

INTERNAL QUALITY ASSURANCE DOCUMENT

CONSTELLATION INTERNATIONAL FILM PRODUCTIONS Ltd ACADEMY

CIFPM Academy

INTRODUCTION

Mission Statement

Constellation International Film Production Malta Academy (CIFPM Academy) mission statement is:

“We are completely dedicated to educate, motivate, inspire and support our students in every aspect of filmmaking so that they will be able to grow into valued film industry workers within their chosen fields”

CIFPM Academy will achieve this mission by providing courses for students to offer them with the opportunity to develop their own short film. Our vocational programme will offer this opportunity to students and in the process learn both Western and Bollywood techniques which will allow students from both regions to adapt to each others’ style of filmmaking and collaboration possibilities for the future.

Strategic Goals

The strategic goals of CIFPM Academy over the next 5 years are to:

1. Provide high quality vocational programmes associated with film production
2. Formulate networks with secondary and post-secondary schools in Malta to increase attractiveness of vocational education
3. Provide top notch learning venue for the up-skilling of human resources working in the film industry
4. Achieve top quality standards in line with the European Standard and Guidelines

Organisational Structure

CIFPM Academy will operate on a lean and effective structure as presented in the organizational structure diagram.

The main characteristics of the structure include:

- Academy Director
- Student Services & Information Manager
- Teaching Staff
- QA Manager

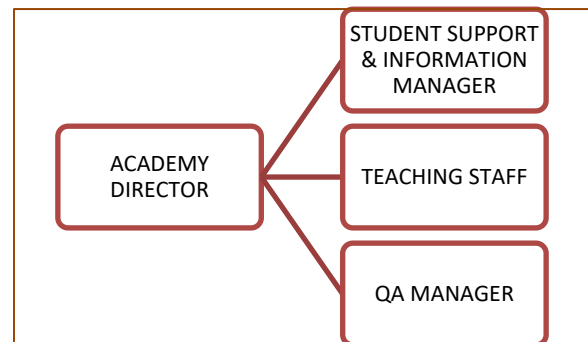


Diagram I:

Organisational Structure of CIFPM Academy

Responsibilities of Top Management Team (TMT)

The top management team (TMT) will be led by the Academy Director (AD) and will include the Student Services & Information Manager (SSIM) and Quality Assurance Manager (QAM). This structure allows CIFPM Academy to fully address all the operational affairs and at the same time ensure that all quality standards as stipulated by the National Quality Assurance Framework (NQAF) in Malta to be effectively met.

The responsibilities of the TMT are categorized as follows:

Position	Academy Director (AD)
Responsibilities	Strategic direction Academic direction and management Financial plans, budgets and accounting Design and development of programmes Management and monitoring of teaching staff and activity Effectiveness of teaching and assessment
NQAF Map	Standards 1, 2, 3, 4 & 6

Table 1: Responsibilities of Academy Director

Position	Student Support & Information Manager (SSIM)
Responsibilities	Admission and Registration of students Certification processes Provision of learning resources Student support services Management of information (internal and public) Maintenance of student records General upkeep of facilities
NQAF Map	Standards 5, 7, 8 & 9

Table 2: Responsibilities of Student Support & Information Manager

Position	QA Manager (QAM)
Responsibilities	Ongoing monitoring of teaching delivery QA checks on assessment methods Periodic review of programmes Development of IQA policies and procedures Cyclical review of QA mechanisms
NQAF Map	Standards 1, 10, 11

Table 3: Responsibilities of QA Manager

Structure of IQA

The IQA document will be structured into 3 main parts to reflect the planned operation of CIFPM Academy. **Part 1** will provide a comprehensive review of the Direction of the academy in terms of institutional probity, programme development & approval, engagement & management of teaching staff and teaching & assessment strategies of CIFPM Academy.

Student support and information management at CIFPM Academy will be addressed in **Part 2** of the IQA document to provide information related to admission, registration & certification of students, learning resources & support services, and management of information (internal and public). The final section (**Part 3**) of the IQA document will focus on the Internal Quality Assurance structure of CIFPM Academy and will provide information on the ongoing monitoring

& periodic review of programmes, cyclical QA mechanisms and QA policy.

PART 1: DIRECTION

1.1 Overview

The strategic direction of CIFPM Academy provided in the previous section requires a structured and competent education and training set up. As a further education center CIFPM Academy will offer programmes pegged between Level 1 and Level 4 within the European/Maltese Qualification Framework.

