

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 1 of 12
Document Number	020	Document Revision	C	Date Issued
				29/03/2021

GENERAL INFORMATION				
1	Document category		Policy Guidelines and Standards	
2	Document approver		Principal & CEO	
3	Minimum list of document users to be notified upon release of document update		All Management and Academic Staff	
4	Document change history			
	B	Document Change Tracking Number	Date released	Change originator
		031/2021	16/3/21	Dr Conrad Aquilina / Dr T Chircop / Dr M Cardona / Ing P Dalmas – as approved by Col.
	Change history (Section/change details)			
	Replaced 2.1.1 j with a new section 2.1.2 General standards for online Time Constrained Assessment (TCA)			
	Document change history			
C	Document Change Tracking Number	Date released	Change originator	
	033/21	29/03/2021	Dalmas Pierre, as approved by Col	
	Change history (Section/change details)			
	1. Added to section 2.1.1 (k) information regarding need for consent for recording of sessions. 2. Added Appendix 1 : Glossary of Terms (As defined by MFHEA)			

Instructions for document users with access to College Website

All MCAST employees can access current, controlled and approved documents related to the Quality Management System via the College website www.mcast.edu.mt.

Document users are encouraged **NOT** to retain printed hard copies of the Quality Management System documents. If however a hard copy of the document is required, the user is to ensure before use that the printed document is the current revision.

Continuous Improvement

Procedures are meant to be 'living' documents that need to be followed, implemented and maintained. If the procedure does not reflect the current, correct work practice, it needs to be updated! Contact your Document Controller on Ext 7121 **today !**

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 2 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

Contents:

1. Introduction

2. Educational Standards for Online Quality Teaching, Learning and Assessment

2.1. General standards for e-learning

2.2. QA Compliance standards for full or partially online (blended) online courses

3. Technological Standards for Online Quality Teaching, Learning and Assessment

3.1. Provision of hardware, software and infrastructure

3.2. The official MCAST tools: Moodle VLE and Office 365

4. Malta Further and Higher Education Authority Standards and Guidelines

1. Introduction

MCAST is embarking on a longer-term EdTech initiative ([see https://www.mcast.edu.mt/wp-content/uploads/MCAST-EdTech-Operational-Framework.pdf](https://www.mcast.edu.mt/wp-content/uploads/MCAST-EdTech-Operational-Framework.pdf)) for the gradual introduction of a full blended learning methodology across all MCAST programmes.

The basic concept is for MCAST programmes to rest fully within a virtual learning environment (VLE), and for the teaching and skilling component of each programme to be carried out in a pre-designed merge of physical interventions and learning online, supported by virtual & augmented reality. This will tackle more than just knowledge transfer, also going into the skills and competences that vocational students require.

This document is a step towards the implementation of this initiative as it will provide standards and guidelines to MCAST Management, Academics and non-Academics (e.g. the IT Department and administrative staff) accordingly.

Furthermore, this document is being implemented within the framework of the MCAST Regulations, Policies and Procedures and the Collective Agreement for Academic staff already in place.

2. Educational Standards for Online Quality Teaching, Learning and Assessment

2.1.1 General standards for e-learning

- a) Online learning can take place synchronously or asynchronously under the supervision of the assigned academic/s. In asynchronous learning, the engagement between students and the academic is not live but done through communication tools such as an online forum, email and other messaging systems.
- b) Both students and academics shall receive adequate and timely educational support to maximise the use of e-learning tools and opportunities.

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 3 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

