

CC EDUCATION ACADEMY

QUALITY ASSURANCE

MANUAL



CC EDUCATION ACADEMY
C&C EDUCATION & TRAINING LTD

Version 4

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CC Education Academy
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EXECUTIVE SUMMARY

C&C Education and Training Ltd., the host company of CC Education Academy, was registered with the MBA on March 24, 2022 (C101606). The Academy initially envisioned diversifying its areas of study, however later shifted its focus to the education sector, emphasising programmes for those beginning their journey as educators or seeking to advance their careers within the industry.

CC Education Academy launched its inaugural programmes for Learning Support Educators (LSEs) in February 2023 but has since diversified to accommodate a wider market in education and achieved full accreditation to offer courses up to MQF Level 7. The Academy is registered as a Higher Education Institution by the MFHEA.

CC Education Academy is an innovative online institution dedicated to providing high-quality education across various fields, with a strong emphasis on inclusive education. The academy aims to empower adult learners by offering tailor-made, fully accredited courses that cater to their unique needs and challenges. CC Education Academy ensures a personalised learning experience by maintaining a small group of highly qualified tutors, fostering strong, meaningful relationships between instructors and students. This individualised approach means course delivery can be tailored to meet specific learner needs and support optimal learning outcomes. The Academy is deeply committed to inclusion, striving to provide equitable access to quality education and training for all students, regardless of their backgrounds or circumstances. To further this mission, permanent lecturers help uphold high standards and guarantee continuity in teaching. Supporting robust and flexible online learning, the academy's user-friendly Learning Management System, developed by West Trade, is continually updated to enhance convenience and the educational experience for every learner.

In summary, CC Education Academy stands out as a forward-thinking institution that not only prioritises educational excellence but also champions inclusivity and personalized learning. By fostering strong relationships between tutors and students and maintaining high standards, the academy is well-positioned to make a significant impact in the field of adult education.

Looking ahead, CC Education Academy envisions steady growth as it expands its programme portfolio while maintaining a strong focus on quality and inclusivity, thereby meeting the evolving needs of adult learners in a dynamic educational landscape.

This Quality Assurance document supersedes previous versions. It has been crafted to reflect the implications of the mission statement and core values, with changes made after rigorous quality assurance and council sought by students and academic staff.

INTERNAL QUALITY ASSURANCE

INSTITUTIONAL PROBITY

MISSION STATEMENT

We are committed to providing a safe, supportive, and empowering environment where every student can thrive academically, socially, and emotionally—and, in turn, become compassionate educators or leaders who foster the same environment for their future learners.

Empowering learners to thrive and inspire future generations

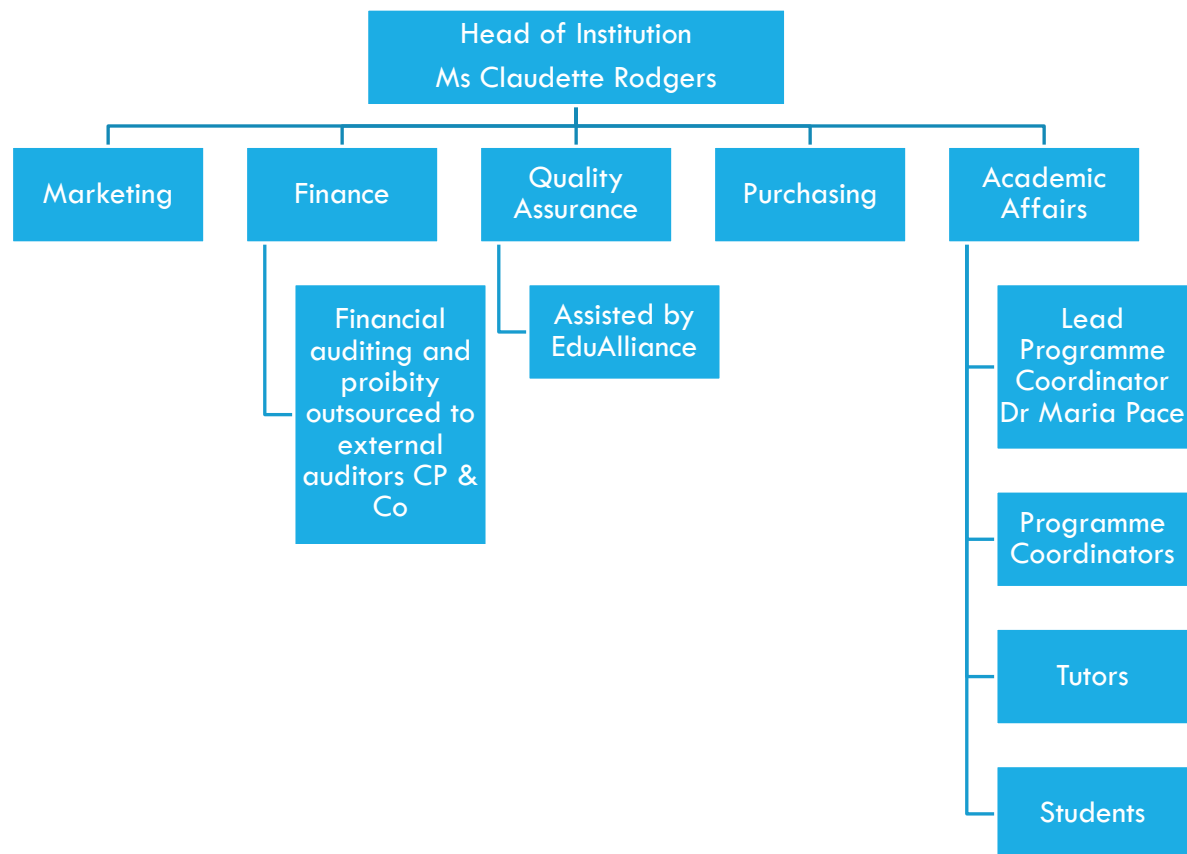
The Core Values of the Academy further leads the institution to the Mission Statement.

Core Value 1: An inclusive learning journey for all

Core Value 2: Quality learning and integrity

Core Value 3: A strong leadership team and highly qualified tutors

The academy operates under the guidance of the Head of Institution, Claudette Rodgers, and Lead Programme Coordinator, Dr Maria Pace. These leaders regularly meet to review ongoing matters and explore future opportunities for the organisation.



Criteria for the replacement of leadership positions

If a leadership position needs to be filled by another individual, the candidate must meet several minimum requirements. These include a minimum of five years of experience in a management role, knowledge in the field of adult learning, familiarity with educational practices, and qualifications at MQF7 Level in education. This year, there has been a change in the position of Head of Institution, where the position has been vacated and replaced by Claudette Rodgers, with full agreement by the MFHEA. In the meantime, Dr Maria Pace was promoted as lead Programme coordinator as seen in the above organisational chart. Dr Maria Pace has all the credentials needed to fulfil the position, with experience in management as well as ample knowledge and qualifications.

The Board

This year, we have formed three boards serving different functions within the institution.

Academic Committee

The academic committee acts as the primary authority for curriculum development, institutional performance review, and ensuring all activities comply with the academy's strategic direction and regulatory standards. Meeting annually, the committee is instrumental in upholding academic quality, fostering faculty innovation, and guaranteeing that both programmes and assessment practices address the evolving needs of students and the broader community.

Members

Ms Claudette Rodgers – Head of Institution and Coordinator of the Award in Inclusive Education, Certificate in Inclusive Education, Diploma in Inclusive Education, Bachelors in Inclusive Education, Award in Early Childhood Education and Care, Diploma in Early Childhood Education and Care

Dr Maria Pace – Lead Programme Coordinator, Dissertation Supervisor, and Coordinator of the Master of Education in Mental Health Literacy

Mr Antoine Spiteri – Coordinator of the Master in Educational Leadership

Ms Yvette Buttigieg – Tutor for the Award in Providing an Inclusive Education and Student in the Master of Education in Mental Health Literacy

Ms Graziella Abdilla Camilleri – Student Representative and Student in the Master of Education in Mental Health Literacy

Mr Samuel Curmi - Student Representative and Student in the Bachelors in Inclusive Education

Dissertation Committee

The dissertation committee plays a crucial role in supporting and evaluating a student's research from start to finish. One of its responsibilities is to recommend and select the most suitable tutors or supervisors based on the student's chosen dissertation topic, ensuring expert guidance is available throughout the research process. Additionally, the committee assists in refining the research focus and methodology, provides constructive feedback on drafts, and makes certain the dissertation meets rigorous academic standards.

Ms Claudette Rodgers – Head of Institution

Dr Maria Pace – Dissertation Coordinator

Mr Antoine Spiteri – Programme Coordinator

In addition to the above, once other Masters are introduced, the coordinators of such programmes will also be invited on the board.

Student Council

The student board was established through a transparent process in which all students were invited to elect candidates after reviewing biographies of those who volunteered. At the start of every programme at MQF level 6 and above, one student from each cohort is elected to the board. Additionally, the student council is led by two students who serve as its primary representatives.

Members

Dr Maria Pace – President of the Student Council

Graziella Abdilla Camilleri – Student enrolled in the Masters of Education in Mental health Literacy

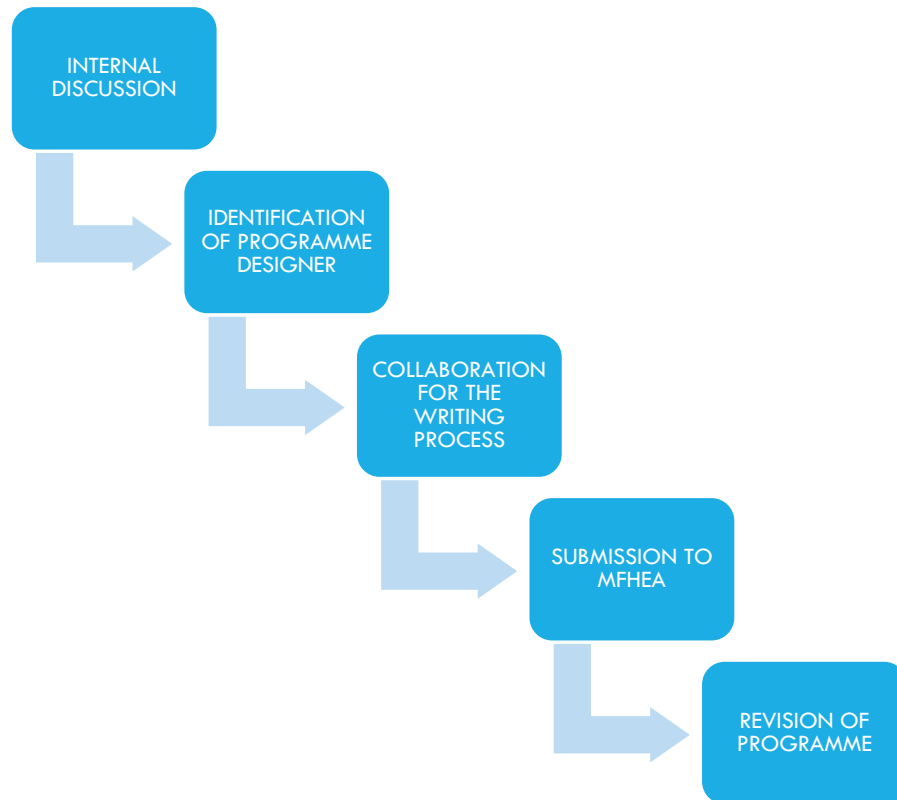
Samuel Curmi – Student enrolled in the Bachelors in inclusive Education (hons)

In addition, as stated above, there are the representatives (one from each cohort who are invited to every meeting)

Financial aspect

The financial aspect of the academy is overseen by the Head of institution. However, during regular meetings, suggestions by members are constantly taken into consideration, especially in relation to investing in new programmes and adding innovative teaching tools for online learning. The academy's finances are managed by the accountancy firm, CP & Co.

