

# QUALITY ASSURANCE GUIDE



# MISSION STATEMENT

MEDICAMPUS intends to educate students and professionals to be curious individuals with in-depth scientific knowledge, comprehensive technical and professional skills, providing them with all the required knowledge and skills through lectures, trainings, and other essential activities.

MEDICAMPUS aims to grant its students the possibility to become exceptionally skilled in the field, whether it comes to dedicated clinicians, public health professionals, scientists, and educators. MEDICAMPUS wants to ensure that its graduates will have a positive impact not only on the health of individuals, but also globally. This goal will be made possible by the highest quality of education and preparation for the respective fields.

MEDICAMPUS thus focuses on providing society with health equality, social justice, teamwork, and equality of opportunity.

In our opinion, a diverse leadership is a crucial foundation for any progress to be achieved. This applies also to the students. Culturally, ethnically, and racially diverse student body leads to better cooperation, acceptance, and reduction to any disparities in health status.

MEDICAMPUS intends to have its students' body full of highly motivated students whose goals match the goal of MEDICAMPUS. This will be achieved thanks to a deep and complex review of all the applicants and their skills, leading to a diverse student body.

This process aims to identify and select those students, that have the potential to become experts and bring value in their fields and contribute to the diversity of the student body. This will be achieved thanks to the complex review of the applicants, taking into mind not only their knowledge, but also their values, intellect, goals, motivation, and character, since all these factors influence a candidate's potential to bring value to society.

To achieve everything mentioned above, MEDICAMPUS, its students, and its staff commit to all the following, in our opinion core and fundamental, values:

## **HIGH SKILL**

We aim to educate our students to reach high levels of excellence, leading to an outstanding health care.

## **SOCIETY**

We aim to lead our students, our staff, and the faculty as whole towards acceptance in regards to diversity, to treat every part of society with respect and compassion.

## **SOCIAL CONSCIENCE**

We aim to help those in need, to advocate for those that needed to be advocated for, to address social issues with appropriate response. To reach social justice and health care equality.

## **EXPERTISE**

We aim to lead every student towards the ability to provide people with the highest possible health care, to lead our students towards the ability to work in teams and constant self-improvement.

Our core values lead to

1. Acceptance, through diversity, to prevent discrimination of any kind.
2. Freedom of thought and expression.
3. Excellence, through knowledge, to improve society.

# **STANDARD 1: POLICY FOR QUALITY ASSURANCE**

In a highly competitive global economy, quality assurance in higher education institutions has become an increasingly important topic at both local and international levels. MEDICAMPUS implements an internal quality assurance system that contributes to its quality in vocational education and training (VET) and to increased transparency and consistency in its qualifications, thus promoting trust, mobility of its students and lifelong learning.

Quality assurance includes all activities needed to provide effective services for students during the educational process in all aspects and refers to the set of procedures adopted by higher education institutions through which quality is maintained and enhanced.

All qualifications accredited by external, or partner institutions follow the standard regulations, policies and procedures of MEDICAMPUS, and the quality assurance specifications set out in the franchising agreements signed between the parties.

Quality assurance is effective when it refers to the core of the higher education activities, and when its result is made public. This Quality Assurance Guide (QAG) will be made public on the Institute official website to ensure complete transparency of the overall accountabilities of MEDICAMPUS.

In ensuring the quality of the Master of Medicine program offered by Trakia University in collaboration with a foreign provider, our IQA document delineates specific processes, protocols, and responsibilities across various dimensions.

Firstly, regarding curriculum development, our collaborative approach involves regular reviews and updates to ensure alignment with international standards and evolving medical practices. Faculty training constitutes a crucial aspect, with a structured program in place to equip educators with the latest pedagogical techniques, medical advancements, and cross-cultural competencies.

Assessment methodologies are carefully designed to be rigorous yet fair, incorporating both formative and summative assessments to measure student learning outcomes effectively. In terms of student support services, comprehensive initiatives are implemented to provide academic guidance, pastoral care, and access to resources, fostering a conducive learning environment for all students.

Ongoing monitoring and evaluation mechanisms are established to continuously assess program effectiveness, with regular feedback loops informing iterative improvements. Through these robust processes and protocols, both Trakia University and the foreign provider uphold their shared responsibility to deliver a high-quality medical education that meets international standards and prepares graduates for success in their professional endeavours.

MEDICAMPUS has designed the QAG to ensure full commitment towards the 11 standards of the national qualification's framework of Malta. The QAG is a formalized written commitment to quality including the followings:

1. A comprehensive set of policy and components of the Quality Assurance (QA) framework to conduct the processes of QA process at MEDICAMPUS:

- Academic Integrity Policy
- Academic Freedom Policy and Procedure
- Equal Opportunity and Non-Discrimination Policy
- Assessment Policy and Appendixs
- Mitigating Circumstances Policy
- Staff Training Policy
- Student Feedback Policy
- Feedback to Students Policy
- Stakeholder Engagement Policy
- Academic Appeals Procedure
- Student Complaints Procedure
- Use of Facilities Policy and Procedures
- Appointment Process

2. A description of requirements, instruments and procedures for the implementation and interaction of the QA process across the Institute.

MEDICAMPUS aims to achieve the highest quality possible when it comes to education and thus here in this section a brief information regarding the policies discussed in the following standards is provided.

First, MEDICAMPUS will achieve financial credibility by working with a predefined budget and a financial plan tailored for every year by the Director of Finance with the aid of several professionals. These will be supported by corresponding financial activities as controlling, planning and internal audit, more on this topic in Standard 2.

To keep the Institute up to date with the industry requirements, the creation of new programs will be discussed regularly as mentioned in Standard 3. Standard 10 develops this topic further, with information on the evaluation of the already existing programs to ensure all of them are up to date and fulfill the modern-day requirements. These programs are reviewed regularly involving students and other stakeholders.

Being a modern Institute, MEDICAMPUS aims to bring out the best of students by not only giving them new knowledge, but also by teaching them how to become beneficial members of society. The possibility of individual study plans, studies filled with lectures, internships and consultations all lead to achieving this. Furthermore, standard 4 describes the areas for internal evaluation, including academic standards, learning opportunities, research activities, community involvement and the effectiveness of quality management. Most importantly, academic integrity is important at MEDICAMPUS.

MEDICAMPUS takes responsibility to award credit for honestly conducted work, and it is the responsibility of each student to ensure that they demonstrate academic integrity by using information appropriately and in accordance with copyright and privacy laws, not presenting the work of other people as their own, conducting research ethically, and reporting truthfully on their research.

To ensure the most suitable applicants are chosen, MEDICAMPUS has an established system of choosing applicants, which is described in detail in

standard 5. The same standard also describes the exact process of enrollment and information regarding the interruption of studies including the exact process from the application to execution. Furthermore, types of examination, description of grades, and the guidelines for professors creating the examination dates are included.

In order to guarantee a high level of expertise among the teaching staff, MEDICAMPUS has developed a recruiting process, including several rules and the description on how a vacancy is filled. Additionally, Standard 6 provides information on the job and minimum criteria of the Managing Director, Academic Advisory Board, the Dean, Professors and Associate Professors.

MEDICAMPUS guarantees learning resources and student support to be on an adequate level through appropriate funding of teaching and learning activities. This is achieved by students having access to a Digital Campus full of learning and research materials, which is managed by the Student Office. Besides that, MEDICAMPUS has physical resources, such as classrooms and IT infrastructure. Furthermore, students are provided with tutors that are allocated to tailor the needs of every student and to support their academic development as mentioned in Standard 7.

Standard 8 further develops the Digital Campus and the Student Card. The topic of financial, customer support and student information management are also included in the aforementioned standard. Students are also granted rights to access their records, the records being available only to parties that have either a permission from the student, or under special circumstances in accordance with the European law.

In order to ensuring the integrity, reliability, suitability, and continuous availability of the technological infrastructure the MEDICAMPUS technological infrastructure is based on the renowned cloud-based school management system denominated Classter.

Lastly, standard 9 focuses on the materials MEDICAMPUS uses to get the attention of public and the materials MEDICAMPUS uses to keep its graduates, students, and stakeholders with up-to-date information.

The Purposes of the QAG is to:

1. Provide a detailed written document that describes the Quality Assurance System with commitment statements identifying requirements and application of academic international standards including ISO 21001:2018.
2. Describe the processes of specific activities and identify the tools used to implement each process and activity.
3. Set out the procedures for planning quality assurance and enhancement of teaching & learning, research, academic programmes, quality of management, and quality audit.
4. Describe the controls for each element of the Quality Assurance System as to what, when, where, who, and how the activity or service, which can be audited, is being implemented.

The terms ‘what’, ‘when’, ‘where’, ‘who’, and ‘how’ are defined as follows:

- a. **What:** identifies the activities which affect the quality process at different levels of the Institute,
- b. **When:** indicates the point of time the activity is required to be performed,
- c. **Where:** identifies the location(s) at which the activity is performed,
- d. **Who:** identifies the individual by title within the Institute, at any level, that is responsible for performing the activity, and
- d. **How:** identifies the technique (planning & accomplishment) used to achieve quality (e.g., procedures, work instructions, forms, etc.).

5. Provide an Institute audited working document with sufficient and adequate “controls” to retain its functionality permitting future revisions of Quality Assurance System.
6. Set out key features of the Institute's strategic approach to quality management.
7. Describe MEDICAMPUS’s quality framework and standards for academic activities and services.
8. Assure the evidence of senior management’s commitment to establish and maintain adequate and effective Quality Management System.



The QAG must be, periodically reviewed to ensure its continued appropriateness in the light of any contemporary internal and/or external developments. The QAG will be:

- Internally endorsed by the Managing Director on development or review, prior to approval by the Dean or other delegated authority.
- Internally reviewed by the Student Office every three years from the date of approval.
- Feedback or comments on this policy is welcomed by the Student Office.

In a culture of quality enhancement, all stakeholders have a responsibility to contribute to achieving a shared vision and objectives for young people's learning and wellbeing. The stakeholder engagement in these processes underlines the importance of processes that are open and inclusive (Please refer to the "Stakeholder Engagement Policy").

Stakeholder engagement in the design of quality assurance processes allows for a grassroots approach to identifying local needs and resources, and to identifying the types of qualitative and quantitative data that may be used to measure improvement. Stakeholder engagement in the design of quality assurance processes also ensures that expertise of students, professors, institute leaders, civil society, the private sector, and others is utilised.

At MEDICAMPUS, we uphold a commitment to excellence in academic operations to ensure the delivery of high-quality education and training. As part of our quality management system, it is essential to clarify the role of MEDICAMPUS as the entity responsible for overseeing all academic operations, including faculty management and related activities.

Academic Operations Oversight:

MEDICAMPUS serves as the central authority for all academic operations within our institution. This includes the management and supervision of faculty members, academic staff, and related educational activities.

MEDICAMPUS is entrusted with the following responsibilities:

### ***Faculty Management***

- Selection and appointment of qualified faculty members.
- Oversight of faculty development and training programs.
- Monitoring faculty performance and adherence to academic standards.

### ***Curriculum Development***

- Collaboration with faculty to design and update academic programs.
- Ensuring alignment of curriculum with industry standards and educational best practices.
- Continuous improvement of course content and learning outcomes.

### ***Student Support Services***

- Providing academic guidance and support to students.
- Facilitating student-faculty interactions and academic advising.
- Ensuring a conducive learning environment for student success.

### ***Quality Assurance***

- Implementing quality assurance measures to maintain academic standards.
- Conducting regular academic audits and assessments.
- Addressing any academic issues or concerns promptly and effectively.

