

CC EDUCATION ACADEMY STUDENT HANDBOOK



CC EDUCATION ACADEMY
C&C EDUCATION & TRAINING LTD

2024-2025

CC Education Academy
Contact: 77658320/ 79706555
info@cceducation.mt



CONTENTS

WELCOME	3
THE ACADEMY	4
THE TEAM	6
COMPLIANCE WITH ACADEMIC STANDARDS.....	8
THE ONLINE EXPERIENCE.....	9
ASSESSMENT METHODS.....	9
THE LMS.....	10
STUDENT RESPONSIBILITIES	11
STUDENT SUPPORT	12
QUALITY ASSURANCE.....	15
CONCLUSION.....	16
APPENDICES	17
CODE OF ETHICS	18
QUALITY ASSURANCE POLICY.....	20
DISCRIMINATION, ANTI-BULLYING AND ANTI-HARASSMENT POLICY	23
INFORMATION AND RECORDS MANAGEMENT (GDPR) POLICY.....	26
PLAGIARISM POLICY.....	30
INFORMATION TECHNOLOGY POLICY	34
LIBRARY POLICY	36
POLICY FOR LODGING COMPLAINTS	38
TERMINATION POLICY	40
ABSENTEEISM POLICY.....	42
RESEARCH POLICY	44

WELCOME

CC Education Academy is committed to providing quality education for its students and empowering educators through high-quality training. The Academy ensures that its students can effectively overcome challenges, enabling them to deliver inclusive education to their future learners.

Dear student, we warmly welcome you to CC Education Academy, where you will be considered a vital part of your educational journey. Our mission is to support your academic growth in an inclusive environment, to help you thrive in your professional endeavours.

CC Education Academy is guided by its Core Values set to reach the mission it set out to accomplish:

An inclusive learning journey for all

Quality learning and integrity

A strong leadership team and highly qualified tutors

During your time with us, we hope you will gain not only the essential knowledge and skills to achieve your desired grades but also meaningful connections with your peers and our Academy.

This handbook will guide you through the early stages of your journey, as well as the ongoing processes and procedures that will help you receive a quality education and achieve success.

THE ACADEMY

CC Education Academy is an online fully accredited Further and Higher institution (License number: C101606) which seeks to provide curricula that prepare learners not only with the theory and knowledge of the latest research possible, but also with tools on how to use such knowledge in their everyday practice. The Academy aims to make society better for all, by training educators that is inclusive in its delivery.

CC Education Academy aims to provide:

- Online tuition to enable learners to participate from home
- Programmes that are designed with a theoretical and practical aspect in mind
- Availability of one-to-one sessions for learners who might be struggling
- Affordable prices
- Fully qualified tutors

CC Education Academy provides programmes specifically focused on the education sector, The Academy currently offers a range of fully online programs culminating in qualifications up to a Masters level. The only exception to this online format is the placement element for selected programmes, which is integrated into the practical experience required for students.

CC Education Academy strives to distinguish itself from other institutions by offering excellent student services, engaging highly qualified tutors with extensive experience in the field, and delivering a relevant education that meets the needs of today's educators.

The Academy prioritizes student support, ensuring that learners receive personalized guidance throughout their educational journey. By attracting top-tier tutors who bring a wealth of knowledge and practical experience, CC Education Academy enhances the learning experience, providing students with insights that are both theoretical and applicable in real-world settings.

Additionally, the curriculum is designed to be relevant and responsive to the evolving demands of the education sector, ensuring that graduates are well-prepared to meet the challenges they will face in their careers.

