INTERNAL QUALITY ASSURANCE

MANUAL

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UNIPLURAL Academy

Contents

Introduction

As a leading education and training service provider UNIPLURAL Academy adheres to important quality assurance standards. These standards are defined in the European Standard Guidelines (ESG) which govern the European Higher Education Area (EHEA). UNIPLURAL Academy has developed this Internal Quality Assurance (IQA) Manual in alignment with the requirements of the Malta Further and Higher Education Authority (MFHEA). UNIPLURAL has developed an internal quality assurance structure as part of its strategy with the objective of providing learners with high-quality education and training up to Level 7 of the Malta Qualifications Framework (MQF).

UNIPLURAL Academy also provides short programmes structured into awards, on various themes associated with the health and caring industry. With several years of experience in the area of health and social care, UNIPLURAL Academy has now diversified to upgrade to higher levels and to a broader variety of fields of study.

Within this context, this IQA manual aims to define all the operational procedures, policies and processes that will govern the academy in its drive to achieve ultimate performance also on matters related to quality assurance in education. Updated policies and procedures have been developed, with regular review and upgrading with the aim of further enhancing student experiences. This allows UNIPLURAL Academy to continue to improve its educational and training services and serve to cyclically update the IQA document.

Institutional Background and Strategic Direction

UNIPLURAL Academy was originally established in 2019 under the name Apex Academy (AA), with the initial purpose of delivering short, accredited programmes primarily within the health and care sectors. These programmes were structured into awards targeting MQF Levels 4 and 5 and developed with a strong emphasis on providing practical and work-based training in line with industry needs. Today, UNIPLURAL Academy has diversified and extended to higher levels and to a broader variety of fields of study.

From its inception, the institution demonstrated a commitment to quality and compliance, and in line with the ESG that underpin the EHEA, it implemented a formal IQA structure to ensure consistency, transparency, and continuous improvement in its educational provision.

In early 2024, a strategic decision was made to restructure the institution and align it more closely with the evolving goals of its parent entity, the Apex Group. This restructuring coincided with a rebranding initiative, resulting in the launch of UNIPLURAL Academy. The Academy is now led by a Head of Institution, supported by an Academic Manager, Administration Manager, and a team of professionals with expertise in Quality Assurance, Human Resources, Marketing and Digitalisation.

The restructuring serves as a foundation for UNIPLURAL Academy's continued growth and ambition. The institution's vision is to expand its network of local and international collaborations, particularly with higher education institutions, academies, and universities, while strengthening its engagement with stakeholders.

With a focus on a work-based learning approach, UNIPLURAL Academy remains committed to delivering a holistic educational experience that integrates both theoretical knowledge and practical application, ensuring that students receive relevant, high-quality training tailored to current and future workforce demands.

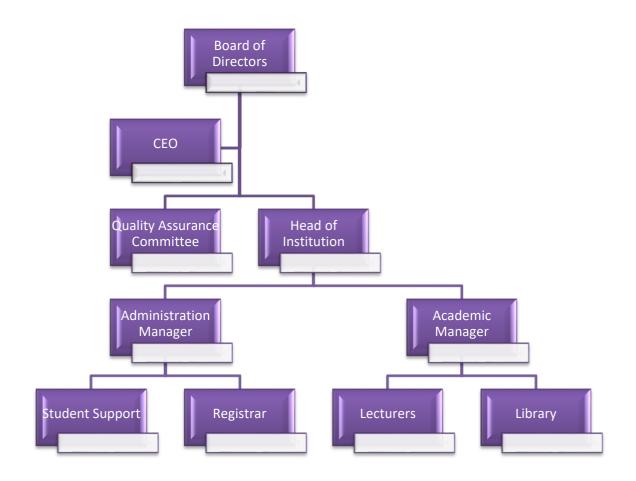## *Our Vision*

Endeavour to provide life-long learning, continuous development, and new opportunities for our students.

Our Mission

Becoming a leading Academy in the provision of education and development.

Uniplural Academy Organigram

STANDARD 1: Quality Assurance Policy

UNIPLURAL Academy is committed to quality assurance (QA) and continuous improvement. It establishes the principles and framework by which the institution maintains and enhances academic and operational standards, in alignment with the requirements of the Malta Further and Higher Education Authority (MFHEA) and the European Standards and Guidelines (ESG).

