



**SELF EVALUATION REPORT**

*FOR*

**INSTITUTIONAL REVIEW**

*BY THE*

**BOARD OF TRUSTEES**

*DURING THE*

**2020-2021 REVIEW YEARS**

**AMERICAN UNIVERSITY OF MALTA**

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**CEO, Mr. Ziya Alpaya** \_\_\_\_\_

**Prof. Narcisa Mosteanu**  
**Provost** \_\_\_\_\_

**Dr. Gulnara Sarsenbayeva**  
**QA Manager** \_\_\_\_\_

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*Approved: August, 2021*



## Approval Proforma

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<b><i>Academic Council</i></b>	<b><i>Chair, Provost</i></b>	Self Evaluation Report 2020/21		

# Table of Contents

## I. INSTITUTIONAL PROFILE

### A. Background information Relative to the Institution

1.1 Legal status.....	4
1.2 Location, Campus History, and the Founder.....	4
1.3 AUM Vision, Mission and Values .....	4
1.4 Educational Programmes .....	5
1.5 External Evaluation and Institutional Accreditation .....	10
1.6 AUM Governance and Operational Management.....	11
1.6.1 Board of Trustees .....	12
1.6.2 Organisational Chart .....	13
1.6.3 Responsibilities of University bodies and Structural Units.....	13
1.6.4 Committees .....	23
1.7 Faculty and students.....	32
1.8 Institutional Support Units.....	34
1.8.1 Library.....	34

## II. INTERNAL QUALITY ASSURANCE STANDARDS

<b>Standard One</b> Policy for QA.....	40
<b>Standard Two</b> Institutional Probity.....	53
<b>Standard Three</b> Design and Approval of Programmes.....	54
<b>Standard Four</b> Student-Centred Learning, Teaching and Assessment.....	67
<b>Standard Five</b> Student Admission, Recognition, Progression and Certification .....	73
<b>Standard Six</b> Teaching Staff.....	82
<b>Standard Seven</b> Learning Resources and Student Support .....	87
<b>Standard Eight</b> Information Management.....	97
<b>Standard Nine</b> Public Information.....	98
<b>Standard Ten</b> On -Going Monitoring and Periodic Review of Programmes.... .....	100
<b>2.11 Standard Eleven</b> Cyclical External QA.....	102

# 1. INSTITUTIONAL PROFILE

## A. Background information Relative to the Institution

### 1.1 Legal status

The American University of Malta (AUM) is a private university founded by Sadeen Education Investment Ltd., which was inaugurated on 16<sup>th</sup> September 2016, granted a license by the National Commission for Further and Higher Education (NCFHE) (now MFHEA) in September of 2016 (License No 2016-002 <https://mfhea.mt/list-of-licensed-providers-and-accredited-programmes/>)

### 1.2 Location, Campus History, and the Founder

The Sadeen Education Investment Limited or SEIL, registration number C-65576, was established in 2014, and is owned by its parent company Sadeen Malta Holding Limited, registration number C-71313. SEIL was established to build and develop the American University of Malta, which is based in Cospicua. Cospicua (or Bormla) is the largest of the three cities making up the Cottonera region in the Grand Harbor of Malta.

The American university of Malta offers the best of a North American education on the European island.

Engineer Hani Salah began to implement this long-standing vision to build a university of higher learning in 2015. Several potential sites in several countries were considered but the focus fell on Malta as the ideal place. Once the plan to create the university was established the complex process to obtain a license and accreditation began in 2015. In September 2016, the license to operate AUM and accreditation of its degree programs were granted by the National Commission for Further and Higher Education. AUM welcomed its first cohort of students and began operations in the fall of 2017.

In May 2016, the University began its work in Dock 1 Building, historically this dock yard used to serve the ships of the Royal Navy. For more than five thousand years the grand harbour of Malta has been a crossroad of civilizations and today AUM is a crossroads of ideas in innovative thinking providing the wisdom of the past to those who will explore the expanding opportunities of the present.

Today AUM is well on its way by offering various undergraduate and graduate programs in Business, Computer Science, and Engineering.

What you are seeing today is only the beginning of this ambitious venture, already much has been accomplished and much more will be achieved in the nearest future.

### 1.3 AUM Vision, Mission and Values

Vision, Mission and Values of the AUM to read as follows with updates and is submitted to the Board of Trustees for approval:

#### **Vision**

*The American University of Malta* secures a bright future for all by producing a new generation of leaders that have an ethical, entrepreneurial, and innovative spirit.

## **Mission and Values**

### **Mission:**

The American University of Malta is an American comprehensive university dedicated to nurturing those who are inquisitive of mind, ambitious of heart and robust of spirit.

### **Values:**

Quality  
Excellence  
Integrity  
Relevance

*Quality* for AUM is including all activities in terms of defining, assuring and enhancing the definition of quality of the university from strategic planning to curriculum development, from students to the staff.

*Excellence* for AUM means academic achievement of all students as the main success measure of the university; consistent student enrolment and retention of students allowing to have the necessary time to positively impact student achievement, personal success, and to continue to build a positive University climate and culture; operating within a balanced budget; up-to-date policies and procedures that integrate all administrative requirements and current staff and students; innovation in research and teaching-learning.

*Integrity* for AUM is a core value enforcing ethical practices, avoiding plagiarism and cheating, among other misconduct behaviours. Academic integrity is a commitment to such fundamental values as: honesty, respect, and responsibility.

*Relevance* for AUM means personal relevance that are directly applicable to the personal aspirations, interests, or cultural experiences of students or life relevance of learning content connecting real-world issues, problems, and contexts in our research and teaching. (*Appendix 3*)

AUM website: <https://aum.edu.mt/about-aum/>

## **Challenges and deficiencies**

Internal and External Evaluation results show that the educational programmes in the process of review have to be considered in accordance with the mission of the university and strategic objectives. It is planned to develop *Graduate Profile*, to offer our students a clear vision of their future after graduating from the University and demonstrate how the mission of the university described can be reflected on their educational outcomes. Faculty needs to take through the programme details the deep meaning of the University vision, mission and values and describe them through learning outcomes of their courses.

### **1.4 Educational Programmes**

The academic structure of the University includes four units: the largest is the College of Business and College of Data Science and Engineering. English for Academic Purposes is a bridge course offered to students with low level of language competence. The course has several levels, each of them is completed with an award of a certificate. All programmes are accredited by MFHEA, by a regulatory body of Malta.

Many of graduate and undergraduate programmes have obvious ties to those elements of the mission in entrepreneurship, leadership, while others have evolved or developed as more broadly based programmes in engineering and computer science. Necessarily, all undergraduate programmes have been crafted by faculty aligned with the institution's mission, and therefore have an overt context of that mission.

The element of the mission "dedicated to nurturing those who are inquisitive of mind, ambitious of heart and robust of spirit" is fostered through the *Graduate's Profile*, which is a published set of institution-wide outcomes characterizing every baccalaureate graduate and is focused on that all AUM graduates must have depth in an area of specialization, enhanced by hands-on experiential learning, and breadth in allied fields. They must have the knowledge and skills to be able to recognise, define and solve applied problems. These attributes uniquely distinguish our graduates to better function in increasingly competitive and rapidly changing professional environments.

Graduates must have the skills to communicate information, concepts, theories, and ideas effectively orally, in writing and graphically. They must be able to interpret and develop professional information by various means, including use of all digital technology.

Graduates should be capable of working nationally and internationally and in an increasingly developing global environment, be able to succeed among different economies and cultures. They should respect traditions and languages of other cultures, value diversity in their own society.

Graduates should exhibit ethical behaviour and integrity. They should assume a responsibility to enhance their professions through service and leadership and should be responsible citizens who serve society.

Strategic planning activity was most recently concentrated in 2021-2025 period and constitutes a major and highly productive development of academic affairs, including quality of educational

programmes, development of teaching-learning, research, and strategies of teaching. The Strategic Development Plan 2021-2025, approved by the Board of Trustees, outlines the major agenda items for academic activity and research. It is a long-term guidance that will inevitably refined and modified in response to changing circumstances and opportunities over this period. The five major strategies are as follows:

1. AUM Quality Assurance and Excellence Strategy
2. Academic Leadership and Development Strategy
3. Research and Technological Leadership and Excellence Strategy
4. National and International Collaboration and Global Recognition Strategy
5. Contribution to Regional and Global Society Development Strategy

The broad message conveyed in these strategies is that American University of Malta will enhance its focused areas of expertise to achieve world-class excellence where this does not already exist, but it creates a platform for distinction in research and education, as well as, providing a framework for graduate and professional programme offerings. The Strategic development Plan seeks an appropriate, measurable quality in academic, research activity, and seeks to establish an excellence and leadership, including collaboration and partnership with others and making contribution to society required to successfully enable the strategic achievements.

With respect to five focus areas AUM has chosen to exploit its competitive advantage in Business, Computer Science and Engineering. We seek to advance these emphases with a conviction that future professional and societal development are dependent upon Business, Engineering and,

indeed, Computer Science. It is a great responsibility to attract, to grow and provide business, engineering, and computer talents to help address the technological and societal challenges that they imply.

AUM believes that the importance and relevance of its programs will continue to attract students, regionally, nationally, and internationally in increasing numbers.

There are several ways and mechanisms that link the central administration with programmatic administration. These include the following:

*Board of Trustees* -The role of the non-profit board centres on the fundamental responsibilities of providing the organization with sound governance, fiduciary and strategic oversight, and direction. The board oversees the operations of the organization, ensuring that the public's trust is upheld, the mission addresses a community need, the practices are ethical, and legal requirements are met. The board is responsible for assuring the financial integrity and solvency of the organization and establishing procedures to safeguard the organization from fraud and risk.

*University Council/Senate* – is the highest management body, responsible for general oversight of the operational affairs of the university.

*Academic Council* – the main academic body of the university, it acts as an advisory group and makes recommendations to the University Council and Board of Trustees on academic issues and challenges. Academic Council discusses, analyses academic achievements and problems reported by the faculty and finds a solution to move furthermore effectively.

*Curriculum Development Committee (CDC)* is appointed by, and reports to the provost, responsible for academic affairs. This is an academic body that considers, advises on all aspects of undergraduate and graduate curriculum. It also assists in evaluation and review of degree programme curriculum.

*Faculty Board* – promotes cooperation and understanding among the various constituencies that comprise the College by fostering and maintaining a stimulating atmosphere for teaching, research, and university service, encourage the involvement of academic faculty in overall operation of the University, provide meetings for the faculty to express its concerns to the administration and the Board of Trustees.

Collectively, these committees scrutinize prevailing issues and the effectiveness of institution-wide and programmatic offerings. They provide the AUM community the opportunity to assess its academic functions from a wide variety of perspectives and then propose pathways for moving forward that are balanced, have broad institutional support, and address professional issues.

To support the academic programs, a new academic building has been used since 2016, which has more than doubled the classroom and laboratory space available on campus. The library, information resources, and access to technology have been improved to keep pace with the higher standards of the programs. Finally, the University is during a highly successful capital campaign to procure financial resources that will support the comprehensive needs of high-quality academic programs.

In addition, the Colleges have Programme and Course Handbooks that provide more detailed information on each of the degree programs, including the knowledge, skills and dispositions expected of successful graduates.

*Educational Programmes and Degree titles*

## **College of Business**

### ***Undergraduate programs (MQF 6)***

1. *BSc in Accounting*
2. *BSc in Business and Finance*
3. *BSc in Business Administration*

### ***Graduate programs (MQF 7)***

*MBA*

#### ***Awards:***

*PgCert in Finance and Accounting*

*PgDip Business Administration*

### ***Post Graduate programs (MQF 8)***

*Doctorate in Business Administration*

*Doctorate in Business Administration in Finance*

*Doctorate in Business Administration in Accounting*

## **College of Data Science and Engineering**

### ***Undergraduate programs (MQF 6)***

1. *BSc in Civil Engineering*
2. *BSc in Electronics and Communications Engineering*
3. *BSc in Industrial Engineering*
4. *BSc in Mechanical Engineering*
5. *BSc in Game Development*
  - Diploma in Game Development (MQF 5)*
  - Certificate in 3D Modelling (MQF 4)*

### ***Graduate programs (MQF 7)***

1. *MSc in Engineering Management*
2. *MSc in Cybersecurity*

#### ***Awards:***

1. *PgDip in Cyber Security*
2. *PgCert in Cyber Security*
3. *MSc in Computer Science (taught)*
4. *MSc in Computer Science (research-based)*

#### ***Awards:***

1. *PgCert in Computer Science*
2. *PgDip in Computer Science*

### ***Post Graduate programs (MQF 8)***

1. *PhD in Computer and Information Science*

## **College of Arts**

1. *BA in Graphic Design*
2. *BA in Chinese Languages*

#### ***Awards:***

1. *EAP Programmes (certified)*
2. *English for Academic Purposes: Pre-Intermediate Level (MQF 3)*
3. *English for Academic Purposes: Intermediate Level (MQF 4)*
4. *English for Academic Purposes: High-Intermediate Level (MQF 5)*

## **College of General Education**

### **General Education**

#### ***Other Awards of the University:***

*ENG 101 English Composition 1*

*ENG 102 English Composition 2*

*ENG 120 American Literature: 1865 to the Present*

*COM 101 Introduction to Multicultural Communication*

*MAT 101 Introduction to Statistics*

*MAT 110 Precalculus*

*MAT 120 Calculus I*

*PHY 101 Introduction to Physics*

*PHY 111 Physics with calculus I and Lab*

*BIO 101 Introduction to Biology: The Unit of Life*

*CHE 101 Introduction to General Chemistry*

*CHE 111 Introduction to General Chemistry and Lab*

*PHI 101 Introduction to Philosophy*

*PHI 102 Introduction to Applied Ethics*

*REL 101 The Monotheistic Religions of the Mediterranean: Linking Past to present*

*ATH 101 Introduction to the Arts of the Mediterranean*

*HIS 101 History of the Mediterranean*

*HIS 120 History of Malta*

*PSY 101 Introduction to Psychology*

*SOC 101 Introduction to Sociology*

#### **Programme modes**

All programmes are offered on the AUM campus in day-mode, distance mode (online/offline), and blended.

#### **Challenges and deficiencies**

In accordance with the University Internal Review of educational programmes, we agree that the programme review procedures need to be considered from the point of view of the organisation of the procedure itself. The other problem is how these programmes are managed personally on the level of the faculty member, on the level of the College and in relation to the industry. Therefore, we decided to make a way to involve more professionals for the evaluation of our programmes and create an *Industry-Advisory Board* to assist, advise and guide the route of the educational programmes in the way it is dictated by the development of the market.

The University must be engaged in continuous review of each of its academic programs. Grounded in a commitment to the University's Mission and guided by the University's Strategic Plan, every academic unit must examine each of its programs to determine the strengths and challenges. The University has made a commitment to strengthen those programs that have the potential for excellence.

The process used for these reviews must provide the opportunity for a thorough self-study of each unit. Each review requires a self-study document and the analysis from the Chairs of Committees and the Provost and External Reviewer, from a university-partner. The exhibits should provide the guidelines for program reviews as well as the documents from each academic unit.

The recommendation of external audit reviewers from MFHEA also included the problem of implementing the new provisions on design and approval of study programmes currently included into the Quality Assurance Policy.

In respond to this recommendation, the University developed an *Academic Quality Manual* which includes the design and approval of educational programme procedures. The Academic Committees in terms of approval were revised, changed, and after discussed at the Academic Council meeting. Curriculum Development Committee will report regularly to the Academic Council. QA monitoring and annual review of study programmes will be done through Curriculum Development Committee and the Academic Council.

As a result, significant changes will continue to be made based on the program review process. These changes will be the result of various strategies incorporated into the program review.

process: surveying and interviewing faculty, staff and students within the College and across campus; examining annual course evaluations; departmental and College wide discussions; formal evaluation of majors through capstone projects or other culminating assessment activities.

Presently, all Colleges have identified the expected learning outcomes for their major programs. But each of them needs to develop *tools and processes for measuring* these outcomes and incorporate them into their respective assessment plans.

### **1.5 External Evaluation and Institutional Accreditation**

According to its licensing conditions, AUM was meant to undergo an external audit after the first 2 years of its operation. This was established in Article 12 which states that:

“American University of Malta agrees to undergo periodic provider and programme quality audits conducted for the purposes of confirming or revoking the accreditation previously specified in Subsidiary Legislation 327.433. The National Commission for Further and Higher Education will conduct the external quality audits of the American University of Malta after the second and fourth academic year commencing from the first intake of students. The first external quality audit will be an institutional audit which will be conducted twenty-four (24) months after the date of issue of the licence (or from the commencement date of operations). The External Quality Assurance will examine all academic, administrative and service operations of the provider and its associated entities, including the verification of effective mechanisms for the representation of staff and students within the structures of American University of Malta in line with its approved policies and procedures.”

As a result of the visit of the Evaluation Panel done in October 13-15, 2020, MFHEA issued an External QA Audit Report with recommendations to be addressed. The Action Plan for improvement of those recommendations was sent to MFHEA on May 17, 2021. An Action Plan will serve as the starting point for this SAR, outlining clearly where AUM is now, what changes have been implemented and its vision for the future.

MFHEA Peer Review Panel was composed of:

Chair of Review Panel: Dr Anca Prisacariu

Peer Reviewer: Dr Milan Pol and Ms Oana Sarbu

Student Peer Reviewer: Mr Chris Sammut & Mr Aleksandar Šušnjar

QA Managers (NCFHE): Mr. Jurgen D'Amato, Ms. Fiona McCowan, Ms. Viktoriia Maltseva & Mr. Giacomo Annese

Based on the findings documented in the report done by MFHEA during the Audit Visit on 13-15 October 2020, the panel has concluded that AUM meets NQAF Standards 5, 9 and 11, requires improvement for Standards 1, 2, 3, 4, 6, 7 and 8, and does not meet Standard 10. The recommendations in the report are meant to improve the standards already in place and to enhance good practice.

The panel made 38 mandatory recommendations, 2 of which are to be implemented within a month of the publication of the report, 15 before the beginning of the 2021/2022 academic year and 21 before the end of the 2021/2022 academic year. They also made 15 key recommendations and 11 recommendations.

In accordance with the expiry date of the University licence issued by MFHEA (License No 2016-002) AUM applied to MFHEA for a renewal of the Licence.

### **Challenges and deficiencies**

The results of university evaluation and recommendations done by MFHEA Audit Panel have been significant. The University has discontinued 2 Committees, duplicating each other for better management of programmes, amended the Organisation Chart. Colleges made major modifications to 10 programs in accordance with recommendations for reaccreditation, internal review and 2 new degree programs have been discussed for developing in Computer Science field. The output of these program reviews reflects the University's commitment to continuous improvement of its academic programs as an ongoing responsibility.

To address the recommendations of MFHEA Peer Review Panel and the external reviewers (Clemson University), AUM took other actions, as follows:

2 recommendations in accordance with *Standard 8 Information Management* were reviewed and done in the indicated period. The systems which are not used anymore were reviewed and decommissioned to reduce risks such as security breaches. The other recommendation was related to the protection of data from natural disasters, human errors, or security breaches. The University developed a Data Retention Policy to have a formal documentation of how such retention is controlled.

Main recommendations were concerned the QA systems and procedures, Internal Quality Review and updating of Quality Assurance Policy. In this respect we developed updated QA Policy, developed a new *AUM Academic Quality Manual*, an operational guidance to organisation, approved them by the Academic Council, and also developed *AUM Academic Policies*, a collection of Policies, including QA Policy. Developed Programme Handbook, Course Handbook and updated Student Handbook, responding to QA operational guidance, and developed *AUM Organisational Policies*, collection of Policies related to Faculty and Administrative staff, including QA policy and Organisational standards.

All these documents have a description of quality procedures and of all processes.

In general, we agree with the recommendations made by the MFHEA Peer Review Panel, as it will help the University to improve and enhance its quality in its ongoing development.

## **1.6 AUM Governance and Operational Management**

### **1.6.1 Board of Trustees**

AUM Board of Trustees is the highest governing body of the University, which presents the organization's best interests through decisions made on its behalf. Its primary responsibility is to protect the University's assets and funds in trust, to protect the stakeholders' best interests, endorses University Vision, Mission and Values, provide strategic oversight and direction. The Board oversees the operations of the University, ensure public trust is upheld, the mission addresses a community need, legal and ethical requirements are met. The Board is responsible for assuring the financial integrity and sustainability of the University and establishes procedures to safeguard the University from fraud and risk.

The Board holds the responsibility for integrity of finance, approving budget, and funding and development decisions. Oversees hiring and evaluation of top management.

AUM Academic Council is a body responsible for academic affairs. It comprises of the Provost, Heads of Departments, Faculty members, and a student. Academic Council is responsible for academic affairs and is chaired by the Provost.

AUM is governed by the *Board of Trustees* and its composition is as follows:

His Royal Highness Prince Jean de Nassau – Chairperson

Eng. Hani Salah – Vice-Chairperson

Prof. Saleh Abu Jado – Secretary

HE Dr. Taleb Al-Rifai - member

HE Dr. Ibrahim Saif - member

Dr. Omar Al-Jazy - member

Prof. Derrick Gosselin - member

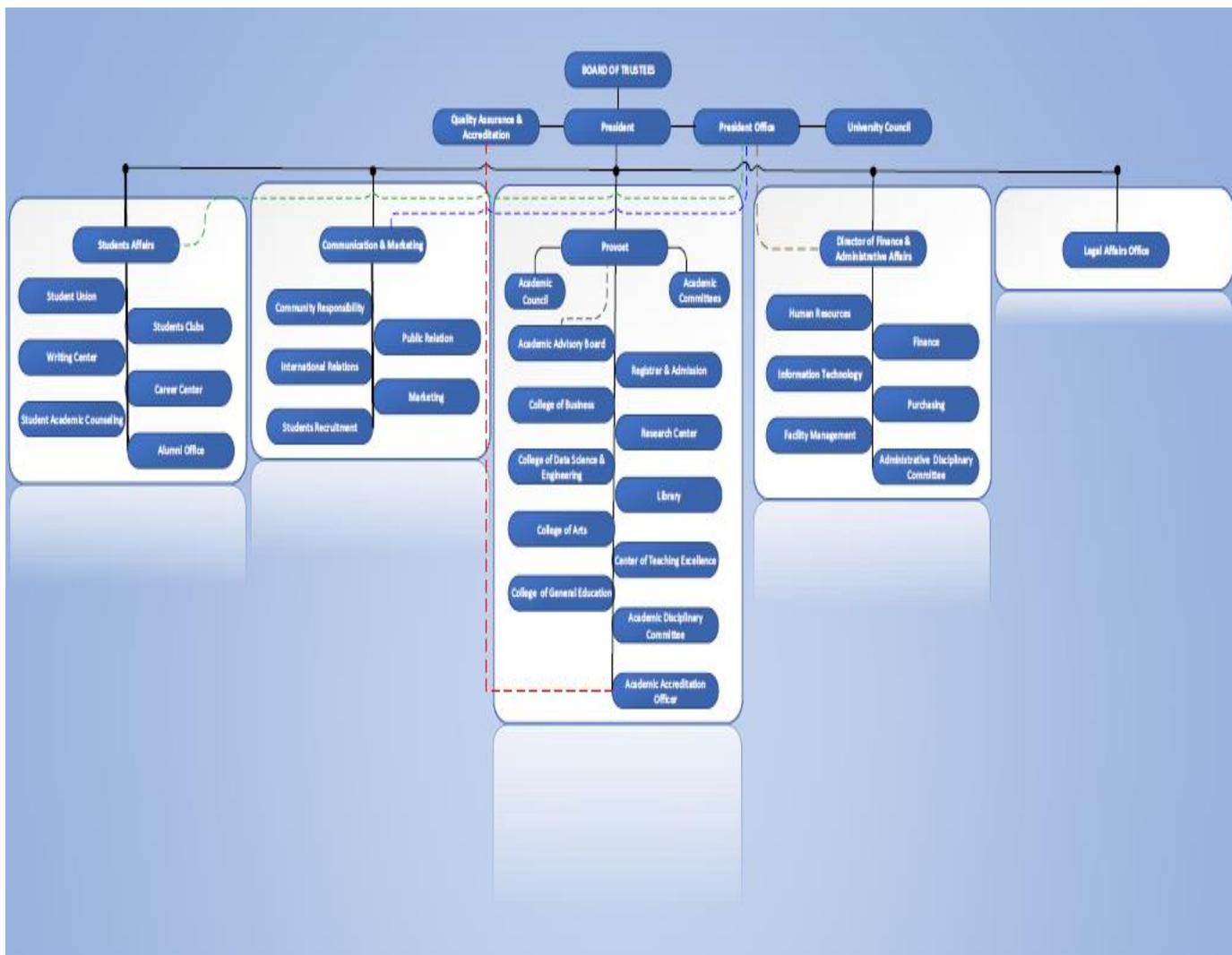
Mr. Stephen Klimczuk-Massion - member

Dr. Michelle Najjar- member

### **1.6.2 Organisational Chart**

Operational management of the university is done by the President, Provost, and other Heads of structural units, which can be found in the Organisational Chart of the University.

