EVA policies and procedures

August 2025
VERSION 2

Table of Contents

1 QUALITY MANAGEMENT SYSTEM (TRAINING SERVICES) 1

1.1 QMS Statement (Training Services) 1
1.2 Background and Mission 1
1.3 The Original Set-Up 2
1.3.1 Organogram 2
1.3.2 Quality Management Responsibilities 2
1.4 Institutional Probity 3
1.5 Trainee-Related Policies and Procedures for Accredited Programmes 4
1.5.1 Admission Procedures 4
1.5.2 Trainee Data 4
1.5.3 Induction 5
1.5.4 Attendance 5
1.5.5 Procedure for Submission of Trainee Assignments 6
1.5.6 Trainee Misconduct 8
1.5.7 Trainee Complaints Policy 8
1.5.8 Trainee Support 9
1.5.9 Certificates 10
1.6 Programme Development 10
1.6.1 General 10
1.6.2 Programme Review 10
1.7 Programme Delivery 11
1.7.1 Recruitment of Trainers 11
1.7.2 Training Methodology 12
1.7.3 Trainers' CPD 12
1.7.4 Training Material 12
1.7.5 TRAINERS' OBSERVATION 13
1.8 Public Information 13
1.9 External Quality Assurance 13
1.10 Contact Details 13
1.11 Appendix 14
1.11.1 A) Staff Minimum EligibilityBusiness Development Director: 14
1.11.2 B) Student Agreement 16
1.11.3 C) E-mail Template: Provisional Acceptance E-mail – Self-Paying Participants 21
1.11.4 D) E-mail Template: Rejection E-mail – All Participants 22
1.11.5 E) E-mail Template: Welcome E-mail 23
1.11.6 F) E-mail Template: E-mail Request for Information to Register for Sponsored Training Programme - Sponsored Participants 24
1.11.7 G) Academic Integrity Policy 25
1.11.8 H) Diversity and Equality Policy 27
1.11.9 I) Sample Certificate) Assignment Cover Sheet 29
1.11.10 K) Policy for Delivering Training to Students with Varying Abilities and Backgrounds 30
1.11.11 L) Survey: Long-Term Impact of Training 32
1.11.12 M) Training Programme Registration Form 33
1.11.13 N) Training Participants' Feedback Form 35
1.11.14 O) Trainer's Feedback Form 37
1.11.15 P) Trainer Observation Feedback Form 38
1.11.16 Q) Corporate Client Feedback Form 39
1.11.17 R) E-mail Template: Notification of Changes to MFHEA Accredited Training Programme 41

2 INTERNAL QUALITY ASSURANCE DOCUMENTATION 42

2.1 INTRODUCTION 42
2.2 QUALITY ASSURANCE CONTEXT 42
2.3 MISSION, VISION, AND OBJECTIVES 42
2.3.1 Our vision 42
2.3.2 Our mission 42
2.3.3 Our promise 42
2.4 INCLUSIVITY STATEMENT 43
2.5 IQA OBJECTIVES 43
2.6 INSTITUTIONAL PROBITY BOTH FINANCIAL AND INSTITUTIONAL 43
2.6.1 Experienced Staff 44
2.6.2 Financial Probity 44
2.6.3 Financial Position 44
2.7 APPROPRIATE DESIGN AND APPROVAL OF PROGRAMMES 45
2.7.1 Create the Course Outline 45
2.7.2 Identify Target Audience 45
2.7.3 Identify the Costs associated with the Programme 46
2.7.4 Create the Syllabus 46
2.7.5 Create the Assessment Plan 46
2.7.6 Develop Lessons / Lesson plans 46
2.7.7 Compile / Manage Course Accreditation form 46
2.7.8 Once the course is accepted for accreditation, the following must be done: 46
2.8 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT THAT ENCOURAGES STUDENTS TAKING AN ACTIVE ROLE 49
2.8.1 Teaching 49
2.8.2 Assessment 49
2.9 Published regulations for student admission, progression, recognition, and certification 51
2.9.1 Entry Requirements 51
2.9.2 Processing of Student Applications 51
2.9.3 Certification 52
2.10 COMPETENCE AND EFFECTIVENESS OF TEACHING STAFF 52
2.10.1 Qualification and Experience 53
2.11 APPROPRIATE LEARNING RESOURCES AND STUDENT SUPPORT 54
2.12 INFORMATION MANAGEMENT - COLLECTION, ANALYSIS AND USE RELEVANT INFORMATION 55
2.13 PUBLICLY AVAILABLE INFORMATION 56
2.14 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES 56
2.15 EXTERNAL QUALITY ASSURANCE 57

3 QUALITY MANUAL VERSION 6.0 / MAY 25 - SALTWAVE 58

3.1 INTRODUCTION & SCOPE 58
3.2 NORMATIVE REFERENCES 58
3.3 CONTEXT OF THE ORGANISATION 59
3.4 LEADERSHIP 60
3.5 PLANNING 61
3.6 SUPPORT 63
3.7 OPERATION 65
3.8 PERFORMANCE EVALUATION 66
3.9 IMPROVEMENT 67
3.10 ANNEXES 69

3.10.1 1) Course Lifecycle SOP 69
3.10.2 2) Job Descriptions 70
3.10.3 3) Forms Index (DCR, Marking Checklist, Evaluation Forms) 71

4 ACADEMIC INTEGRITY POLICY 72

4.1 ACADEMIC INTEGRITY POLICY SUMMARY 72
4.2 STUDENTS SHOULD AVOID 72
4.3 RESPONSIBILITIES 72
4.4 PROCEDURES 72
4.5 RESPONSIBILITIES 73

5 ATTENDANCE AND PROGRESSION POLICY 74

5.1 PURPOSE OF THE POLICY 74
5.2 SCOPE OF THE POLICY 74
5.3 ATTENDANCE POLICY 74
5.3.1 Attendance Requirements 74
5.3.2 Punctuality 75
5.3.3 Recording and Monitoring Attendance 75
5.3.4 Justified Absences 75
5.3.5 Unauthorised Absences and Disciplinary Action 75
5.4 LEARNER RESPONSIBILITIES 75
5.4.1 Criteria for Progression and Completion 76
5.4.2 MQF Level Guidelines 76
5.4.3 Re-sits and Reassessments 76
5.4.4 Progression Routes 76
5.5 DIGITAL CERTIFICATION AND RECOGNITION 77
5.6 WORK-BASED LEARNING (WBL) 77
5.7 RECOGNITION OF PRIOR LEARNING (RPL) 77
5.8 MONITORING, REVIEW AND APPEALS 78
5.9 ENFORCEMENT AND SANCTIONS 78

6. ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY 79

6.1 COMMITMENT 79
6.2 SCOPE 79
6.3 DEFINITIONS 79
6.4 WHAT WE DO NOT TOLERATE 80
6.5 REPORTING INAPPROPRIATE CONDUCT 82
6.6 WHAT HAPPENS NEXT 82
6.7 RESPONSIBILITIES 82
6.8 AWARENESS AND TRAINING 82
6.9 POLICY REVIEW 82

7. COMPLAINTS HANDLING POLICY 83

7.1 INTRODUCTION: COMPLAINTS 83
7.2 PURPOSE 83
7.3 PROCEDURE 83
7.4 DEFINITIONS 84
7.5 TIME LIMIT FOR MAKING COMPLAINTS 85
7.6 RESPONSIBILITIES 85

8 HEALTH AND SAFETY STATEMENT 86

8.1 Introduction 86
8.2 Our primary objectives are: 86
8.3 Organisation and Responsibilities 86
8.4 Health and Safety Arrangements 87
8.5 Fire Safety 88
8.6 First Aid and Incident Reporting 88
8.7 Emergency Procedures 88
8.8 Conclusion 88
8.9 Responsibilities 89

9 PRIVACY POLICY 90

9.1 Introduction 90
9.2 Definitions 90
9.3 Information Collection and Use 90
9.4 Use of Data 90
9.5 Data Retention 91
9.6 Data Transfer 91
9.7 Data Disclosure 91
9.8 Security of Data 91
9.9 Your Data Protection Rights 92
9.10 Service Providers 92
9.11 Links to Other Sites 92
9.12 Children's Privacy 92
9.13 Changes to This Privacy Policy 92
9.14 Contact Us 92

10 SAFEGUARDING POLICY 93

10.1 General 93
10.2 Scope 93
10.3 Definitions 93
10.4 Policy Statement 95
10.5 Prevention 95
10.5.1 EVA responsibilities 95
10.5.2 Staff and associated personnel responsibilities 96
10.6 Reporting a safeguarding concern 96
10.7 Investigating a safeguarding concern 96
10.8 Actions and Sanctions 97
10.9 Appeals 97
10.10 Record keeping 98

11 STUDENT APPLICATION FORM 99

12 SUB–CONTRACTOR APPOINTMENT LETTER 102

12.1 Mutual Non-Disclosure Agreement 103

1. Quality Management System (Training Services)

1.1 QMS Statement (Training Services)

The European Vocational Academy (EVA) strives to ensure that the delivery of its training services is professional, effective and relevant to client's needs and the content is based on the most up-to-date research and best practices related to the topics covered in each training programme.

This is done by:

- Employing/contracting the finest training practitioners;
- Providing them with the necessary resources and support;
- Soliciting feedback from our clients, programme participants, trainers and other stakeholders;
- Reviewing our programmes, policies and procedures on a regular basis;
- Taking prompt action to implement any changes necessary.
-

1.2 Background and Mission

EVA provides training services as part of its portfolio of services. This includes delivering home-grown training programmes as well as foreign training programmes accredited by the Malta Further and Higher Education Authority (MFHEA). EVA Ltd is a Further Education Institution licensed by the MFHEA with Licence Number: 2023/024.

At EVA we are deeply committed to inspiring and empowering people and organisations; our mission is to bring out the very best in our trainees and optimising our corporate clients' business potential. We achieve this by delivering high quality training services that enable organisations and individuals to reach peak performance and excellence.

EVA's corporate philosophy revolves around three inter-related features of our transformation and development proposal. These are: Create; Develop; Achieve. We are deeply passionate about our work and confident that through our experience and services we will contribute positively towards our clients' success.

The main operational model that EVA uses is akin to a B2B model where we sell training programmes directly to other businesses targeted specifically for their employees. In this regard the trainees would typically receive training at their workplace and during their normal working hours so dates/timings and location of the training programmes are agreed with the employer of the participants and terms and conditions are agreed directly with the company. In addition, we also, regularly, advertise specific training programmes to the public. In this case, dates, timings, cost and venue are pre-determined and details are published regularly on our website. In the latter case the client is considered to be the student and the terms and conditions are included in the Student Agreement (see **Appendix B – Student Agreement)**

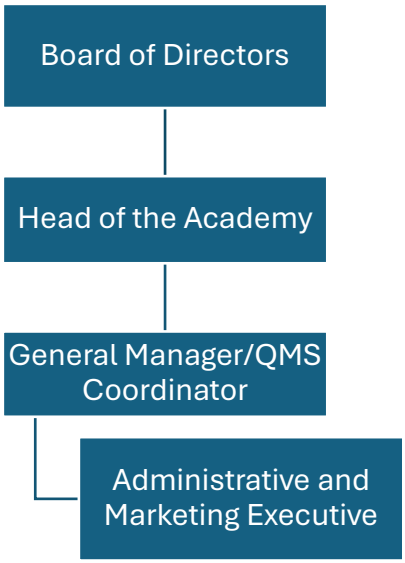
1.3 The Original Set-Up

1.3.1 Organogram

1.3.2 Quality Management Responsibilities

Quality assurance is recognised as being the responsibility of all EVA director/s, employees and contractors. The Head of the Academy is also the QA Director and is ultimately responsible for the implementation of this Quality Assurance Policy. The Directors oversees execution of this policy, internally audits its implementation and effectiveness and periodically approves amendments as required.

The key responsibilities related to quality assurance are detailed below.



The Head of the Academy is responsible for:

- Recruiting all staff
- Setting and implementing the quality standards
- Approving programmes before delivery
- Approving any changes to policy and procedures
- Approving recommendations for award of qualifications
- Budgeting

The Director of Business Development is responsible for:

- Developing and maintaining relationships with corporate clients
- Overseeing all marketing initiatives
- Focusing on client satisfaction and business growth.

- Acting as legal representative

The Training Programmes Director is responsible for:

- Vetting of all MFHEA accredited training programmes
- Developing new programmes with specialist trainers
- Developing learning objectives for training programmes and methods of assessment methodology with specialist trainers
- Liaising with MFHEA for accreditation purposes
- Developing training content for existing and new programmes

Trainers/Coaches are responsible for:

- Contributing to the design of training programmes
- Delivering training programmes/coaching sessions
- Ensuring accurate recording of trainee/coaches' attendance
- Acting as the first point of reference for trainees and coaches
- Assessing the training participants (where applicable)
- Recommending any changes to training content, policies and procedures.

The Administration Manager is responsible for:

- Overseeing administrative staff responsible for client communications, trainee support and general department operations.
- Managing the day-to-day operations, including programme scheduling, resource allocation, and budget management.
- Coordinating training events, and ensuring smooth logistics for the delivery of training programmes.

The Student Support/Executive Administrator is responsible for:

- Maintaining all programme and trainee records
- Handling all administrative and logistical duties related to the training programmes
- Supporting trainees during their learning journey
- Issuing of certificates to successful participants

EVA has set the minimum eligibility criteria of the persons occupying the various positions in the organisation and how it ensures they are fit for purpose (see **Appendix A – Staff Minimum Eligibility)**

1.4 Institutional Probity

EVA Ltd. has yearly audited accounts with regular budget plans prepared by its Head with the Director of Business Development who are responsible for ensuring the long term financial stability of the organisation.

Long term financial stability is ensured by carrying out the following yearly forecasts:

- Identification of the number of courses per year being offered to organisations or directly to the general public;
- Estimated revenue per year;
- Identifying trainers to deliver the courses and their cost;

- Running costs of the courses including premises, resources, course materials etc;
- General administration costs.

1.5 Trainee-Related Policies and Procedures for Accredited Programmes

1.5.1 Admission Procedures

Any minimum requirements for accredited programmes are clearly indicated in the relevant fact sheet that accompanies the proposals sent to potential corporate clients and on any promotional material accessible to the public. All fact sheets can also be found at https://www.EVA.com.mt/accredited- training-courses/documents-and-resources/

In the case where students are being sponsored by their employer, the individual students are contacted via e-mail and made aware of any minimum requirements before their acceptance on the programme (see **Appendix F - Request for Information to Register for a Sponsored Training Programme**).

Once a registration form to join a training programme is received from a prospective trainee, the Executive Administrator vets the eligibility of the prospective trainee and assesses whether the applicant satisfies the specific minimum level of requirements for the programme or not.

Prospective trainees are then informed of the provisional acceptance of their registration via e-mail (see **Appendix C – E-mail Template - Provisional Acceptance E-mail**) with preliminary information on the programme as well as a copy of the Student Agreement and relevant Invoice. Unsuccessful applicants are also informed via e-mail with an explanation why their application was unsuccessful and offering further guidance (see **Appendix D – E-mail Template - Rejection E-mail**).

Once a student has signed the Student Agreement and settled any pending amounts a Welcome e-mail (see **Appendix E E-mail Template – Welcome E-mail**) is sent with exact dates and timings of the sessions as well as links to the Student Manual as well as this Quality Assurance Policy (both of which can also be found on https://www.EVA.com.mt/accredited-training-courses/documents-and-resources/)

1.5.2 Trainee Data

All personal details of trainees attending our training programmes will be kept confidentially, in accordance with the Data Protection Act. EVA's privacy policy is available online at https://www.EVA.com.mt/privacy-policy/

All applicants for accredited programmes are required to submit an online Course Registration Form found at https://forms.gle/jeK8NPeT84uUbs28A

The trainee details collected include:

- Course Title

- First name (as per ID/passport)
- Preferred name (if applicable)
- Surname
- Date of Birth
- Gender
- I.D / Passport Number
- Nationality
- Personal email address
- Home address
- Mobile Number
- Name of Current Employer (if sponsored)

Other data stored by the Executive Administrator once the programme commences, include:

- Attendance sheets and reports
- Training Participants' Feedback Forms
- Corrected assignment/exam papers
- Assignment/exam grading scores
- Any correspondence related to any trainee complaints
- Copies of proof of eligibility for attendance (where applicable)

EVA keeps track of the profile of trainees enrolled in its accredited programmes by handling confidential records appropriately, as per our Privacy Policy.

An online shared folder is set up for each accredited programme and all trainee data is held therein. These shared folders are exclusively for internal administrative use. All personal information is deleted within 12 months from the end of the programme.

1.5.3 Induction

The formal induction to EVA and introduction to the programme is typically conducted during a welcome briefing on the first day of the programme or as a separate session prior to the first day of the programme.
During the induction session, trainees will also be made aware of any assessments/examinations that must be successfully completed, the grading methodology utilised as well as any self-study involved. The importance of regular attendance will also be outlined as well as the availability of any resources other than the training handouts provided by the trainers.

1.5.4 Attendance

Trainees must attend at least 80% of the total programme (as well as successfully complete any coursework/assignments/exams with a minimum pass mark of 50% where applicable) in order to qualify for receipt of the qualification certificate. Attendance records are taken by the session trainer/s and kept by the Executive Administrator for all accredited programmes. Where trainers note a lack of punctuality and/or attendance they are to discuss the reasons for this with the trainee in private and where this might prejudice the award of the certificate clarify the potential consequences with the trainee.

If any part of the programme is delivered online, all participants are to keep their cameras on for the duration of the programme. Screenshots showing the faces of all online participants will be taken by the trainer to show attendance.

If a trainee is unable to attend a training session (or must attend less than half a particular session) for a justifiable reason such as injury, sickness and other situations beyond the trainee's anticipation or control, he/she must inform the Executive Administrator via e-mail before the start of the session on admin@EVA.com.mt. Failure to do so will automatically mean that the trainee will be marked as absent.

1.5.5 Procedure for Submission of Trainee Assignments

Various training programmes might require the submission of a written assignment/coursework set by the programme trainer. The assignment details will be sent to the students by the relevant trainer. Completed assignments need to be submitted via e-mail as a soft-copy (PDF format) to the trainer on or before the deadline due date. The submitted assessment must be accompanied by a cover sheet (see Appendix J – Assignment Cover Sheet)

The trainer will acknowledge receipt of the assignment via e-mail, correct it and pass it on to the Training Programmes Director with the assessment mark/grade. The Training Programmes Director will review the assessment and keep a copy of the assignment and cover sheet on file in the respective programme folder.

Request for Extension

Trainees may request an extension for their assignment submission date if there is a valid reason including:

- Illness
- Personal and family issues
- Any other valid circumstances

The trainee must ask for such an extension via e-mail to the Executive Administrator at least three days before the submission deadline. After consulting the relevant trainer and Training Programmes Director, the Executive Administrator will communicate the length of the extension to the trainee in writing. The maximum extension period allowed is two (2) weeks. Each trainee can request a maximum of two (2) extensions during the same programme.

Late Submission

The written assignment submission deadline is clearly communicated to the trainees by the trainer. Should a trainee submit work after the end of the deadline (or approved extension period), the trainer is to immediately inform the Training Programmes Director. Assignments submitted after the end of the deadline (or approved extension period) will not be corrected by the trainer and marked as "not submitted".

Feedback/Grades

After submission of any written assessments, these are acknowledged, corrected and verified by the relevant trainer. Written feedback and grades are e-mailed to the trainee within four weeks after the submission deadline date by the trainer. A copy of the trainee coursework/assignment/exam paper including mark/grading is kept on file by the Training Programmes Director and go towards the final grade. Once the grades are sent to the trainee, the trainee has 10 days to appeal the grades.