### ***Collaboration and Communication***

- MEDICAMPUS works collaboratively with academic departments, faculty members, and relevant stakeholders to ensure the seamless operation of academic activities. Open communication channels are established to facilitate the exchange of information, feedback, and best practices among all parties involved in academic operations.

## ***Continuous Improvement***

- MEDICAMPUS is dedicated to continuous improvement in academic operations. Through regular evaluation, feedback mechanisms, and data-driven decision-making, we strive to enhance the quality of our academic programs, faculty performance, and overall educational experience for our students. By clearly defining MEDICAMPUS as the entity responsible for academic operations oversight, we reinforce our commitment to academic excellence, quality assurance, and student success within our institution. This section of the quality manual outlines the pivotal role of MEDICAMPUS in managing and enhancing academic operations to ensure the delivery of high-quality education and uphold academic standards.

MEDICAMPUS recognises the validity of all feedback mechanisms including email, telephone, surveys, in-class feedback, forums and formal and informal mechanisms. In general, this is received through stakeholder-initiated feedback and MEDICAMPUS initiated feedback.

### ***Stakeholder Initiated Feedback***

Feedback initiated by the stakeholder may be received in the following ways:

- email phone or written correspondence, facilitated by the publication of relevant contact details on the MEDICAMPUS websites.
- representation on appropriate governing boards and committees.
- informal discussion with a MEDICAMPUS staff member.

### ***MEDICAMPUS Initiated Feedback***

Stakeholder feedback may be initiated by MEDICAMPUS in the following ways:

1. Student Feedback (Please refer to the “Student Feedback Policy”)
2. Staff Feedback

MEDICAMPUS empowers staff members to provide feedback on all aspects

of MEDICAMPUS life through:

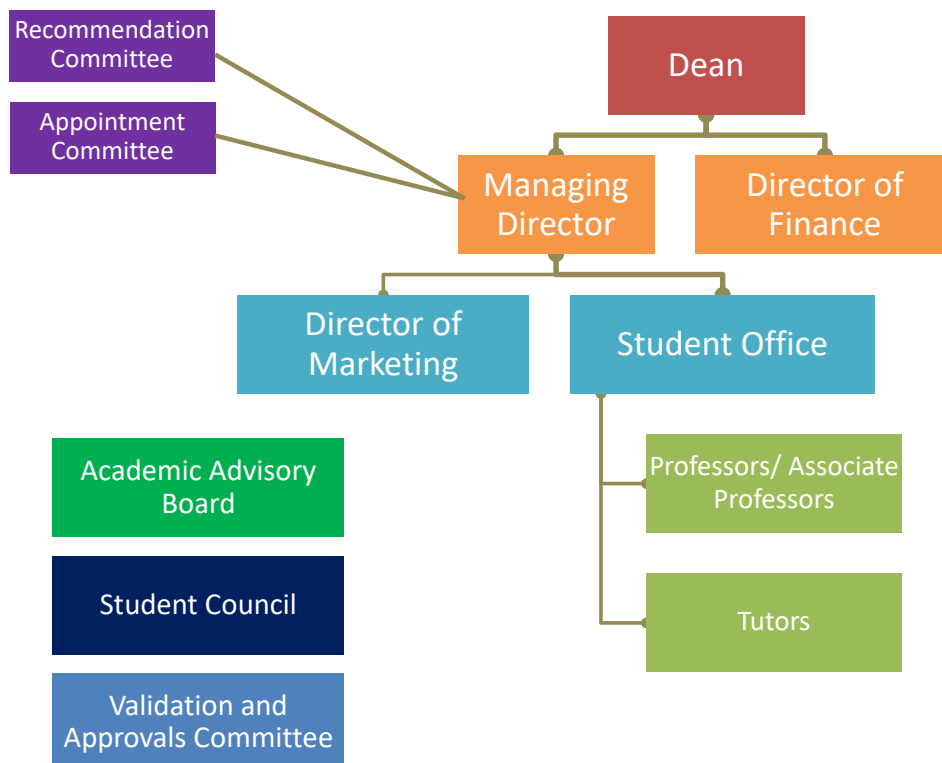
- staff meetings (formal and informal).
- staff satisfaction surveys.
- staff newsletters/bulletins/announcements.
- representation on appropriate governing boards and committees.

### 3. External Stakeholder Feedback

Feedback is also sought from other MEDICAMPUS stakeholders, including alumni, private agencies, industry partners, academic peers. These stakeholders will be invited to participate in annual meeting sessions to ensure that the external perspective is considered appropriately.

## ORGANISATIONAL AND GOVERNANCE STRUCTURE

### Organizational Chart



The Dean is the principal academic officer of the MEDICAMPUS. The responsibilities of the Dean of the Institute include the leading of the Institute, overall quality of MEDICAMPUS, he or she has primary responsibility for QA at MEDICAMPUS and he or she will be also the official representative of the Institute.

The Dean is responsible for, but not limited to, academic planning, enhancement of programs, curriculum, teaching, scholarship and service, professional and regional accreditation (Please refer to the "Appointment Process" for the nomination of the Dean, the Managing Director and all the other employees of MEDICAMPUS).

Furthermore, the following will be included:

- Managing Director, responsible for law regulation. Furthermore, responsible for the Institute development and evaluation, student recruitment, advising, budget development, and allocation of resources, the administration, and the financial management of the MEDICAMPUS, and to represent the MEDICAMPUS to external and internal bodies.
- Director of Marketing, responsible for effective promotion of the Institute towards media and potential applicants.
- Student Office, responsible for all learning associated activities and needs, including the student support services, online platform and information system, applications and providing the Dean with new approaches to education.
- Director of Finance, responsible for all financial-related activities of MEDICAMPUS, described in detail later in the document.
- Members of the Academic Advisory Board, having long-term experience, provide non-binding strategic advice to the management of the Institute.

Other employees, including Professors, Associate Professors, Tutors, etc.

As soon as MEDICAMPUS starts operating, a Student Council, comprised of interested students, will be assembled. The goal of each respective Student

Council will be to represent the needs and opinions of the students at the corresponding Institute. One representative of the Student Council, the president of the Student Council shall be nominated to be present at the meetings of the Academic Advisory Board in instances when students related topic are being discussed.

## **STANDARD 2: INSTITUTIONAL PROBITY**

The role of the Director of Finance is the contribution of any financial and accounting information, including any analyses, predictions and recommendations that would lead to financial well-being of MEDICAMPUS. Furthermore, the Director of Finance is also going to be responsible for all the tasks a Managing Director would have to take care of in the initial phase.

The Director of Finance is an experienced person, with over than 10 years of experience in the field. At least a master's degree at an Institution of Higher Education, or a college, in the Management or Finances field is also required to ensure a high level of skill and knowledge besides having a rich experience.

The role of Managing Director is going to be handled by the Director of Finance only during the beginning. Considering this, as soon as these two roles will be handled by two different people, the Managing Director is going to be hierarchically above the Director of Finance, meaning the Director of Finance will be reporting to the Managing Director.

The Managing Director is also an experienced person besides holding a business-related degree with several years of professional experience in positions that include similar responsibilities and tasks.

## **FINANCES**

The Director of Finance, will be responsible for the following regarding the budget policy:

- Setting a goal – The main purpose of the Director of Finance is setting a financial goal that leads to the financial well-being of the company.
- Preparing a financial plan and budget allocation – The Director of Finance will be responsible for creating several financial plans that will lead to achieving the goal. This will be done thanks to the aid of several professionals, including professional accounting, tax planning, controlling and internal audit. The budget plan will be in accordance with all the necessary reporting obligations regarding the relevant legislation

and it will be as transparent as possible, to ensure the management and other executive employees will have access to important information regarding financial decisions.

- Controlling and evaluation – Besides the responsibilities mentioned above, the Director of Finance will also be in charge of controlling if the financial plan is followed by each of the departments assigned with a budget and whether the current state of MEDICAMPUS is leading to a successful fulfillment of the set goal. This will occur on an annual and monthly control system, which will be in accordance with the standards of the country.

The Dean, the Managing Director and the Director of Finance are responsible for choosing the plan.

MEDICAMPUS will contract local tax specialists for the tax advice and filing of the income tax declaration. MEDICAMPUS's financial reporting will be in accordance with IFRS/Malta-GAAP standards. MEDICAMPUS will also conduct an annual audit of the annual report by the auditing firm in accordance with International Standards of Auditing (ISA).



## **STANDARD 3: DESIGN AND APPROVAL OF PROGRAMMES**

MEDICAMPUS employs a two-stage formal approval process for new programs to ensure alignment with its vision, strategy, and resource possibilities. The formal approval process is initiated and overseen by the Managing Director, who holds the responsibility of deciding whether to develop and submit a new accreditation program in accordance with the standards and guidelines set forth by the MFHEA (MEDICAMPUS's relevant accrediting body). The Managing Director receives support from the Dean, the Director of Marketing, and the Director of Finance throughout this process.

During the first stage, which is overseen by the Managing Director, the aims of the program and the rationale for its need are evaluated. The goal at this stage is to prevent duplication of effort, ensure clarity and achievability of intended learning outcomes, and guarantee the availability of all necessary resources to deliver the program to the specified standard.

In the second stage, the Dean takes the lead, focusing on the details of teaching and learning methods as well as assessment techniques to be adopted in delivering the program. This stage also involves external peer review, which may result in further enhancements of the original proposal.

### **STEP-BY-STEP PROCESS OF PROGRAMME DESIGN**

1. Identification of a need to introduce a new Programme/Course through experience and knowledge obtained in the field including through the news, scientific break-throughs, student feedback and market demand. Our staff are encouraged to raise opinions and ideas whenever inspiration spark through their experiences and knowledge. They can raise these opinions and ideas, including on the need for a new programme, to the Managing Director at any time.
2. After such exchange of ideas, if the Managing Director decides (based on their professional judgement and experience) that the programme will be beneficial to both students and the Institute, the Managing Director supported

by the Dean, the Director of Marketing, and the Director of Finance will hold a meeting to discuss the details of a new programme, the education methods as well as the valuation techniques to be implemented in delivering the programme. This also includes external and internal review which may lead to additional improvements of the original proposal.

Stakeholders and students will be actively involved in developing new programmes course and will be invited to make a review of them during a meeting with the Managing Director (Please refer to the "Stakeholder Engagement Policy").

3. The development of course content to achieve learning outcomes including duration, level, teaching methods, materials and forms of assessments and the definition of the minimum requirements for teaching staff are done through discussions with relevant academic staff with suitable experience.

4. The design of the courses are in line with the Malta Qualifications Framework (MQF) and the Malta Referencing Report 2012 and its updates.

5. Assignment of appropriate ECTS to programme and courses is done by the Managing Director in accordance with the guidelines provided by the European Qualification Framework.

6. Identification of resources required for programme including availability and appropriateness is performed by the Director of Finance. S/he looks at the availability of space, cost, human resources, and any other specific required resource to make sure the programmes are sustainable.

The design and development process of an accredited programme is designed so that programmes enable smooth student progression.

This makes it possible for the MEDICAMPUS to offer a clear progression route for as many of its programmes on offer as possible in order to ensure that student has the opportunity to obtain a qualification in the desired field. The information on student progression is available in the Programme Regulations.

## **TARGET AUDIENCE**

Considering the identity of MEDICAMPUS, the potential students, further referred as target audience, will not be limited only to Malta.