**Table 1 The Organisational Chart approved by the Board of Trustees in February 2020.**



### 1.6.3 Responsibilities of University bodies and structural units

The management of the University has the following responsibilities:

Bodies and positions	Responsibilities
Board of Trustees	a. The Board of Trustees shall have overall fiduciary responsibility over AUM. b. The Board of Trustees shall approve the vision, mission, and strategic goals of AUM, and shall review these statements, in a devoted session, at least every five (5) years for reaffirmation or change. c. The Board of Trustees shall review, revise, and approve AUM's Policies and Procedures Manual, and/or changes to the Manual, once a year. d. The Board of Trustees shall be responsible for securing financial resources to support the operation of the University so it can achieve the goals and objectives agreed upon. e. The Board

	<p>of Trustees shall review and recommend approval of the annual budget and receive quarterly Financial Statements.</p> <p>f. The Board of Trustees shall select the annual auditor, receive the annual audit and management report, along with the University's response, and act on the audit and response as required.</p> <p>g. The Board of Trustees shall review and approve the Strategic Plan of AUM. h. The Board of Trustees shall review the University Master Plan and any campus development projects.</p> <p>i. The Board of Trustees shall receive and act on the Annual Report of AUM and the Annual report of the Quality Assurance Advisory Partner.</p> <p>j. The Board of Trustees shall receive and act on the Management Report of the University at each of its meetings. k. The Board of Trustees shall provide input to the Chair regarding the appointment of the President and regarding the annual performance evaluation of the President.</p> <p>k. The Board of Trustees shall continue within the membership of the Board standing or adhoc committees as set forth in these Bylaws and/or as the Board may deem necessary. m. The Board of Trustees shall ratify the minutes of each previous Board of Trustees meeting; such ratification shall constitute the official record of the Board of Trustees.</p>
Marketing and Admissions	<ul style="list-style-type: none"> <li>• Work with responsible parties to create a brand of excellence.</li> <li>• Build a process and hire a team that will create and establish the AUM brand in full adherence to compliance standards.</li> <li>• Create a recruitment model that enables and attracts top students to join the university.</li> <li>• Build a process and hire a team that projects AUM as a University of choice and delivers recruitment of high-quality students.</li> <li>• Work with internal and external stakeholders to build a framework that enables a brand of excellence.</li> <li>• Work to develop a 5-year strategic vision that propels the university as a key player in the international Higher Education market.</li> <li>• Overseeing the building and owning the process of a multi-tiered content marketing strategy (based on vertical campaigns).</li> <li>• Heavy involvement in all digital strategies and be the owner of AUMs product marketing tool.</li> <li>• Responsible for the Public Relations of the University including engagement with local media houses.</li> <li>• Proactively building strong and positive community relationships both at a local and national level.</li> <li>• Owning the management of a strategic events-based marketing campaigns (Virtual and in person).</li> <li>• Manage and track budgets for Marketing and Admissions expenditures and new budget requests;</li> <li>• Develop a metrics-based approach to growing all marketing activity into a predictable and sustainable model.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with the marketing team to develop a comprehensive recruitment and marketing plan which leads to sustainable increase in student numbers.</li> <li>• Creating and ensuring synergies between the Marketing and Admission functions to set and reach recruitment goals.</li> <li>• Develop best practices for AUM international recruitment and actively work to promote a diverse international student population.</li> <li>• Use analytical methods to identify recruitment and advertising opportunities and regularly update leadership team, with regards to progress towards goals and enrolment numbers.</li> <li>• Ensuring University's CRM is updated and maintained and resulting data is analysed.</li> <li>• Providing regular reports and MI to the leadership team.</li> <li>• Cultivate and maintain solid, loyal relationships with global-focused recruitment channels including education counsellors, government and sponsoring organizations, feeder institutions, articulation partners and Agents.</li> <li>• Provide on-going training, support and detailed program knowledge to external marketing and recruitment partners.</li> <li>• Support global partners at promotional events to accurately represent AUM program offerings.</li> </ul>
Student Affairs	<ul style="list-style-type: none"> <li>• Provides leadership for all areas of student programs and services, including admission, registrar, residence life, career services, counselling, sports, health services, and student activities.</li> <li>• Supervises Student Life, including Athletics.</li> <li>• Supervises Residence Halls.</li> <li>• Provides leadership and guidance to student government and clubs.</li> <li>• Prepares, maintains, and revises annually the Student Handbook.</li> <li>• Undertakes other duties as assigned by the provost.</li> </ul>
QA	<p>-To lead and manage designated staff and activities specifically relating to academic standards and quality and to provide guidance and direction to senior managers across the University and to the academic community, to ensure that the University's reputation is protected, and that the University is compliant with quality assurance and regulatory frameworks.</p> <p>The activities of the Quality Assurance Manager influence the way in which the University is perceived locally, nationally, and internationally in terms of academic standards and the quality of the student experience.</p> <p>-To contact with senior staff across the University including, influencing, negotiation and brokering. provision of advice and guidance and, when necessary, giving direction. It also involves direct line management of the Academic Standards and Quality team, including the prioritization of work, objective setting, performance monitoring and staff development.</p>

	<ul style="list-style-type: none"> <li>-To work with senior University managers to ensure that there are appropriate academic structures and policies in place that enable the University to implement its academic strategy, its obligations to its students and which ensure that the University 's good name and reputation are protected and is compliant with external academic quality assurance, regulatory and legal frameworks.</li> <li>-To lead and manage the Academic Standards and Quality team within the University, to ensure that core elements of quality assurance are delivered effectively and that the team is suitably equipped and experienced to give professional advice.</li> <li>-To promote a culture of proactivity, innovation, transparency, collaboration, flexibility in the areas of quality and standards management and to encourage the effective deployment of resources which are distributed across different parts of the University.</li> <li>-To play a leading role in shaping the quality management framework and the academic regulatory framework in order to promote academic standards of university awards and the quality of the student experience across all the University's provision, whether at Malta, regionally, or internationally.</li> <li>-To ensure that policies and procedures are effective and promote quality assurance, excellence, enhancement Provide guidance on policies, regulations and procedures to staff and students where appropriate.</li> <li>-To ensure that there are effective and integrated quality management processes and procedures in place across the University and that these are followed by departments and Faculties in AUM.</li> <li>-To ensure that the university's cross-cutting themes of partnership, equality and diversity and sustainability in form all activity related to the role.</li> <li>-To ensure communication system and practices support effective management arrangements and promote good relations with staff and students.</li> <li>-To play a lead role in the initiation, development and implementation of major institutional projects and reviews.</li> <li>-To play a lead role for the University in maintaining and developing relationships with the Quality Assurance Audit and other related or successor bodies.</li> <li>-To monitor changes to the national regulatory framework for QA. and more general developments in the Higher Education sector, advise senior staff and propose action to be taken by the University in response.</li> <li>-To work within a framework of effective governance, ensuring compliance with relevant regulations, legislation/policies, and procedures.</li> <li>-To ensure timely and effective completion of the annual monitoring process by: <ul style="list-style-type: none"> <li>- preparing draft annual monitoring reports at the conclusion of teaching to permit early identification of key issues.</li> <li>-Promoting a reflective approach to the completion and scrutiny of Annual Monitoring Reports.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>-Providing students with a course satisfaction survey.</li> <li>-Ensuring faculties peer evaluation.</li> <li>-Ensuring that staff and students are advised of the outcomes of internal and external reviews and that there are opportunities to discuss them at relevant committees' meetings the outcomes of audit are reported to the faculty and that the formal report and an action plan is created and implemented.</li> <li>-Producing clear, concise, accurate information to support Senior Leaders in raising standards of performance in the University.</li> <li>-Providing QA reports when requested to the senior leadership.</li> </ul>
Finance Office	<ul style="list-style-type: none"> <li>• Manage the Finance Office in line within the company's strategic and business objectives.</li> <li>• Participate in the design of strategic plans and accumulation of budgets related to the Company.</li> <li>• Operate within the corporate financial structures and controls of the company.</li> <li>• Ensure smooth and effective management of the Finance Office including reporting and cost controls.</li> <li>• Provide advice, guidance, direction, and authorization to staff with regards to Finance plans, policies, and procedures of the Company.</li> <li>• Reviewing, updating, and implementation of existing internal accounting and finance systems and software and in introducing new systems and controls where appropriate.</li> <li>• Direct and / or contribute to feasibility studies, cost benefit assessments and due diligence studies as appropriate.</li> <li>• Develop accounting and financial management competencies and ensure compliance to all financial and accounting methodologies, polices and validations.</li> <li>• Liaising with other AUM departments and with external entities</li> <li>• Build and maintain strong professional relationships with internal and external stakeholders including Banks, Accountancy &amp; Audit firms, Tax consultants and other government entities.</li> </ul> <p>Bookkeeping and taxation on everyday basis:</p> <ul style="list-style-type: none"> <li>• Issuing payments to suppliers, reconciliation with suppliers</li> <li>• Bank reconciliations (month end, yearend)</li> <li>• Working in Accounting systems, allocating expenses,</li> <li>• Keep and file records, invoices, and adjustments</li> <li>• Reconciliations of vendor and student statements</li> <li>• Reconciliations of fees received</li> <li>• Compilation and submitting of monthly returns</li> <li>• Preparation of tax and VAT returns and tax computations for the Company.</li> </ul> <p>Financial reporting (upon request and month end, yearend):</p> <ul style="list-style-type: none"> <li>• Preparing different accounting reports for internal and external provides</li> <li>• Preparing reports to Management</li> <li>• Preparing income statement and financial statement (month end, yearend)</li> <li>• Preparing the Revenue each semester of the university</li> <li>• Issue of reports and statements</li> </ul>

	<p>Finance monitoring: Monitor variances and forecast each cost centre.</p> <p>Audit: Assist in quality, internal, external, and other audits undertaken as appropriate</p> <p>Other responsibilities</p> <p>Human Resources Office responsibilities</p> <p>Manage and develop HR function:</p> <ul style="list-style-type: none"> <li>• Manage the HR office in line with the company's strategic and business objectives.</li> <li>• Handling queries from, and acting as point of reference for, employees on HR matters.</li> <li>• Maintaining and updating HR documents such as personnel files, HR policies, procedures, and templates.</li> <li>• Participate in the design of strategic plans and budgets related to the personnel</li> <li>• Develop a positive and team-oriented culture within the AUM.</li> <li>• Assisting in the development and implementation of HR policies.</li> <li>• Assisting and participating in HR projects and initiatives.</li> </ul> <p>Recruitment: assisting in delivering the People Plan and ensuring a high-quality employee experience across the AUM.</p> <p>Assisting in the recruitment processes, onboarding, performance management and other HR issues</p> <p>Visa and work permit: Assisting and guiding employees requiring a residence or work permit ensuring timely renewals of any existing permits.</p> <p>Employee records: Preparing and maintaining employment records for employees and government authorities.</p> <p>Payroll: Responsible for the payroll process including timely and accurate submission of returns to IRD</p> <p>Liaising with external bodies such as ID Malta, Jobs Plus, and IRD.</p> <p>Other responsibilities</p>
IT Office	<p>Manage and develop IT function:</p> <ul style="list-style-type: none"> <li>• Manage the IT Office in line with the company's strategic and business objectives.</li> <li>• Provide advice, guidance, direction, and authorization to staff with regards to IT plans, policies, and procedures of the Company.</li> <li>• Participate in the design of strategic plans and budgets related to the IT infrastructure.</li> <li>• Develop IT strategy and plan for AUM and drives its implementation.</li> <li>• Maintain current system and network availability all day</li> <li>• Implement new technologies to improve services provided to users.</li> <li>• Providing training with new software</li> <li>• Installing and configuring computer hardware, software, systems, networks, printers, and scanners</li> </ul>

	<ul style="list-style-type: none"> <li>• Write documentation for the IT infrastructure and keep it updated. Follow IT policies and suggest changes as per the business needs.</li> </ul> <p>IT Monitoring: Monitoring and maintaining computer systems and networks.</p> <ul style="list-style-type: none"> <li>• Monitor the system performance and the configuration of new software and hardware.</li> <li>• Ensures that the University software, hardware, servers, and networks run smoothly.</li> <li>• Responsible for the IT Contingency and BCP</li> </ul> <p>IT Security: Maintain a high level of security on our servers through access controls, backups, and firewalls.</p> <p>Escalate any issues identified to Senior management proposing actions to mitigate them including root cause analysis.</p> <p>IT Inventory: Keep an IT inventory updated.</p> <p>IT Is procuring: Identify the requirement and needs of IT department based on the policies.</p> <p>IT Support: Supporting and troubleshooting AUM employees and student for any technical problems, physically and remotely.</p> <ul style="list-style-type: none"> <li>• Provide end-user support for the users (Staff and students).</li> <li>• Resolve technical problems with Local Area Networks and Wide Area networks</li> <li>• Support and maintain the network infrastructure and wireless</li> <li>• Support and maintain the IT hardware including computers, laptops, and printers</li> <li>• Support CCTV system</li> <li>• Support Antivirus system, clean up computers and laptops in a timely manner</li> <li>• Support Data backup system Veeam</li> <li>• Follow the escalated issues with Spice works Helpdesk platforms</li> <li>• Supporting Office 356 installation and configuration for AUM staff\Students</li> <li>• Support Moodie Platform (online classes)</li> <li>• Support on OCLC Library Platform</li> <li>• Help update training manuals for new and revised software and hardware</li> </ul> <p>Other responsibilities</p>
Admissions	<ul style="list-style-type: none"> <li>• To respond promptly to a large volume of incoming enquiries both via email and telephone about the University, its programs, and the admission process</li> <li>• To process and analyse the applications of prospective students based on standard admission policies.</li> <li>• Providing excellent customer-focused service to the applicants and enrolled students.</li> <li>• Review new applications daily to assess any missing documentation.</li> <li>• Communicate with Recruitment Agents and individual students regarding incomplete applications</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete initial review of documents for meeting Admission standards.</li> <li>• To manage data entry into the in-house database and CRM (Salesforce) accurately.</li> <li>• Arrange Admission Interviews with applicants (if required).</li> <li>• Prepare Offer Letters and Acceptance Letters for Applicants on time</li> <li>• Track incoming Admissions deposits and work with the Finance department to apply deposits to student's accounts.</li> <li>• Upload incoming documentation to student file.</li> <li>• Build and maintain positive working relationships with Recruitment Agents.</li> <li>• Track Recruitment Agent invoices and payments.</li> <li>• Ensure that recruited students have been successfully enrolled.</li> <li>• Support the marketing, admission, Student affairs and work with them as a team.</li> <li>• Participate In recruitment and admissions events</li> <li>• Other responsibilities</li> </ul>
Marketing Office	<p>Prepares work to be accomplished by gathering information and materials.</p> <p>Plans concept by studying information and materials.</p> <p>Illustrates concept by designing rough layout of art and copy regarding arrangement, size, type size and style, and related aesthetic concepts.</p> <p>Obtains approval of concept by submitting rough layout for approval.</p> <p>Prepares finished copy and art by operating typesetting, printing, and similar equipment; and purchasing from vendors.</p> <p>Prepares final layout by marking and pasting up finished copy and art.</p> <p>Ensures operation of equipment by completing preventive maintenance requirements; following manufacturer's instructions; troubleshooting malfunctions; calling for repairs; maintaining equipment inventories; and evaluating new equipment.</p> <p>Completes projects by coordinating with outside agencies, art services, printers, etc,</p> <p>Maintains technical knowledge by attending design workshops; reviewing professional publications; and participating in professional societies.</p> <p>Editing of the text and visual content on the AUM website.</p> <p>Photoshoot and video production for and about AUM staff and its events.</p> <p>Posting on all AUM social media sites on regular basis to stay connected.</p> <p>Participate with the team in brainstorming sessions in any marketing or recruitment campaigns.</p> <p>To suggest any enhancement ideas and actions to promote AUM and increase the awareness.</p> <p>Participate in public events, community service on behalf of AUM during working hours.</p>

	<p>Contributes to team effort by accomplishing related results as needed.</p> <p>Design digital media campaigns aligned with business goals.</p> <p>Manage end -to-end digital projects.</p> <p>Suggest and implement direct marketing methods to increase profitability.</p> <p>Monitor ROI and KPIs</p> <p>Stay up to date with digital media development.</p> <p>Other responsibilities</p> <p>Recruitment and Admission Office responsibilities</p> <p>Recruitment:</p> <ul style="list-style-type: none"> <li>• Develop comprehensive recruitment plan with achievable recruiting targets.</li> <li>• Maintain oversight of the recruitment processing, applying university recruitment criteria consistently and fairly.</li> <li>• Ensuring a smooth flow of the recruitment process from formal application, review, acceptance, and enrolment.</li> <li>• Supervise the timely and professional response to telephone and email enquiries from prospective students, their parents, teachers, and advisers.</li> <li>• Review AUM’s enrolment plan/direction and suggest change where appropriate.</li> <li>• Ensuring that complete and accurate records of all recruitment activities are maintained.</li> <li>• Identifying opportunities to increase efficiencies through streamlining and automation, enhanced synergies and sharing of best practice leading to a more effective and efficient recruitment.</li> <li>• Develop and implement a model of analytics for performance in recruitment.</li> <li>• Coordinate with the CVU for the management of visa and related issues for all international students.</li> <li>• Establish country-by-country strategies in coordination with AUM's leadership, marketing team to reach recruitment goals.</li> <li>• Develop best practices for AUM international recruitment and actively work to promote a diverse international student population.</li> <li>• Adopt and use analytical methods to identify recruitment and advertising opportunities and frequently update AUM leadership and appropriate teams, with regards to progress towards goals and enrolment numbers.</li> <li>• Maintain CRM ensuring timely and precise upload of data with the right credentials.</li> <li>• Promote AUM and its academic and professional programs abroad</li> <li>• Provide on-going training, support and detailed program knowledge to external marketing and recruitment partners.</li> <li>• Support global partners at promotional events to accurately represent AUM program offerings.</li> <li>• Drive recruitment, enablement, and success of an expanding ecosystem of partner agents.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Review agent relationships and regional representatives and recommend plan of action considering better cultivation of agent and regional representation.</li> <li>• Preparation material for campaigns, fairs, and promotional events</li> <li>• Ensure that recruited students have been successfully enrolled.</li> <li>• Participate In recruitment and admissions events</li> <li>• Other responsibilities</li> </ul>
Facilities Office	Management	<p>Manage and maintain the buildings and grounds of the American University of Malta Guide and directing staff as well as managing facilities' equipment and supplies.</p> <p>Manage and oversee inventory, repairs, and service providers at the AUM.</p> <p>Plan and coordinate all building-related activities ensuring good condition of facilities.</p> <p>Coordinate and be responsible for the operation of the infrastructure, equipment, electrical and other systems by managing all maintenance and repairs.</p> <p>Supervise employees and resources in the Facilities Management area Including reception, cleaning, security, catering, maintenance etc.</p> <p>Identify training needs for workers and implement training initiatives.</p> <p>Report to Management on the operation and maintenance of the facilities escalating any issues as appropriate.</p> <p>Monitor and manage facilities' security systems.</p> <p>Ensure compliance with Health and Safety standards.</p> <p>Develop and keep track of inventory Items.</p> <p>Document and advise on needs for equipment repairs.</p> <p>Evaluate proposals from vendors and make recommendations to Senior Management.</p> <p>Respond to the emergency needs in a timely manner.</p> <p>Act as liaison with the Sadeen construction office.</p> <p>Other responsibilities</p>
Administration Office		<p>Reporting to Provost and providing full administrative support to the Managers as well as manage the day-to-day smooth running of the office.</p> <p>Efficiently supporting the Directors as required on administrative tasks.</p> <p>Screening phone calls, managing voicemail and responding to external calls, dealing with incoming and outgoing calls.</p> <p>Meeting and greeting visitors to AUM, directing visitors to the right channels.</p> <p>Dealing with day-t o-day queries both from internal and external customers</p> <p>Devising and maintaining office systems, including data management and filing, prepare documents and keep the records system.</p> <p>Organizing and maintaining diaries, making appointments and travel arrangements.</p> <p>Setting up and coordinate meeting, events in Malta and abroad.</p>

	<p>Acting as the first point of contact with both internal and external stakeholders of the organization.</p> <p>Manage the office smoothly and in professional manner.</p> <p>Assist in clerical duties and carrying out administrative tasks, as necessary.</p> <p>Other responsibilities</p>
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#### 1.6.4 Committees

##### *HR and FM recruitment Committee*

###### **Charge:**

- Reviewing and/or Developing of the job description
- Developing the position announcement
- Reference checking and phone interviews
- Developing questions for interviews and evaluation rubric
- Conducting interviews as appropriate
- Recommending of top candidates to the appointing authority
- Ensuring that the search adheres to the institution's commitment to diversity.
- Preserving the confidentiality of the search process and candidate identities.

##### *Admissions, Recruitment and Partnership Committee*

###### **Charge:**

Advisory to the Provost, this committee is charged with:

- Evaluating student applications for study at AUM
- Recommending students for admission to AUM programs
- Reviewing admissions standards
- Studying student trends in retention and graduation
- Regularly reviewing and approving the academic standards of organized partnership programs including but not limited to 2 plus 2, joint campus/university, study abroad and exchange programs associated with the University for the continued granting of academic credit.
- Evaluating, and making recommendations to the provost regarding the approval of any proposed partnership programs
- Ensuring partnership program comply with accreditation standards.
- Analyzing proposed agreements for transfer credit from other institutions

##### *IT, Digital Learning and Library Committee*

###### **Charge:**

Advisory to the Provost, this committee is charged with:

- Reviewing proposed IT changes and new services and serve as a communication link between vendors and the university community.
- Reviewing and making recommendations for enhancements of the faculty and student academic environment through technology.
- Advising on technology support for research, teaching and learning, and administrative needs.
- Regularly revisiting IT policies to ensure ongoing compatibility with AUM operations and changes in technology.
- Proposing budgetary allocations for IT initiatives and ongoing efforts.
- Reviewing and advising on IT projects and reviewing prioritization of those projects. Monitoring policy and planning for the library
- Reviewing issues and make recommendations related to the library's impact on teaching, research and service responsibilities.
- Advising on the allocation of resources

- Making suggestions about the creation and development of the information literacy program

### ***Academic Conduct Committee***

#### **Charge:**

Reviews concerns related to student academic conduct. Advisory to the Provost, this committee is charged with:

- Reviewing the Academic Integrity Policy and make recommendations for change.
- Administering the Academic Integrity Policy by making decisions on cases which have been referred to the committee including cheating, plagiarism, falsification of data or source.
- Reviewing cases of academic misconduct including forgery of academic documents in attempt to defraud, destruction, theft, or unauthorized use of laboratory data, or research materials.
- Educating faculty, staff, and administration regarding the implementation of the Academic Integrity Policy
- Reviewing grade appeals and petitions for reinstatement and making recommendations to the provost regarding specific cases.

### ***Curriculum Development Committee***

#### **Charge:**

Advisory to the Provost, this committee is charged with:

- Screening all proposals for course changes and reporting its recommendations to the provost
- Directing the content and structure of the sections of the University Catalog pertaining to curricular matters
- Consulting with the Provost on curricular matters of concern
- Participating in planning the development and improvement of the instructional program of the institution, including review of new academic programs
- Reviewing courses not taught on a regular basis.
- Evaluating program review reports
- Determining whether courses satisfy the general education requirements.
- Monitoring adherence to the approved curriculum, standards, and policies on an as-needed basis
- Providing advice and assistance to faculty in the planning of the curriculum.
- Preparing for an eventual NCFHE program audit.
- Defining and managing the process for program review.
- Making recommendations regarding the budget and resources required for every program.

### ***Accreditation and Academic Standards***

#### **Charge:**

Advisory to the Provost, this committee is charged with:

- Addressing NCFHE requirements for program accreditation.
- Preparing for the NCFHE program audit scheduled for 2021.
- Preparing reports that demonstrate AUM's position with respect to NCFHE accreditation standards.
- Addressing requirements for US accreditation.
- Providing continuity and leadership in ongoing accreditation activities.
- Reviewing academic requirements for undergraduate, graduate degrees, and major/minor requirements,
- Advising the Provost on action for student petitions requesting exceptions to these requirements and other academic regulations,
- Gathering data and analyzing the effects of academic regulations,
- Providing guidance on standards for admission, continuation, and graduation.
- Exercising quality control over Teaching & Learning initiatives
- Analyzing the relevance and academic standards of degree programs

- Suggesting activities such as faculty seminars, discussion forums, etc.
- Exploring innovative teaching and learning strategies and benchmark best practices
- Advising faculty on the integration of effective learning strategies into existing courses

### ***Research and Promotion Committee***

#### **Charge:**

Advisory to the Provost, this committee is charged with:

- Reviewing and recommending policies with respect to the ability of faculty to engage in research and other scholarly activity, and the way research is conducted and reported.
- Reviewing and recommending policies regarding the operation of research and creative activity at AUM.
- Evaluating and recommending policies concerning both internal funding for research and the conditions under which external research funds are solicited, accepted, and administered.
- Reviewing and recommending policies about the administration of sponsored research.
- Promoting policies and programs that promote a quality research climate and environment.
- Considering intellectual authorship, copyright, trademark, and patent policies of the University.
- Evaluating proposals from AUM faculty and staff for external funding.
- Providing input on indirect cost recovery for external grant applications.
- Developing policies and reviewing proposals for human subject studies as well as work that involves other living entities.
- Making recommendations concerning meetings, forums, and conferences.
- Evaluating faculty applications for promotion.

### ***University Disciplinary Panel***

#### **Charge:**

The University Disciplinary Panel is authorized to do the following:

- To consider complaints
- to issue disciplinary charges
- to conduct disciplinary proceedings
- to settle disciplinary charges
- to impose disciplinary sanctions
- to hear appeals thereof in cases involving any violation of the rules
- impose minor penalties for violating rules

The University Disciplinary Panel has jurisdiction in the following cases:

- Any cases of alleged violations of university standards and policies
- Any cases of alleged violations of university standards and policies in which one staff member(s) is filing allegation against another staff member(s) that cannot be appropriately resolved through the administrative resolution process.
- Cases in which administrative resolution has not been successful.

#### ***Composition of the University Disciplinary Panel***

Each case presented to the University Disciplinary Panel is heard by two Council members, one staff board member, one faculty board member and one additional faculty or staff board member. A moderator will preside over the hearing.

The faculty members will be appointed by the Faculty Board. The staff members will be appointed by the Academic or University Council.

Members participating in each hearing will be selected from a list of eligible individuals based upon availability and disinterestedness in the case or parties following review by the parties who are appearing before the University Disciplinary Panel. The following circumstance would preclude participation as a board member in each hearing:

- Individuals with prior substantial knowledge of or interest in the staff involved or the event(s) leading to the allegations.
- Individuals with a conflict of interest with the staff, witnesses, or other parties to the case.

- Individuals who may appropriately be a witness in the case.

### ***Conduct of University Disciplinary Committee Hearings***

The university attempts to ensure fair, timely and orderly procedures in all conduct reviews. To provide for this, the university adopts the following procedural protections that govern the University Disciplinary Panel process:

#### ***Hearing Preparation and Scheduling***

The logistics of hearing preparation and scheduling will be coordinated by the Administrative Office.

The respondent must be notified in writing of the specific policy, standard or regulation he/she has allegedly violated. Such notification is normally made at least seven calendar days before the hearing.

Throughout the conduct process, the respondent will receive full notification of complaint, notification of any hearing and notification of disposition of the charge and will have the opportunity to be present throughout the hearing process.

The complainant will receive full notification of the complaint, notification of any hearing, and will have the opportunity to be present throughout the hearing process.

Prior to the hearing, the individuals involved will be asked if they believe that the potential hearing board members are aware of any significant relationship or interaction that might impair their ability to render an objective recommendation for resolution of the matter under review. The process advisor will consider this in seating the board for the hearing.

During process advisement, the complainant and respondent will be provided a hearing packet, which may include, among other relevant items: the initial complainant report; any investigation reports and/or witness statements; a statement from the complainant(s) to the board; and a statement from the respondent(s) to the board. This packet may be used for the purpose of preparing for or use during the hearing, consistent with the privacy rights of those involved. These materials are to be kept private and may be shared only with permission from the process leader. These documents may not be duplicated nor utilized for any other purpose.

In advance of the hearing, the members of the University Disciplinary Panel will be provided a hearing packet, which may include, among other relevant items: the initial complainant report; any investigation reports and/or witness statements; a statement from the complainant(s) to the board; and a statement from the respondent(s) to the board. Board members are expected to keep the information reviewed during a University Disciplinary panel confidential.

Complainant(s) and respondent(s) may submit up to three written letters of support at a date specified by the process advisor for consideration only during the outcomes phase of the proceeding if the respondent is found responsible.

It is the responsibility of the Administrative Office to ensure that times set for hearings are reasonable and that necessary accommodations have been offered to both the complainant and respondent whenever appropriate. In turn, both the complainant and respondent will be expected to demonstrate good faith efforts in their participation with this process, particularly in relation to the scheduling of the hearing. In a case involving exigent circumstances that prevent the complainant or respondent from participating in a scheduled hearing, the hearing will be rescheduled.

Every effort will be made to avoid conflicts with a working schedule when identifying a hearing date and time.

The respondent may file in writing counter-allegations against the complainant in connection with the incident(s) currently under review by the University Disciplinary Panel. To be considered for inclusion in the packet in the same hearing process, counter-allegations must be raised within a reasonable time (normally two business days) of the first University Disciplinary Panel process advisement meeting. The counter-allegations must detail the university regulation or policy that the respondent believes has been violated in connection with the incident(s) currently under review.

by the University Disciplinary Panel and provide information that substantiates the facts and circumstances. Counter-allegations cannot be based solely on the fact that a complaint was brought forward, nor can they be retaliatory in nature.

Both the complainant and respondent can register witnesses. Witnesses should be able to provide direct information related to the alleged violations being reviewed by the University Disciplinary Panel, such as direct observation of the incident in question and/or direct interaction with any of the parties before, during or after the incident in question. Both parties are required to notify the process advisor of their registered witnesses at a date specified by the process advisor that will be at least three days in advance of the University Disciplinary Panel hearing.

### ***Hearing Process and Procedures***

Information provided during a University Disciplinary Panel hearing should remain private.

To maintain a fair and equitable process, no new materials will be accepted on the day of the hearing, except for (i) oral testimony and (ii) such other evidence as may be necessary to rebut new oral testimony. Evidence offered as rebuttal will only be accepted at the discretion of the moderator.

All proceedings before a hearing group, except the deliberation of the group, will be recorded. Recordings will be kept in accordance with the conduct records retention practices.

The moderator will remind all persons present at the opening of the conduct hearing that the purpose of a University Disciplinary Panel is to determine an appropriate response, through a deliberative process, when a violation of policy, standard or regulation is alleged.

The complainant(s) and respondent(s) will each be limited to ten minutes for introductory statements.

Most of the proceeding will consist of questioning from the board members for all parties as well as the registered witnesses that are called by the board. The complainant(s) and respondent(s) will also present questions for the board's consideration.

The complainant(s) and respondent(s) will each be limited to five minutes for summary statements. All materials provided to the complainant(s) and respondent(s) must be returned to the process leader at the conclusion of the hearing.

Following summary statements, the board will enter closed deliberations. A preponderance of the evidence standard (more likely than not) will be used to determine if a university policy, standard or regulation was violated. If responsibility is determined, the board will make a recommendation for appropriate outcomes.

### ***Appeals***

A request for appeal of a decision delivered through the University Disciplinary Panel process must be submitted in writing to the university management by the respondent within seven calendar days of the official notification of the decision.

In cases where the disposition of the charge has been communicated to the complainant and/or impacted party, the complainant and/or impacted party may also submit a request for appeal in writing to the President\or Provost of the university within seven calendar days of the official notification of the decision.

The appeal officer designated by the President\Provost will review the written appeal request and determine whether, in the judgment of the appeal officer, sufficient grounds exist for at least one basis of appeal to be further explored through review by the appeal officer. In hearing an appeal, the appeal officer, at their discretion, may meet with individuals and review information relevant to the bases of the appeal. In the event of an appeal, sanctions will normally be held in abeyance pending the outcome of the appeal, except in cases where the university determines there may exist a threat to the safety and welfare of the campus community, in which case sanctions will take immediate effect.

Appeals will be decided by the appeal officer in a timely manner as circumstances warrant. While an appeal is under review, the appeal officer will update the respondent(s) and complainant(s) as necessary about the anticipated timeline.

The appeal officer has the authority to modify the decision as they deem appropriate for resolution of the matter being appealed, which could entail an increase, decrease, or change to the nature of the sanction(s). The appeal officer may also reconvene the initial University Disciplinary Panel or remand the matter to a new University Disciplinary Panel for review.

### ***Sanctions and Outcomes***

The conduct sanctions defined below comprise a range of official action that may be imposed by the University for violations of community standards. One or more of these actions may be imposed in response to a given situation. This list is not comprehensive, as other sanctions may be utilized as appropriate.

When sanctions are decided as part of the conduct process, the educational and developmental needs of the involved and the welfare of the community will be considered with utmost importance.

Non-compliance with imposed or agreed-upon sanctions may result in further action through the conduct process.

The determination of sanctions will be guided by the following considerations: the interests of the community, the impact of the violation, documented conduct history, and any mitigating or aggravating circumstances.

Staff with two (2) community standards violations within an academic year may immediately be placed on disciplinary probation. Staff involved in three (3) violations within an academic year may be referred to the University Disciplinary Panel.

