



Internal Quality Assurance Policy European Institute of Management 2024 - 2025

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0. Introduction

The guiding context for the formulation of EIM's Policy of Internal Quality Assurance consists of the following:

- ENQA, et al., 'Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)' (Brussels: EURASHE, 2015);
- Huertas, Biscan, et al., 'Considerations for Quality Assurance of E-Learning Provision: Report from the ENQA Working Group VIII on Quality Assurance and E-Learning' 26 (Brussels: ENQA, 2018), and
- The National Quality Assurance Framework Standards for Malta (2017) and the step-by-step guide to internal quality assurance (2017).

1. Standards for Internal Quality Assurance

This Internal Quality Assurance Policy (IQA) is set up to define, monitor, and improve the quality of our strategy, degree courses, and research programs based on our internal quality standards, but also to comply with the Maltese and European accreditation standards (Government of Malta, 2015). The policy aims to ensure the quality of the primary process in degree courses and support the monitoring and improvement of our institutional activities in line with the institutional strategy, staffing policies, and resource management. The policy will be made publicly available through the institutional website.

This document is the second and revised version of EIM's Internal Quality Assurance Policy. According to our philosophy (p. 6 of this document), ensuring quality is an ongoing process. The initial document and the processes described therein were reviewed by the responsible committees and adapted where necessary with the aim of further improving the quality of EIM's products, processes, and services.

Our quality assurance policy defines:

- Quality monitoring and improvement of processes
- Governance structure
- Financial probity
- Design and approval of degree courses
- Learner-centred teaching methods and assessments
- Learner admission
- Staffing policy
- Learning support and online support systems
- Information management policy
- Public information policy
- Internal monitoring and program adjustments
- External quality assurance

Vision and Mission

EIM Ltd. was founded in 2021 as an education provider. EIM Ltd. operates the European Institute of Management. EIM Ltd. is registered and incorporated under the business registration number C 100042 and the educational licence n. 2022-004 (MFHEA).

Vision

EIM envisions a distinctively different 21st-century online learning and research community where knowledge is judged worthy to the degree that its graduates can apply it to the immediate solutions on the job and in their lives.

Mission

EIM provides an online community of career professionals with the opportunity to transform themselves into scholar-practitioners, enabling them to effect positive change in their jobs and lives. Regular exit surveys are conducted every time a student graduates. The exit survey is used to analyse the positive effects on the students daily jobs and lives.

Aims and Objectives

EIM exists to promote academic excellence, broaden access to higher education, and guard entrepreneurial values. Learning at EIM is about building professional 21st-century competencies that learners can apply immediately on the job and in their lives. These competencies cover cognitive, academic, and methodological competencies together with enhancing the learner's affective, social, and personal competencies required to be competitive in the labour market now and in the future.

We apply personalized, learner-centred, and highly interactive didactic methods delivered by an international faculty team with professors, lecturers, learning coaches¹, and field experts with relevant experience in teaching and research combined with extensive professional experience. To support the teaching and learning process, the institution utilizes integrated online learning technologies and methodologies to continually improve the learning experiences and outcomes of its learners. The faculty team is experienced in online teaching and learning technologies, as well as didactic methods.

Degree courses

EIM concentrates on courses in management, business, and innovation with specific attention to entrepreneurship, sustainable business, healthcare, engineering, and digital innovation. These fields of study are chosen based on growing demand for these specializations by our target group, the private and public sector, and fit the expertise of our faculty team.

Research activities

The institution has a clear focus on implementing high-quality academic teaching and learning programs. To ensure that the faculty team stays abreast of the latest

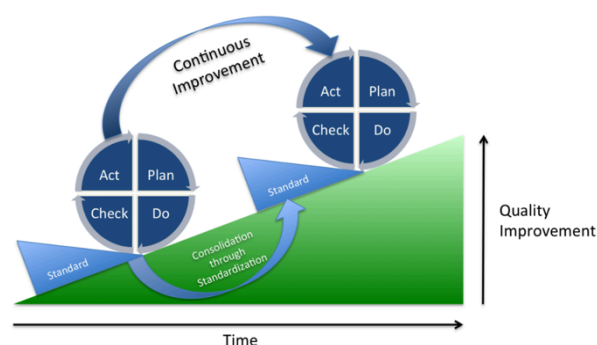
¹ Learning coaches have not been installed so far. Due to the still small group size, this task can be performed by the module leaders in parallel.

developments and trends in their academic fields of expertise, they are stimulated to continue research activities in study fields aligned with our study programs. The teaching staff already has extensive experience in academic and applied research. The teaching staff, therefore, continues with research and publications as part of their work at the European Institute of Management. Management will agree with the expected number of publications per year and lecturer.