- c) Academic staff are required to avail themselves of the MCAST intranet maintenance request portal for logging their request for IT support http://eportal.mcast.edu.mt/Main/Pages/Maintenance_Request.aspx
- d) Academics shall be entitled to Continuous Professional Development on the educational, technical and administrative aspects of delivering courses online.
- e) Academics are not expected to provide first-line technical support to their students while delivering e-learning. However, academics should strive to help students in using e-learning tools if the academics feel they have the necessary knowledge and competence to do so. This will facilitate the smoother running of e-learning teaching and learning sessions.
- f) Academics and students are expected to behave professionally in all aspects of digital communication and e-learning, in line with the MCAST rules and regulations (Doc 038 'Student Conduct and Regulations) and the Laws of Malta.
- g) Academics are expected to enforce acceptable behaviour from their students in e-learning and to report to the relevant authorities within MCAST any such failure from students (Doc 188 'College Academic and Student Board Procedures').
- h) Online attendance by students is obligatory and shall be recorded.
- i) Academics shall respond to the students' online communications within a reasonable period of time, that is, academics shall follow up and respond to the student prior to or within the lecture that follows. It is to be noted that some tasks are created predominantly to encourage peer to peer input, hence the Lecturer's role is not necessarily to respond to each individual student but to probe and prompt further discussion.
- j) Time constrained assessments: refer to section 2.1.2.
- k) In general, students are encouraged to keep the camera on throughout the online sessions. For a recorded session to take place, there has to be the consent of all the participants. The consent can be registered and recorded by the lecturer during the session itself rather than collecting signed forms. If full consent by students is not possible, the session can still be recorded but the non-consenting students would have the right to turn off their camera and care has to be taken by the lecturer on what questions are asked so that no personal information is recorded.
- l) The Lecturer may, at any time during an online lecture, take steps to verify the actual presence of participants registered for the online lecture

2.1.2 General standards for online Time Constrained Assessment (TCA)

2.1.2.1 Preamble

It is the College policy that Time Constrained Assessments (TCA) are as much as possible conducted on Campus.

When setting up online Time Constrained Assessments, the Lecturer will add to the allocated TCA duration time a 'connectivity contingency time'. The TCA

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 4 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

connectivity contingency time allows for failures of internet connections and/or power failures before or during the TCA session.

The connectivity contingency time shall have a duration of 15 mins prior to the start of the session to allow for students to connect online and another 15 mins to allow the students to ensure that the assessment material is uploaded (without the need to increase the TCA workload).

For example, if the duration time of a TCA starting at 10:00hrs is 1 hour, the Lecturer will open the session at 09:45 hrs and close the session at 11:15hrs.

The Lecturer shall be available on-call during the TCA session as per the usual procedure (for example, in the case above as a minimum from 10:00hrs to 11:00hrs).

2.1.2.2 Downloading of TCA assessment brief, accessing online quiz etc

Students who experience connectivity problems at the start of the TCA session and are not able to access (download) the TCA assignment brief document or have problems accessing and completing the online TCA quizzes are required to immediately contact their Institute Management for further instructions. It is strongly advisable that students retain, where possible, screenshots as evidence. In these cases, the Institute Management shall consult with the Lecturer on whether a new window can be set up for the student using the same TCA brief/quiz. In cases where, on the advice of the Lecturer, this second opportunity would prejudice the academic integrity of the TCA, the Institute Management shall instruct the student to report to and attempt the TCA on Campus on the same day.

If the student fails to turn up at the Campus as instructed by Institute Management, the student shall still be eligible for a partial synoptic (as per Programme Regulations Doc 003, Doc 004 and Doc 005).

2.1.2.3 Uploading of material by student

In the case of connectivity problems, students can only upload the assessment submission during the contingency time period if the 'Last modified' time stamp (view 'File Info') is within the TCA window, that is, between 10:00 and 11:00hrs, in the example described above. It is at the discretion of the Lecturer to refuse any student submissions that are uploaded with a document timestamp that exceeds the allocated TCA duration time (that is, for example, between 11:01 hrs and 11:15hrs in the case described above).

If the student has managed to download the assessment material, completed the tasks and saved the material on a file (by latest 11:00hrs in the example above) but could not upload the file prior to the end of the TCA window (that is, for example, by 11:15hrs in the case described above), the student is required to immediately contact their Institute for further instructions. The Institute Management will direct the student on where to forward any other evidence as required. It is important that the student ensures that the file is not modified (and saved) after the end of the TCA 11:00 hrs in the example above).

It is strongly advisable that students retain screenshots as evidence when experiencing connectivity problems.

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 5 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

The students are required to be familiar with internet connection speed test that are to be used as evidence when necessary. Links below refer.

Speed test by Ookla (or similar): <https://www.speedtest.net/>
<https://www.youtube.com/watch?v=QdxgVy0PNAE>

2.1 QA Compliance Standards for delivery of full or partially online (blended) courses

Courses/ lessons with a strong blend of e-learning or 100% online learning need to adhere to the following standards to be considered compliant with Quality Assurance standards.

2.1.1 **Instructional design** – an analysis of the learning needs and the use of appropriate strategies and methods to meet them. This includes clear aims and objectives, clear learning outcomes, assessment criteria, assessment strategy and a clear learning process.