#### **Warning**

For minor infractions, a staff member may be issued a written warning. The warning will be noted in the event of any further infractions of community standards and may justify consideration of more severe sanctions.

### ***Deficiencies***

Many Committees created were duplicating each other's activity, for example Accreditation and Academic Standards Committee and Curriculum Development Committee. HR and FM recruitment Committee is not a constant body, it works only in one period, so it can be a Selection Panel, functions of recruitment are not Committee's responsibility, but the responsibility of HR. Research and Promotion Committee needs to be revised, as the responsibility for promotion cannot be included into the authority of this Committee. IT, Digital Learning and Library Committee cannot be considered as a committee as each of them are a separate structural unit and have clear responsibility. Development of resources must be under the responsibility of Curriculum Development Committee. Academic Conduct Committee, Admissions, Recruitment and Partnership Committee are to be reviewed and ceased their existence due to the lack of any activities done in previous years. Instead of an Academic Conduct Committee (which cannot be a constant full Committee) it is more reasonable to have a Disciplinary Panel, flexible and created when there is a case to consider. Admissions, Recruitment and Partnership Committee again duplicates responsibilities of structural units.

## **The Governance and Operational Management of the University: challenges and deficiencies**

**Annual Planning.** The University has some challenges regarding annual planning. Academic Affairs must be planned annually with its respective division, based on the Mission, Goals, and Strategic Plan. Every Program Leader writes an annual report that documents progress toward meeting the program's goals and listing updated ones. The provost then prepares an annual report for their divisions.

**Academic Planning.** Ongoing academic planning begins in the spring with the Annual Review, in which units (the Colleges) evaluate their progress based on the University's Mission and Goals and their own missions and goals and make plans for the academic year after the following year (i.e., Spring 2022 for 2022/23).

**Student Affairs Planning.** Student Affairs develops a plan for the division. These documents are reviewed as part of the annual performance evaluation. Director meets bi-weekly with the provost for ongoing updates on departmental progress and performance.

**Budget and Financial Planning.** The budget process is supervised by the Financial Department Head. In the fall, requests for the following academic year are submitted, including a justification based on the planning process. Strong, potentially strong, and mission-related programs should be given highest priority for funding, and the University's limited resources are reallocated when needed to support those programs. In the fall, budgets for the current year are adjusted since the budget depends on current enrollment.

**Planning Resources.** The University dedicates the necessary resources for evaluation and planning. Much of this comes in the form of personnel: administrators, staff, faculty. Sufficient funds are provided for accreditation visits, external evaluators for Program Reviews, and other planning expenses.

**Institutional Research/surveys** The University is introducing more sophisticated database programs and is working to strengthen its research. The Colleges should start a systematic research and assessment process that involves the extensive use of surveys. This includes a focused effort on the collection of data about graduates to assess the effectiveness of the educational programs. Changes in the admissions process will reflect what was learned from the new data.

**The annual Provost's Report** the AUM Report, a publication listing accomplishment by the University and its faculty, issued annually by the provost. Annual reports to the Board of Trustees, University and Academic Council on the results and progress of the University.

The faculty, administration, and students at the University expect that this is a shared responsibility. There is now a demonstrated connection among planning, decision making, and positive changes. The high level of involvement that is required results in benefits and some perceived liabilities. While there is a high degree of ownership over planning and decision making at all levels, the process does take time away from other duties. Many faculties and staff find this frustrating and burdensome, but most recognize the positive difference that broadly basic planning enables.

We continue to refine our planning, allocating funds to support programs that are derived from the Mission and evaluated for their effectiveness. Annually the Provost should meet with faculty to receive direct input. This will broaden the common understanding of planning and budget questions we face in coming years and increase the acceptance of what will always be difficult decisions. A thoughtful review of the University's sources of revenue (tuition, auxiliary, etc.) is underway and steps taken to maximize each of the sources, with the full realization that successful fulfillment of mission and vision will depend on both increased revenues and increasingly effective budgeting of those revenues.

## **Plans for the next steps.**

The University will continue to refine systematic planning and evaluation, with consistent expectations across campus. The University's programs, faculty, and staff, will continue to improve the systematic collection of data, including institutional research.

The administration will promote an understanding that planning and evaluation are enhanced by data, and that the collection of data is the norm. The Provost and Colleges will enhance communication and involvement in university-wide planning.

## **1.7 Faculty and Students**

### **Faculty**

The University strives to be a community of scholars that welcomes all who are academically and scientifically qualified.

The single-most important characteristic sought in the hiring and promoting of faculty is demonstrated excellence in teaching and research. The University has a 1:4 faculty-student ratio, fully cognizant that smaller classes provide settings that support excellent teaching and individual attention in an environment that fosters development of the whole person.

In the University's Strategic Plan, priority has been given to enhancing the quality of the instructional relationship between faculty member and student. To guarantee the fulfilment of this priority, the University is committed to bringing the most qualified and able teachers it can find.

The University ensures professionally qualified faculty by requiring the terminal degree as the basic qualification for faculty filling a full-time position.

The University's goal is to have in place mostly full-time faculty for every degree programme offered. Each position, whether new or a replacement for an existing position, has been assessed based on college needs as identified in programme reviews and the annual planning reviews.

Faculty demonstrate their commitment to teaching in multiple ways. Faculty members try to demonstrate excellence in teaching, and as the review shows, the effectiveness of teaching is their primary consideration.

*Please see Standard 6 for more detailed analysis*

### **Students**

In Spring 2021 the total number of students were 111, represented from 10 countries. The retention rate for students from Spring 2020 to Fall 2021 was over 90%.

The organisation of services for students works adequately to serve the Mission. There is regular ongoing contact among the programmes. The present size of the University and personal working relationships among the staff encourage cooperation in serving every student's need. The building spaces available for student recreation, student studies, activities, and meetings.

### **Challenges**

Students need some sport facilities and spaces for gym and wellbeing, and it will be considered in our plans and goals.

### ***Student characteristics, needs, and services.***

The university employs several measures to identify student characteristics and needs and makes provisions to meet them. These include both academic issues and a variety of services to students. Total university enrolment reached 111, due to Covid-19 which caused restrictions on country entrance, visa issue and lots more we didn't reach the number of students we planned for 5 years.

Hope we will gradually grow enrolment record level if the Pandemic starts globally decreasing and terminated. The increase of student number is planned in strategic development Plan 2021/25 and expect for a dramatic improvement in this indicator. Systematic data about students allow programs and departments to respond better to personal, social, spiritual, developmental, and academic needs of the student population. Students Affairs department provides a variety of data sources designed to inform the university about the characteristics and needs of enrolled students. Examples of assessment and data gathering instruments are as follows:

- Student evaluation survey
- Student experience survey
- Alumni survey
- Graduate evaluation survey

And later this year we will start Employer's survey to know how our graduates demonstrate their skills and knowledge in real professional environment and what is the quality of our graduates from the employer's evaluation.

The International students services program provides services for international students, including English language support, social activities, and legalisation guidance.

### **Student Governance**

The University provides the structure for student governance, which is called Student Union. Student representatives are offered by the Student Union to Academic Committees and University and Academic Councils, including QA Evaluation or Review Panels.

Student Union leads a variety of activities throughout the academic year. Students participate in one of 8 different student clubs, and AUM also supports students with starting their own clubs and organisations. AUM provides a Writing Centre to assist students in their collegiate writing. Students have access to a library with physical and extensive online collection. A copy of a textbook for every course taught at AUM is available in the library. Student workshops are provided in career planning, interview training and resume writing. Potential employers come to campus to interview students. Class sizes are kept small (<25) to ensure a small student faculty ratio (1:4). Each student is assigned a faculty advisor who assists with course selection and career planning. Students can study abroad at 1 of 7 partner Universities within mobility programmes. From the academic year 2021-2022, students starting from the second year, will have an opportunity to have a work placement on the base of one of our industry partners, including several companies, and institutions.

### **Student Rights and Responsibilities**

The Student Handbook is distributed to all students, and policies contained in them are administered in a fair and consistent manner. The handbook includes a chapter on Students' Rights and Responsibilities containing policies on academic regulations, records, and appeals, the Code of Academic Integrity, specifies procedures for handling academic violations by any member of the University community, whether Faculty, staff, or student.

### **Safety and Security**

A safe secure environment facilitates students' ability to learn, and safety of the campus community is of paramount concern for the University. Students were very positive about the safety of the campus as expressed in the survey, in which 92% expressed satisfaction that the campus is safe and secure, while 95% of those responding were satisfied that security staff respond quickly in emergencies.

Student safety is addressed at several different levels by various University departments or offices. The Office of Student Affairs coordinates overall efforts to ensure the safety of students and works

with other departments as these departments implement safety procedures. Academic departments establish and implement procedures for student safety in laboratory.

The Student Handbook is the primary and official source of information about the University. It is updated annually and contains information about the Mission, admission requirements,

academic regulations, degree completion, credit courses and descriptions requirements, tuition, fees, and refund policy. The Handbook also includes information about the curriculum, withdrawal from the university, special programs, student services, student life, computer, facilities, the University Library, administration.

The Student Handbook is updated and published each fall by Student Services. The contents include information about student life on campus, campus resources, academic resources, City of Portland resources, and student rights and responsibilities. The document also includes a lexicon section and a section of frequently asked questions with responses. The material is published in an inviting format and includes a host of trivia about the University. See 3.B.3.

Student Satisfaction surveys provide broad assessment that includes student involvement in student service activities. The data are used to adapt and improve the programs.

The Student Affairs has a discussion process to enhance the efficiency and effectiveness of their assessment and evaluation activities. The division is now working towards a more systematic approach to assessing and improving the effectiveness of their services.

### **Analysis**

Continuing consistent survey will help refine the planning and assessment process for student support services. More data and additional evaluative procedures are needed in the Student Services, so the needs a more systematic assessment methodology, especially procedures for collecting data on student involvement in, and use of, student services programs, and a more efficient use of assessment instruments that can be used across structural units.

A policy for systematic involvement of students may further the already established openness between the academia and students.

### **Plans for next steps.**

Regarding student's involvement we have to guide students in QA issues and welcome their participation in Internal QA Reviews, quality criteria, quality of teaching, assessment, etc.

## **1.8 Institutional Support Units**

### **1.8.1 Library**

AUM Library responds to Provost Office. Following a student-centred approach, AUM Library houses a collection of breadth and depth that complements the curriculum and research areas of the AUM undergraduate and graduate courses, EAP courses and community.

With a focus on electronic resources (over one million eBooks and 12,000 eJournals), AUM Library is accessible 24/7 through the website <https://aum.edu.mt/academics/library/> .

To log on, OCLC online system and AUM Library administrator provide each student and faculty member with their own credentials (user and password). This password must be entered by the student or faculty member for them to access material. By entering the password into the system, students and faculty members are agreeing to copyright provisions.

AUM Library includes 18 computer workstations, computerized check-in/check-out station, group study rooms, chill-out area, individual carrel desks, a managerial meeting room, a collection of more than 300 print books, and eBooks, articles, monographic records, online newspapers, and magazines alongside access to journals, conference papers, and individual book chapters via online databases.

SOFTWARE NAME: *OCLC/World Cat*

License Renewed on: *11/04/2017*.

Description of the Software:

**WorldCat** is a worldwide data base which allows Universities to share high-quality library metadata and bibliographic records. In 2019, WorldCat reported the amount of 17,860,638 titles available online.

In addition, WorldCat OCLC's is built of a team of expert cataloguers and data quality specialists who are constantly enriching WorldCat records with new and corrected information to ensure that WorldCat contains the highest quality records possible.

Library staff members also enhance records through the OCLC Cataloging and Metadata Subscription (previously the OCLC Cataloging Subscription), making these records the industry standard for quality. Personal Data Processing Agreements available upon request.

AUM partners content with different providers:

### **1. ACADEMIC SEARCH COMPLETE**

*Academic Search Complete* supports high-level research and offers nearly 6,600 active full-text journals and magazines, and 6,000 active full-text peer-reviewed journals, providing faculty and students access to critical information from many sources unique to this database. In addition, it includes peer-reviewed full text for STEM research and the social sciences and humanities.

Content Includes:

- Subjects Include
- Animal science
- Anthropology
- Astronomy
- Biology
- Chemistry
- Engineering
- Ethnic and multicultural studies
- General science
- Geography
- Geology
- Law
- Mathematics
- Music
- Pharmaceutical sciences
- Physics
- Psychology
- Religion and philosophy
- Science and technology
- Veterinary science
- Women's studies
- Zoology

License Renewed on: February the 28th, 2021. Student/Faculty Access:  
<https://aum.edu/mt/library/>

### **2. BUSINESS SOURCE COMPLETE**

With premium full-text content and peer-reviewed business journals, (more than 2,230 active full-text journals and magazines and 1,320 active full-text peer-reviewed journals). It covers all

disciplines of business, including marketing, management, accounting, banking, finance, and study cases.

Content Includes:

- Company View & Reports

The Company View component provides detailed company information. Data includes financials, subsidiaries, products, employees, and industry information.

- Case studies
- Industry profiles
- SWOT analyses
- Books/Monographs
- Articles from business journals, magazines, and trade publications
- Market research reports
- Product reviews
- News articles
- Country reports

License Renewed on: February the 28th, 2021. Students/Faculty Access: <https://aum.edu/mt/library/>

### **3. PROQUEST**

Ebook Central®

This platform provides access to more than a million ebooks, with 100,000 new titles added each year. ProQuest's collections span six centuries, all disciplines and the diverse content types needed by researchers, providing the world's largest collection of dissertations and theses; three centuries of newspapers; more than 450,000 academic ebooks; collections of important scholarly journals and other content researchers need such as data; and unique digital vaults of primary source materials.

Faculty members and students can create a patron account and request books for AUM Library to decide to purchase (Under Provost Office approval) in case these are of interest for the academic community.

License Renewed on 22/Dec/2017

### **4. FACULTY RESOURCES**

Course Reserves Collection

The AUM library holds an internal collection which gathers all the information students and faculty members need: Via electronic access to resources, AUM Library uses the online catalogue for eReserves to place journal articles, book chapters or eBooks that instructors require for their students.

- Books that are required reading will be placed in the Print/Book Reserves Collection located at The Library.
- New items are placed on a weekly basis following courses requirements and actualizations. Actualizations may include but may not be limited to role permissions, course creation, edition, and deletion of temporary materials or lists.
- If the Library does not own a requested item, it may take up to 3 weeks to acquire it and prepare it for student access.
- Books placed on Course Reserves will remain on reserve for the duration of the term. Books may not be placed on reserve indefinitely.
- Personal copies of books are welcome. The library cannot guarantee these items against theft or damage, and they will be subject to standard library processing requirements.
- Any personal copies left with the library must be picked up within 2 weeks after the end of the term.
- A list of reserve materials for every course must be submitted each term.

- eReserves course materials are processed in order of receipt. Reserve requests **MUST** be submitted 10 days before the term begins. This includes reinstatement of previously active courses. It is the responsibility of the instructor to make sure items are brought to the library on time.

- The documents stored in eReserves are protected under copyright laws governing the making of photocopies of copyrighted material. It is the instructor's responsibility to procure permission to use material if it is so needed. For more information about copyright and course reserves, please see Copyright FAQs.

LOCATION: OCLC System Online accessible with Librarian credentials.  
<https://aumalta.on.worldcat.org/courseReserves/landing>

## **COPYRIGHT FAQs**

A. Copyright Act – Malta (see, AUMCatalog on [https://aum.edu.mt/wp-content/uploads/2021/06/AUM-Catalog-2021\\_06\\_11.pdf](https://aum.edu.mt/wp-content/uploads/2021/06/AUM-Catalog-2021_06_11.pdf))

*On Copyright permission to upload articles on course reserves.*

The documents stored in Course Reserves are protected under copyright law. Limited materials as single articles from journals or chapters from books already owned by a faculty member or the library can be digitized by the library. The use of personal materials again must comply with publisher's permission and/distribution policies.

*On Passing out copies to each student taking a course.*

The guidelines for educational or fair use of multiple copies for classroom use apply. For example, if the document is one article from a journal or a book chapter and there is inadequate time to request permission to duplicate it, FMs are allowed do so one time only. If you plan to use materials in more than one term, FMs are requested to get permission from the publishers.

*On fair use of articles and content for Moodle courses.*

FMs can use single articles from journals or chapters from books already owned by a faculty member or the library. FMs may link to digitized materials. The course must be password protected and accessible only to students enrolled in the course. The must be removed at the end of the term as soon as the course is over. If you plan to use the materials again, you must get permission to use them.

*On getting Copyrighted permission.*

FMs are encouraged to contact each publisher of the article you want to use.

*On Borrowing Policy.*

Items AUM Graduate Students, Faculty & Staff AUM

Undergraduate Students

Reciprocal Borrowers

Books

4 months

2 weeks 2 weeks; limit of 10 items

Course Reserves

2 hours

Unbound journals

Varies by item; usually in Library use only or 1 week.

Media items (CDs, DVDs,

etc.) Most items 4 months; videos and DVDs 1 week

Most items 2 weeks; videos and DVDs 1 week

Laptops, calculators, etc.

Varies from 4 hours to 1 week; some items in Library use only.

Not available for checkout to Reciprocal Borrowers

To check out items, AUM students, faculty and staff must present their AUM Card or government issued photo ID. Other borrowers must present their AUM Library Borrower Card.

Borrowers are responsible for returning or renewing items on or before the due date and time to avoid overdue and lost item replacement charges. Items may be returned to the library service desk or book return box. Course Reserves should only be returned directly to library staff. See ANEX I (AUM Catalogue).

**SOFTWARE NAME: Turnitin**

License renewed on: 29/03/2021.

Type of Subscription: Annual subscription, 7/24 online support.

Stored at: Software itself in cloud <https://aum.turnitin.com/home/sign-in> . Integrated in Moodle Software.

Student Access: <https://aum.turnitin.com/home/sign-in> , log-in credentials (user and password)

Faculty Access: <https://aum.turnitin.com/home/sign-in> , log-in credentials (user and password)

**Software Description:**

*Turnitin* is an online application that provides comprehensive protection against copy/paste plagiarism, student collusion, and contract cheating for 1.111 students.

- Turnitin ensures Faculty Members that students' work is original and protects against even the most sophisticated forms of student misconduct.
- Equips faculty with tools that take the burden of time-consuming, repetitive tasks off instructors, so they can spend more time on student learning.
- Helps instructors deliver personalized feedback and offer more learning opportunities.
- Reduces bias and delivers objective, actionable, timely feedback with dynamic rubrics that maximize student growth.

**Components:**

- Dashboards help identify risks and conduct cohort analysis.
- Reports show results within the context of students' assignments.
- Clear and actionable data points provided for every submission (flags, similarity scores)
- Checks for similarity against our industry-leading content database.
- Reveals text manipulations meant to bypass integrity checks.
- Identifies code plagiarism in student programming assignments.
- Verifies originality of student work in possible contract cheating cases.
- Students can check text similarity and grammar before submitting.
- Citation assistant finds missing citations and teaches proper citation style.
- Turnitin Draft Coach checks for similarity while students draft work.

**INFORMATION LITERACY INSTRUCTION/LIBRARY ORIENTATION SESSION**

Instruction sessions allow FACULTY MEMBERS and STUDENTS to have hands-on practice with databases and other resources under the supervision of the library technician.

AUM Library collaborates with Faculty members and students to:

- Determine the most appropriate resources for the instruction session.
- Schedule library instruction when the academic community is working on their research assignments and are most motivated and receptive to learn.

LOCATION: ORIENTATION SESSIONs can be provided one a one-to-one basis (COVID-19 policies permitting) and online via Microsoft Teams.

Students/Faculty Access: By email to the Library Technician, Library Policies

Library has the following Policies to refer:

Textbook Policy

Collection Development Policy

Circulation Policy

Equipment and Facilities Circulation Policy

## **Using AUM Library during COVID19**

### **Permission**

- To use AUM Library facilities during the pandemic, students must request written permission via email to Provost Office. In this email they need to specify their name and surname, study course, reasons, dates, and time schedule.
- Provost Office will issue a written permission by email. This permission is requested to enter AUM Library and must forward this email to the Library Technician, Students Affairs and The Facilities Manager.
- The Library Technician will book a timeslot so they can proceed to use the photocopy machine.
- Once their request is approved, students will be assigned a computer or student room in case they need it.
- Only one student at a time is allowed in AUM Library premises.
- Once students arrive at AUM premises, they need to inform the reception. Students will be escorted in and out of AUM Library. At the end of each visit, they will be accompanied back to the main entrance.

- Once students arrive, their temperature must be checked with non-contact infra-red thermometers at the door. Students with a temperature above 37.2 C will not be allowed in.
- Students will be required to sign a check-in form which gathers some personal data (i.e., name, date, study course, name of supervisor, timeslot, and signature).

Students need to be informed of the following:

### *Hygiene measures*

- Facemasks are to be always worn inside AUM premises (covering mouth, nose, and chin).
- Students and University staff must be healthy, without signs of respiratory tract infection (e.g., sneezing, coughing, throat pain, fever, etc.).
- When entering the library, students will be asked to sanitize their hands on entering and upon leaving premises (e.g., The use of hydrolysed gel is strongly recommended and available at AUM library's main entrance).
- The maximum number of students per room is 4.
- Bookings pertaining the use of the photocopy are strictly limited to one student at a time per timeslot previously assigned.
- Students should not be able to choose books themselves or touch them freely. They can always request the help of the Library Technician.
- Physical distancing of 2 metres should be adhered to whenever feasible.
- Desk-Sharing is currently not allowed.
- Consider reducing the use of lifts, kindly use the stairs.
- Face coverings are to be worn when approaching the reception desk.
- No one permitted to stay within the library reading.
- Students need to be systematically disinfected before and after each use.

### *Library Lobby, rest of premises and Chill-out Areas*

- Students are not allowed to hangout in the Library Lobby.
- Toilets need to be used respectfully and respecting Hygiene norms.
- Students granted with permission will be allowed only to access AUM Library premises. Under no circumstance should any student visit any other AUM Department, Office, and facility without granted consent from Provost Office.

### *Check-ins and Check-outs*

- Returned books or newly catalogued master's Thesis will be kept in quarantine for 72 hours before being placed again into circulation.
- Students who refuse this procedure will not be allowed in.

### *Renewal of Books,*

- Renewal of borrowing of books can be made online, by phone and/or by email (carmen.candel@aum.edu.mt).

\*AUM Library can exercise the right of refusal of entry into the library of visitors if they are visibly unwell or have respiratory symptoms including coughing, fever, shortness of breath, runny nose, or sore throat.

COVID-19 Transitioning – Obligatory Conditions and Guidelines for Libraries as stated by The Office of The Deputy Prime Minister, Ministry for Health, Government of Malta, retrieved on May the 18th of 2021 from, [https://deputyprimeminister.gov.mt/en/healthpromotion/covid19/Documents/mitigation-conditions-andguidances/Obligatory\\_Conditions\\_And\\_Guidelines\\_On\\_Libraries.pdf](https://deputyprimeminister.gov.mt/en/healthpromotion/covid19/Documents/mitigation-conditions-andguidances/Obligatory_Conditions_And_Guidelines_On_Libraries.pdf)

### *Sample of an email for the invitation to Orientation Session*

*Dear Student/FM,*

Welcome to AUM Library!

2021 Library Department Orientation Session will be held online. Orientation is always an opportunity to help you engage and find out more about your courses and the AUM's Library Services, Data bases, AUM's library searching engine, referencing, and Academic Integrity. These services are available to assist you at AUM.

Additionally, you will also have the chance to ask questions and explore all the other exciting workshops held at AUM Library.

As part of the Orientation Session to AUM, the library offers group and individual pre-scheduled online orientation sessions to all students, which usually takes place at the beginning of each semester.

Assistance at Orientation Sessions is mandatory as it will provide you with vital information on data search and course evaluations.

You will learn about:

AUM – Library Data Search.

*University Library Data Search*

- ProQuest eBooks.
- Basic Search: EBSCOhost.
- Academic Search Complete.
- Business Source Complete.
- JSTOR.
- Course Reserves

*Referencing.*

- EndNote.

*Turnitin.*

- Creating a Folder.
- Similarity Check.

*Academic Integrity Module.*

- Academic Integrity Form

Activating your AUM account and accessing email for the first time.

\*At the end of the Module, you will receive an Academic Integrity form that you are required to print, sign, and email it back to us within the next 48 Hrs.

You are strongly advised to virtually explore AUM's Library campus here, so you get the best out of this experience and learn about our premises and the wide range of workshops, citing and library sources, and students' guidelines available to you.

Find out more about how to register on Orientation Sessions here.

**Technical requirements:**

For an enjoyable experience for students, please make sure that:

- You can Install Zoom or JOIN A MEETING
- 2. Your webcam and sound work properly.
- 3. Your Internet connection is fast and stable.

**Sample Schedules:**

\*Schedules below are a suggestion, kindly pick up the Schedule that best suits you:

Students from Business & Data Science and Engineering Graduates

Wednesday 20th and 27th January 2021

Time: 15.00 pm - Microsoft Teams.

Students from Business Undergraduate

Thursday 21st and 28th January 2021

Time: 10.00 am – Microsoft Teams

Students from Data Science and Engineering Undergraduate & BA in graphic design

Friday 22nd and 29th January 2021

Time: 10 am – Microsoft Teams

Students from BA in Chinese Language & Culture & EAP

Monday 25th January and 1st February 2021

Time: 15.00 pm – Microsoft Teams

Students from General Education Programs and Executive/Profession Courses

Monday 25th January and 1st February 2021

Time: 10.00 pm – Microsoft Teams

Please confirm your assistance (day and time) to the online Orientation Session by responding to this email.

Contact:

AUM Library Department

Triq Dom Mintoff, Bormla, BML 1013 – Malta

| + 356 2169 6970 |

Library Tech,

[carmen.candel@aum.edu.mt](mailto:carmen.candel@aum.edu.mt)

*Prepared by: Dr. Carmen Candel, Library*

*Date: July 01, 2021*

**Challenges and deficiencies**

Syllabi, which are on file in each academic department or school, indicate the extent to which library and information technology is incorporated into classes. All units annually should evaluate library and other information resource needs, especially those relating to technology and lab equipment. The units also should work with the library and Computer Services in planning for, and in the acquisition of, the necessary materials to guarantee current and adequate resources. Our Internal review shows that Faculty must work more closely with the library, update their syllabi in terms of literature and other materials to be included into their courses.

## Standard 1 Policy for QA

*The organisation of QA system*

*Responsibilities of structural units, leadership, students, staff with respect to QA*

*Reference to the relationship between research and learning and teaching, where applicable*

*The organisation of QA system*

### **AUM Quality Assurance and Enhancement**

#### **Introduction**

Universities throughout the world are increasingly engaging in examinations of standards of teaching, research and overall facilities in order to determine which areas are meeting requirements or show room for improvement. AUM as a higher educational institution starting its second 5 yearly cycle of its existence, is not an exception in this worldwide trend of development of its quality.

In AUM, the term evaluation is used to describe a process that usually goes through the following stages: a university self-report that includes analysis of the state of teaching, research and facilities; the results of student evaluations; an external peer review; and the publication of a final report that presents results to a wider public. Evaluations are predominantly used to identify areas where quality could be improved.

This approach will help to map out the present evaluation landscape in AUM, showing how the evaluation culture in this university started to develop since 2017, when the University first established in Malta. However, the Bologna process has led to marked and rapid changes in European higher education and has also served as a driving force to accelerate an awareness and use of evaluations in general to identify the quality.

#### **Concept of Quality Assurance and Enhancement**

The Concept of quality of education demands exact knowledge of education process which must be achieved by measuring important parameters and especially final control parameters, in order to detect problems when they occur.

Quality of education has to be regarded from quality of processes and quality of systems separately organised and considered in a complex.

This Concept includes the methodological issues involved in QA.

Quality assurance for AUM is understood including all activities related to *defining, assuring and enhancing* the quality of the university from strategic planning to staff and curriculum development. The university is aimed at continuing the development and enhancement of QA processes and develop quality culture, but we also understand that a considerable time will be spent to the University community to understand them and their implications. Therefore, QA processes will help us to create platforms for horizontal and vertical communication at various levels, between departments, committees, and other bodies. This kind of effective dialogue will contribute to the development of *quality culture*.

While developing and enhancing QA the university considers disciplinary characteristics, organizational culture, historical position of the institution as well as the national context.

AUM is committed to developmental approach in our quality assurance processes. The concept of building QA includes *process and system-based approaches* leading to dynamic improvement of the university quality. Students, faculty, resources, curriculum, facilities, etc are parts of

processes, while planning, implementing, enhancing and developing are considered as parts of QA systems.

### Methodology of organisation of QA system

The methodological principle of building quality system is the principle of systems dynamics, theories of block chain and learning theories. AUM is followed by understanding that to create a successful QA, the *QA Management* system needs to be structured on all levels of the University. The strategy of QA organisation is offered by MFHEA for ongoing monitoring and review of programmes, which is considered as a logical guidance for educational institutions of Malta to assure quality. MFHEA indicates that one of the principles of both Internal and External quality assurance for enhancement of learning outcomes is based on *Quality Cycle*, consisting of implementation, evaluation, review, and planning processes ([www.mfhea.gov.mt](http://www.mfhea.gov.mt) *Internal Quality Assurance*)

Applying this logic of the *Quality Cycle* to the organisation of QA, we need to focus on a *system-based approach*, which can ensure the cyclical and constant dynamics of development.