UNIPLURAL's QA policy applies to all academic programmes, administrative operations, support services, and institutional activities at UNIPLURAL Academy. It is relevant to all staff, students, and stakeholders engaged with the institution.

1.1 Strategic Alignment

Quality assurance is embedded within UNIPLURAL Academy's strategic management processes. It guides institutional decision-making and ensures alignment with the Academy's mission to provide high-quality, work-based education. This policy forms an essential part of the Academy's Strategic Plan.

1.2 Principles of Quality Assurance

The following principles guide UNIPLURAL Academy's approach to quality:

- Transparency and Accountability: QA systems and results are clearly documented and accessible.
- Continuous Improvement: Quality is viewed as a dynamic process driven by feedback and evidence.
- Stakeholder Involvement: Students, staff, and external partners contribute actively to QA processes.
- Fitness for Purpose: QA systems are aligned with institutional goals, size, and context.
- Regulatory Compliance: All QA practices comply with MFHEA standards and national legislation.

1.3 Quality Assurance Framework

The Quality Assurance Framework includes the following mechanisms:

- Internal programme validation and cyclical review
- Student and staff evaluation surveys and feedback loops
- External quality audits and accreditation follow-ups
- Monitoring of learning outcomes, assessment standards, and graduate employability
- Annual quality reviews and enhancement plans
- Academic and administrative staff development

1.4 Roles and Responsibilities

Role	Responsibility
Governing Board	Approval and oversight of quality policies and reports
Head of Institution	Overall responsibility for implementation and strategic alignment
Quality Assurance Committee (QAC)	Oversight of QA systems and policy execution
Academic and Administrative Managers	Operational delivery of QA procedures
All Staff	Participation in QA processes and commitment to quality culture

1.5 Public Commitment

This policy is publicly accessible via the UNIPLURAL Academy website and internal documentation platforms. It demonstrates the institution's transparency and commitment to quality and continuous development in line with national and European expectations.

1.6 Monitoring and Review

This policy is reviewed every three (3) years, or earlier in response to changes in regulatory frameworks, institutional developments, or identified needs.

STANDARD 2: Institutional and Financial Probity Policy

UNIPLURAL Academy is committed to maintaining the highest standards of institutional integrity and financial probity. The institution ensures ethical governance, responsible financial management, and regulatory compliance. These practices form a core part of UNIPLURAL Academy's strategic direction and internal quality assurance framework,

UNIPLURAL Academy's approach is grounded in the principles of transparency, accountability, integrity, compliance, and internal control.

Transparency is ensured through the clear documentation of financial processes and governance decisions. Accountability is supported by well-defined roles and reporting structures. Integrity is upheld through the enforcement of ethical standards, including the declaration and management of conflicts of interest. The Academy complies fully with all relevant laws, regulations, and MFHEA requirements. Robust internal control mechanisms—such as regular audits, segregation of duties, and approval hierarchies—are used to prevent financial mismanagement and promote good governance.

Institutional and financial probity at UNIPLURAL Academy is implemented through a structured system of checks and balances. An annual budgeting process is reviewed and approved by the Governing Board, while day-to-day financial operations are managed by the Administration Manager or designated finance personnel. Financial audits—both internal and external—are conducted to ensure adherence to standards and policies. The Academy also maintains formal procurement procedures, ensures multi-level authorisations for expenditures, and tracks all financial transactions to provide clear audit trails.

To support this framework, all staff members are expected to act with integrity and to report any suspected irregularities or ethical breaches. The Head of Institution is responsible for overseeing the implementation of this policy and for ensuring that institutional and financial practices align with strategic and regulatory requirements.

This policy is an expression of UNIPLURAL Academy's commitment to transparency and ethical governance. It will be reviewed at least once every three years, or sooner if needed due to changes in legal frameworks, internal audit findings, or institutional restructuring. The Governing Board holds the authority for its approval and amendments.

STANDARD 3: Design and Approval of Programmes Policy

UNIPLURAL Academy maintains a rigorous and transparent process for the design, development, and approval of programmes of study, ensuring that all academic courses are relevant, high quality, and aligned with national and European qualifications frameworks.

Programme design at UNIPLURAL Academy is guided by a work-based learning philosophy, which ensures that qualifications reflect both academic standards and the practical competencies required in all relevant sectors. The design process is collaborative and involves contributions from academic staff, external experts, industry stakeholders, and student representatives, where appropriate. Programmes are designed in accordance with the Malta Qualifications Framework (MQF) and are benchmarked against the European Qualifications Framework (EQF) to ensure consistency, transparency, and transferability of learning outcomes.