MEDICAMPUS intends on providing education in an international volume, which is supported with the fact that the programmes are provided both in English and Italian language. Naturally, the required age for a student to be able to apply, is 18 years and above. Admissions and Enrollment procedure and requirements are determined in the “Admissions and Enrollment” section of the QAG.

MEDICAMPUS programmes are designed with overall educational objectives that are in line with the institutional strategy including the intended learning outcomes.

## **COURSE APPROVAL PROCESS**

Following the design and development of the programme, an approval process is also done as follows:

### ***Initial Approval:***

The HOI will review the programme proposal and provide initial approval based on the programme's alignment with the Institute's strategic objectives and the MQF.

### ***Academic Review:***

The programme proposal will be reviewed by the relevant academic staff with suitable experience to ensure that the course content and learning outcomes meet the required standards.

### ***Stakeholder Feedback:***

Stakeholders and students will be invited to provide feedback on the programme proposal during a meeting with the HOI.

### ***Final Approval:***

The HOI will review the programme proposal based on the feedback from

stakeholders and academic staff. If the programme meets the required standards, the Managing Director will provide final approval for the programme.

***Implementation:***

Once the programme is approved, the necessary resources will be allocated, and the programme will be implemented according to the approved plan.

This step-by-step process ensures that the programme design is comprehensive, inclusive, and aligned with the Institute's strategic objectives and the MQF.

## **STANDARD 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT**

MEDICAMPUS cultivates a global learning environment, promoting analytical, creative, sustainable, and practical thinking in pursuit of academic excellence.

MEDICAMPUS is a teaching institution centre with the goal to promote superior quality education to students with emphasis placed on excellence, innovation, and flexibility.

MEDICAMPUS is focused on a strong vision of the intellectual and academic progress of its students. We support the sector of academic education with consistency, and we aim to be considered among our students as well as among parents, as the leading choice of high-quality education in Europe.

MEDICAMPUS's main priority is the continuous development of critical thinking, academic progress, and academic research spirit for each of our students.

So as to provide students with the best learning experience, MEDICAMPUS abides by the following set of core values:

### **INTERNATIONAL NETWORK**

MEDICAMPUS fosters close collaboration with top European Universities to provide the best education for our students (e.g., mobility activities through the erasmus+ program based on the inter-institutional agreements the Institute will establish with other european universities).

### **RESPECT FOR PEOPLE**

MEDICAMPUS recognizes that people are its most valuable asset, and it seeks to create a respectful, pleasant, and harmonious place to study.

### **ETHICS & INTEGRITY**

We proudly uphold the values of honesty and sincerity, while remaining fair and ethical when facing the most difficult situations.

## **EDUCATIONAL QUALITY**

Our goal is to reach the highest possible quality of education, leading to the best results.

## **ACADEMIC INTEGRITY**

MEDICAMPUS adheres to the highest ethical standards. Our principles are based on honesty, equal opportunity, and openness (Please refer to the "Academic Integrity Policy").

MEDICAMPUS's learning environment is engineered to enable students to achieve the stated learning outcomes of the programme, and assessment strategies are designed to align with these outcomes. Our approach enables the students to manage challenges, cultivating communication skills, teaching teamwork and quantitative reasoning.

The students will be supported in their studies with respect to their diversity and needs, by Institute supporting staff (Please refer to the "Standard 7" section in this document). The staff, in the form of Tutors, provide assistance to the students on a one-to-one basis. It is important that the students can demonstrate a clear appreciation of the scientific method and of the knowledge, skills and capacities needed for employment and the practice in your chosen field.

MEDICAMPUS is against intolerance of any kind or discrimination against the students or staff. Impolite behaviour towards students should be reported to our Chief Diversity Officer as a feedback/complaint following its procedures. Chief Diversity Officer will investigate the matter and resolve it mutually when possible (Please refer to the "Equal Opportunity and Non-Discrimination Policy").

## **STUDY PLAN**

A study programme, or a study field, is specified and conducted by study plans,

which stipulate particularly the time and content concurrence of subjects, the scope and form of the instruction and the manner of the verification of the study results. Study plans cannot be changed during the given study section. A study section equals one academic year.

The study plan is an explicit list of all the subjects, organised in academic years and divided in semesters. For each subject, the number of lessons is given, as well as the number of credits in accordance with standards and procedures in Malta, the form of studies of the given subject, the way of the conclusion of the subject and the name of the instructor responsible for the overall instruction of the subject.

The study plan also stipulates which subjects are mandatory for the given study programme or the study field and which optional, elective, or recommended. The study plans and these study and examination regulations enable students to prepare their own personal study plan, according to which they enter their subjects into their Study Record on the pre-enrolment.

For all the qualifications accredited by external or partner institutions, the study plan is defined by MEDICAMPUS in accordance with the recommendations of the external or partner institution.

## **INDIVIDUAL STUDY PLAN**

Based on their written application, a student may be assigned an individual study plan. Individual study plans are assigned by the Dean or by an authorised Vice Dean on the basis of a statement of all the involved Heads of the study fields (subjects). In individual study plans, especially the following is adjusted:

1. the duration of studies: it is possible to fulfil the requirements listed in the study programme for the given year of study in a period shorter than two semesters or longer. The decision will be assessed case by case based on the decisions of the Professors of each individual subject.

2. the organization of the mandatory part of studies.

An individual study plan is granted to a student especially for the following

reasons: health situation of the student, pregnancy and childcare, social situation of the student, simultaneous study at another Institute in Malta, simultaneous study abroad, approved transfer to a different study programme, demonstration of an extraordinary talent and so on. An approved individual study plan is binding for the student. For serious reasons, the student can request its change.

The rights and responsibilities of the student following an individual study programme remain unchanged.

## **SUBJECT SYLLABUS**

The subject syllabus delimits the content of the given subject and identifies the main instruction goals, and the main requirements students have to fulfil in order to complete it successfully. The syllabus is prepared by the Professor responsible for the overall instruction of the given subject, in cooperation with the teachers of the given study field. The syllabus can be discussed with student representatives, teachers of other study fields, and practicing professionals. The Head Teacher of the given study field (subject) in cooperation with the Student Office discloses an abridged version of the syllabus.

For all the qualifications accredited by external or partner institutions, the subject syllabi are defined by MEDICAMPUS in accordance with the recommendations of the external or partner institution.

## **STRUCTURE OF STUDIES**

The academic year is divided into the winter and summer semesters and the holidays. The beginnings of the semesters and the holidays are stipulated by the Dean. A semester comprises an instruction part, an examination period, a part for internships and courses. If the study plan says so, the mandatory instruction is held also during the period of summer holidays.

The studies are divided into years of study. One year of study is usually fulfilled by students in one academic year. If extraordinary reasons occur,



students may fulfil a year of study within a longer or shorter period by means of an individual study plan.

The beginning and end of the examination period in the individual years and programmes are specified by the Dean of the Institute.

The length of a lesson is stipulated by the Dean. The nature of the instruction permitting, the teacher may, upon an agreement with the students, shorten or omit the breaks between lessons.

## **FORMS OF INSTRUCTION**

In the case of the full-time form of studies, the study plan created within a study programme is realised by means of instruction forms such as lectures, seminars, tutorials, courses, internships, consultations, and other forms of instruction, which are held according to a regular, usually weekly, schedule.

## **FORMS OF THE ASSESSMENT OF STUDY PROGRESS**

The assessment of study progress at the Institute is either performed continuously, organised during the course of the study section, or as a final evaluation at the end of the semester or the study section (Please refer to the “Assessment Policy”).

The manner of the continuous assessment is determined by the teacher according to the goals of the instruction and the study requirements defined beforehand. The study requirements are disclosed by the Head of the subject in the syllabi at the beginning of each semester. MEDICAMPUS gives support to the teachers to further develop competences in their field, providing staff development workshops in all aspects of assessment recording and storing assessment data making sure academic regulations and policies are accessible and updated (Please refer to the “Staff Training Policy”).

Along the way, teaching staff monitor and observe the student community. They can jump in to provide input where it is productive - acting as a

monitoring and supporting entity instead of an entity which enforces (Please refer to the “Feedback to Students Policy”).

The continuous assessment of study progress is followed by the final evaluation of the student by means of a credit or examination. The teacher of each subject or its part is, at the end of each semester, concluded by one of these forms of final evaluation: a credit, or a credit followed by an examination. A credit and an examination are considered study requirements, and, by their fulfilment, students acquire an appropriate number of credits.

MEDICAMPUS is committed to promoting best practice, consistency, and rigour in assessment by ensuring numerous mechanisms to sustain the highest quality, ensuring that:

1. assessment is reliable with clear and consistent processes for the setting, marking, grading and moderation of assignments,
2. assessment is valid and effectively measures student attainment of the intended learning outcome,
3. assessment procedures are transparent, and criteria and methods by which students’ work is being judged are made clear to students, staff, and external examiners.

## **TUTOR**

Allowing students to increase their outputs and engagement through any psychological, didactic, or procedural support will be in the hands of a highly skilled team of Tutors who are experienced education practitioners. Thanks to this, the students will be able to focus on their studies much better and connect to the community on a higher level. In turn, this increases the engagement, output, and overall satisfaction of programme students.

## **USE OF PEDAGOGICAL TOOLS**

Qualifications at MEDICAMPUS are based on learning outcomes and the national level descriptors. Therefore, the pedagogical methods used are oriented around learning outcomes which are vocationally oriented.

The following are methods used:

1. Learner-centred classroom.
2. Process - cantered learning.
3. Teacher as an organiser of knowledge.
4. Teacher as a helper to learners in their learning.
5. Holistic learning focus.

The lecturers use mostly different methods of learning to engage students such as discussions, reading, videos, practical activities as well as try to place the students in situations where there is a lot of collaboration work.

Learning in small groups increases the students' motivation to learn, prepare and discuss topics. To reach that goal, we form dedicated small groups to solve study-related case work. This problem-based learning approach will endorse not only teamwork and communication skills, but also develop problem-solving and reflection skills.

In their pedagogical methods, lecturers include skills that the learners would make use of in the world of work. Learners are exposed to an environment that resembles the place of work where they can practice in a supervised manner.

## **STUDENT AUTONOMY IN LEARNING**

The Institute encourages a sense of autonomy in the learner while ensuring adequate guidance and support from the teacher through several initiatives, namely:

- a. Autonomy through involvement in student organisations.

Learners are encouraged to set up student organisations in order to enhance the

communication between the Learner and the Institute and hence the learning environment.

- b. Autonomy through practical activities and internships in the labour market.

Involving students in society and the workplace is one of MEDICAMPUS's main goals. This provides learners with a unique opportunity to learn through direct embedding, enabling them to acquire several transversal skills that they would not be able to obtain in the classroom. The theory phase of each course will lay the groundwork for the practical phase of each course.

For example, for the Master of Medicine Degree with Trakia University, this will allow students to apply the knowledge during the clinical rotation at the teaching hospitals, where students will engage with clinical experts in the field and continuously receive constructive feedback through work-place based assessment at the end of each course. Teaching hospitals will give students a physical insight into clinical practices from the third year of the curriculum and will complement theoretical teaching by allowing hands-on medical experience within a hospital.

- c. Autonomy through mobility.

The Institute is committed to participating in EU mobility programmes. Learners are encouraged to participate in placements as they become available during the academic year.

