff should be mindful of the information they store on their personal network drive. The IT resources refers to the internet, shared network, personal drives, printer and scanner, work email, laptops, and work phones (where applicable).

Appropriate Usage

Staff and students are advised that they may use the IT resources for the following purposes:

- ✓ To complete their work responsibilities or studies
- ✓ To seek out information that may be used to improve their work or study
- ✓ Limited personal use, including social media, as may be required.

While staff and students are permitted to use the resources for limited personal use, they are required to exercise good judgment in how they may be used, including the websites visited and information shared.

Staff are also required to remain productive at work. Where it is found that personal use of the IT resources is impeding productive work, disciplinary action may be taken.

All use of internet and network services must comply with LCA 's confidentiality and data protection policies. Staff and students should always keep their passwords secret, and only log into accounts when necessary and from safe devices.

Inappropriate Usage

Inappropriate usage of the IT resources may result in disciplinary action against the staff member or student.

Inappropriate usage includes, but is not limited to, the following:

- ✓ Downloading or uploading offensive, violent, obscene or illegal material
- ✓ Invading another staff member or student's privacy
- ✓ Sharing confidential or sensitive information to unauthorized recipients
- ✓ Downloading or uploading movies, music, or any other copyrighted material or software
- ✓ Cyberbullying, harassment or stalking
- ✓ Registering a corporate email account with illegal or unsafe websites and services
- ✓ Using dangerous websites that may compromise the security of LCA networks
- ✓ Any illegal activity, including hacking, fraud, the exchange of illegal goods or services
- ✓ Disabling or reconfiguring computer software, including anti-virus software

Social Media

Staff and students are permitted to access their personal social media accounts through LCA's IT resources. Staff are required to ensure that their use of personal social media does not impact on their productivity or efficiency.

Staff and students must ensure that all views and opinions expressed on social media are clearly stated as being held by the individual, and not representative of the company. It is advised that in cases where personal views are being shared, particularly publicly, staff include a disclaimer such as

“All opinions are my own and do not represent the opinions of LCA.”

Some staff are required to represent LCA through social media, such as managing social media channels or responding to queries from prospective students. In these cases, staff should adhere to the following guidelines:

- ✓ Be respectful, patient and polite ✓ Remember that social media posts and messages from LCA’s accounts are representative of the institution, so should reflect the values of LCA
- ✓ Adhere to relevant policies and legislation, particularly confidentiality and data protection ✓ Escalate any sensitive and potentially negative comments or feedback as soon as they have been identified.

ASSOCIATED POLICIES

SOCIAL MEDIA POLICY

MALPRACTICE POLICY

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All students and faculty at LCA

LONDON COLLEGE OF ARTS MALTA defines Academic Misconduct as malpractice committed by a student during the course of any assessment, in controlled environments or coursework.

Summary

All work submitted for an assessment must be the student's own work. It is an offence for any student to be guilty of, or party to, collusion, plagiarism, or any other act which may mislead the examiners and moderators about the development and authorship of work presented in assessments. This includes misleading examiners and moderators about the sources of information included in an assessment. All academic writing must fully acknowledge all sources of information used in preparing the work being submitted. This includes acknowledging all written and electronic sources. For all qualifications awarded at LCA, it is expected that students will use Harvard-style referencing standards.

TYPES OF ACADEMIC MISCONDUCT

LCA identifies 4 types of academic misconduct: collusion, plagiarism, impersonation and fabrication of results.

Collusion	<p>The preparation or production of work for assessment jointly with another person or persons. The only exception to this is when group work is explicitly permitted by the specification and/or assessment guidance.</p> <p>An act of collusion is understood to encompass those who actively assist others as well as those who derive benefit from others. Where joint preparation is permitted but the work is not in fact a joint production, the submitted work must be produced solely by the student/s making the submission. Where joint production or joint</p>
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	<p>preparation and production of work for assessment is specifically permitted, this will be published in the appropriate assessment rubrics.</p>
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Plagiarism	<p>The use, without acknowledgement, of the intellectual work of others, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment.</p> <p>To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations) is plagiarism. To paraphrase without acknowledgement is also plagiarism. Direct quotations must be either in quotation marks, or indented, and directly acknowledged.</p> <p>The failure to correctly reference the work of others is deemed to be plagiarism regardless of whether this occurs intentionally or through ignorance of referencing requirements.</p>
Impersonation	<p>Occurs where someone other than the student prepares the work submitted for assessment. This includes purchasing or commissioning essays from third parties (including essay writing websites and other students) or asking someone else to sit an examination.</p>
Fabrication of results or observations	<p>The reporting of artificial data from practical activities carried out by the student, or the use of artificial observations to support a hypothesis/conclusion.</p>

LCA deems all instances of academic misconduct as serious failures to respect the integrity and fairness of the assessment process.

Poor Academic Practice

Poor Academic Practice is the term used by LCA to describe circumstances in which a student is judged to have committed Academic Misconduct, but either through extenuating circumstances or a lack of severity it is not easily classifiable under any of the types of misconduct listed above. In cases of Poor Academic Practice, a more severe penalty is deemed inappropriate, and therefore LCA may decide to instead issue a warning, or to cap the student's mark at the pass boundary.

In order to differentiate between Poor Academic Practice and Academic Misconduct as defined in Section 2, any person(s) investigating must be satisfied that there was no intention to deliberately mislead the faculty, or to knowingly present someone else's intellectual property as the student's own work. In cases of suspected plagiarism, there must also be some attempt to reference correctly and the vast majority of the student's work must be their own work. Where a student fails to reference throughout an entire assignment, this is always deemed to be Plagiarism, even where unintentional and/or due to lack of understanding of referencing requirements.

INVESTIGATION OF ACADEMIC MISCONDUCT BY LCA

For assignments marked centrally by LCA, all student assignments are uploaded to Turnitin or Grammarly to return an Originality Report. These are reviewed internally prior to any penalty being recommended to the Assessment Board.

LCA reviews all available evidence in order to establish if Academic Misconduct has occurred. Where an allegation of Academic Misconduct is supported by the evidence, LCA must establish whether the issue is confined to one student's work or is more prevalent in the cohort.

In some cases, it may be required to interview students as part of the investigation process. Students are also expected to comply fully with any investigation. LCA holds the right to withhold marks as appropriate beyond the published results release date pending the outcome of any investigation into alleged Academic Misconduct.

Once an investigation is complete, all penalties are confirmed by the Assessment Board and communicated to students in a Student Academic Misconduct Report.

While Academic Misconduct investigations usually take place in the period leading to results release, there is no time limit on investigations and the application of appropriate penalties where evidence of Academic Misconduct is present. LCA holds the right to rescind an award if evidence of Academic Misconduct arises at a later date.

ACADEMIC MISCONDUCT IDENTIFIED

In Examinations

Cheating during an examination needs to be recorded by the Invigilator in an Irregularities Report (see Examinations Policy) and submitted with the Invigilator's Report. This report must be

submitted along with the student's script for marking (for global examinations) or with the sample for moderation (for the local examinations).

In Assignments

All assignments marked by the local markers should be uploaded to Turnitin or Grammarly to obtain an

work are reviewed, however if the report produces a similarity score of 40% or more, the assignment must be examined for plagiarism and/or collusion by faculty.

If a Faculty uncovers any form of academic malpractice in assignments submitted by students, penalties must be applied as set out in Section 5 below. Students are not permitted to work in groups unless explicitly stated in the rubric for an assessment. Any students whose work show an inappropriate level of similarity should have their marks reduced. If a student willingly permits a fellow student to access and copy their work, both students should be penalized.

For every marked assessment cohort, LCA must complete a Student Misconduct Declaration Form. This form is required to confirm the marker has checked all work for evidence of Academic Misconduct, in line with this policy document. The marker should either indicate that no evidence of misconduct was found by signing Section A to record any misconduct identified and the penalty applied. The completed form must be submitted with every module moderation sample. **Guidance on reviewing Turnitin or Grammarly reports**

Although Turnitin or Grammarly reports give percentage scores, they do require careful interpretation before a penalty is applied. For example, a similarity score of 50% could mean that half of the work is identical to a single other source – which would be clear misconduct. However, it could mean that 50% of the assignment is made up of quotations from 10 different academic sources, and if they are all correctly referenced (and the remaining half of the assignment is original work) then the submission may well be accepted.