2.1.2 Course opening – welcoming learners:

- a. **Accessibility** – the academic gives clear instructions on how to access all elements of the online learning environment.
- b. **Role** – the academic gives clear information about his professional role in the learning environment and the role of the learners.
- c. **Description** – a course description including pre-requisites (if any), learning outcomes, assessment criteria, assessment strategy and what is expected of the learners is also provided in terms of non-guided learning hours (self-study).
- d. **Behaviour** – the learners are made aware of regulations, policies and ethics that govern the course.
- e. **Integrity** – the academic is aware of and adheres to the academic integrity needed to facilitate learning.
- f. **Technical competences** – the learners are made aware of the technical competences needed to successfully reach the learning outcomes.
- g. **Ownership** – the academic gives learners the opportunity to share their own learning goals.

2.1.3 **Assessment of learning** – determining what the learner has learnt and subsequent accreditation:

- a) **Goals and objectives** – the learners are aware of what is expected of them when they are assessed.
- b) **Strategies** – internally verified, clear, well-defined and measurable assessment of learning outcomes suited to the level of the learners.

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 6 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

- c) **Grading** – grades are given fairly and transparently through appropriate assessment instruments sanctioned by the institution.
- d) **Feedback** – both academic and learners are given the opportunity to provide feedback related to grading.
- e) **Management** – learners have access to their internally verified grades and feedback at all times so that they can track their learning progress.

2.1.4 Interaction and community – the exchanges between academic and learners that build a community that supports teaching and learning:

- a) **Fostering** – the academic welcomes learners and gives them the opportunity to communicate and create an online environment that fosters peer learning and engagement.
- b) **Management** – community building is supported by clear instructions, rules and regulations. While the academic facilitates engagement, learners are invested with the ownership of community building.
- c) **Peer learning** – group work and other activities that foster peer learning are encouraged and structured not only to fulfil the learning outcomes but also to present learners with an opportunity to learn skills and competences that go beyond such outcomes, e.g., digital literacy.

2.1.5 Instructional resources for teaching and learning:

- a) **Provision** – learning materials are either provided by the academic or the learners are given enough time to procure such resources. The difference between compulsory and optional resources is to be made clear.
- b) **Application** – the academic clearly explains how the resources are going to be applied and utilised.
- c) **Entitlement** – the academic makes sure that the resources indicated to fulfil the learning outcomes are open and accessible by all the learners without unwarranted technical, financial or administrative barriers. The use of Open Educational Resources (free of charge) should be encouraged.
- d) **Variety** – learning resources are varied in terms of the multimedia content and multi-modal delivery channels to cater to the different learning preferences of learners.
- e) **Openness** – the academic should give learners the opportunity to suggest their own resources for adoption in the course.
- f) **Academic integrity** – the academic promotes best practice in the use of third party resources, including anti-plagiarism practices and sound academic research/writing practices.

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 7 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

2.1.6 Learner support – learners enabled to achieve their maximum potential:

- a) **Instructional support** – the academic explains his/her role in the process.
- b) **Academic support** – learners know how to access support from the academic staff, the Inclusive Education Unity and the Learning Support Unit to obtain such services as mentoring, advice and other skills that support them in achieving the learning outcomes.
- c) **Technical support** – learners know how to obtain technical support to overcome potential issues in accessing the learning area and achieving the learning outcomes.
- d) **Administrative support** – learners know how to obtain administrative support to overcome potential issues in accessing the learning area and achieving the learning outcomes.
- e) **Psycho-social support** – learners know how to access psycho-social support directly or via Institute Vocational Coordinators, academic staff or Institute management.

2.1.7 Course evaluation – feedback to improve teaching and learning:

- a) Entitlement – The College should give learners the opportunity to provide feedback on the whole learning experience. On the other hand, academics should also be able to provide their feedback within their organisation.

2.1.8 Course closing:

- a) **Assessment** – learners should have access to their internally verified assessment decisions and feedback after the closure of the course via Classter (and/or Moodle). The final grades should be provided within a reasonable timeframe after the closure of the course.
- b) **Resolution** – all pending issues between the academic and the learners are resolved.
- c) **Archiving** – the academic makes sure the course/learning area resources, texts, communication, etc., are backed-up or archived (in line with the institution's access policies) in a safe and secure way.