Monitoring processes

The quality assurance processes at EIM make use of Key Performance Indicators at the institutional level and program levels as defined in the EIM Internal Quality Control KPI Framework. The underlying data will be as much as possible based on data automatically generated by the digital learning platform and the learner information system. The resulting indicators are analysed and described in the Institutional Report and Academic Report produced annually. These reports are prepared by the members of the Executive Board and presented and discussed in the relevant committees. The monitoring and improvements at the level of our institution and courses are secured by applying the improvement cycle of Deming (Deming, 1985). The PDCA cycle of Deming assists in defining a structured and continuous approach to quality control, assurance, and improvement:

1. Plan: Establish direction and ambitions, develop and work out the details of policy in accordance with objectives, and plan activities based on a systematic analysis of the environment and the available resources
2. Do: Implement the planned activities
3. Check: Evaluate the implementation, measure the results, critically reflect on the results and compare the outcomes with the stated goals
4. Act: Draw conclusions and formulate points for improvement, modify plans where necessary and/or formulate objectives for the period ahead.



The KPIs and PDCA cycle are applied and described in this document for monitoring key activities related to strategic development, program performance, teaching and learning methods and assessments, learner admission, and teaching staff performance.

2. Institutional Probity

At the institutional level, academic governance is the responsibility of the Executive Board. The Executive Board is the responsible body for the overall institutional strategy, financial management, and compliance with regulatory standards. EIM ensures that all learners who begin a program will be able to complete their final degree.

The institution is committed to ensuring academic integrity, freedom, and equal treatment for all management, academic, and administrative staff, as well as learners. It has implemented procedures to ensure against intolerance of any kind and discrimination against staff and students. The institution has established contractual conditions to secure integrity and quality assurance for third-party services.

EIM seeks to offer a safe working and study environment for management, staff, and learners. Therefore, the organization has initiated procedures against intolerance, discrimination, sexual harassment, and fraud.

EIM has established procedures to verify the identity of prospective enrolled learners. Admissions include a combination of documents submitted (including passport checks) and video conference interviews to verify authenticity. Key bachelor's and master's diplomas of prospects are checked through the MQRIC service of MFHEA.

Learners are guided in the development of their assignments and thesis development weekly through video conferencing, allowing the tutors to monitor progress and authenticity of the work developed by the learner and avoid cheating. In all cases, learners are to combine written assignments with presentations via video conferencing to ensure that they can explain the written assignments. Learner information is stored in an information system where access is limited to authorized administrative staff. The institution has also established procedures to ensure the integrity, reliability, suitability, and continuous availability of the digital platforms and systems.

To make EIM's organisation more professional and less dependent on individuals, EIM has improved its structure and created several committees in addition to the Executive Board, such as an Academic Senate and a Selection Board, including student members. The responsibilities of these committees and the checks and balances between the various stakeholders are laid down in a constitution (EIM

2025a). This constitution is regularly reviewed by the Executive Board and the Academic Senate and, if necessary, jointly adjusted.

3. Design and Approval of Programs

All degree programs operated by the EIM strictly follow the Malta Qualifications Framework (MQF) for the course structure, course level, course objectives, and learning outcomes. Through the MQF, the programs are equally aligned with the standards of the European Qualifications Framework.

Program content

All degree programs presented for accreditation include the following program characteristics and information:

- Student target audience.
- The minimum student selection criteria.
- The minimum qualifications and competencies of the teaching staff for each program.
- The structure of the curriculum of the program.
- ECTS learning credits at the program and modular levels.
- Compliance of the program objectives and learning outcomes with corresponding MQF and EQF qualification levels in knowledge, skills, autonomy, and responsibility for each program level.
- Clear and uniform assessment forms and criteria for each module and for the final study assignment.
- Didactic approaches are based on a tutorial teaching approach that supports learner-centred teaching and learning approaches.
- Assigns to each program specific teaching staff for academic, technical, and personal student support.
- The institution offers secure and user-friendly access to digital learning resources and a professional learning platform that complies with the European standards for privacy and data security.

