



EUROPEAN
FORENSIC
INSTITUTE

Internal Policy
for
Quality Assurance

August 2019

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1. Mission Statement

To educate students and professionals to be curious individuals with in-depth scientific knowledge, comprehensive technical and professional skills and a sound moral compass ready for work and further education.

Our IQA policy aims to ensure academic integrity and to provide the foundation to ensure the education provided to students and professionals systematically achieve our mission statement.

2. About the Institution

2.1 History

European Forensic Institute (the “institute” or “EFI”) is the independent educational arm of Istituto di Scienze Forensi (“ISF”) in Milan, an Italian company founded on the cooperation between industry experts and university teachers specialised in scientific research and public and private security in 2011.

At present, Istituto di Scienze Forensi is a leading Italian company providing consulting services locally and internationally in the fields of forensic science, criminology, security and intelligence. Alongside, it offers a higher education institute in those fields.

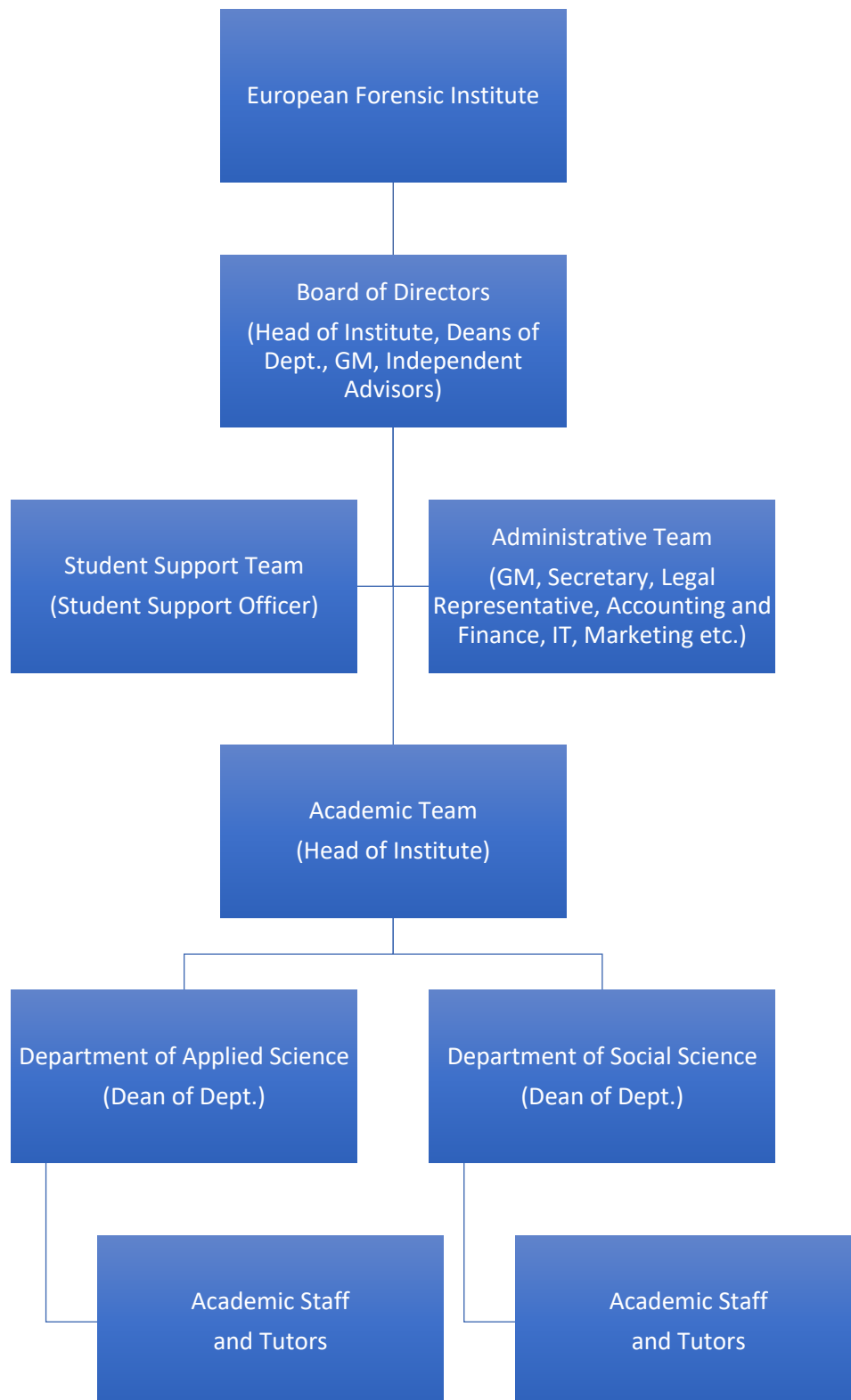
In higher education, one of the core purposes of ISF, is in providing students with the best access to industry experts whether through top-level teaching or work experience. ISF is linked to a pool of renowned experts in their relevant fields from all over the world.