In 2025/2026, the Academy will be offering the following programmes:

Name of Programmes	MQF Level	ECTSs
Award in Providing an Inclusive Education	4	15
Certificate in Providing an Inclusive Education	5	30
Diploma in Providing an Inclusive Education	5	30
Bachelors Degree (Honours) in Inclusive Education (top up)	6	120
Award in Teaching mental Health Literacy	7	8
Award in Understanding students with Mental Health conditions	7	8
Award in Education and Intervention for students with Mental Health conditions	7	8
Award in Whole school approaches in Mental Health Literacy	7	8
Masters of Education in Mental Health Literacy	7	90
Master of Educational Leadership	7	90

These programs will enhance skills and create new employment opportunities for Learning Support Educators (LSEs), teachers, Deputy Heads, and Heads of Schools. By participating in targeted training and development initiatives, educators can improve their classroom management abilities, foster inclusive educational environments, and advance their professional qualifications. This not only benefits individual career paths but also contributes to the overall effectiveness of educational institutions.

THE TEAM

The Administration Team is led by two key members, Claudette Rodgers and Claudine Slater. Both possess extensive experience in the education sector as well as in the online learning industry.

CLAUDETTE RODGERS

Claudette Rodgers has 26 years of extensive experience in Inclusive education, currently serving as the Head of Department for Inclusion at MFED. She holds a local Diploma and a Master's degree in Inclusive Education from the University of the West of Scotland, graduating with Distinction.

Claudette actively tutors prospective LSEs, focusing on training from initial education to Diploma level, with particular focus on children with Social, Emotional, and Behavioural Difficulties, Autism, and ADHD. Her diverse expertise enables her to effectively mentor future educators in inclusive teaching practices.

At CC Education Academy, Claudette serves as Director of Operations and plays several significant roles, including overseeing financial management for sustainability and quality assurance across educational programs. She provides student support services, participates in the interview committee to recruit qualified educators, and coordinates the Award, Certificate and Diploma programmes in Inclusive Education, as well as the practical placements for students.

CLAUDINE SLATER

Claudine Slater has 28 years of experience in primary education, holding a Degree in Teaching and a Master's in Inclusive Education from the University of the West of Scotland. For the last seven years, she has specialized in the Nurture Group, focusing on students with Social Emotional Behavioural Difficulties (SEBD).

At CC Education Academy, Claudine's responsibilities include promoting the Academy's programs to attract students, participating in staff recruitment as a member of the interview board, and providing student support throughout their educational journey. She also coordinates the Bachelor's Degree programme in Inclusive Education, ensuring it aligns with

the Academy's standards and student needs. Currently, she holds the position of Head of the institution.

ACADEMIC STAFF

The staff at CC Education Academy are carefully chosen to ensure they possess not only the necessary academic qualifications but also relevant professional experience to provide high-quality knowledge in their fields. Close collaboration among team members is essential, and to minimize changes in tutors for students, selected candidates are often assigned to teach different modules within the same programme.

Academic staff work together to ensure that programme delivery meets established standards, and all team members commit to upholding the Academy's core values.

COMPLIANCE WITH ACADEMIC STANDARDS

To ensure the quality and recognition of its courses, CC Education Academy collaborates closely with the Malta Further and Higher Education Authority (MFHEA). The Malta Further and Higher Education Authority (MFHEA) was officially launched on the 8th January 2021 and is legislated by the revised Education Act which came into force on the 1st January 2021. The MFHEA is dedicated to several key areas, including granting accreditation to further and higher educational institutions, as well as to programs and courses at these levels. It also emphasizes quality assurance for both educational institutions and their respective programs. Additionally, the MFHEA recognizes national and international qualifications, along with prospective qualifications, and validates informal and non-formal learning. Furthermore, it engages in research and provides policy recommendations on matters related to further and higher education.

This collaboration has resulted in the initialisation of CC Education Academy, having fully accredited programmes that meet the criteria set by many employers.

To view the accreditation descriptions and ensure the compliance of the programmes, you can visit the following link:

Malta Qualifications Database

<https://qualifications.mfhea.gov.mt/#/qualifications?provider=MFHEA-ORG-389&search=true>

THE ONLINE EXPERIENCE

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.

Lectures are held ONLINE on the ZOOM portal, and they may entail

- Group Work
- Online quizzes
- Reading Material

And other methods which the lecturer might deem valuable to use.

