



ICE Malta

Internal & External Quality Assurance

v1.2

WHAT IS THIS DOCUMENT?

The Institute of Computer Education Ltd. (ICE Malta) has been developing and adhering to an internal quality assurance system, in line with the requirements of the framework published by the Malta Further & Higher Education Authority (MFHEA). As part of our unwavering commitment to quality, we have also ensured that our quality management system (QMS) is also compliant with the standards of ISO 9001:2015. This document aims to better inform the public about the steps we take to ensure the continued development and success of the students, study programmes and other activities undertaken by ICE Malta.

NOTE

This document is intended for public consumption, and summarises the procedures undertaken by ICE Malta to provide a valuable study experience to our students, as well as to ensure compliance with MFHEA standards. However, the information in this document is **heavily summarised**. Full information, a list of procedures, document revisions, official storage and much more information is internal to ICE Malta as part of our ISO 9001 and MFHEA quality manual. This consists of over 40 official documents, the quality manual, stored records and more, which are made available during audits by MFHEA, ISO and learning partners.

This is NOT an official ISO 9001:2015 controlled document. For an official document, refer to ICE-000 (internal only).

REVISION HISTORY

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APPROVAL

This document has been approved for external publication by Nikolai Sammut.

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ICE MALTA: IN A NUTSHELL

ABOUT ICE MALTA

With a flagship institute in the heart of the Mediterranean, ICE Malta delivers an ISO 9001 world-class study experience to thousands of students from all over the globe. Our team empowers students to invest in their learning journey, gain essential industry skills and certifications to be productive and competitive and progress in their career at the same rapid pace technology continues to evolve. Our student's success is a testimony of the power of the study experience our team has created and we're very proud to be leaving such a positive imprint on the world of education.

ICE Malta's award-winning study experience has been designed based on the concept that learning by doing is the best way to learn. The fun and effective rewarding study experience is made up of a number of innovative features including a small classroom philosophy, access to an online student area which is an incredible resource hub for students, the opportunity to participate in local and international competitions, use of the latest technology in state of the art labs designed specifically for learning and mentorship by some of the most successful industry leaders accredited by ICE Malta's international learning partners to teach. The ICE Malta Study Experience is the reason we stand out from the crowd.

ICE Malta Classrooms are designed to give an optimal learning experience. Considered to be leaders in the educational sphere, no expense has been spared in the design of the ICE Malta computer labs and study rooms. All classes are fully air-conditioned, climate controlled and ventilated ensuring a comfortable environment for students. All labs are equipped with the latest technology ensuring that all students are given the chance to practice in class. The school provides high speed Wi-Fi internet access available at all times. Naturally the institute is equipped with ramps, lifts, toilet facilities and wide corridors to cater for all students interested in investing in their ICT knowledge and development.

Together with some of the world's most successful brands in learning such as Microsoft, Cisco, Adobe, Autodesk, LPI, The Digital Marketing Institute amongst other notable brands, ICE Malta is driven to accelerate improvements in learning by designing demand-driven training based on the industry's vision of anticipated skills and promoting the importance of up-skilling talent by ensuring that learning is much more hands-on, contextualised, and applied. ICE Malta has launched a Syllabus Advisory Council which brings together stakeholders, leading industry players representing some of the world's most celebrated brands and global educational partners. The aim of the Syllabus Advisory Council is to position our islands as an innovation leader and provide local and international businesses based in the Maltese islands easy, affordable and effective training opportunities which will ensure that businesses have a workforce equipped with the skills needed for today and the future.

ICE Malta promotes excellence in training and ensures that individuals gain the knowledge, skills and 21st century learning competencies to meet growing industry demands. Ultimately, as a leading ICT Academy, ICE Malta is driven to accelerate improvements in work-based learning by designing demand-driven training based on the industry's vision of anticipated skills and continues to inspire students from all over the world to embark on transformational learning journeys and become extraordinary talent in the ICT arena.

VISION

ICE Malta seeks to achieve customer satisfaction by providing a high-quality service to existing and prospective clients. Our service quality is based on, and measured against, quality objectives which focus on:

- Student performance.
- Student feedback, during and after their course.
- Recommendations.
- The ICE Malta Study Experience.

To implement these objectives, we have adopted a quality management system based on the guidelines and requirements of ISO 9001:2015. We commit ourselves to continually improve the quality management system and its effectiveness is reviewed periodically to ensure that our focus on the student is maintained and that our vision is being achieved.

The quality policies and procedures forming part of our quality management system are communicated with and understood by all ICE Malta management and staff.

MISSION

ICE Malta is one of Malta's leading ICT training institutes, providing a vast range of worldwide-recognised certifications from some of the world's most prestigious names such as Adobe, Autodesk, Cisco, Microsoft, LPI and the Digital Marketing Institute. Our training is delivered by dedicated and qualified professionals certified to teach in their respective field.

We pride ourselves on the holistic study experience we give to our students, bringing together the skills and experience of professionals and the certifications of industry leaders in a state-of-the-art environment leveraging the latest technology and effective, innovative pedagogy.

ACADEMIC PROVISION

ICE Malta specialises in delivering ICT tuition aimed at the diverse fields of expertise required within the IT industry. The courses on offer at ICE Malta are categorised as Creative, Code, Technical and Productivity. Creative courses target creative individuals and offer skills such as graphic design, website design, architectural planning and visualisation, 3D modeling and game development amongst others. Code courses target both proprietary and open-source development environment, including courses based on Java, PHP, C and Python as well as Microsoft-centric environments based on C#, Visual Basic and ASP.NET. Our technical courses are offered to students pursuing a career in IT support, such as the IT Essentials course, networking and infrastructure such as the Cisco Certified Network Associate (CCNA) course and server administration, including MCSA Windows Server, MCSA SQL Server and LPIC-1. Finally, productivity courses are aimed at both technical and non-technical students who need to use ICT in their day-to-day environment. This includes courses such as ICDL Standard and Advanced, the Professional Diploma in Digital Marketing, the Professional Diploma in Digital Selling, Microsoft Project and more.

A common theme throughout all courses is that the institute seeks to partner with industry leaders in the creation of syllabi, learning materials and assessment methods. Such partnerships include Adobe, Autodesk, Cisco, Digital Marketing Institute, Linux Professional Institute, Microsoft and more. Furthermore, the institute also provides worldwide-recognised certification through partnerships with automated testing vendors including Pearson VUE, Kryterion and other course-specific testing systems.

STUDENT POPULATION CHARACTERISTICS

Since opening its doors in August 2011, the institute has delivered training to thousands of students. These students attend lessons in a variety of modes, primarily including classes scheduled during weekday evenings between 18:00 and 21:00. The institute also runs classes on Saturdays, between 09:00 and 16:00, and during mornings in Summer between 09:00 and 12:00. Students can also choose to attend individual lessons which are scheduled at a time convenient for them. ICE Malta also has a very strong corporate offering, designing custom training solutions for companies wishing to train their employees. Such training may be delivered at the institute or at the client's premises, on a schedule most convenient for the client.

The institute teaches a wide variety of students from all walks of life. Many students at ICE Malta are young adults who are looking to gain or upgrade their skills to pursue their desired career. Other students are following a formal post-secondary study programme and attend ICE Malta to bolster their practical skills and industry knowledge. The institute also delivers training to EU and non-EU nationals who come to study locally. As previously described, the institute also trains corporate clients who wish to upgrade the skills of their staff. Finally, the ICE Malta also runs courses for hobbyists who are interested in a certain and would like to learn more about their chosen subject.

Students at the institute are of mixed gender, and are aged from 16 years old right up to retirement age. Students may be existing IT professionals, young adults wishing to start their ICT career, professionals in other fields who wish to gain IT knowledge or switch career or hobbyists interested in an ICT subject.

GOVERNANCE

ICE Malta maintains a predominantly flat structure, where each employee is responsible for his/her own tasks and suggestions are evaluated from any team member regardless of their rank.