The unique combination of practising industry experts plus a learning platform offer students the unparalleled opportunity to assist experts in their professional activities by learning directly on the job during their practical work experience. Additionally, distinctive graduates who excelled during the course of the programmes are encouraged to apply to join our specialised teams.

In 2017, driven by the high level of demand by prospective students in its higher education institute, the directors at Istituto di Scienze Forensi decided to expand its activities by setting up EFI Limited in Malta to further its mission in higher education through the brand “European Forensic Institute” or “EFI”. EFI will specialise in educating Forensic Scientists. To ensure quality of education, EFI is a fully independent educational institute providing higher education qualifications accredited by the National Commission of Further and Higher Education in Malta (NCFHE).

European Forensic Institute in Malta aims to be the foremost higher education centre for Forensic Science in Europe.

2.2 Organisational and Governance Structure



All those charged with governance are assessed to be fit and proper persons to deliver our higher education programmes.

2.3 Roles and Responsibilities

The table below details the key roles and responsibilities within each team.

Team	Roles	Responsibilities
Board of Directors	<ul style="list-style-type: none"> • Head of Institute • Deans of Dept. • Independent Advisors • General Manager 	<ul style="list-style-type: none"> • Overall leadership and management • Setting and managing strategic direction • Internal quality assurance • Course approval • Approval of new resources • Approval of budget
Student Support Team	<ul style="list-style-type: none"> • Student Support Officer • Personal Tutors 	<ul style="list-style-type: none"> • Overall welfare of students including emotional wellbeing • Addressing students' feedback and complaints
Administrative Team	<ul style="list-style-type: none"> • General Manager • Secretary • Legal Representative • Accounting and Finance • IT • Sales and Marketing 	<ul style="list-style-type: none"> • Day to day running of the institute • Identify the need for new resources, ensuring adequate resources are available and allocating new resources • Budget preparation
Academic Team	<ul style="list-style-type: none"> • Head of Institute • Deans of Dept. • Head of Admissions • Academic Staff • Laboratory Assistant 	<ul style="list-style-type: none"> • Teaching, delivery and assignments • Student assessments • Identify the need for new resources • Identify the need to introduce a new programme/course • Propose and plan new programmes/course content including learning outcomes, teaching methods and assessments • Assess student qualification and to ensure enrolment procedures and criteria are met

Key Roles	Main Responsibility
Head of Institute	<ul style="list-style-type: none"> • Overall leadership of the Institute
Independent Advisors	<ul style="list-style-type: none"> • To provide independent advice on relevant issues when consulted upon other members of the board of directors
General Manager	<ul style="list-style-type: none"> • Overall responsibility for day to day management of the institute including overseeing the administrative team, student support team and academic team
Head of Admissions	<ul style="list-style-type: none"> • Responsible for ensuring all enrolment procedures and entrance criteria are met

2.4 Head of Institute

The selection criteria for our Head of Institute include

- A minimum education qualification of EQF/MQF Level 7
- A minimum 15 years' experience in a balanced combination of academic and professional roles within the forensic science industry
- A minimum 10 years' experience in general management
- A wide-reaching knowledge of the industry including knowledge, skills and network