This will be achieved by ensuring that all quality standards are adhered to during the life-cycle of this project. CIFPM Academy will develop and maintain a strong link with the National Commission for Further and Higher Education (NCFHE) with the objective of constantly updating its internal policies and operation in line with important regulatory environment in Malta.

This section consists of 4 sub-sections to focus on institutional probity, programme development, teaching staff and teaching & assessment strategies.

1.2 Institutional Probity

As outlined in the organizational structure described in the previous section, CIFPM Academy will operate on a lean structure with clearly defined responsibilities mapped with the NQAF Framework (refer to tables 1, 2 and 3).

All the three management positions require the following minimum criteria in order to effectively perform the duties and responsibilities assigned:

- Minimum of EQF Level 6 qualification
- 5 years of work experience in the respective field of operation
- 5 years of experience in management positions

The above criteria will remain unchanged in the eventuality that a new management position is required in the future.

The Academy Director will also be responsible for the financial affairs of CIFPM Academy. In order to ensure that financial stability is achieved and maintained during the operation of CIFPM Academy, the following measures will be adopted:

- Annual audited accounts
- Record of all financial transactions
- year budget plans
- Quarterly management meetings on financial affairs

The allocation of funds will be conducted by the Academy Director and will be distributed as presented in the table below.

Main Operation	% Budget Allocation
Management of organization	5%
Learning facilities	35%
Learning resources & student support	10%
Quality Assurance	10%
Programme delivery	30%
Marketing and public information	10%

Table 4: Budget allocation/distribution

the information management structure of CIFPM Academy.

1.3 Programme Development

The development and internal approval of programmes follows a structured, step by step procedure, as detailed below:

1. Academy director designs programme structure on the basis of experience in the field of film production, market research and discussions with stakeholders (potential students, employers, authorities).
2. Academy director formulates programme objectives, intended target group, amount of workload in terms of ECVET, level of programme and programme schedule/plan.
3. In consultation with SSIM and QAM, the Academy Director proceeds with the development of programme application as stipulated in the Manual of Procedures issued by the accreditation unit of NCFHE. This will include development of learning outcomes, knowledge, skills and competences, learning content, teaching and assessment methods, reading lists and resources and module structure (ECVET).
4. The programme application is internally vetted by the QAM, who in turn will recommend areas of improvement before submitting programme for external evaluation by NCFHE.
5. Updated programme is submitted to NCFHE for evaluation purposes.
6. Throughout the evaluation by NCFHE, academy director will liaise with NCFHE in order to take on the recommendations/changes request required during the evaluation process.
7. Approved programmes are registered in internal programme database as part of

1.4 Teaching Staff

The quality of the education and training experience of students is directly dependent on the competency level of teaching staff in any organization. In line with the strategic objectives of CIFPM Academy, teaching staff require to possess the following in terms of experience and qualifications:

- a. If teacher has no formal qualification, they must have at least 10 years' experience within the film industry
- b. If teacher has a (generic) degree, then they should have at least 5 years' experience within the film industry
- c. If teacher has film specific degree then they should have at least 2 years' experience within the film industry

The above criteria are the minimum eligibility criteria for teaching staff. In order to ensure that the engagement process of teaching staff at CIFPM Academy is fair and transparent, the following recruitment procedure will be utilized:

1. Academy director will issue a call of interest for teaching staff at CIFPM Academy. This call will be made public.
2. All interested teaching staff are required to submit documentation to show evidence that the eligibility criteria defined above are met.
3. Academy director will vet all applications in order to conduct eligibility checks.

4. Candidates that are not eligible will be informed by the Academy Director directly
5. Candidates that are eligible will be called in for an interview
6. A selection board, composed of the top management of CIFPM Academy will conduct interviews to select teaching staff according to the call for expression
7. All candidates are informed of the result if the interview process
8. Successful candidates will be offered a contract for teaching and assessment services at CIFPM Academy
9. Teaching staff that are contracted by CIFPM Academy are inducted on the direction, teaching and assessment strategies, quality assurance and student support functions of the academy before starting programme/module delivery.

Teaching staff are expected to keep up to date with the developments of the film industry at an international level. CIFPM Academy will organize events and seminars specifically aimed for its teaching staff in order to be updated with latest developments, however all teaching staff will also be expected to do their part by up-skilling themselves through online courses, reading of literature and active participation in networking events.