There is also a “background score” in every Turnitin or Grammarly report. This is caused by text which is shared between many different students' assignments – for example, the wording of the Statement of Confirmation of Own Work, module names, assignment tasks, etc. A typical background score, which can be ignored, is between 22 and 27% for most LCA students. This is slightly higher (around 35-40%) for computer programming assignments, where legitimate strings of code will also generate matches.

SANCTIONS

Originality Report. LCA strongly recommends that the Turnitin or Grammarly reports for all copies of

The following is a list of Sanctions which LCA may impose on students where evidence suggests that Academic Misconduct has occurred. LCA will always review and have the final decision on the sanctions.

Warning

Marks are not reduced, but the student is issued with a warning against repeating their actions at future assessment cycles, with further escalated sanctions likely to be applied in this event.

Mark capped at Pass Mark

Marks are reduced allowing the student to pass the assessment component but limiting them from achieving an A or A+ grade

Loss of all marks for a specific task/section of assignment

Where Academic Misconduct is identified in only one particular task or section of an assignment, the marks for that task/section may be set to zero.

Loss of all marks for an entire assessment component

Where Academic Misconduct has been identified throughout a particular assessment component, the marks for that assessment component may be set to zero.

Loss of all marks for a module

Where Academic Misconduct is identified in the same module at consecutive assessment cycles, the marks for all assessment components for the module may be set to zero.

Disqualification from a Program

Where severe or repeated Academic Misconduct has been identified, a student may be disqualified from a Program for a period of time. The student would then be required to re-register on the program, though credit could be transferred from the first attempt at the qualification.

STUDENT MISCONDUCT DECLARATION FORM

STUDENT NAME	
TERM	
MODULE	
TYPE OF ASSESSMENT	

Section

A

By signing below, you are confirming that no misconduct has been identified in the work of students in this module.

Name of Faculty Completing declaration:	
Signature of Faculty Completing declaration:	
Date:	
Counter signature of Academic Manager:	

Privacy Policy

Last updated: March 20, 2023

This Privacy Policy describes Our policies and procedures on the collection, use and disclosure of Your information when You use the Service and tells You about Your privacy rights and how the law protects You. Interpretation and Definitions

Interpretation

The words of which the initial letter is capitalized have meanings defined under the following conditions. The following definitions shall have the same meaning regardless of whether they appear in singular or in plural.

Definitions

For the purposes of this Privacy Policy:

Account means a unique account created for You to access our Service or parts of our Service.

Affiliate means an entity that controls, is controlled by or is under common control with a party, where

"control" means ownership of 50% or more of the shares, equity interest or other securities entitled to vote for election of directors or other managing authority.

Company (referred to as either "the Company", "We", "Us" or "Our" in this Agreement) refers to LONDON COLLEGE OF ARTS MALTA Ltd.

Cookies are small files that are placed on Your computer, mobile device or any other device by a website, containing the details of Your browsing history on that website among its many uses.

Country refers to: Malta

Device means any device that can access the Service such as a computer, a cellphone or a digital tablet. Personal Data is any information that relates to an identified or identifiable individual.

Service refers to the Website.

Service Provider means any natural or legal person who processes the data on behalf of the Company. It refers to third-party companies or individuals employed by the Company to facilitate the Service, to provide the Service on behalf of the Company, to perform services related to the Service or to assist the Company in analyzing how the Service is used.

Usage Data refers to data collected automatically, either generated by the use of the Service or from the Service infrastructure itself (for example, the duration of a page visit).

Website refers to LONDON COLLEGE OF ARTS MALTA (LCA), accessible from LCA.mt.edu

You means the individual accessing or using the Service, or the company, or other legal entity on behalf of which such individual is accessing or using the Service, as applicable. Collecting and Using Your Personal Data

Types of Data Collected

Personal Data

While using Our Service, We may ask You to provide Us with certain personally identifiable information that can be used to contact or identify You. Personally identifiable information may include, but is not limited to:

- Email address
- First name and last name
- Phone number
- Usage Data

Usage Data

Usage Data is collected automatically when using the Service. Usage Data may include information such as Your

Device's Internet Protocol address (e.g. IP address), browser type, browser version, the pages of our Service that You visit, the time and date of Your visit, the time spent on those pages, unique device identifiers and other diagnostic data.

When You access the Service by or through a mobile device, We may collect certain information automatically, including, but not limited to, the type of mobile device You use, Your mobile device unique ID, the IP address of Your mobile device, Your mobile operating system, the type of mobile Internet browser You use, unique device identifiers and other diagnostic data.

We may also collect information that Your browser sends whenever You visit our Service or when You access the Service by or through a mobile device.

Tracking Technologies and Cookies

We use Cookies and similar tracking technologies to track the activity on Our Service and store certain information. Tracking technologies used are beacons, tags, and scripts to collect and track information and to improve and analyze Our Service. The technologies We use may include:

- Cookies or Browser Cookies. A cookie is a small file placed on Your Device. You can instruct Your browser to refuse all Cookies or to indicate when a Cookie is being sent. However, if You do not accept Cookies, You may not be able to use some parts of our Service. Unless you have adjusted Your browser setting so that it will refuse Cookies, our Service may use Cookies.
- Web Beacons. Certain sections of our Service and our emails may contain small electronic files known as web beacons (also referred to as clear gifs, pixel tags, and single-pixel gifs) that permit the Company, for example, to count users who have visited those pages or opened an email and for other related website statistics (for example, recording the popularity of a certain section and verifying system and server integrity).

Cookies can be "Persistent" or "Session" Cookies. Persistent Cookies remain on Your personal computer or mobile device when You go offline, while Session Cookies are deleted as soon as You close Your web browser. Learn more about cookies on the Free Privacy Policy website article.

We use both Session and Persistent Cookies for the purposes set out below:

Necessary / Essential Cookies

Type: Session Cookies

Administered by: Us

Purpose: These Cookies are essential to provide You with services available through the Website and to enable You to use some of its features. They help to authenticate users and prevent fraudulent use of user accounts. Without these Cookies, the services that You have asked for cannot be provided, and We only use these Cookies to provide You with those services.

Cookies Policy / Notice Acceptance Cookies

Type: Persistent Cookies

Administered by: Us

Purpose: These Cookies identify if users have accepted the use of cookies on the Website.

Functionality Cookies

Type: Persistent Cookies

Administered by: Us

Purpose: These Cookies allow us to remember choices You make when You use the Website, such as remembering your login details or language preference. The purpose of these Cookies is to provide You with a more personal experience and to avoid You having to re-enter your preferences every time You use the Website.

For more information about the cookies we use and your choices regarding cookies, please visit our Cookies Policy or the Cookies section of our Privacy Policy.

Use of Your Personal Data

The Company may use Personal Data for the following purposes:

To provide and maintain our Service, including to monitor the usage of our Service.

To manage Your Account: to manage Your registration as a user of the Service. The Personal Data You provide can give You access to different functionalities of the Service that are available to You as a registered user.

For the performance of a contract: the development, compliance and undertaking of the purchase contract for the products, items or services You have purchased or of any other contract with Us through the Service.

To contact You: To contact You by email, telephone calls, SMS, or other equivalent forms of electronic communication, such as a mobile application's push notifications regarding updates or informative communications related to the functionalities, products or contracted services, including the security updates, when necessary or reasonable for their implementation.

To provide You with news, special offers and general information about other goods, services and events which we offer that are similar to those that you have already purchased or enquired about unless You have opted not to receive such information.

To manage Your requests: To attend and manage Your requests to Us.

For business transfers: We may use Your information to evaluate or conduct a merger, divestiture, restructuring, reorganization, dissolution, or other sale or transfer of some or all of Our assets, whether as a going concern or as part of bankruptcy, liquidation, or similar proceeding, in which Personal Data held by Us about our Service users is among the assets transferred.

For other purposes: We may use Your information for other purposes, such as data analysis, identifying usage trends, determining the effectiveness of our promotional campaigns and to evaluate and improve our Service, products, services, marketing and your experience.