DESIGN AND APPROVAL OF PROGRAMMES



Internal discussion

When the academy wants to start a new programme, there is a meeting held with the Head of Institution and the Lead Programme Coordinator, to discuss the viability of the programme. To assist the discussion, the following steps will have already been followed:

Market research

To ensure that there is enough request for the programme

Discussion with experts in the employment industry

To discuss any important areas that the programme designer needs to focus on, and the demand for the position in which the successful student can specialise on

Analysis of data

To get a better understanding of the demand for such programme

Identification of the programme designer

If the programme is deemed viable, the directors will choose a programme designer who:

- Holds the necessary qualifications and abilities
- Has hands on experience in the field of focus

The interview process will follow the academy guidelines.

Collaboration for the writing process

The Head of Institution and Lead Programme Coordinator will have regular meetings with the programme designer to ensure that the programme is being written following the prescribed guidelines of the MFHEA.

Prior to the development of the programme, effective design is required. Such design is very dependent on the market research, data analysis and discussions held in the first phase. During the design stage of curriculum, the following aspects are considered and devised:

- Expected workload is dependent upon the number of credits allocated. Every 1ECTS needs to have at least 25hrs of study, 20% of which need to be contact hours with the students
- Target audience is specified, and a minimum eligibility and selection criteria is defined
- All modules shall have specific learning outcomes with the appropriate knowledge, skills and competencies defined
- Teaching strategies specific to online and active learning are defined
- Appropriate assessment methods that align with the learning outcomes are designed
- Teaching staff eligibility is defined
- Proper reading material is prepared
- Where appropriate, exit qualifications are proposed

Once all aspects have been considered, the programme designer fills the application, and the Lead Programme Coordinator thoroughly checks the work to make sure all aspects have been covered.

Submission to MFHEA

The programme application is then submitted to MFHEA, and the fee is absorbed by the academy. Subsequent corrections are done by the programme designers under the directions of the Lead Programme Coordinator.

Curriculum Review

After a programme receives approval, regular reviews must be conducted by the Course Coordinator and Lead Programme Coordinator. For programmes at MQF levels 3–5, students complete a survey at the end of the programme to highlight any areas for improvement in future cohorts. Comprehensive programme revisions are carried out periodically, and if significant changes are needed, a formal request is made to the MFHEA. For higher-level programmes (MQF 6 and above), the initial review takes place after each module, involving both student surveys and group discussions to gather feedback on teaching methods. Based on these insights, tutors and coordinators can implement minor adjustments while maintaining compliance with the original MFHEA application. A second review occurs after programme completion, analysing feedback from surveys and assessments, and prompting revisions when necessary. Should substantive changes be recommended, a new application is submitted to the MFHEA for approval.

TEACHING STAFF

CC Education Academy is committed to providing both theoretical and practical education, which necessitates that its teaching staff meet specific criteria, which does not only include academic achievement but also work experience. The academy also aims to recruit educators who align with its core principles and values, leading to a rigorous selection process for successful candidates.

When a vacancy with the academy for teaching staff arises, the following steps are taken to ensure that the process is fair and that the successful candidate fits in with the academy strategic plan.

Previous submitted applications

Previous submitted applications are assessed to identify any viable candidates

Call for application

A call is advertised, making sure to list all qualifications and experience needed as well as a description of the responsibilities is included.

Assessment of submitted applications

The Head of Institution and the Lead Programme Coordinator go through all submitted applications and identify the qualified individuals. As a general guideline, candidates applying for tutoring roles should hold an academic qualification at least one level above the programme they wish to teach; however, the Academy also values substantial and relevant professional experience when considering applications. Those who meet these academic and experiential standards will be invited for an interview to assess their suitability for the position.

Interview Process

The interview poses different questions, first and foremost related to the inclusivity of the individual, willingness to adapt to all levels and the outlook on teaching in general. The reactions of the applicants, while they cannot be marked through a point system, will guide the interviewers with their decisions, together with the years of experience in the field and any previous experience held in online tutoring. Remuneration of the post is also discussed.

Successful candidates

After selecting the preferred candidate, a second meeting is arranged to present and discuss the QA document along with the specific responsibilities of the position. If the individual accepts the role, a contract is provided for signature and return. Additionally, the candidate receives an 'Employee Handbook' for reference, outlining responsibilities linked to the academy's core values. The onboarding process continues with further meetings to guide and familiarize the new team member with daily operations. The next meeting with the course coordinator or programme designer introduces best practices and programme objectives. To assist throughout employment, the academy provides an online portal granting access to essential documents, including the QA manual and Employee Handbook, for all current staff members.

Unsuccessful Candidates

Unsuccessful candidates are notified that the post has been filled, but, if applicable, that the application will be stored for any future vacancies.

Professional Development

Tutors employed by the company are encouraged to regularly participate in professional development meetings focused on online teaching and programme-specific topics. These sessions, organised by the Lead Programme Coordinator, may take place either in person or virtually. When attendance is challenging, tutors receive periodic emails to keep them informed about new procedures, innovative practices, and to gather their feedback. There are also monthly meetings held between the Head of Institution and the Lead Programme Coordinator as well as an annual meeting with the Academic Committee.

Participation within the Academy

The tutors may also be asked to sit on the Board for special meetings related to internal decisions, or the Board of Discipline depending on the needs that arise.

PUBLIC INFORMATION

CC Education Academy is committed to providing prospective students with the opportunity to review course content and select the programme that best meets their needs. To facilitate this, the academy ensures that all relevant information is made available prior to the enrolment process. The academy has two major online avenues:

FACEBOOK: <https://www.facebook.com/cceducation.mt>

WEBSITE: <https://www.welearn.cceducation.mt/>

LINKEDIN: <https://www.linkedin.com/company/86898667/admin/dashboard/>

CC Education Academy ensures that all course information is comprehensive and clear through several key practices:

Detailed Course Outlines: Each course is accompanied by a thorough outline that specifies objectives, content, instructional methodologies, and evaluation methods. This information is maintained in official records and made accessible to both instructors and students

Transparency in Enrolment: Prospective students are provided with all necessary information about course content before the enrolment process, enabling them to make informed decisions about their education. This includes: the QA document, the programme structure, the link to MFHEA website to verify viability of programme and all policies and procedures. Information also includes pricing of programmes and instalment methods.

Regular Updates and Support: The Learning Management System (LMS) and the website are continuously updated and supported by a reliable company, ensuring that students have access to the latest course materials and resources

These practices collectively contribute to a clear understanding of course offerings at CC Education Academy, fostering an environment conducive to effective learning.

Further to this, the academy also requests registration online to enable communication by email. The registered students who do not wish to access the website are sent the information above, as well as timetable and enrolment methods.

The personal contact no. and the email address is public as well, and all prospective students are free to contact us directly.

The Marketing department is responsible for the publication and upkeep of the website and FACEBOOK page. These are regularly updated according to any changes.

STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT & LEARNING RESOURCES AND STUDENT SUPPORT

At CC Education Academy, student education is a primary focus. The teaching and learning strategies are tailored to enhance the online learning experience, ensuring that students benefit fully from their studies. The programmes are carefully crafted to incorporate innovative practices and promote active learning throughout the curriculum. The academy takes into account that students have diverse learning styles, and that they might encounter difficulties that need to be addressed. The programmes therefore use various methods of instruction and assessment.

All lessons are conducted online, with a strong emphasis on encouraging student participation and active involvement. Online lectures are delivered either asynchronously or synchronously via ZOOM. To enhance engagement and understanding, these lectures are complemented by multimedia resources such as slideshows, interactive simulations, and demonstrations.

The online learning experience

Live lectures

Lessons are meticulously crafted by fully qualified tutors who collaborate closely with the programme designer to develop relevant and engaging material. During live lectures, dynamic presentations are utilized, which are also made accessible on the LMS portal for further reference. The lessons are designed to actively engage students in the learning process, fostering an environment that encourages participation and critical thinking.

Tutors are consistently reminded to ensure that all students are fully involved in the lesson, promoting a collaborative learning atmosphere. Additionally, all lessons are recorded for later viewing, allowing students to revisit coursework and review any information they may have missed. This approach not only supports their understanding but also reinforces their learning experience, empowering them to take charge of their education.

Language

During the first lesson, the lecturer is asked to assess the preferred language of instruction (Maltese or English) based on the needs of the students present. This does not imply that the lessons will be conducted exclusively in one language. If there are students who struggle with Maltese, explanations will be provided in English, while also offering clarifications in Maltese for those who may need additional support.

During discussions, some Maltese-speaking students may naturally switch to Maltese. In such instances, the student is allowed to complete their point, after which the lecturer translates the key points into English to ensure all students benefit from the discussion. Course materials and notes are provided in English, and all assignments are completed in English, as proficiency in the language is a fundamental requirement of the course. This approach fosters an inclusive learning environment while maintaining a strong emphasis on English language skills.

Group work

Group work sessions are integrated into the lessons, allowing students to collaboratively discuss diverse perspectives and engage in case studies related to the subject matter, all under the guidance of their tutors. These sessions not only enhance opportunities for participation but also foster a collaborative learning environment where students can learn from one another's experiences. By working together, students develop critical thinking skills and gain insights that enrich their understanding of the material, ultimately promoting a deeper grasp of the concepts being studied. This interactive approach encourages teamwork and communication, essential skills for their future professional placements. Group work is facilitated by the use of ZOOM rooms, which enables discussions in smaller groups.