As a result, we defined 3 main stages of quality system, as follows:

1. *system of quality assurance*
2. *system of quality support*
3. *system of quality development*

**Table 1 Stages of organisation of quality system**



System-based approach is defined by the principle of systems dynamics, which means that the system, including processes must dynamically develop from stage to stage. So, these processes, circling in dynamic development system is as follows:

The system of **quality assurance**:

- process of planning (initial) and organising
- process of implementing
- process of reporting
- process of improving
- process of planning (new stage of planning)

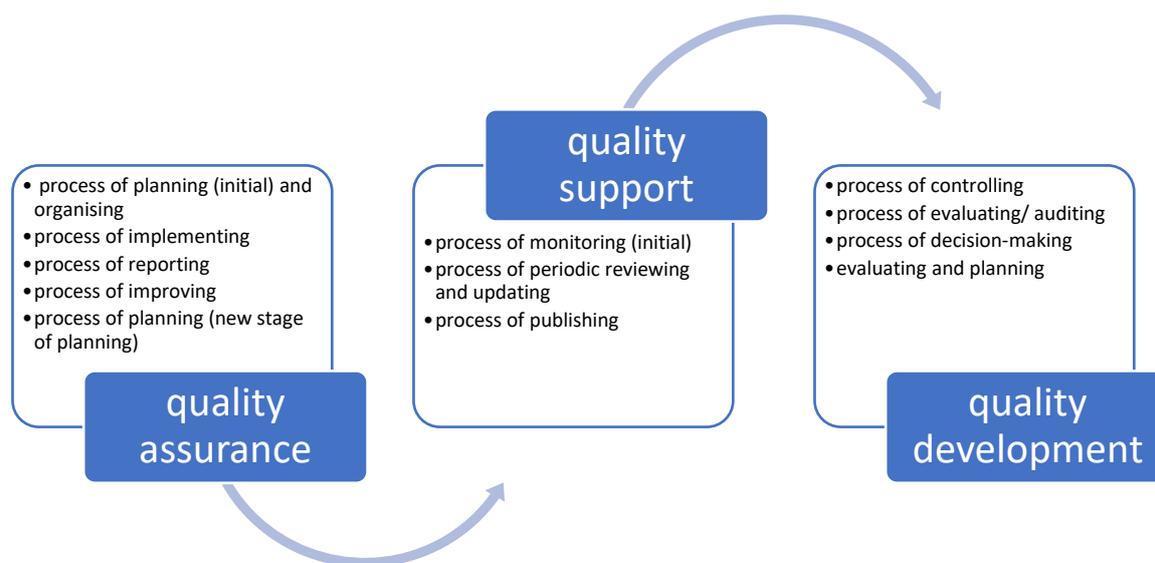
The system of **quality support** includes the following:

- process of monitoring (initial)
- process of periodic reviewing and updating
- process of publishing

The **system of development** consists of the following:

- process of controlling
- process of evaluating/ auditing
- process of decision-making
- evaluating and planning

**Table 2 System of Quality Assurance**



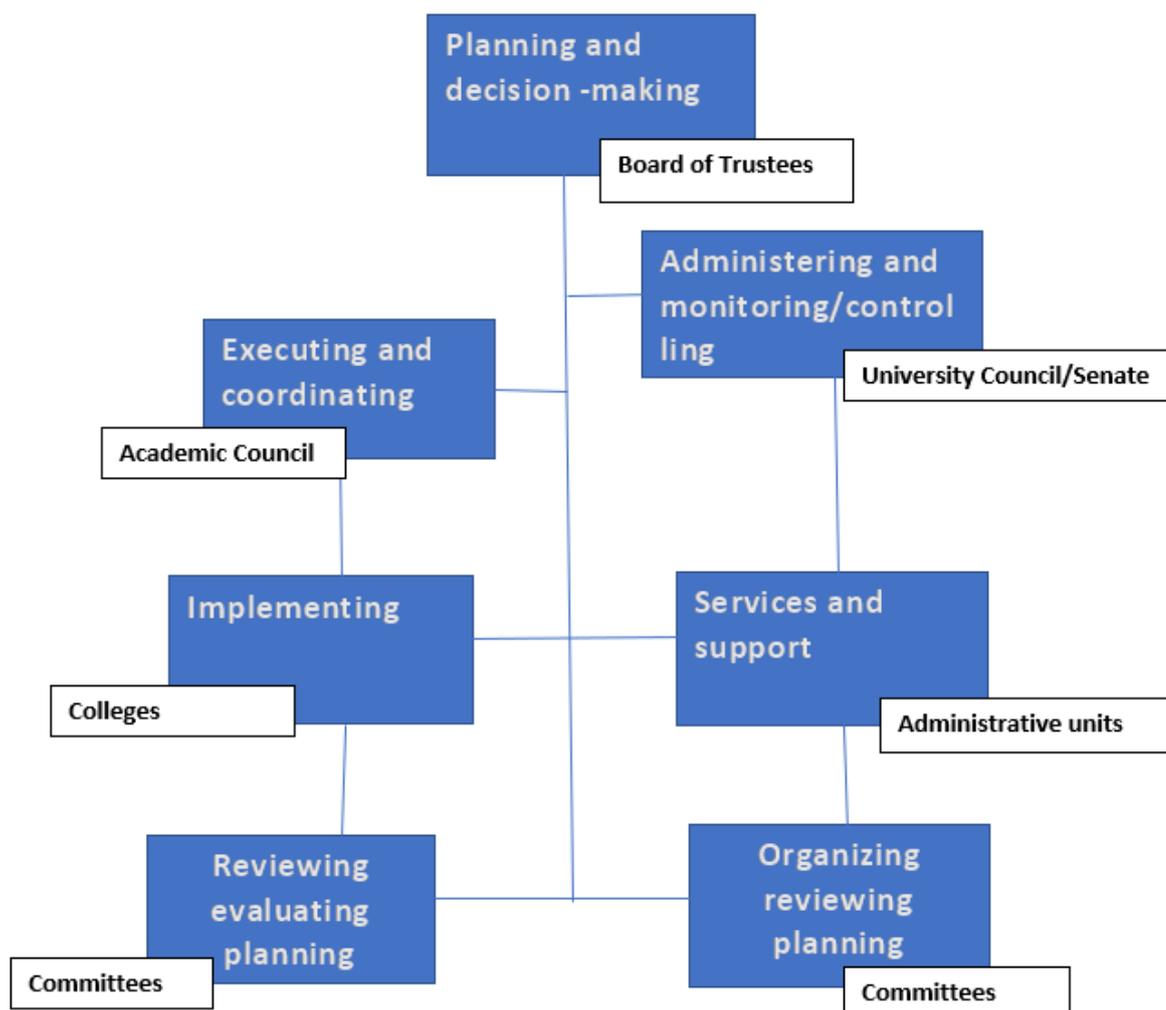
How this logical framework works in action and what is the management structure when it is applied to the governance and operations systems? In its ideal projection the system we organise, or build, should keep our activities in a state of dynamic development. If some components or stages do not result in dynamics, it means the system is stagnating, no improvement, no development. Even if the system shows stagnation, which could be positive or negative, but it must show dynamic development.

The other issue is how the system is managed from top to down and vice versa, from down to top.

When this logical framework applies to the University management system, we have the level of Governance, where strategic issues are planned, adopted, and approved. This is the responsibility of the Board of Trustees. Executive/operational planning and coordination comes as the next level of quality management, where the Provost, Heads of the structural units and College Heads take the responsibility of implementing, monitoring, reviewing, and enhancing, where all department staff and Faculty staff is involved. This level is administered by university executive management. At the next level of Reporting, all the Heads and Chairs of university units report to university bodies, and this process brings to discussions, analysis, and taking measures for improvement. This is done on process-based level, which includes the staff of each division or unit to be involved. The QA management system output correlates with the mission of the University.

QA management structure includes all levels of the university from top to down and from down to top. This helps us to provide involvement of all players (teaching staff, administrative staff, students, social partners, professional bodies, external experts) and have their commitment reached, and the principle of subsidiary implemented. This is the way when vertical meets horizontal.

**Table 3 QA management system**



*Responsibilities of structural units, leadership, students, staff with respect to QA*

It is of utmost importance that QA managers are not the only ones who are responsible for the quality, but the whole staff, including administrative, academic and students. The QA managers are the professionals as far as the use of tools, control/ monitor and specific working are concerned.

To identify a clear procedure of demonstration of students' involvement in QA, the University has developed a mechanism, which allows students to express their views. The representatives of students can be followed in the composition of all University Committees and Councils. We also include students in accreditation (course evaluation feedback) and Internal Evaluation processes (members of Committees). The surveying of students at the end of a programme or module and exit student survey is the tool to make the improvement process to take place.

For developing quality culture, we organise workshop sessions to introduce teaching and administrative staff with quality criteria on programme level, institutional criteria, and procedures for improvement. So, we plan to have several such sessions before, during and at the end of the academic year, in August, January and June, when all faculty is back from summer break, during and after Internal Review, or before Annual Report is prepared by all units. Another way to involve all players into quality assurance is to monitor and practice periodic review, monitoring processes,

discussions, like when we meet at Curriculum Development Committee on programmes achievements and deficiencies, at Academic Council, when departments report on the progress or challenges, they face. Strategic development Plan identifies institutional performance metrics to be achieved in clear indicators, based on KPIs.

### **Challenges and deficiencies**

The university is aimed at continuing the development and enhancement of QA processes and develop quality culture, but we also understand that a considerable time will be spent to the University community to understand them and their implications. Therefore, QA processes will help us to create platforms for horizontal and vertical communication at various levels, between departments, committees, and other bodies. This kind of effective dialogue will contribute to the development of quality culture.

#### *Reference to the relationship between research and learning and teaching, where applicable*

AUM Faculty members' work accomplishes the core teaching, research, and service goals of Colleges and University. Teaching staff aims to use different teaching strategies as teaching enhances the development of students. By doing research they advance the development of new knowledge of learners and keep updated themselves in the field of their research. The University service they do contributes to the enhancement of programmes, their credibility and recognition of its quality through different ways of accreditation or evaluation, which gives growth of college and university accordingly.

Active researchers of the University Colleges integrate teaching and research as they should respond to increasing environmental and technical complexity by considering faculty as professionals—highly qualified, flexible, and complex workers who are able to relate associated tasks in creative ways and to handle unpredictable problems independently.

Most faculty at our colleges focus exclusively on teaching, while very few engage in some combination of teaching and research. However, all the full time and part time staff are required not only have the highest qualification and scientific degrees but be active researchers.

The university faculty must engage in both teaching and research and create a critical mass in research and academia as well. Our internal analysis show that not all the teaching staff produce both teaching and research, responsibilities for the two roles are assigned to different faculty according to their varying interests and strengths. Adjunct or part-time faculty focus primarily on either teaching or research, while full professors are usually expected to do both, but they are more concentrated on teaching as well.

At the individual level, teaching and research is separated by time and workload. While signing a contract faculty is obliged to fulfil 40% for teaching, 40 % for research and 20% for university services. Some faculty teach during the academic year and save summer break for doing research. In the long-term, some faculty may be more effective if they focus primarily on research at one stage in their careers and on teaching at another career stage.

Teaching is often defined as activities involved in delivering classroom instruction to registered students. Each Faculty in average has 4 courses and full-time professors have 2-3 courses to deliver. Teaching also includes advising, informal instruction, and training students to conduct research. Research is often defined as publications. But strategically the growth of the University must be focused on research defined as discovery, integration, application, and teaching. Those who define teaching and research in terms of classroom instruction and publications are less likely to perceive a positive relationship between the research and teaching than those who define these two roles more broadly.

From QA perspective the aim is to determine whether there is some measurable correlation between teaching and research quality. We typically measure teaching effectiveness by student ratings of formal classroom instruction and research productivity by numbers of publications. So, when it is related to measuring issues, teaching and research outputs are completely independent and the relationship of those two cannot be measured.

The success in both teaching and research includes general ability, organization, and intellectual level. Organizational evaluation of faculty work as an integrated whole might increase a positive association between teaching and research.

Time on teaching involves preparing and delivering classroom instruction, grading students' work, meeting students in office hours, advising, and training students to conduct research. Time on research includes reading foundational literature, gathering, and analysing data, supervising assistants, securing funding, writing reports, and presenting findings. Time spent teaching is inevitably not time engaged in research.

### **Challenges and deficiencies**

As the University strategically strives to demonstrate its high quality and excellence in teaching and research, it is highly recommended to the faculty to do research and contribute their research outcomes into the excellence of teaching, quality of teaching content, and promote the university programmes, image and reputation of programmes and University accordingly. In selection of a new faculty this criterion was specified as the main one.

### ***Procedures for ensuring academic integrity and freedom.***

Academic Integrity is a commitment to such general values such as: honesty, trust, respect, and responsibility. Integrity is one of the Values included into our University Mission: *“Integrity for AUM is a core value enforcing ethical practices, avoiding plagiarism and cheating, among other misconduct behaviours. Academic integrity is a commitment to such fundamental values as: honesty, respect, and responsibility”*.

Students offered an *Orientation Session* from the first days of their stay at the university, and are informed about academic integrity, especially in using library resources, or using any other information they may use in their studies. Cheating, e.g., copying answers during exams or Plagiarism while writing coursework or thesis is explained as a break of Academic Integrity Policy, which can be found in the content of Student Handbook, on the university website, in Policies, in Programme and Course Handbooks.

AUM assures its faculty and students of academic freedom and requires of its faculty and students complete academic integrity. These values are embedded in university policies and are printed in the Faculty and Professional Staff Handbook, and the Student Handbook. Within the policies and procedures of the university, all faculty members are entitled to pursue their scholarship and teaching free of institutional control or censorship. Faculty members and students may avail themselves of the procedures for filing formal grievances if they feel academic freedom has been violated. The university's policies also stipulate that every faculty member and student adhere to the highest standards of academic integrity in their teaching, study, and research. Any violation of the explicitly stated standards of academic integrity in the Faculty and Professional Staff and Student Handbooks is regarded by the university as a breach of the Code of Ethics for students and a violation of the contract for faculty. In both cases action may be taken by the appropriate offices at the university and in the manner described, in the relevant handbook.

### ***Procedures for ensuring against academic fraud.***

Academic fraud and academic honesty violations have negative internal and external consequences for the integrity of institutions, their programs, and viability. To this end, AUM has created policies and procedures to ensure academic integrity at all levels. Procedures for ensuring against academic fraud begin with sound policies.

Academic honesty policies and procedures for students are codified in the University Catalogue which is available both in print through the Office of Student Affairs, as well as electronically through the website. Faculty are required to address student academic honesty in their course syllabi. Any violation of academic honesty, whether purposeful or not, is considered academic misconduct. Students, faculty, and staff are responsible for understanding the AUM provisions for academic misconduct and for reporting all alleged instances to the Office of the Provost. Students may not initiate a drop or withdraw from a course once they have been suspected of an academic honesty violation, and it has been reported. The student must await the final determination of the case/appeal before a course drop/withdraw can be initiated.

***The Academic Conduct Committee is responsible for making disciplinary decisions about warning, probation, suspension, or dismissal of students. This Committee also includes student representation.***

At the beginning of every Semester, the Librarian visits all classrooms to give students a presentation about cheating, plagiarism and referencing. The following is part of the presentation that is given to all students; this is followed by a short video outlining in more detail what is meant by plagiarism and cheating.

In addition, all students are required to read and sign the following form which is then scanned and sent to the Registrar to be filed with the students' personal files:

### ***Academic Integrity and the AUM Honour Code***

Students are responsible for understanding the Code's provisions. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of AUM community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:

Student members of the American University of Malta community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."

This includes an obligation to report violations by other students to the Office of the Provost.

For all academic assignments, project work, and presentations, students need to ensure that due acknowledgement is given to the source of any information that they incorporate in their work. Students must ask their professors if they are unsure whether something constitutes academic misconduct in any form.

### ***Violations of Academic Integrity: Plagiarism***

This is a serious academic offense that constitutes the use of someone else's ideas, words, projects, artwork, phrasing, sentence structure, or other work without properly acknowledging its source. Plagiarism is dishonest because it misrepresents the work of someone else as one's own. It is intellectual theft as it robs others of credit for their work. For a student found plagiarizing, the punishment can range from receiving a failing grade on an assignment without the right to redo the assignment up to dismissal from the university.

Plagiarism takes many forms and includes:

- Using someone else’s words without putting these words in quotation marks.
  - Handing in work prepared by someone else or preparing/completing someone else’s work.
  - Using unique, original ideas, phrases, sentences, paragraphs, etc. from a single source or a variety of sources, such as a text, journal, web page, electronic source, design, artwork, etc. in one’s work without citing all sources.
  - Using the same work to satisfy the requirements of two or more courses (during the same or different terms).
  - Having someone else rewrite a rough draft or rewriting a rough draft that is not your own work.
- (2019). AUM Catalogue. Retrieved from <https://aum.edu.mt/>

In terms of citing sources, the AUM Library website does have links to Citing Sources: <https://aum.edu.mt/library/#eluide01a061a>

In addition, AUM has purchased a license subscription with Turnitin, and this is being used by faculty and students. Turnitin is a software that enables universities and educational institutions to check students’ submitted work against a database of published works, with the aim of identifying any instances of plagiarism ([www.turnitin.com](http://www.turnitin.com)). Faculty and students may gain access to Turnitin either through the University Library webpage: [https://aum.turnitin.com/home/sign-in?redirect\\_to=https:%2F%2Faum.turnitin.com%2F](https://aum.turnitin.com/home/sign-in?redirect_to=https:%2F%2Faum.turnitin.com%2F) or through Moodle. Students may put their papers through Turnitin for an unlimited number of times before submitting their work to Faculty for grading.

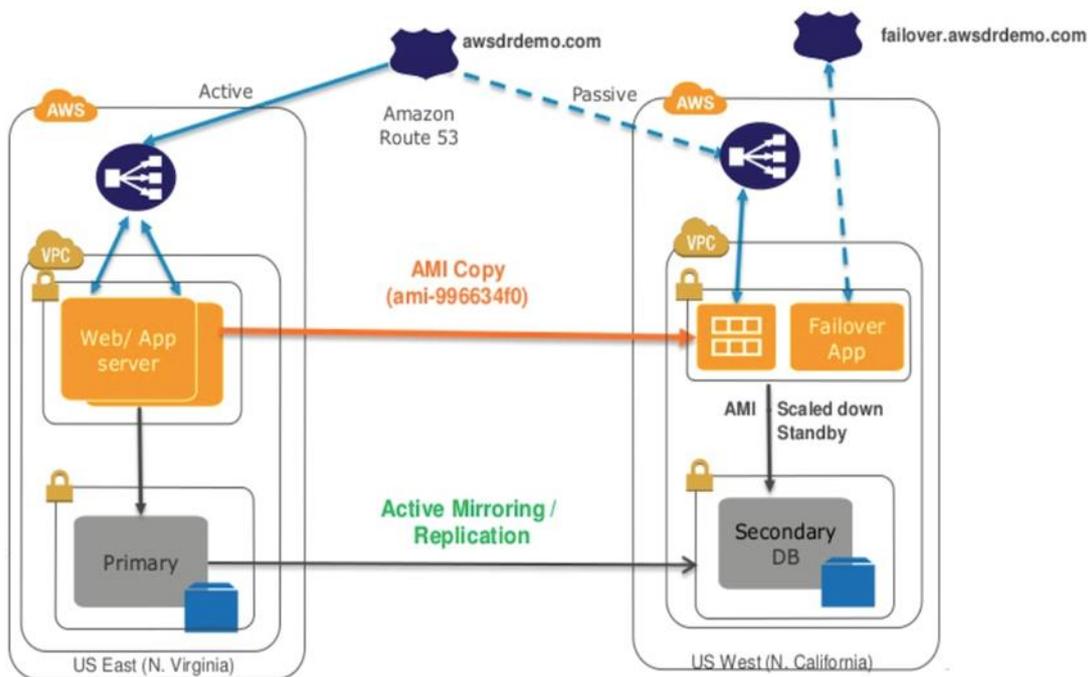
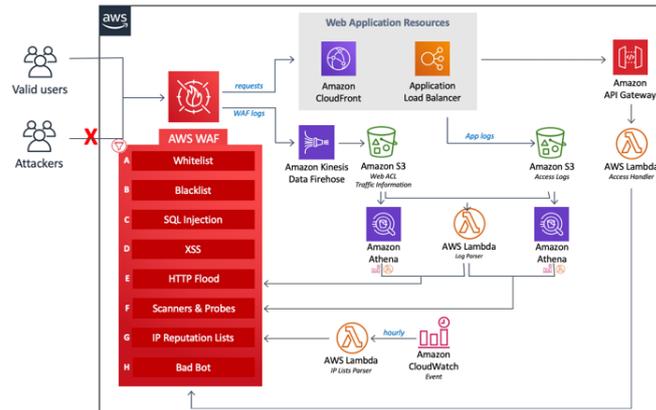
***Procedures for ensuring the integrity, reliability, suitability, and continuous availability of the technological infrastructure (including hardware and software).***

Recognising that the AUM IT infrastructure needed enhancement, the University set up an IT advisory committee “that is charged with guiding and recommending the most efficient and effective technology solutions to its Senior Leadership team.” Based on the recommendations provided by this advisory committee, in November 2019, the Provost set up an IT Committee initially chaired by the Registrar of the University. This committee is charged with reviewing and making recommendations for enhancements of the faculty and student academic environment through technology, and advising on technology support for research, teaching and learning, and administrative needs. AUM has also published several IT policies (Appendix 5).

About its infrastructure, AUM has stable internet connection, with adequate bandwidth. In addition, there are back up internet connections to ensure the continuity of university operations. AUM has solid systems that allows the staff/faculty/students to interact with each other during classes and lectures. Besides, AUM will have asynchronous classes that students may use as reference during their studies. AUM’s IT infrastructure is secured through multiple levels, starting from the secure website and single sign-on, that secures and authenticates the users to log in remotely to the AUM platforms/website. AUM also has back-ups for the recorded classes.

Each student has their own access with a dedicated account and permission to access AUM systems and to access his own email and files. All the access permissions are protected and secured via a firewall server and has a secured connection.

To keep all parts information secure and private GDPR enabled cloud technologies will be used. Below sample diagram presents how data is secured against attackers in software-wise.



***Procedures for verifying the identity of all enrolled students.***

Verification of the identity of enrolled students is done through the University Software, OIS. It has wide range of user profiles based on various authorization and authentication needs.

OIS is a standard Student Information System which runs on the cloud as software as a service. OIS has integration ability with other software platforms via API.

Student Access: <https://ois.aum.edu.mt/auth/login>

Faculty Access: <https://ois.aum.edu.mt/>

The verification of the identity of enrolled students starts at the time of application. Students are asked to complete required identity fields in the AUM Student Application Guide. Applicants are also required to upload a scanned copy of their valid passport to the application portal and other supporting documents. When processing the initial application, the passport is reviewed by a member of the Admissions Team, checked for validity, and is then matched with the student's

name on the application and all supporting documents. Admissions conduct an interview with all applicants who have paid a deposit and are about to receive a final letter of acceptance. This is carried out either online Skype or in person, depending on whether the applicant is in Malta.

When new students arrive on campus for orientation, the Admissions Office holds an admissions meeting. At the meeting, the students provide original copies of their passport and visa, and the Admissions Office staff makes a new copy for the students' files then stamps and signs the document as an official copy. In this way the admissions office verifies the students' identities against the official identification document.

For online programmes, admission processes and authentication will be the same as students who enrol to face-to-face courses / programs. Students can access the Student Information System (OIS) with login credentials set by their student email account through Single-Sign One (SSO) and enrol in online courses they are expected to complete. The SIS and Virtual Learning Management Platform (Moodle) synchronise the data in real time. Students can access the AUM Library online resources remotely using the same SSO credentials.

Regarding AUM's virtual platforms, the single sign-on system prevents third parties to log in as AUM students. On the other hand, the student information system (OIS) keeps the identification information for all students. Access permissions are given as per the needs of each user. All the access permissions are protected and secured via a firewall server and has a secured connection.

***Procedures for ensuring against intolerance of any kind or discrimination against the students or staff.***

AUM embodies an atmosphere of openness and appreciation for all students, faculty, staff and visitors regardless of race, ethnicity, religion, nationality, sexual preference, or special needs. Intolerance and discrimination of any kind is unacceptable. The sanctions for those found responsible of violating a misconduct policy will be founded on education, community restoration, and community safety. Admissions processes for students and hiring policies for faculty and staff have clear non-discrimination statements.

AUM's Harassment, Bullying and Anti-discrimination Policy may be found in Appendix 6. This policy covers all staff, faculty, and students. The Employee Non-discrimination Policy and the Employees with Disabilities Policy have been added to the faculty-Employee Handbook (Appendix 7). The is published online and so is available as public information.

***The involvement of external stakeholders in quality assurance.***

AUM has two external stakeholders. The first is the Board of Trustees, which supervises the CEO, approves the annual operating and capital budgets, provides general supervision of the university, and receives regular reports from the university's CEO or Provost. The second is Clemson University, which oversees AUM's Quality Assurance Policy and all related activities. Clemson University is the Quality Assurance Advisory Partner (QAAP) University that undertakes frequent contact with AUM, a rigorous annual review of AUM's policies and procedures and prepares an annual report for the NCFHE and AUM's senior administration and Board of Trustees. The annual report consists of a description of the policy and process, an evaluation of the implementation of the policy and procedures, and recommendations for policy and procedure revisions. The QAAP will function in this capacity for AUM's initial five years as stipulated in the most recent Regulation 47 Guidelines. On-going communication with candid dialogue between AUM and Clemson University is the keystone to the successful partnership.

We keep our stakeholders informed about our quality concept, activities promoting quality and do it through publishing such documents as: standards and criteria of quality, programmes and requirements, regulations, norms, and rules in terms of integrity, equality, behaviour, and related legislative acts and regulations of national and regional level.

Our publications include Annual Reports, Quality Policy and Reviews, QA Standards and Criteria, Internal Review Guidelines, External and Internal Reports, Student Involvement, Academic and Organisational Regulations.

In respect to quality of programmes we plan to create an Industry-Advisory Board for professional consulting and expertise in modifying, developing, or improving our educational programmes. This Board includes our university partners from industry, professionals, and experts in the field. We involve students in QA through including them into the composition of university bodies and giving them an opportunity to take part in university management, in decision making, discussing and improving the University activities.

Faculty is also actively involved into management of the university through the activity of Board of Colleges, Committees.

***Procedures for the quality assurance of any elements of an entity's activities that are subcontracted to or carried out by other parties.***

Any activities of the University that are subcontracted to or carried out by other parties will follow the agreed Policies and procedures of quality assurance as it is accepted at AUM. In the case of local representatives or franchises of foreign providers, the quality assurance procedures of the parent provider and the role of the local representative or franchise in this can be as follows if it is related, for example, a franchised course/ program delivery.

### **Franchised Course: Introduction**

Regarding franchised courses we can consider two variants, one is Franchised courses hosted at AUM or AUM course hosted at some partner's university. A whole course/program, or part of a course/program, designed by the staff of the University, but delivered and assessed in the partner institution or organization or if the programme is designed by a partner university staff, then it is delivered and assessed at AUM.

Such courses/programs are approved using the University's procedures, and subsequently are subject to an approval event. Thereafter, the course/program is subject to the quality assurance processes of the University. The award(s) is always conferred by the University.

A franchise agreement is normally considered only with a university course/program that has been operating successfully for some time. The University will require the partner institution or organization to deliver the franchised course/program(s) in accordance with the requirements laid out in the Detailed Course Descriptor and Module Descriptors.

#### ***1. Preparation and Submission of Paperwork to Curriculum Development Committee/CDC***

The Dean proposing the collaboration should firstly liaise with the QA. If the Dean is satisfied of the value in pursuing the collaboration (also refer to subsection 1.3), the Academic Collaboration Proposal Proforma should be completed and submitted to the Curriculum Development Committee (CDC) for consideration. No further work should be undertaken on the proposal until the CDC has reached a decision.

#### ***1. Planning the Approval Event***

Once CDC has granted approval to proceed to an approval event, the Course\program Leader shall prepare an Academic Collaboration Planning Sheet in consultation with the Dean and Academic Registrar. A copy of the approved Academic Collaboration Planning Sheet is distributed to relevant parties, including the College and partner institution or organization.

Thereafter, the Dean will prepare a Contract of Collaboration, in consultation with QA. The Contract of Collaboration shall be accompanied by two annexes: *Annex I - Academic Quality and Standards, and Annex II - Financial Annex*. The provost, or nominee, has overall responsibility

for approving Annex I. The Financial Director, or nominee, has overall responsibility for approving Annex II. If a draft Contract of Collaboration differs significantly from the standard contract, the CDC is required to approve it.

Prior to a formal approval event, it would be expected that one or more visits to the institution seeking partnership would be made to verify the feasibility of the franchise proceeding further. Such visits would usually be made by the relevant Dean (or nominee) and discipline specialists from the College considering the franchise. The Approval Panel would consider the capacity of the partner institution or organization franchising the course/program to deliver it to an appropriate quality and standard.