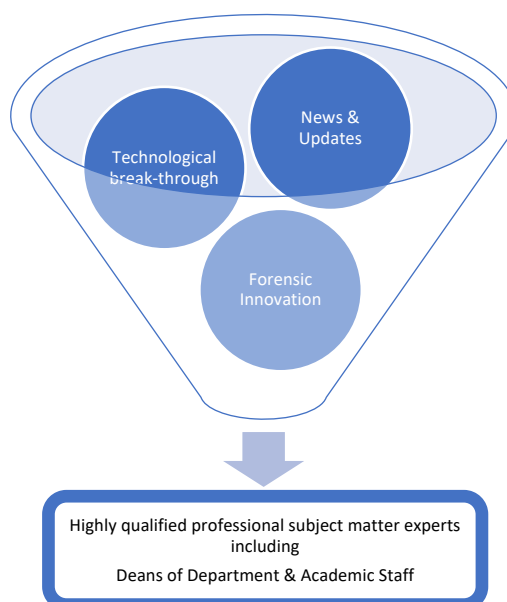
2.5 Financial Probity

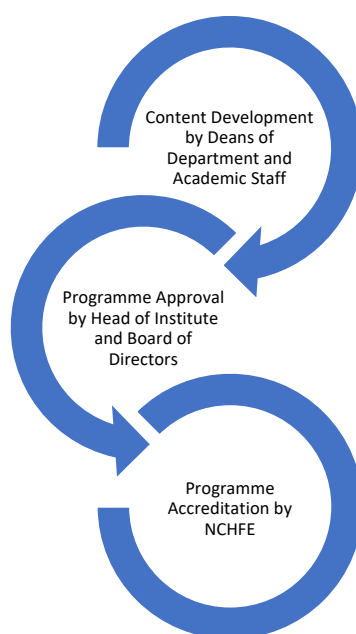
The administration of European Forensic Institute is charged with preparing its annual budgets and accounts subject to the approval by its Board of Directors. When required, our accounts will be arranged to be audited.

3. Design and Approval of Programmes

3.1 Programme Design

3.1.1 General Programme Design





Our programmes are tailored to meet the learning outcomes set by the Deans of Departments who work alongside highly specialised experts to develop each course module including content, materials, learning methods and relevant ECTS credits to meet learning outcomes.

At the core of each programme is the strong link between theory and practice designed to prepare students for future employment. As such, we work alongside highly experienced subject matter experts in the professional world to design our programmes. These highly experienced experts form our Academic Staff.

The programmes are designed to equip students with knowledge, skills and competencies based upon learning descriptors defined in the European Qualification Framework (EQF) and the Malta Qualification Framework (MQF).

Source: <https://ec.europa.eu/ploteus/content/descriptors-page>

EQF Level	Knowledge	Skills	Responsibility and autonomy
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional

			development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

Course credit is awarded according to the European Credit Transfer and Accumulation System (ECTS). Each full year of study is awarded up to a maximum of 60 ECTS. In accordance to Malta Qualifications Framework, each ECTS is considered to be equivalent to a workload of 25 hours of learning with a minimum of 5 hours of direct contact teaching hours plus practical sessions, mentoring, self-study such as reading, research, seminars, conferences, tutorials, assignments and assessments and related organised activities such as informal and non-formal learning.

3.1.2 Step-by-step process of Programme Design

by highly qualified professional subject matter experts including Deans of Department & Academic Staff

1. Identification of a need to introduce a new Programme/Course through experience and knowledge obtained in the field including through the news, scientific break-throughs, innovations in the forensic field, student feedback and market demand. Our staff are encouraged to raise opinions and ideas whenever inspiration spark through their experiences and knowledge. They can raise these opinions and ideas, including on the need for a new programme, to the Deans of Department at any time.
2. After such exchange of ideas, if the Deans decides (based on their professional judgement and experience) that the programme will be beneficial to both students and the institute, the Deans and the academic staff will hold a meeting to discuss the validity and feasibility of the programme. During this meeting, discussions will be held on the purpose of the programme and the key learning outcomes will be identified.
3. The development of course content to achieve learning outcomes including duration, level, teaching methods, materials and forms of assessments is done through discussions with relevant academic staff with suitable experience.
4. Assignment of appropriate ECTS to programme and courses is done by the Dean of Department in accordance to the guidelines provided by the European Qualification Framework.
5. Identification of resources required for programme including availability and appropriateness is performed by the administrative team after completion of programme outline by the Deans and academic staff. Resources are deemed available if we have access and rights to utilise

them and appropriate when satisfy the needs of the programme. The administrative team will hold a meeting with the Deans and/or academic staff to determine appropriateness.