Online quizzes

Lecturers frequently incorporate online quizzes to actively engage students, prompting them to share their opinions and insights. These quizzes serve not only as a catalyst for further discussion but also as an effective introduction to the programme's key concepts. By encouraging students to express their thoughts, lecturers create an interactive learning environment that stimulates critical thinking and fosters a sense of community among participants. This approach not only enhances student engagement but also helps to tailor subsequent discussions to better address the interests and perspectives of the class, ensuring a more personalized and enriching educational experience.

Reading Material

Reading material is provided for self-study to enhance understanding, stimulate critical thinking, and serve as a foundation for further exploration and analysis of course topics. Specific subjects and papers are discussed during lessons and often serve as the basis for forum discussions. This approach ensures that learners are actively engaged in their studies while also assessing their comprehension of the material presented. All material for reading is provided by the academy and it is envisioned that the academy will also have an online library for the students.

Assessment methods

Forums

Forums are often used as one of the selected assessment methods for the modules, as well as to enhance participation.

Forums are available for each module, offering a platform for learners to engage in asynchronous guided academic discussions, share their perspectives, and exchange ideas with peers and lecturers. In addition to promoting active participation and dialogue—allowing learners to work at their own pace—these forums facilitate peer-to-peer learning, collaborative learning, critical thinking, and reflection. Learners are encouraged to adhere to established netiquette guidelines, which emphasize respectful communication, clarity and conciseness, active participation, and other important considerations. Familiarity with these guidelines helps ensure that all participants contribute to a positive and productive learning environment. Forums hold a defined percentage of global mark for the module, and the submission is final.

Projects

Certain modules are assessed through projects, requiring students to complete a brief write-up and prepare relevant resources or materials related to the subject matter covered in the module. This approach ensures the practical application of the theoretical concepts taught during the lessons.

Tasks

Modules that focus on practical content, such as the MAP and IEP Active Participation and Execution module, will utilize practical assessment methods. In these assessments, learners are expected to apply their knowledge by working on various case studies or drafting Individualized Education Programs (IEPs), MAPs, and other essential documents. This hands-on approach not only reinforces theoretical concepts but also equips students with the skills necessary for real-world application.

Assignments

Some modules are assessed through formal assignments, with word counts varying based on the subject and guidelines set by the MFHEA. Students are expected to demonstrate appropriate academic writing skills, which include proper referencing, suitable vocabulary, and correct formatting. Dedicated sessions are provided for students to focus on designing and developing their assignments.

Once a student has completed their work, a formative assessment phase follows. During this phase, one of the tutors evaluates the assignment and provides constructive

feedback. This allows the student to refine their content and improve their work before submitting it for a final grade. This process ensures that students receive more than just a mark; they gain valuable insights that enhance their learning experience and foster academic growth.

Tests

Certain modules include open-book tests as part of their assessment, which require learners to have completed all coursework and achieved the programme's learning outcomes. This type of assessment allows students to demonstrate their ability to locate answers and respond to relevant questions effectively. To alleviate any pressure associated with time constraints, these tests are not timed, enabling learners to focus on providing thoughtful and comprehensive responses.

Practice Placement

The purpose of the placement is to provide learners with practical knowledge while minimizing disruption to the school environment and ensuring minimal distress for children with a statement of needs. As such, students who are already assigned to a child will conduct their practice placement with that student. However, student LSEs who do not yet have a learner assigned to them will have up to two calendar years to complete their placement, rather than taking over a child assigned to another LSE for the duration of the placement.

Visits: The student anticipates up to three visits during each placement. These visits will be formally evaluated by qualified individuals who possess a thorough understanding of the educational system and the programme's expectations.

Student file: By the end of the Practice Placement, students are also assessed through their learner's file, which they have to compile throughout their work experience. The needs to include documents that are significant to the everyday duties of a LSE, as well as additional exercises that are not compulsory as an employee, yet beneficial to their work.

Interview: The interview assesses the students on their ability to discuss their work experience with a competent individual who is knowledgeable on the inclusive practices and the different educational paths. Through the interview, the learners will be expected to discuss their students' current level, show an inclusive mindset, and reflect on their own performance.

Dissertation

For MQF Level 6 and above, students are tasked with preparing and composing a research project within the educational field. They are expected to adhere to established

guidelines while applying the knowledge and skills acquired throughout the programme. Under the mentorship of an assigned tutor, students are expected to carry out ethical and thorough research, ensuring their work is fair and credible. This project represents the culmination of their academic journey and enables them to make meaningful contributions to the field of education through their research and insights. If a student feels the assigned tutor is not suitable, they may request to work with a different tutor; however, the Academy must conduct a proper vetting process before granting approval for any change.

Viva voce will be held for the Dissertation Module (Module 11) whereby two examiners and the learner's tutor will engage in a discussion on the methodology and findings from the dissertation along with the implications for practice and policy in the field of inclusive and equitable education. The examiners and tutor will have the opportunity to interact with the learners and engage in a thought-provoking conversation on the dissertation's topic.

Community Work

One of our programmes also has an element of community work. The academy strives to make a difference in society, not just by training the educators to do good work in schools, but also to make an impact on society itself. The students, through this exercise, learn more about the value of inclusivity, equity and acceptance. The community work exercise varies locations and entities, not necessarily related to children or schools.

Formative assessment stage

Corrections of material

Checklists, rubrics and guidelines are disseminated to students participating in programmes below MQF5, and rubrics are used before final submissions of assignments above MQF5. This ensures that the students are well prepared and enabled to produce material of high standard.

The tutors have a responsibility to provide fair and relevant feedback to the students prior to formal submission, if the student chooses to send the work to them. After this, the students submit the final assignment to be graded according to the improvements outlined in the formative stage.

Student Services

One to one sessions

Individual one-on-one sessions are offered throughout all programmes, providing personalized support tailored to each learner's needs. These sessions can be conducted virtually through video conferencing or via phone calls, depending on the preferences of the student. This flexible approach ensures that each learner receives customized guidance and clarification on course material, fostering a deeper understanding of the subject matter. By prioritizing individual attention, these sessions empower students to address specific challenges, ask questions, and engage in meaningful dialogue, ultimately enhancing their overall learning experience and academic success.

Communication with students

The students have to their disposal the private number of the head of institution who is knowledgeable about all ongoing issues of the academy. When in doubt, the Head of institution refers the student to the coordinator of the programme in question. The students are free to contact the academy by phone, or if they prefer, communicate via email on the academy's generic mail system.

The Head of Institution and Lead Programme Coordinator and tutors have a vested interest in improving educators' work in their personal life. As such, they always encourage students to share any issues in their duties at work to try and find a solution. This is usually a learning experience that enables the students to learn from each others' experience.

Emotional support

The academy takes pride in its personal touch with the students and takes note of students going through hardship to later check up on them. This sometimes includes care packages sent to hospitals, waiving of tuition fees and phone calls to ensure that the student is managing with the situation.

Ensuring Equitable Access for All Learners

CC Education Academy is adamant in providing an equitable learning experience for all, regardless of any limitations. The following measures are taken to ensure that the principles of inclusion and equitable access are upheld:

Lectures are always structured as short activities to maintain student attention and stamina, ensuring nobody is left behind or overwhelmed.

Presentations are rigorously designed to be dyslexia-friendly, using clear fonts, high-contrast backgrounds, and unambiguous layouts, so that all students—whatever their learning profile—can follow with ease.

Lecturers always keep cameras on, directly supporting students with hearing impairments or those who rely on lip-reading, because accessibility must be visible, not just assumed.

All sessions are recorded. This ensures that any student who misses a class due to technical issues, unpredictable life events, or digital exclusion can catch up comfortably, accessing both audio/visual and written content.

One-to-one sessions are available by appointment, so that any student needing extra clarification, facing connectivity obstacles, or seeking tailored support receives it—inclusive support is never 'optional'.

Every measure is intentionally built with inclusion at its core: Whether the challenge is digital, neurodiverse, sensory, or circumstantial, multiple avenues are accessible so that every learner gets what they need, when they need it.

Thus, no technical issue, digital exclusion, or individual need will ever be a barrier at CC Education Academy. Our contingency planning is designed precisely to ensure equitable access, full participation, and genuine support for all students, regardless of circumstance.

Duties of all members of CC Education Academy

Lead Programme Coordinator	• Oversee programme planning and implementation, ensuring all activities progress according to schedule and within budget. • Develop and review procedures for achieving programme goals, including staffing and resource allocation. • Provide leadership and guidance to programme staff, including recruitment, supervision, training, and evaluation. • Coordinate professional development activities such as meetings, trainings, and seminars for tutors and teaching staff. • Monitor programme quality through regular reviews, stakeholder input, and data collection. • Facilitate communication with staff, students, and the Head of Institution. • Support curriculum development and ensure alignment with institutional and accreditation requirements. • Analyse programme feedback (e.g., student surveys, assessments) and implement improvements where necessary. • Ensure compliance with institutional policies and quality assurance standards. • Represent the programme at meetings and events, and liaise with advisory committees or boards as needed
Course Coordinator	• Oversee the planning, delivery, and assessment of courses to ensure alignment with academic standards and institutional policies • Monitor course effectiveness through feedback and performance data, implementing improvements as necessary • Facilitate communication between faculty, staff, and students regarding course expectations, requirements, and updates • Organise regular meetings with teaching staff to discuss course delivery, share best practices, and address any challenges. • Serve as a point of contact for students regarding academic inquiries, concerns, and support services • Address complex student matters such as academic misconduct or progression issues in coordination with relevant departments • Attend the Board of Discipline if necessary

	• Coordinate the scheduling of classes, examinations, and other course-related activities • Participate in programme review processes to assess the relevance and effectiveness of the curriculum • Evaluate performance through self assessment forms provided by the leadership team • Collaborate with human resources or recruitment teams to advertise open positions for tutors • Oversee the performance of the tutors working within their assigned programmes. • Facilitate the onboarding process for new tutors, ensuring they understand the course objectives, materials, and teaching methods
Dissertation Coordinator	• Lead dissertation meetings held after the students have submitted their dissertation proposals • Oversee the dissertation process, ensuring timelines, procedures, and academic standards are maintained. • Facilitate communication between students, tutors, and faculty members, supporting a productive supervisory relationship. • Assist in the ethical approval process, when needed, making sure research meets legal, ethical, and institutional requirements. • Monitor student progress, scheduling and holding regular meetings to review drafts, provide feedback, and resolve difficulties. • Ensure students receive appropriate feedback on drafts and guidance on structure, methodology, referencing, and presentation. • Manage official documentation and submission deadlines, coordinating between students and the institution for successful completion and defense. • Serve as a resource for academic advice, including research methods, literature review, and best academic practices. • Support assessment and evaluation procedures throughout the dissertation journey • Provide students with support and disseminate information regarding student submission dates, and other relevant information • Keep an active log of the meetings held and any changes done related to the dissertations
Tutors	• Provide personalised instruction to help students understand course material and improve academic performance, ensuring participation and active learning