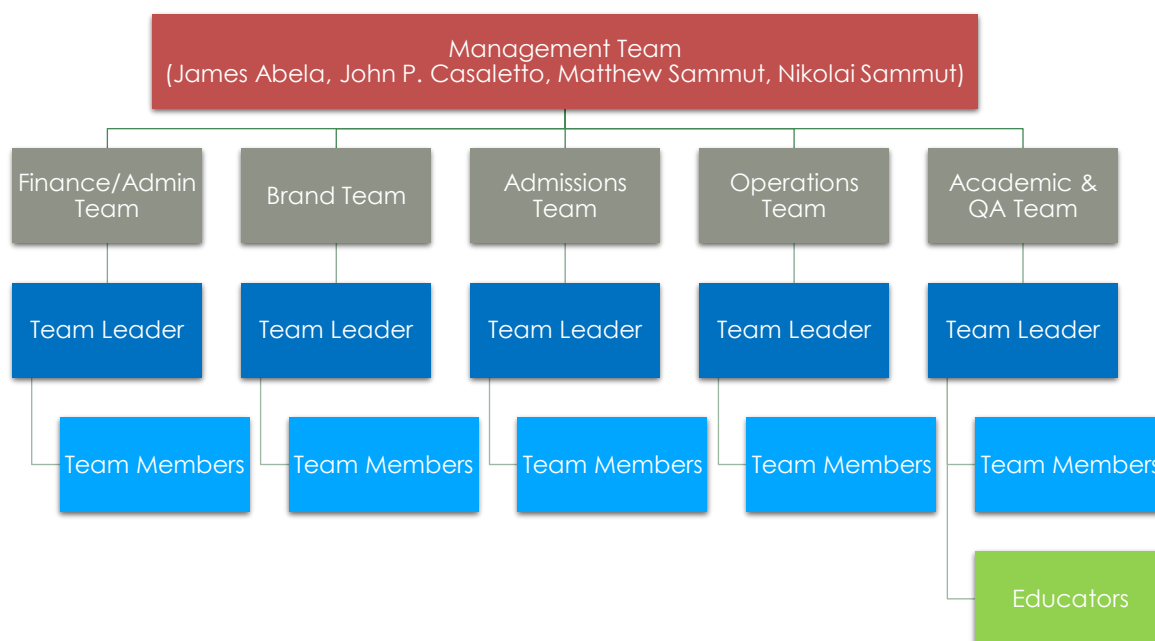


FIGURE 1: ORGANISATIONAL STRUCTURE

IT AND CLASSROOM FACILITIES

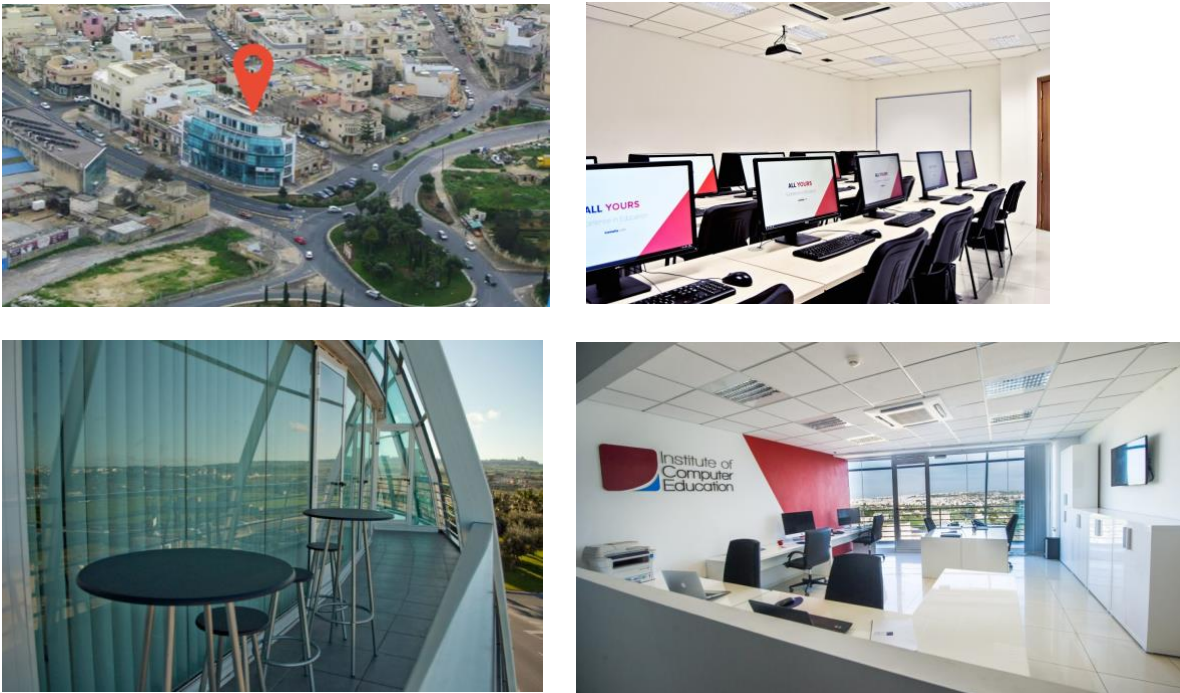


FIGURE 2: FACILITIES

ICE Malta's flagship ICT academy is set in the heart of the Mediterranean, the Maltese Islands. Centrally located in Żebbug, the ISO 9001:2015 awarded institute houses a number of computer labs designed in a sleek and modern style. Lab layouts are specifically designed for Code, Creative, Technical and Productivity deliveries hosting up to 25 students per class with computers, or 40 students for conference-style deliveries.

Our facilities include:

- Continuous investment in the latest technology.
- Fully air-conditioned and ventilated classrooms.
- A combination of natural and engineered lighting for maximum student comfort.
- Wheelchair access (ramps, lifts, toilet facilities and corridors).
- HD projection, whiteboards and flipcharts in classrooms.
- Cisco enterprise-class infrastructure for Wi-Fi access.
- Onsite technical support provided by our dedicated Operations Team.

LEARNING RESOURCES

As the majority of our courses are created in-line with worldwide-recognised certifications offered by industry leaders, the majority of resources available to students are official books and guide materials provided by the certification providers or their partners. Particularly, our MySuccess programmes and various other courses come with official course material designed to teach students as well as preparing them for their certification exams.

In addition to the course material, each student at ICE Malta has access to an online student area for their course. From this area, students can download lesson slides and classwork, homework assignments, additional resources and related materials and more. They can also directly contact their Educator.

SUPPORT ARRANGEMENTS

Students at ICE Malta are supported both during and after their course. When attending a course, students can e-mail their Educator and expect to receive a reply within 2 working days. Moreover, this e-mail support is also available to students for 6 months following the conclusion of their course, with many Educators providing support even after this 6-month period. Students also have a dedicated e-mail address where they can contact the Operations Team to ask about course scheduling, exam preparation and gain technical support. Students can also choose to call or visit the institute at any time, including visiting the institute and using lab facilities when lessons are not being held in that lab.

Prior to choosing a course, students are guided by the Admissions Team. This dedicated team of specialists guides the students to choosing the best course for them, with support from the Academic Team. The Admissions Team also helps students with their course fees, including the Easy Payment Scheme, and also helps students to apply for any available funding schemes with support from the Operations Team.

COMPLIANCE WITH MFHEA IQA STANDARDS

1. POLICY FOR QUALITY ASSURANCE

1A. ORGANISATION OF THE QUALITY ASSURANCE SYSTEM

ICE Malta has developed and adhered to a robust internal quality assurance system, in compliance with the framework published by the Malta Further & Higher Education Authority (MFHEA). Our quality management system (QMS) also meets the stringent standards of ISO 9001:2015, reflecting our unwavering commitment to quality.

ICE is dedicated to maintaining the highest possible standards and continuously improving our QMS. We achieve this through:

- Setting and reviewing quality policies and objectives
- Conducting regular audits and analysing their results
- Performing data analysis primarily via management reviews
- Monitoring customer feedback and engaging with customers and other interested parties

We have identified and documented the essential processes needed for efficient operations across the organisation. These processes encompass management activities, resource provision, service realisation, and measurement. Documentation includes work instructions, quality plans, flowcharts, and procedural documents. We ensure that both the operation and control of these processes are effective through established criteria and methods.

ICE ensures that the processes of the QMS are monitored and measured, using management reviews and internal audits, and ensures that necessary actions are implemented to achieve planned results and continual improvement.

When outsourcing any process that impacts the quality of our services, ICE maintains stringent control over these processes. Our QMS outlines the type and extent of control required for such outsourced processes to ensure they meet our quality standards.

1B. RESPONSIBILITIES OF TEAMS

Finance/Admin Team

Entrusted to handle all financial matters of the institute including forecasting, accounting, bookkeeping and compliance to internal and external regulations and requirements. Also carries out HR activities with close collaboration with the Management Team, to handle on-boarding, career progression and support of all employees across teams.

Brand Team

Entrusted to develop brand materials, analyse markets, standardise communication channels and design effective marketing campaigns.

Admissions Team

Entrusted to support prospective clients and current/past students with academic guidance and information required across all communication channels.

Operations Team

Entrusted to manage the institute's infrastructure and ensure a consistent, flawless study experience. Also entrusted to manage administration of examinations and funding schemes as appropriate.

Academic & QA Team

Entrusted to liaise with all international educational partners and design study programmes leading to worldwide-recognised certifications that are relevant to industry whilst ensuring that quality assurance measures are implemented. This team also manages the Educators providing services to ICE Malta, scheduling of courses and adherence to ISO 9001 requirements.

The Academic & QA Team includes those members of staff who are directly involved with the design and development of academic material. This includes an Academic/QA Team Leader, as well as Academic/QA Team Members.