2.1.9 Instructional design cycle:

- a. **Academic review** – the academic, the Institute Management and Curriculum Department review the course structure and content, the experience gathered, and the feedback provided by the students.

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 8 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

- b. **Technical review** – the academic, with the relevant technical unit in the organisation, reviews the performance of the technical infrastructure used to deliver teaching and learning.
- c. **Administrative review** – the academic, with the relevant administrative unit/s in the organisation, reviews the administrative processes supporting the delivery of teaching and learning.

3. Technological Standards for Online Quality Teaching, Learning and Assessment

3.1 Provision of hardware, software and infrastructure

3.1.1 Technology shall be at the service of teaching and learning in line with the following standards:

- a) **Support** – all the utilised technologies and resources support the achievement of the aims and objectives of the academic and the learning outcomes for learners.
- b) **Centricity** – all technologies and resources used to support a learner-centric rather than an academic-centric educational approach. The learners must be in control, and technology must assist them in achieving the learning outcomes.
- c) **Openness** – the technical infrastructure used to deliver the teaching and learning is procured and implemented according to open standards and formats that maximise the value for money and the range of options to fulfil the learning outcomes and the academic needs of faculty and learners.
- d) **Authentication** – authentication at different levels (device, software, virtual learning environment, specific course/learning area) should provide access to safe and secure teaching and learning environment with the minimum number of steps possible to access the learning areas.
- e) **Access** – the virtual learning environment/learning area is accessible over different software platforms, browsers and computing devices. The academic provides alternative resources if any of these are not easily accessible for technical reasons related to the special needs of learners.
- f) **Interface** – the user interface and navigation in the learning area is simple enough to be conducive to teaching and learning without the need to possess advanced ICT skills and competences.
- g) **Investment** – the technical requirements of the instructional resources and the virtual learning environment/learning space do not require learners to make any significant new investment in hardware, software and online services to be able to access and use these resources to fulfil the learning outcomes.
- h) **Management** – Rules, regulations and policies at the institutional and learning community level that governs the use of the technological infrastructure supporting e-learning are accessible via the MCAST Website / Intranet site.

3.1.2 MCAST shall provide adequate ICT and Internet infrastructure on Campus

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 9 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

3.2 The official MCAST tools: Moodle VLE, Office 365 and Classter

- a) Moodle VLE, Office 365 and Classter are the official tools to deliver e-learning at MCAST from an educational and administrative aspect for all staff and students registered at MCAST. MCAST shall provide an @mcast.edu.mt email address to all registered full-time and part-time students.
- b) MCAST shall provide adequate educational, technical and administrative support for the use of this and other hardware, software and services sanctioned by MCAST.
- c) Academics are welcome to use their own hardware, software and services to attain the learning objectives and outcomes of the courses they deliver. However, MCAST cannot guarantee full academic, technical and administrative support on systems that are not officially in use.

4. Malta Further and Higher Education Authority (MFHEA)

The Malta Further and Higher Education Authority (MFHEA) issues standards and guidelines in delivering all types of learning in Higher Education.

In case of conflict, the interpretation of MFHEA standards in relation to e-learning shall overrule the interpretation of this document. These IQA standards are available here: <https://ncfhe.gov.mt/en/services/Documents/QA%20and%20ACC%20Communications/Annex%201%20-%20NQAF%20Standards%20with%20amendments%20to%20cover%20online%20and%20blended%20learning.pdf>

In terms of blended and e-learning, MFHEA has published the following glossary of terms. MCAST is adopting these terms and their definition as replicated in the Appendix 1 : Glossary of Terms.

Reference Documents

- Doc 035 : Student Grievance Policy and Procedure
- Doc 038: Student Conduct Regulations
- Doc 044 : Psycho-Social Support Services Policy
- Doc 086 : Internal Verification Procedure
- Doc 055 : Career Guidance Policy
- Doc 188: College Academic and Student Board Procedures
- Doc 248 : LSU Provision of Additional Support Services
- Doc 250 : Provision of IEU Support Services

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 10 of 12
Document Number	020	Document Revision	C	Date Issued
				29/03/2021

Appendix 1 : Glossary of Terms (As defined by the Malta Further and Higher Education Authority)