## *2. Approval Event*

The nature of the Approval Event is determined by CDC and the Provost, or nominee, taking due cognizance of the nature of the proposed collaboration, the details contained within the Academic Collaboration Proposal Proforma

As a minimum, an Approval Panel composed of the provost, or nominee, and Dean shall undertake a quality visit to the proposed partner institution or organization. However, depending upon the scope of the collaboration, it may be considered appropriate to have a more extensive Panel, which may comprise both internal University members and external members incorporating practitioners and subject specialists.

The University Course Leader should be present as a member of the partner institution or organization team so that issues relating to communication and operations between the University and partner institution, or organization can be fully explored by the Approval Panel.

## *3. Purpose of the Approval Event*

The aim of the approval event is to ensure the educational experience of the student on a franchised course/program is of an equivalent standard to that for students following the course/program at the University. The major objectives of the Approval Panel are to:

- ensure the staff of the partner institution or organization can deliver the course/program to an appropriate standard.
- ensure the partner institution or organization has adequate physical resources.
- ensure other elements of the overall student experience are comparable to that provided by the University.
- ensure all parties to the franchise can deploy sufficient resources to support the collaboration.

In addition, the Panel may also consider the aims and learning outcomes of the course/program and how these would be met within the partner institution or organization, arrangements for admission of students, optimum student numbers, assessment arrangements, student support, appeals, complaints and misconduct etc. In terms of adequacy of physical resources, the Approval Panel must satisfy itself of the adequacy of library facilities, computing facilities, etc. The basic requirements must be in place and a franchise will never be approved based on a promise to provide the facilities in the future.

## *4. Documentation Requirements for the Approval Event*

To be supplied by the University to the partner institution or organization:

- Academic Quality Handbook
- Academic Regulations
- Organizational Regulations
- Module Descriptors and syllabus information
- Draft Contract of Collaboration
- Detailed Course Descriptor for the franchise.

To be supplied by the partner institution or organization to the University:

- Supporting Information and Resources document
- Prospectus
- Business Plan
- Organizational and Management Structure
- Draft Student Handbook\*

- Copy of the equivalent regulations/quality handbook.

\* *The Student Handbook should be produced in association with the host School at the University and should follow guidance provided by the University. The Handbook should clearly detail any local arrangements relating to the implementation of the University's Academic Regulations or Procedures by the partner institution or organization, particularly in respect of Academic Regulation A3: Student Conduct, Appeals and Complaints.*

#### *5. Format and Layout of the Supporting Information and Resources Document*

The Supporting Information and Resources document, provided by the partner institution or organization, will include information under the following headings:

##### *Background Information*

A brief historical account of the partner institution or organization. In the case of an overseas collaboration, this section should also include an assurance (in writing) that necessary permission has been obtained from local government or agencies of the country concerned to offer the University's course/program(s).

##### *Human Resources*

To include:

- Tabular information showing academic and support staffing numbers within the partner institution or organization, with details of the academic staff age distribution.
- Staff CVs and publications and a summary of research activities (for staff involved in the teaching and delivery of the franchised course/program).
- Staff development plans and policies (particularly for staff involved in the teaching and delivery of the franchised course/program). (N.B. In the case of an agreement involving distance learning and/or an overseas partner institution or organization, advice from the University should be sought as to what should be included here).
- Staff appointment, induction, and appraisal mechanisms/procedures.

##### *Physical Resources*

To include information on the following facilities to support the franchised course/program(s):

- Library provision.
- Teaching rooms and laboratories.
- Computer facilities.

##### *Teaching and Assessment*

A statement of how it is intended the course/program will be delivered and assessed in accordance with the requirements of the Detailed Course Descriptor and Contract of Collaboration.

## **Standard 2 Institutional Probity**

*Educational institutions shall ensure appropriate measures and procedures are in place to ensure financial probity. Universities, self-accrediting and higher education institutions, accredited entities that are bodies corporate, and other accredited entities with a turnover of more than €50,000 per annum shall have yearly audited accounts and regular budget plans.*

*These can be on a yearly basis or else on a rolling budget system of up to three years. Other accredited institutions shall have yearly financial statements and regular budget plans.*

*Members of the body corporate, the legal representative and the persons occupying a headship position should be fit and proper persons to deliver further or higher education programmes.*

All College faculty members, academic units and administrative departments participated in the development of Self-Assessment Report 2020/21.

Qualification of Corporate body headship positions of the University, such as Board of Trustees, University Council, Academic Council is chaired by professionals with high academic ranks, educational background, and professional experience.

Structures and positions on the AUM Organizational Chart were revised and aimed at the needs of the institution to meet its strategic objectives successfully.

In December 2019, the Board approved a 5-year budget plan presented by AUM's Administration and Finance Director. As required by MFHEA, the AUM has prepared financial statements up to the year 2022 and has also submitted a five-year cash flow and a certificate of good standing from the Registrar of Companies.

AUM's budget will be updated and expanded to include opportunities for training and continuous professional development for faculty involved in designing and delivering online/blended courses, and other new developments.

In July 30,2021, the Board of Trustees approved another Strategic development Plan for 2021-2025 which also includes budget for the indicated period.

### Standard 3: Design and Approval of Programmes

*Self-accrediting entities shall have processes for the design and approval of their programmes as per the following characteristics:*

- *define the expected student workload in terms of ECTS or ECVET learning credits;*
- *indicate the target audience and the minimum eligibility and selection criteria, where applicable;*
- *are learning outcome-based, distinguishing between knowledge, skills and competences;*
- *indicate appropriate learning dynamics and a measure of tutor-learner interaction as is appropriate for the course level and content;*
- *indicate appropriate resources and forms of assessment;*
- *indicate the minimum requirements in terms of qualifications and competences for teaching staff;*
- *are in line with the MQF and the Malta Referencing Report 2012 and subsequent updates;*
- *the process of the identification of training/ programme needs involves the participation of external stakeholders who are likely to benefit from the outcomes of such provision;*
- *programmes that are employment-oriented involve stakeholders from the world of work in their design and review;*
- *involve students in their design and review;*
- *are designed so that they enable smooth student progression;*
- *are subject to a formal institutional approval process. Other entities accredited by the NCFHE are to follow the programme accreditation procedure of the NCFHE, which shall be in line with this Standard. The current procedure is available on [www.ncfhe.org.mt](http://www.ncfhe.org.mt)*

All the University's course provision is designed using the Malta Qualifications Framework (MQF) requirements, which means its awards are described in terms of MQF levels and MQF credits and MQF accreditation accordingly. A full description of the MQF requirements may be found AUM website and in *Academic Polic Part 2: Courses*.

The University defines a course as the approved curriculum followed by an individual student that leads to named award and/or the achievement of academic credit. In some instances, courses are grouped into a program to act as a suite of routes with a high degree of commonality, or as a framework for course administration and management.

The Academic Quality Manual provides details of the Evaluation Procedure, whether this is for the purpose of approving new provision or substantial amendments to existing provision and offers guidance on each of the stages of the Procedure and other issues to consider during the process. In addition, it also provides the procedures to be followed to approve and amend modules and credit-rated exit courses. As part of the review and management of courses/programs, the University requires several elements of core documentation.

#### ***Evaluation Procedure***

The approval of new courses and programs, or of substantial amendments to existing courses or programs, involves two stages. Before the Evaluation Procedure is initiated for a new course/program, the proposal requires to be approved by the Curriculum Development Committee (CDC). Thereafter, review is the process through which the University assures itself of the quality and standards of its course/program provision prior to implementation and delivery or approves substantial changes to existing course/program provision, where this affects more than 25% of an individual award's MQF credit.

The QA Panel is asked to examine the standards and quality of the proposed course both in an academic sense, and in the context of external employer requirements and with this in mind to consider, in particular:

- The rationale and demand for the course/program.
- Admission requirements and projected intake.
- Course/program aims and outcomes.
- Structure and content of the course/program.
- Teaching and learning strategies.
- Assessment arrangements and methodologies.
- Support for the course/program in respect of staffing, staff development, research and scholarly activity, physical environment, and library provision.
- Organization and management.

Key aspects of the Evaluation Procedure include:

- The completion of a Planning Sheet for the review event
- The preparation of documentation for the event, drafted in accordance with the University's requirements, e.g., Detailed Course Descriptors, Module Descriptors, ECTS, etc.
- Authorization, by the Dean, or nominee, for the release of the documentation for discussion at Curriculum Development Committee and Academic Council respectively with documentation of approval and decision to be eligible to submit for evaluation and accreditation of Professional and Regulatory Body (PRB)
- The Quality Assurance Panel reviews prior to commencement of delivery of the course/program to Professional and Regulatory Body (PRB)

### ***Amendments to Existing Provision***

Approval for changes to existing courses/programs is undertaken at two levels:

a) The Curriculum Development Committee (CDC) is required to approve amendments to existing courses/programs if these amendments involve any or all the following:

- o changes to an existing course/program title.
- o additions/changes to mode(s) of delivery.
- o changes to named exit awards.
- o proposals for re-developments to the course/program curriculum affecting more than 25% of an award's MQF credit value (e.g., learning outcomes, module content).
- o course/program cessations.

b) Deans, or nominees of colleges have devolved authority to approve amendments affecting less than or equal to 25% of an award's MQF credit value. Course/Program Management Teams are required to consider course/program changes prior to submitting these to the Academic Council. Thereafter, executive action by the Dean, or the nominee, is taken to approve changes and these changes are reported to the Quality Assurance Panel. Changes proposed might include:

- o changes affecting assessment (i.e., module assessment plan, assessment weightings).
- o changes affecting progression.
- o inclusion of new and/or revised modules (i.e., module titles, MQF level/credit).
- o replacement of modules with other existing modules.
- o alteration to the timing of delivery of existing modules.

### ***Course/Module Approval***

Modules may be used in the following ways:

- as constituent units of credit-rated award-bearing courses and programs.
- as credit-rated non-award-bearing short courses typically offered as Professional Development (PD) provision or fulfilling the University's commitment to the lifelong learning agenda.
- as credit-rated non-award-bearing short courses offered in collaboration with a third party.

Courses/Modules delivered as part of a credit-rated award-bearing course or program can only be credit-rated with MQF 30\60 ECTS at the appropriately defined level, or multiples thereof, unless otherwise required by a professional or regulatory body. Modules offered as credit-rated award-bearing courses can be credit-rated with MQF 30 or 60 ECTS at the appropriately defined level.

Unless modules are approved during a review event, new and amended modules require approval by the College. The key aspects of this process include:

- the preparation of proposed changes by the Course/Program Leader and consideration of these changes by an external subject expert, professional expert from industry and Curriculum Development Committee.
- review by QA Panel and approval by the Academic Council.
- consultation with the External Examiners and students if assessments or progression requirements are affected.

### ***Exit Award Course Approval***

The procedure for approving modules to be delivered as Exit Award Course is the same as for the approval of new modules. Approval allows credit-rating for future delivery only.

Short courses derived from existing modules that have not been amended are not subject to any further formal approval. However, the details of the proposed financial arrangements, including the fees, require endorsement by the Dean, or the nominee of college. Normally, fees are set in accordance with the standard fee set by the Financial Department.

### ***Professional and Regulatory Body Visits***

A significant number of the University's courses are affiliated to PRBs and are therefore subject to accreditation/re-accreditation by the relevant bodies. The organization and management of these visits is included within the University's quality assurance procedures to ensure appropriate oversight and monitoring., the format of PRB visits is dictated by the individual body.

Key aspects of such visits include:

- the completion of a Planning Form for the event (Appendix 2)
- the preparation of documentation for the event, drafted in accordance with the University requirements, e.g., Detailed Course Descriptors, Module Descriptors etc.
- authorization, by the Dean or the nominee, for the release of the documentation to the Panel, after appropriate internal scrutiny and approval of the documentation by a Curriculum Development Committee.

- the preparation by the College of a response, as appropriate, to the event outcomes that is subject to the subsequent approval by the Dean or the nominee prior to issue to the PRB.

### ***Course/Program Evaluation Procedure***

1. Course/Program Development Leader prepares to the Curriculum Development Committee a Course Development Proposal Form (Appendix 3) (with reference to Marketing and Research for New Courses which is signed by the Dean or the nominee of college. If proposal is for multi-disciplinary course, signatures of all appropriate Deans or nominees are required.
2. Dean or the nominee appoints Course/Program Development Leader
3. Course/Program Development Leader, in consultation with the Dean, prepares Rationale and Composition of Evaluation Panel and forwards to the Curriculum Development Committee. Evaluation Panel composition approved by the Curriculum Development Committee on recommendation of the Dean or the nominee.
4. Course Development Proposal Form considered by the Curriculum Development Committee. Once approved, *Approval Form* is completed, and signed by the provost. The Academic Council advised to approve accordingly.
5. Course/Program Development Leader consults with Dean or the nominee and co-ordinates preparation of appropriate documentation in liaison with QA Department.
6. Dean or the nominee approves documentation as being of satisfactory standard.
7. Course/Program Development Leader passes approved documentation to the Academic Council.
8. Academic Affairs checks documents comply with University Regulations and Policies, receives signed QA Approval Form from the Course/Program Development Leader, confirms compliance with Dean or the nominee by completing Review Documentation Scrutiny Report, and attaching the completed QA Approval Form as an annex.
9. Dean or the nominee of College authorizes issue of event documentation, and documentation sent to Graphics and Printing by Course/Program Development Leader.
10. Review Panel undertakes the event. Preparation of report of review event coordinated by the Academic Registrar, in consultation with QA (Review Panel).
11. Course/Program Development Team produces response to conditions and recommendations arising from event (refer to subsection 2.2.8) and submits this to Academic Registrar. The Curriculum Development Committee /CDC considers the outcomes of events.
12. Academic Registrar co-ordinates authorization of response by Dean or the nominee and QA. The Dean or the nominee issues authorized response to Review Panel members.
13. Academic Affairs approves course/program materials for courses/programs delivered in distance learning format.
14. QA Panel reviews event outcomes and informs the Academic Council accordingly.

### ***Approval of Course Titles***

The title of a course must be simple in form, clearly reflect the course content, and accord with the form generally accepted by higher education institutions and by the relevant professional, and regulatory bodies. The title may not be changed between periodic Internal Reviews without the prior approval of the Curriculum Development Committee and Academic Council, respectively.

Use of 'with' in the title of a course is permitted if at least 25% of the subject content is in that area. The use of 'and' in the title is permitted only if at least 40% of the subject content is in that area.

A new course title will normally not be permitted if its curriculum content is less than 25% different from that of any existing course title.

### ***Planning and Scheduling of the Evaluation Event***

The event must normally be at least 12 weeks prior to the anticipated date for commencement of the course/program to enable responses and actions arising from a review event to be addressed prior to delivery. The Evaluation Planning Form serves as a framework for the establishment of timescales and deadlines and is used to monitor progress against these targets.

The evaluation event is normally conducted over one full day though it may be shortened depending on the extent of change involved, e.g., if the changes affect between 25% and 40% of the MQF credit of the existing course. The program for the event is agreed in discussion between the Dean or the nominee and QA.

The evaluation event will require, as a minimum, a meeting of the Evaluation Panel with the Dean or the nominee and Course/Program Development Leader but this will be extended to include the full Course/Program Development Team where a new course/program is proposed or where changes affect more than 40% of the MQF credit of an existing course.

### ***Evaluation Panels***

Panels for evaluation events comprise a combination of external and internal members appropriate to the nature of the event, and the membership is derived with the aim of making available as wide a spectrum of external advice and comment as possible. The relevant professional or regulatory body should also be consulted, where appropriate, in respect of program requirements.

Evaluation Panels have a minimum composition as follows:

***Convener:*** An internal member of staff appointed by the provost, from a central list of nominees submitted by Deans or the nominees

***One external member:*** Who must be an academic with relevant subject experience and who is not from the University.

***Second internal member:*** Who must represent the appropriate industry, profession, or commerce.

For each external member of the Panel there must be a statement indicating previous involvement with the University/Department(s). Where there has been no involvement this should also be stated.

### ***Documentation Scrutiny and QA Approval***

A Documentation Scrutineer (normally the relevant Program Leader) checks the documentation has been produced according to University Regulations, guidelines and Policies, and completes a Evaluation Documentation Scrutiny Report.

The Program\Course Leader ensures the course/program documentation is passed to Academic Affairs for approval, together with the QA Approval Form. As part of the pre-validation approval of the documentation, Academic Affairs is required to approve the following elements of the documentation:

- Course Aims (Detailed Course Descriptor)
- Course Learning Outcomes
- Mapping of Course Learning Outcomes to Modules
- Teaching and Learning Methods and Strategies
- Course Assessment
- All Module Descriptors

The Dean, or the nominee authorizes the evaluation documentation prior to it being issued to the Panel.

### ***Outcomes of Evaluation Event***

The Evaluation Panel is asked to:

- formulate a recommendation for approval of the course subject to regular Internal Review events (normally every 5 years).
- impose conditions where these are necessary for the approval of the course.
- make such other recommendations where appropriate; or
- recommend that the course not be validated.

It is also University practice that when any conditions are attached to the approval of a course, the Panel should set a deadline for meeting these conditions. The Panel will also highlight issues for recommendation.

### ***College Response to Outcomes of Evaluation Event***

Following the evaluation event, the College is required to produce a response to any conditions and recommendations, which must be approved by the Dean or the nominee and QA before issue to Panel members. Once the Panel confirms acceptance of the response the course/program can commence delivery.

The College Response should be set out in the following way:

- Each condition and recommendation should be re-stated, in bold, as it appears in the Confirmed Report of the event. Under each, the College should indicate how it will meet the condition or action the recommendation in as detailed a manner as possible/appropriate.
- If the conditions and recommendations require a re-write of some of the course/program documentation presented at validation, then the relevant revised sections should be attached as appendices to the response.

### ***Evaluation Report***

A formal report of each Evaluation event is prepared by officers in the Academic Affairs Department, who attended the event. After it has been approved by all members of the Panel, the Confirmed Report is made available from the Academic Affairs Department (or website).

The Confirmed Report is structured around the sections of the Evaluation Documentation Evaluation Form.

### ***Evaluation of Process***

As part of its commitment to continuous enhancement of its quality assurance procedures, the University reviews, on an annual basis, the efficiency and effectiveness of the evaluation process. To assist in this process, Panel members and the Dean or the nominee involved in a specific evaluation event will be asked to complete Panel Member Questionnaire or Dean Questionnaire, as appropriate.

### ***Structure of Evaluation Documentation***

The documentation for a course/program evaluation comprises:

Part 1: Overview and Resource Document

Part 2: Detailed Course Descriptor

Part 3: Module Descriptors

Advice and assistance on the preparation of course/program evaluation documentation, its format and layout are available from the relevant Program Leader and other members of staff in the Academic Affairs Department. Reference should also be made to the Writing Guide for the Course Information Database and the Documentation Guide. Where the evaluation is a combined event with a PRB for accreditation purposes, it is essential the College studies the PRB requirements to establish its documentation properly.

Detailed Course Descriptors are required for every course and are generated within the Course Information Database. The Academic Affairs Department is responsible for ensuring the accuracy and currency of these documents and administers the Course Information Database (CID).

The Academic Affairs Department will supply the Evaluation Panel with the following:

- Briefing Note for Members of Evaluation/Review Panels.
- a customized Evaluation Documentation Evaluation Form.
- the Curriculum Development Committee Course Development Proposal Form as approved by the Curriculum Development Committee (CDC), and/or other appropriate Course/Program Development Proposal documentation.
- Undergraduate and Graduate Handbooks (external members only).
- the Academic Regulations Handbook (external members only).
- MFHEA course Benchmarks
- an electronic link to the relevant Program Specification.

(Copies of the *University's Academic Quality Manual, Organizational Regulations, Academic Handbook* are made available for reference at the event and/or on the web).

### ***Production of Evaluation Documentation***

The documentation is produced by the College concerned, with a good quality original hard copy being forwarded to the Graphics and Printing Department for production of the final document.

The Graphics and Printing Department uses these originals for photocopying the required number of documents, producing them in a comb-bound format and in the University's corporate style.

#### Content of Volume 1: Overview and Resource Document

Part 1: Overview and Resource Document should include:

- the rationale for the development of the course/program (or for revisions, in the case of a re-evaluation), referring to the University's Mission.
- the context of the course/program both within the College and the wider University.
- who the Course/Program Development Team liaised with when developing the course/program and associated documentation?
- external references and guidance, such as the MFHEA Course/Program Benchmark Statements, PRB requirements and so on
- details of additional staff resources required to deliver the course/program.
- details of any external input, e.g., in the case of sub-contracted elements within the course/program.
- a list of Module Coordinators and their summary CVs (see subsection 2.3.6 below and Exemplar)
- details of staff development required to support course/program implementation.
- an overview of the research and scholarly activities that underpin the course/program.
- details of any specialist support required from the University to support the development or delivery of the course/program.

#### Content of Volume 2: Detailed Course Descriptor

The Detailed Course Descriptor is generated from the Course Information Database, as is the MQF-compliant Program Specification. A Writing Guide details the required specifications and provides exemplars, and further guidance is available from the Program Leader and Academic Affairs.

#### Content of Volume 3: Module Descriptors

The Module Descriptors are individually generated from the Module Database and compiled, in numerical order and with a contents page, to produce Volume 3. A Writing Guide provides guidance.

#### ***Preparation of Summary Curriculum Vitae (Academic Staff)***

CVs need to be customized for the specific evaluation event and should focus on the staff member's expertise in relation to the subject nature of the course/programmed. If a college wishes to provide further information an extended publications list can be included in Volume 1: Overview and Resource. Each summary CV must be no longer than two sides of A4.

The CV should include the following information:

- a. Name, abbreviated qualifications e.g., BSc (Hons).
- b. Job Title/Post held within the University.
- c. Qualifications (Academic, Professional and Current Professional Affiliations). Qualifications should be listed with the most recent last, indicating the year the award was gained and the awarding institution. College qualifications should not be listed.
- d. Employment Experience. This should be listed in chronological order with the most recent last, indicating the job title/position held. Only experience directly related to the staff member's current area of expertise should be listed.

- e. Main Subject/Interest Areas and Related Public Output (preceding 5 years only). State the total number of items of public output staff member has produced in the last five-year period and provide up to six examples of relevant items of public output.
- f. Research/Consultancy/Professional Practice (preceding 5 years only).  
Only list experience directly related to the development under consideration.

### ***AMENDMENTS TO EXISTING COURSES AND PROGRAMME***

#### ***Committee level Approval Procedure***

For changes to an existing course title; additions/changes to mode(s) of delivery; changes to named exit awards; proposals for re-developments to the course curriculum affecting more than 25% of an award's MQF credit value (e.g., learning outcomes, module content); and course/programmed cessations.

1. If changes affect progression and/or assessment, External Examiners must be consulted, and written consent received. All students affected by change must be consulted and their views taken into consideration. Consultation with PRB if appropriate, and QA if distance learning or change involves conversion to distance learning. Course/Program Leader prepares to the CDC Course Change Form, confirming extent of all consultation, and obtains signature of the Dean in which course/program is delivered.
2. If course/program is distance learning or change involves conversion to distance learning, Program Leader completes Distance Learning Change Planning Form.
3. CDC Course Change Form considered by Curriculum Committee. Following approval, CDC Approval Form completed and distributed as specified and, if appropriate, course/program change referred to Dean or the nominee of college or evaluation procedures initiated.
3. If changes involve Module Descriptors and/or Academic Affairs must scrutinize revised documentation and complete QA Approval Form
4. If change or new mode of delivery involves distance learning material, Program Leader scrutinizes Distance Learning to ensure it includes appropriate details of revised management arrangements. Program Leader completes Evaluation Documentation Scrutiny Report.
5. In liaison with Academic Affairs Department, course/program documentation (Module and Course Information Databases) updated.
6. Program leader liaises with the Dean or the nominee to ensure completion of final documentation in Course Information Database and Module Database.
7. Once changes complete in Databases, Course/Program Leader requested to confirm in writing these are as per approved CDC Course Change Form.

#### ***Faculty Level Approval Procedure***

For changes affecting less than or equal to 25% of an award's MQF credit value such as: changes affecting assessment (i.e., module assessment plan, assessment weightings); changes affecting progression; inclusion of new and/or revised modules (i.e., module titles, MQF level/credit); replacement of modules with other existing modules; and alteration to the timing of delivery of existing modules.

- 1 Preparation of amended Module Descriptor(s) for approval.

2. Appropriate consultation with External Examiners and students.
3. Course/Program Leader completes Module and Course Change Form. This along with the amended Module Descriptors are considered by Course/Program Management Team.
4. Amended Module Descriptor(s) passed to QA together with QA Approval Form. QA scrutinizes amended Module Descriptor(s) and completes QA Approval Form.
5. College considers Module and Course Change Form with amended Module Descriptors and supporting paperwork.
6. Course/Program Leader obtains signature of Dean or the nominee on Module and Course Change Form.
7. Forms and all associated paperwork considered by Course\Programs Leader to confirm paperwork is in order. Course\Program Leader maintains information on course changes to monitor cumulative course changes.
8. Module and Course Change Form considered by Dean or the nominee, with QA Approval Proforma appended (and other supporting documentation, if requested by Dean). Following approval, College Approval Form completed and distributed as specified. QA advised accordingly.
9. Course/Program Development Leader to ensure completion of final documentation in Course Information Database and Module Database.

#### ***MODULE APPROVAL PROCEDURE***

1. Preparation of Module Descriptor(s) for approval. If new module is replacing existing module, Module Coordinator must discuss proposed amendments with all Course/Program Leaders responsible for courses/programs in which module is delivered.
2. Course/Program Leader completes Module and Course Change Form and submits it with new Module Descriptor(s) for consideration by Course/Program Management Team.
3. New Module Descriptor(s) passed to QA together with QA Approval Form. QA approval required for:
  - Module Assessment Plan.
  - Module Learning Outcomes.
  - MQF level and credit.
4. New Module Descriptor(s) passed to External Subject Expert, who may be External Examiner, together with Module Approval - External Subject Expert Report. External Subject Expert scrutinizes Module Descriptor(s) and completes Module Approval - External Subject Expert Report.
5. Dean or the nominee considers Module and Course Change Form with new Module Descriptor(s) and with Module Approval - External Subject Expert Report
6. Course/Program Leader obtains signature of Dean on Module and Course Change Form
7. Form and all associated paperwork considered by Dean to confirm paperwork is in order. Dean maintains information on course changes to monitor cumulative course changes.

8. New Module Descriptor(s) submitted to Dean or the nominee along with Module and Course Change Form, QA Approval Form and Module Approval - External Subject Expert Report. Following approval, College Approval Form completed and distributed as specified by Course\Program Leader and QA advised accordingly.

9. Module Database updated by Course\Program Leader

### ***EXIT AWARD COURSE APPROVAL PROCEDURE***

The procedure for approving modules to be delivered as credit-rated non-award-bearing exit courses is the same as for the approval of new modules (subsection 4). Such approval allows credits to be awarded for future delivery only; credits cannot be awarded retrospectively.

#### ***Third Party Collaboration***

The University may wish to validate and credit-rate provision that will be developed and delivered by an external organization (e.g., an employer, a professional body, or a non-degree awarding institution). Please refer to Section 6 of this Handbook for further guidance on the approval process.

#### ***Quality Assurance of Modules Delivered as Exit Awards***

The following applies to modules delivered as short courses, and not part of an award-bearing course.

#### ***External Examiners***

Existing External Examiners should be requested to consider credit-rated short courses as appropriate to their own discipline and will be paid a supplementary fee for such duties. The External Examiner's agreement to this additional responsibility should be confirmed in writing prior to the completion and approval of an External Examiner Extension/Reallocation Application. Decisions relating to the award of credit must be ratified by an Academic Council prior to the issue of certificates or transcripts. The External Examiners must either include reference to short course provision in their External Examiner Annual Report or, if the volume of short courses merits it and with the College's agreement, complete a separate External Examiner Annual Report - Credit-Rated Short Course(s). For details of the procedures relating to External Examiners, and a template for the annual reporting of short courses, please refer to Section 4 of this Handbook.

Academic Regulation A5: External Examiners provides additional information regarding the appointment of External Examiners.

Annual Course Appraisal Credit-rated short courses are included into the Annual Appraisal Process. A Module Appraisal Report is completed by the Short Course/Program Leader on behalf of the host College for incorporation into the Annual College Appraisal Report. For details of the Annual Appraisal Process, please refer to Section 2 of this Handbook.

#### ***Internal Review***

Credit-rated short courses are subject to re-approval during the Internal Review process if they are delivered at least on an annual basis. A report should be prepared by the host College reviewing all credit-rated short courses developed in the College. For details of the Internal Review procedures, please refer to Section 3 of this Handbook.

#### ***Evaluation***

All participants on short courses are required to complete the Module Evaluation Questionnaire. Short Course/Program Leaders are responsible for the distribution, collection, and analysis of the Module Evaluation Questionnaire. An analysis of the evaluation outcomes should inform the Annual Review Process and Internal Reviews.