The Executive Board develops degree programs with input from the faculty staff and external experts; every program is formally approved by the Academic Senate. EIM provides the required financial resources. Each course program is coordinated and operated by a Program Manager who is responsible for the quality assurance at the course level and reports to the Rector, who is himself responsible to the Academic Senate. The programs clearly indicate the faculty staff responsible for course and modular content development, the actual lecturing and coaching, and for the support in administrative and digital aspects of the course.

The quality assurance of ongoing degree courses starts with the recollection and analysis of course data by Program Managers and lecturers, resulting in an academic report developed by the Rector. The term-based results are a primary input for improvement of the coherence of the curriculum and the feasibility of the study load based on data on academic performance, student satisfaction levels and recommendations by the faculty staff and students.

The Academic Senate operates as an independent, democratic body and is composed of the Rector, the Deans (if nominated), the Program Managers, three elected faculty members, and one elected student representative. The Academic Senate particularly advises on academic quality assurance, enhancement, didactic approaches, digitalization, and equality and diversity. The Academic Senate receives the Academic Report and makes use of it and its own observations to advise the Executive Board on improvements or adjustments in the content or teaching methods of degree programs.

Learner feedback represents an important instrument for quality assurance. Their voice is secured by ongoing consultations, satisfaction measurement, and recommendations gathered through ongoing surveys at the end of all modules. Students participate each semester in exchange and learning workshops with staff and external stakeholders where they discuss course planning, structure, and quality, and other topics related to quality assurance of the programs.

EIM has also set up an Advisory Board with the participation of professionals in the field of study and alumni. The Advisory Board advises the management in the validation of program design and the curriculum with regard to the alignment with the demands in the labour market in each study program area. Once programs have started, the opinion of the Advisory Board members is gathered through an annual online questionnaire and an exchange workshop with the participation of lecturers, coaches, alumni, and professionals. Lessons learned and recommendations will be integrated into the annual plan and study programmes.

Admission criteria (= entry requirements) are transparent and clearly communicated to prospective candidates. Further, they are available on the website of each program. The minimum admission requirement consists of the MQF prerequisites for the course level. The limited class size limits the availability of study places and requires students to compete on the basis of further admission criteria, including prior professional experience, formal and informal study experiences, and motivation level. The admission process is based on the evaluation of the records of previous educational and professional achievements, a motivation letter, one reference letter, and an admissions interview with one of the faculty staff.

4. Student-Centred Learning, Teaching, and Assessment

Alignment Malta Qualification Framework/European Qualification Framework (MQF/EQF)

The degree courses all seek to support learners in the development of their competencies, skills, and knowledge to be able to operate in their future working environment at different operational or strategic positions. For these, all students have to develop or improve their combined knowledge, skills, and competencies. In search for effective competency-based learning and to secure quality standards, our courses are closely aligned with the Maltese Qualification Framework and the European Qualification Framework and its regulations on the required qualification levels for each degree level. For each degree program, the program objectives and learning outcomes are defined in terms of the required levels of knowledge, skills, and competencies.

In the context of MQF and EQF, the competencies include the acquisition of theoretical and factual knowledge in the area of study. In addition, students have to develop their cognitive and methodological skills related to the development of logical, intuitive, and creative thinking and practical manual dexterity and the use of methods, materials, tools and instruments.

The degree programs also support students in developing their affective, social, and personal competencies in terms of responsibility and autonomy. The levels of responsibility relate to the capacity to work at a professional level, at an individual level, or to have the ability to manage others. Autonomy refers to the ability to operate in a relatively structured and predictable context. The competence levels indicated by the MQF and EQF indicators that the institution seeks to achieve for doctoral, master 's, and bachelor's courses are indicated below.

Doctoral degree courses: Level 8

- **Knowledge:** knowledge at the most advanced frontier of a field of work or study and at the interface between fields.
- **Skills:** The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice.
- **Competencies:** Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity, and sustained commitment to the

development of new ideas or processes at the forefront of work or study contexts, including research.

Master's degree courses: Level 7

- Knowledge: Highly specialized 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.
- Skills: Specialized problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields.
- Competencies: 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.

Bachelor's degree courses: Level 6²

- Knowledge: Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.
- Skills: Advanced skills, demonstrating mastery and innovation, are required to solve complex and unpredictable problems in a specialized field of work or study.
- Competencies: Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; Take responsibility for managing the professional development of individuals and groups.