Each new programme proposal follows a defined internal validation and approval process, which includes curriculum planning, consultation with relevant stakeholders, assessment strategy design, and resource evaluation. Learning outcomes are mapped to the appropriate MQF level, and teaching, learning, and assessment methods are selected to support competence development in line with sectoral needs

Programme proposals are reviewed by the Academic Manager and vetted by the Quality Assurance Committee (QAC) before submission to MFHEA for final approval. In this process, key considerations include curriculum coherence, staff expertise, student workload, employability outcomes, and infrastructure readiness. External experts may be engaged for academic or professional review to ensure relevance and currency of content. Once approved, programmes are subject to cyclical review, periodic revalidation, and continuous monitoring to assess their ongoing effectiveness and impact. Student feedback, progression and completion data, employer input, and changes in sectoral demands inform necessary adjustments and enhancements.

Step	Description of activity
1. Market Research	• Specific training needs are identified • business meetings, focus groups with potential students and content analysis • engaging with stakeholders • involvement with potential employers from the world of work and potential students/learners.
2. Design	• collaborative process • contributions from academic staff, external experts, industry stakeholders, and student representatives • alignment Malta Qualifications Framework • ensuring consistency, transparency, and transferability of learning outcomes
2. Proposal	• internal validation and approval process • curriculum planning, assessment strategy design, and resource evaluation • mapping of learning outcomes to the appropriate MQF level • teaching, learning, and assessment methods are selected to support competence development in line with sectoral needs
3. Development	• review by the Academic Manager • vetting by the Quality Assurance Committee (QAC) • submission to MFHEA for final approval

Design and approval of programmes

STANDARD 4: Student-Centred Learning, Teaching and Assessment Policy

UNIPLURAL Academy is committed to promoting a student-centred approach to learning, teaching, and assessment across all programmes. The institution is dedicated to creating an educational environment in which students are actively engaged in their learning journey, in line with the principles of MFHEA.

Student-centred learning at UNIPLURAL Academy places the learner at the core of the educational experience. Programmes are designed and delivered in a way that recognises students as active participants, responsible for their own learning while being supported by a well-structured academic and support system. This approach enhances student motivation, autonomy, and engagement while fostering the development of critical thinking, problem-solving, and professional competencies.

Teaching strategies at the institution are informed by inclusive, flexible, and evidence-based pedagogies that cater to diverse learning needs and preferences. Staff are encouraged and supported to use a variety of teaching methods including case-based learning, collaborative group work, simulations, and digital learning tools, to promote interaction, reflection, and the application of knowledge in real-world contexts. Academic staff regularly engage in professional development to strengthen their capacity to deliver student-focused teaching.

Assessment is an integral part of the learning process and is designed to be constructively aligned with programme learning outcomes. A mix of formative and summative assessment methods is used to ensure fairness, validity, and reliability. These include written assignments, presentations, practical assessments, and reflective journals. Students are provided with timely, constructive feedback to support their academic growth and to help them understand their progress.

UNIPLURAL also ensures that students are involved in shaping their learning experience through structured feedback mechanisms, such as course evaluations, student representation on academic committees, and regular consultations. This feedback is systematically reviewed and informs improvements in teaching practice, curriculum design, and support services.

By embedding student-centred learning into its academic culture, UNIPLURAL Academy ensures that all educational activities are tailored to support student success, personal development, and employability.

STANDARD 5: Student Admission, Progression, Recognition, and Certification Policy

UNIPLURAL Academy is committed to ensuring that all phases of the student life-cycle - from admission to certification - are governed by clear, fair, and consistently applied policies and procedures. This policy supports compliance with the requirements of MFHEA and aligns with the European Standards and Guidelines for quality assurance in the European Higher Education Area.

The Academy applies pre-defined and publicly available admission criteria for each programme of study, ensuring transparency and fairness in the recruitment and selection process. Entry requirements are based on academic qualifications, relevant work experience where applicable, and the ability to benefit from the programme. Information on how to apply, eligibility, recognition of prior learning (RPL), and deadlines is published on the Academy's website and related communications platforms.

Once admitted, students are provided with detailed orientation and access to the Student Handbook, which outlines expectations, academic policies, assessment regulations, and available support services. Academic progression is monitored throughout the programme and is governed by clearly defined rules relating to credit accumulation, successful completion of modules, and attendance requirements. Students receive timely feedback on their academic performance and are offered appropriate guidance and support to help them progress through their studies.