### **Current state of academic programmes**

American University of Malta started the academic year 2020-2021 with 10 **Undergraduate Programs (MQF 6):**

BS in Accounting  
BS in Business and Finance  
BS in Business Administration  
BS in Game Development  
BS in Electronic and Communication Engineering  
BS in Civil Engineering  
BS in Industrial Engineering  
BS in Mechanical Engineering  
BA in Graphic Design  
BA in Chinese Languages

### **Graduate Programs (MQF 7):**

Master of Business Administration  
MS in Engineering Management  
And 3 English for Academic Purposes (EAP) courses:  
Pre-Intermediate Level (MQF 3)  
Intermediate Level (MQF 4)  
High-Intermediate Level (MQF 5).

### ***New programs and modules developed during the academic year 2020-2021***

New accredited courses at Undergraduate level (MQF 6) as part of General Education Program: Award in History of Malta; and Award in American Literature: 1865 to the Present. New accredited courses at Graduate level (MQF 7): Award in Foundation of Ethics; and Award in Writing and Presenting Academic Research. During the Fall semester of academic year 2020-2021 a new Master was accredited: MS in Cyber Security. New accredited programs during academic year 2020-2021: MS in Cyber Security (accredited on Fall Semester); MS in Computer Science (accredited on Spring semester). By the time I am writing this report, the MBA program is in the process of accreditation, same BS in Game Development.

### ***Next steps in academic programmes***

During the academic year 2021-2022, we plan to develop new programs in: BS in Computer Engineering; BS in Software Engineering; MS in Artificial Intelligence; MS in Data Science; MS in Healthcare Management; and MS in Hospitality Management.

### ***New Educational/Teaching activities mode of delivery***

American University of Malta received its accreditation to operate as a university in 2016, with the specifications that all related educational/teaching activities to be conducted in AUM's campus, located in Bormla, Malta.

The Covid-19 social restrictions stressed the need to diversify the delivery of educational/teaching activities, and move to a next level, from only face-to-face to online and/or blended. Therefore, at

the beginning of the Fall semester of the Academic Year 2020-2021, American University of Malta applied for online learning license. To complete the process, the Office of the Provost developed the AUM Teaching and Learning Policy. In April 2021, AUM was officially allowed to offer online learning.

### ***Programme review***

During the fall semester of the Academic Year 2020-2021, the program review process was discussed for the first time, the Program review plan was created, and many orientations session with faculty members had place (starting with November 2020), to understand the process of program review, documents requested, and time schedule. However, due to the limited number of full-time faculty, heavy course load per full time faculty, and in some cases no prior experience in program review or accreditation process made the program review process a real challenge. Moreover, during the Spring semester 2020-2021, the new program form was released by the MFHEA, and added requirements must be taken into consideration in reviewing the actual programs.

For both program review and course review, resources such as technology infrastructure to conduct, analyse and store assessment data must be available. The Deans, faculty, QA Manager, Academic Affairs Officer, and other entities must have sufficient resources of time, materials, etc. and appropriate support to carry out the assessment cycles.

Starting with the new academic year, to ensure the better developments of program/course review from industry perspective, the Office of the Provost proposed to establish and implement an AUM Industry Advisory Board, to analyse the feasibility of AUM programs, in terms of PLOs, right competences for market employability.

## Standard 4 Student-Centred Learning, Teaching and Assessment

*Programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that their assessment reflects the same approach.*

*The implementation of student-centred learning and teaching is based on:*

- respect and attend to the diversity of students and their needs, enabling flexible learning paths;*
- consider and use of different modes of delivery, where appropriate (online/offline, face-to-face, or blended learning);*
- flexibly use a variety of pedagogical methods;*
- regularly evaluate and adjust the modes of delivery and pedagogical methods;*
- encourage a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;*
- promote mutual respect within the learner-teacher relationship.*

Admission processes and criteria are implemented consistently and in a transparent manner.

AUM admissions criteria can be found in three different locations and are transparent to prospective students and current recruitment agents for both undergraduate and graduate programs. The steps of the admissions process are also published online.

The Provost Office is also charged with making sure that all information that is published in different places, is always consistent. This process is continuous and therefore cannot be tied down to a specific timeframe. The Registrar and QAM are charged with maintaining historical record of policies and procedures in case there is need to refer to policies and procedures at any time.

Induction to the institution and the program is provided.

Currently information about AUM programs can be found in five different locations and are transparent to prospective students and/or current recruitment agents depending on the audience.

Apart from the Student Handbook that is now published online, Student Affairs also put together a Student Guide that helps students prepare themselves for their arrival in Malta. It includes information about Malta, pick up from the Airport, academic calendar, orientation meetings, registration for courses, accommodation, transport in Malta, etc.

Student Affairs also organizes a formal orientation session at the start of every semester, where students can visit the campus and meet the faculty and staff.

Both processes and tools are in place to collect, monitor, manage and store in Malta information on the student's progression.

Students may obtain official transcripts from the Office of the Registrar on the university campus. Students must request a transcript via the MyAUM portal or submit a transcript request form to the Office of the Registrar for processing. Transcripts are processed in 3-5 business days. Official transcripts are 10 Euros per copy. Unofficial copies can be obtained at the portal at no cost.

While accredited entities retain the right to determine their own selection criteria, they have mechanisms in place to take into considerations relevant qualifications that are accredited or recognized by the MFHEA, and relevant periods of study and prior learning, including the recognition of formal and informal learning.

Students who have completed courses at accredited/ recognized institutions of higher education and seek admission to AUM may be awarded credits for those courses, provided they submit authenticated transcripts to verify the authenticity of such credits.

Courses taken at fully accredited institutions of higher education may be counted toward a degree but are not computed in the AUM GPA. Only courses with a “C” or better will be transferred into AUM and will be noted on the transcript with a grade of “TR.” The total number of credits that can be transferred into an undergraduate AUM program shall not exceed 50% of the total number of credits required for completion of the degree for that program. The transferred course(s) must offer the comparable number of credits and numbering as the AUM course to be considered for equivalency. Transfer credits and grades are not used in calculating the term or cumulative grade point average (CGPA) at AUM. Designated AUM faculty determine course equivalency. AUM accepts transfer credits on a case-by-case basis.

Advanced Standing Credit: AUM does not award credit by Advanced Standing.

Recognition of Prior Learning Credit: AUM does not award credit for recognition of prior learning.

Concurrent Enrolment Credit: Students who enrol elsewhere without advance written permission from the provost while enrolled at AUM will not receive transfer credit for the course work taken.

Graduate Program Transfer Credit: AUM accepts graduate transfer credits on a case-by case basis, per policy.

In addition, the Admissions Committee has been tasked with reviewing admissions standards for entrance into AUM programmes. In addition, AUM has published an Admissions Policy for EAP, undergraduate and graduate programmes that seeks to consolidate all international qualifications that candidates might apply with.

On successful course completion, students receive documentation explaining the context, MFQ level, amount of learning credit, content, and the status of the qualification gained, in line with MFHEA regulations. Locally accredited full qualifications at both, further and higher learning education levels shall reference achieved learning outcomes.

The University has two grading systems to assess students’ work: one for undergraduate students or Malta Qualification Framework (MQF) Level 6 and one for graduate students or MQF Level 7. Upon completing each semester of study, students are graded and can view their grades in their MyAUM portal. Within the secured portal (requires e-signature), students have access to view or print an unofficial transcript that displays and confirms their level, the grades for all classes completed, major, degree, credits earned, term GPA, cumulative GPA, and current advisor. Noted on the transcript is the course code and name; this provides direct reference to the course catalogue where course outcomes are listed. Students also have access to current class information including class schedule, course outcomes, syllabi, academic coursework, and assignments from instructors that describes the course and program outcomes.

The undergraduate grading system is based on the American model of a 4.0 scale whereas the grade of ‘A’ is equivalent to 4 points and represents an excellent or mastery learning mark. Undergraduate students must maintain a cumulative grade point average (GPA) of 2.0 or ‘C’ average to continue studying at the University. Students whose cumulative GPA falls below a 2.0 are identified and additional student support services are offered to assist with the student’s success. Students who continue to earn less than a 2.0 GPA in subsequent semesters risk being suspended or dismissed from the university.

## **Challenges and deficiencies**

Policies need to be reviewed and updated. Transfer requirements must be more clearly described and formalised. Award of degree with honours system must be discussed and approved to be included into Academic policies. Admission Policy is required to be updated as well, including recognition of prior learning requirements.

### ***Existing programs at the beginning of academic year 2020-2021***

American University of Malta started the academic year 2020-2021 with 10 Undergraduate Programs (MQF 6): BS in Accounting; BS in Business and Finance; BS in Business Administration; BS in Game Development; BS in Electronic and Communication Engineering; BS in Civil Engineering; BS in Industrial Engineering; BS in Mechanical Engineering; BA in Graphic Design; BA in Chinese Languages; 2 Graduate Programs (MQF 7): Master of Business Administration; MS in Engineering Management; and 3 English for Academic Purposes courses: Pre-Intermediate Level (MQF 3); Intermediate Level (MQF 4); High-Intermediate Level (MQF 5).

### ***New programs and modules developed during the academic year 2020-2021***

New accredited courses at Undergraduate level (MQF 6) as part of General Education Program: Award in History of Malta; and Award in American Literature: 1865 to the Present. New accredited courses at Graduate level (MQF 7): Award in Foundation of Ethics; and Award in Writing and Presenting Academic Research. During the Fall semester of academic year 2020-2021 a new Master was accredited: MS in Cyber Security. New accredited programs during academic year 2020-2021: MS in Cyber Security (accredited on Fall Semester); MS in Computer Science (accredited on Spring semester). By the time I am writing this report, the MBA program is in the process of accreditation, same BS in Game Development.

### ***New academic programs plan to be developed till the end of academic year 2022-2023***

During the academic year 2021-2022, we plan to develop new programs in: BS in Computer Engineering; BS in Software Engineering; MS in Artificial Intelligence; MS in Data Science; MS in Healthcare Management; and MS in Hospitality Management.

### ***New Educational/Teaching activities mode of delivery***

American University of Malta received its accreditation to operate as a university in 2016, with the specifications that all related educational/teaching activities to be conducted in AUM's campus, located in Bormla, Malta.

The Covid-19 social restrictions stressed the need to diversify the delivery of educational/teaching activities, and move to a next level, from only face-to-face to online and/or blended. Therefore, at the beginning of the Fall semester of the Academic Year 2020-2021, American University of Malta applied for online learning license. To complete the process, the Office of the Provost developed the AUM Teaching and Learning Policy. In April 2021, AUM was official allowed to offer online learning.

## **Academic Structure**

In order to increase the effectiveness of the academic activities, within the Academic Year 2020-2021, an academic structure was amended, and all educational programs were grouped per area of specialization as follows: College of Business (which includes all related undergraduate and

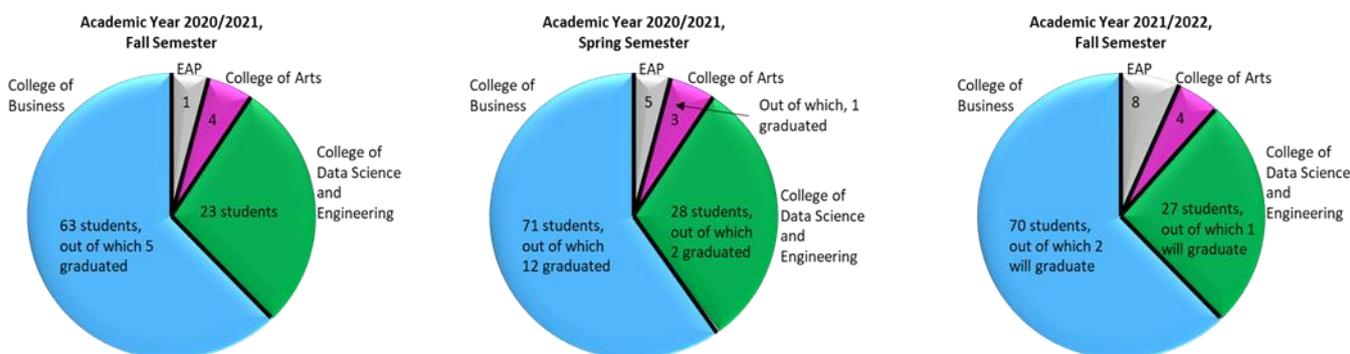
graduate programs in business); College of Data Science and Engineering (which includes all undergraduate and graduate programs in data science and engineering); College of Arts (which includes undergraduate programs related to Graphic Design, Chinese Languages and EAP); and, College of General Education (which includes all general education courses part of undergraduate programs; executive program developments; Erasmus). Each college will be managed by a Dean, which will be leading, and coordinating college strategic planning and curriculum development; and, supervising, evaluating, and supporting the college in a manner that promotes excellence in instruction, scholarly and creative productivity and service at AUM. Moreover, at the Office of the Provost Office line it was established Academic Affairs Department which will oversees AUM programs, and to manage the programs and course review process, with the assistance of Deans.

***Students’ enrolments and study plan***

Setting up an appropriate schedule to help students to complete their study plan was a challenge for academic year 2020-2021, due to the limited number of faculty members and errors in setting schedule was done in the past academic years. Limited number of faculties made the process of core courses allocation difficult. And missing to allocate specific core courses led to temporary blockage in the continuity of the study plan, because the courses are linked. Without completing the pre-requisite courses, it is not possible to proceed to the next courses, so on so far. Students raised these concerns, especially those enrolled in undergraduate engineering courses. The Office of Provost together with the Registrar proceed to a correct schedule, and we succeed to create an appropriate study plan for all students. However, for next academic years the number of full-time faculties and new adjuncts needs to be allocated, especially for the core and major courses, in order to support the students to complete their academic study plan, as per their contract.

The number of students enrolled per semester varies around 100 along all colleges (91 students listed for Fall semester 2020-2021; 107 students listed for Spring semester 2020-2021; and 109 students listed for Fall semester 2021-2022, which include already registered students and new entry students).

**Number of students per semester**



Legend: For Academic Year 2020-2021, the number of students is listed as per records at the end of each semester. For Fall semester Academic Year 2021-2022, the number of students is listed as per records of already enrolled students plus new entry students.

The student’s distribution per colleges shows the students preferences for a certain specialization. However, College of Data Science and Engineering contain a variety of undergraduate programs,

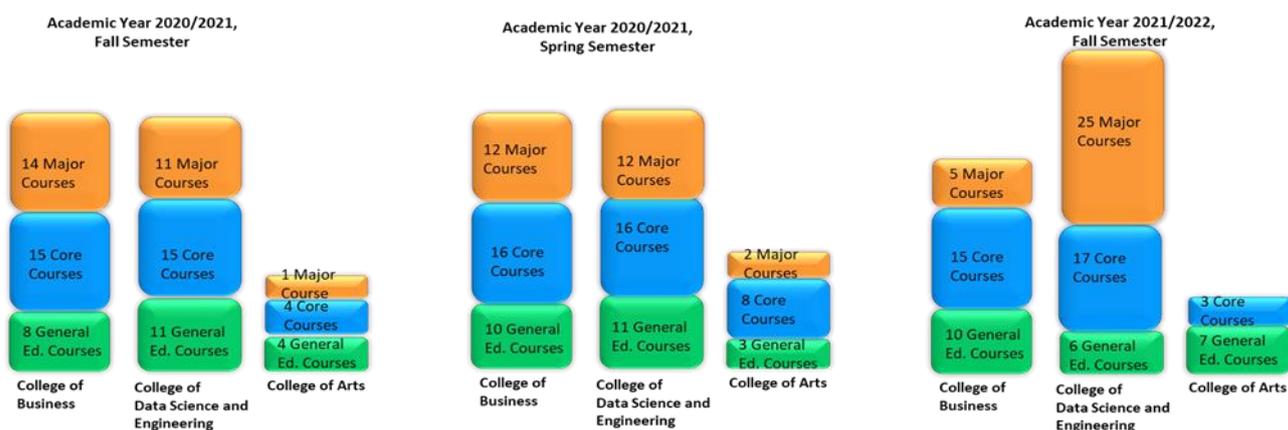
and the students' registration per undergraduate programs is low. For these programs, the Academic Plan for the next years propose to freeze 3 of the undergraduate programs (BS in Civil Engineering, BS in Industrial Engineering, BS in Mechanical Engineering), due to the fact they are no longer current for the labour market. In this case, the Academic Affair Officer and Registrar will offer present students to switch to the BS in Electronic and Engineering, only if they wish to do so. If the students do not switch AUM will continue to provide courses, so students can complete the original program. And for this dedicated faculties will to be employed.

**Structure of courses offered.**

During the Academic Year 2020-2021, we had to offer a variety of courses for all students enrolled in different cycles of students, and more core and major courses started to be opened too.

As a rule, undergraduate courses are delivered during the morning and afternoon time, and graduate courses during the evening time. However, in some specific cases, the timing of classes can be amended. To support students to complete their study plan other core and major courses were opened during the academic year 2020-2021, and this plan will continue for the next academic years as now we have students in all cycles of studies for each specialization. The chart below shows the structure of courses offered during the Academic Year 2020-2021, also the courses to be opened for next semester, to ensure the continuity of the academic study plan.

**Structure of courses offered per semester/academic year/college.**



At the same time, in terms of programs offered and their reflection on AUM Catalogue, during the Academic Year 2020-2021, the Office of the Provost made a huge effort to make the necessary amendments to ensure that the courses listed in Catalogue are aligned with the ones accredited; correct all misalignments between course code and course name; course pre-requisite which were not listed in the study plan were updated, other course pre-requisite(s) added and not presented in the accredited programs were added; and, recode several courses as they were accredited.

## **Standard 5 Student Admission, Recognition, Progression and Certification**

*Educational institutions shall consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification. In particular:*

- admission processes and criteria are implemented consistently and in a transparent manner;
- induction to the institution and the programme are provided;
- both processes and tools are in place to collect, monitor and manage information on student progression; while accredited educational institutions retain the right to determine their own selection criteria, they have mechanisms in place to take into consideration relevant qualifications that are accredited or recognised by the NCFHE, and relevant periods of study and prior learning, including the recognition of non-formal and informal learning;
- on successful course completion, students receive documentation explaining the context, Malta Qualifications Framework (MQF) level, amount of learning credit, content and status of the qualification gained, in line with NCFHE regulations. By 2017, locally accredited full qualifications at both further and higher education levels shall include reference to achieved learning outcomes.

### ***Students***

In Spring 2021 the total number of students were 111, represented from 10 countries. The retention rate for students from Spring 2020 to Fall 2021 was over 90%.

The organisation of services for students works adequately to serve the Mission. There is regular ongoing contact among the programmes. The present size of the University and personal working relationships among the staff encourage cooperation in serving every student's need. The building spaces available for student recreation, student studies, activities, and meetings.

### ***Student characteristics, needs, and services***

The university employs several measures to identify student characteristics and needs and makes provisions to meet them. These include both academic issues and a variety of services to students. Total university enrolment reached 111, due to Covid-19 which caused restrictions on country entrance, visa issue and lots more we didn't reach the number of students we planned for 5 years. Hope we will gradually grow enrolment record level if the Pandemic starts globally decreasing and terminated. The increase of student number is planned in strategic development Plan 2021/25 and expect for a dramatic improvement in this indicator. Systematic data about students allow programs and departments to respond better to personal, social, spiritual, developmental, and academic needs of the student population. Students Affairs department provides a variety of data sources designed to inform the university about the characteristics and needs of enrolled students. First year students of undergraduate degree programmes complete an experience survey, third year students complete programme/course evaluation survey, second year students complete placement survey distributed electronically, at the middle and end of each semester which enables staff to consider and respond to issues raised by students at programme and module level.

Alternative surveys are provided for students on graduate degree programmes. Surveys are open for a period of one to two weeks with feedback to students within four weeks.

Student evaluation survey

- Student experience survey
- Graduate evaluation survey
- Alumni survey

And later we start Employer's survey to know how our graduates demonstrate their skills and knowledge in real professional environment and what is the quality of our graduates from the employer's evaluation.

The International students services program provides services for international students, including English language support, social activities, and legalisation guidance.

### ***Student Governance***

The University provides the structure for student governance, which is called Student Union. Student representatives are offered by the Student Union to Academic Committees and University and Academic Councils, including QA Evaluation or Review Panels.

Student Union leads a variety of activities throughout the academic year. Students participate in one of 8 different student clubs, and AUM also supports students with starting their own clubs and organisations. AUM provides a Writing Centre to assist students in their collegiate writing. Students have access to a library with physical and extensive online collection. A copy of a textbook for every course taught at AUM is available in the library. Student workshops are provided in career planning, interview training and resume writing. Potential employers come to campus to interview students. Class sizes are kept small (<25) to ensure a small student faculty ratio (1:4). Each student is assigned a faculty advisor who assists with course selection and career planning. Students can study abroad at 1 of 7 partner Universities within mobility programmes. From the academic year 2021-2022, students starting from the second year, will have an opportunity to have a work placement on the base of one of our industry partners, including several companies, and institutions.

### ***Student Rights and Responsibilities***

The Student Handbook is distributed to all students, and policies contained in them are administered in a fair and consistent manner. The handbook includes a chapter on Students' Rights and Responsibilities containing policies on academic regulations, records, and appeals, the Code of Academic Integrity, specifies procedures for handling academic violations by any member of the University community, whether Faculty, staff, or student.

### ***Safety and Security***

A safe secure environment facilitates students' ability to learn, and safety of the campus community is of paramount concern for the University. Students were very positive about the safety of the campus as expressed in the survey, in which 92% expressed satisfaction that the campus is safe and secure, while 95% of those responding were satisfied that security staff respond quickly in emergencies.

Student safety is addressed at several different levels by various University departments or offices. The Office of Student Affairs coordinates overall efforts to ensure the safety of students and works with other departments as these departments implement safety procedures. Academic departments establish and implement procedures for student safety in laboratory.

The Student Handbook is the primary and official source of information about the University. It is updated annually and contains information about the Mission, admission requirements, academic regulations, degree completion, credit courses and descriptions requirements, tuition, fees, and

refund policy. The Handbook also includes information about the curriculum, withdrawal from the university, special programs, student services, student life, computer, facilities, the University Library, administration.

The Student Handbook is updated and published each fall by Student Services. The contents include information about student life on campus, campus resources, academic resources, City of Portland resources, and student rights and responsibilities. The document also includes a lexicon section and a section of frequently asked questions with responses. The material is published in an inviting format and includes a host of trivia about the University. See 3.B.3.

Student Satisfaction surveys provide broad assessment that includes student involvement in student service activities. The data are used to adapt and improve the programs.

The Student Affairs has a discussion process to enhance the efficiency and effectiveness of their assessment and evaluation activities. The division is now working towards a more systematic approach to assessing and improving the effectiveness of their services.

### ***Analysis***

Continuing consistent survey will help refine the planning and assessment process for student support services. More data and additional evaluative procedures are needed in the Student Services, so the needs a more systematic assessment methodology, especially procedures for collecting data on student involvement in, and use of, student services programs, and a more efficient use of assessment instruments that can be used across structural units.

A policy for systematic involvement of students may further the already established openness between the academia and students.

### ***Plans for next steps***

Regarding students involvement we have to guide students in QA issues and welcome their participation in Internal QA Reviews, quality criteria, quality of teaching, assessment, etc.

### **Admissions**

The purpose of the University Undergraduate Admissions Office is to identify, inform, support, and select the prospective student. It is to give honest and precise information for the purpose of assisting prospective students in making an informed choice during their college decision-making process. The admissions program emphasizes the Mission of the University. Marketing efforts are directed toward students who have demonstrated academic potential, an interest in the University's Mission, and a motivation for service and personal growth. The primary geographic area served is Malta, but also including other European territories and selected international areas.

Admission to the University is governed by qualifications based on the Mission and established by the Board of Trustees of the University. Admission requirements are fully articulated through a variety of university publications and documents that are regularly updated. In all cases, admission to the University is in accordance with the established guidelines spelled out in these publications.

## **Admission**

The entry requirements for each course of the University are defined in terms of stated qualifications or their equivalents, and are intended to facilitate assessment of the candidate's ability to meet the demands of the course. Where Accreditation of Prior Learning is permitted as a route for entry, responsibility rests with the applicant for making the claim to relevant knowledge and skills and also for supporting the claim with appropriate evidence. The University may require an applicant to submit to an entrance assessment. Admission to an appropriate point in a course may be permitted where evidence exists that an applicant has fulfilled particular progression requirements of the course.

### ***Principles of Admission***

The principal academic criterion for determining a candidate's suitability for admission to a course within the University is that there is a reasonable expectation that he/she will be able to fulfil the learning outcomes of the course and achieve the standard required for the award.

The admissions policy of the University seeks to ensure equality of opportunity for all applicants.

### ***Enrolment***

Each student at the University shall enrol at the time of initial admission to a course and re-enrol every twelve months during the period in which he/she undertakes the course.

To be eligible to enrol every twelve months, a student shall have either:

- (1) complied with the requirements for student progress prescribed for his/her particular course and have received notification of permission to proceed to the subsequent stage of the course, or
- (2) received notification of permission to re-attend the whole or part of the course for which he/she is enrolled.

A student who enrolls for a course of full-time or part-time study leading to an award of the University, or who enrolls for a course offered by the University but leading to an award of another body, shall be deemed to be an enrolled student of the University.

As part of the enrolment procedure a student, including those designated as associate students, shall formally acknowledge that he/she accepts and will abide by the University Regulations.

### ***Recognition of Prior Learning***

The University recognizes prior learning which may facilitate the following:

- (1) entry to the first stage of a course for which the applicant does not possess the necessary entry qualifications;
- (2) exemption from specific modules/elements of a course, e.g. the work placement;
- (3) advanced entry to a course.

The Course Management Team, operating with delegated authority from the Academic Council, must decide whether the candidate has achieved the learning outcomes associated with elements of their chosen course as a result of their prior learning. It is the learning arising from the candidate's experience which should be accredited and not the experience itself. One exception to this rule is where candidates are seeking exemption from the work placement element of a course,

in which case their prior work experience would be taken into consideration. Discussion at a meeting of a Course Management Team on any particular student case shall be reserved business. The simultaneous double counting of credit for the same module towards awards of the University shall not be permitted. Therefore, once credit has been counted towards one award of the University, it cannot be used towards another award of the University. In such circumstances where exemptions cannot be granted, alternative modules should be selected on the advice of the Course Management Team.

The requirements of the relevant professional body should be carefully considered by Course Management Teams. In particular, there may be restrictions on a candidate's entitlement to exemption from professionally-recognised courses.

*Maximum Credit per Prior Learning Claim*

**Undergraduate Awards**

Exemption from parts of a course is subject to all candidates undertaking an approved course of full-time study.

***Graduate Awards***

The maximum credit for prior learning 240 ECTS (MQF 6) or equivalent, at which the applicant wishes to complete the course with an award, namely:

Intended Award	Credit points
Graduate Masters	90\120
Graduate Diploma	60
Graduate Certificate	30

***Admission Requirements for Undergraduate Courses***

The minimum level of attainment normally required for entry to the start of a course leading to MQF 7 Awards level and to University awards of Certificate/Diploma of Higher Education shall be equivalent to MQF 6 requirements.

Prospective entrants may offer other patterns of passes equivalent to these levels of attainment. The University also accepts a variety of vocational, professional and other qualifications for entry purposes such as Maltese Qualifications Authority qualifications, access and foundation courses, international and overseas qualifications. Some courses may require entrants to have reached a standard above the minimum level for entry in one or more specified subjects; candidates for entry should consult the entrance requirements for courses contained in the University prospectus.

***Admission Requirements for Taught Graduate Degrees***

In addition to the requirements to be eligible for admission, an applicant shall normally possess either a relevant honors degree or any other qualification deemed by the Academic Council to be acceptable for this purpose.

## ***Obligations***

- a) Responsibility for operating the prior learning scheme rests with the appropriate College.
- b) The candidate is responsible for making the claim to have their prior learning accredited.
- c) Where candidates qualify for entry with advanced standing, they may gain exemption from the whole or part of a stage of study. Where candidates are exempt from specific modules as a result of their prior learning, this should be indicated on each student's record and reported at the appropriate Assessment Board. Candidates' portfolios of evidence should be made available for consideration by the External Examiners.

## ***Classification of Final Award***

For candidates who gain entry with advanced standing as a result of a successful claim to have their prior learning accredited the award classification will be based on the remaining non-exempt part. Candidates shall be made aware of this as some might opt to study elements of the course in the traditional manner in order to maximise their final award classification.

## ***Charging Arrangements***

All candidates shall be entitled to an initial interview to discuss their claim for prior learning. This interview will be provided free of charge and shall enable candidates to decide if they wish to proceed with making a full claim. If they do wish to proceed, they should be informed of any fee(s) they will be charged, details of which can be obtained from the University's Financial Department.

## ***Re-admission***

A student who elects to leave the course prior to the final stage and to accept the award appropriate to the part of the course which has been successfully completed shall be entitled to seek re-admission to the course at a later date. The terms of any such re-admission shall be at the discretion of the University, and specifically shall take account of any changes in the content of the course which have been made since the applicant's previous attendance. Where such an applicant is re-admitted and subsequently satisfies the requirements for a higher level of award in the course concerned, he/she shall be eligible to receive the higher award only on agreeing to relinquish the lower-level award previously accepted.

## ***Student Conduct, Appeals and Complaints***

### ***Statement of Principles***

To ensure that appeals, complaints and disciplinary action are resolved as close as possible to their point of origin, with the minimum of formality, and as expeditiously as possible; and to ensure that as far as is reasonably practicable, all interested parties are kept informed of progress of an investigation, appeal or complaint.