Student-Centred Didactic Approach

EIM employs an effective blend of teaching and learning methods that enable learners with diverse learning styles and abilities to successfully complete their degree courses. EIM aims to offer interactive and student-centred teaching and learning methods that promote active learner participation. The didactic approach is based on a tutorial teaching and learning approach, which is highly fit for learner-centred learning. It follows the CORE principle (Rózsa, 2014).

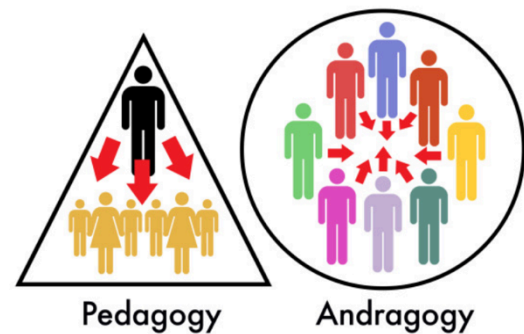
Constructivism and Andragogy

The didactic approach is based on constructivist and competence-based teaching and learning. It uses Humanism and Knowles' Andragogy as learning theory (Knowles, Holton, Swanson, 2005). According to these learner-centred theories, the

² Bachelor programs are currently not provided by EIM.

experiences, interests, and knowledge of learners are considered valuable resources for learning, which they are expected to use and share with other learners (peer learning) during this course.

This implies that the key role of lecturers, learning coaches, and field experts is to support and guide students in their learning process during the whole study program through providing students with a bird-eye overview of theory, offering up-to-date case studies, insights, feedforward, and advice based on their own professional experiences and life-case studies and internships where



students can gain their own experience. In their individual and group-based learning processes, students are supported by learning coaches who will provide coaching of student teams in the development of case studies and projects. The coaching also covers individual guidance in the learning and research processes and executive coaching in their longer-term professional development process.

Understanding by Design

The Degree courses and modules are designed based on Wiggins and McTighe's Understanding by Design framework (Wiggins & McTighe, 2005). The assessments and the learning experiences (= course content) are designed based on the course objectives and the intended learning outcomes.

Kolb's experiential learning

Another pedagogical method used in the courses is Kolb's experiential learning cycle (Lu and Clarke, 2007). Students are exposed to concrete experiences, e.g., in the form of case studies based on the direct professional experiences of the professors and field experts, or live case studies in companies or institutions, to improve the practical relevance of their learning outcomes. We then seek to apply knowledge and methods to the research or projects that directly contribute to the specific fields of study and the actual work environment of the learners.



Oxbridge-style tutorials

The core pedagogical method used in EIM's degree courses consists of Oxbridge-style tutorials between the Professor or lecturer and a small group of learners (Mills and Alexander, 2013). Learner interaction plays a key role in the organization of each tutorial meeting, which focuses on a discussion of a learner's pre-submitted assignment. To ensure that the expected competency levels are reached, the didactic approach combines lectures on high-quality and state-of-the-art academic content with the latest methodological methods and their application through the development of case studies in each module.

Tutorial teaching provides a highly personal learning experience because every tutorial discussion is explicitly tailored to the interests, strengths, needs, weaknesses, and style of a small number of students. The learning is organized in small classes varying from one to a maximum of ten students studying directly with a qualified lecturer. All courses indicate the maximum number of students per tutorial class.

The tutorial teaching method used by EIM is particularly fit for providing student-centred learning. Tutorial teaching provides a highly personal learning experience because every tutorial discussion is explicitly tailored to the interests, strengths, needs, weaknesses, and style of a small number of students. Preparing for a single tutorial requires 2-3 days of work. A student must review about 200 pages of material (depending on the subject) and prepare a piece of written work, whether mathematical problems or an essay. The student must then be ready to discuss and defend their written work directly with a professor for 75 minutes. At the end of the tutorial, the student receives written feedback and a mark on the submitted work and associated discussion.

Tutorials are mentally demanding and personally engaging. Tutorial teaching produces high-quality domain-specific learning outcomes because students must learn materials for themselves, before presenting their work to a professor in their own words for examination twice per week, depending on the learning model (part-time or fulltime). By requiring students to describe and analyse topics in their own words, tutorials engage and extend a student's existing range of abilities.