The Academic/QA Team Leader is the individual responsible for the management of the Academic and QA Teams. This individual communicates with the Directors on new/updated programmes that the institute should offer, and delegates the research and development work to the Academic Team Members. This person also serves as a liaison between external accreditation entities (including partners and auditors including ISO auditors and MFHEA auditors).

Requirements:

- A bachelor's degree or equivalent MQF/EQF level 6 qualification in management, ICT or education.
- Considerable prior experience in ICT education.
- Considerable prior management experience.

The Academic Team members are responsible for developing course materials, syllabi and curricula, depending on the requirements of an educational partner, a local stakeholder or as a home-grown course. Team members are also responsible for ensuring the programmes offered by ICE Malta are up-to-date and also compliant with any regulation (environmental, MFHEA and ISO 9001).

Requirements:

- A bachelor's degree or equivalent MQF/EQF level 6 qualification in ICT, or higher.
- Considerable work-experience or academic/professional qualification within the subject area of the programme being designed.
- Internal training on ICE Malta guidelines for programme development.

1C. RESEARCH AND LEARNING

The study programmes currently delivered at ICE Malta are focused on the certifications and skills required by industry; to give the industry the skills it requires whilst providing a career path for students. Due to this, the programmes currently delivered do not require formal research from the students, besides their own practical experimentation.

Members of the Academic Team, as well as Educators, are encouraged to carry out their own research, even during office hours. This allows the team members and Educators to develop their existing skills as well as acquire new ones – some of which they will then be able to teach to students. To this end, the Institute has developed an Educator Development Programme (EDP). This is available to each Educator who wishes to improve his or her skills.

To take advantage of the Educator Development Programme, an Educator will typically submit a request to attend a course, purchase course material or equipment, sit for an examination, travel to a conference or any combination of the above. Once approved, the Educator will receive a full or part sponsorship of any expenses incurred. Apart from submitting a request, ICE Malta management may periodically approach talented individuals and offer them one or more of the aforementioned resources.

Staff at ICE Malta have full access to the Educator Development Programme, whereby they are able to gain technical skills. However, staff also have access to a Staff Development Programme (SDP). This allows staff members to request sponsorship to any training or other educational material that will help them to carry out their responsibilities or help them gain new skills for their own personal development (subject to approval by ICE Malta management). Staff members also have the opportunity to attend any of the courses offered by ICE Malta free of charge, or at cost price (subject to approval by ICE Malta management).

Full details of the EDP and SDP are documented as part of the ICE Malta Quality Management system.

1D. ACADEMIC INTEGRITY AND FREEDOM

Educators at ICE Malta are predominantly employed on a sub-contracted basis. During their engagement, they are responsible for the delivery of lessons, creation of material (where necessary) and student support. The Educators are not engaged in research as part of their contracted requirements. As our Educators come from industry, they continue to hone their skills as part of their day job – ICE Malta does not interfere with any research or other activities carried out by its Educators when not carrying out the activities forming part of their contract. As mentioned in 1C, ICE Malta may however offer a (voluntary) sponsorship for an Educator to embark on a study programme or certification.

Members of the Academic Team may also carry out research. Such activities may be carried out during working hours, and in general the institute does not interfere with the research being carried out. Of course, the institute does encourage team members to research either the subject that the academic team member is responsible for, or the subject that another team member is responsible for, or a topic which may lead to the creation of a new or updated study programme at the institute. However, in general, Academic Team members are trusted to carry out their own research (with funding if necessary).

1E. PROCEDURES FOR ENSURING AGAINST ACADEMIC FRAUD

Before being recruited, Educators at ICE Malta must submit their curriculum vitae. Where available, certification verification links are used to verify that the candidate is indeed in possession of the qualification they have listed. Where unavailable, certification/academic bodies may be contacted to ensure that they candidate is in possession of the claimed qualification.

Moreover, all Educators must go through an Educator Demonstration Session (EDS), whereby they will deliver to the ICE Malta Academic Team and Management Team part of the subject they will be delivering in class. This ensures that the candidate not only has the subject skills required, but also the soft skills required to adequately deliver the material to students.

When publishing articles, papers, materials or other artefacts in the name of ICE Malta, the Academic Team leader checks content using plagiarism detectors to ensure all the work produced is original.

Students at ICE Malta are not currently required to write final projects or dissertations. Instead, the institute focuses on international examinations or home-grown assessments. In the case of the former, these examinations are held through an industry-standard system through one of our partners such as Pearson VUE. This system locks down the student's computer so they can only interact with the examination system. Moreover, students are required to follow partner procedures, such as emptying their pockets, stowing away bags and agreeing to being monitored via an

examiner and/or CCTV. In the case of assignments, the Educator correcting the assignment ensures that students do not plagiarise each other's work, and also ensures that any content written is original.

These procedures are further detailed in the ICE Malta Quality Management System.

1F. AVAILABILITY OF TECHNOLOGICAL INFRASTRUCTURE

As an educational entity teaching technology, ICE Malta takes its technology infrastructure very seriously. Some of the measures taken in this regard are outlined below:

- Each computer lab is checked daily for the adequate operation of all technology within the lab. This includes computers, projectors, televisions and/or monitors, pointing devices, air conditioning and any other equipment. This is recorded in a daily check sheet.
- Each computer lab is checked weekly, whereby it is ensured that all computers are operating properly, i.e. without malware or faults that are causing the system to perform poorly or improperly. This is recorded on a weekly check sheet.
- Our network infrastructure consists of a number of redundant enterprise-scale wireless access points, ensuring connectivity even in the case of an access point malfunctioning. Moreover, several labs are also provided with wired networking as an additional backup.
- We have two Internet connections (dual-homed) to ensure continued availability of the Internet, which is required for several of our courses as well as examinations. Moreover, provisions are in place to provide emergency Internet access to staff when required.
- Our Operations Team produces technical reports for any faults found in lab or staff computers, and repairs or replacements are carried out as necessary. This includes an upgrade of laboratory computers on a yearly basis.
- All data produced by the Institute is stored in the cloud, and is divided among two different cloud providers, each with backups (both onsite and offsite).

1G. VERIFICATION OF STUDENT IDENTITY

The following measures are taken to verify student identity:

- When booking for a course, students must provide personal information including their name and surname, ID number and contact details.
- Additionally, when taking advantage of our easy payment scheme, a photocopy of an identification document (such as ID card or passport) is taken, as well as a photocopy of the student's credit card.
- At the beginning of each lesson, the Educator takes attendance to verify that every person in class is a registered student. This is digital to alleviate privacy concerns.
- When attending an exam, the student must verify their identity as per partner requirements. Typically, this involves the presentation of two forms of identification as well as an exam booking receipt.
- Assignments and tests carried out for home-grown courses are submitted either via our internal student management system, or via e-mail. In the case of the former, a student will be logged in with a personal account to be able to submit their assignment. In the case of the latter, the origin e-mail is compared to the e-mail given by the student when booking.

1H. CREATING A TOLERANT AND UNDERSTANDING ENVIRONMENT

ICE Malta has published a set of ethical guidelines and obligations, that can be found in Appendix 1.

1I. EXTERNAL STAKEHOLDERS AND QUALITY ASSURANCE

ICE Malta ensures that the services obtained externally conform to specified requirements. In order to achieve this, ICE Malta applies certain controls to suppliers and to the services they provide:

1. Supplier selection
ICE Malta evaluates and selects suppliers based on their ability to supply services in accordance with requirements.
2. Supplier criteria
ICE Malta establishes criteria that are used for the selection, evaluation and re-evaluation of suppliers.
3. Extent of control
ICE Malta bases the type and extent of these controls on the effect that the service provided has on the final service realisation.

1J. QUALITY ASSURANCE FOR SUB-CONTRACTED SERVICES

ICE Malta applies appropriate inspection activities (or other suitable activities), which are designed to ensure that provided services meet specified requirements. In cases in which ICE Malta or its customers intend to perform this verification at the supplier's premises, ICE Malta state the intended verification arrangement and method of service release in the purchasing information. Such control may include the inspection of training facilities prior to course commencement, or the on-site audit of course quality as appropriate.

ICE Malta may, at random intervals, carry out course quality audits to ensure that the relevant requirements in this quality manual and Educator Procedures are being adhered to. Furthermore, Educators have to sign in to their lessons prior to commencement, for the purposes of traceability.

1K. QUALITY ASSURANCE FROM LEARNING PARTNERS

Our learning partners perform their own quality assurance activities on a regular basis to ensure that ICE Malta is providing students with an experience in line with the expectations of the external parties. As each external party has separate quality procedures, the description of the entirety of these procedures is beyond the scope of this document. However, a summary of some key activities is provided:

- ICDL. An external audit is carried out on a regular basis.
- Cisco. An external audit is carried out on a regular basis. Cisco also collect anonymised student enrolment and performance statistics.
- Digital Marketing Institute (DMI). An evaluation is carried out on a yearly basis. DMI also collects student enrolment and performance statistics.
- Linux Professional Institute (LPI). A course feedback form is submitted for times by students during the course, as well as a feedback form for each exam undertaken by the students.
- Microsoft. Each student must submit feedback forms, and student performance during examination is assessed directly by the training partner.