UNIPLURAL Academy recognises prior learning (RPL) and prior experiential learning (RPEL) in accordance with MFHEA guidelines. Requests for recognition are processed transparently, based on documented evidence and mapped against the intended learning outcomes of the programme. This allows students to avoid duplication of learning and supports lifelong learning principles.

The Administration Manager is responsible for all registry functions which include:
1. Student information and application process
2. Acceptance and payment
3. Data storage and monitoring
4. Performance in programme assessment
5. Certification

Upon successful completion of all programme requirements, students are awarded a formal certificate or diploma that clearly specifies the title of the qualification, level on the Malta Qualifications Framework (MQF), and the corresponding European Qualifications Framework (EQF) level. All certifications are issued in accordance with national standards and include a Diploma Supplement to support international recognition and mobility.

STANDARD 6: Teaching Staff Competence and Effectiveness Policy

UNIPLURAL Academy is committed to ensuring the principles, processes, and responsibilities for maintaining and enhancing the competence of academic staff, in alignment with the required standards.

The competence of teaching staff at UNIPLURAL Academy is assessed and ensured through a combination of academic qualifications, professional experience, and pedagogical skills. All teaching staff are required to possess the necessary qualifications in their subject area, which meet or exceed the minimum academic and professional standards set by the institution and in line with national and international requirements. In addition to academic qualifications, teaching staff are encouraged to engage in continuous professional development (CPD) to enhance their teaching methodologies, subject knowledge, and ability to support student learning effectively.

UNIPLURAL Academy maintains a structured approach to staff recruitment and selection to ensure that all new staff possesses the necessary skills, qualifications, and experience to deliver high-quality instruction. Academic staff are also required to demonstrate proficiency in contemporary teaching and learning approaches, including the use of technology-enhanced learning, work-based learning strategies, and student-centred pedagogies.

To maintain teaching effectiveness, UNIPLURAL Academy employs a robust performance evaluation system that includes regular student feedback, peer reviews, and self-assessments. Feedback from students on teaching quality is collected via structured course evaluations, which are analysed and used to inform improvements in teaching practice. In addition, staff undergo periodic reviews of their teaching effectiveness, which are conducted by the Academic Manager and other relevant senior personnel. This ensures that teaching strategies are continuously updated to reflect best practices in education.

The Academy also offers professional development opportunities to enhance staff competence. These opportunities include workshops, seminars, and support for further qualifications in teaching and learning. Academic staff are encouraged to attend these sessions and to participate in external professional networks to remain engaged with developments in their field and pedagogy.

Mentoring and support systems are in place for new and junior teaching staff, providing them with guidance on best practices, programme delivery, and student engagement. Senior academic staff and programme leaders play an active role in ensuring the integration of new teaching staff into the Academy's academic culture.

In order to uphold the Academy's standards and to meet the needs of a diverse student population, teaching staff effectiveness is not only measured by academic qualifications and teaching evaluations, but also by their ability to foster an inclusive learning environment, promote student engagement, and ensure equitable access to learning opportunities.

STANDARD 7: Learning Resources and Student Support Policy

UNIPLURAL Academy provides high-quality learning resources and student support services that enhance and fully support the learning experience of all students. It ensures that appropriate funding and resources are allocated to facilitate effective learning, teaching, and student development.

7.1 Learning Resources

UNIPLURAL Academy is dedicated to ensuring that students have access to a wide range of learning resources that are essential for their academic success. Students are given access to an online library account where they can find textbooks, journals and multimedia content. The institution maintains a well-stocked library with access to essential textbooks, academic journals, research materials, and digital databases relevant to the programmes of study. Additionally, the institution supports digital learning platforms, such as learning management systems (LMS), to facilitate access to course materials, assignments, and communication with faculty. Each student is added to the institutional online platforms upon enrolment.

UNIPLURAL Academy continuously reviews and updates its learning resources to ensure that they remain current, relevant, and accessible to all students. This includes investment in the latest digital tools and technologies that support innovative and interactive teaching and learning practices. Students also have access to study spaces, both on-campus and virtually, to promote collaborative learning and academic engagement.