	• Develop and deliver engaging lessons tailored to individual student needs and learning styles • Evaluate student progress through assignments, tests, and projects, offering constructive feedback to guide improvement • Utilise various digital platforms and technologies to facilitate interactive learning experiences • Maintain open lines of communication with students regarding their progress, challenges, and questions • Stay updated on best practices in online education and subject matter expertise to enhance teaching effectiveness • Participate in professional development opportunities to refine skills and adopt new teaching methodologies • Organise tutoring sessions based on student availability and needs, ensuring consistent support throughout the academic term • Keep accurate records of student attendance, progress, and feedback for future reference • Offer constructive, timely feedback on assignments to help students identify strengths and areas for improvement • Encourage self-assessment and peer feedback among students to foster a collaborative learning environment • Engage in self-reflection regarding the learning processes and outcomes • Clearly communicate academic integrity policies and expectations regarding plagiarism in course syllabi and during class discussions • Provide the lead programme coordinator with a detailed lesson plan of all lectures being done and the rubrics of the assessments given • Update the relevant lectures, readings and assessments on the portal • Provide a rubric to the students for the assessments given
Students	• Be present on time to ensure consistent learning and participation • Engage in class discussions, forums, and group projects regularly to foster a collaborative learning environment • Submit all coursework, including assignments and projects, which adhere to guidelines provided to maintain academic progress • Review course materials, readings, and resources prior to each session to enhance understanding and participation

	• Log into the LMS regularly to access course content, participate in discussions, and check for updates or announcements • Maintain self-discipline to keep up with coursework without the structure of a traditional classroom setting • Use available communication tools (e.g., email, discussion boards) to interact with tutors and classmates actively • Share constructive feedback about the course experience with instructors to help improve future offerings • Communicate respectfully and professionally in all interactions within the online learning environment • Verify that they have access to necessary hardware, software, and a reliable internet connection for online learning • Familiarise self with the academy's IQA document, and ensure that their conduct adheres to all the policies listed • Submit work that reflects their own understanding and ideas, demonstrating independent thought while adhering to academic standards • Familiarise self with what constitutes plagiarism, including direct copying, paraphrasing without citation, and failure to credit sources properly
Placement tutor	• Provide guidance and support to students throughout their placement, helping them navigate challenges and enhance their professional development. • Observe and assess students' performance in their placement settings, providing constructive feedback on their professional practice. • Evaluate student progress based on established criteria, ensuring that they meet the required learning outcomes
Placement Coordinator	• Organise small group tutorials or workshops to reinforce learning objectives and facilitate peer discussions. • Assist students in setting personal goals related to their placement experience and monitor their progress toward achieving these goals. • Work closely with the educational institution to align placement experiences with academic requirements and expectations. • Collaborate with school staff and other stakeholders to enhance the overall placement experience.

	• Maintain accurate records of student attendance, assessments, and feedback throughout the placement period. • Share knowledge and resources with students to support their learning and development.
Correction tutors	• Provide constructive formative feedback that highlights strengths and offers specific suggestions for enhancement. • Instruct students on grammar, punctuation, style, and structure to improve their overall writing quality. • Support students in developing their ideas further and refining their arguments or narratives. • Teach students how to critically evaluate their own work, fostering independence in the editing and correction process. • Collaborate with teachers or other educational staff to align correction efforts with curriculum standards and learning objectives. • Keep records of student performance over time to track improvements and identify persistent challenges. • Engage in self reflection assessments to ensure that performance meets the criteria
Dissertation tutors	• Assist students in selecting a suitable and manageable research topic that aligns with their academic goals and interests • Help refine the research question to ensure clarity and feasibility within the scope of the dissertation • Collaborate with students to develop a realistic timeline for their research, including key milestones for progress assessment • Schedule regular meetings with students to discuss progress, provide feedback, and address any challenges encountered during the research process • Provide timely, constructive feedback on drafts of the dissertation, ensuring that students understand areas for improvement • Review written work within a reasonable timeframe, typically not exceeding three weeks for substantial submissions • Educate students about academic integrity, including the implications of plagiarism and the importance of ethical research practices • Provide emotional support and encouragement throughout the dissertation process, helping students manage stress and maintain motivation • Keep a log of meetings and provide feedback on student progress when needed

Resources for technical support

Due diligence and research has been taken to choose the best service provider with the most efficient help centre. All contracts are done yearly, and contracts duly signed to ensure that the service is kept up to standard.

SERVICE NAME	PROVIDER	DESCRIPTION
LMS PORTAL	WE-LEARN	This product is devised made to measure for the needs of the academy. All students have access to the LMS and employees have 24/7 support from the help desk at WE-LEARN.
ZOOM PORTAL	ZOOM technologies	ZOOM access is given to all tutors, with a personal password to access the facility. Our subscription includes all features available on the platform. Support is also available 24/7
TURNITIN	Turnitin LLC	This similarity software will be made available for all programmes and different tutorials will be given so as to make sure everyone is confident with its features. Support is provided on a need basis
EMERALD INSIGHT (education library)	EMERALD and Co.	The platform features advanced search tools and filtering options, allowing users to quickly locate content by subject, format, or date, and provides accessibility features such as read aloud and customizable display settings. Dedicated topic pages and split-view functionality allow for in-depth exploration, making it a valuable resource for students, educators, and researchers in education. The library is offered to all

		the academy tutors and students.
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In the case of failure, the academy has backup systems in place to store student data and course work. However, there are temporary solutions to replace the services when needed.

LMS PORTAL	In the case of a temporary issue, the academy will switch to emailing the material to the students while the issue is fixed. However, if after two days, the issue is not fixed, it is prepared to switch to another researched LMS – CYPHER at https://www.neolms.com/app/launch All material is safely saved on GOOGLE DRIVE so it will be easy to implement such a change.
ZOOM PORTAL	In the case of malfunction, the lessons will switch to TEAMS temporarily, until a better provider can be found or the issue is solved.
TURNITIN	In case of technical faults or sudden termination, the academy will switch to www.plagiarism.org The site is pay per paper, so no contracts need to be drawn if for a temporary time.
EBSCO	All necessary reading material is safely downloaded, so if something happens, the academic programmes can go on.
GOOGLE DRIVE	A ONE Drive is available and serves a second backup.

Plagiarism

Plagiarism, defined further on in more detail in the policies section, is considered gross misconduct. TURNITIN will soon be used regularly for all assignments. The TURNITIN is a similarity tool rather than a plagiarism detector. Thus, apart from a number, the tutor will get annotations of from where the information was taken, and if indeed it is plagiarised or rather paraphrased. The tutor can then guide student accordingly. During

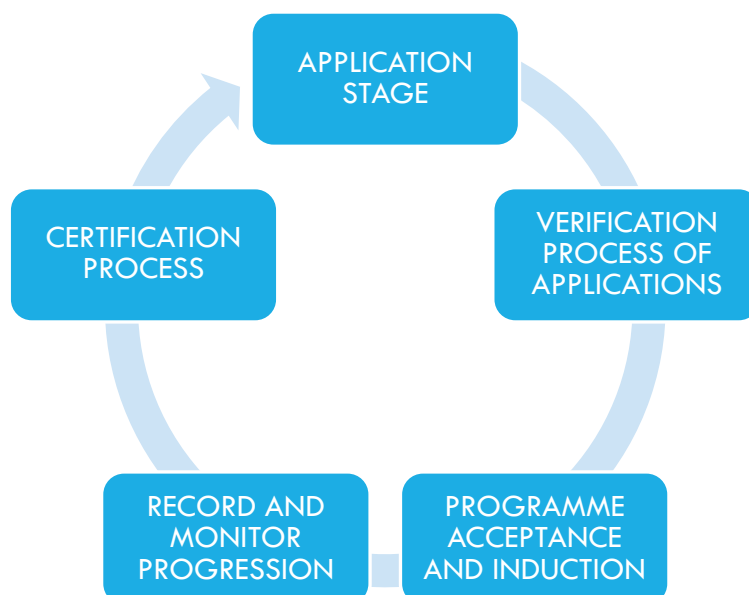
formative assessment, it is the responsibility of the tutor grading the assignment to check for plagiarism using TURNITIN and to communicate any concerns directly with the student. If the student disregards the tutor's warning, academic consequences will follow, which may include penalties as outlined in the institution's plagiarism policy.

Actions for misconduct

All our students are required to follow the policies and procedures, with special reference to the Code of Ethics and the plagiarism policy. In turn, all our employees are required to show integrity and honesty and provide a good service to the students. To ensure this, Proper Quality assurance measures, defined further on in this document, are in place.

When a student or employee has a complaint, suspecting breach of policies, the individual has a right to appeal to the Academy and state the complaint. Complaints are further assessed by the Academic Committee.

STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION



Application Stage

Once an individual decides upon which programme he/she will be taking, the application process starts. First, the student must make sure that he/she has filled in the information requested in the online registration form. They are also requested to send a deposit by bank transfer, which will be refunded later, if the application is deemed illegible to the programme selected. Once a login is provided, the students are then given a contract to sign, and requested to upload it on the portal together with a copy of their ID Card, and proof of the required qualifications.

Verification process of applications

Once the applications are received, they are vetted by the Head of Institution to ensure that they are in line with the requirements of the programme. If in doubt, the student is asked to contact MQFIC and provide the MQF level of the certification.

Programme Acceptance and Induction

Once the application is accepted, the Head of Institution sends an acceptance letter to the student, as well as login details for the portal. The applicant is asked to upload a soft copy of the sent documents on the portal. The successful applicants will then have an

induction session to ensure they are aware of the QA document principles, and also to help them navigate the portal and utilise the online resources available.

Record and monitor Progression

Students would have already filled out the registration online form, and the academy would have already stored it in the student database. This ensures that all data can be further analysed when needed. The students are also requested to fill out an NSO form, so that when such data is requested, it is easily accessible.

Once the student finishes the programme, the students' achievement scores are saved on the GOOGLE DRIVE. Such procedure is also used to save attendance scores.

Analysis of data will be done yearly, whereby the success rate is calculated. To date, August 2025, only one individual has failed the programme, while 10 have resigned for personal reasons, one of which decided to start again with a new cohort.

Throughout the duration of the programme, learners will be able to progress from one module to another by undergoing various assessment methods. For every module there are predefined tasks with relevant weight assigned to them. Everything but the forum have a formative assessment stage, during which, the students will be given feedback and direction on how to improve their work. If they are not able to get a total pass mark even after the formative stage, then the module will be considered unsuccessful. The students has a choice to continue the programme and re-do the module with the next cohort, however they would also have to attend the lessons and do all the work entailed, as if they had never done it.

The academy accepts 20% absenteeism from the live courses. The guidelines for absenteeism and relevant penalties are also defined in the absenteeism policy.