The institute is also audited yearly for ISO 9001 compliance and every 5 years for MFHEA compliance.

2. INSTITUTIONAL PROBITY

- Yearly audited accounts are presented as per legal requirements.
- Budget plans and roadmaps are presented to MFHEA when requested.
- The qualifications, education and work history of all employees related to the academic provision of services are provided to both MFHEA and the ISO 9001 auditing entity when requested. Additionally, each member of staff has presented a police conduct and employment history.
- The legal representatives (and owners of the company) are all resident in Malta.

3. DESIGN AND APPROVAL OF PROGRAMMES

The design and development of the programmes offered by ICE Malta is described in the Quality Management System. ICE Malta controls the design stages and reviews, responsibilities and authorities, interfaces and updates to all of our programmes. The requirements for a study programme are conformant with the syllabus provided by the educational partner or, in the case of home-grown qualifications, are researched and documented by the Academic Team.

3A. DEFINITION OF WORKLOAD

Where applicable, the EQF/MQF level of advertised courses, as well as the number of ECTS/ECVET entailed in the course are advertised on the Institute's website (<https://icemalta.com>). Refer to Figure 3, which shows an example from the course page of the MySuccess Website Developer study programme.



FIGURE 3: DEFINITION OF WORKLOAD

3B. TARGET AUDIENCE

The target audience of each course is explained within the course page, as part of the course description, and also within the “course details” section as show in Figure 4 below, which shows an example from the course page of the MySuccess Website Developer study programme.

ENTRY REQUIREMENTS
 Good Knowledge of English
 Basic Knowledge in Front-End Web Technologies (HTML, CSS)

FIGURE 4: TARGET AUDIENCE

3C. LEARNING OUTCOMES

The learning outcomes of a course are outlined in the unit plan created for each course. Moreover, these are re-stated in the MFHEA application form for EQF/MQF level-rated courses. On the institute website, a simplified course outline is provided, allowing potential students to know what they will learn from this course, as opposed to learning outcomes which tend to be generic. The example in Figure 5 below shows an example from the course page of the Python Programming Foundations course.

Course Outline
<ul style="list-style-type: none"> Introduction to Programming <ul style="list-style-type: none"> Programming – Absolute Basics Python – A Tool, Not a Reptile There is More Than One Python Begin Your Python Journey
+ Python Syntax Basics
+ Using and Creating Functions
+ Using Classes
+ Creating Classes
+ User Input and Program Output
+ More Object-Oriented Programming
+ Build a GUI

FIGURE 5: LEARNING OUTCOMES

Each study programme at ICE Malta has a signed and approved Unit Plan document (ICE-009). The unit plan includes:

- Course title and title of qualification/award.
- Target student group.
- Entry requirements.
- Overall course objectives.
- Course outline (list of modules).
- Credits and hours allocated per module.

For each module in a course, the following information is added to the unit plan:

- Module title.
- Learning outcomes: Knowledge.
- Learning outcomes: Applied knowledge and understanding.
- Learning outcomes: Communication.
- Learning outcomes: Judgemental skills.
- Learning outcomes: Learning skills.
- Learning outcomes: competences.
- Information on delivery method/methods.

- Information on assessment method/methods.
- Reading list and materials.
- Qualifications and experience required of Educator.
- Any special class requirements.

For each unit in a module, the following information is added to the unit plan:

- Unit number and name.
- Associated course material.
- Time required.
- Outline of unit content.
- Activities associated with the unit.
- Independent practice given to the unit.
- Any other notes.

3D. LEARNING DYNAMICS

During the planning stages of a study programme, the course designer will ensure that there is an adequate level of planned interaction between students and Educators. To this end, many of our home-grown courses are designed with practical activities that allow students to work individually, with each other or with their Educator. Activities carried out in a course depend on the type and level of course being delivered, however they can include:

- Tasks assigned to students which they then complete individually or in groups.
- In class discussions/QA sessions.
- End-of-course quizzes.
- Demonstration sessions.
- Demonstration sessions with student participation.
- Practical sessions using virtual machines, networking equipment, computer equipment etc...

3E. FORMS OF ASSESSMENT AND RESOURCES

ICE Malta reviews all requirements related to the course prior to commitment to supply a service to the customer.

The review covers the following issues, and is carried out prior to the advertising or transmission of a service specification:

1. Completeness and accuracy
ICE Malta ensures that all service requirements are defined.
2. No differences
ICE Malta ensures that any differences of contract or order requirements to previous expressed contract or order requirements are resolved.
3. Ability to deliver
ICE Malta ensures that it can meet defined requirements.

In situations where it is impractical to formally review each individual order (for example, in case of online sales), ICE Malta instead reviews relevant service information such as catalogues and advertising materials.

ICE Malta maintains several documents, including Course Product Requirements – a document created for each study programme outlining the hardware and software requirements of that program. The Operations Team consults this document prior to the commencement of any course to ensure the laboratory or classroom is ready for the delivery.

Moreover, the Academic Team maintains separate documentation outlining other resources required for a course. This may include books, presentations, student areas, hardware and software licenses, exam vouchers, the need of flip-charts or other presentation equipment, and more.

Assessment at ICE Malta is carried out using mixed methods. This may include:

- Examinations originating from our learning partners.
- Home-grown examinations.
- Practical assessments.
- On-going assessment (homework assignments).

3F. EDUCATOR/STAFF REQUIREMENTS

Requirements for Academic Team Leader:

- A bachelor's degree or equivalent MQF/EQF level 6 qualification in management, ICT or education.
- Considerable prior experience in ICT education.
- Considerable prior management experience.

Requirements for Academic Team Members:

- A bachelor's degree or equivalent MQF/EQF level 6 qualification in ICT, or higher.
- Considerable work-experience or academic/professional qualification within the subject area of the programme being designed.
- Internal training on ICE Malta guidelines for programme development.

Requirements for Educators:

- A bachelor's degree of equivalent MQF/EQF level 6 qualification in the subject-area the Educator will be delivering **or** relevant industry-level certification (see next point).
- Certification at the same level of certification the Educator is teaching (or ideally at a higher level). This certification must be current (i.e. not expired).
- Successful approval following an Educator Demonstration Session.
- At least two years working experience in the same field the Educator will be teaching (this does not apply to ICDL or courses requiring further work experience, depending on course level).

3G. RESPONSIBLE PERSONS

Course Design and Content Development: The ICE Malta Academic Team.

Technical and Media Support: The ICE Malta Operations Team

Teaching Courses and Interacting with and Supporting Learners: The ICE Malta Academic Team and Educators.

Each module plan submitted for MFHEA approval has named persons who have design the course and who will be delivering the material.

3H. REFERENCING COMPLIANCE

All EQF/MQF level-rated courses at ICE Malta have been reviewed by MFHEA. For each of the courses, learning outcomes, unit plans, material covered, referencing material, assessment methods, pedagogy and all other requirements have been fulfilled.

3I. STAKEHOLDER IDENTIFICATION

When developing programmes, ICE Malta consults its Syllabus Advisory Council. This consists of the top local organisations from several fields, including development, design, technical and productivity. The Management Team meets with the advisory council to ensure that programmes being offered by the Institute will give students the skills they need to be able to start of further their career with a top local brand. The stakeholders for each course are different, depending on the subject-matter of the course.

3J. EMPLOYMENT-ORIENTED PROGRAMMES

As above, programmes at ICE Malta are all employment-oriented, and will many times include worldwide-recognised certifications that allow the student to work both locally and abroad. Despite being employment-oriented, this is not to the detriment of academic rigour; the courses do not only cover those aspects of a subject that are required in one's career, but also the theoretical underpinning which we believe will give students the tools they need to be independent and further themselves throughout their professional life.

3K. STUDENT INVOLVEMENT

ICE Malta carries out a number of quality assurance activities involving students. These include:

- Kick-off feedback: An e-mail is sent to students after the first or second lesson of a study programme, asking for a rating of their study experience on a scale of five. Moreover, students also have the opportunity to write comments/suggestions and other feedback.
- Mid-course survey: This is carried out towards the mid-point of a course and asks students about their study experience so far. This includes questions regarding their Educator, the facilities provided, and their perception of the subject.
- End-course survey: This is a more comprehensive survey carried out during the last lesson of a course. It asks about the facilities, the Educator and whether the expectations of the students have been meet. They also ask students about their intended progression plans.
- Breaks: During certain courses, the students are taken out of class for some refreshments, during which the brand and QA teams ask questions about how they are progressing in the course, and whether there is any room for improvement. This is done without the presence of the Educator, to make the students feel comfortable. Results are recorded by our team.