1.5 Teaching & Assessment Strategies

CIFPM Academy aims to provide high quality vocational education and training programmes. Within this context, the teaching and assessment strategies of CIFPM Academy will focus on practical and hand-on application, supported with underpinning knowledge with the field.

The Academy Director will be responsible for the teaching and assessment strategies of CIFPM Academy. All teaching staff that will be recruited will be directly involved in teaching, delivery, assessment development and assessment grading of the students. Together with the Quality Assurance Manager, all these functions will be monitored by the Academy Director on a monthly basis by means of formal teaching team meetings and informal discussions with teaching staff.

While teaching staff will have the flexibility in implementing teaching and assessment methods, CIFPM Academy ethos is to ensure that a diversity of methods and assessment tools are utilized in order to meet the diverse requirements and multiple intelligences of its students. To this end, the following methods will be promoted at CIFPM Academy:

- Hands on, practical training
- Instructional methods
- Project-based learning
- Theoretical sessions
- Group work
- Formative assessments such as projects, portfolio development and practical tasks
- End of module written examinations

Students at CIFPM Academy will be supported on their vocational development by teaching staff, academy director and student support and information manager throughout their educational life-time at CIFPM Academy. The next part of the document provides a description of the student services of the academy.

PART 2: STUDENT SUPPORT & INFORMATION

2.1 Student Life-cycle

CIFPM Academy has structured its processes along the student life-cycle presented in the diagram below.

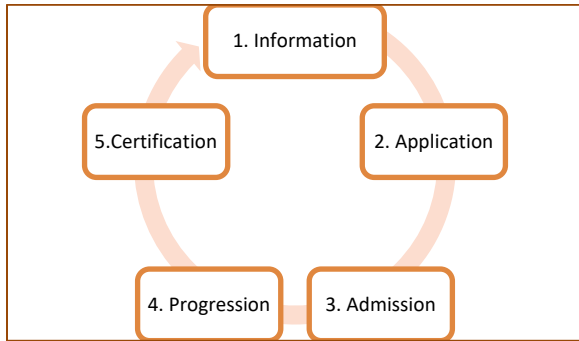


Diagram 2: Student Life-Cycle.

The responsibility of the Student Support & Information Manager is to ensure that all the processes needed to support students during their learning journey is effective. Table 5 below defines the required procedures that form part of the support structure along the five different phases of the student life-cycle shown above.

Phase	Internal Procedures
Phase 1 Information	<p>Programme information is made publicly available</p> <p>One to one meetings with students are conducted to provide information on programme and entry requirements</p>
Phase 2 Application	Student apply by submitting an electronic form online
Phase 3 Admission	SSIM reviews all applications to check that applicant have the entry

	<p>requirements as stipulated in approved programme application</p> <p>SSIM informs applicant about result of admission check and asks for more information/clarification (if needed)</p> <p>SSIM registers applicant as a student of CIFPM Academy and opens a student record</p> <p>Data in the student record is kept on electronic database and is safely kept in Malta</p>
Phase 4 Progression	<p>SSIM collects information on student attendance on a weekly basis</p> <p>SSIM collects student performance on respective programme on a monthly basis</p> <p>SSIM compiles data and discusses students information with Academy Director on a monthly basis</p> <p>Academic Director identifies any measures that require attention for student's performance and communicates with students</p> <p>SSIM compiles attendance measure and module performance to measure the total performance of the student</p>
Phase 5 Certification	Certificate, together with Diploma supplement, is provided to students who complete programme

Table 5: Procedures along student life-cycle

2.2 Learning resources & Support

The allocation of learning resources is based on a total value of 15% of the total annual budget for CIFPM Academy. The budget allocation is conducted by the Academy Manager, who then transfers the responsibility to the SSIM to ensure that adequate learning resources are available for CIFPM Academy.

The list below provides the resources that students and teaching staff can use to support the learning activities of the programme.

- Film production equipment
- Tools and materials
- Dedicated books
- Informative notes and briefs
- Technical staff

Additionally, the SSIM conducts quarterly meetings with teaching staff and students in order to identify new possible resources that might be needed for improving the overall quality of the programme. Such requests are then evaluated by the Academy Director in management meetings in order to ensure financial stability of CIFPM Academy.

CIFPM Academy does not operate online learning at this stage.

2.3 Information Management

As outlined in section 2.1 the SSIM is responsible for the management and processing of information during the whole student life-cycle. All data is kept on electronic database and is safely kept in Malta.