We may share Your personal information in the following situations:

- With Service Providers: We may share Your personal information with Service Providers to monitor and analyze the use of our Service, to contact You.
- For business transfers: We may share or transfer Your personal information in connection with, or during negotiations of, any merger, sale of Company assets, financing, or acquisition of all or a portion of Our business to another company.
- With Affiliates: We may share Your information with Our affiliates, in which case we will require those affiliates to honor this Privacy Policy. Affiliates include Our parent company and any other subsidiaries, joint venture partners or other companies that We control or that are under common control with Us.

- With business partners: We may share Your information with Our business partners to offer You certain products, services or promotions.
- With other users: when You share personal information or otherwise interact in the public areas with other users, such information may be viewed by all users and may be publicly distributed outside.
- With Your consent: We may disclose Your personal information for any other purpose with Your consent.

Retention of Your Personal Data

The Company will retain Your Personal Data only for as long as is necessary for the purposes set out in this Privacy Policy. We will retain and use Your Personal Data to the extent necessary to comply with our legal obligations (for example, if we are required to retain your data to comply with applicable laws), resolve disputes, and enforce our legal agreements and policies.

The Company will also retain Usage Data for internal analysis purposes. Usage Data is generally retained for a shorter period of time, except when this data is used to strengthen the security or to improve the functionality of Our Service, or We are legally obligated to retain this data for longer time periods.

Transfer of Your Personal Data

Your information, including Personal Data, is processed at the Company's operating offices and in any other places where the parties involved in the processing are located. It means that this information may be transferred to — and maintained on — computers located outside of Your state, province, country or other governmental jurisdiction where the data protection laws may differ than those from Your jurisdiction.

Your consent to this Privacy Policy followed by Your submission of such information represents Your agreement to that transfer.

The Company will take all steps reasonably necessary to ensure that Your data is treated securely and in accordance with this Privacy Policy and no transfer of Your Personal Data will take place to an organization or a country unless there are adequate controls in place including the security of Your data and other personal information.

Delete Your Personal Data

You have the right to delete or request that We assist in deleting the Personal Data that We have collected about You.

Our Service may give You the ability to delete certain information about You from within the Service.

You may update, amend, or delete Your information at any time by signing in to Your Account, if you have one, and visiting the account settings section that allows you to manage Your personal information. You may also contact Us to request access to, correct, or delete any personal information that You have provided to Us.

Please note, however, that We may need to retain certain information when we have a legal obligation or lawful basis to do so.

Disclosure of Your Personal Data

Business Transactions

If the Company is involved in a merger, acquisition or asset sale, Your Personal Data may be transferred. We will provide notice before Your Personal Data is transferred and becomes subject to a different Privacy Policy.

Law enforcement

Under certain circumstances, the Company may be required to disclose Your Personal Data if required to do so by law or in response to valid requests by public authorities (e.g. a court or a government agency).

Other legal requirements

The Company may disclose Your Personal Data in the good faith belief that such action is necessary to:

- Comply with a legal obligation
- Protect and defend the rights or property of the Company
- Prevent or investigate possible wrongdoing in connection with the Service
- Protect the personal safety of Users of the Service or the public
- Protect against legal liability

Security of Your Personal Data

The security of Your Personal Data is important to Us, but remember that no method of transmission over the Internet, or method of electronic storage is 100% secure. While We strive to use commercially acceptable means to protect Your Personal Data, We cannot guarantee its absolute security. [Children's Privacy](#)

Our Service does not address anyone under the age of 13. We do not knowingly collect personally identifiable information from anyone under the age of 13. If You are a parent or guardian and You are aware that Your child has provided Us with Personal Data, please contact Us. If We become aware that We have collected Personal Data from anyone under the age of 13 without verification of parental consent, We take steps to remove that information from Our servers.

If We need to rely on consent as a legal basis for processing Your information and Your country requires consent from a parent, We may require Your parent's consent before We collect and use that information. [Links to Other Websites](#)

Our Service may contain links to other websites that are not operated by Us. If You click on a third party link, You will be directed to that third party's site. We strongly advise You to review the Privacy Policy of every site You visit.

We have no control over and assume no responsibility for the content, privacy policies or practices of any third party sites or services.

[Changes to this Privacy Policy](#)

We may update Our Privacy Policy from time to time. We will notify You of any changes by posting the new Privacy Policy on this page.

We will let You know via email and/or a prominent notice on Our Service, prior to the change becoming effective and update the "Last updated" date at the top of this Privacy Policy.

You are advised to review this Privacy Policy periodically for any changes. Changes to this Privacy Policy are effective when they are posted on this page.

Contact Us

If you have any questions about this Privacy Policy, You can contact us:

- By email: info@LCA.edu.mt

REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All staff and students at LCA

The Reasonable Adjustment and Special Consideration policy aims to support those who require additional support during the examinations (pre-assessment special considerations) or whose performance is affected by extenuating circumstances (post-assessment special considerations) such as illness during, or immediately prior to the examination / test / assessment.

Student is responsible is to inform LCA at the time of enrollment i.e. while registering, of their additional needs to enable adequate adjustments to be made to the assessment process. This will give LCA and its team a sense on how better we can serve the students need.

REASONABLE ADJUSTMENT (Pre-assessment)

Reasonable adjustment should be put in place before the student starts the assessment. Academic team should identify whether any action is needed to help reduce the effect of a disability or difficulty, which will place a learner at a substantial disadvantage in the assessment. Reasonable adjustments must not, however, affect the reliability of assessment outcomes or give a learner an advantage over other learners undertaking the same or similar assessments.

The key to reasonable adjustment is that it must not affect the validity or reliability of assessment, influence the outcome of assessment, or give the learner(s) an unfair assessment advantage, but may involve:

- ✓ Changing usual assessment arrangements. ✓ Adapting assessment materials. ✓ Providing assistance during assessment. ✓ Re-organizing the assessment physical environment. ✓ Changing or adapting the assessment method. ✓ Alternative ways of presenting responses.
- ✓ Using assistive technology.

The work produced following the application of a reasonable adjustment must be assessed in the same way as the work from other learners and be available for external quality assurance, where required.

Examples of reasonable adjustments as defined by the above categories, are listed below.

- ✓ Allowing extra time, for example, assignment deadline extension ✓
 - Using different assessment location ✓ Use of colored overlays, low vision aids, etc. ✓ Use of assistive software.
 - ✓ Assessment material in large format or braille ✓ Use of readers and/or scribes.
 - ✓ Practical assistants
 - ✓ Assessment Material

Applying Reasonable Adjustment

Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. Allowing reasonable adjustment is dependent upon how it will facilitate access for the learner. A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- ✓ Affect the validity or reliability of the assessment. ✓ Give the learner (s) in question an unfair advantage over other.

LCA applies reasonable adjustment in a transparent and unbiased manner. All reasonable adjustments made must be recorded using the Reasonable Adjustment Form, please refer to 'Reasonable Adjustment Form' attached to this document.

Once completed, these would be held by LCA in the learner's file for future referrals and statistics. It is the responsibility of the Academic Manager to ensure implementation of the Reasonable Adjustment.

Assessing Achievement

LCA will ensure that for all internal assessment, achievement is given only for the skills demonstrated by the learner and that reasonable adjustments do not compromise the outcomes of assessment.

SPECIAL CONSIDERATION (Post-Assessment)

Special Consideration is an allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted is not intended to fully compensate for the difficulty the learner faced at the time of assessment and can only be a small adjustment to ensure that the integrity of the assessment is not compromised.

Special consideration cannot give the learner an unfair advantage or mislead anyone about the learner's achievement. The learner's results must reflect real achievement in assessment and not potential ability.

Special consideration can only seek to go some way to assist a learner affected by a potentially wide range of difficulties, emotional or physical, which may influence their performance. It cannot remove the difficulty faced by the learner. There will be situations where learners shouldn't be entered for an assessment if you think that it is unlikely that they can meet the standard required. Only minor adjustments can be made to the achievement because to do more than this would risk the standard of the qualification.

Special Consideration may be applied where Performance in an assessment is affected by circumstances beyond the control of the student, for example, recent personal illness, accident, bereavement; or a Part of an assessment was missed due to circumstances beyond the student's control. Applications for special consideration can only be made on a case-by-case basis and separate applications must be made for each student.