## **INTERNAL EVALUATION AREAS: STANDARDS, INDICATORS AND GUIDELINES**

The following five areas ensure the high-quality delivery of the respective didactic principles, creating a unique overall student experience:

- Area 1: Academic Standards

- Area 2: Quality of Learning Opportunities

- Area 3: Research & Other Scholarly Activities

Area 4: Community Involvement  
Area 5: Effectiveness of Quality Management

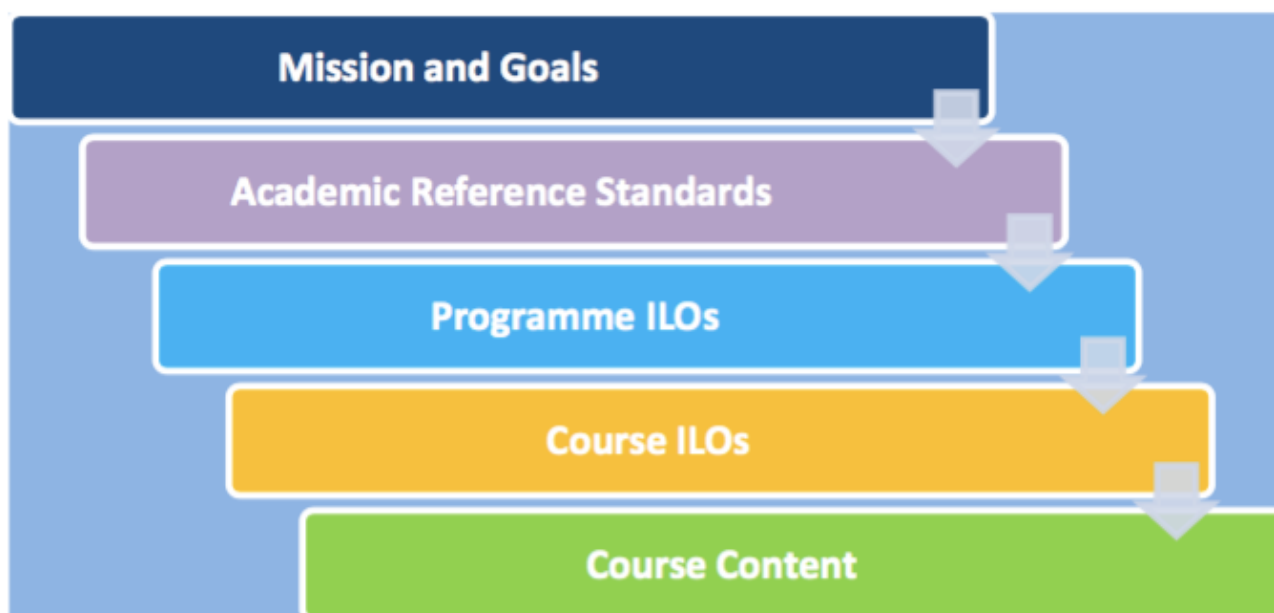
## **Area 1: Academic Standards**

The clarity of concepts on academic standards should be followed by developing a common understanding on quality of learning outcomes, which is one of the key objectives of whole process of integrating quality assurance.

### **Intended Learning Outcomes (ILOs)**

*Indicators and guidelines:*

1. Intended Learning Outcomes (ILOs) are the knowledge, understanding and skills which MEDICAMPUS intends to gain by its students/*and or* graduates completing a course/*and or* programme that are mission-related (Figure 1).



**Figure 1 - Intended Learning Outcomes (ILOs)**

2. Intended Learning Outcomes (ILOs) are written statements of what the student is expected to know, understand and be able to do after completion of

a learning unit, and should be written at the:

- PROGRAMME level
- COURSE/MODULE level

3. Intended Learning Outcomes (ILOs) should have applications in many locations for the purpose of:

- a. National recognition for qualifications and quality assurance.
- b. International recognition.
- c. Understanding of qualifications in society, for example by learner and employer.

4. Because Intended Learning Outcomes (ILOs) must focus on the result of learning, regardless of how or where that learning occurred, ILOs must tie together and align teaching & learning and student assessment (Figure 2). ILOs should be developed in order to serve and offer the potential for increased access to:

- a. Educational resources
- b. Teaching methods
- c. Course evaluation
- d. Student's assessment



**Figure 2: Learning Outcomes context process**

5. Intended Learning Outcomes (ILOs) should be “SMART”:

- a. Specific
- b. Measurable
- c. Appropriate
- d. Realistic
- e. Time bound

6. Intended Learning Outcomes (ILOs) represent the “minimal” acceptable level of performance that a student needs to demonstrate in order to be considered successful. ILOs should:

- a. Reflect broad conceptual knowledge and adaptive vocational and transferable skills.
- b. Reflect essential knowledge, skills, or attitudes.
- c. Focus on results of the learning experiences.
- d. Reflect the required end of the learning experience, not the means or the process.
- e. Represent the minimum performances that must be achieved to successfully complete a course or programme.
- f. Answer the question, "Why should a student take this course anyway?"

7. Intended Learning Outcomes (ILOs) should be classified into different categories (Table 1):

- a. Knowledge and understanding.
- b. Intellectual skills.
- c. Professional and practical skills.
- d. General and transferable skills.

Intended Learning Outcome (ILO)	What does it mean?	How to express it?
<b>Knowledge and Understanding</b>	The basic information and understanding that student/graduate should have gained upon completing the course/programme.	Define, list, illustrate, write, mention, describe, tell, explain, say, draw, trace, ...etc.
<b>Intellectual Skills</b>	The intellectual capabilities gained by the student/graduate after completing the course/programme such as: the ability to select from different choices, to conclude and discuss issues, solve problems.	Apply, analysis, reconstruct (synthesis), evaluate, conclude, formulate, criticize, measure, integrate, link, plan, interpret, suggest, compare, create, modify, ...etc.
<b>Professional and Practical Skills</b>	The capability to use academic material in professional applications	Collect, store, preserve, dissect, inject, design, perform, diagnose, ...etc.
<b>General and Transferable Skills</b>	The ability to communicate information effectively in writing, orally, and graphically The ability to Provide an effective and efficient presentation on specified topic	Communicate, present, Explain, Summarize, articulate, ...etc.

**Table 1: Intended Learning Outcomes Categories**

8. Intended Learning Outcomes (ILOs) should be measured by using a matrix to document the correspondence between the ILOs and the course/programme. To construct a matrix in order to map all ILOs and the contributions of each topic/course to the course/programme (Figure 3):

- Insert course/programme ILOs along first line of table.
- List all course topics/programme courses in left hand column.
- Insert X in each box where the achievement of a course/programme ILOs is contributed to by the corresponding topic/course.
- Include elements such as field training and internship.

Course		A1	A2	A3	B1	B2	B3	C1	C2	C3	D1	D2	D3	E1	E2	E3
Knowledge & understanding	K1	x		x		x			x		x		x			
	K2				x			x		x		x				
	K3	x	x			x										
	K4			x			x		x		x			x		
Intellectual Skills	I1	x				x			x				x			x
	I2				x		x				x					
	I3		x	x											x	
	I4			x		x				x						
Professional & Practical Skills	P1							x				x				
	P2											x				
	P3		x			x		x			x					
	P4			x										x		
General & Transferable Skills	G1	x				x				x		x				x
	G2		x				x		x			x	x		x	
	G3				x										x	
	G4	x					x					x		x		x

**Figure 3: Correspondence matrix ILOs - course/programme**



## **Curriculum and Programme Design**

### *Indicators and guidelines:*

1. The programme should be designed so that it meets the objectives set for it, including the intended learning outcomes, in order to achieve the MEDICAMPUS's mission.
2. The qualification resulting from a programme should be clearly specified and refer to the correct level of national and international qualifications framework for higher education.
3. Programme must describe the essential knowledge, skills and attitudes required by graduates.
4. The curriculum must be shaped so that the teaching methods and assessment tasks align with the intended learning outcomes.
5. Academic staff may be given the task of either developing a new curriculum or programme or modifying an existing one and drawing on effective principles of curriculum design depending on the discipline, this task should be accomplished in consultation with advisory committees, stakeholders, and groups of other academic staff, not by individuals working in isolation.

## **Student-Centered Teaching & Learning (Student-Based Learning/SBL)**

### *Indicators and guidelines:*

1. Student-centered teaching & learning should be implemented in order to stimulate students' motivation, self-reflection and engagement in the learning process.
2. Student-centered teaching & learning should meet students' needs, enabling flexible learning paths.
3. Institute should encourage a sense of autonomy in the learner, while ensuring adequate guidance and advising from the academic advisors.

4. Institute should promote mutual respect within the student-staff relationship.

## **Student Assessment**

### *Indicators and guidelines:*

1. Assessors must be familiar with existing testing and examination methods at MEDICAMPUS.
2. Institute should comply with MEDICAMPUS regulations and method of assessment.
3. The assessment must allow students to demonstrate to how extent the ILOs have been achieved.
4. More than one examiner must carry out assessment. External examiner may be from another department, another Institute or from outside MEDICAMPUS.
5. The records of the assessment process and grading are kept in Malta (Please refer to the “Student Information Management” section of this document).

(For more information, please refer to the "Mitigating Circumstances Policy", the "Student Complaints Procedure" and the “Scademic Appeals Procedure”).

## **Student Progression and Achievement**

### *Indicators and guidelines:*

1. Institute should collect, monitor, and act on information concerning student progression.

Monitoring student progression and achievement is an essential part of ensuring that the Institute is achieving its teaching and learning aims and outcomes, at the Institute level, at the programme level and at the course level.

Firstly, MEDICAMPUS needs to ensure that students are doing the right thing

at the right time. They must enrol on the correct courses for their programmes, meeting all the necessary prerequisites and corequisites. Should they fail to gain credit in a course, they must take the correct form of resit or repeat assessment at the correct time. It is important that students understand what is expected of them, both within programmes and within courses. To this end MEDICAMPUS must make it absolutely clear that students have to play a role in monitoring their own progression and achievement. The Course Handbooks are one of the main ways in which the Institute ensures that students are properly informed.

Tutors have a major role to play in monitoring student progression.

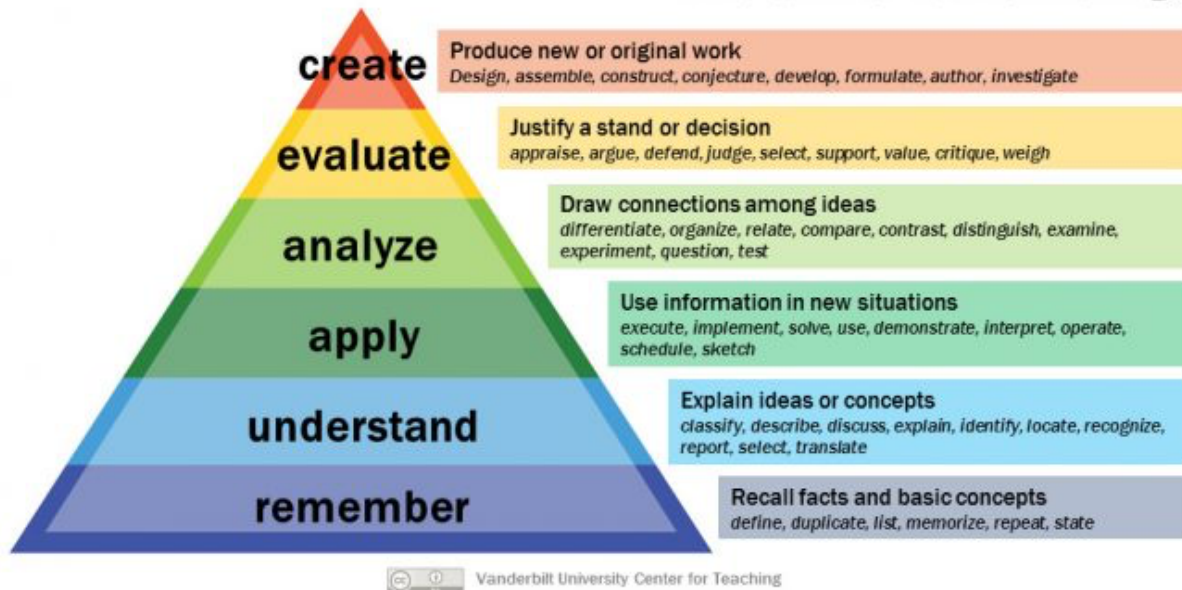
The number of credits required for undergraduate students to progress to the next stage of a programme is defined in the Study Programs.