The modular learning objectives and outcomes include integrated development of academic knowledge in the specific subject and skills and methods supporting independent thinking, logical analysis, and problem solving. The modules also assist in developing the required affective competencies in autonomy, focused on personal development and social awareness and responsibility, and focused on teamwork and leadership.

Modules are organized in units of weeks and months of study during which only one particular subject of the degree program is offered. This allows learners to focus on one subject at a time. During the module, learners review scientific materials and prepare regular, shorter formative assignments with active feedforward provided by the lecturer. The modules are evaluated by a combined summative assessment in the form of an individual or group-based academic paper, project, or advisory report, and a final oral discussion and defence of the end work. At the end of the tutorial, the learner receives written feedback and a mark on the submitted work and associated discussion. A second qualified lecturer or learning coach corroborates final assessments. The quality of all dissertations is benchmarked internally and externally against comparable international institutions.

Standard tutorial teaching consists of small classes of students studying directly with a professor. These classes are rigorous, and the learning outcomes include skills such as independent thinking, logical analysis, problem-solving, and intellectual flexibility. Teachers of tutorials are provided with guidance on tutorial teaching, and a second faculty member periodically observes tutorials; both the learner and faculty member are notified in advance of tutorial observations. Next to the lecturer, learners count on a professional coach who provides students with professional coaching during the whole period of the degree course.

In search of supporting a diverse learner population, EIM offers a highly personalized learning process and additional coaching, which allows it to accommodate a diverse student population with different needs. This is also facilitated by the international diversity of the faculty team members themselves, including advanced emotional and intercultural competencies and the ability to support students in different languages.

EIM also seeks to support learners with specific needs by jointly seeking both learning and technical solutions to enable effective participation in courses. Faculty staff have already developed some experience with students with visual disabilities. Among the possibilities, EIM can offer students with disabilities the possibility to have longer periods for specific assignments and to assign more suitable examination forms, e.g. visual or oral presentations, written exams, etc. and can offer support and advice by tutors in finding adequate ICT tools to support reading of materials for students with visual limitations or the provision of visual materials for students with hearing limitations. The learning platform used by EIM also offers services to facilitate students with learning disabilities.

Assessment processes

The teaching staff members all have extensive experience in assessments, testing, and examination methods required by the MQF standards and seek continuous improvement and further professionalization of assessment processes and methods.

Pairs of examiners will conduct final written and oral assessments. This way both the lecturers and students will ensure a fair and professional evaluation of examinations.

Learners are informed about the specific modular study load, expected contact hours, and assessment criteria of each module before starting their module. The assessment system is based on a combination of shorter weekly assignments. These partial assignments consist of different examination forms which are aligned with the expected learning objectives and learning outcomes of a module and can include case studies, research, oral presentations, or debates. Learners receive regular feedback on their assignments as input for the final academic paper or project. These assignments are combined with a modular academic paper or project on a specific educational theme.

All requirements for program progression are applied uniformly, stated in the program description, and learners must acknowledge their understanding of the program description and its requirements before enrolling in the module, and include a statement on cheating and plagiarism. All programs state the minimum grades required for progression, and all grades reflect the stated marking criteria and grade descriptors. Students who dissent from the marks or other complaints can follow the regulations established in EIMs Education and Examination Regulation.

Learners are informed about their gradings within an agreed time frame for each module. Learner records, including the official transcript of successfully completed modules and grades, are stored digitally in the EIM digital platform based on strict privacy regulations.

Equitative application of assessment processes to all learners, mitigating circumstances for individual learners and learner complaints and appeals are safeguarded in the Education and Examination Regulations and executed through the Academic Senate.³

Procedures are in place for the verification of student identity, fraud and cheating in online assessments. Student documentation, assessments and records are stored in the EIM information system where data is fully mirrored and saved in backups. Learner records are downloaded from the system on a monthly basis and physically stored at the representative in Malta to safeguard physical access to learner records.

Learners who complete a study program receive a certificate and access to a copy of their transcript and a diploma supplement. Certificates, transcripts, and diploma

³ Contrary to original plans, an exam board has not yet been introduced. Its responsibilities are currently being handled by the Academic Senate.

supplements provide contextual information on the ECTS earned, including the Malta Qualifications Framework, the European Qualifications Framework and the course level learning outcomes in line with the MFHEA regulations stipulated in the Communication MFHEA/03/2021.