6. For further detail on the Programme Design process, please refer to the Programme Accreditation Form provided by the NCFHE.

3.2 Programme Approval

All programmes are approved by the Dean of Departments before being ratified by the Board of Directors. After Approval by the Board, we send an application for accreditation of the programme.

3.3 Programme Accreditation

Programmes at European Forensic Institute are officially approved and accredited by the National Commission of Further and Higher Education in Malta (NCFHE). It follows the Processes of Accreditation of Qualifications and Awards in Malta set by the NCFHE.

We complete a digital copy of the application form for Programme Accreditation by the NCFHE which we download from the NCFHE website and upon completion, we send it to accreditation.ncfhe@gov.mt to begin the accreditation process.

Please refer to individual Programme Specification for detailed information on our programmes and course modules.

3.4 Programme Translation

Should we be required to offer our programmes in a language other than English, the following steps will be taken in order to maintain and guarantee the quality of our programme.

1. Establish a clear academic benefit to the student and the business need to deliver a programme in another language. These will include groups of students (at least 5) whose first native language is not English and will not be able to benefit academically during a programme delivered in English only.
2. Identify if the student group will require only theory lessons in the foreign language or both theory and practical lab sessions. A group of students will be deemed to be able to academically benefit from practical sessions in English if they meet B1 English Qualification per the Common European Framework Reference for languages (CEFR).
3. To deliver a programme in another language, we will identify suitably qualified lecturers in their respective fields per our programme specification with the addition of a minimum of C1 Qualification (CEFR) in the required foreign language. This will be validated through official examinations of qualifications such as through official language certificates or qualifications acquired in the required language and/or interviews where possible.
4. All assessments will be performed in the required language of the student in the same manner as described in section 4.3 below.
5. Should one of our in-house staff such as the Head of Institution, General Manager, Head of Admissions or Deans be proficient in the required foreign language, our staff will review the translated programme and assessments for compliance, conformation and consistency with

our original English language programme. Should it be a language foreign to us all, we will engage with an external linguistic expert proficient in the required language for this check.

4. Student-centred Learning, Teaching and Assessment

4.1 Learning Environment

Our learning environment is designed to enable students to attain the stated learning outcomes of the programme, and assessment strategies are designed to align with these outcomes. The student will be supported in their studies with respect to their diversity and their needs, enabling flexible learning paths; so that they learn progressively, developing their subject knowledge and skills and increasing their ability to work independently. It is important that they are able to demonstrate a clear appreciation of the scientific method and of the knowledge, skills and capacities needed for employment and the practice in their chosen field.

E- learning is the predominant learning experience for attainment of knowledge, with attendance at the range of lectures/seminars/practical sessions/group work projects seen as essential. This is enhanced and given flexibility by use of Adobe Connect so that information and activities can be accessed at students' convenience.

Our direct contact hours are designed to focus on developing practical skills through laboratory work and field trips and to promote mutual respect within the learner-teacher relationship. Laboratory work will take place in our specialised laboratory equipped with the appropriate resources for developing practical skills in students. Field trips, when deemed necessary and beneficial for students will be organised by the academic staff with assistance from our administrative team.

In addition, where courses are offered with Honours, a significant element of self-led research will be required from the student.

All our learning environments are against intolerance of any kind or discrimination against the students or staff. Rude behaviour towards students should be reported to our student support office as a feedback/complaint following its procedures. Staff can report issues to the Deans of Department who will investigate the matter and resolve it mutually when possible. It will be raised to our Board of Directors as required.

4.2 Teaching Methods

Our teaching methods have been developed to engage all our students in learning experiences that are enriching, enjoyable and intellectually stimulating. A variety of learning and teaching methods are used to reflect the variety of individual learning styles that inevitably exist within a group, so that students will experience teaching methods best suited to their own preferred learning style. Enhancing their employability is a core theme throughout the programmes.