In addition to 80% attendance to the training sessions, trainees must also get a minimum of a pass (minimum C) grade in all coursework/assignments/examinations to be eligible to receive the certificate showing successful completion of the programme. Should a trainee get less than a C grade (see below) in any of the assignments then that trainee is allowed to resubmit the assignment within 2 weeks of the date of trainer grading. No resits of examinations are allowed.

Grading for Coursework/Assignments/Exams

Coursework/assignments/exams are set by the trainers who are also the persons responsible for their grading. The Training Programmes Director regularly reviews a sample of corrected work to ensure that the grading is fair, transparent and in line with the guidelines set below. The Training Programmes Director also acts as a second assessor where applicable.

EVA's trainers are made aware of the guidelines regarding assessment and examination grading and their grading is reviewed regularly by the Training Programmes Director. The following assessment rubric will be used for marking purposes:

Grade	Description	Marks (out of 100)
A	Clearly demonstrates a sophisticated understanding of the topic, with a high degree of competence and has excellent usage of relevant literature, theory, and methodology.	80 - 100
B	Has a critical understanding of the topic, a significant degree of competence and has appropriate usage of the relevant materials.	65 - 79

C	Evidence of some critical understanding of the topic, can use structured argument, and has a degree of competence when using relevant materials.	50 - 64
NI (Needs Improvement)/F (Fail)	Considerable further work is required to meet the minimum understanding, implementation, and competence of relevant literature, theory, and methodology.	0 - 49

Any examinations set are held under examination and invigilation conditions. Trainees however can make use of the programme notes provided by EVA. No access to any other digital or hard-copy material is allowed during the exam.

1.5.6 Trainee Misconduct

Trainees attending the training programmes are expected to act appropriately. Whilst most minor misconduct is expected to be dealt with by the trainer some instances of misconduct will require formal disciplinary procedures. Examples of such misconduct include (but are not limited to):

- A serious lack of academic integrity (see **Appendix G – Academic Integrity Policy**)
- Harassment or aggressive/obstructive behaviour of trainer/other trainees/EVA staff

The Executive Administrator shall, in writing, notify the trainee of the suspected misconduct and the trainee will have the opportunity to clarify and discuss such allegations in person with the Executive Director. The decision on the penalty shall be communicated to the trainee via e-mail within three days of the meeting. Should the Executive Director decide that the trainee's behaviour warrants dismissal from the programme, the trainee will not be entitled to a refund nor a certificate.

1.5.7 Trainee Complaints Policy

Trainees who wish to make a complaint about any matter related matter that concerns the programme administration, material or delivery, will involve three possible solution areas and phases.

1. Trainees are encouraged to raise any concerns to the member of EVA most closely involved with the substance of their complaint. The staff member will advise the trainee on the different ways the issue might be tackled.

2. Trainees can opt to raise their concern as an informal complaint with any member of EVA staff. In this case the EVA staff member will take note of the complaint and the complainant is advised of any outcomes accordingly. If the complainant is not satisfied with the response the complainant can raise a formal complaint (see below).

3. Trainees can opt to raise their concern as a formal complaint. In this case the complaint must be raised by the complainant in writing via e-mail to the Executive Director ideally within 72 hours of the event which led to the complaint. In the formal complaint trainees need to communicate the details of their complaint, the consequences for them as a result, and the remedy they are seeking. The complaint will be acknowledged by the next working day after the complaint is received either via e-mail or (depending on the seriousness of the complaint) an invitation to a meeting with the Executive Director (or her deputy) in person, with one other member of EVA not directly involved in the complaint present in the room for evidence of the discussion. All of the outcomes, conclusions, decisions and actions taken by EVA, will be communicated to the trainee in writing via e-mail within 21 days of the acknowledgement of the complaint (unless agreed otherwise with the complainant).

The trainee has the right to appeal the decision within 72 hours after the decision on the complaint is sent. All appeals must be sent to the Executive Director in writing via e-mail outlining why you think the decision on your complaint should be reviewed. Each trainee has the right for one appeal per complaint after the initial communication of the outcomes, conclusions, decisions and actions taken by EVA. After the appeal is discussed internally, EVA will conclude and communicate its decision and that decision is final.

1.5.8 Trainee Support

The Executive Administrator is the point of reference for all forms of general trainee support required by individuals that are about to, or currently attending, a EVA training programme. This could include:

- Trainee registration
- Information on training programme logistics
- Help and advice on any funding schemes available
- Communication regarding any complaints and appeals
- Issuing of certificates
- Loaning of supplementary reading material

On matters related to their learning, trainees are supported directly by their trainer/coach who takes the role of their academic tutor.

Moreover, EVA supports Trainee Diversity and Equality by implementing the appropriate guidelines as mentioned in our Diversity and Equality Policy [see **Appendix H – Diversity and Equality Policy**]

Supplementary Reading Material

EVA keeps copies of books that are identified as useful supplementary reading material for various training programmes. Trainees enrolled on an accredited programme can borrow any books related to the programme for a period of no longer than 2 weeks. If there is no other request to borrow a particular book that is out on loan, the person can extend the loan by a further period of 2 weeks but must return the book after the second loan period. All loaned books must be returned or their replacement cost reimbursed before the issuing of any certificates.

1.5.9 Certificates

After successfully completing an accredited training programme, trainees will be sent a copy of the signed certificate (see **Appendix I - Sample Certificate**). Student may also apply for a transcript of their results in the form of set learning outcomes (whenever applicable).

1.6 Programme Development

1.6.1 General

EVA delivers its own "home-grown" training programmes including micro credentials. Typically, the need for the programme arises one of two ways:

- Either a particular company approaches us with a training need
- Or we notice a particular need for training in the market

In either case, we would discuss with the various stakeholders how best to address the training need and if it is clear that the best way would be to develop a training programme, a suitably qualified trainer is tasked with carrying out research on the topic and develop general learning outcomes and a skeleton outline of the programme. These are then discussed internally and with other relevant stakeholders (including where possible prospective trainees) and if it looks likely that the programme is feasible, the trainer would be tasked with designing the programme, sourcing any supplementary resources/material and determining assessment procedures. In cases where the programme will involve more than 25 hours of total learning, we would consider the benefit of applying for accreditation from the MFHEA.

1.6.2 Programme Review

After a training programme is delivered, the trainer delivering the session will take note of any of the following and communicate them to the Training Programmes Director via the Trainers' Feedback Form (see **Appendix O - Trainers' Feedback Form**):

- Any concerns aired by the programme participants
- Any shortcomings of the training material noticed
- Any issues encountered in the delivery of the programme
- Any issues related to the assessment of the programme participants
- Any recommendations for improvement of the programme

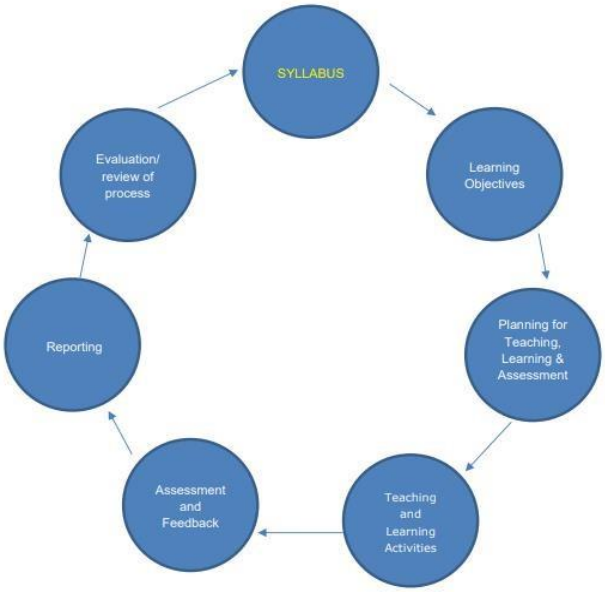
Moreover, the participants of the training programme are given a trainee feedback form (see **Appendix N – Training Participants' Feedback Form**) to fill in at the end of the training programme to identify their level 1 reactions (Kirkpatrick) and recommend any improvements to the training programme.

Where a programme is delivered to trainees employed by a corporate client organisation, a separate corporate client feedback form (see **Appendix Q – Corporate Client Feedback Form**) is sent (around 6 weeks after the end of the programme) by the Executive Administrator to the person in charge of training within that company to identify whether there have been noticeable changes to behaviour

and results directly attributable to the training. In some cases, participants may be contacted between 6-12 months after the end of their programme to participate in a survey on the long-term impact of the training programme (see **Appendix L – Survey – Long Term Impact of Training**).

Any client feedback as well as the participants' feedback forms are passed on to the Training Programmes Director for review. The Head will then decide whether any of the recommendations from the trainer, the participants and (where applicable) the corporate client organisation should be implemented. Any amendments to the training programmes are discussed with the Head and communicated to the rest of the staff during the quarterly staff team meetings as part of the agenda for that meeting. Where any changes impact accredited programmes then MFHEA are duly informed of any changes using the e-mail template for Notification of Changes to Accredited Training Programme (see **Appendix R – E-mail Template – Notification of Changes to Accredited Training Programme**).

The development of a training programme's syllabus can therefore be summarised in the diagram below:



1.7 Programme Delivery

1.7.1 Recruitment of Trainers

At EVA we understand that no matter how comprehensive and interesting the training material is, it is the trainer that can bring it to life and help the trainee achieve the learning outcomes set. For this reason, we place a high emphasis on recruiting/contracting the best trainers available.

We look for trainers who possess the following 8 key characteristics:

1. Extensive knowledge of the subject/s they will be delivering training on
2. Extensive first-hand experience of the subject/s they will be delivering training on
3. Professional attitude to their role as trainers
4. Ability to establish rapport and inspire others

5. Willingness to keep learning and stay current on the subject/s and training methodologies
6. Organised and methodical
7. Willingness to self-analyse/receive feedback and improve
8. Strong ethical conduct and reputation

The minimum eligibility criteria are outlined in the trainers' job description and can also be found in **Appendix A – Staff Minimum Eligibility**. The recruitment and selection of trainers is conducted by the Executive Director who also oversees their continuous professional development.

1.7.2 Training Methodology

Although trainers are encouraged to develop their own style of training, all trainers employed/contracted by EVA are to follow the company's training methodology.

Our approach is based on an "experiential learning philosophy" and is highly interactive. EVA encourages trainees to take an active role in the learning process by:

- ✓ Including a range of activities in the training programme (approximately every 15-20 minutes) that engage the trainee actively rather than passively receiving the programme content
- ✓ Ensuring that the training content and delivery consider different learning styles i.e. Activist, Theorist, Pragmatist and Reflector (Peter Honey and Alan Mumford)
- ✓ Ensuring that the training content caters for trainees with different sensory preferences i.e. visual, auditory, reading & writing, kinaesthetic (Neil Fleming).

A combination of training methods is applied to cater for the various ways in which people learn (see **Appendix K - Policy for Delivering Training to Students with Varying Abilities and Backgrounds**). These include discussions, case studies, role-plays and model exercises. A strong emphasis is also placed on the application and transfer of training content to the workplace, thus making it relevant and practical.

1.7.3 Trainers' CPD

All trainers employed/contracted by EVA are responsible for their own continuous professional development. In order to support its trainers, EVA provides each full-time trainer up to EUR100 annual allowance to purchase reading material as well as up to EUR150 annual allowance towards any learning events that the trainers feel will enhance their knowledge and skills. In addition, full-time trainers are encouraged to dedicate 10% of their time. Trainers are required to share their acquired knowledge to the rest of the team during the quarterly CPD session where best practices and latest research are shared among the trainers.

1.7.4 Training Material

All trainers are responsible for the development and updating of the training materials relevant to

the training programme they are delivering. All material is kept in a shared folder and accessible to all trainers. Before any significant changes to the material are made by any of the trainers, approval is sought from the Training Programmes Director who informs any other relevant trainers of the changes effected. All full-time employed trainers are allowed to block off time in their calendar to prepare for their training as well as to carry out any administrative duties that they are responsible for during or after the training session/programme.

1.7.5 TRAINERS' OBSERVATION

All employed trainers are regularly observed by the Executive Director who shadows a training session once a quarter for each trainer and gives them feedback on their competence as trainers (see **Appendix P - Trainer Observation Feedback Form**). The trainers also meet up with the Executive Director for an annual appraisal meeting that formally documents the feedback over the past year as well as any development plans for the individual trainer in the year ahead.

1.8 Public Information

EVA's training programmes that are being offered to the public are featured on our website and through various social media channels. The accredited programmes are described in detail, showing the intended learning outcomes, the qualifications awarded, including MQF level and ECTS learning credits. The teaching, learning and assessment procedures used are also detailed clearly.

Public information is periodically reviewed by the Executive Director with staff members during the quarterly staff meeting to ensure it is up to date and correct.

1.9 External Quality Assurance

EVA Limited will undergo external quality assurance by, or with the approval of the MFHEA on a cyclical basis according to MFHEA guidelines, once every five years.

1.10 Contact Details

e-mail: info@eva.mt
Telephone (workdays, office hours only): (+356) 21800293
Postal Address:
c/o European Vocational
Academy c/o Saltwave
KW14 Corradino Industrial Park,
Paola Malta
Web:
www.eva.edu.mt

1.11 Appendix

1.11.1 A) Staff Minimum EligibilityBusiness Development Director:

- Bachelor's degree in Business Administration, Marketing, or a related field
- Minimum 2 years of proven experience in business development or sales leadership, preferably in the training and education industry.
- Strong understanding of the training and development landscape, including e-learning and blended learning solutions.
- Excellent negotiation, communication, and presentation skills.
- Proven track record of meeting or exceeding sales targets.
- Strong leadership and team management abilities.
- Proficiency in Microsoft Office Suite.

Training Programmes Director:

- Bachelor's degree in Education, Instructional Design, Business, or a related field OR minimum 2 years of proven experience in designing, developing, and delivering training programmes in a training and education company.
- Strong leadership and team management skills.
- Excellent project management abilities, including budget management and resource allocation.
- Exceptional communication, presentation, and client relationship management skills.
- Strong analytical and problem-solving capabilities.

Administration Manager/PA to Executive Director:

- Bachelor's degree in Business Administration, Management, or a related field OR at least 2 years of experience in office management or administration.
- Strong leadership, team management, and interpersonal skills.
- Excellent organisational and time management abilities.
- Proficiency in office software and tools, including Microsoft Office Suite.
- Budget management experience and attention to detail.
- Exceptional written and verbal communication skills.
- Knowledge of health and safety regulations and compliance.
- Ability to adapt to changing priorities and work effectively in a fast-paced environment.

Administrative Marketing Executive:

- School leaving certificate.
- 2 years' experience in a similar role with relevant accounting and invoicing experience.
- Proficiency in using spreadsheets (e.g., Microsoft Excel).
- Strong communication and interpersonal skills, with a strong customer service-oriented approach.
- Good command in written and spoken English.
- Excellent organisational and time management abilities.
- Proficiency in office software and tools, including Microsoft Office Suite.

- Attention to detail and the ability to multitask effectively.
- Discretion and the ability to handle confidential information.
- Strong attention to detail and a high level of accuracy in financial record-keeping.
- Ability to work independently and manage time effectively

Trainer/Coach:

- Qualification in the related field that is at least one level higher than that for which the candidate will be delivering the training.
- Minimum 2 years of experience as a trainer/coach in the training and education industry.
- Strong expertise in the subject matter relevant to assigned training programmes.
- Proficiency with coaching and training tools and technologies.
- Excellent presentation, communication, and interpersonal skills.
- Ability to adapt training methods to meet diverse learning styles and needs.
- Proficiency in using training technology, audiovisual equipment, and virtual training platforms.
- Commitment to ethical conduct and maintaining confidentiality.

Trainer:

- Qualification in the related field that is at least one level higher than that for which the candidate will be delivering the training.
- Minimum 2 years of experience as a trainer in the training and education industry.
- Strong expertise in the subject matter relevant to assigned training programmes.
- Excellent presentation, communication, and interpersonal skills.
- Ability to adapt training methods to meet diverse learning styles and needs.
- Proficiency in using training technology, audio-visual equipment, and virtual training platforms

1.11.2 B) Student Agreement

1. Introduction

This agreement shall govern the relationship between EVA Limited, located at KW14 Corradino Industrial Park, Corradino, Paola, MALTA with MFHEA license number 2017/04 and company registration number C46641, hereinafter referred as 'the training institution' and

Name of Student with Identity card/Passport number X, hereinafter referred to as 'the student'.

By completing the process of registration and enrolment, the institution and the student agree to abide by the terms and conditions of this agreement which can also be found at https://www.EVA.com.mt/accredited-training-courses/documents-and-resources/

The terms and conditions governing this agreement will become effective upon signing of this agreement and payment to the training institution of the fees for the training programme quoted in Clause 3 below.

2. Training Programme Details

General:

- Name of the educational programme: X (In case of accredited programmes see attached FACT SHEET for details)
- Duration: X
- Commencement date: X
- Termination date: X
- Addresses where the programme will be delivered: X
- Language of Instruction: English or Maltese. English will be the language of choice if there is at least one attendee who does not understand Maltese.

3. Fees Due

The total cost of registering for the above mentioned programme is EUR X payable in full not later than 10 days before training programme commencement date stipulated in Clause 2 above.

4. Duties of the Educational Institution

The educational institution shall: -

i. Provide to the student the teaching, assessment and other educational services for which the student is enrolled and the educational institution shall take all the steps which are reasonably in its power to provide these educational services in accordance with the terms of this agreement.
ii. Guarantee the students' rights, including the right to obtain assessment results upon the student having completed all the necessary assessment requirements of the programme or parts thereof.

5. Duties of the Student

The student shall: -

i. Disclose to the educational institution full and accurate academic and personal information as required for applications for admission, registration, and enrolment purposes.
ii. Inform the educational institution if there is any change to the academic or personal information that was provided at admission, registration or enrolment stage as soon as is reasonably practicable.
iii. Fulfil all the academic requirements of the educational programme; including participating in lectures/tutorials or other guided-learning activities, submitting coursework/assignments on time, participate in course-related activities and adequately prepare and sit for any examinations/assessment.
iv. Abide by any statutes, regulations, rules and policies which are in place in the educational institution, and which apply to students.
v. Overseas students shall furnish the educational institution with any change in their contact details, which include their residential address and telephone number in Malta as well as a contact address overseas, following the completion of their studies.

6. Changes Due to Unforeseen Circumstances

The educational institution reserves the right to alter the venue, date, time and/ or trainers/coaches/facilitators for the entire training programme due to unforeseen circumstances. In such cases no refund is due to the student. Changes to dates and times will be notified to registered students at least 24 hours before the start of the session via the contact details submitted on the registration form.

7. Cooling-Off Period

Students have the right to withdraw from this agreement within 14 days without giving any reason. The withdrawal period will expire after 14 days from the date of this agreement for the programme you registered for. To exercise the right of withdrawal, you must inform EVA of your decision to withdraw from this contract by an unequivocal statement sent by e-mail, to admin@EVA.com.mt To meet the withdrawal deadline, it is sufficient for you to send your communication concerning your exercise of the right of withdrawal before the withdrawal period has expired. EVA will acknowledge the receipt of such a withdrawal by e-mail without delay.

If the programme you are applying for is due to commence during the withdrawal period and you still choose to register for and attend the programme, you shall pay EVA an amount which is in proportion to what has been provided until you have communicated to EVA your withdrawal from this agreement. If you have attended the full programme, then no refund can be provided.