Any negative feedback, or suggestions for improvement, are taken very seriously. The QA and Management teams frequently meet with students to find out more about their feedback and, on a number of occasions, action is taken to address any concerns or complaints raised by the students.

3L. STUDENT PROGRESSION

Our programmes are designed to follow on from each other. Our Admissions Team is always available via meeting, phone, e-mail or social media to guide students through their study path. Whilst it would be beyond the scope of this document to list every offered study path, some of our most popular study paths are shown below:

Path: Full-Stack Web Developer

1. MySuccess Website Designer.
2. MySuccess Website Developer.

Path: Systems/Network Administrator

1. IT Essentials (for beginners).
2. CCNA: Routing and Switching.
3. LPIC-1 Linux Administrator.
4. MCSA Windows Server.

Courses 2, 3 and 4 can be taken in any order. Moreover, further courses such as LPIC-2 are also available.

Path: Cloud Systems Architect

1. AWS Technical Essentials (for beginners).
2. Architecting on AWS **and/or**
3. Architecting on Azure

Path: Professional Graphic Designer

1. MySuccess Graphic Designer Associate
2. MySuccess Graphic Designer Professional

Data Analyst/Database Administrator

1. MCSA SQL Database Administration **and/or**
2. MCSA SQL Database Development
3. MCSE Business Intelligence

3M. FORMAL APPROVAL PROCESS

The approval process for a course depends on whether the course is home-grown or in association with an international learning partner. Another factor is whether the course leads to an industry certification exclusively, or also one that is level-rated by MFHEA. However, a typical approval process is as follows:



FIGURE 6: COURSE APPROVAL PROCESS

During this process, a number of documents are produced:

- ICE Malta Unit Plan – a master ISO 9001 document containing all course information.
- Course syllabus and website page.
- Course materials (slides, practical exercise worksheets etc...)
- MFHEA application (and approval).
- Specimen certificates.
- Partner approval.

4. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Students are at the centre of all activities carried out at ICE Malta, and this includes the way in which courses are delivered and assessed.

4A. DIVERSE STUDENT NEEDS

ICE Malta creates an environment that helps each student to learn. We do not believe there are students who are not suited to school – but there are schools not suited to students. To this end, our students have a variety of pathways for completing a course. The majority of our public classes are held after 18:00, to be accessible to persons with full-time employment. Moreover, certain classes are also available Saturday mornings and afternoons. For people who have atypical working hours (such as shift workers), certain courses can also be booked on individual basis at a time best suited to the student. ICE Malta also works with corporate partners to train employees during or after working hours at times best suited for the client.

4B. MODES OF DELIVERY

The institute delivers material in several ways:

1. Theoretical explanation given in class, for students who prefer oral learning.
2. Detailed course material for students who prefer reading and self-study.
3. Slides and videos for visual learners.
4. A strong focus on practical exercises in class and assignment-based assessment for kinaesthetic learners.
5. Individual attention to each student including e-mail support and the availability of one-to-one instruction for guiding learners.
6. In-class discussion for social learning.

Most of our courses use all of the material delivery methods above.

4C. FLEXIBLE PEDAGOGICAL METHODS

ICE Malta understands that no two students are alike, and that people learn in a variety of different ways. To this end, a variety of pedagogies are used when teaching material:

- Visual learners: The Institute has always been a market leader in the delivery of courses to creative people, particularly in the areas of graphic design, website design and 3D modelling. Our presentations are summarised and graphical, and many Educators employ the use of infographics and other visual aids. Moreover, lessons feature extended demonstration sessions by Educators, where the student can see how an Educator performs required tasks.
- Auditory learners: Our Educators are assessed on being able to deliver course material without relying on their slides or other visual content. This makes the lesson more engaging, and also aids those students who learn by listening.
- Reading/Writing learners: Although notes are provided for all courses, students are encouraged to take their own notes using the class computers, their own workstations or pen and paper. Moreover, students are also encouraged to re-write notes given in their own language, which encourages learning by both writing and reading.

- Kinaesthetic learners: Each of our courses features a strong practical component. During many lessons, students will be working on assigned or their own projects during the lesson. Moreover, most Educators assign homework which is then assessed by the Educator. Many Educators also provide students with advanced exercises, to allow them to further learn by doing. Several of our courses are also assessed via a practical project.

4D. PEDAGOGICAL EVALUATION

As explained in Section 3K, ICE Malta carries out regular evaluation of student feedback and outcomes and adjusts pedagogical approach (or Educator) as necessary. Moreover, our success rates are also evaluated by our international learning partners (where applicable).

The institute carries out internal audits every quarter, and once a year this includes an audit of the academic department where all courses are audited for quality, updates and student feedback.

4E. LEARNER AUTONOMY

Educators are encouraged to give students homework assignments requiring skills not necessarily covered directly in class. This allows students to carry out their own research and come up with their own unique solution to problems. Moreover, certain courses include a portfolio as part of their assessment procedure. For example, during the MySuccess Graphic Designer course, students are encouraged to start working on a portfolio of their works. The Educator does not dictate what the content of the portfolio should be – students decide this themselves, and then send their work to their Educator for evaluation. This encourages autonomy, but also ensures that students leave the course with a unique portfolio each.

4F. EDUCATOR SUPPORT

As part of our ISO 9001 certification, students are provided with Educator support as follows:

1. In-class support during lessons.
2. E-mail support during the course delivery period.
3. E-mail support for 6-months following course completion.
4. Guarantee of e-mail reply within 48 hours.
5. Extra lessons/replacement lessons. The first lesson is replaced free of charge.

4G. MUTUAL RESPECT

The relationship between Educators and students is governed by our ethics guidelines, shown in Appendix 1.

QUALITY ASSURANCE FOR ASSESSMENT PROCESSES

ICE Malta implements the following processes for assuring the quality of assessment processes:

- a. The Academic Team is offered training in assessment and examination procedures. Moreover, assessments correct in-house are governed by procedures laid out by team members with over ten years' experience in examination and education.
- b. Each published assignment or exam paper is published with a marking scheme.
- c. Students are given feedback on their submissions in relation to the learning outcomes of the study programmes.
- d. Assessments for courses with multiple modules are assessed by the subject-matter expert.
- e. Mitigating circumstances are analysed on a case-by-case basis.
- f. Procedures forming part of the internal quality management system govern the assessment process.
- g. Students carry out assessments either in class (in which case they are verified by attendance and in many cases logging in to our virtual learning environment), or at home. In the case of the latter, they must submit assessments via virtual learning environment, via their personal login. The Educators also check assessments for plagiarism.
- h. Records for the assessment process, as well as grading, are kept in Malta (and also in the cloud).
- i. A procedure for complaints is amongst the quality procedures forming part of the internal quality management system.

5. STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

5A. ADMISSION PROCESS

The conditions for the admission of students in a course is outlined in the terms and conditions that students must sign before enrolling to a course. These are included on the application form itself. In the case of online bookings, students must click to accept the terms of the enrolment process before proceeding to confirming their booking. Our admissions process is fully documented as part of our ISO 9001 quality manual; however, a summary is provided below.

Most of our students communicate with our Admissions Team prior to booking their course. The Admissions Team is trained in course content and entry requirements and will be able to guide students to a course level that is suitable for them. The Academic Team is also frequently consulted to assess student level and recommend a course. Following their booking, students are sent an e-mail confirmation (with invoice and receipt). A few weeks before the start date of the course, students are sent another e-mail welcoming them to the Institute; this e-mail also contains information about their first lesson.

Certain students choose not to communicate with our Admissions Team and book their course directly from our website. The website contains entry requirements for the course, nevertheless the Admissions Team still reviews every booking received online. In the case where a course with particular entry requirements is booked, a member of the team will contact the student to ensure they meet entry requirements. At this point, the student booking is either processed or the booking may be changed to another course if both the team and the student agree that the entry requirements are not met.

5B. INDUCTION

On the day of their first lesson of a course, students are given a brief induction by a member of the Admissions, Academic or Operations team. This includes a tour of the facilities of the institute, processes for contacting the Educator and Operations Team, information on accessing the student area and any other materials, the attendance sheet process and any other course-specific information.

Students will also receive access to their online student area. During the first lesson, the Educator will guide students on accessing this area and give them an overview of how to access material, contact them and submit assignments/projects.

5C. STUDENT PROGRESSION INFORMATION

In the case of home-grown courses, student results (from examinations, assignments, projects etc...) is collected on the student management system used by the institute. For international certifications, examinations are typically carried out via an online testing system (such as Pearson VUE). In these cases, the Operations Team records results internally – however these are not always available since certain examination results are sent to students directly and it is up to them whether or not to share these with us – although we do invite them to do so.

Every quarter, the Management and Academic/QA teams meet to discuss student progression and make the necessary pedagogical or course content changes to ensure the majority of our students are able to successfully complete their studies on their first attempt.