### ***Student Obligations***

It is the obligation of each student:

- to pay by the due dates of the University fees, loans, fines, rent and such other sums and return any property as may be due to the University, and to acknowledge that, in the event of failure to

do so, the University is entitled to take appropriate action, which may include , but need not to limited to, on or more of the following:

- a) suspension or discontinuation of enrolment
- b) withholding a University award

### ***English Language Proficiency***

#### ***Admission for Undergraduate Courses***

The Language of instruction at the University is English, and proficiency in speaking, listening, reading and writing is essential. Students whose first language is not English, or who originate from countries whose national language is not English, are additionally required to demonstrate English language proficiency to the following minimum standards as described in the following paragraph of this Policy.

The minimum standard required for undergraduate provision will be an English Language competency score of IELTS 6.0, or equivalent. Students who can demonstrate successful completion of tertiary studies in a country whose national language is English, may be exempted from this requirement. Exceptionally, there may be a requirement for more stringent English Language competency in some courses and this shall be set out in the relevant Course\Programme document.

#### ***Admission for Graduate master's degrees***

The Language of instruction at the University is English, and proficiency in speaking, listening, reading, and writing is essential. Students whose first language is not English, or who originate from countries whose national language is not English, are additionally required to demonstrate English language proficiency to the following minimum standards as described in the following paragraph of this Policy.

The minimum standard required for undergraduate provision will be an English Language competency score of IELTS 6.5, or equivalent. Students who can demonstrate successful completion of tertiary studies in a country whose national language is English, may be exempted from this requirement. Exceptionally, there may be a requirement for more stringent English Language competency in some courses and this shall be set out in the relevant Course\Programme document.

### **Academic Credit and Records**

The University keeps accurate, secure, and comprehensive student records to document students' academic achievements. University policies on academic credit and records are found in the Academic Regulations and Programme and Course Handbook.

#### **Credit.**

Evaluation of student learning or achievement and the awarding of credit are based upon clearly stated and distinguishable criteria. The instructor of a course determines the requirements for the successful completion of a given course. The instructor will inform students in writing of these requirements and grading policies within the first week of the opening of the class. All syllabi include a statement on goals and objectives for the course.

Procedures for defining and awarding academic credit are documented in the Academic Regulations. One semester credit hour is to represent 45 hours of class time and student

preparation. Full-time undergraduates take normally take approximately 15 units, but not less than 12, and a full load for graduate students is 9 units.

### **Criteria used for evaluating student performance and achievement.**

University needs to develop a policy for the creation and implementation of Course Assessment Criteria across the Colleges. This policy should provide an appropriate and concrete criterion for evaluating student performance on the individual course level, as well as at the level of degree achievement for undergraduate and graduate students.

The individual course syllabi are constructed so that they clearly state the evaluation criteria for a course. Furthermore, programs across the University are to develop appropriate capstone projects, theses, practice, and internship criteria components that provide students with clear indicators of how their work will be evaluated at the degree achievement level.

### **Degree and Non-Degree Credit**

Clear and well-published distinctions between degree and non-degree credit are given in the Course Handbook. The handbook also indicates when credit will be recognized toward a degree or if special conditions exist before such credit will be recognized for the following: transfer students, pass/no pass and incomplete.

### **Transfer Credit.**

Procedures for transfer of credit from other institutions are outlined in the Handbook under Academic Regulations and Admissions.

Students planning to transfer 26 or more semester hours may be considered for admission they have an overall grade point average of 2.5 and are in good academic standing in a college most recently attended. Admission to the University is determined by the academic dean's evaluation of the student's academic record. Many academic programs require specific course work and a college grade point average well above 2.5. The maximum number of credits that may be transferred into the University toward the upper division requirements for the major is 25% of the total.

Students transferring into the University will complete the normal requirements in the curriculum which they are enrolled.

### **Transfer of students from foreign institutions**

Foreign transcripts are evaluated for level and credit value by an Admissions staff member. Faculty members then evaluate the courses for their comparability and acceptability for specific programs.

**Records.** The Registrar's Office compiles and maintains students' permanent academic records according to the policies. Admissions files are transferred from the Office of Admissions to the Registrar by office staff after enrollment for classes at the end of the second week of the semester the student begins courses.

**Confidentiality.** All individuals who are allowed access to student files are trained about confidentiality regulations. All student workers with access to files are to sign a confidentiality agreement.

**Records and Data.** Student records in admissions and in the office of the registrar are maintained in secure, fireproof filing cabinets that are locked at the end of the workday.

Data maintained in computing systems are backed up daily and all system and user files are backed up weekly. In the event of a disaster, these backup files can be restored and replace any system files that were lost or damaged. The Office of IT maintains access to data in computing systems. Each individual with access to the computer system network, student data system, and the email system must sign an agreement with IT and is then assigned a username and private access passwords. There are plans to have a confidentiality agreement published at the initial login screen to the student data system.

The release of information is conducted in accordance with regulations and University policy regarding release of information is published in Academic and organisational Policies, and in the Student Handbook

### **Analysis and Appraisal**

The handling of academic credit and records is generally appropriate. However, compliance with confidentiality is an issue at times in departments and programs, but not in the offices of the Registrar. Some students who handle confidential information do not sign confidentiality agreements. While there have been no reports of problems with confidentiality, the education about confidentiality requirements is not uniform. Some faculty are not aware of requirements.

### **Next Steps**

Faculty will specify a scale for awarding grades in every syllabus. The registrar will centralize storage of all records and organize the records for more efficient searches. Records will be increasingly digitized to improve storage and access.

### **Mission and Purpose**

The University provides programs and establishes and implements policies that support the successful completion of academic degrees by students and uphold the academic standards of the institution. These include the admitting appropriate students; identifying and serving the needs and characteristics of the student body; placing students properly in programs and courses; publishing and enforcing requirements for continuation, termination, and readmission; and publishing and verifying the completion of graduation requirements.

## Standard 6 Teaching Staff

*Educational institutions shall assure the competence of their teaching staff. Clear, fair and transparent processes for the recruitment, conditions of employment and professional development are to be applied. Higher education institutions shall encourage scholarly activity to strengthen the link between education and research, where applicable. In the case of part-time teaching staff providing limited and specific services, entities shall ensure that such staff are constantly au courant with developments in their respective fields and with the methodological requirements of their programmes.*

### Faculty

The University strives to be a community of scholars that welcomes all who are academically and scientifically qualified.

The single-most important characteristic sought in the hiring and promoting of faculty is demonstrated excellence in teaching and research. The University has a 1:4 faculty-student ratio, fully cognizant that smaller classes provide settings that support excellent teaching and individual attention in an environment that fosters development of the whole person.

In the University's Strategic Plan, priority has been given to enhancing the quality of the instructional relationship between faculty member and student. To guarantee the fulfilment of this priority, the University is committed to bringing the most qualified and able teachers it can find.

#### Current situation

The present faculty is comprised of 29 appointments, including 13 Full time faculty/FTF and 16 Part time Faculty/PTF.

The University insures professionally qualified faculty by requiring the terminal degree as the basic qualification for faculty filling a full-time position.

The University's goal is to have in place mostly full-time faculty for every degree programme offered. Each position, whether new or a replacement for an existing position, has been assessed based on college needs as identified in programme reviews and the annual planning reviews.

Faculty demonstrate their commitment to teaching in multiple ways. Faculty members try to demonstrate excellence in teaching, and as the review shows, the effectiveness of teaching is their primary consideration.

Table 1 Distribution of faculty by college and qualifications

no	Faculty name	College	Qualification	Faculty workload
1	Hakim Ben Othman	Business	MQF8	FT
2	Adobi Jessica Timiyo	Business	MQF8	FT
3	Khalid Bouhjar	General education	MQF8	FT
4	JR James Ripley Bozeman	General education	MQF8	FT
5	Michelle Josephine Lilian Braddick Southgate	EAP	MQF6	FT
6	Jeffrey Lynn Chandler	EAP	MQF7	PT
7	Ivan Grech	General Education	MQF8	FT
8	Daniela Slavova Guevska	Business	MQF7	
9	Md Baharul Islam	Data Science	MQF8	FT
10	Batoul Modarress Fathi	Engineering	MQF8	FT
11	John Pedro Schwartz	General Education	MQF8	FT
12	Matthew Karl Stroud	Data science	MQF7	PT
13	Renald Blundell	General Education	MQF8	FT
14	Manuel Vella	General Education	MQF8	FT
15	Tony Wolusky	Business	MQF8	
16	Dominika Maja Sarnowska	EAP	MQF 5	FT

17	Firend Alan Rasch	Business	MQF8	PT
18	Christos Kokorelis	Engineering	MQF8	FT
19	Robert Manning	Business	MQF8	PT
20	Alessio Faccia	Business	MQF8	FT
21	Rafika Ben Guitar Ep Lassoued	Business	MQF8	FT
22	Bilal Ahmad		MQF8	FT
23	Abdurazzag Ali A. Aburas	Engineering	MQF8	FT
24	Irfan Anjum Manarvi		MQF8	PT
25	Cliff Pace	Business	MQF8	PT
26	Carmen Candel	General Education	MQF 8	PT
27	Andrei Ptitsyn	Business	MQF8	PT
28	Mosteanu Narcisa Roxana	Business	MQF 8	PT

### **Faculty workload**

The faculty member is expected to be available for either instructional or non-instructional services during the period covered by the contract except for the vacation period. Under instructional services, faculty members are responsible for fulfilling their teaching and research obligations. These include counselling and advising of students, submitting grades and other reports and schedules at the times requested, and adhering to the academic regulations of the University. Non-instructional service requirements of a full-time staff include participation in the general programmes for the counselling of students, assistance at pre-registration and registration of students when requested and service on committees. Full time faculty members are expected to attend general meetings of the faculty as well as those of their own College, and to attend any academic events when requested.

The University implemented the practice of faculty teaching four courses per semester (40% for teaching), including enhancing teaching, and other 40% is for research, 20% is for university service.

### **Challenges**

There are recognised variations in faculty workload, there is frequently the perception that some faculty are overworked while others do not carry as fair a share of the workload as they might. The provost consistently and continually reviews and adjusts workloads according to their ranks and positions. Colleges have exercised their responsibility in addressing these inconsistencies and continue to work for a common understanding of expectations.

### **Plans for the next step.**

- 1.To develop variables in determining faculty workload
- 2.To continue to review and assess the faculty's workload according to the University's mission, strategic plan, emphasising the improvement of teaching, scholarly activities, and service.
- 3.The academic units will continue to foster a clear understanding of how the University 'policies on workload are reflected within their units in order to assure that all faculty share equivalently in the university's work
- 4.Each academic unit will continue to examine faculty workload in annual planning reviews, using standards appropriate to the courses.
- 5.University rewards, such as salary, promotion, course reductions and awards will reflect faculty workload.

### **Faculty evaluation**

The evaluation of the faculty means to evaluate the effectiveness of faculty members, to discuss the evaluation with the individual faculty member, to conduct a thorough review of faculty members. These evaluations are to assist faculty members in their development and to serve as the basis for full time review.

Existing policies provide for a systematic process for students to evaluate faculty at the end of each course. These policies ensure the fulfilment of instructional responsibilities.

## Challenges

First, we must review faculty evaluation policy and discuss the procedures. The other challenge is to develop the system of analysis of evaluation results and create an improvement plan. From QA perspectives we need to define criteria for faculty evaluation and review the Policy. To identify the quality of teaching is a critical issue for now, but we are on the way to define performance metrics for teaching and create faculty ranking system.

### *Faculty participation in Planning, Curriculum Development, Programme Review, Advising and Institutional Management*

All faculty can participate in academic planning, curriculum development and review, academic advising, and the university management at the College level. Faculty membership on university committees demonstrates a pattern of participation in institutional management.

*Table 3 Faculty participation*

	<b>Academic planning</b>	<b>Curriculum development</b>	<b>Curriculum review</b>	<b>Academic advising</b>	<b>Institutional management</b>
<b>Individual</b>	-Plan activities to maintain personal competence to fulfil mission and goals -Participate in conferences, trainings -Scheduling activities	-Develop syllabus within the context of courses delivered	-Syllabus -evaluation of courses taught	-Advising individual students -graduation checks - knowledge of academic policies	-collaboration willingness to be involved, participate in providing, input into decisions within academic unit - participation in evaluation team, working group, academic board
<b>College</b>	-Plan programme of study -Committee membership within unit -Plan for resources to support curriculum to meet mission and goals	-Participate in developing courses	-Self-study for programme accreditation, - programme review within academic unit, -Develop assessment plan	-Establishing guidelines for advising within academic unit	-Committees within academic unit, -Participation in developing strategic plan for academic unit,
<b>University</b>	-Common curriculum within the framework of the mission, -Core curriculum, -Core evaluation team	-Serve on curriculum committee	-Academic board: programme review for academic and curriculum regulations	-Establishing policy within the university	-Academic council -liaisons with institutions, companies, society

## Analysis

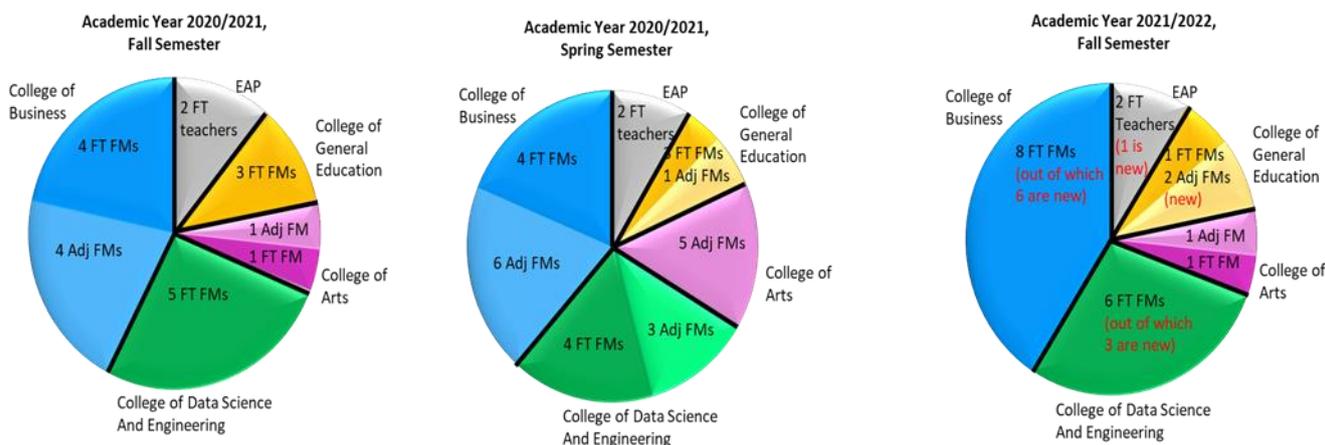
To ensure the transparency in terms of academic ranks, faculties responsibilities, evaluation and promotion, The Faculty policy was restructured providing clear criteria (academic rank, research

etc.) and guidelines. For faculties' evaluation there are 3 tools of measurement: student satisfactions (survey); course review portfolio of their work (that dwells on their observations, achievements, contributions, and aspirations in a variety of areas that encompasses: Teaching; Curriculum Development Review; Research; University and Community Service; Future Considerations); and, starting with academic year 2020-2021 it was developed peer (class teaching) observation. QA managers collect all the documents and prepare a draft of evaluation to be discussed with the provost. Having in a view that the academic year 2020-2021 was challenging in terms of social distancing restrictions, the peer evaluation was not conducted, but it is planned to be happen for the next academic year.

At the beginning of the Fall semester 2020/2021 and following the previous academic year, all full-time faculties were involved in several academic committees. All committees have begun to meet and aid in the development of the institution in myriad ways. However, having in a view the committees' efficiency, their responsibilities, as well the low number of full-time faculties (13), starting with Spring semester these committees were restructured to 7. Even so it was noticed that still that not all committees are efficient, and some have redundant activities, or include activities which fall in or clash with area of responsibilities of dedicated university support department. Therefore, to make these committees more efficient, their number was reduced to 2, following that, as the university will grow and new full-time faculty will join, than, wherever will appear as necessary, new committee will be created.

As faculties' responsibilities are not limited only to teaching and research, during the academic year 2020-2021 because of the planning process of course and program review, it could be observed that the provision of the necessary faculties focused only on the teaching part, led to a complication of the course and program review process. And this, because Adjuncts Faculties focus only on teaching and not on university service and research for the American University of Malta.

**Faculty allocation per colleges, in order to ensure the continuity of the academic study plan**



As per our AUM policy, all Full-time faculty members are required to be actively involved in research and disseminate their intellectual contribution in high reputable journal or international conferences, book chapters... all international indexed. At the end of the academic year 2020-

2021, AUM counts 27 articles published in Scopus, Web of Science, ProQuest and similar international indexed journals, 2 book chapters and conference participations.

Starting with new academic year, to boost the research performance, the Office of the Provost propose to activate the Research Centre. One of the new faculty hirings with research expertise will be appointed Dean of a college and his/her responsibility will include the setting up and development of the Research Centre. One of the main purposes of the Research Centre will be to promote and facilitate leading-edge research, including collaborative and interdisciplinary research, in areas related to the goals of the university.

For the next academic year, the Office of the Provost intend to establish a Centre of Excellence, to certify the continuous professional development process for each Faculty Members and Specialization, to ensure that the newest technologies, materials, developments in the field are implemented within each current curriculum.

### **Challenges**

Faculty Development Programme Faculty development programme was one of the recommendations done by MFHEA evaluators, and we agree that we must establish such a system of encouraging for teaching excellency. However, faculty members find ways to participate in various staff development events and are active in demonstrating the latest trends in methods of teaching their courses. It was in our plan to establish Centre of Excellency, including workshops and seminars and trainings for faculty members to exchange ideas, teaching approaches, advanced practices, and experiences. The Centre's work intends to broaden the conception of scholarly work and extend that discussion to issues related to teaching and learning, and quality assurance in teaching.

Hiring for new faculty positions would best be planned a year in advance, but the administrative approval does not come that early. This schedule makes hiring than replacements.

## Standard 7 Learning Resources and Student Support

### *Library*

The university has an extended funding opportunities to support teaching-learning process by offering various virtual and real environments to students and faculty. The University provide a wide range of resources to support students' learning environment. For example, physical and virtual library. The faculty establishes a close partnership with the library. The library staff and faculty work closely in all the academic programmes, and the library gives instruction as a regular part courses start. During program reviews, the library holdings are examined for their discipline to assure that there are sufficient resources to carry out the learning objectives of the program. Classroom faculty work with the library staff to enable the use of library and information resources in their courses. The library consistently communicate with faculty and students about the most current on-line facilities available. To enhance the development of the library's holdings, the University librarian annually reviews the acquisition process. In all Colleges, the faculty work with the librarians in building the collection with consideration of how these resources are to be integrated into the learning process. More detailed information is given in Section 1.8.1 Library.

Access to AUM computing resources is a privilege granted with the presumption that every member of the AUM community will exercise it responsibly.

The use of AUM computing resources follows these priorities:

High: All educational, research and administrative purposes of AUM.

Low: Other uses indirectly related to university purposes that have an educational or research benefit, including news reading, Web browsing, chat sessions and personal communications.

Forbidden: Engaging in commercial activity not sanctioned by AUM authorities; intentionally denying or interfering with any network resources, including spamming, jamming, and crashing any computer; using or accessing any AUM computing resource, or reading or modifying files, without proper authorization; using the technology to in any way misrepresent or impersonate someone else; sending chain emails; violating Maltese and international laws or AUM policies.

In making use of AUM's computing resources and network, users agree to:

1. Respect the privacy of other users.

Respect the desire for privacy, and refrain from inspecting users' files, except in certain well-defined cases. IT Administrators or Network Administrators, authorized by the IT Committee, who carry out standard administrative practices, such as backing up files, cleaning up trash or temporary files, or searching for rogue programs, are not considered to be violating privacy.

The following actions are prohibited:

- Accessing the contents of files of another user without explicit authorization from that user.
- Intercepting or monitoring any network communications not explicitly meant for you.
- Use of the systems to transmit personal or private information about individuals unless you have explicit authorization from the individuals affected. Distributing such information without

permission from those individuals is also not permitted and possibly violate privacy laws. Creating or installing programs that secretly collect information about users. Gathering information on other users through software installed on any AUM computing resources.

2. Not impersonate any other person.

Using AUM computing resources to impersonate someone else is not permitted. Using someone else's account without their permission, may be an act of fraud: especially since the account owner's name will be attached to the transactions performed. Anyone using someone else's account must clearly identify him/herself to recipients. Sending anonymous mail or postings is discouraged; however, if felt necessary or appropriate, it is normal etiquette to indicate that the message is anonymous or is signed by a pseudonym.

3. Not use any University computer or its network to violate any Maltese laws or AUM policies.

Examples are given below to avoid inadvertent violations. This list is not comprehensive. In case of doubt, the IT Committee should be contacted for clarifications.

- The AUM network must not be extended without explicit permission from the IT Department.
- Unauthorized use of routers, switches, modems, and other devices can impact the security and stability of the network.
- AUM computing resources must not be used to attack computers, accounts, or other users by launching viruses, worms, Trojan horses, or carrying out other attacks on computers on AUM premises or elsewhere.
- Unauthorized vulnerability scans on systems must not be performed; such scanning is a hostile act.
- AUM computing resources must not be used to harass or threaten others.
- AUM computing resources must not be used to transmit fraudulent messages.
- AUM computing resources must not be used to transmit, store, display, download, print or intentionally receive obscene material, or to distribute pornographic material.
- All users of AUM Wi-Fi services are subject to Maltese and international laws.

Only equipment or accessories issued to faculty or staff personally by the IT staff may be removed from campus and only if permission has been granted by AUM leadership. For each instance, faculty or staff members must apply in writing to the IT Department in advance to take computer accessories, cameras, laptops, hardware, and the like belonging to AUM out of the country. It is the responsibility of the person authorized to take the equipment off campus to secure the computer against theft or illegal access and to return the equipment undamaged.

### **IT Security:**

Users requesting access to AUM computing resources will be required to sign a statement on the appropriate user account request form indicating that they have read, understood, and agreed to abide by these guidelines.

Improperly secured wireless access points can compromise the security and performance of the AUM network, and provide easy access for intruders to steal passwords, destroy data and use

University network and internet resources for unauthorized purposes. Any department that deploys wireless networking devices must, at a minimum, follow basic security practices.

Private access points for departments, i.e., other than public access points deployed by the IT staff, should be configured to disable 'Broadcast SSID' if this function is supported on the equipment. This requirement is needed to prevent interference with public access points deployed at AUM. All devices using wireless access points must have updated antivirus software.

To obtain access to AUM computing resources, users must bring any devices to the IT department for registration prior to it being connected to the AUM network. Users (faculty, staff, & student) must not share their passwords with anyone else nor allow anyone else to access the network using their account. Members of the AUM community must change their password if they believe that their username and password have been compromised and/or used without their permission.

Any wireless network that poses a threat or violates accepted practices may be disconnected from the AUM backbone network. If a serious security breach is in process, the LAN may be disconnected. It is the responsibility of the students, faculty, and staff to be knowledgeable regarding the provisions of these policies.

#### Network Security:

All network components should be managed and used in a secure way. Failure to follow proper security protocols may lead to disciplinary and/or legal proceedings. Network security includes the following:

##### a. Wi-Fi:

- Personal devices and visitors may access internet during their visit to AUM by using AUM Guest wireless SSID and password. They can acquire internet access by asking for credentials from IT representatives.
- Wi-Fi passwords should not be shared with people outside AUM. Passwords must be changed at the end of every three-month period.

##### b. Internet:

- Access to AUM's internet is granted for business (and occasional personal) use only. The portal will give the users access to the internet by authenticating with active directory username and password.
- Prohibited websites (P2P, Spams, Pornographic sites, and any or all the sites creating security risks), as well as individual devices which may cause potential security vulnerability and holes will be blocked.

##### c. Network devices and passwords:

- AUM IT staff are responsible for securing administrator passwords for these devices. This information must not be shared with third parties.
- If a vendor needs to access to one of those network devices for troubleshooting the AUM IT staff will manage the temporary access as well as ensuring closure of the access point afterwards.

d. CCTV:

IP cameras are installed on each floor to provide a safe learning environment and monitor any misconduct or improper behaviours. Users are not allowed to remove or disconnect the cables connected to cameras or disable the cameras in any way.

**Anti-virus software:**

IT staff are responsible for installing anti-virus software on all computers owned by AUM and keep them updated with the latest version. A centralized antivirus system is functional at AUM to tackle viruses and Trojans. Additionally, several gateway firewalls and anti-spam technologies are also up and running to secure the internet and email communication of AUM users. Each device connected to the AUM network must have the necessary anti-virus protection. Devices which let malware etc. enter the internet will be prohibited from accessing the AUM network.

**Software:**

Each device and its software connected to the AUM network that is the property of AUM, will be supported by the appropriate IT staff. Administrator privileges are not given to users. Therefore, users should not be able to install non-sanctioned software on AUM devices. Software should not be downloaded or re-configured from the standard settings set up by the IT staff. Requests to install non-standard software should be made to the IT staff who may then relay the request to the IT Committee for approval.

Individuals who download or use software that is not part of the AUM software suite will be personally liable for the use of this software and all actions because of its use including but not limited to licensing agreements, illegal activities, and damage. Deliberate or suspicious introduction of computer viruses or deletion or removal of software programs or files will be referred to the authorities for appropriate action.

Appropriate laws with respect to computer usage and copyrights are to be respected. No student, faculty, or staff member is permitted to copy or reproduce any licensed software or other copyrighted material on university computer equipment except as expressly permitted by license.

**Hardware Support:**

Support is provided for all core hardware and devices, including PC motherboards, peripherals, network interface cards, hard drives, storage devices, and the telephone system, if they are the property of AUM. All other devices, including peripherals, will not be supported and are the responsibility of the user. Hardware devices that are the property of AUM should only be examined and repaired by IT staff.

**Classroom Technology:**

The AUM IT staff provide support for faculty using technological devices in the classroom. This support is provided as necessary, either as routine maintenance or in response to specific reports of malfunction. Classroom technology must never be moved from one location to another without the express written permission of the IT staff.

The IT staff will make themselves available to provide training to individuals or groups on the use of classroom technology or newly installed hardware or software. They will also retain necessary documentation and manuals for reference by authorized users of the classroom technology. In most instances, this is limited to instructors or senior administrators of AUM.

### Rules to be followed in Computer Labs:

Food and drinks are not permitted inside the computer labs.

- Installation of any software that is not approved by the IT Committee is strictly prohibited.
- Reconfiguring the hardware configuration by unplugging the plugs and moving the hardware physically is prohibited.
- Downloading copyright protected video, audio, pictures, or other material from the Internet to a computer is prohibited.
- Messengers or any other chat services should be used for educational purpose only. No chatting is allowed during class hours.
- Installing or playing games, listening to streaming music, watching videos and similar activities on AUM devices are not allowed in the computer labs.

### **Storing Extremely Sensitive Data on Mobile Devices:**

Only a handful of employees of AUM have been authorized to store extremely sensitive data on a mobile device, such as a laptop, CD or flash drive. Those authorized to store such data on a laptop computer have been issued or will be issued university laptops protected with biometric and encrypted security to use when storing such data. Storing such data on a mobile device, including laptops, without this authorization is a violation of university policy.

### **Electronic Mail:**

One's personal e-mail, electronic files maintained on AUM equipment and personal web pages are part of a unique electronic information environment. This environment creates unique privacy issues that involve Maltese and international laws as well as AUM Policies:

- Most systems have public directories for temporary files. Examples are print spoolers, system wide web caches and scratch areas used by document editors. The temporary files stored in these directories are usually restricted to being readable only by the owner. To protect privacy and prevent these directories from overflowing, system administrators empty them regularly.
- IT staff reserve the right, to the fullest extent permitted by law, to inspect user files and communications for the purposes of investigating allegations of illegal activity, violations of AUM policies, or to protect the integrity and safety of network systems.
- E-mail shall not be considered as a secure vehicle. It is easily forwarded to a multitude of recipients and may be altered. Intruders to the network may be able to bypass your password protection. The backup system may contain deleted e-mail for about 30 days. Mail undelivered for any reason may be copied to the mailbox of a 'postmaster' on the sender's or recipient's computers. For these reasons and others, one should not expect total privacy when considering your email messages.
- No user may intentionally read personal files, including those storing e-mail, without the owner's consent. In the event of a lawful investigation of misconduct, law enforcement officials and University authorities involved in the investigation may inspect user files and communications.

### World Wide Web:

The official AUM web pages contain public information about the University, its offerings, programs, and accepted obligations to students and the public. These pages project the public identity of the University and are its first electronic point of contact with the public, students, parents, and employers. The University exercises strict editorial control over the content of its official web pages.

The University is not responsible for information, including photographic images, published on or accessible through personal web pages, including personal home pages. Personal web pages, created and maintained by employees, students, or University- recognized student groups, are the sole responsibility of the person or student group identified by the account. The University does not monitor the contents of these personal web pages. The individual creating or maintaining personal web pages may be held liable for the materials posted on the web site. An individual who posts obscene material, for example, may be subject to criminal prosecution and an individual who posts copyrighted material might be liable to the owner of the copyrighted material under copyright law.