Learners will be able to successfully progress in the programme if they pass from all pre-defined modules. Learners also have the opportunity to progress further by applying for other courses which are complementary to the one they are studying.

Certification process

The certification process starts when the students have finished their programme. All data is gathered, and a certificate is printed out. Transcripts with details of marks and attendance is also prepared a soft copy. Details include: outline of the programme of study followed, the MQF Level, the number of ECTS, the name and details of the learner themselves and the information of the academy such as the license number and license category.

The students receives the transcript and soft copy of certificate by email, in the shortest time possible to ensure that the financial progression at work is not compromised. After this, they receive the hard copy of the certificate by mail, together with a hard copy of

the transcript and a Europass Certificate. For students who have successfully finished their Diploma, Degree or Masters, the hard copies will be given during the graduation.

INFORMATION MANAGEMENT

The academy makes sure to adhere with the rules and regulations of the National Quality Assurance Framework (NQAF) and follows the initial guide given in the first QA document submitted to the MFHEA.

Learner Information

The institution stores and manages multiple information related to learners, but mainly looks at the following:

- Learner identification information such as name, surname, email address, contact number, home address, ID card number and copy of ID Card
- Attendance rates of learners
- Mark rates of learners
- Examination and assignment papers
- Any reports or disciplinary measures
- Financial information regarding payment on courses and copy of invoices
- Learner demographic profile, with special attention to vulnerable groups
- Course participation and respective success rates
- Learner course rating
- Statistics of employment as a result of course uptake

For record keeping, the company shall keep the following learner data for the period of (4) years:

- Course participation, retention and success rates;
- Learners' satisfaction with their programmes;
- Employment rates and career paths.

After which, such data will be anonymised and kept using the ID card number without any further details that may lead to the identification of a learner by a third party individual who is not in possession of such person's ID number.

However, student academic records will be archived and kept readily available for 40 years as directed by the MFHEA.

Employee Information

The institution stores and manages information related to the teaching staff and any other employee involved in the institution.

- Personal information of the employee
- Copies of contracts
- Wages issued and other financial information
- Any reports or disciplinary measures
- Feedback collected on staff

Such information is sensitive and is stored as soft copy on the portal and the Google drive. Soft copies are stored and managed on the drive of the institution and on the master computer held in the personal residence of the Head of Institution.. Access to such data is restricted to the Head of Institution, Lead Programme Coordinator and the accounting firm for payroll management.

Financial Information

The institution stores and manages information related to finances, including the following:

- Budgets, expenses, and other financial documentation directly related to the institution's expenditure and income
- Payments carried out by learners
- Wages and other contributions to staff

Such information is sensitive and is stored as a soft copy. Soft copies are stored and managed on the drive of the institution, and on the master computer held in the personal residence of the Head of Institution. The financial information is also shared with the accounting firm, CP & Co.

A formal request to access such information needs to be submitted and approved should there be the need for another member of staff to view any financial, or personal sensitive information. The academy keeps the academic records up to date and is also audited yearly by an external financial auditor and relevant data is submitted yearly to the MBR and the tax department.

LMS approval

To gain access to the portal, the students are requested to agree to the Terms and Conditions stipulated, which includes the following data:

'Personal Information' is information that identifies you as an individual or relates to an identifiable person.

CC Education Academy is referred to in this document as THE ACADEMY

WEST TRADE, the site and platform provider (The platform welearn.cceducation.mt, and the website <https://cceducation.mt/>), is referred to as THE COMPANY

CC Education Academy and West Trade are committed to respecting and protecting your personal data. In compliance with the EU General Data Protection Regulation 2016/679 (hereinafter referred to as 'GDPR'), this privacy statement sets out the basis on which we will process any personal information that we may collect about you. Please read the privacy policy before giving your consent.

West Trade Ltd. is committed to protecting your personal information. The company agrees to only collect data needed to interact with you, or that which it is required to collect by law. The company takes all the relevant protection measures. Should you submit a request to withdraw your consent, your request will be dealt with within a month's time and your data will be deleted without undue delay, as established by GDPR, Art. 17.

Purpose of gathered information

When you visit this platform, the company will collect personal information by requesting it from you as a user. The requested information may include name, organisation name (if applicable), email address, phone number, and postal address. The company may collect personal information for:

- *Communication purposes (news for the website, newsletters, social media campaigns, publications, videos)*
- *Statistics and research*
- *Course-related updates*

Use of Personal information

The platform/ website collects information about you for statistical purposes, including market research. This statistical data helps to monitor the company's product effectiveness. As previously stated, the company may collect personal information, such as information necessary to analyze visitors' marketing preferences. The academy will not have access to this information and is therefore not responsible for the collection of such data.

By submitting personal information through the website related to other people, you confirm that you have the authority to do so and that the individual you are disseminating data about, consents to the use of their personal information in accordance with this Data Privacy Policy.

The plugins used by the academy:

The academy will use the following plugins. provided by the company. Please read the relevant data protection and privacy policies.

- *H5P: <https://h5p.org/privacy>*
- *ZOOM: <https://explore.zoom.us/en/privacy/>*
- *YouTube, HTML5 audio, HTML5 video, Video JS player, Vimeo media plugins do not store any personal data. The YouTube links you use in H5P also do not require sensitive data.*

For recorded lessons, ZOOM and H5P plugins will be used. The following refers to instances when recorded lessons are requested:

- *Even if students gave consent for the recording in the beginning, they can request that the recording is stopped at any point. It is the student's responsibility to make such a request clear, and advise the tutor in a reasonable manner.*
- *Students are free to turn off the camera during the recording.*
- *The recording will only be accessible to the participants of the current cohort, and it will be deleted after seven (7) days.*
- *No one can download the recording from the LMS, except for the admin/tutor who is/are contractually bound to respect this agreement.*

Duration of Data storage on the academy platform

The company will delete the information held when it is no longer in use or sooner upon a written request unless the said company has a legal obligation to retain it for a longer period. The company may keep personal data for not more than one (1) year after the programme has ended. As for coursework, the following guidelines will be adhered to by the company and/or academy:

- Diplomas and assessments: the data may be kept indefinitely to be able to provide evidence of students' accomplishments unless otherwise requested by the student.
- Coursework and assignments may be kept for a maximum of 12 months after
- If the course is not completed within 6 months from the start, data will be deleted within 6 months from the last activity performed by the student. Coursework and assignments are also deleted once the course becomes unavailable to the public.

System information gathering

Through Google Analytics or other data collection services, the company collects system information for administration and statistical purposes. System information refers to data such as information about your computer or device, including your IP address.

Your rights as a website and platform user

The GDPR provides you with the following rights:

- you have the right to be informed and get access to your personal information you have the right to have any incorrect personal information corrected or deleted
- you have the right to object to any use of your data for direct marketing purposes
- you have the right to object to our processing of some or all of your personal data and even have it deleted
- your right to data portability is protected. You have the right to lodge a complaint about the processing of your personal information with the body regulating data protection in Malta.

Third-Party Disclaimer

We are only responsible for the personal information we collect. We do not transfer data to third parties unless it is data that is automatically processed by the service providers.

This privacy policy does not address and cannot be held liable for the data protection practices of any third parties, including social networks, third parties operating our tools and website, or third parties linked to our website.

Consent forms

By consenting, you agree to the following terms and conditions:

[GDPR consent for students](#)

[GDPR consent form for academy employees](#)

Questions and Data Subject Access Requests

Should you have any queries regarding:

- this policy
- our storage of your personal information
- modifying the personal information you have already provided us

Please email us at info@cceducation.mt

ONGOING MONITORING AND REVIEW OF PROGRAMMES

The Academy is dedicated to delivering high-quality education. To achieve this goal, we implement various measures to ensure that all students receive an exceptional learning experience.

Periodical surveys are sent to students and tutors.

End of Programme Student Survey

These surveys are designed to monitor progress in financial performance, student services, and other areas related to the academy's Key Performance Indicators (KPIs).

An analysis for programme student survey is done after two survey reminders are sent and no new responses are reasonably expected. The result of the survey is analysed by the Head of Institution and the Lead Programme Coordinator, and any changes are discussed. The results are also shared with the students via email, as well as with prospective students via Facebook posts.

Module Survey

A survey is conducted to evaluate students' perceptions of module effectiveness for programmes of MQF6 and higher. This comprehensive survey includes all modules, facilitating straightforward analysis. It focuses on several key areas: tutor performance, online learning experience, relevance to employment, student engagement, and student support.

The Quality Assurance team supplies all coordinators with a standardized survey template that lists each individual module. It is the responsibility of both tutors and coordinators to promote student participation in the survey. To encourage candid feedback, the survey will be conducted anonymously.

Tutors are encouraged to evaluate the survey results after each module to pinpoint areas for improvement. The findings from these surveys are also utilized at the end of the year during the staff performance evaluation conducted by the Head of Institution.. Additionally, the administration periodically reviews the survey to ensure that any significant issues are promptly addressed.

Tutor self assessment

Tutors are encouraged to complete an online self-assessment designed to promote self-reflection and personal growth. This self-assessment serves as a valuable tool for tutors, allowing them to evaluate their teaching methods, identify strengths, and recognize

areas for improvement. By engaging in this reflective practice, tutors can gain insights into their instructional effectiveness and remain focused on their professional development goals.

The results of this survey will be thoroughly evaluated at the end of the year as part of the staff performance assessment process. This comprehensive review will provide an opportunity to analyze the feedback collected throughout the year, allowing for a deeper understanding of how effectively our tutors and programmes are meeting the needs of our students.

Staff satisfaction surveys

Staff members are encouraged to take part in a staff satisfaction survey aimed at promoting accountability and identifying areas for improvement. The academy is committed to treating all employees with fairness and inclusivity while safeguarding their rights. This survey serves as a vital tool for gathering feedback, allowing the academy to better understand the needs and concerns of its staff, ultimately fostering a positive and supportive work environment.

Staff satisfaction surveys are conducted periodically and analyzed at the end of the year. This systematic approach ensures that feedback is consistently monitored and evaluated, allowing for timely insights into employee experiences and concerns.

In addition to the aforementioned measures, the academy implements the following actions to maintain high standards:

Tutor supervision

The Lead programme Coordinator and the Programme coordinators are responsible for overseeing the tutors within their respective programmes. To facilitate this, the above individuals conduct announced visits during the instructional period. This practice ensures that tutors receive the necessary support and guidance while fostering a collaborative learning environment.