7.2 Funding for Learning and Teaching Activities

UNIPLURAL Academy allocates adequate financial resources to support its learning and teaching activities. This includes funding for the development of curricula, acquisition of resources, and the enhancement of teaching facilities. The institution ensures that there are sufficient funds to support technological infrastructure, such as the purchase of software, hardware, and subscriptions to digital resources and learning tools, which are essential for modern and effective education delivery.

The institution also includes provision of opportunities for faculty professional development to ensure that teaching staff have the skills and knowledge to effectively integrate learning resources into their teaching practices.

7.3 Student Support Services

UNIPLURAL Academy is committed to providing comprehensive student support services that address the diverse needs of its student population. These services include academic advising, career guidance, counselling, disability support, and personal development programs. UNIPLURAL ensures that all students, including those with specific learning needs, have access to appropriate support to enable them to fully engage with their studies and achieve their academic goals.

Student Support plays a key role in guiding students through the various stages of their academic journey. Support staff under the guidance of the Administration Manager are trained to assist students with academic challenges, personal issues, and career planning. UNIPLURAL also provides services to enhance student well-being, including mental health support, stress management workshops, and peer mentoring programs. These services are publicly available and are communicated to students during their orientation and through the student handbook.

The Academic Manager and Quality Assurance Committee regularly assess the adequacy and effectiveness of student support services, ensuring that students have the necessary tools and resources to thrive academically, socially, and personally during their studies.

7.4 Access and Inclusivity

UNIPLURAL actively works to remove barriers to learning by providing flexible delivery methods, including online and blended learning options. In addition, the UNIPLURAL ensures that students have access to resources regardless of their background, abilities, or location. Special arrangements are made to support students with disabilities or other learning challenges, ensuring that all students can fully participate in the academic and social life of the institution.

STANDARD 8: Information Management Policy

A robust information management system ensures the collection, analysis, and use of relevant data to support the effective management of its programmes, activities, and overall institutional performance. The Academy's decision-making processes are data-driven and aligned with the required standards.

8.1 Collection of Information

A wide range of relevant information is collected across all areas of institutional operation, including student performance, programme outcomes, staff feedback, financial data, and stakeholder engagement. The data collected is both quantitative (e.g., student grades, progression rates, financial performance) and qualitative (e.g., student satisfaction, staff feedback, external reviews), ensuring a comprehensive view of UNIPLURAL's performance.

The institution ensures that data collection is systematic, timely, and aligned with its strategic goals. Key information sources include student surveys, course evaluations, feedback from employers and external stakeholders, and academic monitoring processes. Additionally, data is collected through the learning management system (LMS), where students engage with online resources, submit assignments, and receive feedback from lecturers.

All data collected by the Academy is treated with the utmost confidentiality and in compliance with GDPR law. Appropriate protocols are in place to ensure that sensitive information is securely stored, accessed only by authorised personnel, and used in accordance with applicable laws and institutional policies.

UNIPLURAL employs an information management system that is student-centred. For each student registered with the institution, a dedicated student profile with the following information is maintained:

- Student details
- Programmes enrolled in
- Attendance rates
- Assessment performance
- Issues/Cases

- Student reports
- Lecturer's feedback
- Student evaluation and feedback

This data is collected by the Administration Manager at different stages of the learning life cycle. As per MFHEA requirements, data retention is of 40 years for essential data and of 3 years following graduation, for other student data.

8.2 Analysis and Use of Information

A strong emphasis is placed on data analysis to guide decision-making processes at UNIPURAL. Collected information is systematically analysed to assess programme effectiveness, student satisfaction, learning outcomes, and institutional performance. The analysis of this data supports the Academy's continuous improvement efforts and informs key operational and strategic decisions.

Key areas of analysis include:

- Student performance: Monitoring academic achievement, progression rates, and graduation outcomes to identify areas of strength and areas requiring improvement.
- Programme evaluation: Assessing the relevance, quality, and impact of academic programmes through the analysis of feedback from students, staff, and external stakeholders.
- Resource allocation: Using financial and operational data to ensure that resources are allocated efficiently and effectively to support learning and teaching activities.
- Staff development: Analysing staff feedback and performance evaluations to identify training needs, professional development opportunities, and areas for enhancement.

The results of these analyses are shared with relevant stakeholders, including the Governing Board, Quality Assurance Committee, and senior management, to support decision-making and ensure that the Academy's strategic goals are met.