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive):

- ✓ Terminal illness of the learner ✓ Terminal illness of a parent ✓ Recent bereavement of a member of the immediate family ✓ Serious and distributive domestic crises leading to acute anxiety.
- ✓ Incapacitating illness of the learner ✓ Severe car accident ✓ Recent traumatic experience such as death of a close friend or distant relative ✓ Flare-up of severe congenital conditions such as epilepsy, diabetes, severe ✓ asthmatic attack ✓ Recent domestic crises ✓ Recent physical assault trauma
- ✓ Broken limb on the mend

LCA will put arrangements in place to enable a learner, in extenuating circumstances, to complete an assessment(s) and thus achieve the qualification. Only when this is unsuccessful should an application for special consideration be made. All applications for special consideration can only be made on a case-by-case basis and thus separate applications must be made by the individual learner. The only exception to this is where a group of learners has been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application is permissible. In this situation, however, a list of learners affected should be attached to the application. Applications for special consideration should be submitted to LCA accompanied by:

- ✓ Completed Special Considerations Form (Attached hereto in this document)
- ✓ The learner's transcript of record of achievement whilst at LCA
- ✓ Evidence to support the application such as a medical certificate, a doctor's letter, a statement from the invigilator (if relevant), or any other appropriate independent evidence.

The Academic Manager is responsible to approve and authorize all applications for special consideration. Applications must be submitted to LCA within seven days of the assessment having taken place. Following receipt, LCA will usually give a decision within a further ten working days. **Complying with Policy**

LCA understands that failure to comply with the requirements contained within this policy document could lead to assessment malpractice, which may impact on the learner's result. Failure to comply is defined as any or all the following: ✓ Where applicable, putting in place arrangements without LCA's written approval.

- ✓ Exceeding the allowance agreed by LCA
- ✓ Agreeing delegated adjustments that are not supported by evidence.
- ✓ Failing to maintain records.
- ✓ Failing to report delegated adjustments when requested to do so by awarding body
- ✓ Implementing delegated adjustments that affect the validity and reliability of assessment compromises the outcomes of assessment or gives the learner in questions an unfair assessment advantage over other learners undertaking the same or similar assessment

REASONABLE ADJUSTMENT FORM

Course Studying	
Student Name	
Email Address	
Direct Contact Number	

I, the student, would like to request for Reasonable Adjustment. I have provided my justification below:

Brief explanation of the condition:

Brief explanation of the request

Do Your Require: () Rest Period () Extra Time () Reader / Scribe () Large Font Print () Other

Supporting documents attached

I confirm that the information on this form is true and accurate and I agree with LCA processing my data.

Student Name	
Student Signature	
Date	

OFFICE USE ONLY

Staff Name	
Contact Information	
Feedback	
Staff Signature	
Date	

SPECIAL CONSIDERATION FORM

Course Studying	
Student Name	
Email Address	
Direct Contact Number	

I, the student, would like to request for Special Considerations. I have provided my justification below:

Brief explanation of the condition:

Brief explanation of the request:

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I have attached all supporting documents to support my request above. I declare that the information given on the form is correct and complete to the best of my knowledge and belief. I understand that provision of false information or failure to inform LCA of changes to my condition could result in disciplinary action being taken against me and could result in my examination results being declared void.

Student Name	
Student Signature	
Date	

OFFICE USE ONLY

Staff Name	
Contact Information	
Feedback	

Staff Signature	
Date	

SOCIAL MEDIA POLICY

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All members at LCA

Social Media Policy applies to all the students, staff, faculty and marketing team at LCA.

Social media which is the use of popular apps such as Facebook, Twitter, Instagram and others; is today one of the best and quickest options to reach out to vast audiences, get your message out via advertising, co- branding or guest blogging with influencers. Basically create a voice and make it heard. Whilst it is a blessing to have such power; one needs to be wary of its pitfalls should it be used negatively. Please follow the policies below before positing any social media posts or ads related to or involving or speaking on behalf of LCA.

Marketing & Social Media Department positing on behalf of LCA

The marketing department is responsible to place ads, post messages and visuals to increase the brand awareness of LCA and to get a voice in the brand market. The marketing department must follow the following:

- A. All the messages being posted or art work being created should convey a message that is authentic.
- B. *Admission Emails*: The messages related to admissions or programs must carry LCA logo, the course title in full as registered with MFHEA, the credits of the course and the level it is approved at. Besides a contact number or email must be provided
- C. *Information Emails*: Any emails related to providing any non-admission information which may / may not be issued by LCA or on behalf of a government department or an announcement in the press must be verified and the source of the information must be provided in the message below the post, to allow the reader to check the authenticity directly.
- D. *Religious or Political messages*: LCA does not permit any political or religious messages to be conveyed through its official social media sites. LCA is an equal opportunity institution and does not support or condone any institution of political and religious affiliation.

Any posts or emails or social media blogs should be respectful, transparent in nature and clear in its research and accurate.

Posts by Staff and Faculty on their profiles

The staff and faculty members are the pride of LCA and we encourage them to amplify the message and branding of LCA. Any posts or blogs made by them must identify them and the *fact that the views are their own opinion and do not represent the views of LCA necessarily.*

The posts or blogs must be well researched and accurate, non-political/non-religious and non-hurtful to any ones sentiments. We urge all faculty and staff to urge responsibility and care before posting anything. If you are unsure about the blogs/posts nature you are free to meet with the Academic Manager and clarify.

Posts by Students on their profiles

Youth can strengthen the voice of the institution and amplify our mission and reach. We encourage them to amplify the message and branding of LCA. Any posts or blogs made by them must identify them and the *fact that the views are their own opinion and do not represent the views of LCA necessarily.*

The posts or blogs must be well researched and accurate, non-political/non-religious and non-hurtful to any ones sentiments. We urge all students to urge responsibility and care before posting anything. If you are unsure about the blogs/posts nature you are free to meet with the Faculty / Academic Manager and clarify.

Liability Statement:

All parties, staff, students, faculty and members of LCA must be aware that by law you are liable for whatever you post online, irrespective of the social media platform that you are using and whether or not this is owned by yourself or another party. Any comments deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts) could have serious repercussions today or in the future. Also keep in mind your future employment.

It is normal for embassies to conduct searches on applicant's social media before approving their visas for travel or study. Anything you say today can have a long term impact on you in time to come.

STAFF AND FACULTY CODE OF CONDUCT

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All staff and faculty at LCA

The policy is designed for communication of expected behavior of the faculty and staff at LCA. The policy highlights the accepted and unacceptable code of conduct.

FACULTY

Faculty members are the lifeblood of LCA. We maintain our faculty in high regard. We expect them to be always ahead of their game in terms of knowledge and readings to be able to contribute to the teaching sessions.

FACULTY EXPECTATIONS AND STANDARDS

In accordance with these guidelines, a faculty member, in accepting a course contract at LCA, assumes the following obligations:

- ✓ To fulfil classroom assignments with professional skill and efficiency by preparing thoroughly,
- ✓ presenting professional appearance and behavior, starting classes promptly and conducting them for the full allotted time
- ✓ To be interested in the academic progress and the personal welfare of the students and conger with them frequently in and out of the classroom
- ✓ To facilitate an informal yet professional environment which enhances learning through the exchange of ideas between all students and faculty
- ✓ To ensure that faculty and students have the opportunity to share information in the classroom about the background and experiences of one another as an additional way of professional learning and to respect the value of those varied experiences
- ✓ To respect and support colleagues in instruction and in administration by avoiding adverse criticism in discussions with students or persons not affiliated with LCA
- ✓ To be present at all faculty meetings, department meetings, commencement, and additional training and development events as appropriate

- ✓ To take part in additional activities - - academic, professional or community - - that promote the public welfare, advance the profession, enhance the academic status of the faculty member or contribute to the prestige of LCA
- ✓ To serve on those academic or administrative committees that consider matters relating to academic procedures and educational policy
- ✓ To continue scholarly and professional development through such means as public lectures, research and/or publishing
- ✓ To prepare, submit, proctor and grade examinations according to administrative requirements
- ✓ To keep records (attendance, grades, etc.) in accordance with administrative requirements ✓ To submit all grades to the Registrar's Office by the grade submission cut-off date listed on the current Payroll Schedule