If you withdraw from this contract, EVA shall reimburse you with all payments received from you, without undue delay and in any event not later than fourteen (14) days from the day on which EVA is informed about your decision to withdraw from this contract. Such reimbursement will be effected using the same means of payment as you used for the initial transaction, unless you have expressly agreed otherwise; in any event, you will not incur any fees as a result of such reimbursement, except

for bank charges arising from any bank transfer.

In the event of cancellations which take place after the 14-day period mentioned above, payment will be forfeited entirely and you will incur the liability to settle any amounts due if payment would not have been as yet affected. The educational institution may, at their sole and exclusive discretion, issue vouchers against cancellations if there is a genuine reason for the cancellation supported by documentary evidence where necessary and when requested by EVA. Substitute delegates may also be nominated at any time. Cancellations and substitution requests must always be made in writing.

8. Institution's Default Clauses

The institution is in default and hence obliged to refund the student in full, when: -

i. The educational programme is cancelled before the agreed start date;
ii. The educational programme ceases to be provided at any time after it starts but before it is completed;
iii. The educational programme is not provided in full to the student due to a condition or restriction imposed on the educational institution by the Authority in accordance with the regulations in S.L.607.03 or due to the revocation, by the Authority, of the applicable license or accreditation in accordance to S.L.607.03.
iv. Provided that where the intending student or the student has withdrawn from the programme before the day on which such circumstances arise, the educational institution shall not be deemed to be so in default
v. The educational institution fails to issue all examination and other assessment results to the student upon the student having completed all the necessary assessment requirements of the programme or parts thereof.

9. Student's Default Clauses

The student is in default and hence not eligible for a refund of tuition fees and any related expenses incurred:

i. Where the student not having previously withdrawn from the programme, fails to start the programme on the agreed start date.
ii. Where the student fails to pay an amount he was directly or indirectly liable to pay the educational institution in order to undertake the programme.
iii. Where the student breaches a condition on the student visa.

10. Liability and Indemnification

Registrants agree to indemnify, defend and hold harmless EVA against any claims of any nature that may be made by others against EVA in relation to your violation of these Terms & Conditions. EVA, its partners, trainers, affiliates, or entities involved in otherwise contributing to the event you are applying for, shall not be liable for damages, direct or indirect, in relation to any loss or injury resulting from your registration through this website or your attendance at the training programme for which you are registering, whatever the nature of any alleged loss, injury, or damages, and whether such claims are based on breach of contract, tort (including negligence), product liability or otherwise, unless EVA was negligent in carrying out its obligations under this agreement.

11. Data Sharing Clause

In accordance with article 5 of the Further and Higher Education Act (CAP 607 Laws of Malta) and without prejudice to the data protection provisions established by virtue of Regulation (EU) 2016/679 (the General Data Protection Regulation (GDPR), the educational institution shall grant access to the Malta Further and Higher Education Authority (MFHEA) to the information collected through this student agreement. The data shall be transmitted to the Authority within a reasonable time from when it was requested and shall be used by the Authority in pursuance of its functions.

Furthermore, the Student authorises the educational institution to share his personal data with CEEK Limited, a company registered in Malta with registration number C67754 of Centris Business Gateway, Level 2E Triq is-Salib tal-Imriehel, Zone 3, Central Business District, Birkirkara CBD 3020, MALTA for the purposes of finding employment opportunities for the student. This authorisation is granted in accordance with the General Data Protection Regulation. The student understands that his personal data may include, but is not limited to the name, a copy of identity document, address, contact information, and academic qualifications. The student acknowledges that the data shared will be used solely for the specified purpose and will be handled in compliance with applicable data protection laws. The student reserves the right to revoke this authorisation at any time by providing written notice to the educational institution.

12. Dispute Resolution Clause

The educational institution and the student shall attempt to resolve any dispute through negotiation. Should this not produce resolution, the parties can consider mediation or arbitration before moving to litigation as a last resort.

13. Law and Arbitration

This Agreement and the rights and obligations of the Parties hereto shall be governed by and construed in accordance with the laws of Malta. Any disputes arising from this Agreement shall be referred to Arbitration at the Malta Arbitration Centre in accordance with the provisions of Chapter 387 of the Laws of Malta. Any decision from such arbitration shall be final and binding upon the parties such that no appeal shall be available, even on a point of law.

This agreement does not preclude the student from taking further action under the Consumer Affairs Act (Cap378 Laws of Malta)

14. Jurisdiction

This Agreement and the obligation of the Parties hereunder shall be interpreted, construed and enforced in accordance with the laws of Malta.

15. Severability

In the event that any of these terms, conditions or provisions shall be determined invalid, unlawful or unenforceable to any extent, such term(s), condition(s) and provision(s) shall be severed from the remaining terms, conditions and provisions, which shall continue to be valid to the fullest

extent permitted by law.

16. Amendment

No modification, amendment or waiver of this Agreement or provision hereof shall be binding upon any Party unless made in writing or confirmed in writing by their duly authorised representatives.

Signature	Signature
Head of Institution's Name	Student's Name
Date	Date

1.11.3 C) E-mail Template: Provisional Acceptance E-mail – Self-Paying Participants

SUBJECT: Provisional Acceptance Letter for Training Programme

Dear XXXX,

Thank you for your registration form. Please be informed that you have been provisionally accepted for the training programme below:

Course Title	XXXX
Date/s and Timings of Session/s	XXXX

Please note that this acceptance letter is subject to the receipt of the attached Student Agreement duly signed and completed as well as the full payment of the amount on the invoice, also accompanying this e-mail.

Please print the Student Agreement, sign it, and send a scanned copy to me on info@EVA.edu.mt or post it to our address:

The European Vocational Academy
KW14 Corradino Industrial Park,
Corradino
Paola PLA3000
Malta

PLEASE NOTE THAT YOUR PLACE ON THE PROGRAMME CANNOT BE GUARANTEED UNTIL WE RECEIVE YOUR SIGNED CONTRACT AND FULL PAYMENT

Let me know if you have any difficulties or would like any additional information. I will be your first point of contact for all matters regarding this programme.

Yours truly,

Administrative/Marketing Executive

ATTACHMENTS:

- **Student Agreement**
- **Invoice**

1.11.4 D) E-mail Template: Rejection E-mail – All Participants

SUBJECT: Rejection Letter for Training Programme

Dear Name of Prospective Trainee,

Thank you for your interest in our name of training programme.

We have carefully reviewed your application however we regret to note the following:

Reason for Rejection

Should you wish to discuss our decision further please contact us via e-mail. We would be very happy to guide you towards an alternative programme that could meet your requirements.

Yours truly,

Administrative/Marketing Executive

1.11.5 E) E-mail Template: Welcome E-mail

SUBJECT: Welcome to your Training Programme with EVA

Dear Programme Participants,

We are thrilled to welcome you to the upcoming [Training Programme Name]! We are committed to provide you with a memorable experience of learning, growth, and self-development.

You are strongly encouraged to read the **Student Manual** which can be accessed at https://www.EVA.com.mt/accredited-training-courses/documents-and-resources/ . A copy of our **QA (Quality Assurance) Document** can also be accessed from the same link.

A detailed induction to your learning journey will be provided on the first day of the programme but in the meantime, here are a few important details to get you started:

Training Programme Date/s: (Dates)

Timings: [Start time] to [End time] (Please be on time and clear your diary to attend all the sessions in full)

Location: [Training Venue]

What You Need to Bring:

- A notebook and pen for taking notes
- A copy of your ID/Passport (that you used to register for the programme)
- A curious and open mind
- Your enthusiasm for learning

Contact Information: If you have any questions or need assistance before the programme begins, please do not hesitate to contact me on admin@EVA.com.mt

We hope you are as excited about this programme as we are! It is a privilege to have you on board, and we are confident that you will find the experience both rewarding and enlightening.

Yours truly,

Administrative/Marketing Executive

1.11.6 F) E-mail Template: E-mail Request for Information to Register for Sponsored Training Programme - Sponsored Participants

SUBJECT: Register for Your Upcoming Training Programme

Dear Participants,

I am pleased to inform you that following the signing of a contract between your company and EVA for the provision of training services you have been nominated by your employer to attend the programme detailed below (see attached **Fact Sheet** attached for full details).

- Title of Training Programme: XXXXX
- Dates and Timings of Session/s: XXXXX
- Location of Training: XXXXX
- Required Evidence of Minimum Entry Requirements (if applicable): XXXXX

You are kindly requested to fill in and submit the "Training Programme Registration Form" that can be accessed from https://forms.gle/jeK8NPeT84uUbs28A.

Please send any necessary additional information regarding eligibility indicated above (if applicable) via e-mail to admin@EVA.edu.mt by **not later than 5 working days from the date of this e-mail**.

Please note that an individual is only deemed to be accepted on the programme once he/she has been deemed to satisfy any entry requirements and has received a formal acceptance e-mail from our end.

All costs for the programme are being borne by your employer and your participation on the programme is subject to the terms and conditions of the relevant contract entered into between EVA and your employer.

Do not hesitate to get in touch with me if you have any questions.

Yours truly,

Administrative/Marketing Executive

ATTACHMENTS:

- **Training Programme Fact Sheet (if applicable)**

1.11.7 G) Academic Integrity Policy

1. Introduction

EVA is committed to maintaining the highest standards of academic integrity and expects all students to conduct themselves in an honest and ethical manner throughout their coursework. This Academic Integrity Policy outlines the principles of academic honesty, the types of academic misconduct, and the consequences of violations.

2. Principles of Academic Integrity

At EVA, we define academic integrity as the adherence to the following principles:

a) Honesty: Students must submit their own work and provide accurate and complete information.
b) Fairness: Students must treat all coursework and assessments as individual assignments unless instructed otherwise.
c) Respect: Students must respect the work and ideas of others, giving proper credit through citations and references when using external sources.

3. Types of Academic Misconduct

Academic misconduct includes but is not limited to the following:

a) Plagiarism: Presenting someone else's work, ideas, or words as one's own without proper citation.
b) Cheating: Using unauthorised materials, receiving or giving unauthorised assistance during exams, quizzes, or assignments.
c) Fabrication: Submitting falsified information, data, or documents.
d) Collusion: Collaborating with others inappropriately on assignments or exams without instructor permission.
e) Duplicate Submission: Submitting the same work for multiple courses without prior approval from instructors.

4. Reporting Academic Misconduct

If a trainer suspects or detects academic misconduct, they will report the incident to the Training Programmes Director for further investigation.

5. Consequences of Academic Misconduct

EVA takes academic misconduct seriously and may impose the following consequences:

a) Written Warning: A written warning may be issued for a first-time offense, with a clear statement about the misconduct and the importance of academic integrity.
b) Coursework Deductions: Trainers may choose to reduce points or grades for assignments or exams involved in the misconduct.
c) Programme Failure: Serious or repeated misconduct may result in a failing grade for the

entire programme.

d) Academic Suspension: In cases of severe or repeated misconduct, a student may face temporary academic suspension.
e) Expulsion: In extreme cases, a student may be expelled from the programme.

6. Appeals Process

Students have the right to appeal any academic misconduct decisions made by EVA. Appeals should be submitted in writing to the Executive Director within [Specify timeline] days of receiving the decision.

7. Education and Prevention

EVA is committed to educating students about academic integrity through orientation, training, and awareness programmes. We encourage students to seek clarification from instructors if they are uncertain about academic honesty principles.

8. Conclusion

EVA considers academic integrity essential to the educational process. We expect all students to uphold these principles and maintain the highest standards of honesty and integrity in their coursework.

By enrolling in courses at EVA, students acknowledge their commitment to this Academic Integrity Policy and agree to abide by its principles and consequences

1.11.8 H) Diversity and Equality Policy

AIMS

This policy is about promoting positive attitudes towards equality and diversity and to ensure that everyone working and studying at EVA is treated fairly with dignity and respect. This Policy aims to ensure that no prospective or existing trainee shall receive less favourable treatment on the grounds of age, race, colour, nationality, ethnic origins, disability, sexual orientation, gender, marital or parental status, gender re-assignment, religious belief or non-belief, political belief or social or economic class, pregnancy and maternity or any other basis that cannot be shown to be properly justifiable. EVA will ensure that its policies, procedures and practices comply with current equality legislation.

Equality Areas

2.1 Age

EVA celebrates and values the diversity of trainees of all ages and aims to ensure that all trainees are treated fairly with dignity and respect.

2.2 Disability

In support of the work on disability equality EVA ensures that trainees with disability are treated fairly and with dignity and respect.

2.3 Gender Reassignment

EVA celebrates and values the diversity of its trainees and aims to ensure that all transgender trainees are treated fairly and with dignity and respect. All transgender trainees will be referred to by their chosen gender identity – whether male, female, or gender neutral.

2.4 Marriage and Civil Partnership

EVA aims to ensure that all trainees who are in a marriage or civil partnership are treated fairly with dignity and respect. Civil partnership is recognised and reflected in EVA's policies in accordance with the law.

2.5 Pregnancy and Maternity

EVA aims to provide an environment where trainees are supported and treated fairly with dignity and respect during pregnancy, maternity and whilst breastfeeding.

2.6 Race

In support of the work on race equality EVA aims to provide an environment where all trainees are supported and treated fairly.

2.7 Sexual Orientation

EVA celebrates and values the diversity of its trainees and aims to ensure that all LGBTQ trainees are welcomed and are treated fairly with dignity and respect.

EVA Functions

All EVA functions will take account of the equality policy. The following functions have specific responsibilities:

1.1 Trainee Admissions

EVA is committed to excellence in admissions and aims to provide a professional and fair service for applicants.

1.2 Teaching, Learning and Assessment.

EVA values the diversity of backgrounds and experiences that trainees bring to the learning environment and is committed to meeting the needs of a diverse and changing trainee body. EVA aims to ensure that all teaching, learning and assessment strategies are equitable, undertaken with awareness of the different needs of trainees, and are directed towards the encouragement of academic and personal development.

3.4 Trainee Support - Well Being

The welfare of all trainees of EVA is of the highest priority. EVA offers an environment that aims to secure the personal development, physical and mental well-being and welfare of all trainees, supporting them in realising their learning potential.

3.5 Trainee Support - Academic

The learning needs of different trainees are supported through adapting and varying the course delivery, content and assessment methods to help them achieve success. The academic support function is represented by the Executive Administrator

1.3 Delivering a Conducive Learning Experience

How EVA caters for high achievers:

- Provide activities or assessment tasks that require higher order thinking processes.
- Ask questions that require analysis, synthesis and evaluation.
- Have trainees peer teach or direct group work for more complex thinking and communication skills.

How EVA caters for low achievers:

- Give specific instruction to trainees when circulating the classroom.
- Scaffold learning.
- Adapt assessment tasks where appropriate.
- Consult with other trainers for how to best support them, with permission.
- Individual meetings to discuss assessment feedback in detail for trainee understanding.

Get trainees interested in lesson content through their interests

1.11.9 I) Sample Certificate) Assignment Cover Sheet

To be filled in by student	
Student Name and Surname	Click here to enter text.
ID Card	Click here to enter text.
To be filled in by trainer	
Qualification Title	Click here to enter text.
Module/Unit Title	Click here to enter text.
Name of Trainer	Click here to enter text.
Assignment Title	Click here to enter text.
Number of Words	Click here to enter text.
Submission Date	Click here to enter text.
Final Mark/Grade	

I hereby declare that I am the legitimate author of this assignment and that it is my original work. No portion of this work has been submitted in support of an application for another qualification of this or any other institution of learning.

Click here to enter a date.

1.11.10 K) Policy for Delivering Training to Students with Varying Abilities and Backgrounds

At EVA we strongly believe that, when delivering training to a diverse group of students with varying abilities and backgrounds, it's important to create an inclusive learning environment that caters to everyone's needs.

The following are some specific arrangements and strategies that EVA trainers are encouraged to consider:

Differentiated Instruction: Differentiate instruction by offering a variety of learning activities and resources that accommodate different learning styles, levels of ability, and backgrounds. This may include written materials, videos, hands-on activities, and discussions.

Clear Learning Objectives: Clearly define the learning objectives and outcomes of the training. Make sure students understand what is expected of them and what they will gain from the training.

Flexibility: Be flexible with your approach. Allow students to choose the pace at which they progress through the material. Some students may need more time to grasp concepts, while others may progress more quickly.

Accessibility: Ensure that all training materials and resources are accessible to individuals with disabilities. This includes providing alternative formats for written materials, using closed captioning/subtitles for videos, and making physical spaces accessible.

Grouping and Collaboration: Encourage peer collaboration and group work. Students can learn from each other and share their unique perspectives and experiences.

Scaffolding: Provide support and scaffolding for students who need it. This might involve additional resources, extra guidance, or breaking down complex tasks into smaller, manageable steps.

Feedback and Assessment: Provide regular feedback on student performance and assess their progress. Use a variety of assessment methods, such as quizzes, projects, and presentations, to accommodate different learning styles.

Multimodal Instruction: Use a combination of instructional methods, including visual, auditory, and kinaesthetic approaches, to cater to diverse learning preferences.

Culturally Relevant Content: Incorporate diverse perspectives and examples that reflect the backgrounds and experiences of your students. This can make the training more engaging and relatable.

Reflective Practice: Continuously reflect on your teaching methods and the effectiveness of your strategies. Be open to feedback from students and adjust your approach accordingly.

Inclusive Classroom Policies: Establish inclusive classroom policies that promote respect, equity, and diversity. Address any instances of bias or discrimination promptly.

Professional Development: Stay updated on best practices in inclusive teaching by participating in professional development and training opportunities.

The key to successfully catering to the needs of students with varying abilities and backgrounds is flexibility, empathy, and a commitment to creating an inclusive learning environment. By implementing these arrangements and strategies, you can create a positive and effective learning experience for all your students.

1.11.11 L) Survey: Long-Term Impact of Training

As part of our commitment to continuous improvement, we are conducting a survey to assess the long- term impact of the training programme that you attended. Your valuable insights will help us understand how the training has influenced your skills and performance over time. Your responses will aid us in enhancing future training initiatives.

* Indicates required question

Name and Surname*	
Current Job title	
e-mail Address	

The training helped me acquire new skills relevant to my role*	
Strongly Disagree 1 - Strongly Agree 5	

I have successfully applied the skills learned during the training in my day-to-day tasks*	
Strongly Disagree 1 - Strongly Agree 5	

The training improved my ability to solve work-related challenges*	
Strongly Disagree 1 - Strongly Agree 5	

Overall, the training has positively impacted my job performance*	
Strongly Disagree 1 - Strongly Agree 5	

I have seen a noticeable improvement in the quality of my work since attending the training*	
Strongly Disagree 1 - Strongly Agree 5	

The training contributed to my efficiency in completing tasks*	
Strongly Disagree 1 - Strongly Agree 5	

I have been able to transfer the concepts learned in the training to real-world situations*	
Strongly Disagree 1 - Strongly Agree 5	

The training adequately prepared me for challenges I faced after the programme*	
Strongly Disagree 1 - Strongly Agree 5	

Please provide any additional comments or suggestions you have about the training programme's long- term impact on your skills and performance:

I am happy for EVA to use my comments above in their marketing campaigns.