5. Student Admission, Progression, Recognition, and Certification

Admission processes and criteria

For all Degree programs, the selection and intake process is built on the following elements:

1. Verification of applicants' formal Degree Certifications.
2. Interview to check motivation and a diagnosis of social and personal competencies.
3. Interview to check the required English language and digital competencies' level.

For all Degree courses, the selection and intake process first considers a full verification of the entry degree certifications of the applicants. Student admissions include a combination of documents submitted (including passport checks) and interviews via video conferencing to secure authenticity. Key bachelor and master diplomas of prospects with formal prior degree certifications are first checked through the MFHEA via <https://services.mfhea.mt/CertificationApplication.aspx>. Prospects with other formal or non-formal prior experience or education can also apply for a Recognition of Prior Learning at EIM, following the procedures established in EIM's Policy for Recognition of Prior Learning (EIM 2025c).

The applicant has also to participate in an interview to check required English language and digital competencies level. In addition, the institution includes a motivational interview to inquire on the student's motivation and realize a diagnosis of the social and personal competencies based on an online competency questionnaire. The interviews are conducted by the President and the Program Manager.

Applicants are to comply with the following entry level requirements:

Doctoral degree courses:

- EQF Level 7 qualification or Master's Degree.
- A minimum of 5 years of professional experience.
- Proficient working level of English in understanding and speaking, reading and writing.
- Basic digital competencies to work with the institutions' digital learning platform.
- Excellent personal motivation

Master's degree courses:

- EQF Level 6 qualifications Bachelor's degree program.
- A minimum of 1 year of professional experience.
- Proficient working level of English in understanding and speaking, reading and writing.
- Basic digital competencies to work with the institutions' digital learning platform.
- Excellent personal motivation.
- Excellent teamwork.

Bachelor's degree courses: (currently not part of EIM's portfolio)

- EQF Level 5 qualifications.
- Proficient working level of English in understanding and speaking, reading and writing.
- Basic digital competencies to work with the institutions' digital learning platform.
- Excellent personal motivation.
- Excellent teamwork.

Induction

All students are part of an individual onboarding and induction program supported by a Coach. The process will include an introduction to:

- The institutional vision and values.
- The course content.
- The learning methods.
- The usage of the online learning platform.
- The students study planning methods.
- Introduction to the Faculty team and fellow students.

Student Information on Progression, Recognition and Certification

All requirements for course progression are applied uniformly, stated in the course description, and students must acknowledge their understanding of the course description and its requirements before enrolling in the course; this includes a statement on cheating and plagiarism. All courses state the minimum grades required for progression, and all grades reflect the stated marking criteria and grade descriptors. Students who disagree with the marks they have received must follow the standard procedure through the Academic Senate.

Information on written and oral assignments is collected and stored in the cloud-based online Google Workspace for Education learning platform. Information on gradings and study certificates is collected and stored online in the cloud-based Google Education system. Gradings and certificates are printed monthly and stored in a secure location at the representative's office in Malta.

The methods used to recognise and validate student assignments and assessments apply specifically to online learning and include the capture of data on submission of weekly or final assignments, attendance at tutorial meetings, written feedback and gradings, and the accumulation of relevant grades with an average meeting the stated requirement for successful course completion. Student records, including the official transcript of successfully completed modules and grades, are stored digitally.

At the end of the course program students will receive detailed digital certificates and access to a copy of the transcript aligned with MFHEA regulations including supporting evidence of the context and content of the program and individual modules, achieved programmatic learning outcomes, the equivalent MQF study program level, total number of ECTS obtained by the program and by each module and average qualification of the program and qualification per module.

6. Teaching Staff

At EIM, the teaching staff is the central link between the quality of teaching and learning. The institution works with professors, lecturers and field experts. This mix of academic staff is required to enable the transfer of knowledge, skills and professional experiences and to support students in the development of their social and personal competencies.

All teaching is under the authority and oversight of a professor or lecturer - including instructional design, tutorial meetings and lecturers. EIM supports co-teaching in most courses and modules, thereby allowing professors, lectures and coaches to observe and learn from each other in terms of teaching and learning methods and the use of digital tools to enhance online learning methods. In cases where pre-recorded lectures are provided that contain external content, any such content is produced by lecturers who are experts with a research doctorate in the relevant domain or, where necessary, with at least seven years of industry-specific experience. Coaches support the modules in mentoring of teamwork and provision of coaching of individual students in their learning process and professional development process. Field experts provide specific insights in the field of expertise in business administration and management studies, including insights and feedback on student work during tutorial sessions. Learning coaches and field experts are under the direct authority of the faculty members.