Unacceptable Faculty Behavior

Conduct inconsistent with the academic standards of LCA and any abuses of policies and procedures will be met with appropriate disciplinary action. Examples of this kind of unacceptable behavior are listed below but by no means considered to be all-inclusive. If there are any questions, immediately contact the Director. ✓ misuse of LCA documents or unauthorized use of LCA facilities, personnel or property ✓ disruption of LCA activities ✓ any abuse or endangerment of any person on LCA property or at a LCA-sponsored activity at an off-campus location

- ✓ theft or damage of LCA property ✓ non-compliance with any LCA policies and procedures, including campus policies and procedures
- ✓ conducting business for personal gain not related to LCA instructional services or operations
- ✓ not maintaining academic and ethical standards expected by the LCA
- ✓ not providing students with the level of instruction and faculty support expected by LCA community
- ✓ use, possession or distribution of drugs or alcoholic beverages while participating in LCA sponsored activities
- ✓ disorderly conduct, indecent or expression in/on LCA owned or controlled property ✓ harassment of any kind ✓ failure to comply with LCA officials acting in the performance of their duties ✓ accepting bribes or gifts of any kind to increase grades

- of students ✓ Not submitting the assessment feedbacks in a timely manner to the students
- ✓ Not submitting the final grades to the Academic Manager ✓ Not attending scheduled faculty meets and training

Should a member of faculty be found to not follow the code of conduct, he/she will be given verbal and then written warnings and if the same continues LCA will either remove them from the roster or not repeat them in future courses. If the violation of the code is severe and has the strength to cause any material damage to the reputation of LCA, harm a student or group of students morally or otherwise LCA will apply sanctions. Such sanctions may entail formal disciplinary action and/or criminal action, depending on the nature and seriousness of the actions.

GENERAL STAFF

Staff includes the entire non-teaching team at LCA. They would be the face meeting the students and the backend staff managing their records. They would be the management team to the smallest category employee. They are crucial to smooth running of LCA.

Expected behavior of the Staff

- ✓ *Professional Courtesy and Respect* - All staff are to extend professional courtesy and respect towards their colleagues, students, visitors at LCA.
- ✓ *Integrity* – All staff are to portray integrity, honesty and fairness in all they do during their time at LCA
- ✓ *Compliance with Regulations* - The staff are required to comply with LCA's regulations and procedures.
- ✓ *Act professionally with students and teachers* - Maintain professional boundaries and avoid inappropriate relationships with students, improper physical contact, abusive or offensive language, inappropriate remarks and inappropriate communication via any form of media. ✓ *Professional Dressing* - Dress decently and appropriately as per their role at LCA. Even if they are on zoom meetings to maintain professional backdrops and wear a formal attire as would be expected in a personal meeting. ✓ Equal treatment to students and staff of all nationalities and faith.

- ✓ Safeguarding property of LCA at all times ✓ Maintaining confidential all records at LCA that are meant to be confidential **Unacceptable Behavior of the Staff**
- ✓ Give any negative comments or remarks on social media or any media that would be seen as if it represents the views of LCA
- ✓ Express controversial views on religion, nationality or faith in any form is unacceptable. Staff must adopt the fact that LCA will have students and staff of all faiths, nationalities and regions with different beliefs and different practices.
- ✓ Accept gifts or bribes or any favors in exchange for any special treatment to the students or staff. Small token gifts maybe accepted as long as they are not oblige the staff to make any favorable decisions in favor of the student or other staff. Token gifts above 100 Euro must be registered with LCA.
- ✓ Sharing or disclosing any documents or records that are meant to be confidential at LCA unless advised in writing by the Director's office
- ✓ Not attending scheduled meetings ✓ Damaging or renting out any property belonging to LCA.

Should a staff be found to be following unacceptable behavior, he/she will be given a warning at first, a second written warning and finally be removed from the position. This will be practiced in a situation the violation is negligible and doesn't affect the reputation of LCA. In an event, the behavior leads to a violation that may affect the reputation of LCA, finances of LCA or its standing in the community – LCA will be forced to apply Sanctions. Such sanctions may entail formal disciplinary action and/or criminal action, depending on the nature and seriousness of the actions.

Staff malpractice

Any deliberate action by a member of staff that has the potential to undermine the integrity of the assessment process. The following are examples of malpractice by centre staff; this list is not exhaustive and other examples of malpractice may be considered by LCA at its discretion.

- ✓ failing to keep any marking schemes secure ✓ alteration of any LCA mark schemes
- ✓ alteration of LCA's assessment and grading criteria ✓ assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner

- ✓ producing falsified witness statements, for example for evidence the learner has not generated
- ✓ allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework
- ✓ facilitating and allowing impersonation ✓ misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- ✓ failing to keep learner computer files secure ✓ falsifying records/certificates, for example by alteration, substitution, or by fraud ✓ fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment
- ✓ failing to keep assessment/examination/test papers secure prior to the assessment/examination/test
- ✓ failing to validate the identity of learners taking an examination/test ✓ obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.
- ✓ Improper assistance to candidates.
- ✓ Inventing or changing marks for internally assessed work (course work or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made. ✓ Fraudulent submissions that could lead to false claims for certificates. ✓ Inappropriate retention of certificates.

Procedures used to deal with the above Staff Malpractice

- ✓ Where the Center discovers or suspects an individual, or individuals, of malpractice it will conduct an investigation in a form commensurate with the nature of the malpractice allegation.
- ✓ Such an investigation will be initially undertaken by the Director, who will interview all personnel linked to the allegation.
- ✓ The Center will make the individual(s) aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of possible consequences should malpractice be proven.
- ✓ The investigation will proceed through the following stages:
 - Preliminary investigation, conducted by the appropriate Department, into the allegation to determine whether a full investigation is necessary. If the

- allegation appears to have substance, then all assessments by this member of staff should be halted until the investigation is complete
- Should it be determined that a full investigation is necessary it shall be conducted by an independent Investigation Officer appointed by the Director.
 - ✓ During the investigation the Center will give the individual the opportunity to respond to the allegations made.
 - ✓ All stages of the investigation shall be documented by the person leading the investigation.
 - ✓ The individual will be informed of the avenues for appealing against any judgments made.
 - ✓ The Investigation Officer shall produce a report of their findings for the attention of the Director.
 - ✓ For cases of staff malpractice, the Directors will decide whether to invoke the Staff Disciplinary Procedure.
 - ✓ Where the Investigating Officer report indicates that the student assessment is suspect or flawed, then the relevant policies (Plagiarism etc) should be consulted for appropriate penalties.

Monitoring and Evaluation ✓ Internal monitoring/verification of assessment activity within each department will include malpractice checks. ✓ Evidence of both assessment and internal verification/moderation must be available for auditing by the Directors.

STUDENT COMPLAINTS POLICY

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All students, faculty and staff at LCA

STUDENT COMPLAINT AND APPEAL POLICY

Academic Complaint: Assessment and Grade Related Appeal

Students have a right to appeal against the grades they have been allotted by their faculty member. The purpose of this appeal is to reconsider the decision of modifying the grades. The student can do so if they strongly believe that:

- d. The Assessment has not been prepared fairly and the information provided was inaccurate or incomplete thus disadvantaging the student
- e. The teacher has used personal bias in grading the student
- f. The assessment was not designed keeping in mind the special needs of the student which was disclosed / shared at the time of enrolment.

Stage 1 The student is advised to as a first step, very informally, check with the faculty member as to why a certain grade has been issued and give the faculty the opportunity to explain. The student if not satisfied with the explanation, has the option to write a formal request appealing the grade to Academic Manager.

Stage 2 In the written request, the student is requested to include the course title, unit title, faculty name, grade received, date, the conclusion from the meeting with the tutor and the specific reason(s) for appealing the grade. This should be filed within 5 calendar days of the release of the grade.

In this stage, the Academic Manager and his/her team will conduct necessary background check on the request and arrange a meeting with the faculty member to get formal feedback on the assessment in question, against which the grade appeal is filed. Feedback will be prepared of the findings and communicated to the student.

Appeal of the decision- Should the student be still unsatisfied, he/she may appeal / request to raise it to an external verification. The same assessment will be graded by a 3rd party trainer not related to this case or known to both the parties. Their grade issued will be considered the final grade.