Teaching methods are designed to support the move to autonomy and independent learning, and will include a mix of the following:

- lectures

- laboratory classes
- tutorials
- simulated crime scene experience
- case studies
- seminars and workshops, including oral presentations
- directed and independent study involving electronic resources on Adobe Connect (virtual learning environment), textbooks and other self-study materials
- problem-based learning
- interactive computer-based learning
- training and practice in the use of IT and software packages
- project work, both individual and in teams
- reading and interpreting research publications

4.3 Assessment Strategy

The main drivers of this strategy are to:

- provide innovative, challenging and stimulating assessment which will enable students to develop the knowledge and professional skills required for employment
- be student-centred, flexible and modern
- be fully supported by, and integrated with, technological approaches
- impart academic rigour to the teaching and learning processes
- support the development of students' independence, autonomy and critical self-reflection
- support different learners' needs at different stages of development

Within a balanced scheme, assessment methods will include a combination of the following:

- unseen examinations
- open-book examinations and other tests
- laboratory reports
- computer-based assessments
- problem solving
- report writing
- critical analysis of case studies
- oral, audio-visual and poster presentations
- dissertations*
- peer and self-assessment
- group work

* Dissertations are in the form of written research assignment from the self-led research module. Students will be responsible for the direction of the research including setting their own objectives, hypothesis, planning their research, doing the research, concluding and writing the report. Evaluation is based on the written work produced.

Formal assessments consist of

- time limited examination taken in person
- written laboratory reports

- written research assignments

Informal assessments will be conducted throughout the programme at the discretion of lecturers. The purpose of such informal assessment is to build students' skillsets (such as oral presentation – both in person and through web conference, as increasingly appropriate) and to monitor the progress of students.

As part of our assessment quality management process, the following will be taken into account

- the person/s managing and/or responsible for managing the assessment is/are familiar with testing and examination methods and receive/s support to further develop competences in the field
- to ensure fairness and consistency, a marking criteria and method of assessment are published in advance of the examination by academic staff within our virtual learning environment
- assessment is consistent, fairly applied to all students and carried out in accordance with the stated marking criteria and method. The institute will take a sample of the assessments corrected so as to ensure that marking is done fair and in a consistent way
- the achieved learning outcomes are analysed in relation to the intended outcomes. Students are given feedback by email (they are graded on their assessment and academic staff will include relevant comment if any), which, if necessary, is linked to advice on the learning process
- a zero-tolerance policy towards academic fraud such plagiarism and cheating. When discovered, the Academic Staff will report the issue to the Deans of Department who will investigate and adjudicate on the issue with support from the Head of Institute when required
- assessment is carried out by more than one examiner to verify the identity of all students carrying out the assessment and to protect against cheating
- mitigating circumstances will be considered on a case by case basis. The student will be required to raise the issue prior to the examination as far in advance as possible to the academic staff to be taken note of. The academic staff will discuss with the Dean of Departments the best course of action for the specific case including, but not limited to, postponement of exam if possible, deferral of academic term/year, individually/separately assessed etc.
- records of the assessment process and grading are kept in Malta
- student complaints and appeals are directed to the administrative office and will be subjected to a re-mark by a different second examiner. The decision of the second examiner during the re-mark is final.

5. Student Admission, Progression, Recognition and Certification

5.1 Student Admission

European Forensic Institute welcomes all applicants and operates a fair and transparent admissions process. Applicants are selected on the basis of merit, ability and potential. Our admissions procedures ensure the fair and equitable treatment of all applicants without exception.

Our application process is performed online, students are required to fill in an application form and submit this to us online alongside a copy of their certification(s). The application process is open to all. Students will receive an offer from us via email if they meet the entry requirements. We check that they meet the entry requirements by reviewing their application form and certificates.

Standard entry criteria are as follow:

Programme EQF/MQF Level	Entry Requirements
5 and 6	<ul style="list-style-type: none"> a Maltese Secondary Education Certificate at Grade 5 or better in English Language and Mathematics; and a Maltese Matriculation Certification in relevant subjects. <p>Other internationally recognised equivalent qualifications are accepted</p>
7	<ul style="list-style-type: none"> all entry requirements for Level 6 Programmes; and an internationally recognised Bachelor’s Degree (Level 6) in relevant field

Specific admission requirements are set in each Programme Specification.