ASSESSMENT METHODS

The assessment method used for every module varies according to the learning outcomes. A vast selection of assessment methods is used to ensure that all students have an opportunity to show their understanding of the topic, regarding of the different learning styles.

- Forums
- Projects
- Tasks
- Assignments
- Tests (not timed)
- Practice Placement
- Thesis
- Case studies
- Presentations

To view details on the assessment methods that will be used in your selected programme, kindly refer to the Programme Structure Document provided, or follow this link:

https://drive.google.com/file/d/1UBP1-yFXqRTHC_qd3PiwqOM75L0UdtYX/view?usp=sharing

THE LMS

Students enrolled in CC Education Academy have access to the Learning Management System (LMS) portal, developed by WE-LEARN, which is tailored to meet the Academy's specific needs. The portal contains various resources for students, including reading materials, access to module forums, and the ability to upload assignments.

Once students successfully enrols to one of our programmes, they will be given a unique username and password to login to our LMS system at:

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



Further information and assistance will be given during your first introductory lesson, where one of the Leadership Team will guide the students through registration. Students are also given an information booklet on how to use the LMS.

Through the use of the LMS portal, tutors can efficiently access student submissions, allowing for streamlined feedback and assessment. They have the capability to modify course modules as needed, ensuring that the content remains relevant and aligned with educational objectives. Additionally, tutors can actively participate in and oversee forum discussions, fostering an environment where conversations are grounded in academic knowledge and promoting meaningful engagement among students. This level of involvement enhances the overall learning experience and supports the development of critical thinking skills.

This LMS enhances the learning experience by providing a centralized platform for academic engagement and collaboration.

STUDENT RESPONSIBILITIES

To facilitate a successful learning experience, students must prepare themselves and actively strive for success. The following responsibilities are essential for students to manage the workload:

- 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

Most importantly, as specified in the contract signed by each student, the Academy mandates that all students adhere to the policies and procedures outlined in the IQA Manual and those included at the end of this document. This compliance not only guarantees a valuable learning experience but also safeguards all students and staff from unfair treatment.

STUDENT SUPPORT

CC Education Academy appreciates that a learning journey can be challenging, and therefore it strives to provide the students with the support they need.

Formative assessment

All students will have the opportunity to submit assignments, tasks, projects, and theses for feedback from their respective tutors. Tutors will provide detailed guidance on how to enhance each submission, ensuring alignment with the learning outcomes. Students can then modify their submission further before the official submission. This process not only helps students improve their work but also deepens their understanding of the subject matter and sharpens their academic skills.

Deadlines

Deadlines at CC Education Academy are designed to be very flexible, allowing students to pace their submissions according to their personal circumstances. This approach encourages students to complete their work while also accommodating their individual life situations, fostering a supportive learning environment.

This ensures:

Student-Centred Approach: Students have the autonomy to manage their time and submissions without the pressure of rigid deadlines, promoting self-regulation and responsibility in their academic work.

Reduced Stress: This flexibility helps alleviate stress associated with traditional deadline pressures, enabling students to focus on producing quality work rather than merely meeting due dates.

Inclusivity: Recognizing that students face diverse challenges, the flexible deadline policy aims to create equitable learning opportunities for all, allowing each student to engage with the material at their own pace.

This structure not only supports academic success but also respects the varied experiences and commitments of each student, aligning with modern pedagogical practices that prioritize student well-being and learning outcomes.

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.

Support on work related issues

The leadership team at CC Education Academy possesses extensive experience in the education sector and encourages all students to reach out for guidance throughout their learning journey and beyond. Students are invited to seek advice on work-related issues, fostering a supportive environment that enhances their educational experience. This approach not only promotes academic success but also builds lasting relationships between students and educators, ensuring that students feel valued and supported in their professional development.

Relationship with academic staff

The leadership team values an empathetic approach and recognizes the importance of building relationships to enhance learning. The Academy is committed to hiring top-notch tutors and strives to maintain consistency by assigning the same tutors whenever possible, fostering strong connections. This ensures that all academic staff adopt this relationship-focused approach with every student. The Academy prioritizes making students feel like integral members of their educational journey, promoting healthy relationships with the academic staff.