A formal written request for grade appeals must be submitted no later than 5 calendar days after grades have been reported by the administration. There would be a fee involved for the process which would be refunded if the complaint raised was accurate.

Non-Academic Complaints

It is normal for students to have issues which they wish to raise and these maybe of non-academic nature. In this instance, the student is encouraged to adapt two options – first the informal approach and the second If the first fails, the formal approach.

Informal Resolution: The student must approach the Student Services and Relationship Department and meet one of the representatives. The respective officers are well trained to understand that issue and give some suggestions on how to handle it. They will listen to the concern and if it's regarding a staff or another faculty member, they will choose to speak to them and understand better with a view to close this informally. The student would also be encouraged to connect on an informal level with the person in question, and request closure between them.

Formal complaint: In an event the student fails to get a satisfactory closure through the informal process, they would be asked to file a formal complaint to LCA. The formal complaint of Non-Academic complaint would go to the Academic Managers' office if it is regarding a faculty member or a non-academic procedure related issue. IF the complaint is about a member of staff, then the complaint would be raised to the Human Resources. If the complaint is about the Academic Manager, then the complaint would be escalated to the Directors' office. If it's about the Director, then it would involve a 3rd party involvement or a panel.

The Academic Managers office would be required to:

- d. learn the complete nature of the issue that has led to the complaint
- e. that the effort made during the informal addressing and why that was unsatisfactory and if an informal resolution path was not adopted what was the reason behind that
- f. what resolution is the student seeking to achieve

The above would all be in writing.

The Academic Manager would study the above and then conduct his/her own investigation into the matter and issue a written response to the student within 15 calendar of the complaint (at maximum 30 calendar days). The outcome in the above cases, after complete study would be:

- a. Dismissal of the complaint
- b. Mutually accepted closure of the complaint by the complainant and the defendant in form of a settlement between them
- c. Should the complaint be accepted as accurate, effort will be found to make redressal of the complaint

The Academic Manager will in 7 calendar days after the outcome send a formal letter to parties concerned.

Appeal of the decision

There is a chance that given the outcome, the student would not be satisfied with the same. The student has 7 calendar days to raise an appeal to the decision of the management. This appeal can be made to the Director of LCA. No appeals shall be heard if no evidence is submitted together with the appeals form, unless this is duly justified upon application. Individuals must provide substantive justification and argumentation as to why no evidence can be provided.

Within 7 calendar days the complainant must identify the matters that are yet not resolved or addressed. Any appeals filed after 7 days won't be heard.

The matter will again go to the Academic Managers office who will determine if there is a case to be discussed or not. In case they believe there is no case, the Academic Managers office can end the Appeal procedure.

In an event there is a case, a complaint review panel is formed to take it up within 15 working days. This panel will review and make suggestions on the appeal. The panel will identify a chairperson who will be from LCA faculty or staff team and not directly connected with the student or whom the student has filed complaint against. The chairperson will head the appeal and ask the appellant to provide the complaint, all evidences and related to the review panel. This will be shared with all members for input. A hearing date will be announced and informed to all. The appellant will be permitted to attend with a friend / family member.

Any written evidences not received before the hearing will not be considered. Should the appellant not attend the hearing and not inform the review panel ahead in time, the appeal will be considered closed. In an event the appellant informs the panel ahead in time with a valid reasoning, the panel will offer a new date for hearing. The notes of the review panel will be recorded and prints released to the appellant and the parties involved.

External Review

If the complainant has exhausted the internal procedures of LCA, and is not satisfied with the outcome he/she may request that the case to be reviewed by an Independent External Reviewer.

The findings of any case considered by an Independent External Reviewer shall be considered directly by the Director of LCA.

The Director of LCA shall take the recommendations of the external reviewer into account in reaching a final decision about any action that should be taken in response to the complaint. The decision of the Director of LCA is final and there shall be no further appeal against this decision.

Report and Use of Formal Complaints to the Academic Board

- ✓ The Academic Manager shall keep a record of all formal complaints that are made. This will include formal complaints that are progressed through the Complaints Procedure and those which are resolved informally at some stage in the Complaints Procedure. The Academic Manager shall keep a record of the types of complaints, those making complaints and how each complaint was resolved. The Academic Manager shall make an annual report, in the March of each year and present in the Executive and Academic Board meeting. The report will include:
 - ✓ The number of formal complaints lodged in the system ✓ The number satisfactorily addressed at Informal Stage ✓ The number of complaints that proceeded Formal Complaint stage ✓ The number proceeding to independent review.

Notes:

No anonymous complaints will be heard.

Evidence will be required for the appeal stage

STUDENT COMPLAINT FORM

Course Studying	
Student Name	
Email Address	
Direct Contact Number	
Date of Complaint	
Complaint Against	() Another Student () Faculty member () Staff member () General

Kindly elaborate on the nature of the complaint:

Kindly explain the outcome expected by yourself:

LCA encourages the student to as a first step to resolve the complaint directly with the party involved on an informal level. Please confirm if you have tried to resolve the complaint informally, prior to reporting to LCA officially? If no, please attempt to resolve the issue with the party involved informally first. If you have attempted, please write outcome below.

OFFICIAL USE

Complaint Receive on	
Name of Manager	

Date to reply to the student	
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INVESTIGATION REPORT BY MANAGER

Complaint Receive on	
Investigation concluded on	
Report shared with student on	

Details of Investigation

The investigation is to be shared with the student formally. The student has 15 calendar days to reply to the investigation or raise any queries.

Was the investigation concluded	
Notes if any	
Date of Conclusion	
Date of Notification to the student	

Manager Name:
Signature

Date:

ESCALATED INVESTIGATION OF DIRECTOR

Complaint Escalated on	
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Details of Escalated Investigation

The investigation is to be shared with the student formally. This report is considered
final.

Director Name:

Signature

Date:

ANTI BRIBERY AND CORRUPTION POLICY

Policy version	1
Designed on	20 March 2023
Designed by	Director
Applicable to	All staff and faculty at LCA

1 Introduction

1.1 Bribery and corruption remain a major issue across all businesses and the education sector must be away from this for all the right reasons. If bribery occurs anywhere in our business, it will affect our business poorly.

1.2 Involvement in bribery and corruption exposes LCA and relevant individuals to a criminal offence. It will also damage our reputation and the confidence of our customers, suppliers and business partners (stakeholders).

1.3 LCA's position is simple: the Company conducts its business to the highest legal and ethical standards. The Company will not be party to corruption or bribery in any form. Such acts would damage the Company's reputation and expose the Company, and its employees and representatives, to the risk of fines and imprisonment. If at any point you are unsure about whether a particular act constitutes bribery or if the question around whether something is an act of bribery flags in your mind, you should raise it with the Director or the HR department.

1.4 LCA runs its business with integrity and in an honest and ethical manner. All of us must work together to ensure that our business remains untainted by bribery or corruption. This policy is a crucial element of that effort and is the personal responsibility of the Director, it has the full support of the Company's board, and it is the Director's commitment to make sure it is followed. However, the policy needs the full support of you, our staff, to make it work.

1.5 This policy sets out the steps all of us must take to prevent bribery and corruption in LCA's business in order to comply with relevant legislation and the LCA's requirements. It does not form part of any employee's contract of employment and we may amend it at any time.

2 What are bribery and corruption?

2.1 A **'bribe'** is a financial or other advantage offered, promised, requested or given to induce a person to perform a relevant function or activity improperly, or to reward them for doing so. In this context, a 'financial or other advantage' is likely to include cash or cash equivalent, gifts, hospitality and entertainment, services, loans, preferential treatment in a tendering process, discounts etc. The timing of the bribe is irrelevant and payments made after the relevant event will still be caught, as will bribes that are given or received unknowingly. It is not necessary for the individual or Organisation actually to receive any benefit as a result of the bribe.

2.2 **'Bribery'** includes offering, promising, giving, accepting or seeking a bribe.

2.3 **'Corruption'** is the misuse of office or power for private gain.

2.4 All forms of bribery and corruption are strictly prohibited.

This means that no person must:

2.4.1 give or offer any payment, gift, hospitality or other benefit in the expectation that a business advantage will be received, or to reward any business received;

2.4.2 accept any offer from a third party that you know or suspect is made with the expectation that we will provide a business or personal advantage for them or anyone else (an example being an offer from a parent in exchange for better test results for their child); and

2.4.3 Give or offer any payment (sometimes known as a 'facilitation payment') to a government official in any country to facilitate or speed up a routine or necessary procedure.