5.2 Student Progression

An induction is organised at the beginning of every programme and is designed as an introduction to the programme and to the Institute. Its focus is very much about the European Forensic Institute systems and resources available for students. The sessions are informative and cover a range of topics including: getting to know each other; facilities, campuses, learning resources and student support.

In order to monitor and manage information on student progression including attendance, coursework and assessment results, a unique student ID will be issued to all students at induction. Analysis and information on student progression are stored and monitored online on our Virtual Learning Platform.

Attendance is taken by visual presentation of student ID during direct contact learning methods. For E-learning on Adobe Connect, we will issue each student with a unique electronic login. A copy of all coursework and assessment will be kept at EFI Malta.

5.3 Student Recognition and Certification

Students are issued with an annual Academic Transcripts detailing relevant personal information, programme description (includes learning outcomes), EQF level, amount of learning credit, content and student progression including results of assessment.

Upon successful completion of all compulsory assessments, students are issued with a Certification of Completion with details on the final qualification achieved and a final Academic Transcript.

6. Teaching staff

Our academic staff comprise of highly experienced teachers and subject matter experts in the professional world whom have committed to teach a new generation of experts alongside their professional roles as such they are constantly up-to-date with developments in their fields and with the methodological requirements of their programmes.

Recruitment is performed on a need basis. We will advertise the need and call for application for staff on our website and invite them to send us a Cover letter and their CV. We will evaluate their application for suitability for the required role. In addition, we run an open application for all professionals interested in working with our organisation through our website, this includes extending invitations to apply to identified/known highly specialised experts.

We review all applications sent in to us. Upon receiving the cover letter and CVs of potential candidates, we review their CV to determine if they meet our selection criteria and minimum requirements. Shortlisted applicants will be invited for an interview with the Dean of Department and Head of Institute. Successful candidates will be notified by email/call.

At minimum, our teachers have the following qualifications for the relevant levels.

Course Module EQF/MQF Level	Teaching Requirements
5	<p>Compulsory</p> <ul style="list-style-type: none"> • an internationally recognised Bachelor’s Degree (Level 6) or equivalent in relevant field • 3 years of professional experience in relevant field <p>Desirable</p> <ul style="list-style-type: none"> • an internationally recognised Master’s Degree (Level 7) or equivalent in relevant field • Member or Fellow of a relevant National Professional Association (e.g.: the Chartered Society of Forensic Science)
6	<p>Compulsory</p> <ul style="list-style-type: none"> • an internationally recognised Master’s Degree (Level 7) or equivalent in relevant field • 3 years of professional experience in relevant field <p>Desirable</p> <ul style="list-style-type: none"> • Member or Fellow of a relevant National Professional Association (e.g.: the Chartered Society of Forensic Science)
7	<p>Compulsory</p> <ul style="list-style-type: none"> • an internationally recognised PhD (Level 8) or equivalent in relevant field • 5 years of professional experience in relevant field <p>Desirable</p> <ul style="list-style-type: none"> • Member or Fellow of a relevant National Professional Association (e.g.: the Chartered Society of Forensic Science)

In highly exceptional circumstances where formal compulsory qualifications are not met by the academic staff, we will rigorously examine the suitability of the professional taking into consideration length of professional experience and quality of contribution to the field while ensuring they meet the highest possible professional standards in their relevant field.

We employ academic staff both on a full time and part time basis depending on requirement. All academic staff are supported in their roles through access to our LMS and by our administrative team. We encourage staff to proactively develop and update their knowledge by providing opportunity to attend relevant events and short courses as the need arises.

As part of our procedure to observe teaching and ensuring quality, we review our course content and material to ensure they are up to date and relevant every academic year. Our IT and administrative team monitor contents including class schedules, participation and engagement in our LMS throughout the year. A member of our administrative team will also drop into the lab sessions periodically to observe the teaching session. In addition, we request for feedback from our students every academic year. Feedback to academic staff will be given throughout the course as the need arises. Annual feedback from students will be reported to staff by email communication.

7. Learning Resources and Student Support

When planning our learning resources and student support, we have considered the needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning.