The teaching staff seeks continuous professional development in both content and learning methods throughout their direct connection with their other professional engagements as consultants, advisors or professional coaches and as academic researchers. EIM encourages all teaching staff members to enrol in the EIM postgraduate certificate in “Academic Research and Publication” and “Technology-enhanced Teaching and Learning in Higher Education” to develop their relevant skills, competencies, and knowledge. Furthermore, each semester, workshops by academic staff members, students, and external stakeholders are organised to exchange and evaluate experiences in teaching methods and supporting digital technologies and tools. These workshops generate recommendations for the continuous innovation in teaching methods for future modules and courses. The quality and performance of faculty staff is monitored through the analysis of academic KPIs including alignment of the academic module content with the overall program, contact hours and student satisfaction. Each teaching staff member is annually evaluated by the Program Manager and the Rector.

Vacancies are advertised publicly and filled according to the principle of academic excellence. EIMs Rules for Appointment (EIM 2025b) describe the process and the roles of the relevant actors.

7. Learning Resources and Support Systems

EIM is committed to providing transparent and up-to-date information for prospective and registered students on selection criteria, MQF and EQF study levels of each course, course objectives and learning outcomes, overview of study credits, the curriculum, and the career perspectives.

Student Support

Incoming students are supported by an onboarding process by the Program Manager. This process includes an introduction to the study course and the didactic approach, and a diagnosis of strengths and weaknesses to provide students with a starting point for their learning process and competence levels.

The entrance diagnosis is followed up by a quarterly self-evaluation after every module and a reflective interview about the progress in competence and personal development. A lecturer supports students during their full study period. This support consists of advice and coaching on the learning process to ensure that each student finds and develops his/her own learning patterns and style and is able to follow a focused learning process that contributes to the overall professional and academic competence development. In addition, students are coached in the development of professional personal and social competencies that serve for the students current and future career development. The programs also actively promote the development of an (online) learner's community, peer exchanges and peer reviews during the learning process and with alumni after graduation. In this way, students are stimulated to develop their own learning and professional alumni network in the longer run.

The core of the faculty team consists of highly experienced professors, lecturers and coaches, who are jointly responsible for the direct provision of student support. The tutorial learning methods – with small student groups and intensive weekly tutor-student contact – allows for highly individualised student support in terms of the adequate and flexible planning of meetings, resources and other forms of individualised student support. This also includes support to students with disabilities when needed. The faculty staff is continuously encouraged to enhance their academic and technical competencies to improve student performance and satisfaction. For this, EIM organises learning exchange workshops to further develop academic learning methods and digital learning tools among faculty staff with invited external experts. Furthermore, faculty staff is offered the opportunity to participate in EIMs postgraduate certificate in “Technology-enhanced Teaching and Learning in Higher Education”.

Learning Resources

The degree courses seek to offer highly actualised materials in English and include a combination of scientific books and articles, as well as studies from professional journals and publications from international organisations. Learning content, assignments, and literature are offered by the lecturers through the learning platform. Literature is based on scientific articles and professional articles, such as those published in Harvard Business Review and Sloan Management Review, as well as books, all of which are fully accessible in digital format. To facilitate students' free access to scientific resources, EIM has collected and provides entry to free databases and libraries. In addition, EIM has had good experiences with encouraging students to use the academic reference libraries in or close to their hometowns.

Online Support System

EIM investments fund the learning resources and support systems. The support system is based on an online support system for teaching and learning and for student administration, based on the Google Workspace for Education. The system is highly user-friendly for staff and students and accessible via a web browser. The Director of Distance Education organizes all required advice and training for colleagues and students who require support in using the digital facilities offered by EIM. Introduction and basic training in the use of the online system are part of the induction program for new staff members and students.

The continuity of the learning processes is guaranteed by the use of cloud-based professional services of a renowned digital provider (Google). The use of a large-scale provider enables EIM to avoid failures of the software affecting access to data by management, lecturers, or students alike. In case of failing computers of lecturers or students, mobile devices can be used as an alternative source of access to material, assignments, grades, and other information. The Google service includes real-time mirroring of data and backups, and allows EIM to download and print selected data to be stored at the Malta office.