1.11.12 M) Training Programme Registration Form

Thank you for your interest in registering for one of our programmes. A copy of the programme's fact sheet can be found at https://www.EVA.com.mt/accredited-training-courses/documents-and- resources/

Kindly fill in all sections below and click 'submit'. We will get back to you via e-mail.	
** Indicates required question*	
Title of Programme (that you wish to register for) *	
Start Date of Programme (Month/Year e.g. April 2024) *	
Title*	
First Name (as per ID/passport) *	
Surname/Family Name (as per ID/Passport) *	
Date of Birth*	
Gender*	
I.D. / Passport Number*	
Nationality*	
Personal e-mail Address*	
Postal Home Address (incl. postcode and country) *	

Mobile Phone Number (incl. Country Code if not a Maltese number) *	
Will the cost of your programme be covered by your employer? *	
If your employer is covering your programme costs, write down the name of your employer who is sponsoring you *	

I consent EVA to collect and process data that is provided via this form in accordance with EVA's Privacy Policy (available at https://www.EVA.com.mt/privacy-policy/)*

I am aware of any eligibility requirements related to the programme, and I will be submitting the necessary proof to EVA via e-mail to admin@EVA.com.mt*

If you are unsure about your eligibility to the programme check out the programme's fact sheet found at https://www.EVA.com.mt/accredited-training-courses/documents-and-resources/

I have read, understood and accept EVA's Terms and Conditions (available at https://www.EVA.com.mt/accredited-training-courses/documents-and-resources/)

NOT APPLICABLE TO SPONSORED STUDENTS

1.11.13 N) Training Participants' Feedback Form

Kindly fill in all sections and submit at the end of the questionnaire. We thank you for your feedback!	
** Indicates required question*	
Full name and surname of respondent (OPTIONAL)	
Job title of respondent (OPTIONAL)	
Company Name (OPTIONAL)	
Title of Training Programme*	
Start Date of Programme (Month/Year e.g. December 2023) *	

The training met my expectations *	
Strongly Disagree 1 - Strongly Agree 5	

I will be able to apply the knowledge learned *	
Strongly Disagree 1 - Strongly Agree 5	

The training objectives for each topic were identified and followed *	
Strongly Disagree 1 - Strongly Agree 5	

The content was organised and easy to follow *	
Strongly Disagree 1 - Strongly Agree 5	

The materials distributed were pertinent and useful *	
Strongly Disagree 1 - Strongly Agree 5	

The trainer/s was/were knowledgeable in the subject/s *	
Strongly Disagree 1 - Strongly Agree 5	

The quality of instruction was good *	
Strongly Disagree 1 - Strongly Agree 5	

The trainer/s met the training objectives *	
Strongly Disagree 1 - Strongly Agree 5	

The trainer/s encouraged class participation and interaction *	
Strongly Disagree 1 - Strongly Agree 5	

The trainer/s allowed adequate time for questions and discussion *	
Strongly Disagree 1 - Strongly Agree 5	

How do you rate the training programme overall? *	
Strongly Disagree 1 - Strongly Agree 5	

What aspects of the training could be improved?

What aspects of the training did you really like?

Any additional comments?

Do you consent for us to use any comments above in our publicity? *

1.11.14 O) Trainer's Feedback Form

Kindly fill in this form and submit to share any feedback you have or may have received from participants/stakeholders regarding the training you have delivered.	
* *Indicates required question*	
Trainer's Name and Surname*	
Title of Programme*	
Session Name/Number (if multi-session programme) **NB - If you delivered all sessions in programme write "ALL"**	
Name of Corporate Client (if applicable)	
Share any feedback or comments you received from participants/stakeholders below:	
Reflecting on the session you have just delivered, what aspects of the session did you feel went particularly well?	
Were there any challenges you faced during the session?	
If any challenges/issues were identified above, do you have any suggestions about how can these be addressed for improvement in future sessions?	
Additional comments, suggestions or thoughts?	

1.11.15 P) Trainer Observation Feedback Form

* *Indicates required question*	
Name of Trainer*	
Name of Observer*	
Programme Title*	
Date of Observation*	dd/mm/yyyy

Trainer demonstrated confidence in topic *	
Strongly Disagree 1 - Strongly Agree 5	

Trainer planned time effectively to cover content and allow trainee engagement *	
Strongly Disagree 1 - Strongly Agree 5	

Trainer used effective questioning techniques *	
Strongly Disagree 1 - Strongly Agree 5	

Trainer listened carefully to trainee-initiated comments and questions and responded effectively *	
Strongly Disagree 1 - Strongly Agree 5	

Positive points noticed by observer *	
Strongly Disagree 1 - Strongly Agree 5	

Challenging points noticed by observer *	
Strongly Disagree 1 - Strongly Agree 5	

Suggestions for trainer to help overcome/enhance above points *	
Strongly Disagree 1 - Strongly Agree 5	

1.11.16 Q) Corporate Client Feedback Form

Kindly fill in all sections and submit by clicking done at the end of the questionnaire. We thank you for your feedback!
* *Indicates required question*

Full Name and Surname of Respondent (on behalf of the client) *	
Job Title of Respondent *	
Name of Client Organisation *	
Title of Programme Delivered by EVA *	
Start Date of Programme (Month/Year e.g. April 2024) *	

We can see evidence (in participants' performance/behaviour) that the programme's training outcomes have been achieved *	
Strongly Disagree 1 - Strongly Agree 5	

Participant feedback (collected internally) was overall positive *	
Strongly Disagree 1 - Strongly Agree 5	

EVA discussed the content with us in detail before the programme started *	
Strongly Disagree 1 - Strongly Agree 5	

Our input was sought by EVA before the start of the programme *	
Strongly Disagree 1 - Strongly Agree 5	

We were clear on the learning outcomes of the programme *	
Strongly Disagree 1 - Strongly Agree 5	

We were given the opportunity to brief EVA about any special needs of individual participants *	
Strongly Disagree 1 - Strongly Agree 5	

The quality of communication with EVA was overall good *	
Strongly Disagree 1 - Strongly Agree 5	

Overall, we feel the programme added value to our organisation *	
Strongly Disagree 1 - Strongly Agree 5	

We would be happy to work again with EVA in the future *	
Strongly Disagree 1 - Strongly Agree 5	

How do you rate the training overall?*	
Poor 1 – Excellent 5	

In hindsight, what aspects of the programme could be improved?
Additional Comments
Do you consent for us to use any comments above in our publicity? *

1.11.17 R) E-mail Template: Notification of Changes to MFHEA Accredited Training Programme

Dear Sir/Madam,

I hope this e-mail finds you well. I am writing on behalf of EVA to inform you of some important changes to our accredited training programme, [Programme Name], which has been accredited by MFHEA since [Accreditation Date].

We take our commitment to maintaining the quality and relevance of our training programme very seriously, and as a result, we have made the following updates:

Change Description: Provide a clear and concise description of the change(s) you are making. Explain why these changes are necessary and how they will improve the programme.

Implementation Date: Specify the date when these changes will go into effect or when they were already implemented.

Impact Assessment: Share your assessment of how these changes will affect the programme's compliance with the accreditation standards and requirements set by MFHEA.

Supporting Documentation: Attach any necessary supporting documentation, such as revised curriculum outlines, syllabi, or any other relevant documents that demonstrate the changes.

Contact Information: Provide contact information for the person or team responsible for overseeing the implementation of these changes and address any inquiries related to the updates.

We understand the importance of maintaining accreditation standards and compliance and want to assure MFHEA that these changes have been carefully considered and implemented to enhance the quality and effectiveness of our training programme.

We kindly request that MFHEA review these changes and provide us with any guidance or feedback to ensure that our programme continues to meet the high standards set by your organisation.

If there is a formal process or any specific forms or documents required for submitting these changes, please let us know, and we will promptly complete the necessary paperwork.

We value our partnership with MFHEA and are committed to upholding the highest standards of excellence in our training programmes. Thank you for your attention to this matter, and we look forward to your feedback and guidance.

Should you have any questions or require further information, please do not hesitate to contact me at [Your Contact Information].

Sincerely,

Training Programme Director

2. Internal Quality Assurance Documentation

2.1 Introduction

The European Vocational Academy (EVA) is committed to provide students with a rich educational experience in a supportive learning environment designed to prepare them to meet the highest international standards. Academic quality as well as assisted, monitored hands-on vocational experience is a critical part of the Academy's key parameters that enables the Academy to realise its ambitious mission and attain its strategic objectives. The contents of the Internal Quality Assurance document clearly describe how all quality assurance activities are integrated into a single system to continually appraise and improve EVA programmes and operations.

2.2 Quality Assurance Context

EVA shall have its Quality Assurance systems verified on an annual basis with an internal quality assurance team trained to perform IQA checks to uphold the quality of the courses delivered by the Maltese Academy. Our Quality Assurance System is central to achieving our mission and vision for the Academy which is being reiterated below:

2.3 Mission, Vision, and Objectives

2.3.1 Our vision

Providing Quality Education to make a difference in the student's life.

2.3.2 Our mission

Our mission at EVA is to provide a multinational, holistic, educational experience for our students in which they achieve academic success, personal growth and are professionally prepared to succeed in their jobs. Our aspiration is to make learning a safe, enjoyable experience that prepares the student for a life-long process.
We accomplish this through international partnerships with leading employers, academic institutions, and companies. Through these we create the perfect blend of theory and practice in an international inspired and dynamic curriculum setting delivered by enthusiastic and experienced staff, in partnership with students.

2.3.3 Our promise

Creating Opportunities – We believe that each student has potential to succeed in a field which he/she feels engaged in. Our promise is to make learning an engaging and practical experience and to expose the potential of each of our students. Through the passion and commitment of our academic and non-academic staff we shall work hard to prepare each student for gainful employment within the job market. Our approach is inclusive and empowering as we make every effort to leave positive impact on our students' lives.

2.4 Inclusivity Statement

In line with the mission, vision and promise, our Academy has an international focus and as such shall aim to help each student reach his or her potential. We aim to create a dynamic and multicultural learning environment that shall equip our students with the right skills, attitude and approach to succeed in today's international labour market.

2.5 IQA Objectives

The main principles on which the Academy's quality and standards policy are:

- The enhancement of Good Practice - ensuring that good practice is noted and proliferated, and permeates across the whole Academy's operations
- The improvement, through Supportive peer review - ensuring that the process is conducted in an atmosphere of collegiality and trust;
- The provision of assurances to the Academy management, students and international partners regarding the effectiveness of the operation of its policies and procedures
- The assurance of quality education that stems from student satisfaction with the quality and standards applied by the Academy. Quality requires the involvement of all stakeholders including our students who will be central in their engagement in quality assurance and feedback mechanisms.
- The periodic appraisal and revalidation of courses and course material to ensure that these are still topical and address the needs of the industry as one of our stakeholders.
- External Quality Assurance review by our academic partners to ensure the Academy upholds its standards to international levels.
- The review of policies and standards on regular basis to consider the direction of the Academy, the needs of the students and the realities in which all stakeholders co-exist.

The IQA objectives as set by the Academy are meant to deliver:

- Focus on student experience
- Improved student satisfaction levels
- Programmes which meet national and international standards
- Programmes that are topical and meet the needs of industry
- Compliance with regulatory needs

2.6 Institutional probity both financial and Institutional

The Academy is jointly owned by two leading Maltese companies, Maypole Bakery and St. James Hospital. These two leading companies provide the necessary financial and strategic support to the Academy to enable it to develop its reach both locally and internationally. The Academy is further supported by City of Glasgow Academy in the development of course programmes and adaptation of internationally recognised courses to provide a more international dimensions to the programmes offered.

Although owned by two institutional shareholders, the Academy is staffed with its own experienced team and led as an independent entity. However, given the focus on vocational programmes both its corporate shareholders provide easy access to work placements to provide a more holistic learning experience to students studying at the Academy. The unlimited intent of the Academy is to find other corporate partners who want to join in providing learning opportunities to students to create a smoother academic to workplace transition.

2.6.1 Experienced Staff

The Academy employs lecturers specialised on the particular module / course they teach. Most of the lecturers, apart from having the required academic qualifications, hail from the industry so as to provide students with the right blend of academic rigor and experience. Lecturers are normally recruited on part-time or Freelance basis, subject to meeting the necessary qualifications for each course / module. Staff is recruited by a dedicated selection process which is based on headhunting the right candidates that could provide added-value to the student.

Apart from the Lecturers, the Academy has a leadership team which is headed by the Academy Head. It is the policy of the Academy that any person appointed to lead, in a headship position should possess the following minimum requirements:

- Have at least 5 years' experience in management
- Hold a Master's Degree at Level 7 (EQF/MQF) or higher
- Have experience in the vocational field

2.6.2 Financial Probity

Financial probity requires following the code of ethics of the organisation which is based on honesty and integrity. All persons engaged by the Academy are required to act ethically, in accordance with Academy's values and must be directed by the following:

- All staff must act honestly, impartially, in good faith and with integrity at all times
- All those in a position of responsibility must take all reasonable steps to safeguard the resources of the Academy
- All financial procedures designed to reduce the possible risk of malpractice, such as financial audits, management accounts and stock taking, must be applied strictly and impartially at all times.
- All staff have a responsibility to act to prevent or report fraud and to co-operate fully with any internal checks or reviews or fraud investigations. This does not only apply to academic fraud.
- Staff should report any financial malpractice or suspected malpractice in good faith
- Staff reporting any malpractice shall be protected under the Whistleblowing Policy of the Academy

2.6.3 Financial Position

The Academy is supported financially by its founding shareholders. The Academy has competent resources employed to report on the financial reporting of the Academy. The financial health of the Academy is the responsibility of the Head of the Academy who reports directly to the Shareholders. The Academy, as any other limited liability company registered in Malta, is required to file audited accounts on a yearly basis.

The appointment of the auditors is decided upon at the annual general meeting which takes place at least once yearly.

The finance department is also responsible for the preparation of international management accounts so as to assess the ongoing health of the organisation and the performance of the Academy when compared to budgets set on a yearly basis.

2.7 Appropriate design and approval of programmes

Approval for all new and modified courses (awards, certificates and/or diplomas) begins at the faculty level. Normally, one or more faculty staff will draft a new program or course proposal (or a proposal to amend a current course) to be considered by their department head. The department head will look at the educational benefit of the new / amended programme and will have the option to reject the proposal (given valid reason), suggest further amendments or accept and move the proposal to Academy consideration stage.

The Academy consideration stage varies as to whether the programme has been designed and developed by the Malta Academy and accredited through MFHEA or whether the course has been designed, developed, and accredited by a 3rd party Academy and authority.

For courses which are designed and developed locally and accredited through MFHEA, the Academy consideration stage will involve a more thorough submission of a business case for the new / amended course that is to cover as a minimum the educational benefits to students, the progression potential and financial implication to the Academy. On the basis of this information, the Academy board shall decide as to whether to approve the new / amended course, require further clarifications or postpone / reject the submission.

For the submission of the initial proposal, the following steps and documentation should be provided: The staff member who wishes to propose a course development / amendment for their program can complete the Course Development Request form. This provides a template for the staff to provide all the necessary information for the head of department to decide whether to advance the request.

2.7.1 Create the Course Outline

This shall include as a minimum:

- Outcomes and Objectives of the programme
- skeleton of the syllabus to be covered

2.7.2 Identify Target Audience

As a minimum one should include:

- Whether the course is a continuation of other courses and hence current students can progress to this course or from this course to other courses offered by the Academy
- The minimum entry requirements that are required to undertake the course
- An estimate of the demand for such programme (if possible)

2.7.3 Identify the Costs associated with the Programme

As a minimum one should include:

- The cost of new equipment needed to deliver the programme
- Whether the Academy has the required human resources to deliver the course or whether new staff is needed to deliver the programme
- Any other costs (such as licenses) required to deliver the programme / certify students.

Once the course is approved by the Academy Board, the Course Development Team need to develop the following:

2.7.4 Create the Syllabus

- Develop a detailed document highlighting all the topics and learning activities as aligned to Course Learning Outcomes
- Map learning objectives to each module/unit in the course

2.7.5 Create the Assessment Plan

- Determine how students will be assessed to determine whether they have met the Course Learning Outcomes
- Determine assessment mode and grading criteria

2.7.6 Develop Lessons / Lesson plans

- Find or create articles, slideshows, videos, documents, podcasts, cases, lab demos, textbook chapters, etc.
- Consider resources from diverse viewpoints and worldviews
- Develop quizzes, discussions, self-checks, concept maps, worksheets, reflection questions, peer reviews, etc.

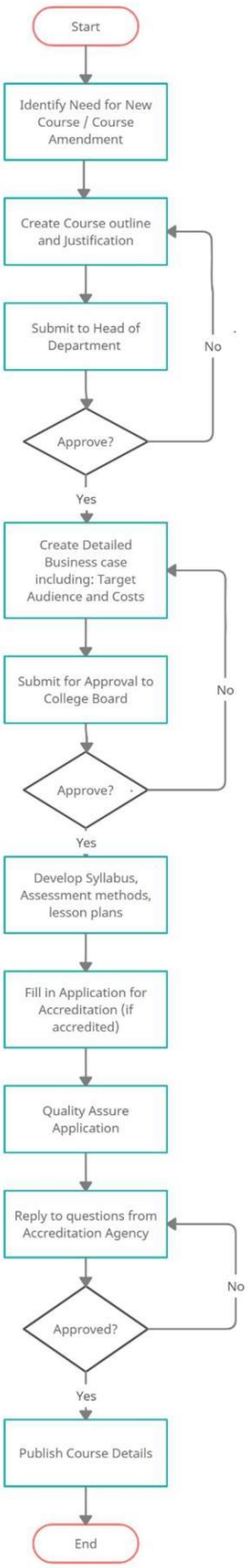
2.7.7 Compile / Manage Course Accreditation form

- Request form from Academy administration team
- Submit the form to the Academy administration team for submission to accrediting agency / body
- Reply to feedback from accreditation agency / body

2.7.8 Once the course is accepted for accreditation, the following must be done:

- Upload Course information onto website. This should include:
- Course Outline

- Syllabus
- Assessment Methodology
- Entry Requirements
- Price


Start
Identify Need for New Course / Course Amendment
Create Course outline and Justification
Submit to Head of Department
Approve?
No
Yes
Create Detailed Business case including: Target Audience and Costs
Submit for Approval to College Board
Approve?
No
Yes
Develop Syllabus, Assessment methods, lesson plans
Fill in Application for Accreditation (if accredited)
Quality Assure Application
Reply to questions from Accreditation Agency
Approved?
No
Yes
Publish Course Details
End

2.8 Student-centred learning, teaching and assessment that encourages students taking an active role

EVA aims to adopt student-centred pedagogies that aim to create educational environments that encourage students to be hands-on, active, responsible participants in their own learning – taking initiative and not being passive learners. A growing body of research demonstrates that participation in learning practices such as the ones listed below increases rates of student engagement and improves course effectiveness and outcomes for all learners. This is especially true in the context of vocational learning which is at the core of the Academy's ethos. With student involvement in practical activities, one achieves lower rate of alienation and hence directly and positively impacts student retention.

The Academy shall adopt a system of work-based learning by applying instructional activities that involve student hands-on experience or practical thinking so as to bring as much as possible the theory to the real-world experience, which is very much in line with industry needs. This pedagogical approach will include the use of guided discussions, practical classes, problem solving (both individual and in teams), debate, project-based learning and other approaches aimed at improving student involvement.

2.8.1 Teaching

The Academy is committed, as part of its service delivery promise, to work with high quality lecturers that hail from industry and that can help student transition from theory to practice. The inclusion of quality lecturing staff shall also guarantee a level of quality in term of teaching material used. As part of the quality programme, the Academy will collect regular feedback from students with regards to the lecturing staff to assess the level of involvement and engagement of the class. The Academy is committed to supporting staff in delivering a quality learning experience to their students and making learning an experience that guides students through life.