In order to collect data, the SSIM makes use of the following tools:

- Electronic database to develop and maintain student profiles

- End of module student surveys to measure student satisfaction rates
- Electronic database to keep track of student attendance and performance/grades of modules of study
- Electronic database to determine the overall performance of student in the programme
- Monthly meeting with teaching staff and students
- Quarterly top management meetings to analyse collected data and identify corrective actions
- Electronic database and email communications to track employability of students after completing the programme.

2.4 Public Information

SSIM is also responsible for all public information of CIFPM Academy. Information that will be made publicly available includes:

- Details on programmes of CIFPM Academy including:
 - EQF Level & Programme objectives
 - Entry Requirements
 - Teaching and Assessment strategies
 - Employment opportunities
- Mission statement and Strategic objectives of CIFPM Academy
- Brief profile of teaching staff of CIFPM Academy

This information will be made publicly available through a dedicated website for CIFPM Academy (www.cifpmalta.com). The SSIM will also be responsible to continuously update the website with new information, programmes and learning activity at CIFPM Academy.

PART 3: INTERNAL QA

3.1 Ongoing monitoring and Periodic reviews

One of the strategic objectives of CIFPM Academy is to achieve top quality standards in line with the European Standard and Guidelines. In order to achieve this objective, the responsibility of the QA Manager (QAM) is to conduct ongoing monitoring on a weekly basis.

The ongoing monitoring at CIFPM Academy will ensure that the quality life cycle of planning, implementation, evaluation and improvement is conducted effectively.

As outlined in the previous sections of the IQA documenting, monitoring is an integral part of all procedures of CIFPM Academy.

All the monitoring envisaged from an internal QA perspective is presented in table 6 below.

Operational Domain	Monitoring Activity
Institutional Probity	Ensure annual audited accounts are presented
	Ensure budget plans are formulated and tracked
	Ensure adherence to minimum selection criteria
Programme development and approval	Consult with academic director on programme structure
	Internal review of programme developed by CIFPM Academy
Teaching and Assessment	Observation sessions (once every quarter) of teaching delivery

	Review of assessment designs and corrections Identification of areas for improvement
Student life-cycle	Sampling of admission and registration decisions Internal check of compiled data on student attendance and performance Systematic review of student performance at a programme level before certification
Teaching staff	Involvement in interview process to ensure recruitment process is fair and transparent Induction to teaching staff on internal procedures and QA processes
Information Management	Participation in analysis meetings to identify actions for improvement
Public Information	System checks to ensure all public information is clear and valid

CIFPM Academy will review all its programmes within a maximum time-frame of 5 years. The programme review process will pass through the same rigor as defined in section 1.3 (Programme development) in order to ensure that the programme is updated effectively to take into account the needed input from students, employers and teaching staff as outlined in the process described in section 1.3

3.2 Cyclical QA

CIFPM Academy will undergo an external quality assurance audit on a cyclical basis of once every five years. CIFPM Academy is committed to address all key recommendations that result from this audit as part of its internal quality assurance actions.

3.3 IQA Policy

CIFPM Academy adopts an action oriented internal quality assurance mechanism that will allow the academy to offer high quality vocational training.

The objective of the IQA policy ensures that all the quality standards are achieved in order to ensure compliance with the European Standard Guidelines.

Additionally and as an integral part of the IQA policy, CIFPM Academy adopts 3 other policies, namely:

- A. Policy against academic fraud and plagiarism
- B. Student grievances and appeals
- C. Assessment policy
- A. Policy against academic fraud and plagiarism

CIFPM Academy adopts a strict policy against academic fraud and plagiarism. Any member of the teaching community and students who are caught conducting academic fraud and/or plagiarism will be requested to attend for a formal hearing with CIFPM Academy top management.

CIFPM Academy top management will evaluate the alleged case on a case by case scenario, and

take decisions which may result to the suspension from the programme.

B. Student grievances and appeals

Students will have the right to log a complaint on any matter related to their studies and/or any other issue that is, in some way, obstructing their development.

A written request is to be made to the SSIM to explain the nature of the case. The top management at CIFPM Academy will evaluate the case and take corrective/disciplinary actions as required.

C. Assessment policy

All students are required to undertake all assessments in their due time. Assignments which are submitted late and/or students who fail to conduct tasks/examinations will obtain a fail in their respective module and would have to repeat the module.

CIFPM Academy is committed to continuously develop its policies as a further education center in order to provide quality education to its students.