5D. SELECTION CRITERIA

Each of our students is assessed for selection on a case by case basis. ICE Malta recognises:

- EQF/MQF level-rated certifications, irrespective of the institute/school/university where the students have achieved these certifications, as long as the certification is related to the subject being studied at the institute.
- Industry certifications from international learning partners.
- Considerable work experience, depending on the level of course being applied for.
- Pre-Training assessments delivered by the institute in cases whether there is no formal qualification or work experience to document the students' knowledge.
- As our courses are delivered in English, the student needs to either have a formal English certificate (such as O-Level or above), be a native English speaker, demonstrate fluency during an interview with the Admissions Team, or pass the Cambridge University English Proficiency test in cases of doubt.

5E. COMPLETION DOCUMENTATION

When completing a course, a student may receive a number of different certificates:

- A certificate(s) from an international training partner, provided the student has successfully passed examinations/assignments set by the training partner. This may also include a certification card, digital badge, membership, certificate verification link or other items, depending on the international partner.
- A certificate(s) of achievement from ICE Malta, including level rating, provided the student has successfully completed examinations/assignments set by ICE Malta and assessed by the Educator and the Academic Team.
- A certificate of completion, when the student has attended 80% of the scheduled lessons and when the student has failed one or more of the exams/projects above, or when the course is not assessed (such as hobby courses).

ICE Malta is also planning on introducing transcripts for level-rated courses, outlining the EQF/MQF level, number of ECTS/ECVET and learning outcomes achieved in the course.

6. TEACHING STAFF

As mentioned in section 3F, the following are requirements for Educators at ICE Malta.

- A bachelor's degree of equivalent MQF/EQF level 6 qualification in the subject-area the Educator will be delivering **or** relevant industry-level certification (see next point).
- Certification at the same level of certification the Educator is teaching (or ideally at a higher level). This certification must be current (i.e. not expired).
- Successful approval following an Educator Demonstration Session.
- At least two years working experience in the same field the Educator will be teaching (this does not apply to ICDL or courses requiring further work experience, depending on course level).

Educators are assessed continually by the ICE Malta Academic & QA Team. Student feedback, as well as student performance is used to determine the continued engagement of Educators. Furthermore, Educators are also invited to make use of the Educator Development Programme, whereby they will be able to apply for training or other educational resources to keep themselves up-to-date. This training can include both technical training, as well as pedagogical training and other soft skills.

7. LEARNING RESOURCES AND STUDENT SUPPORT

ICE Malta devotes considerable resources to ensure that learning and teaching activities have all materials, information technology and support they require. Resources provided vary by course, and are summarised below.

For study programmes with included learning materials, the learning materials are always the official materials recommended by the international learning partner. This is achieved through partnership with industry leaders. Official courseware (slides, practical exercises, virtual lab environments, books and other materials) is provided for courses such as:

- MCSA App Builder, MCSA Windows Server, MCSA SQL Database Administration, MCSA SQL Database Development and several other Microsoft courses: Official Microsoft Official Academic Courseware (MOAC) or Microsoft Official Courseware (MOC), official virtual lab environments, official Microsoft slides and teacher pack.
- IT Essentials, CCNA Routing & Switching, CCNP Routing & Switching: Official Cisco courseware, access to NetAcad environment including virtual labs, practical exercises, chapter and course tests, Packet Tracer exercises, access to Cisco hardware to perform lab exercises in real environments as well as computers for the IT Essentials course.
- AWS: Official AWS slide pack, official cloud labs, other study guides and resources.
- MySuccess programmes: Learning material recommended by our partners, including Adobe and Zend, as well as study guides, diagnostic/mock tests/exams and other resources.
- Digital Marketing Institute programmes: Official DMI slide pack, mock exams, study guide and other resources.
- IAPP programmes: Official IAPP slide packs and other resources.
- LPI programmes: Access to NDG materials recommended by LPI via the NetAcad system, which includes slides, online course material, chapter tests, course tests, lab exercises.
- ICDL: Official training booklet from ICDL international, diagnostic exams and other resources.

For study programmes without included learning materials, ICE Malta will always provide home-grown materials which include slides, practical exercises, tests and/or assignments depending on the modality of the course. We will also recommend further reading materials to students, and our Academic Team assesses the content of the materials as well as whether updated materials are required.

ICE Malta maintains a number of classrooms and laboratories. The computers in the laboratories are updated on a regular basis to ensure their continued operation. All laboratories have computers which meet or exceed the following specifications:

- A 7th generation or later Intel Core i5 processor.
- A dedicated graphics card for computers used for 3D modelling.
- 8 to 16GB of RAM.
- A solid-state hard drive.
- A 21" or higher widescreen monitor.

Certain courses require that students bring their own computers, (BYOD – Bring Your Own Device). In these cases, the ICE Malta Operations Team will help students to set up their workstations and advise them on the minimum requirements for the course. A number of workstations are also available to be loaned to students, for a very low one-time fee.

Educators are also provided with additional learning resources, such as subscriptions to online learning portals, additional training, books and any other materials as part of the Educator Development Programme.

Students are provided with access to a virtual learning environment and student management system. Using this system, students:

- Have a personal profile where they can access all material for all of their courses, as well as access their results and achievements.
- Have access to a learning library containing slides, exercises and other resources.
- Can submit their assignments/homework.
- Can communicate with their Educator.
- Can carry out online tests and other activities.
- Can check their lesson schedule and attendance records.

7A. AUTOMATED PROCEDURES

ICE Malta maintains a risk register, with contingency plans for failure of hardware and software, as well as other operational situations. Procedures include:

- A redundant Internet connection in case of primary failure.
- An Uninterruptable Power Supply (UPS) for networking equipment and Network Attached Storage (NAS).
- Redundant wireless access points in case of failure.
- Redundant networking equipment in case of failure.
- Spare workstations and peripherals in case of workstation failure.
- Disk images for laboratories, facilitating the rest of a workstation.
- Scheduled system updates and security scans.

7B. BACKUP SYSTEMS

ICE Malta has fully embraced cloud technology, and this has been a core part of our business since commencement of operations. Procedures include:

- All staff at ICE Malta create all of their documents on Google Drive, synchronising with their workstations using Google Drive File Stream. This ensures that any failure to staff workstations will result in no loss of data. Moreover, all documents on Google Drive are backed up automatically via the cloud.
- The ICE Malta website is also cloud-based via Google App Engine. This has many layers of redundancy and scaling, ensuring the continued operation of the website.
- The ICE Malta internal system is cloud-based via Amazon Web Services. The system is maintained in different availability zones to ensure continued operations. Daily, weekly, and monthly backups are taken as well as manual snapshots. Moreover, the system database is also backed up daily and the code of the system is backed up on a cloud git service as well as locally.
- Our virtual learning environment is cloud-based via Amazon Web Services and uses a backup system similar to the ICE Malta internal system.

All resources provided are fit for purpose. Learning materials are assessed on a yearly basis, together with course updates, by the Academic Team who update the course unit plan. The ICT facilities at the institute undergo regular inspection, maintenance and upgrades. The Operations Team carries out this task and fills in the appropriate documentation.

8. INFORMATION MANAGEMENT

ICE Malta has a record retention policy which indicates the availability of documentation produced by the institute in both physical and digital forms. The following lists the storage media for different types of records.

1. Admission records: stored on the ICE Malta internal system for an indefinite amount of time but at least 40 years. Copies of admission records are also sent to students.
2. Student details: stored on the ICE Malta internal system for an indefinite amount of time but at least 40 years. Also stored on paper for at least two years.
3. Proof of assessment:
 - 3.1. Assessments submitted via our virtual learning environment are stored on the system for an indefinite amount of time but at least 40 years.
 - 3.2. Assessments submitted via e-mail are stored on the Google drive for the same amount of time.
 - 3.3. Assessments taken via a partner portal (such as Pearson VUE) are the responsibility of the partner, from where the student can also access their results. In cases where we are aware of the students results, we will store a copy on Google Drive, however these are not always available.
4. Student profile: All information is produced in line with MFHEA requirements and submitted several times a year. These records are also stored on Google Drive with the same retention as above.
5. Student satisfaction: This is stored as part of the ICE Malta website database. Since the school's opening, the data has been maintained current, however it may be archived in future versions of the website. In this case, this would be stored on the cloud and retained for at least 40 years.
6. Employment rates: This information is not collected by ICE Malta, since most of our students are already employed within the technology sector, and this information is considered private. However, ICE Malta does get in touch with students from time to time to feature their stories.

9. PUBLIC INFORMATION

The following public information is included amongst other information publicly available from the Institute.

9A. SELECTION CRITERIA

ICE Malta accepts any student provided they meet entry requirements and the maximum number of participants in a class has not been reached. For each of our study programmes, entry requirements are clearly displayed on the course page of our website.