2.8.2 Assessment

The Academy will conduct assessment based on the following principles. Assessment will be:

- Valid, reliable, practicable, impartial, and fair.
- Subject to Internal and External Verification, moderation, and External Examiner scrutiny, as appropriate.
- Conducted in accordance with regulations of the relevant Awarding Body which may cover assessment conditions and notification periods in addition to the number of assessment opportunities.
- Accessible and inclusive
- Designed and conducted to ensure security, and to avoid malpractice and plagiarism. In case of plagiarism, the student shall be assigned a fail, and will be asked to resit the test.
- Impartial and without conflict of interest related to the outcome of an assessment involved in the assessment process.
- Integrated to lower the assessment burden and provide vocationally relevant assessment where relevant.
- Rich, varied and engaging, using a variety of assessment activities.

- Prompt, with efficient and responsive written assessment feedback and resulting normally within 20 working days of the assessment submission deadline.
- Flexible and responsive, to assess students effectively within the context of changing circumstances.
- Communicated effectively and well in advance, allowing students adequate time to prepare and succeed.

Students are responsible for:

- complying with the Procedure and Assessment Malpractice Procedure.
- Ensuring they commit time to adequately prepare for assessment.

Assessors are responsible for:

- conducting, marking, and providing feedback on assessments and providing remediation advice in preparation for re-assessment.
- reporting any breaches of security of examination material to the Academic Team.
- following relevant guidelines provided by the Awarding Body.

Any of the below behaviours when submitting assessment work will lead to disciplinary procedures by the Academy

- Plagiarism
  Copying someone else's assessment work and presenting it as one's own is strictly prohibited. When making use of another person's work, students must acknowledge the source. This includes using material, for example, a direct quotation or a close paraphrase. Students who are caught plagiarising other people's work shall be given a failing mark and shall be required to resit the test.
- Collusion
  Copying work from another student with that student's permission, or allowing another student to copy a student's own work is prohibited and could lead to disciplinary action taken against all students involved (both those preparing the original work and those copying from it).
- Personation
  Personation, where a student attempts to assume the identity of another to gain advantage during an assessment is strictly prohibited.
- Unauthorised aids
  Possession of any unauthorised materials during an assessment event, for example teaching notes or phone is prohibited.
- Essay mill or assessment mill / Essay bank or assessment bank
  The use of systems or services that allows students to commission work from third party to pass as their own and hence commit academic fraud is prohibited.
  The Academy is subject to external quality assurance audits by the accrediting institutions. In some cases, this shall include test papers being vetted by an international external examiner to assess the marks being awarded.

2.9 Published regulations for student admission, progression, recognition, and certification

The Academy planning cycle will commence in November each year for the following year. The Plan will

- Provide details of each course/programme that is planned to be delivered during the subsequent year.
- Include the target and maximum number of student enrolments per course / programme.
- Ensure that the right number of lecturing staff is available to teach the courses / programmes and if not plan for their engagement.

2.9.1 Entry Requirements

Each course entry requirements will be reviewed annually by the Academic Team to ensure entry requirements reflect the approved Policy of the Academy in relation to equality, diversity, and inclusion and that the requirements are still relevant to the programmes.

All the entry requirements shall be made available to the students prior to application and shall be incorporated on the website, prospectus, and other publications. The Academic Team is responsible for ensuring that the final input of marketing information to the website/ prospectus and other marketing material contains the correct information on entry requirements.

Where a course has selection criteria over and above the entry requirements, all selection criteria must be publicised on the Academy website/prospectus together with entry requirements. The selection criteria should only be used for courses that are expected to be over-booked and where the Academy cannot offer additional space.

2.9.2 Processing of Student Applications

The Academy will accept applications from potential students at specific times of the year depending on the particular course / programme.

Applicants wishing to apply for any course will be expected to complete a simple registration form where they will be asked for details basic personal details, contact information, qualifications held as well as their motivation to apply. Prospective students will also be asked to indicate their level of understanding of English and whether they hold any certificate to prove their level of proficiency.
The applications will be processed on a first come, first served basis and hence in the order they are received. Student could also request meetings with the Student Services Team to help them choose the right programme.

An initial screening of applications will identify applicants who do not meet the entry criteria and those who require more information. In case of international students who do not hold a recognised English certificate, could be asked to undertake an English test prior to accepting their application. In case of international students requiring a student visa, The Student Services Team will conduct student interviews via an online video platform e.g., Zoom/Skype/Microsoft Teams to confirm the credibility of prospective Student.

In case of short course applicants will be able to book a course using the following payment methods:

- By phoning the Academy paying by credit/debit cards or by invoice in case of Company booking.
- By visiting the Academy in person – all payment methods including cash/cheque.

Where there are no available places, the applicant will be guided to make another selection or will be placed on a waiting list.

In all cases, where a booking has been completed, the applicant will be provided with a receipt.

As per the terms and conditions that shall be published with the course information and made publicly available, no refunds shall be given once the course has been booked and paid for. Only in exceptional circumstance the Academy management could decide to either process a cash refund or Academy credit. In case of short courses, applicants will receive confirmation that the course will run and further details of location, dates, and times 2 weeks before the course commences.

Where there are insufficient numbers for the course to run the applicant will be given a full refund or the option of booking a later occurrence of the same course or alternative course.

Once students are enrolled, students shall be provided with a short induction so that they can be introduced to the institution and also informed about its policies and procedures. These policies shall be regularly available online for students to reference.

2.9.3 Certification

The Academy shall be offering courses which are:

- Homegrown and accredited by MFHEA
- Courses accredited by International Awarding Bodies
- Non-Accredited Courses

Each course advertised shall have clear indication as to whether the course is accredited and if it is, who the awarding body is. The certificate that the student will get at the end of the course shall also have the logo of the awarding body as well as the course / programme title and the number of credits achieved and MQF Leve. All certifications will follow the requirements set forth by the respective authority / entity accrediting the course.

2.10 Competence and effectiveness of teaching staff

The skills needed for effective teaching involve more than just expertise in an academic field, as one needs to be able to interact with people (especially students) and help them understand and internalise knowledge. Although there are many different approaches to teaching, EVA looks for particular traits to ensure that the teaching staff has the right attitude and characteristics needed to be part of the teaching staff.

We look for individuals who are prepared, set clear and fair expectations, have a positive attitude, are patient with students, and assess their teaching on a regular basis. EVA expects each lecturer to adjust their teaching strategies to fit both the students and the material, recognising that different students learn in different ways. This is even more relevant in vocational areas that the Academy will seek to establish its main core offer.
EVA looks for individuals who are:

- POSITIVE
  A positive attitude is contagious and students will more likely feel engaged. Such engagement is more likely to help students learn different topics, rather than the simple focus on grades. EVA's aim is to give students a holistic experience which will make them appreciate that learning can lead to realistic opportunities as they progress towards employment. Teaching staff are expected to be creative and innovative in find ways to let students see what is interesting about the different subject areas.

- PREPARED
  Lecturers are expected to be prepared and to know the course material. It is very important that Lecturing staff are conversant with latest updates in the field of study they teach so as to ensure that the teaching material is current and up to date. With the objective of EVA being that of providing students who are prepared to engage in employment, it is expected that the lecturing staff is well conversant with the expectations of industry and latest innovation in the respective field. Lecturers are expected to review key concepts and ideas and to think about how the material can be most effectively delivered to the target student cohort.

- ORGANISED
  Have a plan for what you want to teach. Your job is to illustrate key points and essential context, to help students integrate all of their work (reading, labs, exams, papers, lectures, etc.) for the course. Given that there is never time to teach everything, choose the most important concepts and show how they are related. Explain ideas so students are able to build on material they have already mastered, whether from your course or previous classes. Don't just focus on what you happen to be teaching today. Show students how what they are learning now is connected to material covered later in the course. Keep your long-term goals in mind, pace yourself so that you do not run out of time at the end, and try to end every class with a conclusion.

- UNDERSTANDING
  It is easy to forget that students may have no prior knowledge of fundamental concepts of a given subject so it is important to understand you students' level of knowledge and to adapt the content to the student so as to take them through a learning journey. Make use of visual aids and live demonstrations to enhance the experiential aspect of learning, which is normally more effective than theory-based learning.

The Academy will generally publish vacant teaching positions on its website and social pages as well as by using other job boards. When publishing a vacant position, the Academy will ensure that all the minimum requirements which the candidates are expected to have to be considered for the vacant post are clearly stated. Those who are short listed will then be interviewed by the Academy team who shall also assess the character of the individual and the personality match with the Academy expectations. In certain cases, the Academy might opt to head hunt individuals for vacant posts in line with references received or positive suggestions from Industry leaders.

2.10.1 Qualification and Experience

The Academy will seek to attract the experienced and qualified lecturers to teach its different programmes. In so doing the Academy will ensure that the process of recruiting staff is fair and transparent and based on pre-set criteria that met the objectives of the Academy.

The selection of the lecturing staff shall be based on their experience and academic achievement and their ability to meet the values listed above that EVA look out for in each of its lecturers. With regards to the experience and qualifications, EVA expects lecturers to have a qualification in the subject matter (or related) which is at least one level higher to that which they would be teaching. Alternatively, given the vocational aspect of most courses that EVA shall be offering, relevant proven work experience in the field could be considered as a substitute to the academic qualification sought. The minimum qualification for each programme shall be provided in the course accreditation information and the Academy will ensure that the teaching staff has, as a minimum, the qualifications stated on the course accreditation document. The replacement of academic qualification requirement with work experience shall be examined on a case-by-case basis and the person applying shall provide EVA with required proof of experience and expertise in the subject area.

The Academy is a strong believer in CPD and expects all its teaching staff to remain up to date with any developments in the subject area and hence to engage in learning opportunities (both accredited and non-accredited programmes / seminars) that might be relevant to their field of expertise. The Academy shall, where possible make CPD material available for teaching staff, however the teaching staff is responsible to ensure that they keep up-to-date with industry and subject development. The teaching staff performance will be assessed from student feedback as well as industry feeding into the course programme.

2.11 Appropriate learning resources and student support

In line with EVA objectives, students need to have all the resources they require in order to ensure that they can successfully complete each and every programme they enroll on. In case the course requires students to buy additional tools / resources, the list of tools required or the cost of the kit shall be made available at application stage so that the student can evaluate the full cost of the programme. Student shall have access to a virtual learning environment where they will have access to the following:

- Course material
- Course Notes
- Course presentations
- Other learning resources such as videos and reading material

All course material provided will be fit for purpose and accessible thus enabling access to material even to students with specific disabilities.

Students shall have access to their lecturer via email as well as during their face-to-face contact time. Lectures are expected to reach out to students and answer queries within a reasonable timeframe (normally set at no more than 48 hours (during business days). Students shall have also access to the Academy's Administration team who will be available to assist students with their ongoing needs and queries. Students reading for certain specific programmes (especially those relating to culinary and beauty) are also provided with specific course related tools and raw material that are used as part of their course programme.

All lecturers are provided with access to the virtual learning environment and/or document repository where they can store and access all the lecture note and training material and can update all content

within. Lecturers are provided with an institution email address which they need to use when they officially communicate with students and industry representatives relating to any work pertaining to the Academy.

EVA employs lecturers who are very experienced and knowledgeable and hence expects that each and every one of these keeps abreast with the latest update in the subject area. In order to assist in this field, EVA provides training opportunities for lecturers so as to ensure that these keep abreast to current trends, which are considered critical, given the focus of the Academy on ensuring that students are given a good theory and practical foundation.

2.12 Information Management - Collection, Analysis and Use Relevant Information

EVA hereby confirms that it shall be compliant with any provision set out in both The General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act (Cap 586), both of which regulate the processing of personal data whether held electronically or in manual form.

The Academy will ensure that all personal data collected, whether of current, past, or prospective students shall be processed fairly and lawfully, according to its legal obligations and the legitimate interest of the Academy and its students.

No personal data shall be kept for a period longer than is necessary. The Academy shall retain the data in line with its legal obligations and in full respect of GDPR requirements.

The Academy shall collect, analyse, and use relevant information for the effective management of the courses and other activities. The information collected by the Academy shall include, but is not limited to:

- Student Information (including but not limited to full name, address, contact number, next of kin, known allergies, previous academic achievements etc)
- Student progress data including marks and feedback from lecturer
- Overall data such as:
    - student demographics,
    - Student pass rates
    - Successful Employment rates,
- Student Feedback and Satisfaction scores
- Data collected for MFHEA statistical purposes

The Academy shall collect student information on an ongoing basis including, but not limited to:

- At enquiry stage
- At application Stage
- At acceptance Stage
- During the course for feedback purposes that shall take the form of mid-course feedback (if administered)
- At the end of the programme
- Post programme (for employment statistics)

All data subjects are to be reminded that as per data protection law, they have the following rights:

- The right to be informed
- The right of access
- The right to rectification
- The right to erasure
- The right to restrict processing
- The right to data portability
- The right to object
- Rights in relation to automated decision making and profiling.

Any queries relating to data protection and the exercise of your rights shall be address to the Academy's DPO on dataprotection@europeanvocationalacademy.com

2.13 Publicly Available Information

The Academy is committed to providing students and stakeholders with all information they need to assess the quality of the courses and services it offers. In line with the high standards of its international partners, the Academy will provide its full, up to date course lists that shall include:

- The learning outcomes for each course;
- The qualifications that shall be awarded at the end of each programme and the EQF/MQF Level and ECTS/ECVET learning credits attached to it;
- The teaching methodology (offline / blended)
- The assessment methods;
- Course progression / career options for each course

The information provided is meant to enable students to make a well-informed decision with regards to the course options that will help lead them on the career path they intend to take, or they wish to improve on. The publication of such information shall enable the Academy to achieve higher satisfaction scores as students are well prepared for the course they intend to embark on, having the right expectations and knowledge of the methodology adopted.

2.14 On-going monitoring and periodic review of programmes

The courses that the Academy offer shall mirror industry requirements as they are meant to provide students with a clear route to employments and/or career progression. In line with this, the Academy will work with its international academic partners and industry stakeholders to ensure that any feedback collected from students or industry is taken into consideration when reviewing courses. The review of courses provided by academic partners shall be dependent on the course review cycle each specific academic partner, however the local Academy shall implement changes required at local level to ensure

the courses meet the student and industry needs without deviating from the learning objective and outcomes set for the course.

For courses that shall be locally accredited, the Academy shall adopt a two-year review cycle to ensure that the course meets both the needs of industry and its prospective students as well as meeting the requirements of this IQA policy. Feedback shall be collected from students at the end of each programme, where students will be asked about their learning experience and any improvements, they would wish to see in the programme going forward. Such feedback shall be reviewed on a regular basis and changes (if any) shall be adopted on an ongoing basis to ensure the course meets the demands of the students.

On a two-year cycle, industry partners shall also be sent a questionnaire asking whether they feel that the students have the required criteria they felt these needed for employment. They will also be asked to provide feedback on course content. Such feedback will be sent to international academic partners for internationally accredited programmes, whereas for locally accredited programmes these will be discussed by the course design and review team. Any changes to the course content shall be reflected in the information provided online as well as potentially requiring an update of the course accreditation before official implementation of changes.

The Academy might also take part in specifically designed and accredited programmes for dedicated clients (such as Government / European Entities / Private Clients). Such courses shall be reviewed in line with the requirements set for in the contract between the Academy and the contracting party and hence shall not be governed by the course review cycle identified in this policy. The Academy will still collect feedback from students and adopt any permitted changes to course content delivered but such changes will be limited to those allowed by contractual requirements.

2.15 External Quality Assurance

EVA understands the role that MFHEA has in monitoring and assuring the quality of accredited course delivered by all academic and training institutions in Malta in the interest of all current and potential students. The Academy shall make available all the information necessary for MFHEA or any appointed external quality assurance provider to perform the required external quality assurance. Apart from this, the Academy may also be subject to external quality assurance audits by its international academic partners who will seek to review the quality assurance practices throughout applied by the Academy in delivering internationally accredited programmes.

EVA shall work with the auditing entity to develop and implement any recommendations provided through the creation of an action plan with set timeframes in line with the criticality of the recommendation provided.

3. Quality Manual Version 6.0 / May 25 - Saltwave

3.1 Introduction & Scope

Saltwave Academy is a Malta-based training centre dedicated to delivering high-quality maritime and recreational boating training. The Academy operates in line with national regulatory requirements and international best practices to ensure safe, effective, and industry-relevant instruction.

This Quality Management System (QMS) has been developed to support Saltwave Academy's commitment to continuous improvement, regulatory compliance, and learner satisfaction. It is structured to align with the principles of ISO 9001:2015 and the Standards for Approval of Non-STCW Maritime Training Centres (Document No. SND/TM/MSD/SCU/001) as issued by Transport Malta.

Scope of the Quality Management System

This QMS applies exclusively to the design, development, delivery, evaluation, and certification of training courses offered by Saltwave Academy. It covers all non-STCW training programmes delivered under the authority or oversight of Transport Malta, including:

- Recreational Skipper Courses.
- VHF Radio Operator Courses.
- Any other TM approved short maritime training programmes.

Mission Statement

Our mission is to deliver safe, high-quality maritime and boating education that meets regulatory standards and exceeds learner expectations. We strive to equip students with the skills, knwledge, and confidence needed to operate safely and responsibly at sea.

Vision Statement
Saltwave Academy's vision is to become a trusted leader in recreational and professional maritime training by fostering a culture of excellence, regulatory compliance, and continuous improvement.

3.2 Normative References

The Saltwave Academy Quality Management System (QMS) has been developed to be structured in accordance with the principles and requirements of ISO 9001:2015, ensuring a strong foundation of quality management practices.
The following normative documents provide the framework and reference standards upon which this QMS is based:

ISO 9001:2015 - While not accredited under ISO 9001, Saltwave Academy adopts its core principles to establish a system that promotes consistent service delivery, regulatory compliance, customer satisfaction, and continuous improvement.

SND/TM/MSD/SCU/001 (Administrative Standard) - This administrative standard, issued by Transport Malta, sets out the quality system requirements for non-STCW training providers, including documentation control, instructor approval, course development, internal audits, and management reviews. Compliance with this standard is essential for the approval and operation of the Academy.

3.3 Context of the Organisation

The Academy provides instruction to recreational and professional seafarers, ensuring that its programmes align with national standards, industry expectations, and the regulatory requirements of the Maltese administration.

The Academy recognises the importance of understanding both internal and external issues that affect its ability to achieve intended outcomes of the QMS.

External Issues:

Regulatory Requirements	Compliance with Transport Malta's approval standards is essential for continued operation and recognition.
Public Safety and Trust	The public expects safe and reliable training from Transport Malta-approved institutions.
Industry Trends	Changes in recreational boating regulations or best practices impact course content and delivery.
Competition	Other local training centres offering similar courses may affect demand and market positioning.

Internal Issues:

Instructor Competence	Maintaining a pool of qualified, Transport Malta-approved instructors is critical to operational success.
Record Management	Proper documentation of training delivery and assessments is essential for transparency and audit readiness.
Training Infrastructure	Classroom environments, equipment (e.g., VHF simulators), and learning aids must be kept current and functional.
Organisational Growth	As course demand increases, processes and resources must scale accordingly.

These factors are monitored and reviewed through regular internal audits, management reviews, and stakeholder feedback mechanisms.