CYCLICAL EXTERNAL QUALITY ASSURANCE

The academy performs a yearly Internal Quality Assurance exercise, through which it identifies any areas of improvements both in the programmes and the everyday running of the institution. The Internal Quality Assurance cycle includes:

- Assessment of the Academy against the standards of the Quality assurance manual provided by the MFHEA, including a SWOT analysis of the ongoing progress of the Academy.
- Review the guidelines for online academies provided by the MFHEA
- Review of the Quality Assurance Programme
- Assessment of the KPIs of the Operational Plan
- Performance reports on all employees
- Review and analysis of all surveys
- Board evaluation of the assessment documents
- Yearly assessment of the programmes offered by the Academy

CC Education Academy recognises that in order to maintain its licence, the NCFHE must conduct an external review every five years. Additionally, before the end of the five-year period, Edu Alliance is engaged to carry out a mock audit to ensure readiness for the official review.

APPENDICES

LIST OF APPENDICES

CODE OF ETHICS

QUALITY ASSURANCE POLICY

DISCRIMINATION, ANTI-BULLYING AND ANTI-HARASSMENT POLICY

INFORMATION AND RECORDS MANAGEMENT (GDPR) POLICY

PLAGIARISM POLICY

INFORMATION TECHNOLOGY POLICY

LIBRARY POLICY

POLICY FOR LODGING COMPLAINTS

TERMINATION POLICY

ABSENTEEISM POLICY

RESEARCH POLICY

CODE OF ETHICS

Purpose

The Code of Ethics at CC Education Academy establishes the ethical standards and expectations for all students and employees. It serves as a foundation for integrity, respect, and professionalism within the academic community. The Code of Ethics is an accompanying document to the QA Manual and the Policies listed, which ensure that it is upheld.

Core Principles

The Core Values of CC Education Academy, which underpin and advance the fulfilment of the mission statement, are defined as follows:

Core Value 1: An inclusive learning journey for all

Core Value 2: Quality learning and integrity

Core Value 3: A strong leadership team and highly qualified tutors

These values can be further determined by these principles:

Integrity

All members must act honestly and uphold academic integrity. This includes avoiding plagiarism, cheating, and any form of dishonest behaviour in academic work.

Respect:

Members are expected to treat each other with dignity and respect, valuing diversity and fostering an inclusive environment. This includes respecting differing opinions, backgrounds, and experiences.

Responsibility:

Individuals are accountable for their actions and decisions. Students and employees should take ownership of their contributions to the community and adhere to institutional policies.

Excellence:

A commitment to striving for excellence in all endeavours is essential. Members should pursue continuous improvement in their academic and professional activities.

Confidentiality:

Respecting the confidentiality of student records, personal information, and sensitive institutional matters is paramount. Members must handle such information with care.

Compliance:

All members must comply with applicable laws, regulations, the QA Manual and institutional policies, ensuring that their conduct aligns with ethical standards.

Professionalism:

Members should maintain a professional demeanour in all interactions, representing the academy positively within and outside the institution.

Reporting Violations

Any suspected violations of this Code of Ethics should be reported to the appropriate authority within the academy. Reports can be made confidentially to ensure protection against retaliation.

Consequences of Violations

Breaches of this Code may result in disciplinary action, which could include warnings, suspension, or termination for students and employees.

Review and Updates

The Code of Ethics is reviewed periodically to ensure its relevance and effectiveness. Feedback from the academy community will be considered in updates.

Conclusion

By adhering to this Code of Ethics, CC Education Academy aims to foster an environment of trust, respect, and integrity that enhances the educational experience for all members of its community.

QUALITY ASSURANCE POLICY

Purpose and Scope

The quality assurance policy aims to ensure that CC Education Academy maintains high standards in educational delivery, student support, and overall institutional effectiveness. This policy applies to all programs and services offered by the academy and encompasses all staff involved in the educational process.

Quality Objectives

Enhance Student Satisfaction

Achieve a minimum satisfaction rate of 90% in student feedback surveys

Continuous Improvement

Implement regular review and enhancement of course content and delivery methods, as well as an overall assessment of all departments on a yearly basis

Compliance with Standards

Ensure that all courses meet national and international accreditation standards

Roles and Responsibilities

Quality Assurance Team and Lead Programme Coordinator

Oversee the implementation of the quality assurance policy, conduct audits, design surveys according to the Core Values of the academy and compile yearly reports.

Tutors

Participate in training sessions, provide feedback on course effectiveness, participate in self assessment exercises, and implement improvements based on student input and performance metrics.

Course coordinators

Disseminate and assess the effectiveness of the programmes, ensure compatibility with programme application and participate in Board meetings related to the evaluation process.

Head of Institution

Support and assist in data collection and performance metrics.

Students

Provide honest feedback and assist in Quality Assurance exercises when necessary

Department Employees

Provide honest feedback and assist in Quality Assurance exercises when necessary

External Service Providers

Provide information about the services upon request.

Policies and Procedures

Course Development: All courses must undergo a rigorous approval process by the MFHEA that includes but are not limited to curriculum review, alignment with learning outcomes, and assessment methods. Such guidelines are defined in the QA Manual of CC Education Academy.

Student Feedback Mechanism: Implement periodical anonymous surveys at the end of each course and module to gather student feedback on teaching effectiveness, course relevance, and overall satisfaction.

Tutor Evaluation: Conduct regular evaluations of tutor performance based on student feedback, peer reviews, and self-assessments. In turn, provide tutors with surveys which assess the satisfaction of employee with regards to the performance of different departments.

Training Programmes: Develop ongoing training programmes for tutors focused on best practices in pedagogy, technology integration, and student engagement strategies. Regular workshops will be held to discuss new teaching methodologies and gather input from staff.

Communication Channels: Establish clear communication channels for staff and students to report quality-related issues or suggest improvements. Regular meetings with the board will be held to discuss quality assurance initiatives and gather feedback from all stakeholders.

Monitoring and Measurement: Utilize key performance indicators (KPIs) such as student retention rates, course completion rates, and satisfaction scores to assess the effectiveness of the quality assurance policy and the services provided including those external. Regular reports will be generated to track progress against these metrics.

Review and Audit

Conduct annual reviews of the quality assurance policy to ensure its relevance and effectiveness. Internal audits will be performed to assess compliance with established procedures and identify areas for improvement.

Continuous Improvement Culture

Foster a culture of continuous improvement by encouraging staff to participate in professional development opportunities and share innovative ideas that enhance educational quality.

Conclusion

By following this framework, CC Education Academy can establish a comprehensive quality assurance policy that supports its mission of providing high-quality education while ensuring accountability and continuous improvement.

DISCRIMINATION, ANTI-BULLYING AND ANTI-HARASSMENT POLICY

Purpose

The purpose of this policy is to create a safe and inclusive environment for all students, staff, and stakeholders at CC Education Academy. The Academy is committed to preventing discrimination, bullying, and harassment in all forms, ensuring that everyone is treated with dignity and respect and that the Core Values of the Academy are upheld.

Scope

This policy applies to all members of the CC Education Academy community, including students, faculty, staff, and visitors. It covers all activities related to the academy, including online interactions and in-person events.

Definitions

Discrimination

Unfair treatment of individuals based on characteristics such as race, gender, age, disability, sexual orientation, or any other status protected by law.

Bullying

Repeated aggressive behaviour that is intentional and involves an imbalance of power or strength. This can occur in person or online.

Harassment

Unwelcome conduct that creates an intimidating, hostile, or offensive environment. This includes verbal, physical, and visual harassment.

Policy Statement

CC Education Academy is dedicated to fostering an educational environment free from discrimination, bullying, and harassment. The academy recognizes the importance of diversity and inclusion and strive to ensure that all individuals feel safe and valued.

Any of the misconduct mentioned in this policy are considered gross misconduct and may result in immediate dismissal without entitlement to a refund or transcript. All students and employees have both the right and the responsibility to promptly report any occurrences of harassment, discrimination, or bullying by following the Complaint procedure defined below.

Responsibilities

Employee Responsibilities: All staff members are expected to model respectful behaviour and address any incidents of discrimination or harassment promptly. Staff should report any concerns to the designated authority within the academy, and follow the complaint procedure.

Student Responsibilities: Students are encouraged to treat their peers and academic staff with respect and report any incidents of bullying or harassment they witness or experience.

The Board: Disciplinary actions are taken, and a decision of the Board mentioned in the QA Manual of the academy, following the evidence presented.

Reporting Procedures

Individuals who experience or witness discrimination, bullying, or harassment should report the incident as soon as possible. Reports shall be made in writing by following the Complaints Policy defined below.

All reports will be treated confidentially to the extent possible. The academy will take steps to protect the identity of individuals involved in the reporting process.

Upon receiving a report, the designated authority will conduct a thorough investigation. This may involve interviewing witnesses and reviewing relevant documentation. The academy reserves the right to also involve outside authority.

Following the investigation, appropriate actions will be taken by the Board of Discipline based on the findings. This may include disciplinary measures against individuals found

to have violated this policy. The Academy reserves the right to file a report with the local authorities if deemed necessary by the Board.

This policy will be reviewed annually to ensure its effectiveness and relevance.

Conclusion

CC Education Academy is committed to creating a learning environment where everyone can thrive without fear of discrimination, bullying, or harassment. By adhering to this policy, we aim to uphold our values of respect, diversity, and inclusion for all members of our community.

INFORMATION AND RECORDS MANAGEMENT (GDPR) POLICY

Purpose

The purpose of this Information and Management Policy is to establish a framework for the effective management of information within CC Education Academy. This policy aims to ensure that all information is accurate, reliable, accessible, and compliant with relevant laws and regulations. By implementing this policy, the academy seeks to enhance decision-making processes, protect personal data, and maintain transparency.

Scope

This policy applies to all staff, students, and stakeholders involved in the operations of CC Education Academy. It covers all forms of information, including digital and physical records, created or received in the course of academic and administrative activities.

Policy Statement

CC Education Academy recognizes that information is a valuable asset that must be managed effectively. The academy is committed to:

Ensuring the accuracy and reliability of information

Protecting personal data in accordance with data protection legislation

Maintaining comprehensive records of all academic and administrative activities

Ensuring that information is stored securely and disposed of appropriately when no longer needed

Record keeping Procedure

Learner Information

The institution stores and manages multiple information related to learners:

Learner identification information such as name, surname, email address, contact number, home address, ID card number and copy of ID Card

- Attendance rates of learners
- Mark rates of learners

- Examination and assignment papers
- Any reports or disciplinary measures
- Financial information regarding payment on courses and copy of invoices
- Learner demographic profile, with special attention to vulnerable groups
- Course participation and respective success rates
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- Statistics of employment as a result of course uptake

For record keeping, the company shall keep the following learner data for the period of (4) years:

- Course participation, retention and success rates;
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However, student academic records will be archived and kept readily available for 40 years as directed by the MFHEA.

Employee Information

The institution stores and manages information related to the teaching staff and any other employee involved in the institution.

- Personal information of the employee
- Copies of contracts
- Wages issued and other financial information
- Any reports or disciplinary measures
- Feedback collected on staff

Sensitive information is stored digitally within the academy's portal and on its Google Drive. All electronic records are maintained and managed on the institution's official drive, with an additional backup on the master computer located in the private residence of the Head of Institution. Tutor CVs remain in the database and portal unless an individual submits a written request for removal.