ENTRY REQUIREMENTS

Good Knowledge of English

Completed [AWS Technical Essentials](#).

FIGURE 7: EXAMPLE OF ENTRY REQUIREMENTS ON WEBSITE

Each course also has more detailed entry requirements as part of the unit plan, which is followed by the Admissions Team. For example.

<p>Entry Requirements Specify what requirements the students should have before joining this course (including qualifications/ language and/or digital competences).</p>	<p>In order to join this course, students must:</p> <ul style="list-style-type: none"> • Be fluent in written and spoken English at level B2 or higher. This is assessed either via ordinary-level English Language examination results, or via an English proficiency test administered via the Cambridge University online testing service. For O-Level results, a pass grade is considered sufficient, whereas for the proficiency test, candidates must score B2 or higher. • Have basic computer skills at ECDL, ICT (Secondary) or equivalent level.
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FIGURE 8: EXAMPLE OF ENTRY REQUIREMENTS IN UNIT PLAN

9B. LEARNING OUTCOMES

Learning outcomes are presented in two ways. For students choosing a course, they will be most interested in what the course covers. To this end, a list of covered topics is provided in the course page on the Institute's website.

Course Outline

- + Introduction
- ✓ [The Simplest Architectures](#)
 - S3
 - AWS Snowball & Snowmobile
 - Glacier
 - Lifecycle Policies
- + Adding a Computer Layer
- + Adding a Database Layer
- + Networking in AWS
- + Identity & Access Management
- + Elasticity, High Availability & Monitoring
- + Automation
- + Caching
- + Building Decoupled Architectures
- + Microservices & Serverless Architectures
- + RTO/RPO & Backup Recovery Setup
- + Optimizations & Review

FIGURE 9: EXAMPLE COURSE OUTLINE FROM WEBSITE

A course sheet is also produced for courses, kindly refer to an example:

<https://icemalta.com/wp-content/uploads/2019/03/ICE-Malta-Architecting-on-AWS-Course.pdf>

On the unit plan for a course, a more detailed list of learning outcomes is provided. These are explained to students when they meet the Admissions Team, or when they request further information. These learning outcomes are in-line with Bloom's Taxonomy, and include:

- Overall objectives.
- Communication skills.
- Learning to learn skills.
- Competencies.
- Knowledge.
- Applied knowledge and understanding.
- Judgement skills and critical abilities.

9C. QUALIFICATIONS AND LEVEL RATING

The course page on the ICE Malta website shows the qualifications awarded, EQF/MQF level rating and number of ECVET/ECTS.



FIGURE 10: SAMPLE LEVEL RATING AND ECVET INFORMATION FROM WEBSITE

Certification

Web Authoring using Adobe Dreamweaver CC

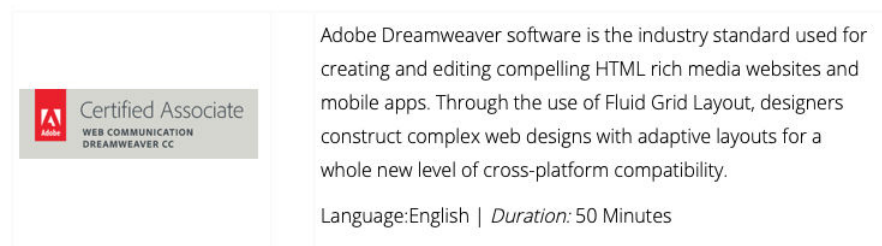


FIGURE 11: SAMPLE CERTIFICATION INFORMATION FROM WEBSITE

9D. TEACHING/LEARNING METHODS USED

On the course page of each course, the mode of study and delivery methods are shown.

Course Details

MODE OF STUDY	DURATION
PART TIME	36 hours (12 Lessons of 3 Hours)
DELIVERY METHOD	DAY(S)
Lectures & Hands-On Practice	Friday
ENTRY REQUIREMENTS	TIME
Good Knowledge of English	6.00PM till 9.00PM

FIGURE 12: SAMPLE DELIVERY INFORMATION

Assessment procedures are also shown on the website:

Certification



The LPIC-1 certification validates that you have the ability to perform maintenance tasks on the command line, install and configure a computer running Linux and configure basic networking. This internationally recognised credential can be earned by passing the LPIC-1 101 & 102 version 5.0 exams.

FIGURE 13: SAMPLE ASSESSMENT PROCEDURE ON WEBSITE

Further details about the pedagogy and assessment methods used is available on unit plans.

9E. PASS RATES

ICE Malta publishes statistics about pass rates for courses on a regular basis.

9F. FURTHER LEARNING OPPORTUNITIES

Each course page contains information about courses related-to, or following, the advertised course.

NEXT STEPS

[MCSA Windows Server 2016](#)

[Architecting on AWS](#)

[LPIC-2 Linux Engineer](#)

FIGURE 14: NEXT STEPS SAMPLE FROM WEBSITE

9E. CAREER PATHWAYS

All of our courses are career-oriented, and the Admissions Team explains possible careers following a course to each student who books a course. This is also done in-class by the Educator. Moreover, the course page also includes such information. For example, on the LPIC-1 course page:

"...specifically designed for existing and aspiring Linux Administrators who need to maintain, install and configure workstations, as well as master the Linux command line."

"Whether looking to learn essential skills or certify your existing knowledge, the LPIC-1 certification is your first step in the highly-needed and versatile career of Linux System Administration."

10. ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

ICE Malta carries out a number of QA activities throughout a year. These include:

- Internal audit (by an ISO certified internal auditor) of one or more sections of the quality manual, four times a year.
- Three or four management reviews, where the results of internal and external audits, course quality, student feedback, new/updated programmes and more are discussed and recorded.
- At least nine Course Quality Audits (CQAs) per year. During such audits, a member of the Academic/QA Team will be present during an Educator's delivery and assess both the Educator's delivery and student participation. This also includes an assessment of class resources and facilities.
- Three Educator Evaluations per year. During these evaluations, all the Educators who have delivered content in the past four months are assessed by the Academic/QA team, to decide on their continued engagement or points of improvement.
- Study programmes are continually improved, updated and created by the Academic Team – this is their primary responsibility.
- The Operations Team carries out daily and weekly checks to ensure the resources provided are adequate for the needs of the students and Educators.

11. CYCLIC EXTERNAL QUALITY ASSURANCE

ICE Malta is audited externally as follows:

- MFHEA audit every five years.
- ISO 9001 external audit yearly.
- ISO 9001 re-certification audit every three years.
- Learning partner audits (Cisco, Microsoft, ICDL, Digital Marketing Institute) on a schedule agreed upon by both ICE Malta and the learning partner. This is typically at least every two years, however certain partners audit yearly.

APPENDIX 1: ETHICAL GUIDELINES & PROCEDURES

This document lists the ethical guidelines to be followed by students, Educators, staff and management at ICE Malta. Throughout these guidelines, the following definitions are assumed.

Integrity: "Adherence to moral and ethical principles; soundness of moral character; honesty"

Respect: "Due regard for the feelings, wishes, or rights of others"

Discipline: "Obey rules or a code of behaviour"

Tolerance: "the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with"

1. ETHICAL GUIDELINES FOR STUDENTS

The ethical guidelines for the behaviour of students at ICE Malta are presented as three key principles, based on Cindrak, Gaudier & Maury (2019).

1.1. STUDENT RESPONSIBILITY - CORE VALUES

1.1.1. Students shall always act with academic integrity, and shall therefore never seek to gain an unfair academic advantage in any way, including during formative or summative assessments and any other activities carried out by the institute. The student understand that such actions will result in academic discipline.

1.1.2. Students will be respectful towards each other, their Educator(s) and ICE Malta staff and will maintain a professional relationship with these persons.

1.1.3. Students will be open-minded with regards to the opinions of other students and their Educators.

1.1.4. Students will be disciplined and follow the rules and policies set out in this document, as well as other rules and policies as published by ICE Malta.

1.1.5. Students shall be tolerant towards other students, Educators and ICE Malta staff and shall not distinguish based on gender, race, religion, sexual orientation, appearance, age, language, history, dress, political affiliation, different needs or abilities.

1.2. STUDENT RESPONSIBILITY TOWARDS EDUCATORS, OTHER STUDENTS AND ICE MALTA STAFF

1.2.1. Students shall meet deadlines for assignments, and will understand that tardiness may lead to academic discipline.

1.2.2. Students shall meet deadlines for industry-examinations as instructed by ICE Malta for a particular course, and will understand that a failure to sit for such examinations within the given time window may lead to additional costs, or in cases where an exam has been updated, the inability to sit for the exam.

1.2.3. Students shall endeavour to attend classes on time, and will understand that the Educator is within his/her right to start a lesson at the starting time indicated for a class, regardless of student attendance.

1.2.4. Further to point 1.2.3. above, students will not expect the Educator to reiterate was delivered in class prior to the students arrival, and will instead ask separately (either in-person or via e-mail).