External support

The Academy is determined to remove the stigma on mental health. Mental health is crucial for fostering a positive learning environment and achieving personal success. Therefore, the Academy urges both students and staff to pursue professional help whenever necessary, and not feel shame in seeking assistance.

One can get free mental health services by acquiring a referral from their GP, or call the free helpline: 1579. To visit the website, follow this link: [Mental Health Helpline1579 – saħħa \(gov.mt\)](https://www.mentalhealth.gov.mt)

Richmond Foundation also offers all-round support to anyone experiencing mental health problems and the people who live and work with them. They are determined to stamp out stigma through education and the promotion of mental wellbeing. Their goal is to ensure that those living with mental health problems live fulfilling lives in a community that accepts and understands them. For further assistance, contact Richmond Foundation on 1770 or visit their website: <https://www.richmond.org.mt/our-services/>

For other issues impacting the well being of the individual, one may also refer to the following services:

Victim Support Malta (Tel: 2122 8333) provide assistance to victims of crime, such as theft and burglary, domestic violence, sexual assault, harassment, discrimination and cybercrime.

Sedqa Malta (Tel: 2388 5110) is the national agency carrying out health promotion, prevention, treatment and rehabilitation services to persons with drug, alcohol and compulsive gambling problems and their families.

Caritas Malta (Tel: 2219 9000) offer a number of outreach community services in relation to alcohol and drug abuse. They also provide support to others in need including the homeless, victims of usury, the elderly, people with HIV and Aids and people with epilepsy.

Aġenzija Appoġġ (Tel: 2295 9000) is the national agency providing psycho-social welfare support to individuals and families. Their services include the provision of support to those experiencing domestic violence, child abuse, homelessness, loneliness and human trafficking for the purpose of sexual exploitation.

Aġenzija Support (Tel: 2256 8000) is the national agency offering services for persons with disability and their families.

QUALITY ASSURANCE

The Academy establishes targets for all academic staff that align with its core values, goals, and mission statement. To ensure adherence to these standards, the Academy conducts regular assessments of the programme's ongoing progress, inviting student participation and feedback. These evaluations help maintain compliance with guidelines and support the successful advancement of the programmes. Students may also be invited to engage in team discussions to improve the effectiveness of the programmes and the Academy as a whole.

CONCLUSION

Every effort has been made to ensure that the education provided by CC Education Academy is inclusive, supportive, and upholds high standards. With the collaboration of both staff and students, the Academy is committed to guaranteeing that every student receives the best possible educational experience.

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 are which further lead to the fulfilment of the mission statement are defined as:

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 will be 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 Director of Operations

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, 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 both in hard and soft copies. Soft copies are stored and managed on the drive of the institution whereas the hard copies are stored and managed at the office address of the institution. Tutor CVs are stored in the database until written request from removal is given from the individual.

Roles and Responsibilities

Director of Operations and Quality Assurance Representative

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 hard copy format, 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 will be 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/ Director of Operations

The Head of Institution/ 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 appreciates that traditional programs tend to give a percentage, taking into account title pages, and other inserted documents to be included in the final percentage. A proper analysis by the teaching staff, is therefore requested instead of full reliance on percentage score.

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% - 19%	Document is deemed as not plagiarised
20% - 29%	Similarity scores need to be analysed to identify missing citations, or AI issues including the use of Grammarly which may also have been picked up by the program. Action should be taken if the result shows clear intention of manipulation specified below.
Above 30%	Similarity is analysed but there is a certainty of plagiarism detected

Reporting and Investigation

Any member of the Academy community who suspects a case of plagiarism should report it to the designated authority.

Upon receiving a report, a thorough investigation will be conducted. This may involve reviewing the submitted work and consulting relevant sources.

If plagiarism is confirmed, appropriate disciplinary actions will be taken 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 a written warning by the tutor and must re-attempt any affected assignments or assessments.