3.4 Leadership

Leadership and Commitment

Top management at Saltwave Academy demonstrates leadership and commitment to the Quality Management System (QMS) by:

- Ensuring the QMS is aligned with the strategic direction of the Academy
- Establishing and communicating a clear Quality Policy and measurable objectives
- Ensuring integration of the QMS into operational processes
- Promoting a culture of continual improvement and regulatory compliance
- Providing adequate resources to support quality training and system effectiveness
- Supporting instructors and staff in understanding their roles in achieving quality
- Engaging with external auditors, regulators, and students to foster trust and transparency

Customer Focus

The Academy is committed to understanding and meeting customer needs by:

- Delivering training programmes that comply with Transport Malta requirements
- Gathering and acting on student feedback to improve course delivery
- Ensuring fairness, accessibility, and transparency in assessments and certification
- Managing course delivery and documentation to minimise nonconformities

- Treating Transport Malta and other approving authorities as primary stakeholders

Quality Policy

Saltwave Academy has established a Quality Policy that reflects its values and strategic objectives. The policy is:

- Documented in a separate signed and dated statement.
- Communicated to all staff and instructors through induction and periodic reviews.
- Posted in prominent areas at the Academy's premises.
- Reviewed annually during the Management Review.
- Aligned with the standards of SND/TM/MSD/SCU/001.

Refer to the standalone Quality Policy document for the full statement.

Roles, Responsibilities, and Authorities

Responsibilities and authorities for relevant roles within the QMS are defined and communicated via:

- The Quality Manual
- Organisational charts
- Job descriptions
- Internal training and induction

Key roles include:

Role	Responsibility
Managing Director	Strategic direction, resource allocation, policy approval
QHSE Manager	QMS oversight, internal audits, document control, compliance monitoring
Quality Manager	Course quality, instructor support, feedback monitoring, continuous improvement
Administration Staff	Document control, student record-keeping, communication with stakeholders
Instructors	Course delivery, assessment, student engagement, safety compliance

3.5 Planning

Actions to Address Risks and Opportunities

Saltwave Academy identifies risks and opportunities that could impact the ability of the Quality Management System (QMS) to achieve its intended outcomes, maintain compliance, and improve training services. These are considered during:

- Management Review
- Course planning and delivery
- Internal audits
- Day-to-day operations

Key Risks Identified:

Risk	Mitigation/Action
Instructor attrition or lack of Transport Malta approval	Maintain updated Training Matrix and instructor pool; track certificate expiry.
Loss of exam records or incomplete documentation	Enforce exam paper storage protocol and record retention policies.
Delayed internal audits	Pre-scheduled in audit calendar; QHSE oversight.
Inconsistent marking or student assessment issues	Standardised Marking Checklist and training memo.
Lack of feedback or improvement data	Post-course evaluations and regular review cycles.

Key Opportunities Identified:

- Streamlining document change processes via the DCR form.
- Enhancing transparency in marking and assessment.
- Introducing instructor development initiatives.
- Using internal audits to drive performance.

Risks and opportunities are reviewed periodically during management review and updated as needed.

Quality Objectivs and Planning to Achieve Them

Saltwave Academy establishes measurable quality objectives aligned with its Quality Policy and strategic direction. These are:

- Maintained in the Quality Objectives Document.
- Reviewed during Management Review.
- Monitored throughout the year for progress and effectiveness.

Each objective includes:

- What will be done.
- Resources needed.

- Who is responsible.
- Target completion timeframe.
- How performance will be evaluated.

Refer to the Quality Objectives Document for the current list and status.
Planning of Changes

When changes to the QMS or training delivery are needed, Saltwave Academy ensures that:

- Changes are planned and documented using the Document Change Request (DCR) process.
- Potential consequences are assessed before implementation.
- Resources and responsibilities are allocated.
- Communication of the changes is made to all affected personnel.
- Related documentation is updated and controlled through the Document Control Procedure.

3.6 Support

Resources

Saltwave Academy ensures that adequate resources are available to support the implementation, maintenance, and improvement of the QMS, as well as the delivery of high-quality training.

People

The Academy maintains a staff of qualified instructors and administrative personnel. Roles and responsibilities are clearly defined, and competence is monitored through appraisals, certification checks, and the Training Matrix.

Infrastructure

Training is delivered using dedicated classrooms, VHF simulators, teaching aids, and IT resources. Facilities are maintained to ensure a safe, clean, and effective learning environment.

Environment for Operation

Learning and working environments are designed to ensure focus, accessibility, and safety. This includes climate control, ergonomic seating, and appropriate lighting

Monitoring and Measuring Resources

Where applicable, training and assessment tools (e.g., simulators) are calibrated and maintained. No regulated measuring devices are currently in use.

Organisational Knowledge

The Academy captures and shares knowledge through instructor briefings, document updates, and structured onboarding. Knowledge is retained via lesson plans, course files, and staff experience.

Competence

Saltwave Academy ensures all staff are competent to perform their roles based on education, training, and experience. This includes:

- Documented training requirements by role in the Training Matrix.
- Ongoing instructor development and refresher sessions.
- Verification of certificates and approvals (e.g., TM recognition, Train-the-Trainer).
- Evaluation during internal audits and annual appraisals.

Awareness

All staff are made aware of:

- The Quality Policy and objectives
- Their role in achieving compliance and quality
- The consequences of non-conformity
- Document control, marking standards, and audit findings (where relevant)

Awareness is reinforced through onboarding, checklists, team meetings, and feedback loops.

Communication

Effective communication is essential to maintaining an operational QMS.

Type	Channels
Internal Communication	Emails, meetings, briefings, WhatsApp groups
External Communication	Emails, regulatory correspondence, official memos
Student Communication	Orientation, handouts, course announcements

Documented Information

General

The QMS includes documented policies, procedures, templates, and records required to ensure effective planning, operation, and control of processes.

Creating and Updating

Documents are created and updated using the Document Change Request (DCR) form. All new documents are:

- Version-controlled.
- Reviewed and approved by authorised personnel.
- Added to the Master Document List.
- Distributed to relevant staff.

Control of Documented Information

Documents and records are:

- Identified, stored, and protected (physically and digitally).
- Accessible only by authorised personnel.

- Archived when obsolete and disposed of securely.
- Retained for a minimum of five (5) years as per the Records Management Procedure.

3.7 Operation

Operational Planning and Control
Saltwave Academy plans, implements, and controls the processes needed to deliver high-quality training in line with Transport Malta's requirements. This includes:

- Defining course content and requirements.
- Allocating qualified instructors and appropriate resources.
- Controlling documentation and versioning of course materials.
- Collecting and reviewing participant feedback.
- Managing records of enrolment, assessment, and certification.

All training activities follow documented procedures as outlined in the Academy's Course Lifecycle Framework, which includes development, delivery, evaluation, and examination.

Requirements for Training Services
Saltwave Academy determines and reviews requirements related to:

- Course learning outcomes and regulatory alignment
- Instructor qualifications and approvals
- Venue, equipment, and logistical needs
- Participant prerequisites and eligibility
- Assessment standards and certification criteria

Requirements are communicated clearly in course documentation and participant onboarding materials.

Design and Development of Training Courses
Training courses are designed to meet applicable standards and learner needs. The process is documented and includes:

- Needs analysis and industry relevance
- Course syllabus and structure
- Validation and piloting (dry runs where applicable)
- Approval by Transport Malta, where required

All design and development activities are tracked using the Course Planning & Development Form (F-017) and reviewed periodically.

Control of Externally Provided Services
External services (e.g., third-party instructors, facility rentals, printing services) are evaluated for quality and reliability. The Academy:

- Maintains a List of Approved Suppliers.
- Performs annual reviews or on-demand checks.
- Retains service agreements and verification of instructor credentials where applicable.

Provision of Training Services
Saltwave ensures effective control of course delivery by:

- Assigning approved instructors
- Using up-to-date course materials
- Maintaining attendance records and assessment logs
- Enforcing exam protocols (see Marking Checklist)

Records of delivery, evaluation, and marking are stored in compliance with the Records Management Procedure.

a. Identification and Traceability
Each student is assigned a unique identifier for traceability in course records and certificates. Exam papers and assessments are tagged and archived accordingly.

b. Customer Property
Any personal data, documents, or physical items provided by students or regulators are protected in accordance with data protection regulations.

c. Preservation
Physical and digital records are preserved in a secure, controlled-access environment. Certificates, exam papers, and attendance sheets are retained as per regulatory requirements.

Release of Certification
Certificates are issued only when students have met the learning outcomes and passed all assessments. A second person (typically the QHSE or Quality Manager) verifies completion records prior to certification.

Control of Nonconforming Output
If training delivery or assessments do not meet expected standards (e.g., missing exams, instructor deviation), the nonconformance is recorded, investigated, and resolved through:

- The Nonconformity & Corrective Action Form.
- Review by the QHSE Manager.
- Preventive measures to avoid recurrence.

3.8 Performance Evaluation

Monitoring, Measurement, Analysis and Evaluation
Saltwave Academy monitors and evaluates the performance and effectiveness of its Quality Management System (QMS) to ensure continued suitability and compliance with Transport Malta standards.
Performance data is collected through:

- Course feedback and student evaluations.
- Internal audits and compliance checks.
- Instructor and staff performance reviews.
- Completion rates, exam results, and certification statistics.
- Nonconformities and corrective action trends.

Analysis of this data is used to identify improvement areas, training needs, and compliance gaps.

Internal Audit
Saltwave Academy conducts internal audits to verify implementation of the QMS and evaluate its effectiveness. The internal audit process is governed by the Internal Audit Procedure and includes:

- An Internal Audit Plan, reviewed and approved by management
- Audits conducted twice during the first year, then annually thereafter
- Independent and impartial auditors where feasible
- Use of audit checklists and documented evidence review
- Findings categorised as Non-Conformity (NC), Observation (OBS), or Opportunity for Improvement (OFI)
- Audit reports issued within two weeks of completion
- Corrective actions documented and followed up

Audit results feed directly into management review and quality improvement efforts.

Management Review
Top management conducts a formal Management Review at least once per year to assess the continued adequacy, effectiveness, and alignment of the QMS.
The Management Review covers:

- Status of actions from previous reviews
- Results of audits (internal and external)
- Student feedback and satisfaction data
- Performance against quality objectives
- Nonconformities and corrective actions
- Changes in external/internal context or regulatory environment
- Adequacy of resources and staff training
- Opportunities for improvement

Output of the review includes documented decisions on improvements, objective updates, and resource needs. Results are recorded in a Management Review Report and communicated to relevant stakeholders.

3.9 Improvement

General
Saltwave Academy is committed to continual improvement of its Quality Management System (QMS), training services, and overall operational performance. Improvement opportunities are identified through:

- Internal audits
- Management reviews
- Course evaluations and student feedback
- Nonconformity reports

- Staff input and operational observations
- Industry trends or regulatory updates

Opportunities for improvement (OFIs) are recorded and reviewed to determine feasibility, priority, and implementation timelines.

Nonconformity and Corrective Action
When a nonconformity is identified (either through audit, complaint, or observation), Saltwave Academy takes prompt and structured action to:

1. React to the nonconformity and control or correct it
2. Investigate the root cause to understand why it occurred
3. Evaluate the need for action to prevent recurrence
4. Implement corrective actions, including updates to procedures or training
5. Verify effectiveness of the action taken

All corrective actions are documented using the Corrective & Preventive Action Form and monitored by the QHSE Manager. Follow-ups are conducted to ensure issues are fully resolved and do not repeat.

Continual Improvement
Saltwave Academy actively identifies and implements opportunities for enhancing its:

- Course design and delivery
- Instructor development and support
- Student satisfaction
- Administrative efficiency
- QMS documentation and compliance

Tools used to support continual improvement include:

- Audit trends analysis
- Management review actions
- Training feedback loops
- DCR (Document Change Requests)

Continual improvement efforts are prioritised based on impact, urgency, and alignment with strategic goals and the Quality Policy.

3.10 Annexes

3.10.1 1) Course Lifecycle SOP

This document outlines the standard operating procedure for the full lifecycle of a training course at Saltwave Academy, including:

- Course development and design
- Instructor assignment and material preparation
- Training delivery and attendance tracking
- Assessment, examination, and marking standards
- Student feedback and post-course review
- Certification and recordkeeping

Referenced Forms: F-017 (Course Planning & Development), Marking Checklist, Attendance Sheet

3.10.2 2) Job Descriptions

Detailed role descriptions for all key personnel involved in QMS implementation, including:

Role	Key Areas of Responsibility
Managing Director	Strategic oversight, resource allocation, final approvals
QHSE Manager	QMS compliance, audits, corrective actions, document control
Quality Manager	Course quality assurance, instructor support, student feedback
Administrative Staff	Records, scheduling, regulatory correspondence
Instructors	Course delivery, assessment, compliance with marking standards

Each job description includes qualification requirements and reporting lines.

3.10.3 3) Forms Index (DCR, Marking Checklist, Evaluation Forms)

Doc Ref No.	Document Title	Version	Issue Date	Last Reviewed	Owner/ Author	Approved By	Storage Location	Status	Remarks
QMS-001	Quality Manual	6	02/04/2025	02/04/2025	Andrea Cassar	Managing Director		Active	Updated to reflect audit
POL-001	Quality Policy	1.1	05/05/2025	05/05/2025	QHSE Manager	Director		Active	New standalone version
PROC-002	Records Management Procedure	1	01/03/2025	01/03/2025	Admin Team	Quality Manager		Active	Linked to Transport Malta
FORM-DCR	Document Change Request (DCR)	1	21/03/2025	21/03/2025	Andrea Cassar	Director		Active	Used for change control
LIST-MAST	Master Document List	1	07/05/2025	07/05/2025	QHSE Manager	Director		Active	This document
AUD-001	Internal Audit Plan	1	04/04/2025	07/05/2025	Quality Manager	Director		Active	Added 6-month audit note
FORM-MARK	Marking Checklist	1	07/05/2025	07/05/2025	Quality Manager	QHSE Manager		Active	For standardising corrections
LIST-MATRIX	Training Matrix	1	07/05/2025	07/05/2025	Quality Manager	QHSE Manager		Active	For standardising of training

4. Academic Integrity Policy

Date: 06/08/2025

Version: 02

4.1 Academic Integrity Policy Summary

Academic integrity at Saltwave Academy is paramount and necessitates the cultivation of honesty and ethical conduct among students. It entails refraining from actions like plagiarism, unauthorised collaborations, cheating, and other deceptive behaviours, which undermine the value of integrity and fairness. Violations of these principles will not be tolerated.

4.2 Students should avoid

- Plagiarism: Deliberately using others' work without acknowledgment, including copying text, images, or ideas.
- Incomplete Citation: Neglecting proper in-text citations and references for external sources.
- Unauthorised Collaborations: Appointing other persons to do one's own work and pass as own.
- Cheating: Copying from peers or using unauthorised aides.
- Facilitating Dishonesty: Aiding others in illicit academic activities.
- Improper Technology Use: Using systems such as AI generators to pass material as own.
- Falsification: Presenting false information or altering documents.

4.3 Responsibilities

- Trainers must model integrity, explain policies, maintain a conducive learning environment, and report violations.
- Students are responsible for ethical work, understanding policies, and discouraging dishonesty.
- Administrators must ensure fair implementation of sanctions.

4.4 Procedures

In cases involving suspected academic dishonesty, the trainer will gather evidence documenting the violation and arrange an early meeting with the student to address the incident. If a student is caught cheating during a test, the trainer / invigilator will secure the evidence and promptly address the issue.

The course trainer, in consultation with the Head of the Academy or his/her appointee, will determine the appropriate penalty for the violation. Depending on the severity, this could involve additional assignments, reassignment, failing the project or test, or failing the entire course.

Upon discovering any breach of academic integrity, trainers will submit a report detailing the violation to the Head of Academy, including evidence. This report will outline the offense and actions taken by the trainer.
Following review, the affected students will receive a letter outlining the course penalty and, if applicable, the Academy's sanction or warning. Typically, a first offense results in a warning letter. Repeated violations could lead to suspension or dismissal, while serious violations may result in immediate dismissal from the Academy.

Students seeking to contest penalties should send an appeal letter to the Head of Academy, explaining the grounds for the appeal. A Board made up of 3 persons shall (not including the same individuals as in the 1st instance) will review evidence and issue a decision. This decision shall be communicated to the student and cannot be subsequently repealed.

4.5 Responsibilities

The Head of Academy is responsible overall for this policy.

5. Attendance and Progression Policy

Date: 01/08/2025

Version 2.0

Next Review: [1st August 2028]

5.1 Purpose of the Policy

This policy sets out the standards and procedures relating to learner attendance and progression within the European Vocational Academy (EVA). It affirms EVA's commitment to delivering high-quality vocational education in line with national and European standards, particularly the Malta Qualifications Framework (MQF), and promotes a culture of responsibility, engagement, and achievement among learners.

5.2 Scope of the Policy

This policy applies to all learners registered in EVA programmes at MQF Levels 3 to 5, including short courses, micro-credentials, apprenticeships, and full qualifications. It applies to face-to-face, blended, and online delivery formats, and includes academic sessions, practical training, and work-based learning.

5.3 Attendance Policy

5.3.1 Attendance Requirements

- Learners must maintain a **minimum attendance rate of 90%** per module, unit, or course.
- Attendance is compulsory for:
    - Contact hours (lectures, tutorials, workshops)
    - Practical/lab sessions
    - Work-based learning (WBL) or apprenticeships
    - Online synchronous sessions
    - Assessments, reviews, and feedback meetings

Learners failing to meet the minimum attendance threshold **will not be allowed to progress** to assessment or certification unless an exemption is approved under exceptional circumstances by the Head of Academy.

5.3.2 Punctuality

- Late arrivals (more than 15 minutes) will be marked as absent for the session.
- Chronic lateness will be considered a breach of learner discipline and will trigger formal warning procedures.

5.3.3 Recording and Monitoring Attendance

- Attendance is monitored through EVA's digital learner management system (LMS) and validated by trainers and placement supervisors (for WBL).
- Monthly audits will identify patterns of absenteeism and trigger intervention, including pastoral support and disciplinary measures.

5.3.4 Justified Absences

Absences may be excused if supported by:

- Medical certificate (for illness beyond 2 days)
- Official documentation (court summons, bereavement, religious holidays)
- Employer letter (for apprenticeship/employment-related absence, where pre-approved)

Even justified absences **must not exceed 10%** of the course duration. Excessive justified absences may require additional work or attendance at catch-up sessions to meet learning outcomes.

5.3.5 Unauthorised Absences and Disciplinary Action

- First breach: Verbal warning and support meeting
- Second breach: Written warning and attendance improvement plan
- Third breach: Removal from programme and loss of certification eligibility

Learners who fall below 75% attendance for any unit/module—whether justified or not—are automatically disqualified from assessment and progression unless reviewed and approved by the EVA Academic Board.

5.4 Learner Responsibilities

Learners are expected to:

- Attend all sessions regularly and punctually
- Notify the course coordinator of any expected absences
- Actively participate in all learning activities, both on and off-site
- Meet deadlines for all assignments, tasks, and assessments
- Maintain professional behaviour in line with EVA's Learner Code of Conduct

5.4.1 Criteria for Progression and Completion

Progression within and between EVA programmes requires that learners:

- Fulfil the attendance requirements
- Pass all summative assessments with a minimum grade of 50%, unless otherwise specified by programme regulations
- Satisfactorily complete all required work-based learning hours (where applicable)
- Demonstrate achievement of the intended learning outcomes at the designated MQF Level (Level 3, 4, or 5)

5.4.2 MQF Level Guidelines

MQF Level	Description	Assessment Focus	Minimum Requirements
Level 3	Basic vocational skills	Practical assessments & short written tests	Completion of all units and 90% attendance
Level 4	Supervisory/technical roles	Exams, portfolios, reflective assignments	Pass all modules and WBL reports
Level 5	Advanced vocational/applied knowledge	Projects, applied research, case studies	Complete all credits + capstone or placement

5.4.3 Re-sits and Reassessments

- Learners are entitled to **one reassessment opportunity** per failed unit/module, scheduled within 2–4 weeks.
- If the reassessment is failed, the learner may re-enrol in the unit/module the following academic term at their own expense.