Asynchronous Learning	The learning that occurs when the educator and the learners are not communicating and engaging in real time - More commonly known as self-study.
Blended Learning	A formal education programme in which learners engage at least in part through online delivery of content and instruction with some element of learner control over time, place, path and/or pace, and at least in part at a supervised brick-and-mortar location with face-to-face interaction away from home. The ration between online and face-to-face learning is decided by the educator and/or the programme on the basis of the related pedagogical principles and the programme's needs but both modes are complementary in the programme.
Computer-based Learning	Learning where computing devices constitute the main tool for the transfer of knowledge, skills and competences; assessment; and the general administration of learning.
Digital Learning	Learning where electronic devices such as computers that work process data are the main tool used in teaching and learning (similar to computer-based learning).
Distance Learning	Also known as e-learning or online learning, it is a form of education in which teachers and students are physically separated. Communication between the educator and the learner occurs via telecommunication or such services as mail. In the 21st century the term has been replaced by e-learning as almost all distance learning is being based on electronic communication such as the internet. This electronic communication needs to lead to learning based on pedagogical principles to be accepted as learning, otherwise it is simply a means of communication. E.g. email correspondence between a supervisor and learner doing research is not e-learning but simple communication using the Internet. However, a video/audio conference call between the two to discuss research methods and provide feedback does constitute e-learning over distance.
e-Learning	Teaching and learning supported by information and communication technologies (ICT) through electronic devices
Face-to-face Learning	Learning where the educator and the learning are in the same physical space and thus face each other during interaction. This is the traditional mode of learning where educators and learners need to agree on a fixed time and place to engage in teaching and learning.
Mobile Learning	Teaching and learning that is delivered primarily through mobile computing devices such as smartphones and tablets.
Online Learning	Teaching and Learning supported by the internet
Synchronous Learning	When the educator and the learners engage in real time.
Ubiquitous Learning	Anywhere, anytime teaching and learning is made possible with technology that eliminates the barriers of physical space.

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 11 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

Web-enhanced Learning	Teaching and learning that makes use of the World Wide Web (Internet), to support face-to-face learning to create opportunities for online collaboration and the executing of tasks that lead to learning. This includes giving learners the opportunity to instructional watch videos online, research websites and access other resources on the World Wide Web that provides learners with another opportunity to enhance their learning with traditional non-digital means such as reading printed texts
Digital Literacy or Competence	The ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for employment, decent jobs and entrepreneurship. It include competence that are variously referred to as computer literacy, ICT literacy information literacy and media literacy.
Digital Technologies	Any product or service that can be used to create, view, distribute, modify, store, retrieve, transmit and receive information electronically in a digital form. In this framework, the term “digital technologies” is used as the most general concept, comprising computer networks, hardware, software and content.
Digital Skills	The ability to handle, operate, set-up and/or programme digital devices.
Digital Tools	Digital technologies used for a given purpose or for carrying out a particular function of e.g. information processing, communication, content creation, safety or problem solving.
e-Portfolio	Collections of (students’) work that can advance learning by providing a way for them to organize, archive, display and reflect on their work. E-portfolios are both demonstrations of users’ abilities and platforms for their self-expression.
e-Skills	Same as Digital Skills
Information and Communication Technologies (ICT)	Computers, mobile phones, digital cameras, satellite navigation systems, electronic instruments and data recorders, radio, television, computer networks, satellite systems or almost anything that handles and communicates information electronically. ICT include both the hardware (the equipment and the software (the computer programmes in the equipment).
Learning Analytics	Learning analytics is the measurement, collection, analysis and reporting of data about learners and their contexts, for the purposes of understanding and optimizing learning and the environments in which it occurs.
Learning Management System	A software application for web-based technology used to plan, implement and assess a learning process, allowing a teacher to create and deliver content, monitor student participation, and assess student performance. Also referred-to as Virtua Learning Environment.
Massive Open Online Course (MOOC)	A free, web-based distance learning programme aimed at enrolling many people from around the world.
Open Educational Resources	Teaching and educational resources that are openly licensed and available free of charge.

Document Title	MCAST QA Policy and Standards for Online Teaching, Learning and Assessment			Page 12 of 12	
Document Number	020	Document Revision	C	Date Issued	29/03/2021

Virtual Learning Environment (VLE)	A software application or web-based technology used to plan, implement and assess a learning process, allowing a teacher to create and deliver content, monitor student participation, and assess student performance. Also referred to-as Learning Management System (LMS).
---	--