2.5 No person must threaten or retaliate against another person who has refused to offer or accept a bribe or who has raised concerns about possible bribery or corruption.

2.6 It does not matter whether the bribery occurs in the Malta or Abroad. A corrupt act committed abroad may well result in a prosecution in the Malta. Nor does it matter whether the act is done directly or indirectly.

3 Who can be involved in bribery and in what circumstances?

3.1 Bribery and corruption may be committed by anyone working for us or on behalf in any capacity, such as our employees, officers or directors, anyone they authorize to do things on their behalf, our representatives and other third parties who act on our behalf, our suppliers and even our customers.

3.2 The provisions of this policy therefore apply to all those listed in paragraph 3.1 above.

3.3 Bribery can occur in both the public and private sectors. The person receiving the bribe is usually in a position to influence the award or the progress of business, often a government or other public official.

4 The legal position on bribery and corruption

4.1 Bribery and corruption are criminal offences in most countries where we do business.

5 Who is responsible for this policy?

5.1 The Director of LCA has overall responsibility for this policy cross LCA. The Academic Manager and faculty members have responsibility for it in their departments.

6 Gifts and hospitality

6.1 We forbid any of our staff from soliciting any gift or hospitality in the course of their work for us.

6.2 We also forbid any of our staff from offering or receiving from any person or Organisation who has had, has or may have any influence over our business any gift or hospitality which is unduly lavish or extravagant or otherwise inappropriate, or which could be seen as an inducement or reward for any preferential treatment. We regard the following to be inappropriate (the list is not exhaustive):

6.2.1 a personal or corporate gift to a value in excess of 100 Euros;

6.2.2 hospitality to a value in excess of 100 Euros;

6.2.3 any gift that includes cash or a cash equivalent (such as vouchers);

6.2.4 any gift or hospitality given or received in secret; and 6.2.5 any gift or hospitality given or received in your name rather than our name.

7 Records

7.1 It is essential that we keep full and accurate records of all our financial dealings. Transparency is vital; false or misleading records could be very damaging to us. Under money laundering regulations our lawyers and accountants are obliged to report anything which appears to be irregular.

7.2 You must therefore declare and properly record (in writing) all hospitality and gifts given or received. You must also submit all expenses claims relating to hospitality, gifts or payments to third parties in accordance with our prevailing expenses policy and procedure and properly record the reason for the expenditure.

7.3 All accounts, invoices, credit notes, purchase orders and other records relating to dealing with third parties (including suppliers and customers) must be properly prepared in accordance with our prevailing practices and requirements and with accuracy and completeness. No account may be kept 'off book'.

8 Monitoring 8.1 The Director of LCA will monitor the policy regularly to make sure it is being adhered to.

9 What to do if you think something is wrong

9.1 Each of us has a responsibility to speak out if we discover anything corrupt or otherwise improper occurring in relation to the business. If you are offered a bribe, or are asked to make one, or if you discover or suspect that any bribery or corruption has occurred or may occur, you must report it in accordance with the procedure set out in our Whistleblowing Policy as soon as possible. You can do this anonymously. You must make your report as soon as reasonably practicable and you may be required to explain any delays.

10 Compliance with this policy

10.1 The Company takes compliance with this policy very seriously. Failure to comply puts both individuals and LCA at risk.

10.2 Individuals may commit a criminal offence if they fail to comply with this policy. The criminal law relating to bribery and corruption carries severe penalties.

10.3 Because of the importance of this policy, failure to comply with any requirement of it may lead to disciplinary action under our procedures, and this action may result in dismissal for gross misconduct. Any non-employee who breaches this policy is liable to have their contract terminated with immediate effect.

10.4 If you are in doubt about anything in this policy, do not hesitate to contact your line manager or the HR department.

STUDENT COMPLAINT FORM

Course Studying	
Student Name	
Email Address	
Direct Contact Number	
Date of Complaint	
Complaint Against	(<input type="checkbox"/>) Another Student (<input type="checkbox"/>) Faculty member (<input type="checkbox"/>) Staff member (<input type="checkbox"/>) General

Kindly elaborate on the nature of the complaint:

Kindly explain the outcome expected by yourself:

LCA encourages the student to as a first step to resolve the complaint directly with the party involved on an informal level. Please confirm if you have tried to resolve the complaint informally, prior to reporting to LCA officially? If no, please attempt to resolve the issue with the party involved informally first. If you have attempted, please write outcome below.

OFFICIAL USE

Complaint Receive on	
Name of Manager	

Date to reply to the student	
------------------------------	--

INVESTIGATION REPORT BY MANAGER

Complaint Receive on	
Investigation concluded on	
Report shared with student on	

Details of Investigation

The investigation is to be shared with the student formally. The student has 15 calendar days to reply to the investigation or raise any queries.

Was the investigation concluded	
Notes if any	
Date of Conclusion	
Date of Notification to the student	

Manager Name:
Signature

Date:

ESCALATED INVESTIGATION OF DIRECTOR

Complaint Escalated on	
------------------------	--

Details of Escalated Investigation

The investigation is to be shared with the student formally. This report is considered
final.

Director Name:

Signature

Date:

FACULTY END OF COURSE SURVEY

Course	
Instructor	
Term of Teaching (MM/YY)	

1. How many students have completed this course?						
2. Was the class size for this course:	Too Large	Appropriate	Too Small			
3. How many times have you taught this course for LCA	1 to 3	4 to 6	7 to 9	More		
4. How many different courses have you taught at LCA	1 to 3	4 to 6	7 to 9	More		
5. Have you taught the course	Online	On-campus				

6. Please click on the following rating where applicable

How were the student's foundation skills/knowledge base for the course in the areas of:	Excellent	Good	Acceptable	Fair	Poor
Critical Thinking					
Presentation					
Research					
Team work					
Computing					
Writing Skills					

7. Overall Satisfaction in teaching this course

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Questions	Faculty comments	Administrative Follow-Up
How do you think the course outcomes reflect what the students need to know?		
Was the allotted time adequate to cover course content? If not, what changes could be made?		
Based on conversations with students, how well do you think LCA's student services meet student needs?		
How was the course depth and breadth appropriate for the course level?		
How well did the textbook cover course content, engage students and enhance learning?		
What support resources were available and were they adequate (e.g., other staff, LRC, equipment etc)		

How was the overall environment of the learning platform (classroom or online learning)		
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Faculty Candidate Presentation Evaluation Form

Date: _____

(For Evaluations done online using Video, please evaluate all relevant)

CANDIDATE _____

ASSESSOR

Title/Topic of Presentation

BASED ON LCA PROGRAM/COURSE:

Level of Presentation: ::J Undergraduate

::J Graduate

::J
Doctorate

Use the following scale to determine your perception of the Presenter's ability to teach at LCA.

- 5 = Excellent** Demonstrates exceptional awareness, skill and, knowledge
- 4 = Good** Demonstrates above average awareness, skill, and knowledge
- 3 = Satisfactory** Demonstrates average awareness, skill and knowledge and may need some training prior to entering a LCA classroom
- 2 = Needs Development** Demonstrates some skill and/or knowledge and will require training prior entering a LCA classroom
- 1 = Unsatisfactory** Demonstrates limited or no awareness, skill, and knowledge

Instructional design/content	rating	N / A
The presentation was designed for the audience.	1 2 3 4 5	

The opening/introduction included an outline of the content and objectives.	1	2	3	4	5	
The presentation was designed for the appropriate level of students.	1	2	3	4	5	
The presenter evidenced knowledge in the selected content.	1	2	3	4	5	
The content presented seemed current.	1	2	3	4	5	

The content presented was practical and applied to the work setting	1	2	3	4	5	
Learning aids used enhanced understanding of the content.	1	2	3	4	5	
A summary or closure was provided at the end of the presentation.	1	2	3	4	5	
The presentation met stated objectives	1	2	3	4	5	
<u>Comments:</u>						
presentation style	rating					N / A
The presenter dressed appropriately.	1	2	3	4	5	
The content was presented logically.	1	2	3	4	5	
The presenter spoke clearly and used voice intonations and body gestures appropriately.	1	2	3	4	5	
The presenter demonstrated awareness of and sensitivity to the learning needs and styles of the individuals in the audience.	1	2	3	4	5	
The presenter used language at a level appropriate to the topic and audience.	1	2	3	4	5	