1.2.5. Students shall not steal the materials of other students, this includes plagiarising academic material from other students.

1.2.6. Further to point 1.2.5. above, students understand that any form of plagiarism will be severely punished by the institute, possibly leading to an expulsion from their course, the inability to pursue further courses at the institute, the reporting of plagiarism to international partners where appropriate, and the requirements for any pending course dues to be settled immediately.

1.2.7. Students are able to leave class, and are required to do so in cases of personal requirements such as answering calls. Students will not answer calls in class.

1.3. STUDENT RESPONSIBILITY TOWARDS ICE MALTA

1.3.1. Students will understand that, excluding extraordinary circumstances, all bookings to a course are final, and that once booked a student's place in class is reserved for them and will be unavailable to other students. This means that, once booked, a student will not be refunded should they later decide to not attend the course, or they will be charged an administrative fee to move to another course.

1.3.2. Students will respect the dress code of the Institute. This includes not wearing apparel that is excessively revealing, suggestive or casual, or apparel with inappropriate wording or imagery.

1.3.3. Students will not degrade the premises - they will return any property used during the lesson to the Institute and they will be diligent and careful in handling Institute property.

1.3.4. Students will not eat or drink in places where doing so is forbidden, particularly in classes.

1.3.5. Students will not smoke (including vaping) anywhere in the Institute, unless a designated outdoor area is made available.

1.3.6. Students shall use equipment for the purpose it was intended for. Particularly referring to laboratory equipment. No illegal or pornographic content may be accessed/downloaded/viewed on Institute equipment. No posts, to social media or otherwise, containing hate-speech or other inappropriate wording/imagery may be made from Institute equipment. Students will refrain from installing software or changing settings of ICE Malta equipment unless explicitly instructed to do so by their Educator.

1.3.7. Students shall contribute to the good reputation of the Institute. This primarily involves communicating any negative comments, feedback or situations with ICE Malta management and seeking an amicable response before resorting to the relevant authorities or social media.

2. ETHICAL GUIDELINES FOR EDUCATORS & STAFF

The ethical guidelines for the behaviour of ICE Malta staff and Educators towards students and clients are presented as six key principles, based on *"Teachers' Code of Ethics and Practice"* (Council for the Teaching Profession in Malta, 2012).

2.1. MAINTAIN TRUST IN THE PROFESSION

- 2.1.1. Educators & staff shall base their relationship with students on mutual trust and respect.
- 2.1.2. Educators & staff will have regard to the safety and wellbeing of students under their responsibility.
- 2.1.3. Educators & staff will respect the uniqueness and diversity of the learning community they are part of.
- 2.1.4. Educators & staff will work in a collaborative manner with colleagues and other professionals. Specifically, delivery of other Educators should not be discussed with students.
- 2.1.5. In the case of minors, Educators & staff shall develop and maintain good relationships with parents, guardians and carers.
- 2.1.6. Educators & staff shall act with honesty, integrity and fairness. Decisions impacting a student or client should always first be discussed with ICE Malta management.
- 2.1.7. Educators & staff shall be sensitive to the need for confidentiality where appropriate.
- 2.1.8. Educators & staff shall take responsibility for maintaining the quality of their professional practice.
- 2.1.9 Educators & staff shall create learning experiences which engage, motivate and challenge students in an inclusive setting.

2.2. MAINTAIN PROFESSIONAL RELATIONSHIPS WITH STUDENTS

- 2.2.1. Educators & staff shall maintain professional boundaries at all times, whether within or outside of the institute. Educators & staff shall avoid any improper physical contact, inappropriate communication via any form of media and any other inappropriate relationship with students. Educators & staff are duty bound to maintain a professional distance.
- 2.2.2. Educators & staff shall not leverage their professional relationship with students for their own personal benefit. This includes offering additional tuition (with or without payment) outside ICE Malta premises, asking for connections or references. Educators shall also refrain from offering employment to students without explicit permission of ICE Malta management.
- 2.2.3. Educators & staff will limit their pastoral interventions with students in such a way as to maintain a professional relationship. ICE Malta management should be notified of any students needing professional care, whereby a decision on whether or not to intervene shall be made on a case-by-case basis.
- 2.2.4. Educators & staff shall maintain discipline in class, however they should exercise care in their language, gestures and attitudes, ensuring they do not act in such a manner as to embarrass or disparage students, use abusive language or make inappropriate remarks.

2.3. RESPECT THE UNIQUENESS AND DIVERSITY OF STUDENTS

- 2.3.1. Educators & staff must demonstrate respect for diversity, maintain fairness and promote equality irrespective of gender, race, religion, sexual orientation, appearance, age, language, history, dress, political affiliation, different needs or abilities.
- 2.3.2. Educators & staff shall contribute to the creation of a fair and inclusive environment within the Institute by immediately reporting any breach of point 3.3.1. to ICE Malta management.
- 2.3.3. Educators & staff shall immediately report to ICE Malta management any issues that might impact on student's welfare.

2.4. WORK IN A COLLABORATIVE MANNER WITH THE INSTITUTE

- 2.4.1. Educators & staff shall work in a cooperative manner with colleagues and other professionals who work in multidisciplinary teams.
- 2.4.2. Educators & staff shall respect, support and collaborate with colleagues both in matters concerning the education of students as well in maintaining relations with colleagues in the highest standards of professional courtesy.
- 2.4.3. Educators & staff shall be prepared to help junior colleagues and those in training in all possible ways if asked to do so by ICE Malta management.
- 2.4.4. Educators & staff shall respect the authority of ICE Malta management, as well as the Academic & QA team, whilst retaining the right to express their professional opinion.
- 2.4.5. Educators & staff shall not reprimand, censure, rebuke or criticise any colleague in the presence of students or the public.
- 2.4.6. Educators & staff shall refrain from making public statements which bring the Institute into disrepute.
- 2.4.7. Educators & staff shall ensure that their communication with students (or parents where necessary) complies with the policies and procedures of ICE Malta, as well as common courtesy and professionalism.

2.5. ACT WITH HONESTY AND INTEGRITY

- 2.5.1. Educators & staff will comply with policies and procedures issued by the Institute regarding the use of property, facilities, finances and ICT in their educational setting.
- 2.5.2. Educators & staff shall conduct assessment and examination-related tasks with integrity and in compliance with the policies of ICE Malta.
- 2.5.3. Educators & staff shall represent themselves, their experience professional position and qualifications honestly.
- 2.5.4. Educators & staff shall present themselves to students, clients and the public as an Educator (or similar position in the case of staff) at ICE Malta, and shall not use any other descriptor.

2.6. KEEP THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE UP-TO-DATE

- 2.6.1. Educators & staff shall maintain high standards of practice in relation to teaching and learning, classroom management, monitoring, assessment, planning and reporting.
- 2.6.2. Educators & staff shall keep their professional knowledge and skills updated throughout their career.
- 2.6.3. Educators & staff shall be open and respond positively to constructive feedback regarding their teaching practices.
- 2.6.4. Educators & staff shall seek support, advice and guidance where necessary from the ICE Malta teams.

3. ETHICAL GUIDELINES FOR ICE MALTA

The following ethical guidelines governs the actions of ICE Malta, and the ICE Malta management team towards Educators and staff. Based on Rebore (2013).

- 3.1. ICE Malta makes the well-being of students the fundamental value of all decision-making activities and actions.
- 3.2. ICE Malta fulfils professional responsibilities with honesty and integrity.
- 3.3. ICE Malta supports the principle of due process and protects the civil and human rights of all individuals.
- 3.4. ICE Malta obeys national and international law and does not knowingly join or support any organisation that advocates, directly or indirectly, the subversion of any local or international law.
- 3.5. ICE Malta obeys any directives issued by the Ministry of Education, Youth and Employment as well as executive branches such as the Malta Further & Higher Education Authority (MFHEA).
- 3.6. ICE Malta pursues appropriate measures to correct those laws, policies and regulations that are not consistent with sound educational goals.
- 3.7. ICE Malta staff and management avoid using positions for personal gain through political, social, religious, economic or other influence.
- 3.8. ICE Malta accepts academic degrees or professional certification only from duly accredited institutions.
- 3.9. ICE Malta maintains the standards and seeks to improve the effectiveness of the professional through research and continuing professional development. This is partly offered by the Staff Development Programme, where the company will sponsor Educator/staff training if relevant to their professional and after approval from the ICE Malta management team.
- 3.10. ICE Malta honours all contracts until fulfilment or release.
- 3.11. ICE Malta, including the ICE Malta Management Team, Academic Team, QA Team, Operations Team and Admissions Team will endeavour to help Educators as well as other members of staff when any questions and/or difficulties arise. Particularly, when an Educator has issues with a class, course or student, ICE Malta will intervene to act as arbitrator and final decision maker.