5.4.4 Progression Routes

Upon successful completion, learners may:

- Advance to the next MQF Level within EVA (e.g., from Level 4 to Level 5)
- Transfer credits to another accredited institution through the Malta Qualifications Recognition Information Centre (MQRIC)
- Gain entry into the labour market, with support from EVA's placement services
- Apply for further academic or professional training (e.g., Health & Safety Officer licence, specialist certifications)

- Be matched to higher-level apprenticeships or job placements based on performance and assessment results

5.5 Digital Certification and Recognition

EVA issues digital and physical certification aligned with European and national frameworks:

- All courses leading to formal qualifications are aligned with the Malta Qualifications Framework (MQF) and referenced to the European Qualifications Framework (EQF)
- Successful learners receive:
    - An EVA Certificate indicating MQF Level, ECTS (where applicable), and learning outcomes achieved
    - A Europass Certificate Supplement, when applicable
    - Digital Open Badges for micro-credentials and specific skills clusters, issued via [e.g. Accredible, Badgr, or Open Badge Passport]
    - Validation of WBL performance via an endorsed Work-Based Learning Report

5.6 Work-Based Learning (WBL)

For programmes that include a WBL component:

- Learners must complete the minimum required WBL hours as outlined in the course descriptor (typically between 60 to 300 hours depending on level)
- Supervisors will complete WBL Progress Reports that contribute to overall assessment
- Learners who fail to meet WBL attendance or performance standards cannot complete the programme

EVA adheres to the National Quality Assurance Framework for Work-Based Learning issued by the Malta Further and Higher Education Authority (MFHEA).

5.7 Recognition of Prior Learning (RPL)

EVA is in the process of establishing a prior learning procedure through formal (certified), non-formal (in-service training), and informal (experience-based) pathways.

Learners will apply for:

- Direct access to higher MQF level courses
- Exemption from specific modules or units

All RPL applications must be supported by evidence and undergo validation in accordance with MFHEA's RPL guidelines.

5.8 Monitoring, Review and Appeals

- This policy is reviewed every three years by EVA's Academic Board.
- Trainers are required to review this policy with learners during course induction.
- Learners may appeal any progression or attendance-related decision within **10 working days** via EVA's Appeals Policy.

5.9 Enforcement and Sanctions

This policy is enforceable and binding. Breaches may lead to:

- Formal warnings or disciplinary action
- Denial of access to assessments
- Removal from programme
- Loss of eligibility for digital certification and progression

In cases involving sponsored learners or apprentices, relevant employers may be informed of breaches impacting work placement or industry standards.

6. Anti-Discrimination and Anti-Harassment Policy

European Vocational Academy (EVA)

Date: 01/08/2025
Version: 03

6.1 Commitment

At EVA, we are committed to creating a learning and working environment free from discrimination, harassment, bullying, or intimidation. We promote a culture of inclusion, respect, and equal opportunity for all.

We will positively promote equality, diversity and human rights for all. In doing so, the Academy will:

- Foster good relations based on dignity and respect.
- Advance equality of opportunity; and eliminate harassment, victimisation and discrimination.
- EVA is committed to providing an inclusive learning environment that is free from bullying, harassment and victimisation for all learners.
- All students are entitled to a caring, friendly Academy environment so they can learn in a relaxed and secure environment. Bullying, harassment and victimisation are unacceptable. If these do occur, all students should be able to report any incidents and know that they will be taken seriously and that their complaints will be dealt with promptly and effectively according to the procedure.

6.2 Scope

The Academy aims to ensure that there is a positive and supportive environment for all students in which effective learning can take place. This Policy will help to encourage all students to achieve and maintain acceptable standards of conduct and academic performance; it will also make clear that there are consequences for inappropriate behaviour. The Academy is committed to ensuring that all students who may be subject to disciplinary processes are dealt with in a fair and equitable manner, whilst considering the individual circumstances of each student.

This policy applies to:

- Learners
- Trainers and academic staff
- Administrative employees
- Company representatives and visitors

6.3 Definitions

Bullying: “Offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power that undermines, humiliates, denigrates or injuries the recipient (emotionally or physically)” (ACAS definition)

Potential examples of bullying behaviour that are covered by this policy include (but are not limited to):

- Non-verbal – withholding information, isolating, excluding, using information in a threatening way, deliberate wrongful attributions of blame
- Physical – Unwarranted or unwanted physical contact, practical jokes, inappropriate initiation of other informal ceremonies, moving or damaging another's property,
- Verbal – shouting, swearing, abuse, nicknames, belittling, patronizing, malicious gossip, humiliation.
- Cyber - bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

Harassment: "Harassment may include bullying behaviour and refers to unwanted conduct or treatment that violates an individual's dignity or creating an intimidating, hostile degrading, humiliating or offensive environment on the basis of a protected characteristic.

6.4 What We Do Not tolerate

- Discrimination: Unfair treatment based on personal characteristics
- Harassment: Any unwanted behaviour that demeans or threatens
- Sexual Harassment: Unsolicited sexual attention or advances
- Bullying: Repeated aggressive or undermining conduct

Protected characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex (gender)
- Sexual Orientation

Unlawful discrimination also extends to trade union membership (either because of being a member of or not being a member) and part-time workers.

Harassment can involve unwanted or persistent conduct or behaviour either physically or via a social media facility that continues after an individual state they want it to stop. A single incident can also constitute harassment if it is sufficiently serious.

Harassment on the grounds of disability: Derogatory remarks, mimicking, invasive personal questions, staring, ostracising or patronising which is directed at any disabled individual, or group of disabled people,

which results in the individual(s) feeling threatened or compromised. Stereotyping or making assumptions about individual's ability because of their disability.

Examples of disability harassment

Non-verbal:

- Mimicking
- Blatant excluding behaviour

Verbal:

- Making fun of impairment
- Using inappropriate terms
- Questions and comments of a personal nature
- Physical jokes

Sexual Harassment: Unwelcome sexual advances, requests for sexual favours, or other conduct of sexual nature, which result in the individual feeling threatened or compromised. This is not restricted to attempts to initiate sexual relations. Sexual harassment is any harassing conduct based on the gender, gender identity or sexuality of the recipient. Most sexual harassment is experienced by women, but men also experience harassment. Sexual harassment can also happen between women or between men. Transgender people may also experience sexual harassment based on perceptions or assumptions about them in relation to their appearance, sexuality or the gender reassignment process.

Examples of behaviour that may be sexual harassment.

Non-verbal:

- Offensive publications
- Gestures
- Unwanted physical contact

Verbal:

- Inappropriate use of affectionate names
- Innuendoes

Suggestive, explicit language

We do not tolerate:

- Discrimination based on race, gender, religion, age, disability, nationality, or sexual orientation
- Harassment of any kind — verbal, physical, sexual, or psychological
- Bullying in any form, including online (cyberbullying)

6.5 Reporting Inappropriate Conduct

If you experience or witness any form of discrimination or harassment:

Informally: Speak directly to the person if you feel safe
Formally: Submit a complaint to our Equality Officer at info@eva.edu.mt

All complaints will be taken seriously and treated confidentially.

6.6 What Happens Next

EVA will:

- Launch a fair and timely investigation
- Protect both complainant and respondent during the process
- Impose disciplinary action where necessary
- Ensure no retaliation against anyone who reports in good faith

6.7 Responsibilities

- Management: Lead by example and ensure policy enforcement
- Staff and Trainers: Promote a respectful learning environment
- Learners: Respect others and report incidents of concern

6.8 Awareness and Training

EVA will offer:

- Inclusion and equality training for all staff
- Awareness sessions for learners
- Guidelines on respectful communication and conduct

6.9 Policy Review

This policy is reviewed annually or as necessary to reflect legal changes or organisational developments.

7.Complaints handling policy

Date: 08/08/2025

Version: V02

7.1 Introduction: Complaints

EVA is committed to maintaining standards and we welcome complaints, feedback and compliments from students and other stakeholders to enable us to make improvements to our services.

The Academy Management take all complaints very seriously and will ensure that any complaint regarding EVA's courses, staff or services will be treated in a fair and sensitive manner and dealt with in confidence, quickly, effectively and objectively.

All complaints are administered in compliance with the General Data Protection Regulation (GDPR).

This policy aims to help us resolve problems successfully at the first time of asking. We want quicker, simpler and more streamlined complaints handling with early resolution by capable, well-trained staff. The procedure will enable us to tackle a customer's concerns properly and may prevent the same things going wrong for other people.

Complaints give us valuable information we can use to improve customers' satisfaction. They give our staff a first-hand account of the customer's views and experience, and can highlight problems we may otherwise miss. Handled well, complaints can give our customers redress when things go wrong, and can also help us continuously improve our services.

This complaint handling procedure will help us do our job better, improve relationships with our customers and enhance the Academy's reputation. It will also help us keep students and other customers at the heart of what we do

7.2 Purpose

We regard a complaint as an expression of dissatisfaction by one or more complainants about the Academy's action or lack of action, or about the standard of service provided by the Academy or on its behalf.

7.3 Procedure

Our complaints procedure has two stages. We expect the majority of complaints will be handled at Stage 1. If the complainant remains dissatisfied after Stage 1, they can request that we look at it again. If the complaint is complex enough to require an investigation, we will put the complaint into Stage 2 straight away and skip Stage 1.

Stage 1: Frontline Response	Stage 2: Investigation
For issues that are straightforward and simple, requiring little or no investigation 'On-the-spot' apology, explanation, or other action to put the matter right Complaint resolved or a response provided in **five working days** or less (unless there are exceptional circumstances) Complaints addressed by any member of staff, or alternatively referred to the appropriate point for frontline response Response normally face-to-face or by telephone (though sometimes we will need to put the decision in writing) We will tell the customer how to escalate their complaint to Stage 2	Where the customer is not satisfied with the frontline response, or refuses to engage at the frontline, or where the complaint is complex, serious or 'high-risk' Complaint acknowledged within **three working days** We will contact the customer to clarify the points of complaint and outcome sought (where these are already clear, we will confirm them in the acknowledgement) Complaint resolved or a definitive response provided within **20 working days** following a thorough investigation of the points raised

7.4 Definitions

Confidentiality is important in complaints handling. This includes maintaining the complainant confidentiality and confidentiality in relation to information about staff members, contractors or any third parties involved in the complaint.

This should not prevent us from being open and transparent, as far as possible, in how we handle complaints. This includes sharing as much information with the complainant (and, where appropriate, any affected staff members) as we can. When sharing information, we should be clear about why the information is being shared and our expectations on how the recipient will use the information.

It is important to note that the Confidentiality is limited by our Legal requirements as per the conditions of the General Data Protection Regulation.

7.5 Time Limit for making Complaints

The personal making the complaint must raise their complaint within six months of when they first knew of the problem, unless there are special circumstances for considering complaints beyond this time (for example, where a person was not able to complain due to serious illness or recent bereavement).

Where a person making the complaint has received a Stage 1 response, and wishes to escalate to Stage 2, unless there are special circumstances they must request this either:

- within six months of when they first knew of the problem; or
- within two months of receiving their Stage 1 response (if this is later).

We will apply these time limits with discretion, taking into account the seriousness of the issue, the availability of relevant records and staff involved, how long ago the events occurred, and the likelihood that an investigation will lead to a practical benefit for the person making the complaint or useful learning for the organisation.

Nothing in this policy shall interpreted as limiting the legal rights of the person making the complaint.

7.6 Responsibilities

The Head of Academy is responsible overall for this policy.

8 HEALTH AND SAFETY Policy

Date: 05/08/2025
Version: 01

8.1 Introduction

The European Vocational Academy is committed to providing a safe and healthy environment for all employees, students, visitors, and contractors. This policy outlines our approach to ensuring compliance with health and safety regulations, promoting a culture of safety, and preventing injury and ill-health. The policy applies to all staff, pupils, contractors, and visitors who engage with the academy and its premises.

8.2 Our primary objectives are:

- To safeguard employees in respect of health, safety, and welfare while at work.
- To ensure that students, parents, visitors, contractors, and other members of the public are not exposed to health and safety risks while on academy premises.
- To ensure that all work, either by the academy or contractors, is assessed for health risks, with adequate control measures in place to prevent or mitigate those risks.
- The Directors of the Academy hold ultimate responsibility for the implementation of this policy, with oversight delegated to the Head of Academy. In circumstances where issues cannot be resolved at the school level, they must be referred to the Directors for resolution.

8.3 Organisation and Responsibilities

Directors of the Academy

The Directors have overall responsibility for ensuring that the health and safety policy is effectively implemented. They are responsible for:

- Reviewing the policy and ensuring it meets all legal requirements.
- Ensuring that appropriate resources are allocated to maintain a safe and healthy environment.
- Appointing a Health and Safety Coordinator to oversee and monitor all health and safety measures.

Head of Academy

The Head of Academy is responsible for the day-to-day implementation of the health and safety policy and ensuring compliance with relevant legislation. Responsibilities include:

- Ensuring all employees are aware of and comply with the academy's health and safety procedures.
- Conducting regular reviews of health and safety practices.
- Ensuring that risk assessments are completed and any identified risks are adequately controlled.
- Ensuring effective communication of health and safety information to all employees, students, and visitors.

Health and Safety Coordinator
The Health and Safety Coordinator is tasked with:

- Coordinating risk assessments and ensuring control measures are implemented.
- Monitoring the effectiveness of the policy and making recommendations for improvements.
- Organising and maintaining records of fire drills, training, and inspections.
- Investigating accidents and incidents, reporting findings to the Head of Academy, and implementing corrective actions.

Employees

Employees have a legal duty to:

- Take reasonable care of their own health and safety, and that of others who may be affected by their actions.
- Follow all health and safety instructions and procedures.
- Use equipment and personal protective equipment (PPE) correctly.
- Report any hazards, accidents, incidents, or near misses to management promptly.
- Participate in health and safety training as required.

Contractors and Visitors

Contractors and visitors are required to:

- Follow the health and safety instructions of the academy while on site.
- Provide evidence of their health and safety arrangements, including risk assessments where applicable.
- Report any hazards or safety concerns to the Health and Safety Coordinator.

8.4 Health and Safety Arrangements

Risk Assessment

The academy will conduct regular risk assessments to identify potential hazards and assess the level of risk to staff, students, visitors, and contractors. Risk assessments will be reviewed annually or following significant changes in operations, equipment, or incidents.

Safe Use of Equipment

All equipment used by staff or students must be properly maintained and safe for use. Employees must not use any equipment unless they have been appropriately trained. Specific procedures include:

Safe Access and Egress

The academy will maintain clear and safe access routes within and around the premises. Emergency exits will be clearly marked and kept unobstructed at all times.

8.5 Fire Safety

Fire safety procedures are a priority. The academy will:

- Conduct regular fire risk assessments and ensure fire equipment is maintained.
- Ensure all employees and students are familiar with fire evacuation procedures.
- Carry out regular fire drills and keep a record of these drills.

8.6 First Aid and Incident Reporting

The academy will ensure that first aid provisions are in place, with trained personnel available to provide immediate assistance in the event of an injury. Incident reporting procedures will be followed for all accidents, incidents, or near misses, including:

- Recording all incidents in the accident book.
- Investigating incidents to prevent recurrence.
- Reporting notifiable incidents to relevant authorities.

8.7 Emergency Procedures

In the event of an emergency, the academy will follow the established procedures, which will be clearly communicated to all staff, students, and visitors. These procedures include:

- Evacuation routes and assembly points.
- Emergency contact numbers.

8.8 Conclusion

The European Vocational Academy is committed to providing a safe environment for all. The success of this policy depends on the cooperation and active participation of everyone in the academy community. By adhering to these guidelines and maintaining a focus on safety, we can ensure the well-being of all who interact with the academy.

8.9 Responsibilities

The Head of Academy is responsible overall for this policy.

9 Privacy Policy

Date: 21/07/2025
Version: 02

9.1 Introduction

EVA ("we", "us", or "our") operates www.eva.edu.mt (the "Service").

This Privacy Policy explains how we collect, use, safeguard, and disclose information from your use of our Service. By using the Service, you agree to the collection and use of information in accordance with this policy.

9.2 Definitions

The following Terminology with the respective stated definition will be used throughout this Policy document.

- Personal Data: Data about a living individual who can be identified from those data.
- Usage Data: Data collected automatically, either generated by the use of the Service or from the Service infrastructure.
- Cookies: Small files stored on your device.
- Data Controller: The entity that determines the purposes and means of processing personal data.
- Data Processors: Entities that process data on behalf of the Data Controller.
- User: The individual using our Service.

9.3 Information Collection and Use

We collect several types of information for various purposes to provide and improve our Service:

- Personal Data: Includes email address, name, phone number, address, and usage data. Used to contact you with newsletters, marketing, or promotional materials.
- Usage Data: Information such as IP address, browser type, pages visited, and other diagnostic data.
- Location Data: Used and stored with your permission to provide and customize Service features.
- Cookies: Used to track activity on our Service and store certain information. Types include session cookies, preference cookies, security cookies, and advertising cookies.

9.4 Use of Data

EVA uses the collected data to:

- Provide and maintain our Service
- Notify you about changes to our Service
- Allow participation in interactive features
- Provide customer support
- Gather analysis to improve our Service
- Monitor usage of our Service
- Detect and address technical issues
- Provide news, special offers, and general information

9.5 Data Retention

We retain Personal Data only as long as necessary for the purposes outlined in this policy. Usage Data is retained for a shorter period unless used for security or to improve Service functionality.

9.6 Data Transfer

Your information may be transferred to and maintained on computers outside of your jurisdiction. By submitting information, you agree to this transfer.

9.7 Data Disclosure

We may disclose personal information:

- To comply with legal obligations
- In business transactions like mergers or acquisitions
- To service providers who support our business
- To protect EVA, our customers, or others

9.8 Security of Data

We use commercially acceptable means to protect your Personal Data but cannot guarantee its absolute security.

9.9 Your Data Protection Rights

If you are a resident of the EU, EEA, or California, you have certain data protection rights, including the rights to access, update, delete, or restrict the use of your Personal Data. To exercise these rights, please contact us at info@stcmalta.edu.mt.

9.10 Service Providers

We employ third-party companies to facilitate our Service, provide it on our behalf, perform Service-related services, or assist us in analysing how our Service is used.

9.11 Links to Other Sites

Our Service may contain links to other sites not operated by us. We are not responsible for their content, privacy policies, or practices.

9.12 Children's Privacy

Our Service is not intended for children under 18. We do not knowingly collect Personal Data from children under 18. If we become aware of such data, we will take steps to remove it.

9.13 Changes to This Privacy Policy

We may update our Privacy Policy from time to time. Changes are effective when posted on this page. You are advised to review this policy periodically.

9.14 Contact Us

If you have any questions about this Privacy Policy, please contact us at info@eva.edu.mt.

10.Safeguarding Policy

Date: 16/07/2025
Version 02

10.1 General

The purpose of this policy is to protect individuals, especially children, adolescents, vulnerable adults, and beneficiaries of assistance, from any harm that may arise from their interaction with the European Vocational Academy (EVA), its staff, or contractors. This encompasses harm stemming from:

- The behaviour of EVA staff or associated personnel
- The design and execution of EVA programs and activities

This policy outlines the commitments made by EVA and informs staff and associated personnel of their responsibilities regarding safeguarding.

This policy does not cover:

- Sexual harassment in the workplace
- Safeguarding concerns in the broader community not perpetrated by EVA or associated personnel

10.2 Scope

This policy applies to all EVA staff, contractors, and associated personnel while engaged in work or visits related to EVA, including but not limited to administrative, academic, corporate, consultants, volunteers, contractors, and program visitors.