Personal web pages contain the personal expression of their creators. The contents, including link identifiers, of these pages include academic subjects, hobbies, religion, art, and politics as well as materials that some viewers may find offensive. Neither the contents nor the link identifiers are reviewed or endorsed by the University and shall not infer any ownership or endorsement by AUM.

*Prepared by: Hisham Barhoum, IT Department*

### **Challenges and deficiencies**

Syllabi, which are on file in each College, indicate the extent to which library and information technology is incorporated into classes. All Faculty annually should evaluate library and other information resource needs, especially those relating to technology and lab equipment. The faculty also should work with the library and Computer Services in planning for, and in the acquisition of, the necessary materials to guarantee current and adequate resources. Our Internal review shows that Faculty needs to work more closely with the library, update their syllabi in terms of literature and other materials to be included into their courses.

### ***IT resources***

#### **MOODLE**

Another resources to assist the learning and teaching process is IT resources. At present the University uses a Software for teaching-learning process, such as, MOODLE. *Moodle* is a Learning Management System which is the most popular and open-sourced in the world. At AUM, we customized Moodle with third party plugins such as BigBlueButton for online video classes and Turnitin for the plagiarism control for assignment. Also, it is integrated with OIS (Student Information System).

*Date of Acquisition: 01 /07/2020*

*Type of Subscription: Free subscription, 7/24 online support from the SIS provider.*

*Stored at: Software itself in cloud, database at AUM servers in Malta.*

*Student Access: <https://moodle.aum.paas.la/> Faculty Access: <https://moodle.aum.paas.la/>*

*OIS*

Another Software in use is *OIS*. *OIS* is a standard Student Information System which runs on the cloud as software as a service. *OIS* has integration ability with other software platforms via API. It has wide range of user profiles based on various authorization and authentication needs.

Date of Acquisition: 01 /07/2020

Type of Subscription: Annual subscription, 7/24 online support.

Module: CODE AND NAME:

Stored at: Software itself in cloud, database at AUM servers in Malta.

Student Access: <https://ois.aum.edu.mt/auth/login>

Faculty Access: <https://ois.aum.edu.mt/>

*Microsoft Yammer*

Students and faculty have access to a social networking, *Microsoft Yammer*, used for enterprise and team collaboration. *Microsoft Yammer* is private enterprise social networking tool for Microsoft 365 environment. Like how other social media platforms work, we create groups based on a particular interest and project, invite people from within our institution or outside to join, and then collaborate and converse with each other. We can post messages, share photos, embed videos, create polls, and more. With its familiar social networking interface, *Microsoft Yammer* is an ease to use and adapt to spur discussion.

### **Autodesk 3D Studio Max**

*College of Data Science & Engineering* for the degree programme in *Computer Science and Game Development* use Autodesk 3D Studio Max 2019. Autodesk 3ds Max, formerly 3D Studio and 3D Studio Max, is a professional 3D computer graphics program for making 3D animations, models, games, and images. To make a game model/character, this software is useful. A lot of tutorials or training sets are available for the beginner in the software website. Some useful features of this software are: to create massive worlds in games, visualize high-quality architectural renderings, model finely detailed interiors and objects, bring characters and features to life with animation and VFX <https://www.autodesk.com/products/3dsmax/> .Date of Acquisition: 18 / 01 / 2020. Type of

Subscription: Free subscription (Education Version)

Module: CODE AND NAME: CSC 350: Computer Graphics CSC 420: 3D Design and Modeling.

This software is freely available (Education Version) from the respective websites in below. AUM does not require to store further.

*Arena*, *Microsoft Project 365*, *LINDO*, *Excel Advanced Statistical Analysis (Added Section to the existing Excel at AUM)*, *Optimization / Operations Research Software |.. Linear Programming*

These Software are used for *Business Administration and Industrial Engineering* programmes. *Arena* is developed by Rockwell Automation Operating system: Microsoft Windows. Used for IEE Modeling and Non-Linear Optimization and MGT Operations Management. *Microsoft Project 365* is developed by Microsoft Inc. This software is used for MGT Operations Management, and IEE Supply Chain Management. *LINDO* is a software package for linear programming, integer programming, nonlinear programming, stochastic programming and global optimization. Developed by LINDO Systems Inc. and used for IEE-Engineering and MGT-Business courses. *Excel Data Analysis / Advanced Statistical Analysis SW* , *Optimization are Operations Research Software | Linear Programming* [www.ncss.com](http://www.ncss.com) .

Optimization Software uses various optimization algorithms to help make decisions related to highly complex problems. Linear Programming (LP) and Mixed Integer Programming (MIP) are often used to solve these highly complex decision-making problems <https://www.autodesk.com/products/3ds-max/> .

Students can access software from the respective websites through student registration using university email:

<https://www.autodesk.com/education/edusoftware/overview?sorting=featured&page=1>

Faculty members can also access software from the respective websites through registration (Education version only)

<https://www.autodesk.com/education/edusoftware/overview?sorting=featured&page=1>

### **Dev C++ Compiler**

College of Data Science & Engineering for Computer Science and Game Development programmes use this Software. *Dev C++ Compiler*: *Dev-C++* is a free full-featured integrated development environment distributed under the GNU General Public License for programming in C and C++ [https://www.onlinegdb.com/online\\_c++\\_compiler](https://www.onlinegdb.com/online_c++_compiler)

Online Compiler available at [https://www.onlinegdb.com/online\\_c++\\_compiler](https://www.onlinegdb.com/online_c++_compiler) and Free subscription for all purposes: <https://sourceforge.net/projects/orwelldevcpp/files/Compilers/>

These software's are freely available from the respective websites <https://sourceforge.net/projects/orwelldevcpp/files/Compilers/>

Students can access software from the respective websites (Public License).

Faculty members can also access software from the respective websites (Public License).

### **Unity 3D Game Engine**

*Unity3D* is a Software used at Game development programme, for the courses *in Introduction to Game Design and Level Design*. *Unity3D* is a powerful cross-platform 3D engine and a user-friendly development environment. Easy enough for the beginner and powerful enough for the expert; Unity should interest anybody who wants to easily create 3D games and applications for mobile, desktop, the web, and consoles. Some key features of Unity 3D from the technical point of view are given below.

IT is used for creating and destroying Game Objects, Access the Components, Events for Game Object, Dealing with Vector Variables and Timing Variables, Physics Oriented Events and Coroutine and Return Types <https://unity.com/solutions/game>

Students can access software from the respective websites through student registration.

<https://unity.com/education/license-grant-program> . Faculty members can also access software from the respective websites through registration (Education version only)

<https://unity.com/education/license-grant-program>

### **Research Laboratory and Equipment**

The laboratory in *Chemistry & Biology* (*Location: Room: 002 Faculty Member Responsible: Prof. Dr. Renald Blundell*) is aimed to use for the following Modules as follows: Chemistry 112 Advanced Chemistry, Chemistry 111 Introduction to Chemistry 1, Chemistry 101 Introduction to Chemistry, Bio 101 Introduction to Biology.

The Lab is 10x15 m, has basic biology lab equipment, 2 lab benches with chairs, tools, 8 air vents, 2 a/c, 1 white board, periodic table of elements and books for further reference. Core equipment is a collection of laboratory and field equipment, software and also Ph meter, balance, tripods, and Bunsen burner, Gloves, scissors, surgical masks, microscopes, water box, spectrophotometer, water bath, magnetic stirrer, fridge. Chemicals are stored in plastic containers in cupboards/locked. The Lab is followed the Policy on waste and residual management, Laboratory Safety and General Lab Rules on how to handle chemicals, Fire Blankets.

There are personal Protective Equipment, for training and testing Lab coats, first aid box, eye-wash station is used. Emergency Response Plan Procedure in place in case of an emergency.

### Cybersecurity-lab or CYB\_Lab

This lab is used for the following modules such as follows: *CYB 501 Scientific Computation, CYB 510 Computer Security, CYB 502 Fundamentals of Computer Systems and Network and CYB 520 Network Security*

Has access by a smart card (i.e., locked lab) and used only for postgraduate students. It is connected to a computer via a local area network. Core Equipment: Collection of laboratory and field equipment, software, Hardware, server. The computers (PC or laptop) have a minimum of 6 GB RAM and I5 CPU or higher, server is connected to the internet, has 5 to 10 machines (computers). The software:

- 1) *Anaconda Python (Spyder version for windowx64):*  
<https://www.anaconda.com/distribution/#downloadsection>
- 2) *Sguil: The Analyst Console for Network Security Monitoring*  
<http://bammv.github.io/sguil/downloads.html>
- 3) *Snort 3.0* <https://www.snort.org/>
- 4) *Wireshark software* <https://www.wireshark.org/#download>
- 5) *Visual studio Java Compiler* <https://code.visualstudio.com/>
- 6) *Visual Studio C++ Compiler* <https://visualstudio.microsoft.com/vs/features/cplusplus/>
- 7) Latest version of Microsoft office package

It follows the Policy on waste and residual management and the Policy on waste collection, segregation, and labelling.

The Lab is used for training and testing. It is used by master students for their practical assignments and course projects preparations, used as a controlled environment for online examinations, used for course (or final Master) project presentations.

The Lab has Emergency Response Plan and procedures are in place in case of an emergency.

All resources are fit for purpose and accessible, and students are informed about the services available to them through Course Handbook, Syllabi, and Student Handbook. In delivering support services support and administrative staff is highly qualified professionals. AUM staff, including faculty and administrative staff have an opportunity to apply for staff development programmes and be supported by the University.

Softwares	Description	Link	Users
<b>SONIS</b>	Student Information System Old Historical Data	<a href="https://myaum.aum.edu.mt/admnsect.cfm">https://myaum.aum.edu.mt/admnsect.cfm</a>	Admission Registrar Finance QA Faculty Students
<b>MOODLE</b>	Learning Management System	<a href="https://moodle.aum.paas.la/">https://moodle.aum.paas.la/</a>	Registrar QA Faculty Students
<b>OCLC</b>	Library system	<a href="https://aumalta.onnnnn.worldcat.org/discovery">https://aumalta.onnnnn.worldcat.org/discovery</a>	Library QA

			Faculty Students
<b>ODOO</b>	Finance	<a href="https://aum.teamtouch.online/web">https://aum.teamtouch.online/web</a>	Finance
<b>OIS System</b>	Student Information System	<a href="https://ois.aum.edu.mt/auth/login">https://ois.aum.edu.mt/auth/login</a>	Admission Registrar Finance QA Faculty Students
<b>DreamApply</b>	CRM Old Historical Data	<a href="https://apply.aum.edu.mt">https://apply.aum.edu.mt</a>	Marketing QA Student application Admission
<b>Microsoft office 365</b>	Mail system	<a href="http://www.office.com">www.office.com</a>	AUM staff Faculty Students
<b>Salesforce system</b>	CRM		Marketing QA Student application Admission

*Prepared by: Akin Moroglu, Registrar  
Hisham Barhoum, IT  
Dr. Baharul islam, College of data Science and Engineering  
Prof. Dr. Renald Blundell, Chemistry & Biology lab  
Prof. Abdul Aburas Cybersecurity-lab  
Prof. Batoul Modarress Fathi, Business Administrations and Industrial Engineering.*

## **Standard 8 Information Management**

*Entities shall collect, analyse, and use relevant information for the effective management of their programmes and other activities. This shall include: - profile of the student population, including prevalence of vulnerable groups. - course participation, retention, and success rates; - students' satisfaction with their programmes; - employment rates and career paths.*

### **Records**

The Registrar's Office compiles and maintains students' permanent academic records according to the policies. Admissions files are transferred from the Office of Admissions to the Registrar by

office staff after enrolment for classes at the end of the second week of the semester the student begins courses.

### ***Confidentiality***

All individuals who are allowed access to student files are trained about confidentiality regulations. All students with access to files are to sign a confidentiality agreement.

### ***Records and Data***

Student records in admissions and in the office of the registrar are maintained in secure, fireproof filing cabinets that are locked at the end of the workday. A duplicate file for current students is maintained by their college or professional school and a duplicate copy of prior students' records is maintained at the University.

Data maintained in computing systems are backed up daily and all system and user files are backed up weekly. All backup files are stored in IT and with Data Security. In the event of a disaster, these backup files can be restored and replace any system files that were lost or damaged. The IT Services maintains access to data in computing systems. Each individual with access to the computer system network, the student data system, and the email system must sign an agreement with Computer Services and is then assigned a username and private access passwords.

The release of information is conducted in accordance with regulations and University policy regarding release of information is published in the Registration Information and Course Schedule 2021/22, and in the Student Handbook.

### ***Analysis and Appraisal***

The handling of academic credit and records is generally appropriate. However, compliance with confidentiality is an issue at times in departments and programs, but not in the office of the registrar.

## Standard 9 Public Information

*Educational institutions shall publish information about their activities, including courses/ programmes, which is clear, accurate, objective, up-to-date and readily accessible. This includes:*

- the selection criteria for the courses/ programmes;*
- their intended learning outcomes;*
- the qualifications they award, including information on the EQF/MQF level and ECTS/ ECVET learning credits;*
- the teaching, learning and assessment procedures used;*
- the pass rates, and*
- the further learning opportunities available to their students.*

*The information available shall be sufficient for prospective applicants to make an informed choice in terms of the knowledge, skills and competences they are likely to acquire on successful completion of the programme.*

AUM recognizes the need to be transparent. AUM has an externally facing web presence with pdf access to the University Catalogue, which describes academic programs, student services, general regulations, requirements, and procedures. The publication describes also classes offered by the institution.

AUM's website includes all the information required by this standard, such as, general, and specific entry requirements, intended learning outcomes, MQF level, teaching and assessment processes, required GPA scores, etc. This information is included in the programme webpages for all the undergraduate, graduate and EAP programmes. The programme pages also include a degree plan outline together with information about the relevant credit hours. Much of this information may also be found in the AUM Catalogue that is published online. Therefore, potential applicants have access to all the necessary information online and if there is any additional information that they might need, they can always contact the Office of Admissions whose staff are always very willing to assist. In addition, depending on the area of interest, admissions counsellors may help applicants connect with faculty members who can answer queries about specific courses.

With regards to the student population, all course syllabi are uploaded to MyAUM, so that students have access to all information about ECTS, learning outcomes, course topics, assessments, compulsory, and supplementary reading etc., in addition to information on the instructor of record, office hours, and so on. Students are also assigned a faculty advisor depending on their specific major, who assists with degree progression.

Substandard 9.g requires the institution to gather data regarding the impact of a course on a career path. This substandard is certainly interesting but the results of student feedback on a course's impact on a possible career path may not be of valuable use of institutional research. As AUM grows, it will develop alumni surveys with questions about career placement and employment. Since this substandard speaks to course work rather than program content, to gather feedback from employees about the impact of a specific course on their career may not yield actionable information since all courses (not just one) are to contribute to students becoming employed and developing career paths.

The purpose of the paragraph below is to specify the key principles which underpin how public information is managed at AUM within the Scope given below. It is acknowledged that all Departments (Academic and Services) and Faculties across the University are responsible for publishing materials which form part of the University's Public Information.

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

- Information on the AUM website.
- Information on other Websites managed by the University.
- The University Catalogue.
- Ad-hoc marketing materials, including brochures and leaflets.
- Social Media channels managed by AUM.
- Advertisements.
- Marketing campaigns.
- Information produced and published via third parties based on input from the University, including: Collaborative Partner Institutions and Overseas student recruitment agents.
- Information published via third parties.

AUM acknowledges the importance of publishing information that is consistent, accurate and reliable and acknowledges the risks associated with the publication of inaccurate or unreliable information. -AUM has adopted procedures to help to mitigate risks of inaccurate public information and enable the institution to assure the reliability of relevant information in the public domain.

The following are perceived to be of lower risk:

- Materials which are produced and published by AUM. These materials are fully in control of AUM personnel. It is acknowledged however, that the risk may be higher in relation to materials which refer to University academic awards or credits.

The following are perceived to be of higher risk:

- Materials which are produced and/or published by a third party, as they are not fully in control of AUM personnel. It is also acknowledged that the risk may be increased in respect of materials which are also produced and published in a foreign language.

AUM aims to publish information in a timely manner that is accurate, fair, and reasonable; to ensure that internal and external audiences gain access to reliable information about the University and that external audiences can form an accurate impression of the Institution.

Responsibility for the management and publication of Public Information resides across all Departments (Academic and Services) and Faculties across the University and they have responsibility to ensure that they have procedures in place enable the University to manage its responsibilities in relation to public information and meet external expectations and internal requirements.

## **Standard 10 On-going monitoring and periodic review of programmes**

*Entities shall implement the Quality Cycle by monitoring and periodically reviewing their programmes in terms of their IQA policy and standards. The objectives of this exercise shall be 1) ensure that they achieve the objectives set for them; 2) to review the content of the programme in the light of latest research/practice in the sector to ensure that the programme is up to date; 3) to respond to the changing needs of students and society.*

Internal Review is the process adopted by the University to formally review, on a five-yearly cycle, its major subject provision. Following the formal review, there is an annual interim review to monitor progress against actions/issues raised through the review process.

The primary purposes of Internal Review are to assure the University there is effective management of the quality and standards of its subject provision, and there is evidence of a commitment to continuous development and enhancement. Internal Review also enables the University to monitor the effectiveness of the Annual Appraisal Process.

Internal Review is organized on a college basis with subject provision being classified, in part, as per MQF accreditation requirements. Only those subjects leading to an award are incorporated into the Review. A single event normally incorporates all the eligible subjects hosted by a college.

The process is primarily internal, though it is also used to inform external requirements, i.e., the MFHEA Quality Assurance Panel and the University's responsibilities in respect of the Institutional Enhancement Review process.

The Internal Review is conducted by a Review Panel consisting of both internal and external members. The internal membership includes a representative of the University's student community.

The Review Panel is provided with a course documentation for the courses seeking re-approval prior to the Internal Review event. During the Internal Review event, the Review Panel will have the opportunity to view supplementary material, inspect facilities, and meet with staff, present and former students, and employers.

– to identify key subject/College/institutional/professional body issues for incorporation into the review documentation

If the Internal Review event is combined with an accreditation event for a professional, statutory, or regulatory body the Dean must ensure the documentation meets the requirements of both the professional, statutory, or regulatory body and the University.

### ***INTERNAL REVIEW PROCEDURE***

1. Dean confirms date of Internal Review in consultation with QA, Academic Affairs, and coordinates preparation of Internal Review Planning.
2. Six months prior to event, Convener of QA, Academic Affairs, Registrar meet with Dean and key staff.
3. QA in consultation with Academic Affairs appoints Convener and internal members of Review Panel.
4. Dean or Programme Leader prepares Rationale and Composition of Review Panel and forwards to QA.
5. Review Panel composition approved by Convener of QA on recommendation of Dean and Academic Affairs.

6. College prepares Volume 1: Analytical Data, and course documentation in accordance with University and PRB requirements, as appropriate, in liaison with QA. Consultation with students and Support Departments as appropriate.
7. Documentation Scrutineer checks documents comply with University Regulations and guidelines
8. Ensures copies of Volume 2: Course/Program Portfolio – Submission for Re-approval, all Program descriptors and Module Descriptors are passed to QA with QA Approval Proforma.
9. Dean authorizes issue of event documentation.
10. Event documentation issued to Review Panel by Academic Affairs Department.
11. Review Panel undertakes event. Preparation of report of Internal Review event coordinated by QA, Academic Affairs.
12. College prepares response to conditions and recommendations arising from the event and submits this to QA
13. QA advised of event outcomes and informed Academic Council accordingly.
14. Dean ensures completion of final documentation in Course Information Database (CID) and Module Database.
15. Confirmed Report loaded on Academic Affairs' website (intranet only). Recommendations arising from event also posted on Academic Affairs' web pages.
16. Students, graduates and employers who participated in event receive copy of event report. QA and Academic Registrar produce annual report giving appraisal of all events that session.

## Standard 11: Cyclical External Quality Assurance

*Entities should undergo external quality assurance by, or with the approval of the MFHEA on a cyclical basis according to MFHEA guidelines, once every five years.*

University External evaluation practices encourage the university to analyse in which way the university should improve, its QA systems and processes to achieve an effective progress in its development.

External evaluation helps to define failures and define the progress through which the university reacts and rectifies the situation when a failure has taken place rather than prohibit risk taking altogether. External quality assurance aims at checking if the university can react to abnormal circumstances rather than sanctioning occasional failures.

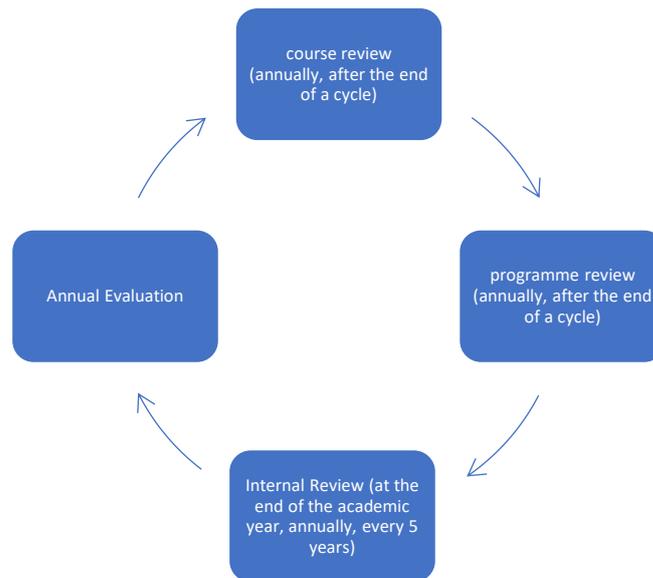
AUM is expanding QA guidelines and reviewing procedures we should have in place to address deficiencies, developing measurements we can make to show that standards and requirements are achieved, improving setting up a coherent Internal QA system.

Internal QA system helps us to integrate strategic planning with operational management, to evaluate the effectiveness of strategic planning and operational management processes, to have procedures agreed and operate successfully. It will also help to have the staff engaged in quality assurance, establish effectiveness of QA review and how the QA system be measured.

Internal evaluation procedures are described in the *Academic Quality Manual*. *Academic Quality Manual* is a separate guidance for QA. The Academic Quality Manual, alongside the AUM *Academic Regulations*, serves as a key constituent of the University's quality assurance framework, defining and providing detailed operational guidance on the academic quality assurance procedures. The three main components include:

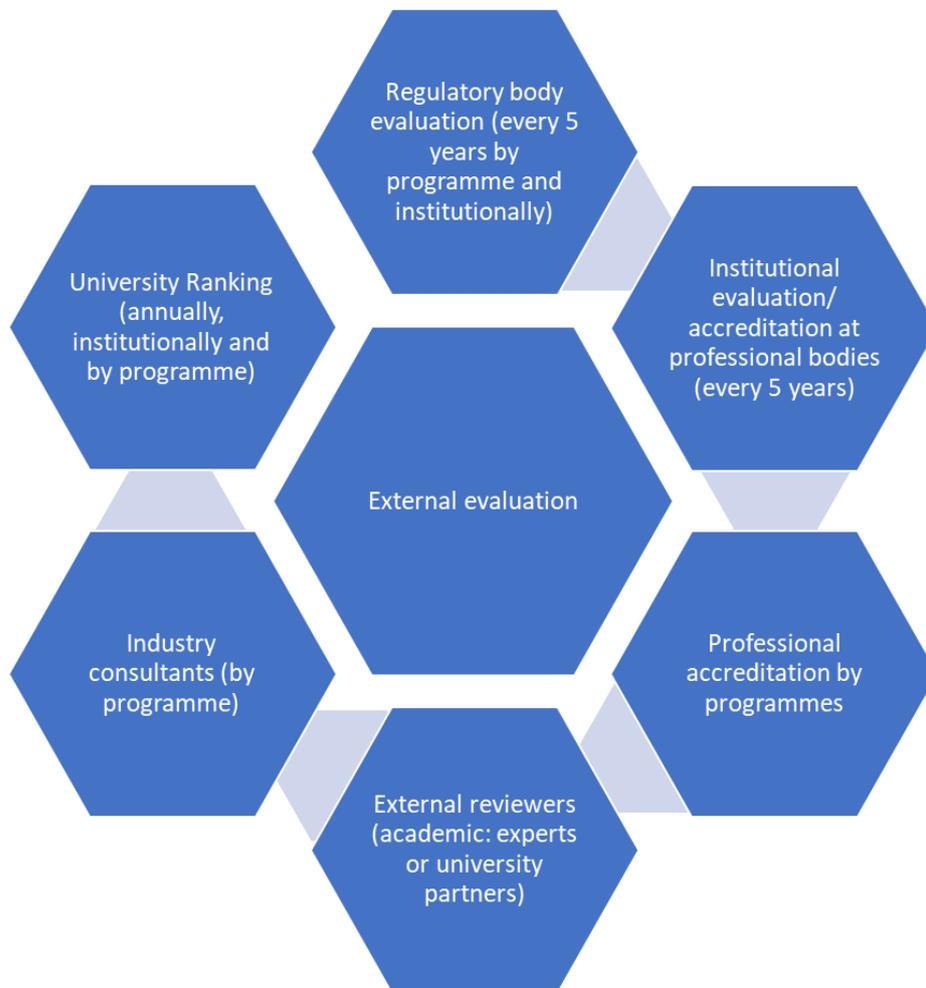
- *Course/Programme Review* – a process whereby all new courses/programmes are subject to formal consideration and approval prior to implementation.
- *Internal Review* – a process conducted on an annual and 5 yearly basis which consists of two major elements i.e., the critical review of the course and its development and the formal re-approval of the associated course portfolio.
- *Annual Evaluation* – a process whereby the delivery of all courses/programs and output standards achieved are monitored

**Table 1. Internal Evaluation components by periodicity**



External Evaluation from the regulatory body is practiced every 5 years. University partner can make an annual external review, providing review of QA processes and requirements for external evaluation. External evaluation from industry professionals will be done through Industry-Advisory Board, which is planned to be implemented during the coming academic year. AUM can also participate in QS University Ranking by programme, or institutionally, as well as to professional accreditation agencies of different countries.

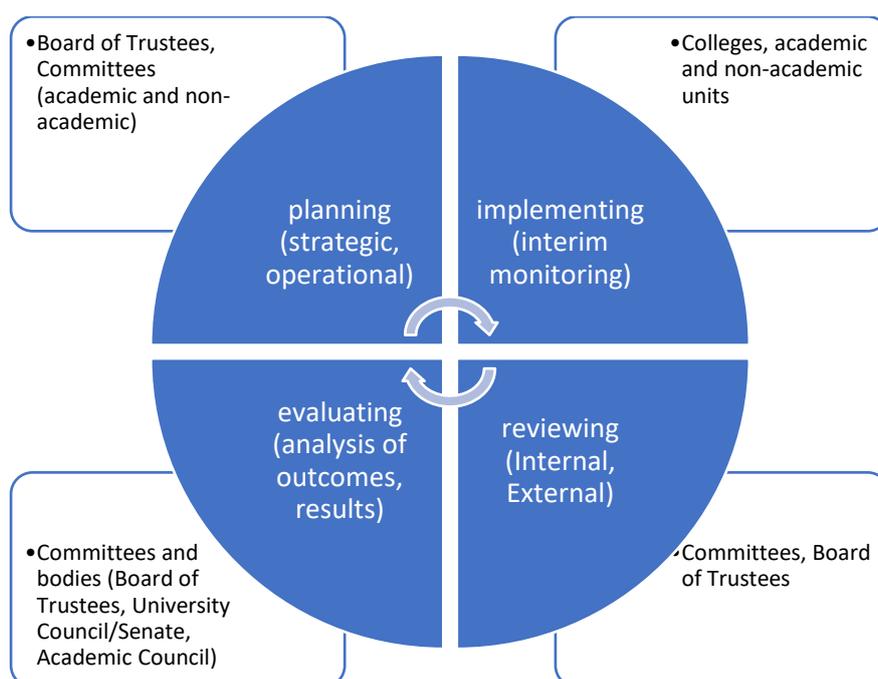
**Table 2. External Evaluation types**



**Table 3 External Evaluation Cycle periodicity**

	<b>MFHEA Quality cycle actions</b>	<b>AUM Quality cycle evaluation/review periods</b>
I	<b>Planning</b>	Annual action plan, 5 years development plan
II	<b>Implementation</b>	Annual Internal Review (Interim) (implementation and monitoring) Annual evaluation (implementation of institutional development and progress) 5 yearly implementation outcomes evaluation
III	<b>Evaluation</b>	Annual evaluation (programme based and institutional) Every 5-yearly evaluation
IV	<b>Review</b>	Internal review External review

**Table 4. Responsibilities of University bodies for Quality cycle**



## **Challenges and deficiencies**

Each year all programs complete the review, but it was a very formal procedure without dynamics. Responses to each program review are provided by the College Faculty.

It is recommended to attract an external reviewer to review our programmes. These reviews could be the primary process by which major changes are planned and implemented in academic programs. Therefore, we consider that evaluation should be done by faculty through self-evaluation, with further discussion at Curriculum Development Committee with the participation of a QA officer. After the process is established, we can move to peer review and involve external reviewer from another College inside the University, professionals from industry or external reviewer from other institutions, as regulatory body, or university partners.