8. Information Management

EIM makes use of the described digital platform to secure transparent and efficient management of student information, for the effective management of the programs and all other activities (e.g. MFHEA yearly statistics).

The courses utilise the generic and integrated learning platform Google Workspace for Education Plus to support the teaching and learning process. This platform is the latest service developed by Google to support education programs. It builds on the set of standard tools such as Email, Shared Drive, and Meet, and adds on features to support, including secured long-time student data storage and secure email services.⁴ EIM will make use of Smartsheed.com to develop a tailor-made and secure student administration system. This system offers flexible and highly secure cloud-based solutions for student administration. The system is web and mobile based, it will be developed by our faculty team members, who have extensive experience with the Smartsheet system.

Student and faculty records start with a verification of identity and credentials. The identity of the students and faculty members is thereafter continuously confirmed using (1) a private password and other digital gatekeepers, and (2) the regular confirmation through face-to-face video conference calls which are central to the personal education provided. Digital student records are stored in the cloud, the EIM digital platform and regular backups are also archived in the Malta office to guarantee an availability of the content for 40 years. Archival data for storage of more than 40 years is archived through virtual tape storage and similar techniques and provides a robust backup system for student records.

The information is analysed by the Executive Board and the Academic Senate in order to formulate improvements and quality on the following indicators.

- Up-to-date and transparent degree course and curriculum information.
- Up-to-date and transparent degree qualification and potential labour opportunities.
- Up-to-date course and examination time planning tables.
- Efficient, reliable, and secure online student grading information.
- Effective and efficient student information.
- Adequate and clear student information material.

⁴ EIM has, so far, not introduced another platform or service provider to organise the student life cycle. It has been found that Google Education can map all the processes necessary.

9. Public Information

EIM communicates the following information clearly, accurately, objectively, readily and up to date on its website eim.education. The chair of the Executive Board secures provision of accurate public information on:

- The selection criteria for all courses and programs, including formal and informal prior education requirements.
- The intended program objectives and modular learning outcomes.
- The qualifications, EIM awards, including information on the EQF/MQF level and ECTS learning credits.
- The teaching, learning, and assessment procedures used.
- The pass and dropout rates.
- The further learning opportunities available to the students.
- Possible career pathways available as a result of taking the course.

This information is displayed publicly, and it is valuable and sufficient for prospective applicants to be able to make an informed choice in terms of knowledge, skills, and competencies that they are likely to acquire on successful completion of the programs. EIM consults students frequently on the quality of the program information available.

10. Ongoing Monitoring and Periodic Review of Programs

EIM has implemented a quality cycle to monitor and periodically review the programs and courses aligned with its IQA policy and standards. The goal of the ongoing monitoring and periodic review of programs is:

- To ensure that the objectives of each program and course are achieved.
- To review and update the content of each program and course in the light of the latest research and practice.
- To respond to the changing needs of students and society.
- To continuously improve the programs and courses.

On-Going monitoring and periodic reviews are the responsibilities of the Executive Board and the Academic Senate. External input and data are collected from EQA reports, student and faculty surveys, the Advisory Board, and from surveys, research, and other third-party publications. The Executive Board communicates all actions taken or planned to all those concerned. If the annual review calls for major adjustments in the program structure or content of MFHEA accredited programs, EIM will ensure to submit this program for re-accreditation to MFHEA.

As explained in standard 1, EIM monitors attainment of institutional and academic objectives with the help of Key Performance Indicators in the different aspects of institutional and academic performance progress. In this way, EIM seeks to be a data-driven organisation to constantly enhance and improve its services and academic quality. As can be seen from the former standards, KPI's were identified for each key element of academic governance and course development as a method to report and monitor quality performance. These data and indicators are collected permanently. They are analysed and published annually in the institutional and academic report.

The findings are a key input to inform our quality assessment process which is based on the PDCA cycle. By defining a PDCA cycle for the core processes of the relevant institutional and academic activities EIM is able to continuously monitor its progress and performance of staff and students and assure a proper system for quality control, assurance and improvement.

11. Cyclical External Quality Assurance

EIM will undergo external quality assurance on a cyclical basis (every five years) in accordance with the guidelines of MFHEA to ensure continuous quality assurance and related accreditation levels. EIM also strives for accreditation by an EQAR listed agency.

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