Progression decisions are made by the Examination Boards within the Institute. Once the Board has agreed a recommendation then the student can only change that decision via the Appeals process which is described in the “Academic Appeals Procedure”.

(For more information, please refer to the "Assessment Policy").

2. Programme or curriculum should be designed so that it enables smooth student progression. Bloom’s Taxonomy of Learning is a useful tool in understanding the role of different educational activities, from lower order thinking skills to higher order thinking skills (Figure 4).

# Bloom's Taxonomy



**Figure 4: Bloom's Taxonomy of Learning**

## ***Bloom's Taxonomy***

- It is a classification of educational objectives and outcomes by using action verbs.
- Bloom's Taxonomy can be used for everything from lesson planning and Rubric making to curriculum mapping and more.
- A Rubric is a guide listing specific criteria for grading or scoring academic papers, projects, and tests.
- Bloom's Taxonomy begins with lower-order thinking skills (LOTS) as Remembering and ends with higher-order thinking skills (HOTS) as Creating.

## **Area 2: Quality of Learning Opportunities**

MEDICAMPUS provides effective teaching and learning systems in line with a strategic view of learning and ensures the selection of appropriate teaching methods. The quality of learning opportunities at MEDICAMPUS may be

evaluated against following reflective indicators that need to be satisfied to meet the international standards:

## **Teaching Staff**

### *Indicators and guidelines:*

1. Institute should assure that those who teach have a full knowledge and understanding of the subject they are teaching.
2. Institute should assure that those who teach have the necessary skills and experience to transmit their knowledge effectively to students.
3. Institute should provide academic staff with opportunities to develop and extend their teaching capacity, and to improve their skills to a high level.
4. Institute must offer many types of professional development, and encourages its academic staff to participate in:
  - a. Courses/workshops (e.g., on subject matter or methods and other higher education-related topics),
  - b. National and international education conferences or seminars (at which academic staff and researchers present their research results and discuss higher education problems),
  - c. Participation in a network of academic staff formed specifically for the professional development of academic staff in higher education,
  - d. Individual or collaborative research on a topic of professional interest.

## **Learning Resources and Student Support**

### *Indicators and guidelines:*

1. Institute should provide students with academic and general support to help them in dealing with possible academic problems, and to ensure that they can make progress satisfactorily through their programme.

2. Institute should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered (e.g., libraries, laboratories, clinics, IT facilities ...etc).

3. Institute should ensure that the facilities for learning are used effectively.

4. Institute should ensure that the academic staff is competent to, effectively teach, facilitate learning, and maintain a scholarly approach to teaching and to discipline.

To ensure that the academic staff at MEDICAMPUS is competent to effectively teach, facilitate learning, and maintain a scholarly approach to teaching and discipline, several strategies will be implemented.

Firstly, rigorous recruitment processes will be in place to attract highly qualified individuals with demonstrated expertise in their respective fields. These individuals will undergo thorough assessments to evaluate their teaching abilities, pedagogical knowledge, and commitment to scholarly inquiry.

Additionally, continuous professional development programs will be offered to faculty members to enhance their teaching skills, stay abreast of innovative teaching methodologies, and deepen their subject matter expertise.

Workshops, seminars, and conferences focused on teaching excellence and research dissemination will be organized regularly to provide opportunities for faculty members to exchange ideas, collaborate on research projects, and refine their teaching practices.

5. Institute should ensure that staff of all kinds namely: academic, support, technical and administrative fulfill the requirements of academic standards and strategies for learning and teaching.

6. Institute should ensure that student's satisfaction for general facilities (e.g., cafeteria, library, etc.) to facilitate the student life at the MEDICAMPUS.

## **Area 4: Community Involvement**

### *Indicators and guidelines:*

1. Institute should involve the Institute community (students, academic staff, etc.) in the whole process of learning and teaching to achieve the desired level of quality assurance.
2. The system of quality assurance at MEDICAMPUS should ensure that the Institute makes a significant contribution to the community it belongs, to the society it serves and to the wider environment.
3. MEDICAMPUS must assess the level of success in community participation in the following areas:
  - a. The contribution that Institute makes.
  - b. The range of activities, relevance to the MEDICAMPUS's mission and strategic plan.
  - c. Examples of effective practice.

## **Area 5: Effectiveness of Quality Management**

### *Indicators and guidelines:*

The effectiveness of quality management and enhancement systems at MEDICAMPUS must focus on the following areas:

1. **Governance and Leadership:** Governance, management, and quality assurance system at MEDICAMPUS should be capable to manage existing academic activities and respond to development and changes.
2. **Academic Leadership:** The academic leadership in MEDICAMPUS provides strong and sustainable basis for academic activities to grow in a conducive environment for learning.
3. **Self-Evaluation:** Self-evaluation, internal reporting and improvement plans should be open, transparent, focused, and supportive of continuing

improvement.

**4. Management of Stakeholders' Feedback:** MEDICAMPUS must have mechanism for receiving, processing, and responding to the reviews and feedback coming from stakeholders (internal and external). The feedback management system of MEDICAMPUS should ensure that effective and regularly action is taken to promote strengths, address any weaknesses and demonstrate responsibility and accountability.

The awarding body plays a crucial role in ensuring the quality and integrity of assessments and governance processes within higher education institutions. This section explains the role of the awarding body in assessments and governance, including appeals.

### **Assessments**

#### ***Setting and Marking Criteria:***

The awarding body sets and maintains the criteria for assessments, ensuring consistency and fairness across all programs and courses.

The criteria are based on the learning outcomes and the standards of the program, ensuring that students are assessed against the same standards.

#### ***Assessment Methods:***

The awarding body determines the assessment methods to be used, such as exams, assignments, projects, and presentations.

The methods are designed to measure student learning outcomes and are aligned with the program's learning objectives.

#### ***Assessment and Feedback:***

The awarding body ensures that assessments are conducted fairly and consistently, with clear instructions and guidelines provided to students.

Students receive timely and constructive feedback on their performance,



enabling them to improve and achieve their learning outcomes.

### ***Appeals Process:***

The awarding body establishes a clear appeals process for students who disagree with the assessment outcomes.

The appeals process ensures that students have a fair and transparent opportunity to challenge the assessment results and have their concerns addressed.

## **Governance**

### ***Quality Assurance:***

The awarding body is responsible for ensuring that the institution's quality assurance processes are in place and effective.

The processes include regular reviews and evaluations of programs, courses, and services to ensure they meet the required standards.

### ***Academic Governance:***

The awarding body is involved in the academic governance of the institution, ensuring that academic decisions are made in a fair and transparent manner.

The awarding body works closely with the institution's academic staff and other stakeholders to ensure that academic policies and procedures are in place and effective.

### ***Appeals and Complaints:***

The awarding body handles appeals and complaints from students, ensuring that they are dealt with fairly and promptly.

The awarding body works closely with the institution's student services and other stakeholders to resolve issues and ensure student satisfaction.

The awarding body plays a vital role in ensuring the quality and integrity of

assessments and governance processes within higher education institutions. By setting and maintaining criteria for assessments, determining assessment methods, providing feedback, and establishing an appeals process, the awarding body ensures that students are assessed fairly and consistently. Additionally, the awarding body is involved in the academic governance of the institution, ensuring that academic decisions are made in a fair and transparent manner.

## **STANDARD 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION**

Student admission mechanism has to be transparent and understandable. Age, gender, and ethnicity will not have any impact on any decision made.

### **ADMISSION TO STUDY**

The admission procedure at MEDICAMPUS consists of written application documents and a written admission test.

For all the qualifications accredited by external or partner institutions, the external or partner institution can establish the specific admission requirements, if any.

For example, for the Master of Medicine Degree with Trakia University, the written admission test is a test in English language on the subjects of chemistry and biology with multiple choice questions. Based on the student results, a ranking will be drawn up and the students will be accepted based on the maximum places available established by MEDICAMPUS in agreement with Trakia University.

This procedure does not require a high school diploma to begin with and thus can be carried out while still in the last year of high school. The admission test can be completed at MEDICAMPUS in Malta during one of our admission events or in other European cities during the admission dates organized by our Official Partners.

#### ***Degree qualification***

The prerequisite for studying at MEDICAMPUS is a general university entrance qualification. It is also possible to apply with a non-EU school degree – provided that the respective school diploma corresponds to the European one (e.g., A-Levels or International Baccalaureate). Applicants with a different higher education entrance qualification should contact the Student Office.

If the student holds a higher education entrance qualification, no specific average grade is required to apply for the program.

The Dean of the Institute shall publish in good time in advance, not later than one month before the deadline for the submission of applications for the study, the date and terms of admission, the date and method of verifying compliance, and if the admission examination is part of verification of aptitude for the study, then also the form and general content of the examination and the method of assessment of its results, as well as the information on the number of applicants whom the Institute is planning to admit for the study in the particular study programme.

At least, one proper date and one alternative date shall be set for carrying out the admission examination.

The facts above are published on the Institute official notice board and its website. These facts may not be subsequently changed until the completion of the admission procedure.

A written application for to the study shall be submitted on the prescribed form, within a specified period, and shall be signed by the applicant. The applicant with special needs may enclose to his/her application another application, on the basis of which and after the assessment of the specific needs, a form of the admission examination shall be determined, as well as the method of passing the same, taking into account his/her specific needs.

If the application is not properly completed, or if it does not contain any of the annexes required, the Institute will invite the applicant to remedy the shortcomings within a specified time limit. If the applicant fails to do so within the deadline specified, the application shall be considered void.

The letter of invitation for the admission examination shall be sent no later than 10 days before the procedure.

The Dean shall discontinue the admission examination of the applicant if the applicant is found guilty of fraud or misconduct that is contrary to the rules made public on the MEDICAMPUS website in advance of the admission examination. The results of the admission examination so discontinued are not

assessed, the applicant is not granted any alternative date of the admission examination and his/her admission examination is considered failed.

Admission to the study programme shall be ratified by the Dean. The decision on the result of the admission procedure shall be made in writing within 30 days from the date of verification of complying with the conditions for admission and shall be delivered to the applicant via email or as personal service.

The applicant who fails to demonstrate compliance with the essential conditions for admission at the time of monitoring compliance with the conditions for admission, the Dean may issue a decision on the conditional admission to study. In the event that the student fails to demonstrate that the essential conditions for admission are complied with no later than the date for enrolment, the Dean shall issue a decision on conditional admission cancelling the decision on the admission of the applicant for study and shall issue another decision on non-admission the applicant for study.

If the student demonstrates that the essential conditions for admission have been complied with no later than the date for enrolment, s/he shall be deemed duly admitted to study in the selected study programme.