10.3 Definitions

- ### Beneficiary of Assistance

An individual who directly receives goods or services from EVA. Note that misuse of power can also extend to the broader community served by EVA and can include exploitation by exploiting the perception of being in a position of power.

- ### Children

Individuals below the age of 10.

- ## Adolescents

Individuals between the ages of 10 and 19.

- ## Harm

Psychological, physical, or any other infringement of an individual's rights.

- ## Protection from Sexual Exploitation and Abuse (PSEA)

The term used by the humanitarian and development community to refer to the prevention of sexual exploitation and abuse of affected populations by staff or associated personnel. The term originates from the United Nations Secretary-General's Bulletin on Special Measures for Protection from Sexual Exploitation and Abuse (ST/SGB/2003/13).

- ## Psychological harm

Emotional or psychological abuse, including but not limited to humiliating and degrading treatment such as name-calling, belittling, constant criticism, persistent shaming, solitary confinement, and isolation.

- ## Safeguarding

Protecting individuals' health, well-being, and human rights, and enabling them to live free from harm, abuse, and neglect. We understand it as protecting people, including children, adolescents, and vulnerable adults, from harm arising from contact with our staff, associated personnel, or programs. In our safeguarding efforts, we will take all reasonable steps to prevent harm, especially sexual exploitation, abuse, and harassment, to protect people, particularly children, adolescents, and vulnerable adults, from that harm, and to respond appropriately when harm occurs. This definition is rooted in our values and principles and shapes our culture. It emphasizes preventing and responding to harm resulting from any potential, actual, or attempted abuse of power, trust, or vulnerability, especially for sexual purposes. Safeguarding applies consistently and without exception across our programs, partners, and staff. It necessitates proactive identification, prevention, and mitigation of all risks of harm, exploitation, and abuse, and the establishment of mature, accountable, and transparent systems for response, reporting, and learning when risks materialize. These systems must be survivor-centered and protect those accused until proven guilty. Safeguarding places beneficiaries and affected persons at the center of all our actions.

- ## Sexual abuse

The actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

- Sexual exploitation

Any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including but not limited to profiting monetarily, socially, or politically from the sexual exploitation of another. This definition includes human trafficking and modern slavery.

- Survivor

The person who has been abused or exploited. The term 'survivor' is often preferred to 'victim' as it implies strength, resilience, and the capacity to survive, although individuals may choose how they wish to identify themselves.

- Vulnerable adult

A person who is or may need care due to mental or other special needs, age, or illness, and who may be unable to fully or partially take care of themselves or protect themselves against significant harm or exploitation.

10.4 Policy Statement

EVA believes that everyone we encounter, regardless of age, gender identity, special needs, sexual orientation, or ethnic origin, has the right to be protected from all forms of harm, abuse, neglect, and exploitation. EVA will not tolerate abuse and exploitation by its staff or associated personnel.

This policy addresses various areas of safeguarding [as appropriate]: child safeguarding, adolescent safeguarding, vulnerable adult safeguarding, and protection from sexual exploitation and abuse.

EVA is committed to addressing safeguarding throughout its work, focusing on prevention, reporting, and response.

10.5 Prevention

10.5.1 EVA responsibilities

- Ensure all staff have access to, are familiar with, and understand their responsibilities within this policy.
- Design and conduct all its programs and activities in a manner that protects individuals from any risk of harm arising from contact with EVA. This includes the gathering and communication of information about individuals in our programs.
- Implement rigorous safeguarding procedures when recruiting, managing, and deploying staff and associated personnel.
- Ensure staff receive training on safeguarding.
- Promptly follow up on reports of safeguarding concerns according to due process.

10.5.2 Staff and associated personnel responsibilities

Safeguarding children and adolescents
EVA staff and associated personnel must not:

- Engage in sexual activity with anyone under the age of 18.
- Sexually abuse or exploit children and adolescents.
- Subject children and adolescents to physical, emotional, or psychological abuse, or neglect.
- Engage in any commercially exploitative activities with children and adolescents, including child labour or trafficking.

Safeguarding vulnerable adults
EVA staff and associated personnel must not:

- Sexually abuse or exploit vulnerable adults.
- Subject vulnerable adults to physical, emotional, or psychological abuse, or neglect.

Protection from sexual exploitation and abuse
EVA staff and associated personnel must not:

- Exchange money, employment, goods, or services for sexual activity. This includes any exchange of assistance due to beneficiaries of assistance.
- Engage in any sexual relationships with beneficiaries of assistance, as they are based on inherently unequal power dynamics.

Additionally, EVA staff and associated personnel are required to:

- Contribute to creating and maintaining an environment that prevents safeguarding violations and promotes the implementation of the Safeguarding Policy.
- Report any concerns or suspicions regarding safeguarding violations by any EVA staff member or associated personnel.

10.6 Reporting a safeguarding concern

Any safeguarding concern is to be reported by participants, staff members, or external sources via email to concerned@EVA.edu.mt. This email is received by the Principal and the QMS & SQA Coordinator.

10.7 Investigating a safeguarding concern

EVA will investigate and act upon any reported safeguarding concern and identify any broader lessons to be learned.

The Principal Representative and the QMS & SQA Coordinator will discuss the reported safeguarding concern and decide who will investigate it. The investigator(s) must be external to the alleged occurrence and may include:

- A member of Top Management

- The Courses & Facilities Manager
- A Competent independent person

During an investigation, the participant's conduct in other examinations or assessments should not influence the finding of malpractice. However, any prior findings of malpractice against the same participant may be considered when determining the appropriate sanction.

The outcome of the investigation is to be submitted to the Principal and the QMS & SQA Coordinator via email. The Principal will assess the outcome and decide on appropriate actions and sanctions, if any.

Cases of safeguarding concern may also be reported to the appropriate authorities for further action.

The Principal will communicate the outcome of the investigation and any resulting actions and/or sanctions by email to the person who reported the concern, the survivor, and the accused individual(s).

It is essential to maintain confidentiality at all stages of the process when dealing with safeguarding concerns. Information regarding the concern and subsequent case management should be shared on a need-to-know basis only and kept secure at all times.

10.8 Actions and Sanctions

The Principal is responsible for determining any actions to be taken as a result of a proven safeguarding concern through investigation. Actions and sanctions may vary in severity depending on the circumstances and seriousness of the case and may range from temporary to permanent dismissal.

The Principal will communicate details of actions and/or sanctions by email to all relevant parties.

When communicating actions and sanction decisions, the Principal will inform the accused of their right to appeal any decision against them. They will also be informed that appeals must be submitted within 30 calendar days from the date of communication of the decision.

10.9 Appeals

EVA staff and associated personnel accused of a safeguarding concern have the right to appeal any decision against them. Notification of an appeal should be sent via email to concerned@EVA.edu.mt. This email is received by the Principal and the QMS & SQA Coordinator.

Appeals are considered valid if received within 30 calendar days from the date of communication of the decision. Appeals are heard by the Principal and the QMS & SQA Coordinator, with the final decision made by the latter.

Upon assessing the appeal, the QMS & SQA Coordinator will communicate a realistic timeframe for the appeal to be heard and decided.

10.10 Record keeping

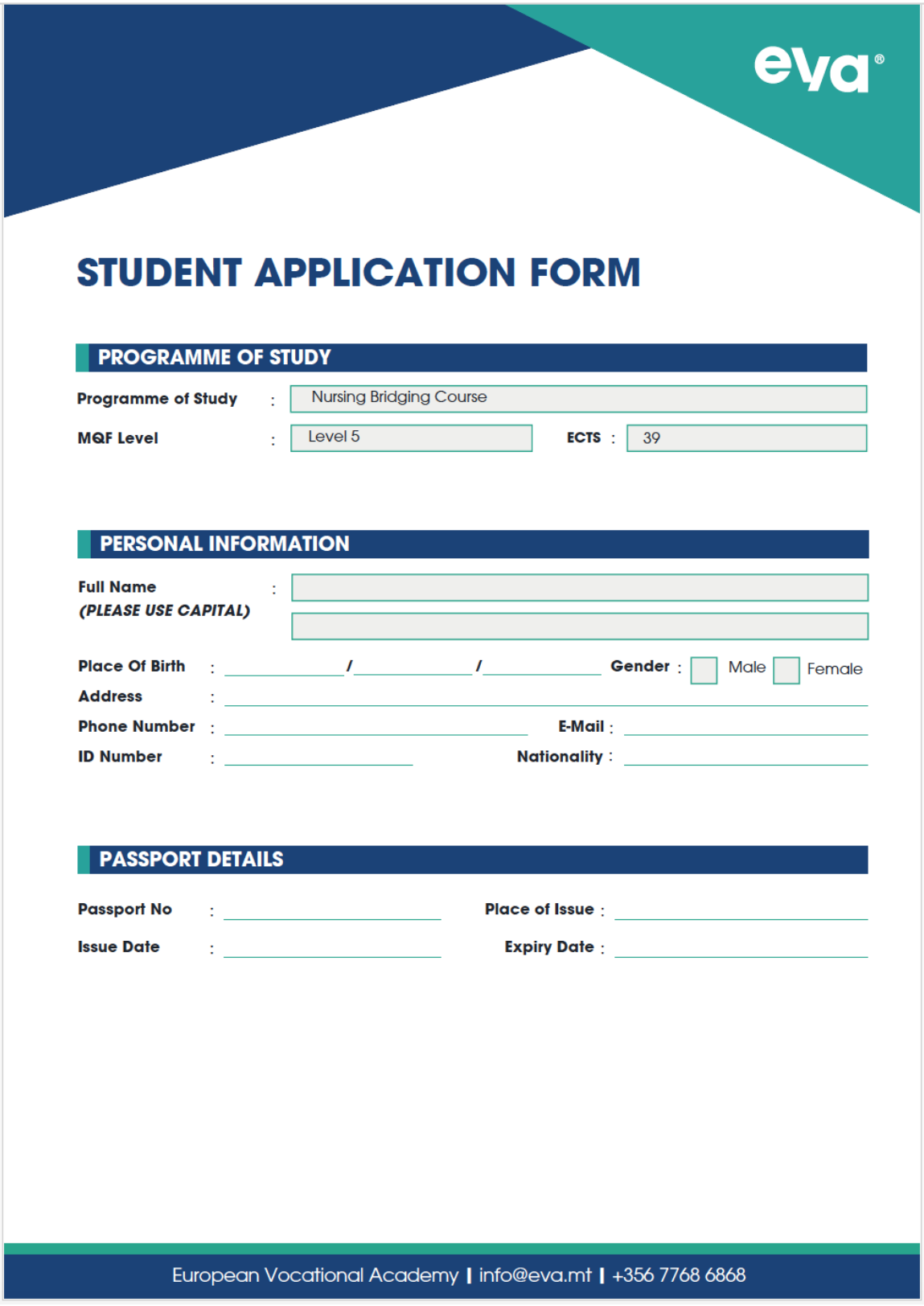
All records and documentation related to an alleged/suspected safeguarding concern and its investigation are to be retained.

In cases where an investigation of an alleged/suspected safeguarding concern is conducted, EVA will retain related records and documentation for 6 years.

In the event of an appeal against the outcome of a safeguarding concern investigation, records must be retained for 6 years after the completion of the appeal process.

In cases of criminal or civil proceedings, EVA may submit copies of retained records to the competent court of law.

11 STUDENT APPLICATION FORM



STUDENT APPLICATION FORM

PROGRAMME OF STUDY

Programme of Study : Nursing Bridging Course

MQF Level : Level 5 **ECTS** : 39

PERSONAL INFORMATION

Full Name : _____
(PLEASE USE CAPITAL) _____

Place Of Birth : ____/____/____ **Gender** : ☐ Male ☐ Female

Address : _____

Phone Number : _____ **E-Mail** : _____

ID Number : _____ **Nationality** : _____

PASSPORT DETAILS

Passport No : _____ **Place of Issue** : _____

Issue Date : _____ **Expiry Date** : _____

European Vocational Academy | info@eva.mt | +356 7768 6868

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EDUCATION BACKGROUND

Duration From - To (DD/MM/YYYY)	Company/Organisation	City, Country of Work	Position

WORK EXPERIENCE & CURRENT POSITION

Duration From - To (DD/MM/YYYY)	Company/Organisation	City, Country of Work	Position

Total number of Years of Full-Time Work Experience : _____

LANGUAGES

Languages	Proficiency Able to Read	Proficiency Able to Write	Proficiency Able to Speak

Date: _____ Signature: _____

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ADMISSION INFORMATION

To apply for admission to the programme, applicants must complete the official application form and submit the following supporting documents:

- A passport-sized photograph.
- A copy of a valid identification document (passport or national ID).
- Copies of relevant academic qualifications or transcripts.
- Any additional documents specified in the course requirements.

Applications will be reviewed upon submission of all required documents. Applicants may be required to attend an interview or provide additional information to complete the evaluation process. Once accepted, students will receive an official acceptance letter and details regarding course commencement, payment, and orientation.

TERMS AND CONDITIONS

- Enrolment in a course constitutes a binding agreement between the student and the institution, requiring full or installment-based payment of tuition fees.
- Students must attend classes regularly, arrive on time, and actively participate in coursework and discussions.
- Absences must be communicated to the institution at least one day in advance, except in emergencies.
- The institution reserves the right to modify schedules, fees, and course availability based on demand or administrative decisions.
- If a course is canceled, students will be eligible for a refund per the institution's refund policy and may be offered alternative courses.
- Students must inform the institution immediately of any changes in personal details such as address, contact information, or legal status.
- Payment of tuition fees (full or in installments) must be completed before the issuance of an acceptance letter.
- Identity verification is mandatory, requiring students to present valid identification for record-keeping purposes.

I HAVE READ AND UNDERSTOOD THE CONDITIONS WRITTEN ABOVE AS WELL AS THOSE CONCERNING CLASS ATTENDANCE AND COURSE FEES AND AGREE TO FOLLOW AND ABIDE BY THEM IF ACCEPTED BY THE ACADEMY.

Date: _____ Signature: _____

12 Sub–Contractor Appointment Letter

Dear

This letter confirms your service with the European Vocational Academy/SALTWAVE Ltd (the 'Companies ') as an Instructor/Trainer/Lecturer. With your signature on the below form, you agree that as of you have been aware that:

1. Your responsibilities have been communicated to you by the Head of the Academy;

2. That you report to the Administrative/Marketing Executive (or any person assigned by the Head);

3. Whilst at the work premises or on any project which you are assigned by the management of the Academy, you will follow the Academy's Quality Manual and Policies. It is your responsibility to stay aware of the latest version of the Academy's Quality Manual and Policies, and the management of the Academy commits to leave a hard-copy available at all times for your reference.

IN WITNESS WHEREOF:

EVA/SALTWAVE	**Name of Instructor**
_____	_____
Signature Date	Signature Date
_____	_____
NAME	***NAME***

12.1 Mutual Non-Disclosure Agreement

CONFIDENTIAL

This Agreement is made and entered into as of the last date signed below (the "Effective Date") by and between the European Vocational Academy (EVA) and SALTWAVE Ltd., a Maltese Company having its principal place of business at KW14, Corradino Industrial Estate Paola, PLA3000 Malta ("The Company"), and whose principal mailing address is (the "First Party").
WHEREAS the Academy and the First Party (the "Parties") have an interest in participating in discussions wherein either Party might share information with the other that the disclosing Party considers to be proprietary and confidential to itself ("Confidential Information"); and
WHEREAS the Parties agree that Confidential Information of a Party might include, but not be limited to that Party's: (1) business plans, methods, and practices; (2) personnel, customers, and suppliers; (3) inventions, processes, methods, products, patent applications, and other proprietary rights; or (4) specifications, drawings, sketches, models, samples, tools, computer programs, technical information, or other related information;

NOW, THEREFORE, the Parties agree as follows:

1. Either Party may disclose Confidential Information to the other Party in confidence provided that the disclosing Party identifies such information as proprietary and confidential either by marking it, in the case of written materials, or, in the case of information that is disclosed orally or written materials that are not marked, by notifying the other Party of the proprietary and confidential nature of the information, such notification to be done orally, by e-mail or written correspondence, or via other means of communication as might be appropriate.

2. When informed of the proprietary and confidential nature of Confidential Information that has been disclosed by the other Party, the receiving Party ("Recipient) shall, for a period of three (3) years from the date of disclosure, refrain from disclosing such Confidential Information to any contractor or other third party without prior, written approval from the disclosing Party and shall protect such Confidential Information from inadvertent disclosure to a third party using the same care and diligence that the Recipient uses to protect its own proprietary and confidential information, but in no case less than reasonable care. The Recipient shall ensure that each of its employees, officers, directors, or agents who has access to Confidential Information disclosed under this Agreement is informed of its proprietary and confidential nature and is required to abide by the terms of this Agreement. The Recipient of Confidential Information disclosed under this Agreement shall promptly notify the disclosing Party of any disclosure of such Confidential Information in violation of this Agreement or of any subpoena or other legal process requiring production or disclosure of said Confidential Information.

3. All Confidential Information disclosed under this Agreement shall be and remain the property of the disclosing Party and nothing contained in this Agreement shall be construed as granting or conferring any rights to such Confidential Information on the other Party. The Recipient shall honour any request from the disclosing Party to promptly return or destroy all copies of Confidential Information disclosed under this Agreement and all notes related to such Confidential Information. The Parties agree that the disclosing Party will suffer irreparable injury if its Confidential Information is made public, released to a third party, or otherwise disclosed in

breach of this Agreement and that the disclosing Party shall be entitled to obtain injunctive relief against a threatened breach or continuation of any such breach and, in the event of such breach, an award of actual and material damages from any court of competent jurisdiction.

4. The terms of this Agreement shall not be construed to limit either Party's right to develop independently or acquire products or services without use of the other Party's Confidential Information. The disclosing party acknowledges that the Recipient may currently or in the future be developing information internally, or receiving information from other parties, that is similar to the Confidential Information. Nothing in this Agreement will prohibit the Recipient from developing or having developed for it products, services concepts, systems or techniques that are similar to or compete with the products, concepts, systems or techniques contemplated by or embodied in the Confidential Information provided that the Recipient does not violate any of its obligations under this Agreement in connection with such development.

5. Notwithstanding the above, the Parties agree that information shall not be deemed Confidential Information and the Recipient shall have no obligation to hold in confidence such information, where such information:

1. Is already known to the Recipient, having been disclosed to the Recipient by a third party without such third party having an obligation of confidentiality to the disclosing Party; or
2. Is or becomes publicly known through no wrongful act of the Recipient, its employees, officers, directors, or agents; or
3. Is independently developed by the Recipient without reference to any Confidential Information disclosed hereunder; or
4. Is approved for release (and only to the extent so approved) by the disclosing Party; or
5. Is disclosed pursuant to the lawful requirement of a court or governmental agency or where required by operation of law.

6. Nothing in this Agreement shall be construed to constitute an agency, partnership, joint venture, or other similar relationship between the Parties.

7. Neither Party will, without prior approval of the other Party, make any public announcement of or otherwise disclose the existence or the terms of this Agreement.

8. This Agreement contains the entire agreement between the Parties and in no way creates an obligation for either Party to disclose information to the other Party or to enter into any other agreement.

9. This Agreement shall remain in effect for a period of two (2) ears from the Effective Date unless otherwise terminated by either Party giving notice to the other of its desire to terminate this Agreement. The requirement to protect Confidential Information disclosed under this Agreement shall survive termination of this Agreement.
10. The parties agree that the applicable Law is the Maltese one.

IN WITNESS WHEREOF:

EVA/SALTWAVE Ltd		**Name:**	
_____		_____	
Signature	Date	Signature	Date