Students who are found to have plagiarized during the formative assessment stage will incur a penalty of a 20% reduction in their weight. As a result, their total mark cannot exceed 80% of the final score.

If a student's summative submission is also determined to be significantly plagiarized, the student will receive a failing grade for the assessment, which will lead to a failure in the module. Consequently, the student will be required to retake the entire module with a future cohort.

The student has a right to appeal to the Board of Discipline by following the Complaint procedures. The decision of the Board however, is deemed final and further disciplinary measures can also be taken once the Board assesses the case.

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 utilize plagiarism detection software to review their work before submission.

Review and Monitoring

This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from students and faculty will be 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

Teaching staff with the policies and guidelines in this document, and be solely responsible for sharing requested data after assessing the permissions of the relevant authorities if requested for data.

Policy Review

This IT policy will be reviewed annually to ensure its relevance and effectiveness. Feedback from users will be 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

Once the Academy acquires the rights for the EBSCO database, it will provide students with reading material for the programmes. EBSCO 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. EBSCO retains ownership of all databases and services, and users cannot reproduce or distribute content without prior written consent.

The Academy must provide access to EBSCO, 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 EBSCO terms and conditions, as If a user breaches the agreement, EBSCO 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 EBSCO when required
- Familiarise and abide with the terms and conditions provided on the EBSCO website

Conclusion

This policy framework helps ensure that users under the membership of CC Education Academy, abide by the guidelines provided by EBSCO 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 a member of the student support team or the relevant faculty member. 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, management 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 Board, 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 will be 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 Programme

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 and Director of Operation 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 In case termination is decided upon by the Head of Institution and the Director of Operations, the student will forfeit the right to a refund and also for the transcripts.

Students have a right to contact MCCAA 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 and the Director of Operations, 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.

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 penalized 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

Academic Freedom

Academic freedom is defined as the right of students and staff to engage in the pursuit of knowledge without undue restriction or hindrance from outside forces. This includes:

- The freedom to inquire any subject that draws out one's intellectual curiosity.
- The freedom to present findings to students, colleagues and others.
- The freedom to disseminate data and conclusions without censorship.
- The freedom to study subjects of interest and to form independent conclusions.
- The freedom from bias or prejudice.

This freedom carries responsibilities. It is important to recognize that there are legal and ethical boundaries associated with this freedom. Exercising this freedom should not come at the expense of others; for instance, it does not permit the spread of hate speech or expressions that are racist or homophobic.

Academic Integrity

Academic integrity is defined as the value that commits a person to honest and ethical behaviour in all academic pursuits. It involves commitment to high standards of honesty and fairness in coursework, research and other academic activities.

The Academy values this principle that maintain Academic Integrity:

- Honesty – one must be truthful in all the work submitted – this includes assignments, exams and research.
- Fairness – one must treat all others with respect and fairness.

- Responsibility – ownership of one's own work must be claimed, plagiarism and cheating avoided.

Research Integrity

This is defined as the adherence to honest and ethical behaviour in all aspects of research. It involves commitment to the highest standards of rigour, transparency and accountability.

Honesty

All research activities such as data collection, data analysis and reporting must always be truthful.

Accuracy

All research activities must be accurate and reliable

Objectivity

Biases must be declared and added biases in design, conduct, interpretation and analysis of research must be avoided

Transparency

Relevant information about research methods, data collection and findings must be discussed

Plagiarism

Students must not pass the work of others as their own. All work of others must be adequately cited according to Academy guidelines

Fabrication

Students are not to fabricate data and results which are not in line with the data collected

Falsification

Data should never be manipulated

Conflicts of interest

Any conflicts of interest that might influence research should be declared upfront

The Process

It is of the utmost importance that any research conducted by students as part of their course requirements, conforms to international standards. The Academy follows the British Educational Research Association (BERA) guidelines:

Informed Consent

Prior to research, our students should acquire informed consent from 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.

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 and Director of Operations.

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.



CC Education Academy
Contact: 77658320/ 79706555
info@cceducation.mt