8.3 Reporting and Accountability

UNIPLURAL Academy ensures that information is used effectively to inform both internal and external stakeholders. Regular reports on key performance indicators (KPIs), academic progress, student satisfaction, and financial performance are produced and reviewed by the Board. These reports are also made available to regulatory bodies, such as MFHEA, to demonstrate compliance with standards and to support accreditation and re-accreditation processes.

The Academy also uses its information management system to track and report on the implementation of action plans and improvements derived from data analysis. This ensures that corrective actions are taken where necessary and that all institutional activities are aligned with quality assurance standards.

8.4 Continuous Improvement

UNIPLURAL Academy is committed to continuously improving its information management practices. The Quality Assurance Committee periodically reviews the effectiveness of the information management system and recommends improvements where necessary. Feedback from stakeholders, such as students, staff, and external partners, is also considered in the review process to ensure that the Academy's information systems meet the evolving needs of its academic community.

STANDARD 9: Public Information Policy

All publicly available information about UNIPLURAL's activities is clear, accurate, objective, up-to-date, and readily accessible.

9.1 Principles of Public Information

UNIPLURAL ensures that all information shared with the public reflects the institution's commitment to transparency, integrity, and accountability. Information published by the institution is intended to be a reliable and comprehensive resource for prospective students, staff, regulatory bodies, and external stakeholders.

Key principles include Clarity, Accuracy, Objectivity, Timeliness, Accessibility

9.2 Types of Public Information

UNIPLURAL Academy publishes a wide range of information to ensure transparency and to support informed decision-making by its stakeholders. Key types of information made publicly available include, but are not limited to:

- Programme Information: Detailed descriptions of academic programmes, including programme content, learning outcomes, entry requirements, admission procedures, assessment methods, and accreditation status.
- Admission Policies: Clear guidelines outlining the procedures for admission, including eligibility criteria, application deadlines, and supporting documents.
- Fees and Financial Information: Information about tuition fees, additional costs, payment procedures, and available financial support, and funding opportunities.
- Quality Assurance and Accreditation: Information about the Academy's quality assurance processes, accreditation status, and compliance with national and international standards.
- Institutional Policies and Procedures: Public access to important institutional policies, including student conduct, academic integrity, grievance procedures, and complaints handling.
- Staff and Research: Information about faculty members, including academic qualifications, teaching expertise, and research activities where applicable.

- Student Support Services: Information about the support services available to students, including academic advising, career services, mental health and well-being support, and disability accommodations.
- Annual Reports and Performance Reviews: Summaries of the Academy's performance, strategic plans, and achievements, including annual reports, external evaluations, and feedback from stakeholders.

9.3 Channels of Communication

UNIPLURAL Academy ensures that all public information is made available through multiple, easily accessible channels to meet the needs of diverse stakeholders. These channels include:

- Official Website: The Academy's official website is the primary platform for disseminating up-to-date information. It includes sections dedicated to prospective students, current students, staff, and external partners.
- Social Media: The Academy maintains an active presence on social media platforms to communicate news, events, and updates to a broader audience.
- Student Portal: Students are provided with access to an online portal where they can find programme-specific information, resources, and announcements.
- Printed Materials: Brochures, handbooks, and other printed materials are made available in both physical and digital formats.
- Open Days and Information Sessions: The Academy regularly hosts events to provide prospective students with in-depth information about the programmes, admissions process, and student experience.

9.4 Review and Monitoring

UNIPLURAL Academy regularly monitors and reviews the accuracy and effectiveness of the public information it provides. This includes:

- Periodic reviews of website content to ensure it reflects the most current institutional data.
- Feedback collection from students, staff, and external stakeholders regarding the clarity and usefulness of the information provided.
- Regular audits to ensure compliance with accessibility and privacy standards.

The Communications Office is responsible for the publication and regular update of all public-facing information. The Quality Assurance Committee oversees the monitoring of this policy to ensure adherence to institutional standards and regulatory requirements.

9.5 Feedback and Updates

UNIPLURAL Academy encourages feedback from the public on the clarity and effectiveness of the information provided. The Academy's website includes contact information for individuals seeking further clarification or wishing to submit corrections or updates to the published materials.

STANDARD 10: Ongoing Monitoring and Periodic Review of Programmes Policy

UNIPLURAL Academy strives to ensure that all its academic programmes remain relevant, effective, and aligned with its strategic goals and the needs of its students, employers, and stakeholders.