Roles and Responsibilities

Head of Institution

Responsible for overseeing the proper storage of the data of employees and students, and ensuring compliance with the QA manual and legal requirements.

Employees

All staff are required to manage information responsibly, ensuring that records are created, maintained, and disposed of in accordance with the QA Manual.

Students

Students are encouraged to read the QA Manual and understand the implications of the shared data regarding storage and retention, and to report any breaches or concerns related to information management.

External Service Providers

All external Providers engaged by CC Education Academy are to abide by the Law and Regulations dictated by local authorities to ensure the rights of the employees and students.

All parties involved

Individuals within the company, both as staff and as students, are never to share lesson recordings with anyone outside the scope of the company. Such practice will be deemed as an illegal act and will result in termination of student/ staff. Further legal action may also be taken against the perpetrator.

Information Management Practices

All documents and records must be created in a manner that ensures their accuracy and completeness. This includes but is not limited to, proper documentation of academic activities, communications, and administrative decisions.

Information must be stored securely on company cloud storage and the portal, to allow for easy retrieval while protecting sensitive data. Access to information should be granted based on role-specific needs. Government authorities hold the right to request information to the Academy, and the Academy, in turn, has to provide such information.

Information must be retained for a specified period as required by the QA Manual. Once the retention period has expired, records should be disposed of securely to prevent unauthorized access.

Monitoring and Review

This policy is reviewed annually to ensure its effectiveness and relevance. Feedback from staff and students will be gathered to identify areas for improvement. Compliance with this policy will be monitored through regular audits of information management practices.

Conclusion

By adhering to this Information and Management Policy, CC Education Academy aims to foster a culture of accountability, transparency, and respect for personal data among all members of its community. This commitment not only enhances operational efficiency but also builds trust with students, staff, and stakeholders.

PLAGIARISM POLICY

Purpose

The purpose of this Plagiarism Policy is to uphold the highest standards of academic integrity at CC Education Academy. This policy aims to educate students about plagiarism, its consequences, and the importance of original work.

Definitions

Plagiarism is defined as the act of presenting someone else's words, ideas, or work as one's own without proper attribution. This includes:

- Directly copying text, sentences, or paragraphs from any source without appropriate citation and paraphrasing
- Paraphrasing someone else's ideas without giving credit.
- Submitting work that has been completed by another individual or entity as if it were one's own
- Using AI-generated content or any other unauthorized assistance in completing assignments

Manipulation is defined as any attempt by a student to gain academic credit through dishonest, deceptive, or unfair means. This encompasses a variety of actions, including:

- Manipulated text where characters have been replaced or hidden
- Text spinning
- AI-generated content

Responsibilities

Students

All students are responsible for understanding what constitutes plagiarism/ manipulation and ensuring that their work is in line with academic integrity. They should seek guidance and follow the provided documentation if they are unsure about proper citation practices.

Teaching Staff

Instructors are responsible for providing clear guidelines on academic integrity and plagiarism in their courses. They should also familiarise themselves with the TURNITIN program provided to detect and assess any instances of plagiarism. Teaching staff are to address any instances of suspected plagiarism promptly and report to the Head of Institution.

Head of Institution

The Head of Institution is responsible for providing online training videos on TURNITIN functions and its appropriate use to all teaching staff. It is also bound to provide such product, or an alternate product with the same functions, to the teaching staff.

Detection of plagiarism

The Academy recognises that traditional assessment programs, including Turnitin reports, generate a percentage score that may include title pages and supplementary materials. While Turnitin offers the option to include or exclude sections of an assignment, it does not account for the overall length of the paper, meaning higher percentages are possible for shorter assignments. Therefore, teaching staff are required to carry out a thorough review during formative assessment, rather than relying solely on the similarity score, giving students one opportunity to address any concerns and receive appropriate feedback.

The Academy strives to perform an analysis on the provided assessment before dictating whether the individual has indeed plagiarised the material.

TURNITIN, which is the product used by the Academy, generates detailed similarity reports that provide:

A similarity score indicating the percentage of matched content.

Color-coded results for easy interpretation.

Side-by-side comparisons with original sources, allowing educators to assess the context of matches.

This helps the teaching staff to better identify the issues and assess the validity of the similarity report.

To enable better assessment, the tutors are instructed to follow the rubric below:

SIMILARITY SCORE	ASSUMPTIONS
0% - 20%	Document is deemed as not plagiarised
21% and above	Similarity scores should be carefully reviewed to detect missing citations or potential AI-related concerns, including the use of tools like Grammarly that may be flagged by the system. Appropriate action is required if there is clear evidence of manipulation as detailed below. It is also important to pay close attention to the sources identified—since these may include the student’s own previous submissions—and to consider the length of the assignment in the analysis. A report should be sent to the student so that the individual can address the flagged issues.

Reporting and Investigation

A tutor who suspects a case of plagiarism should report it to the Head of institution and the Lead Programme Coordinator. Upon receiving a report, a thorough investigation is conducted and if deemed necessary, the Academic Committee is involved. If plagiarism is confirmed, appropriate disciplinary actions will be taken by the Academic Board based on the severity of the offense.

Consequences of Plagiarism

Students found guilty of plagiarism for the first time during the formative stage will receive the Turnitin report and asked to review their work.

If a student's summative submission is also determined to be significantly plagiarised, after the warning given and the report sent during the formative stage, the case will be presented to the Academic Committee and further action is discussed with all evidence

presented by all parties. The committee, upon reviewing the case, will decide upon appropriate consequences which might include:

- A resubmission with the maximum attainable mark capped at 80%
- A failing grade which may result in not passing the module, which can hinder progression in the programme or require the student to retake the module in a subsequent term

The decision of the Academic Committee is deemed final.

Prevention Strategies

The academy will provide resources and training sessions on academic integrity and proper citation practices to help students avoid plagiarism.

Students are encouraged to submit their work for the formative assessment so that any issues are handled before the final grade is given.

Review and Monitoring

This policy is reviewed annually to ensure its effectiveness and relevance. Feedback from students and faculty is considered to enhance practices related to academic integrity.

Conclusion

CC Education Academy is dedicated to fostering an environment of honesty and integrity in all academic pursuits. By adhering to this plagiarism policy, The Academy aims to support our students in developing their own voices and ideas while respecting the intellectual property of others.

INFORMATION TECHNOLOGY POLICY

Purpose

The Information Technology (IT) Policy at CC Education Academy is designed to ensure the effective and secure use of technology resources. This policy aims to protect the integrity of information systems, safeguard personal data, and promote responsible use of technology among students and staff.

Scope

This policy applies to all students, faculty, staff, and any other individuals who access or use the academy's IT resources, including computers, networks, software, and online platforms.

Policy Statement

CC Education Academy is committed to maintaining a secure and efficient IT environment. The following principles guide our IT policy:

All personal data will be handled in compliance with the EU General Data Protection Regulation (GDPR) and the guidelines provided in the QA Manual.

Users of the academy's IT online resources must refrain from activities such as unauthorized access to systems, sharing passwords, or using technology for malicious purposes. It is the user's responsibility to store their credentials safely.

The academy reserves the right to monitor the use of its IT software use to ensure compliance with this policy. While the academy respects user privacy, users should have no expectation of privacy when using academy-owned software.

Any suspected security breaches, data loss, or misuse of IT resources must be reported immediately to the designated IT personnel. Prompt reporting helps mitigate potential damage and ensures a swift response.

Responsibilities

Students

The student is responsible for safeguarding their provided credentials. Although they have the option to download materials, these downloaded resources should be used solely for personal purposes and must not be shared with others.

Teaching Staff

The teaching staff responsible for safeguarding their provided credentials. While they have the facility to download material for easy access, they are never to share the material with anyone else. While the relevant teaching staff also has access to personal student information, the data is never to be shared. If such instances arise, where outside institutions request the data, the teaching staff are required to refer to the Head of Institutions for further actions and permissions.

Head of Institution

Ensure teaching staff are familiar with the policies and guidelines outlined in this document, and take sole responsibility for sharing requested data only after verifying and assessing permissions from the relevant authorities when a data request is made.

Policy Review

This IT policy is reviewed annually to ensure its relevance and effectiveness. Feedback from users is solicited to identify areas for improvement.

Conclusion

By adhering to this Information Technology Policy, CC Education Academy aims to foster a secure and productive learning environment that maximizes the benefits of technology while minimizing risks associated with its use. All members of the academy community are expected to comply with this policy to support our commitment to academic integrity and data protection.

LIBRARY POLICY

The Academy has the necessary rights to the Emerald education database, and the library access is gained through the portal after logging in. Emerald provides a structured policy framework for libraries that utilize its resources. The following are the relevant responsibilities of the licence agreement:

Responsibilities

The Academy

The Academy must ensure that access is provided only to authorized users and that proper security measures are in place to prevent unauthorized access.

The Academy must ensure that its users comply with the Copyright Act of 1976 and take precautions to limit usage to authorized individuals. Emerald retains ownership of all databases and services, and users cannot reproduce or distribute content without prior written consent.

The Academy must provide access to Emerald, as the company reserves the right to conduct audits during regular business hours to ensure compliance with the license agreement.

The Academy needs to abide by Emerald terms and conditions, as if a user breaches the agreement, Emerald may suspend access until the issue is resolved. Continued non-compliance may lead to termination of usage of the library provided.

The Academy must inform the users on the proper use of the library facility.

Users

Users must make sure to follow the below guidelines:

- Keep credentials safe and never disseminate such information to outside individuals
- Honour the Copyright law defined above to ensure compliance
- Submit information to Emerald when required
- Familiarise and abide with the terms and conditions provided on the Emerald website

Conclusion

This policy framework helps ensure that users under the membership of CC Education Academy, abide by the guidelines provided by Emerald while further adhering to legal and ethical standards. For more detailed information, users can contact CC Education Academy.

POLICY FOR LODGING COMPLAINTS

Purpose

The purpose of this policy is to provide a clear and structured process for students, staff, and stakeholders to raise complaints regarding any issues they encounter at CC Education Academy. This policy aims to ensure that all complaints are addressed fairly, promptly, and effectively.

Scope

This policy applies to all students, faculty, and staff at CC Education Academy. It covers complaints related to academic matters, administrative processes, harassment, discrimination, or any other concerns affecting the educational experience.

Complaint Procedure

Informal Resolution Stage

The individual lodging a complaint is encouraged to first discuss their concerns with the course coordinator for an amicable resolution. Many issues can be resolved informally through open communication.