The applicant has the right to have access to viewing the documents on his/her admission procedure no later than 10 days from service of the Dean's decision. An access to viewing one shall understand that the applicant may read the documents and make the replica or extracts of these.

Having access to viewing the materials is the exclusive right of the applicant or a person authorized by him in writing in designated areas of the Institute and in the presence of persons appointed by the Dean.

If the applicant establishes that his/her examination was incorrectly assessed or there occurred an error in determining the final number of points obtained, the same shall notify the fact to the person who is present at the access to viewing and shall give the same in his/her application for review of the decision on non admission for the study.

The Dean shall examine the objections raised by the applicant for admission to study in the latter's application for review of the decision. Should it be established that the applicant has been aggrieved through an error on the part of the Institute, the Dean shall put the applicant on the waiting list according to the corrected number of points earned and make a written notation of the same.

The applicant, who has been served the decision of non admission for the study, may file an application for a review of that decision. The application for the review of the decision shall be served to the Dean within 8 days of its service.

## **ENROLMENT**

An applicant admitted to study at the Institute becomes a student at the Institute on the day of their enrolment.

On the enrolment into the first year of study, the Institute gives the student a Study Record and a Student Card which will be used for identification and verification purposes. The Institute organizes a student induction programme (an orientation programme lasting a couple of days) before regular classes starts. At the start of the induction, new students learn about the Institute policies, processes, practices, culture, and values.

The purpose of student induction programme is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the Institute, help them build bonds with other students and Institute members, and expose them to a sense of larger purpose and self exploration.

Upon enrolment, the student assumes the rights and responsibilities granted by law. The enrolment into the appropriate year of study takes place on the days specified by the Dean and the enrolment confirmation is marked in the student's Study Report by the representatives of the Student Office. For serious reasons, it is possible to perform the enrolment by proxy by a person authorised in writing.

The dates of enrolment must be disclosed well in advance at the physical notice

board of the Institute. If a student does not enrol into the appropriate section of study, the Institute will disclose an appeal for enrolment on an alternative date, ten days before the appointed day at the latest. If the student fails to enrol on the alternative day, their studies are terminated.

Each student enters their mandatory subjects for the given year of study into the Study Record and, in the years in which the study plan stipulates it, also elective/optional subjects. The subjects they have entered into their Study Record become mandatory for them. The elective/optional subjects they have enrolled for can be changed only for serious reasons (health, personal etc.), which are to be recognised by the Dean.

If a student is assigned an individual study plan, they enter the subjects in the Study Record in compliance with this plan.

Students are obliged to fulfil all the study requirements before the day of the enrolment. Enrolments are held so that they always finish a week before the beginning of the instruction period in the winter semester. When the study requirements are not fulfilled, the (“dormant”) student may ask the Dean for permission to repeat the year of study. Should they fail to do so or should the Dean not grant the permission, the student’s studies are terminated.

## **INTERRUPTION OF STUDIES**

The studies in a study programme can be repeatedly interrupted. The Dean may interrupt the studies of a student either on the basis of a written request of the student or on their own initiative if a student, evidently unable to apply on their own, is in danger of detriment.

If a student applies for an interruption after they have demonstrated the fulfilment of all the responsibilities in the given semester and before they have enrolled into the next study section, and if disciplinary proceedings have not been initiated with the student, the Dean grants the application; this is how studies can be interrupted for the period of at least one semester.

On the day of the interruption of studies, the student loses the status of a student

and the terms for the fulfilment of study requirements can neither commence nor continue. After the interruption of studies, if necessary, the Dean decides on the placement of the student in an appropriate study section. If the study plan which the student followed changed during the interruption, the Dean specifies, in compliance with appropriate study programme, which study requirements the student must fulfil and the terms for their fulfilment; in this respect, the Dean may also impose an obligation on the student to pass differential examinations within a given term.

After the period of time for which studies are interrupted, the person whose studies are interrupted is entitled to a re-enrolment. The student re-enrols into the respective study section in which they interrupted the studies and is obliged to fulfil the requirements of the study plan for the study section except for the study requirements specified by the study plan which they fulfilled prior to the interruption of studies. If the reasons for the interruption of studies cease to exist, the Dean may, on the basis of a request of the person whose studies were interrupted, terminate the interruption of studies prior to the stipulated date of interruption if the study plan enables the student to be placed into an appropriate study section.

The maximum length of an interruption is the longest period of time that, together with the actual length of studies, does not exceed the maximum length of studies. The actual length of studies is the time elapsed from the day of the enrolment to study at the Institute excluding the time during which the studies were interrupted.

## **YEAR REPETITION, EXPULSION FROM STUDIES**

A student who has not fulfilled all the study requirements stipulated by the study plan for the advancement into the following year of study by the date of enrolment is entitled to apply in writing to the Dean to grant them permission to repeat the year of study, on the day of the due enrolment at the latest. In justified cases, the failure to meet this term may be pardoned by the Dean.

When repeating a year, students must acquire all the credits stipulated by the study plan for the given year if their examination in the respective subject has



not been recognised. The student may ask the Professor of the programme (subject) for the recognition of the credit acquired during the first year of the repeated year of study. This stipulation does not affect the subject because of which the year is repeated. In the repeated year, all the examinations passed during the first year are recognised.

## **EVALUATION, CREDITS, AND EXAMINATIONS**

If the final evaluation “credit and examination” is stated in the study plan, students must acquire the credit on the day of the examination at the latest, prior to the examination start. If they do not acquire the credit, they cannot be admitted to the exam.

A credit is given to the student by the instructor after the fulfilment of all the requirements listed in the study plan. The instructor enters “credit” into the Study Record and attaches the date and signature.

The examination concludes the instruction of one subject or a part of an extensive subject. The examination reviews the knowledge or skills of the student. The basic requirements for the examination are specified in the study plan; details must be given well in advance before the beginning of the examination period. The examiner is usually the Associate Professor or the Professor of the programme, exceptionally another teacher authorised by the Dean of the Institute.

According to the manner of realisation, the examination may be: a) oral, b) written, c) practical, or d) combined. The form of the examination is specified upon an agreement with the Professors of the subjects with the consent of the Dean.

The result of the examination is evaluated by a single grade according to the following scale: A – exceptional; B – excellent; C – very good; D – good; E – sufficient; F – failed. All parts of the examination are considered when evaluating the examination.

The result of a realised examination is entered into the student's Study Record by the examiner. The result is always entered in words and the date of the examination and the examiner's signature are attached. The fail grade is not entered in the Record; the examiner writes in only the date. The result of such an examination, including the fail grade is announced to the Student Office by the examiner in a manner as specified.

Students are entitled to withdraw from an examination they have been enrolled for without stating the reason prior to the beginning of the examination at the latest (before the questions are handed out) without forfeiting a term. If the student withdraws from the examination during the examination, they are given the fail grade.

A student who fails to appear at an examination for serious reasons which they duly justify, they may agree on a new examination date with the examiner. The due justification of reasons means an excuse made to the examiner for serious, particularly health reasons, 10 days after the stipulated day of the examination at the latest.

An examination may be taken three times at most. This applies also to students who repeat a year.

When approving of examinations and specifying their dates, it is necessary to consider the date delimiting the end of the examination period or the academic year. The dates of examinations in which it is possible to take a due examination must fall within the examination period.

The Professor of a subject must set several examination dates during the examination period appropriate to the number of students, three dates at least. The Professor of a subject specifies the maximum number of students who can enrol for any given date. The dates must be specified on the day of the beginning of the examination period at the latest.

Examinations take place predominantly during the examination period. The examiner may, at their discretion, offer examination dates also during the

period of instruction. In such a case, examination or a preparation for the examination is not an excuse for an absence in mandatory instruction. Upon an agreement with students, dates can be also offered during the holidays.

## **INVOLVEMENT OF THE EXTERNAL OR PARTNER INSTITUTION IN DECISIONS ON STUDENT PROGRESS**

For all the qualifications accredited by external or partner institutions, the external or partner institution can be involved in the the decisions on the student progress, if explicitly requested by the external or partner institution. In case of explicit request by the external or partner institution a separate document with all the details will be added as an appendix.

## **CREDIT SYSTEM - IN ACCORDANCE WITH THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM**

The credit system of study enables one to assess the student's credit chores related to completing the study subjects in accordance with the rules contained in the study programme, promotes the openness of the Institute from within, supports mobility of the students, and provides the student the opportunity to participate in the creation of their curriculum.

Credits are numerical values assigned to study subjects that characterize the amount of work necessary to acquire the prescribed learning outcomes.

The standard student workload for one academic year of full-time study is 60 credits, 30 credits per semester.

The student is awarded credits upon successful completion of the study subject. Credits maybe awarded for the given study subject only once during the entire study.

Credits awarded for passing the study subject are accumulated for the student. One of the conditions for continuing his/her study after the predetermined

monitoring stage of the study is to obtain the required number of credits within the structure under the study programme.

If the student completes a period of study at another Institute or another university in Malta or abroad on the basis of an agreement for study (within academic mobility), the credits awarded shall be approved on the basis of statements of results made for the student by the Institute or the university at which the student obtained the same.

On the written request of the student and after consultation with the study subject Professor, the Dean may validate the study subject implemented at the receiving Institute, which as to its extent and content is similar to the study subject at the sending Institute, and which the student successfully completes within the duly approved mobility, instead of the relevant study subject of the student's study programme.

## **CERTIFICATION**

Once the students have completed their full training and all the evaluations, a certification jury is organised by MEDICAMPUS. The role of this jury is to confirm or not a student's graduation. The certification jury is composed by the Dean and the Academic Advisory Board.

If the student has met all the conditions of success, he/she is a graduate. He/she will then be given a strictly personal parchment stipulating the speciality followed and obtained. In addition, it will also be given certificates of follow-up training, especially for optional courses that do not fall within the assessment framework of the diploma assessment.

MEDICAMPUS ensures that certification issued for home-grown courses is in line with MFHEA/03/2021.

## **STANDARD 6: TEACHING STAFF**

MEDICAMPUS is developing its Institute and its teaching staff by recruiting experienced candidates. We accept applications from professionals with expertise and experience in all areas relevant to our mission.

We have developed a recruiting process with the following principle rules:

- MEDICAMPUS assures itself of the competence of its academic staff members.
- MEDICAMPUS sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognize the importance of effective teaching.
- MEDICAMPUS respects all individuals for their unique perspective and potential to contribute.
- MEDICAMPUS offers opportunities and promotes the professional development of teaching staff.
- MEDICAMPUS encourages innovation in teaching methods and the use of new technologies.
- MEDICAMPUS considers maintaining reasonable Institute/student ratio according to the international standards.
- MEDICAMPUS's policy on the recruitment of staff is composed by several steps, including planning, recruitment, and employee selection:
  - a. Analysis of the requirements for the vacancy (professional, physical, and social-psychical requirements) and review the appropriate number of employees.
  - b. Obtaining a pool of candidates either directly or indirectly (job postings, advertisements, job referrals etc.).
  - c. Analysis of the competency of the candidates by dialogues, refs, CV, and potentially a psychological test.
  - d. Based on the decision of the board/committee in charge, the best candidate is chosen.

## **Managing Director**

The Managing Director ("MD") is in charge of any administrative and non-academic tasks, including the support of research and external services. Together with the Dean, he or she is also responsible for the Strategic Plan of MEDICAMPUS and for the discussion with all the stakeholders regarding the annual report.

The MD is responsible for the administration and the financial management of the MEDICAMPUS, and to represent the MEDICAMPUS to external and internal bodies. The Student Office is supervised by the Managing Director who allocates tasks to the different team members.