7.1 Learning Resources

Our institute will be equipped with appropriate learning resources to support students in achieving their learning outcomes. Our academic staff are responsible for identifying the need for new resources and the administrative team is responsible for allocating new resources subject to approval by the Board of Directors. The facilities available to our students include

- an up to date virtual library for learning and research materials
- shared computers with internet access
- study rooms
- IT services including an electronic login into our e-learning system
- research laboratories

Our administrative team and academic staff will be responsible for ensuring that these resources are all available at the institution. Should the need for new resources arise, the academic staff is responsible for raising the request to our administrative team.

All software will be provided by certified third party providers who attest to having procedures in place to ensure continuity of service including backup systems with real-time mirroring of data, full/incremental backups on site and full/incremental backups offsite on physical data.

7.2 Student Support

There is various support fit for purpose and accessible to students at European Forensic Institute. A student with a problem can refer to one of the below depending on the nature of their problem.

- a personal tutor (PT) is allocated to each student to support their academic development. PTs are usually teachers of a course module taken by the student. We allocate PTs at the beginning of each academic year at random without prejudice ensuring an as even as possible distribution of student per PT. Should students be unhappy with their allocated PTs, they are welcome to raise a complaint with the Student Support Team and request for a change.
- students with special needs and/or disabilities will be supported by our student support team. They are welcome to raise any concerns to our SSO in person, by email or telephone who will decide on the appropriate solution including raising the issue to other members of our staff on a need basis.
- student support officer/counsellor (SSO) is available for students who may need special support such as emotional support during the course of their studies. Our diverse team include experts in social sciences and counselling, the SSO is required to have previous experience in working with students in the same capacity and professional training in counselling.
- feedback and complaints can be sent to the Student Support Team and all issues will be investigated fairly and in a timely manner. The investigation process begins with hearing/reading of the feedback/complaint by the SSO. When required, the SSO will request for an interview with all related parties to determine the facts of the matter. When possible, the SSO will attempt to resolve the issue mutually between all parties. Should this be impossible, the issue will be raised to the Deans of department and/or Head of Institute. For purposes and issues within the control of the institute, such as matters concerning attendance, assessments, courses and teaching, the decision of the Head of Institute is final.

8. Information management

8.1 General Information management

All students will be issued a unique student ID including a unique electronic login to our IT learning platform on Adobe Connect. The unique ID is used for collecting information including student details, attendance, coursework and assessment results. The student will be issued a student ID card at induction. Lost/misplaced IDs will need to be reported to our administrative office and replacements must be ordered from the administrative office.

In addition, students will be required to provide feedback on each course module every academic year to determine suitability and students' satisfaction levels with their chosen courses. At the end of the academic year, students will be given access to feedback forms to complete on their courses via email or on our LMS. This will be stored and analyzed digitally on our LMS.

Upon successful completion and final award of qualification, students will automatically join our alumni network. The main purpose of our alumni network is to facilitate and maintain contact amongst our alumni for professional and personal networking. We will maintain an email database of our alumni and send out newsletters occasionally. We will include annual surveys within newsletters to alumni to determine and monitor employment rates and career paths.

All the above information will be kept electronically by our administrative office in Malta indefinitely subject to relevant privacy laws. Information include:

Information	Method of collection	Analysis
Admission records, student details, proof of assessment	<ul style="list-style-type: none"> • Student ID • Attendance list • LMS account 	<ul style="list-style-type: none"> • Attendance lists (both physical and virtual) will be reviewed periodically and any discrepancies flagged • Assessments are checked to ensure the student ID matches the student's record on the assessment
Profile of the student population, including prevalence of vulnerable groups	<ul style="list-style-type: none"> • Student ID • LMS account 	<ul style="list-style-type: none"> • We keep a list of all our students with the student details on an excel spreadsheet in order to analyse our student profile
Course participation, retention and success rates	<ul style="list-style-type: none"> • Student ID • Attendance list • Pass rates • LMS account 	<ul style="list-style-type: none"> • We keep an excel list of all our students with details of their attendance and assessment results to analyse
Students' satisfaction with their programmes	<ul style="list-style-type: none"> • Student feedback forms 	<ul style="list-style-type: none"> • We review students' responses to questions in the feedback form collectively to determine students' satisfaction • We also take into account any additional comments included in the feedback forms by reading the comments
Employment rates and career paths	<ul style="list-style-type: none"> • Alumni network newsletters • Annual alumni survey 	<ul style="list-style-type: none"> • We analyse the results of our alumni surveys by reviewing the surveys collectively to track alumni progress

- We also read additional comments in the surveys if any.