Formal Complaint

If the issue cannot be resolved informally, a formal complaint can be submitted. To do this, the individual must send an email detailing the complaint to info@cceducation.mt

The complaint should include:

Name:

Contact Information:

Date of Submission:

Details of the Complaint:

Describe the issue clearly and concisely

Include relevant dates, individuals involved, and any supporting documentation.

Desired Outcome:

Specify what resolution you are seeking

Upon receiving a formal complaint, the Head of Institution will review it and respond within ten business days. The response will include a written outcome and any applicable rationale for the decision.

Appeal Process

If the individual is dissatisfied with the outcome of their formal complaint, they have the right to appeal the decision. The appeal must be submitted in writing within ten business days of receiving the initial response. Appeals will be reviewed by the Academic Committee, and the individual is then provided with the opportunity to present the case in front of the Board. The decision of the Board is deemed final.

Confidentiality

All complaints will be handled confidentially to the extent possible. Information regarding the nature and resolution of complaints will only be shared with those who need to know in order to address the issue.

Non-Retaliation Policy

CC Education Academy prohibits retaliation against anyone who submits a complaint or participates in an investigation. Any individual found to have retaliated against another in relation to a complaint may face disciplinary action.

Review and Monitoring

This policy is reviewed annually to ensure its effectiveness and relevance. Feedback from students and staff will be considered for potential improvements.

Conclusion

By adhering to this Policy for Lodging Complaints, CC Education Academy aims to foster an environment of transparency and accountability while ensuring that all community members feel heard and supported in addressing their concerns.

TERMINATION POLICY

Purpose

The termination policy outlines the conditions under which students and employees may have their enrolment or employment terminated at CC Education Academy. This policy aims to ensure fair treatment and clarity regarding the consequences of specific actions or behaviours.

Scope

This policy applies to all students and employees of CC Education Academy and covers various circumstances that may lead to termination.

Student Termination

Withdrawal from Program

Students wishing to withdraw must submit a formal withdrawal request.

Any fees sent to the Academy are at prima facie deemed as non-refundable. However, the Head of Institution might consider external factors for the action of withdrawal. Thus, while being under no obligation to do so, may voluntarily offer a full or partial refund.

The student achievements to date will be kept in the academic records, and the student is informed that such achievements will be considered if in the future, he/she decides to enrol in the same programme.

Conduct Violations

A student's enrolment may be terminated if their performance is deemed detrimental to themselves or others, or they are found to be in breach of the policies of the QA Manual. This includes but is not limited to unsafe practices, unethical behaviour, or prolonged absenteeism. In this case, termination is decided upon by the Head of Institution and the Lead Programme Coordinator, the student will forfeit the right to a refund and also for the transcripts. The student can appeal to the Academic Committee by following the procedures for complaints. The decision of the Academic Committee is deemed final.

Students have a right to contact MCAA to check their rights, after which the Academy has the right to discuss the case and further submit the necessary evidence.

Employee Termination

Performance Issues

Employees may be terminated for poor performance, failure to meet job expectations, or consistent misconduct.

Policy Violations

Violations of institutional policies, including ethical standards and conduct guidelines, may lead to disciplinary action up to and including termination.

Termination Process:

Employees will be terminated according to the DIER regulations. The employees reserve the right to appeal to DIER and consult with their rights.

Appeals Process

Both students and employees have the right to appeal termination decisions. Appeals must be submitted in writing within thirty days of termination.

The appeal will be reviewed by the Head of Institution, in which case the Academic Committee will get involved, and a written response will be provided.

Confidentiality

All termination proceedings will be handled confidentially to protect the privacy of individuals involved.

Conclusion

CC Education Academy is committed to maintaining high standards of academic integrity and professional conduct. This termination policy ensures that all members of the academy community are treated fairly while upholding these standards.

ABSENTEEISM POLICY

Purpose

The absenteeism policy at CC Education Academy is designed to promote consistent attendance among students, recognizing that regular attendance is essential for academic success and personal development.

Definition

Absenteeism is defined by the lack of presence during live lessons. This will also include instances where the student is logged in but does not respond when asked to participate repeatedly.

Justified absence, as determined by the administration, will be marked as Excused (E), and half the attendance weight is awarded to the student. Unjustified absence will be marked as Absent (A), and will carry the full weight. If the student is over half an hour late, then the student will be marked as Late (L), and half the weight of the absence is recorded. If the student is called for three (3) times during a lecture, and there is no response, the student will be marked as Absent (A).

Attendance Requirement

Minimum Attendance: Students are required to maintain a minimum attendance rate of 80% in their courses. This means that students should not exceed 20% absenteeism over the course of an academic term.

Consequences of Excessive Absenteeism

If a student's attendance falls below the 80% threshold, they may face academic penalties, which could include receiving a failing grade for the course or module, or being required to retake it with future cohorts. These decisions are taken by the Academic Committee.

Reporting Absences

Students must notify their instructors or the administration as soon as possible on the day of absence. Notifications can be made via email or through a designated online system.

For absences due to illness, students may be required to provide a medical certificate.

Monitoring Attendance

Attendance will be monitored regularly by the relevant teaching staff. Students will be informed if they are at risk of ramification due to high levels of absenteeism.

Authorised Absences

Absences may be authorized under certain circumstances, including:

Illness, Medical appointments, Family emergencies or other significant personal matters (with prior approval).

Appeals Process

Students who believe they have been unfairly penalised due to attendance issues have the right to appeal. Appeals must be submitted in writing within a ten days following notification of any disciplinary action related to absenteeism.

Conclusion

By adhering to this absenteeism policy, CC Education Academy aims to foster a culture of accountability and engagement among students. Regular attendance is crucial for both academic achievement and preparation for future professional responsibilities.

RESEARCH POLICY

Purpose

The purpose of this policy is to empower our students in becoming critical thinkers, engaged educators and ethical leaders who can leave a positive impact on the students they are entrusted to care for and society at large.

Principles of the policy

The following principles outline the Academy's commitment to upholding academic freedom, academic integrity, and research integrity as essential foundations for an open, ethical, and rigorous educational environment.

- Academic freedom is the right of students and staff to pursue knowledge, ask questions, and communicate ideas without unreasonable external interference. It permits open inquiry, allows the presentation and publication of research findings, and supports independent thought free from bias or censorship—provided this freedom operates within legal and ethical limits and does not enable discrimination or hate speech.
- Academic integrity is the commitment to honesty, fairness, and responsibility in all academic work, requiring truthful submissions, respect for others, and avoidance of plagiarism or cheating.
- Research integrity involves upholding honesty, accuracy, objectivity, transparency, proper citation, and the avoidance of fabrication or falsification in all aspects of research—including declaring any conflicts of interest—to ensure high standards in scholarly activity.

The Process

It is of the utmost importance that any research conducted by students as part of their course requirements, follows the below protocols.

Submission of Proposal

Students receive guidance from the tutors of the research methods module to develop a comprehensive proposal for their chosen dissertation topic. After review and feedback

from these tutors, the proposal is forwarded to the dissertation coordinator, who assesses its suitability. If there are any issues with the proposals, the research method tutor responsible for the submission of a questionable submission is contacted so that he/ she can work with the student to improve the proposal in accordance to the directions given by the dissertation coordinator.

Research Confirmation

Upon the final submission of the proposal, the student will receive:

Approval - indicates that the student may begin working with a tutor on their research.

Conditional approval – This means that the student must obtain permission from the relevant authorities where the research will take place before starting the dissertation process; once this permission is granted, formal approval from CC Education Academy will be issued.

Refusal - In case of refusal, the student will be required to revise and resubmit their proposal—though this is uncommon, as proposals are generally reviewed beforehand by the dissertation coordinator, rework may be necessary if instructions have not been followed

Informed Consent

to research, CC Education Academy students should acquire informed consent from the institution in which the research will be held, if relevant, as well as from the participants. The information about the research should be clear, participants are to be made aware of the purpose of the research and any potential risks. The consent form should be provided in a way that participants understand without difficulty. They will also be informed of the right to withdraw at any point during the research process.

Confidentiality

All participants' data and any data pointing towards their identification should be kept confidential unless there is a legal or ethical obligation to disclose it.

Avoidance of Harm

It is of the utmost importance that participants undergo the least harm possible through steps you will take when questioning them.

Researching with Vulnerable Populations

As a student of the Academy, adhering by the policies, QA Manual and the Core Values, the student is required to take extra precautions when interviewing vulnerable people and make sure to have adequate support and accommodations at hand.

Cultural Sensitivity

Students are required to be culturally sensitive, in all the senses possible, and therefore must be aware of cultural differences and avoid making assumptions.

Viva Voce

Viva voce will be held for the Dissertation Module whereby two examiners and the learner's tutor will engage in a discussion on the methodology and findings from the dissertation along with the implications for practice and policy in the field of inclusive and equitable education. The examiners and tutor will have the opportunity to interact with the learners and engage in a thought-provoking conversation on the dissertation's topic.

Reporting

The student is to give the supervisor's email or the Academy's email to the research participants, so they can report any mishandling to the Academy, should they feel injured in any way during the interview process.

Respect

The intellectual property of others should be given proper credit and be cited without manipulation. Respect for Privacy and Confidentiality in research should be respected according to the academy research guidelines. The Academy commits to respecting privacy and confidentiality of our students, as outlined in the QA Manual and policies provided.

Accountability

Researchers are responsible for their own actions and should conduct research in accordance to this policy, the QA Manual and the policies provided. They are also responsible for the data management and should outline their plan for the management of data in their research. Researchers may also be asked to participate in peer review processes so that their research meets quality standards.

The Dissertation tutor is responsible for overseeing that the research activities are compliant with these ethical guidelines.

The Course Coordinator is responsible for making sure the necessary precautions are taken by the Dissertation tutor.

Scope and Applicability

This ethics code applies to all the members of the Academy. Its scope is to foster a culture that ensures our school is a safe and inclusive community where everybody thrives.

Violations

Violations are defined as breach of the QA Manual guidelines, the Academy policy of this policy itself.

Students and Academy staff who are in violation will be addressed in writing and will face the risk of disciplinary action decided upon the Head of Institution. If there is an objection, the involvement of Academic Committee is sought. The decision of the Academic Committee is however deemed final.

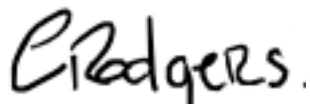
Appeals Process

Students or employees who believe they have been unfairly penalized due to a breach in research ethics defined in this policy have the right to appeal. Appeals must be submitted in writing within a ten days following notification of any disciplinary action related to absenteeism.

Review and Amendments

This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from students and staff will be considered for potential improvements.

SIGNATURES



Claudette Rodgers (379281M)

Head of Institution



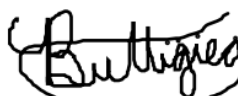
Dr Maria Pace (336085M)

Lead Programme Coordinator



Antoine Spiteri (28288G)

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