Minimum criteria:

- Master's degree related to business/economics or similar.
- Minimum of 5 years of experience in the Education Management sector or in similar job positions.
- Skilled in leadership, management, and communication.
- Project management skills.
- Extensive listening and communication skills.
- Records, proving positive impact in previous positions.

## **Academic Advisory Board**

The Academic Advisory Board (AAB) provides non-binding strategic advice to the management of the Institute. The AAB consists of leading international experts, committed to quality and outcomes oriented curricular development.

Minimum criteria:

- Long-term (at least 15 years) work experience.
- Leading function in their institutions.

## **Dean**

The Dean's role is to provide the Institute with academic leadership, encourage excellence in teaching and research, to promote the development of the Institute and of its staff, to represent the Institute to external bodies and to manage its activities through the most effective and cost-efficient use of its resources, within the framework of the MEDICAMPUS's Strategic Plan and policies.

The Dean is responsible for, but not limited to, academic planning, enhancement of programs, curriculum, teaching, scholarship and service, professional and regional accreditation, Institute development and evaluation, student recruitment, advising, budget development, and allocation of resources. The Dean is also accountable for the nomination and development of all members of academic and teaching Institute.

Minimum criteria:

- 10 years of full-time teaching experience at a university with some graduate teaching experience.
- Doctorate appropriate for the Institute.
- Record of teaching, professional development/scholarly work, and service to warrant Institute rank of Professor.
- Understanding of appropriate accreditation.
- 10 years of relevant job experience.
- 8 years of experience in administrative experience in higher education.
- Project management skills.
- Extensive listening and communication skills.
- Track records of success in previous roles.

## **Professor**

The professors are responsible for the quality of all learning objectives and contribute to the continuous enhancement of the curriculum. A professor is an eminent scholar with Ph.D. qualification(s) in the concerned relevant

discipline, awarded for distinction and excellence of academic and professional achievement.

Minimum criteria:

- A minimum of 5 years of teaching experience as associate professor or as professor in university/college and/or experience in research at the University/National level institutions/industries, including experience of guiding candidates for research at doctoral level.
- Master's degree and doctoral degree.
- Critical thinking and communication skills.
- Knowledge of instruction and classroom management.
- Solid track record in teaching.
- Achieved national or international recognition in mainstream academic circles.
- An outstanding professional, with established reputation in the relevant field.

## **Associate Professor**

An associate professor is an instructor who ranks just below a full professor. Associate professors instruct students, mediate classroom dialogue, score assignments and develop lesson plans. They also work with students in the formulation and implementation of research. Publishing in scholarly journals is another key element of working as an associate professor.

Minimum criteria:

- Master's degree and doctoral degree.
- Critical thinking and communication skills.
- Knowledge of instruction and classroom management.
- Solid track record in teaching.



For all the qualifications accredited by external or partner institutions (e.g. the Master of Medicine Degree with Trakia University), some of the Professors and the Associate Professors can be recommended by the external or partner institutions.

### **Engagement of Teaching Staff**

MEDICAMPUS places a strong emphasis on engaging teaching staff effectively and monitoring their performance to ensure the delivery of high-quality education.

#### ***Collaborative Environment:***

- MEDICAMPUS fosters a collaborative environment where teaching staff are encouraged to share their opinions, ideas, and experiences to enhance the educational experience.
- Teaching staff are valued for their expertise and are actively involved in the development and delivery of academic programs.

#### ***Professional Development:***

- MEDICAMPUS supports the professional development of teaching staff by providing opportunities for training, workshops, and continuous learning.
- Teaching staff are encouraged to stay updated on the latest trends, methodologies, and best practices in education.

#### ***Stakeholder Engagement:***

- Teaching staff are actively engaged with stakeholders, including students, academic peers, and management, to ensure alignment with

educational goals and objectives.

- Regular feedback and communication channels are established to promote collaboration and continuous improvement.

### ***Performance Monitoring:***

- MEDICAMPUS implements quality assurance measures to monitor the performance of teaching staff and ensure adherence to academic standards.
- Regular evaluations, assessments, and feedback mechanisms are used to assess teaching effectiveness and student satisfaction.

### ***Learning Outcomes Alignment:***

- Teaching staff performance is monitored based on the alignment of course content, teaching methods, and assessments with the intended learning outcomes.
- The achievement of learning objectives and student engagement are key indicators of teaching staff performance.

### ***Student Feedback:***

- MEDICAMPUS collects and analyzes student feedback on teaching staff to evaluate their effectiveness, communication skills, and overall impact on student learning.
- Student evaluations and surveys provide valuable insights into teaching staff performance and areas for improvement.

### ***Professional Development Reviews:***

- Teaching staff undergo regular performance reviews and professional

development assessments to identify strengths, areas for growth, and training needs.

- Performance reviews are conducted in a constructive and supportive manner to promote continuous learning and professional growth.

## **STANDARD 7: LEARNING RESOURCES AND STUDENT SUPPORT**

MEDICAMPUS guarantees learning resources and student support to be on an adequate level through appropriate funding of teaching and learning activities.

Students through the Digital Campus have full access to an expanding virtual library for learning and research materials. The Digital Campus is based on the renowned cloud-based school management system denominated Classter.

The academic resources of the MEDICAMPUS comprise numerous detailed written studies, bibliographical sources, online compilations of bibliographical guides, online searching, and covers a wide range of resources to provide a global coverage of literature for each student.

The student access to all academic resources is managed by the Student Office as well as the IT support team. IT services include electronic login to our Digital Campus.

All services will respect the EU guidelines to prevent violation of copyright regulations.

MEDICAMPUS has physical resources such as study facilities (a big Assembly Room, a computer room with internet access and several study rooms), a small library of 15 square meters, a mensa and Information Technology (IT) infrastructure.

MEDICAMPUS has a diverse student population (such as international students and students with disabilities).

All resources are fit for purpose, accessible, and students are informed about the facilities and services available during the enrolment week.

There are various support structures in place at MEDICAMPUS aimed at helping students with their individual problems. A student with a problem can refer to one of the below depending on the nature of their problem.

A Tutor is allocated to each student to support his academic development. We

allocate a Tutor at the beginning of each academic year. If the student is unsatisfied with the allocated Tutor, s/he can raise a complaint with the Student Office and request for a change.

Students with special needs due to physical or cognitive problems and/or disabilities or a chronic illness will be supported by our Student Office. Students are encouraged to make immediate contact and raise any concerns to our Student Office in person, by email or telephone.

The Student Office will decide on the appropriate solution including raising the issue to other members of our staff on a need basis. Individual consultations can be arranged at any time and will be communicated directly with the respective Tutor.

Student Office is available for students who may need special support such as emotional support during the course of their studies.

If a student has not found help from any of the above bodies, they can get in contact with the Dean directly.

The role of the Student Office consists in resolving issues for students that might have problems related to their studies or have some complaints or feedback they would like to report. All issues shall be resolved and investigated in a timely manner. If the Student Office proves to be unsuccessful, the issue will be handled by the Dean.

Students who are experiencing sexual harassment, unprofessional behaviour of employees or students at MEDICAMPUS are encouraged to make immediate contact with the Dean Office, which is directly overseen by the Dean.

Any information, disclosed by the students, is automatically confidential and processed according to the data protection policy. Students confirm this, by signing a Disclosure Form.

## **STANDARD 8: INFORMATION MANAGEMENT**

In order to ensuring the integrity, reliability, suitability, and continuous availability of the technological infrastructure the MEDICAMPUS technological infrastructure is based on the renowned cloud-based school management system denominated Classter.

This system offers advantages such as centralized student information, secure repositories and simplified tasks like enrollment and record-keeping. It empowers MEDICAMPUS with accurate and up-to-date student information, facilitating personalized support and efficient management.

The technological infrastructure of Classter has been designed and developed with input from education and training experts together with information technology experts. The design process incorporated all elements of integrity expected from a further and higher education institution operating in Malta as defined by the IQA policy of MEDICAMPUS.

MEDICAMPUS is committed to maintain industry standards, governance, and reliable systems to ensure confidentiality, integrity and availability of data and its systems. In fact, a cloud-based school management system like Classter offers numerous advantages:

- **Data security and privacy:** educational institutions handle sensitive student information and ensuring its protection is of utmost importance. Classter implements stringent security measures, such as encryption, access controls, and regular data backups, to safeguard the data stored in the cloud. These measures mitigate the risk of unauthorized access and data breaches, providing a secure environment for sensitive information.
- **Reliability and continuous availability of cloud system:** educational institutions heavily rely on these systems for their day-to-day operations and any downtime or service interruptions can have a significant impact. However, Classter guarantees high uptime and redundancy by hosting data in multiple locations. This redundancy ensures that even if one server or data center experiences issues, the system can seamlessly

switch to an alternate location, minimizing disruptions and ensuring continuous access to the platform.

A cloud-based school management system provides educational institutions with a host of advantages, including anywhere, anytime access to information, streamlined administrative processes, enhanced collaboration, and communication. By leveraging cloud technology, MEDICAMPUS can optimize its operations, improve student outcomes, and create a more connected and efficient learning environment. Embracing cloud-based school management systems is a strategic step toward modernizing educational institutions and preparing students for the digital era.

The MEDICAMPUS stakeholders are involved in the learning process through the access to user-friendly portals for accessing all the information (Student Portal, Parent Portal, Applicant Portal, Educator Portal, Alumni Portal, Employee Portal, Partner Institutions Portal).

Classter offers seamless integration with over 40 of the most popular third-party tools, including Office 365, Google Workspace, Moodle, Webex, MS Teams, Zoom, HubSpot, Turnitin and more.

## **FINANCIAL MANAGEMENT**

The Director of Finance is responsible for all preparations regarding fees, pricing, individual payment plans and the handling of these, including payment collection and the handling overdue receivables. The only payment method accepted is the SEPA payment.

The Director of Finance is responsible for the collection, monitoring and analysis of data and records.

## **DIGITAL CAMPUS**

MEDICAMPUS Digital Campus is run on the renowned **Classter** platform. Through our online platform the students can access to a range of electronic books/documents/course catalogs.

All students will be issued a unique student ID which is used for the login to the Digital Campus. The unique ID is used for collecting information including student details, attendance, coursework, and assessment results. The student will be issued a Student Card at induction. Lost/misplaced Student Cards will need to be reported to our Student Office and replacements must be ordered from the Student Office.

## **COLLECTION AND ANALYSIS OF DATA**

Participant data and feedback will be systematically collected, analysed, and used. This data allows MEDICAMPUS to evaluate initial and ongoing success by means of performance indicators such as: Number of students, Retention rate, Success rate, Attendance Monitoring, Graduation rate, Dropout rate.

To ensure that participant data and feedback are systematically collected, analyzed, and utilized at MEDICAMPUS, a comprehensive approach will be implemented involving various stakeholders and utilizing appropriate tools and systems. The responsibility for overseeing this process will primarily lie with the Quality Assurance Department, which will work closely with academic departments, administrative staff, and IT professionals to establish robust data collection and analysis mechanisms.

Firstly, data collection methods will be standardized across the institution, with clear protocols established for gathering information on performance indicators such as the number of students, retention rate, success rate, attendance monitoring, graduation rate, and dropout rate. This may involve utilizing student information systems, attendance tracking software, and surveys to collect relevant data at key points throughout the academic year.