Collection of data such as admission records, student details, proof of assessment is primarily performed by the academic staff on a course by course basis.

Data management and analysis is the responsibility of our administrative team.

8.2 Digital Provision

Our transfer of knowledge sessions will be provided predominantly through digital channels – including interactive virtual classroom and on-demand access to course content. The Learning Management System (LMS) we have selected is a commercially available third-party software – Adobe Connect.

<https://www.adobe.com/products/adobeconnect/learning.html>

1. Each student is provided with a unique email within our network, e.g.: Student.A@eufor.eu
2. The unique email address is used as an account login to our VLE allowing us to follow the activity of the user throughout the course including their attendance and virtual engagement, coursework is uploaded to the user's account
3. Our policy forbids a user to give someone his or her password or allow others to use his or her account. Users are responsible for any and all users of their account. Users are responsible for all activity on their accounts.
4. Online instructors have a responsibility to identify changes in students' activity in online courses. Examples of changes could be a sudden change in academic performance, change in writing style, and odd statements by students in discussions or email.

This cloud-based tool has been selected as it satisfies our requirements of accessibility, security, ease-of-use and reliability. Due to its popularity and wide availability, we are confident that this tool will provide the best digital training for our students. Our administrative team will be in charge of deploying the system and available to support any lecturer/student in addition to the Adobe Connect support team.

8.3 Student Records

Digital attendance and participation will be stored on our LMS.

In addition, we will maintain and retain all physical student records in our office in Malta. These include attendance sheets, student details including a copy of ID and Academic Transcript as proof of assessment. Electronic copies will be stored in our LMS on cloud-based servers as back-up.

9. Public information

Information pertaining to programmes offered by European Forensic Institute is publicly available through our website. The information which is available include:

- title and level of the qualification, including MQF and ECTS
- duration and mode of study
- course overview
- learning outcomes of the programme
- admission requirements (selection criteria for the programme)
- course modules
- Teaching, learning and assessment procedures used
- pass rate
- further learning opportunities available to students
- information on possible career pathways available

The information published strive to be clear, accurate, objective and up-to date by reviewing them annually. We also host open days for interested students to meet our teams and speak directly if they have any questions including taking into account where we may improve the usefulness of the information provided. In addition, we maintain an email for general enquiry and prospective students are more than welcome to write to us to clarify any information in order to make an informed choice.

10. Monitoring and Periodic Review of Programmes

Annually, feedback on each course module will be requested from students, teachers and where possible, industry experts. The purpose of the feedback includes:

- ensuring courses achieve set objectives
- reviewing content of the programme in the light of latest research/practice in the sector to ensure that the programme is up to date
- responding to the changing needs of students and society

Stages	Steps taken
<i>Planning</i>	<ul style="list-style-type: none"> • We identify the changing needs of students through annual feedback. Our feedback form will include questions on how much student felt they've learnt, how appropriate do they think the content it and it will ask them for suggestions which we will take into account when reviewing feedback. • We identify the changing needs of society through working alongside experts working in the industry. We engage in conversations and discussions with experts and attend industry events and fairs around the world, when possible. • We evaluate if the aims and objectives of the programmes are being achieved by monitoring our alumni employment rates and career paths • For online learning, our IT team identifies the need to improve online platforms by working alongside platform provider – Adobe Connect
<i>Improvement</i>	<ul style="list-style-type: none"> • We will include students and staff on the action plan based on the results of our monitoring and review process through email communication of action plan when it arises • We will allocate a set time period for feedback to be received from students and staff and take them into consideration during our evaluation process

Evaluation

- Programmes are reviewed to respond to changing needs through our annual feedback process
- We also engage with experts and professionals as academic staff to ensure our courses are up to date and fit for purpose

Implementation

- All changes made to our programme will be submitted to NCFHE for reaccreditation prior to implementation
- Students and staff will be informed of any changes via email

11. External Quality Assurance

European Forensic Institute in Malta will undergo external quality assurance by, or with the approval of, the NCFHE on a cyclical basis according to NCFHE guidelines, once every five years.

12. Administrative and Contact Information

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