10.1 Quality Cycle and Programme Monitoring

UNIPLURAL applies the Quality Cycle, a continuous process of monitoring, evaluating, and enhancing its academic programmes to ensure their relevance and alignment with both national and international standards. This cycle is central to the institution's quality assurance framework and includes the following stages:

1. Planning: Programmes are designed with clear learning outcomes, curricula, and assessment methods that align with the institution's mission, vision, and regulatory requirements. Programme approval processes ensure that the design is consistent with institutional and external standards.
2. Implementation: Programmes are delivered using appropriate teaching methodologies and resources that support active learning, student engagement, and achievement of intended outcomes.
3. Monitoring: Continuous monitoring of programme delivery occurs through data collection, feedback from students, staff, and external stakeholders, and performance metrics such as progression and completion rates. Monitoring also includes regular assessment of learning outcomes, academic standards, and resource allocation.
4. Review: Programmes undergo periodic reviews at regular intervals to assess their ongoing fitness for purpose, relevance to the labour market, and alignment with the Academy's strategic objectives. Reviews also involve external input from academic peers, industry experts, and professional bodies.
5. Improvement: Based on the findings of the monitoring and review stages, necessary adjustments and improvements are made to the curriculum, teaching methods, resources, and support services. Feedback from students, employers, and staff is integral to this process.

10.2 Ongoing Monitoring of Programmes

UNIPLURAL Academy ensures that all academic programmes are subject to ongoing monitoring through a combination of quantitative and qualitative methods. Key monitoring activities include:

- Student Performance: Data on student achievement, progression, and retention is collected and analysed to identify trends, strengths, and areas requiring intervention.
- Student Feedback: Regular surveys and course evaluations are used to gather student feedback on their learning experience, including course content, teaching effectiveness, resources, and support services.
- Staff Feedback: Feedback from teaching staff is collected to assess their experiences in delivering the programme and to identify any challenges or areas for improvement in programme delivery.
- External Stakeholder Engagement: Input from employers, industry experts, and professional bodies ensures that the programme remains relevant to the current and future needs of the sector.
- Graduate Outcomes: Monitoring of graduate employment rates, further study participation, and employer satisfaction is conducted to assess the effectiveness of the programme in meeting its career-related goals.

The Academic Manager is responsible for overseeing the ongoing monitoring activities, ensuring that any identified issues are addressed promptly and that the data collected informs continuous improvement efforts.

10.3 Periodic Review of Programmes

In addition to ongoing monitoring, all academic programmes at UNIPLURAL Academy undergo periodic review at regular intervals, typically every three to five years, depending on the nature and level of the programme. The review process is comprehensive and involves the following steps:

- Internal Evaluation: The Academy team conducts an internal self-assessment, which includes reviewing programme objectives, curricula, assessment strategies, and alignment with institutional goals and national qualifications frameworks.
- External Review: The programme undergoes external review by academic peers, industry experts, and thereafter, by the accrediting bodies. External reviewers

provide an independent evaluation of the programme's quality, relevance, and effectiveness.

- Stakeholder Consultation: Feedback is solicited from students, alumni, employers, and other relevant stakeholders to assess the programme's impact and to identify any gaps or areas for enhancement.
- Report and Action Plan: A detailed report of the review findings is prepared, including recommendations for improvement. An action plan is developed to implement necessary changes, and these changes are tracked for follow-up in subsequent reviews.

The Quality Assurance Committee oversees the periodic review process and ensures that all programmes undergo thorough evaluation and are continuously aligned with academic and industry standards. The outcomes of periodic reviews are communicated to relevant stakeholders, including students and faculty, and necessary actions are taken to improve programme quality.

10.4 Continuous Improvement and Feedback Loops

The information gathered through ongoing monitoring and periodic reviews feeds into the institution's continuous improvement process. This process ensures that any identified issues are addressed promptly and that the programme evolves in response to changing educational, industry, and societal needs.

Feedback from students, staff, and external stakeholders is integrated into the curriculum development cycle, ensuring that the programme remains responsive to emerging trends in education and employment. The Academic Manager is responsible for ensuring that the feedback loop is fully implemented and that continuous improvements are made to programmes, teaching methods, and resources.

10.5 Review of the Policy

This Ongoing Monitoring and Periodic Review of Programmes Policy is reviewed every three years or sooner in response to significant changes in institutional strategy, regulatory requirements, or feedback from stakeholders. The Quality Assurance Committee is responsible for overseeing the review and ensuring the policy remains aligned with UNIPLURAL Academy's goals for quality assurance and continuous improvement.