Once data is collected, it will be systematically analyzed by trained personnel within the Quality Assurance Department. This analysis will involve examining trends, identifying areas of concern, and assessing overall program effectiveness based on the established performance indicators. Regular reports will be generated to summarize findings and provide actionable insights to relevant stakeholders, including academic departments, program coordinators, and senior leadership.

Feedback mechanisms will also be established to gather input from participants, including students, faculty, and staff. This feedback will be collected through surveys, focus groups, and individual interviews, allowing for a comprehensive understanding of the participant experience. Feedback data will be analyzed alongside quantitative indicators to provide a holistic assessment of program success and areas for improvement.

Utilizing this approach, MEDICAMPUS will be able to continuously evaluate the initial and ongoing success of its programs, identify areas for improvement, and make data-informed decisions to enhance the overall participant experience. By involving various stakeholders in the data collection and analysis process and utilizing appropriate tools and systems, MEDICAMPUS will ensure that participant data and feedback are effectively utilized to drive continuous improvement and maintain high standards of quality and excellence.

The Institute also has data available on vulnerable groups. This covers students with some form of physical and/or intellectual disability. Special attention shall be directed towards reviewing the retention and success rates of vulnerable groups as compared to the overall student population to ensure timely pro-action in providing support and guidance services.

Moreover, demographic data on the student population is collected and analysed during admissions and study period. These student statistics shall include: Student Type (New, Progressing, Continuing, Repeat, Mature), Gender, Locality, Nationality, Age, Last School Attended (New Students).

MEDICAMPUS collects and uses all these data to make informed improvements to the programme on the level of didactic materials and approach, including learning environment, communication and interaction logics, as well as user support, among others.

The Managing Director (with the support of the Student Office) is responsible for the analysis of the student data.

The analysis of the student data has a significant positive impact on both student performance and institutional effectiveness. For example, by analyzing student assessment data, educators can identify areas of weakness or gaps in learning and adjust instructional strategies accordingly. In terms of institutional effectiveness, student data analysis can optimize resource allocation. By analyzing data on student enrollment, course demand, and performance, the Institute can make informed decisions about course offerings, staffing, and program development. This helps the Institute to allocate resources effectively and efficiently, resulting in improved educational experiences for students.

## **BACKUP AND RECOVERY**

MEDICAMPUS collects, monitors, and stores all data regarding students with optimal security condition within the EU and Malta through the combination of real-time mirroring, online replication, and off-site storage. This activity is carried out by a third party.

## **EU DATA PROTECTION DIRECTIVE**

To ensure protection and privacy on a certain level, MEDICAMPUS only works with providers that have been certified by the EU and those that are certified under the U.S. Privacy Shield Framework, to show commitment to privacy when it comes to our customers.

## **CUSTOMER SUPPORT**

MEDICAMPUS has a trained customer care that makes sure students get any help they might need, whether they need help with the online platform, or other technological issues. The Institute staff is also provided with this support.

## **STUDENT INFORMATION MANAGEMENT**

The management of all student and applicant records and associated information has the following goals:

- ensuring the records of every student and applicant are accurate and up to date, meeting all MEDICAMPUS's needs.
- maintaining the records in a format that is up to date with MEDICAMPUS's operational and legal admissibility.
- having all the relevant information about any individual accessible and ready for MEDICAMPUS's needs, meeting the regulations of the European Data Protection Directive and any other privacy legislation, which might have impact on this information. Besides that, the Maltese Office and other external audit and accreditation requirements.
- ensuring all the records are kept only for as long as they are required, destroyed as soon as they have no business-related use and archived in MEDICAMPUS storage/archives facilities in case they have permanent archival value.
- archiving records in a way that suits their long-term access purpose and preservation. All the students' informations are archived in storage/archives facilities located in Malta for at least 40 years as proof of their attendance.

MEDICAMPUS takes care of and protects all the education records and data of its students and applicants. These records include proof of assessment, academic, disciplinary, and administrative records.

MEDICAMPUS must:

- regulates access to this information in accordance with any related laws

and policies.

- maintains these records in accordance with any related laws and policies.
- provides students with rights in accordance with any related laws and policies, including the rights to request amendment to their education records and the rights to a hearing concerning these records.

## **INFORMATION SECURITY**

MEDICAMPUS, and all its employees, contractors, and partners, that have access to any personal data, are obligated by the European Data Protection Directive to keep the technical and organisational measures at a certain level. These laws include:

- preventing any unauthorized access to records of any student, or applicant and preventing any accidental loss or destruction.
- ensuring all the information regarding MEDICAMPUS's students, and applicants are processed in accordance with their rights and under the rules of European Data Protection Directive, other privacy laws, and MEDICAMPUS's service standards.

For these to be fulfilled, MEDICAMPUS's staff, employees, contractors, and agents have:

- access only to the data of the subject they require to fulfil their duties.
- to follow all the security standards for the management of any student or applicant personal data used in the procedures supporting this policy, and the Institute of higher education's information security policies and procedures.

## **ACCESS TO STUDENT RECORDS**

MEDICAMPUS Student Office has access to any records of MEDICAMPUS's students whenever the reasons are informational, educational, administrative, or for any research purposes. Anyone with access to the records is obligated and accountable for their protection. Any violations

may lead to disciplinary action, including possible termination of employment and civil/criminal sanctions.

## **STUDENTS RIGHT TO REVIEW THEIR RECORDS**

Students have the rights to review accessible parts of their records at MEDICAMPUS and to ask for correction in case they believe a part of their records is inaccurate, misleading, or in violation of their privacy, or other, rights.

## **DISCLOSURE OF STUDENT RECORDS**

Personal student information is available to other parties only with the written permission of the students, or under special circumstances in accordance with the European law. As soon as this happens, all records, which would be under other circumstances legally covered by the authorization, will be released as requested.

## **RECORDS ARCHIVING**

MEDICAMPUS keeps all the records only for the period during which are these records required for business purposes. As soon as any records are not needed, they are destroyed and any records that have permanent archival value are transferred to and kept by MEDICAMPUS. Student records are archived in storage/archives facilities located in Malta for at least 40 years as a proof of the students' attendance of MEDICAMPUS.

## **STANDARD 9: PUBLIC INFORMATION**

Public Information published on the MEDICAMPUS website will be in line with the guidelines of MFHEA communication 09/2021.

MEDICAMPUS publishes clear, accurate and up-to date information about its activities, including programmes.

Information on MEDICAMPUSs' activities is useful for prospective and current students as well as for graduates, other stakeholders, and the public.

Information published in electronic or printed form includes, but are not limited to the MEDICAMPUS website:

- Social Media channels managed by MEDICAMPUS.
- Ad-hoc marketing materials, including brochures and leaflets.
- Advertisements managed by MEDICAMPUS and our partners.

All MEDICAMPUS departments and faculties are responsible for publishing materials, which form part of the public information, all managed under the responsibility of the Director of Marketing.

Under the supervision of the Marketing Director, public information provided on the MEDICAMPUS website as well as other suitable channels, and other general information will be reviewed and updated once per year.

MEDICAMPUS recognizes the importance of providing prospects and existing students with transparent and precise information regarding admissions, courses and programmes information.

Taking that into consideration, MEDICAMPUS make available the following information:

- transparent selection criteria and admissions process instructions.
- particular attention is placed on ensuring that the learning outcomes of the programmes offered are appropriately communicated. In this way the prospective students will be able to evaluate the knowledge and skills they are expected to obtain on completion of the programme.

- learning objectives and course syllabi, including information on the EQF/MQF level and ECTS/ ECVET learning credits associated with each course.
- course fees and the amount of learning hours of each course.
- teaching, learning and assessment procedures used, principles and guidelines.
- exam pass rates - statistics & data.
- further learning opportunities and career pathways of graduates.

## **STANDARD 10: ONGOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES**

On-going monitoring and periodic review of study programmes aim to ensure that the programmes and resources remain appropriate, and to create a supportive and effective learning environment for both faculty and students.

On-going monitoring and periodic review, including through surveys that query both students and faculty, seek to discover whether programmes are up to date (containing the latest relevant research); appropriate to the needs of society; appropriate and balanced in their workload; effective for student progression and completion; appropriate and effective in their formative and summative assessment; meeting the expectations of students; and supported by appropriate services for the programme.

The periodic review is a formal review of a programme's purpose and performance every five years, which will ensure that the programme continues to be relevant, effective, well managed and to provide appropriate value to students and stakeholders. For all qualifications, whether owned or accredited by external or partner institutions, or owned by MEDICAMPUS itself, the periodic review will lead to a subsequent re-validation of the programme.

The "Programme Team" (formed by a member of the Student Office, the Head Professors and the Managing Director) monitors and periodically review the programmes. The Programme Team formulates recommendations on the basis of the results of the on-going monitoring and periodic review of programmes, which are delivered to the "Validation and Approvals Committee" (formed by two members of the Academic Advisory Board, the Dean, the Managing Director, two senior members of academic staff and a student member nominated by the Student Council).

The Validation and Approvals Committee is responsible for approving the recommendations of the Programme Team.

The Programme Team is responsible for coordinating the programme documentation required for the periodic review and to undertake the evaluation and take part in the review event.



The Programme Team will prepare a written evaluation of the programme to include supporting evidence, as the basis of their periodic review submission to the Validation and Approvals Committee. However, the timing of the review may be influenced by factors such as changes in the curriculum, programme operation and delivery or an external review event, for example. This may result in the review taking place before than the five-yearly target schedule when necessary.

Programmes are revised involving students and other stakeholders. MEDICAMPUS believes that listening to students is essential not only to respond, but more importantly, to fully understand what can be improved further. MEDICAMPUS has set mechanisms in place to empower students to speak up and enables the Institute to embrace feedback and constructive criticism (Please refer to the “Student Feedback Policy”).

Feedback is also sought from external stakeholders. The stakeholders will be invited to participate in meeting sessions to ensure that the external perspective is considered appropriately.

Actions taken as a result of on-going monitoring and periodic review are communicated to stakeholders, including teachers, students and external or partner institutions. All the information will be shared through the Digital Campus.

The outcomes of the ongoing monitoring of teaching staff performance at MEDICAMPUS will be shared with the awarding body in the following ways:

***Regular Reports:***

- MEDICAMPUS will provide the awarding body with regular reports on the outcomes of teaching staff performance monitoring. These reports will include data on student feedback, learning outcomes alignment, and adherence to academic standards.

***Quality Assurance Measures:***

- The awarding body will be informed about the quality assurance measures implemented by MEDICAMPUS to monitor teaching staff

performance. This includes details on the evaluation methods, assessment criteria, and feedback mechanisms used.

***Professional Development Reviews:***

- Summaries of the professional development reviews conducted for teaching staff will be shared with the awarding body. These reviews will highlight areas of strength, opportunities for improvement, and the support provided for professional growth.

***Continuous Improvement:***

- MEDICAMPUS will share information on the continuous improvement initiatives undertaken based on the outcomes of teaching staff performance monitoring. This includes changes made to teaching methods, course content, and assessment strategies to enhance the quality of education delivery.

***Appeals and Complaints:***

- The awarding body will be informed about any appeals or complaints related to teaching staff performance and the actions taken to address them. This ensures transparency and accountability in the monitoring process.

***Compliance with Standards:***

- MEDICAMPUS will demonstrate to the awarding body how the outcomes of teaching staff performance monitoring align with the academic standards set by the awarding body and other relevant authorities.

## **STANDARD 11: CYCLICAL EXTERNAL QUALITY ASSURANCE**

MEDICAMPUS is ready to undergo external quality assurance by the MFHEA on a cyclical basis according to MFHEA guidelines, once every five years.