The presenter used both verbal and non-verbal communication strategies and techniques to enhance the learning experience.	1 2 3 4 5	
The presenter demonstrated confidence in the classroom setting.	1 2 3 4 5	
The presenter created an atmosphere that was conducive to learning.	1 2 3 4 5	
The presenter generated enthusiasm.	1 2 3 4 5	
The presenter kept me interested in learning about this content/topic.	1 2 3 4 5	
<u>Comments:</u>		

Interaction with audience	rating	N / A
The presenter involved the audience in the presentation.	1 2 3 4 5	
The presenter solicited comments and questions from the audience.	1 2 3 4 5	
The presenter actively listened to questions and comments.	1 2 3 4 5	
The presenter was able to respond to questions in a concise and understandable way.	1 2 3 4 5	
<u>Comments:</u>		

Based on your participation in this assessment please indicate your decision on this candidate:

Do not Hire ::J

Hire but would require ::J

Hire ::J

specific training/development

Judging from your experience, do you believe this candidate would be able to provide effective learning experiences:

At the undergraduate level C
Doctorate level C

At the graduate level C

At

STUDENT AGREEMENT (GENERAL TERMS AND CONDITIONS)

This agreement shall govern the relationship between LONDON COLLEGE OF ARTS MALTA, hereinafter referred as 'LCA' and

_____ bearing ID Card/Passport Number _____ hereinafter referred to as 'the student'. By accepting an offer to study at LCA and by completing the process of registration, enrolment and following the Admissions Board approval, LCA and the student are agreeing to abide by the terms of this agreement (by signing this Student's Agreement you confirm the acceptance of all Terms & Conditions).

- ✓ The subjects of Politics and any discriminatory comments or remarks regarding political belief, race, ethnicity, origin, gender, age, sexual orientation, language, disability and religion are not allowed on LCA campus or on the Dilton platform.
- ✓ The student shall have the right to obtain the assessment results upon having completed the necessary assessment requirements of the program or parts thereof on condition that the student satisfies all his/her _____ obligations.
- ✓ Student is to inform LCA if there is any change to the academic or personal information that was provided at admission, registration or enrolment stage as soon as is reasonably practicable.
- ✓ Overseas students are obliged by law to provide LCA with any change in their contact details that include their residential address and telephone number in Malta, as well as a contact address overseas following the completion of their studies.
- ✓ Students opting to pay their tuition fees periodically shall adhere to the payment terms agreed and respect entirely the due dates of payments as per terms agreed. Failure to settle periodic due payment will result in students not being able to continue their studies until payment is settled. It is in the student's interest to ensure that payment dates and terms are fully adhered to.
- ✓ Institution Default Clause: LCA is in default and hence obliged to refund the student the tuition fees only which have been paid for the purpose of studying in Malta, when:
 - ✓ LCA cancels the said program;
Provided that; program schedules, content and any other items related to the program may be subject to change due to various circumstances which might arise throughout the duration of the program and are beyond the control of institution. Whilst LCA would ensure that such changes are communicated to students once they are officially available, LCA cannot be held liable for such changes.

LCA fails to issue assessment results to the student upon the student having completed the necessary assessment requirements of the program or parts thereof.

- ✓ Student Default Clause: The student is in default and hence not eligible for a refund of tuition fees and any other expenses incurred for the purpose of studying in Malta: - ✓ When the student withdraws from the program either before or after the agreed start date; ✓ Where the student, not having previously withdrawn from the program, fails to start the program on the agreed start date;

- ✓ Where the student fails to pay an amount they were directly or indirectly liable to pay to LCA in order to undertake the program (this applies to all methods/terms of payments chosen by the student);
- ✓ Where the student is suspended or expelled from the program due to disciplinary measures taken by the institution:
- ✓ Where a student is issued with a visa, or in the eventuality where the student is in breach of any condition in relation to their visa.

- ✓ Cancellation and Refund Procedures:

- ✓ A student shall be refunded or partially refunded the tuition fees only when: -
 - a. Failure to obtain a Visa
 - b. A student may exercise the right to be refunded or partially refunded the tuition fees when LCA is at default as per Clause 6 of the Student Agreement.

A student may apply for a refund in writing to the Head of Institution. The claim should clearly state the reason for such request and include all relevant details.

Paid Applications fees, Visa Fees and all other fees other than tuition fees only are not refundable.

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

- ✓ LCA is associated with a number of players in the industry who may; from time to time be looking to employ the skills you acquire through programs offered at the same institution. As part of our student development program we may wish to recommend your skills to prospective employers in the industry. Tick this box if you do not wish your details to be forwarded to potential employers.

- ✓ LCA will hold your personal data on their database. This information may be accessed, reviewed and used by the designated staff within LCA for administrative and marketing purposes. The institution, or its approved suppliers, may also send you details of products and services you may be interested in. If you do not wish to receive such information, please tick the box.

- ✓ The personal information provided in this form will only be processed for the purpose of program administration and shall be processed in accordance with the provision of the Data Protection Act, Cap 440 of the Laws of Malta. Certain information may be forwarded by LCA to the government Ministries or entities to allow the said Ministries and/or entities to

measure the take up of any scheme launched by the same Ministry or for other research or statistical purposes.

- ✓ If the student applies for any scheme or loan for part or full financing of his/her studies with the institution, the full responsibility for such schemes or loans lies with the student and LCA cannot be held liable for any changes / terminations / suspension of such schemes or loans. Furthermore, LCA cannot be held accountable if the organization awarding the financing scheme or loan fails to honor its commitments towards the student. In any case, the full program fees should be honored in full by the student to the institution.
- ✓ LCA may take photos from time to time which can be used for marketing and/or promotional purposes including print and social media. If you do not wish to feature on such material you are kindly being requested to send an email on study@LCA.edu.mt

I do hereby authorize LCA to process the data contained in this form for the above -stated purposes. I have read the above Students' Agreement and agree with all of its Terms and Conditions.

Course Studying	
Student Name	
Email Address	
Direct Contact Number	
Signature	

STUDENT END OF COURSE (EOC) FEEDBACK FORM

This form may be used online to gather information from the students at the end of each course or as an editable PDF form to be circulated to students for completion. Purpose of the EOC feedback form is to receive feedback from the students regarding the faculty and the course outcomes being achieved.

Course	
Instructor	
Term of Study	

TEACHING APPROACHES

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The instructor stimulated my interest in the subject.					
2. The instructor managed classroom time and pace well.					
3. The instructor was organized and prepared for every class.					
4. The instructor encouraged discussions and responded to questions.					
5. The instructor demonstrated in-depth knowledge of the subject.					
6. The instructor appeared enthusiastic and interested.					
7. The instructor used a variety of instructional methods to reach the course objectives (e.g group discussions, student presentations, etc.)					
8. The instructor challenged students to do their best work.					

FEEDBACK AND ASSESSMENT

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Information about the assessment was communicated clearly.					
10. Feedback was provided within the stated timeframe.					
11. Feedback showed how to improve my work (e.g., corrections including comments).					

RESOURCES AND ADMINISTRATION

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. The course was supported by adequate library resources					
13. DILTON (LMS) resources for the course were useful					
14. Instructor gave guidance on where to find resources					

ADDITIONAL QUESTIONS

	Yes	No
15. Instructor was available outside of the class time (on request) to answer queries		

16. Instructor advised to avoid plagiarism / academic misconduct		
17. The syllabus was explained at the beginning of the course		
18. The course was delivered as outlined in the syllabus		
19. Instructor explained the grading criteria of the course.		
20. Exams related to the course learning outcomes		

OVERALL EXPERIENCE	Yes	No
This was a worthwhile class		
I would recommend the course to another student		

What would you like to see improved in the course?

What was the best thing you liked about the instructor / faculty member?

What did you like least about the instructor / faculty member?

Please add any constructive comments here:

Thank you so much for your time and honest feedback. It will help LCA improve the course.

OPTIONAL:

Student Name	
Student ID	
Course of Study	
Email	