STANDARD 11: Cyclical External Quality Assurance Policy

UNIPLURAL Academy is committed to undergoing external quality audits, as mandated by MFHEA. These audits ensure that the Academy's activities remain in line with national and international standards, and foster continuous improvement.

11.1 External Quality Assurance Overview

External quality assurance is a process through which the institution's academic programmes, operations, and policies are evaluated by independent external reviewers. This process assesses the fitness for purpose of the institution's offerings, processes, and systems and ensures that they meet established educational standards and contribute to the achievement of the institution's strategic objectives.

UNIPLURAL Academy acknowledges the importance of cyclical external quality audits as part of its broader commitment to continuous improvement. As per MFHEA guidelines, the Academy undergoes an external quality assurance audit at least once every five years, or as stipulated by MFHEA.

11.2 Purpose and Objectives of External Quality Assurance

The primary purpose of the cyclical external quality assurance audit is to evaluate the Academy's adherence to quality standards and to identify areas for enhancement. The key objectives of the process include:

1. Compliance Assessment: Ensuring that UNIPLURAL Academy adheres to national and international accreditation standards and regulatory requirements set by MFHEA and other relevant bodies.
2. Continuous Improvement: Providing a structured mechanism for identifying areas where the UNIPLURAL can enhance its academic and operational practices, leading to improved educational outcomes and student experiences.
3. Accountability and Transparency: Promoting institutional accountability by demonstrating that UNIPLURAL is committed to maintaining and enhancing its quality standards. The external audit provides an objective assessment of the institution's policies, procedures, and performance.

4. Stakeholder Confidence: Reinforcing the confidence of students, staff, regulators, and external stakeholders in the Academy's ability to deliver high-quality education and training.

11.3 Process of External Quality Assurance Audit

The external quality assurance audit process consists of several key stages:

1. Pre-Audit Preparation:
   o The institution prepares for the audit by reviewing its self-assessment report, which outlines its internal quality assurance mechanisms, programme delivery, student outcomes, and institutional strategies.
   o The self-assessment report is compiled by relevant staff members, including programme leaders, administrative managers, and the Quality Assurance Committee.
   o The institution may also provide evidence of its activities, including programme evaluations, student feedback surveys, staff development records, and previous audit reports.

2. Audit Review:
   o MFHEA or an appointed external agency conducts the audit, which typically includes a thorough examination of the Academy's practices, processes, and resources.
   o The review process includes meetings with key stakeholders such as academic staff, administrators, students, and other relevant parties. External auditors assess the institution's academic programmes, policies, facilities, student support services, and overall institutional effectiveness.
   o External auditors may also review documentation and data related to UNIPLURAL's performance, such as learning outcomes, accreditation status, student satisfaction, and graduate employability.

3. Audit Report and Recommendations:
   o Following the audit, external auditors provide an audit report that includes their findings, strengths, areas for improvement, and recommendations for enhancing the Academy's quality assurance processes.
   o The audit report may highlight areas where the Academy complies with quality standards as well as areas requiring further development.
   o The institution is expected to review these findings, engage in dialogue with MFHEA or the external agency, and develop a response plan.

4. Action Plan and Follow-up:
    - o In response to the audit report, the institution develops an action plan to address the recommendations and implement improvements where necessary.
    - o The Quality Assurance Committee is responsible for overseeing the implementation of this action plan, ensuring that progress is made and that the necessary improvements are effectively integrated into the institution's operations.
    - o Regular follow-up reports are submitted to MFHEA, outlining progress on the action plan and any further developments.

11.4 Monitoring and Reporting

Following the cyclical external quality assurance audit, UNIPLURAL Academy ensures that the outcomes of the audit are monitored and reported internally and externally. The Quality Assurance Committee reviews the audit findings and action plan to ensure that improvements are being made. Key stakeholders, including senior management and the Governing Board, are kept informed about the audit outcomes and follow-up actions.

The Academy's commitment to transparency is demonstrated by the publication of key audit findings and action plans on the institution's website, providing stakeholders with access to relevant information about the external audit process and its outcomes.

11.5 Review and Continuous Improvement

The findings from the external quality assurance audit provide essential insights into the institution's strengths and areas for development. This process is a critical component of the institution's continuous improvement efforts. By engaging in regular external audits, the Academy ensures that it remains responsive to emerging trends in education, regulatory requirements, and stakeholder expectations.