

2022 - 2024

# E.R.R.C. IQA POLICY





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# Introduction

The Emergency Response & Rescue Corps (E.R.R.C.) strives to ensure that a high-quality training section is always up and running within its structures in an effort to support all the activities that it is involved in by training, up-skilling, and recruiting new volunteers to assist it in its mission and purpose.

This policy document highlights the Internal Quality Assurance (IQA) measures that the E.R.R.C. adopted from the Malta Further & Higher Education Authority (MFHEA) recommendations, in an effort to improve and maintain quality in all its educational programmes.

The specific policies have been approved by the E.R.R.C. executive committee to ensure that the corps mission is upheld in the best way possible through periodic internal and external quality audits. Trainers and instructors are directed to familiarise themselves with all the listed quality standards, while training coordinators are required to refer to the policy document and ensure that all the quality standards are fully endorsed in coordination with the Head of School, the Head of Operations and ultimately with the executive council.





# Mission Statement

The E.R.R.C.'s mission is to prevent and alleviate human suffering by assisting and improving the situation of the most vulnerable people with absolute impartiality and without any discrimination. In its purpose to protect and preserve human life and to ensure respect for the human being, its volunteers are required to be highly-trained, skilled, and up-to-date with latest practices and procedures.

The enclosed policies reflect this mission in a way that it provides the required direction and purpose when designing, developing and delivering training courses. These courses can only be of high quality if the E.R.R.C. consistently and concretely strives to its commitment towards continuous quality enhancement and accountability.

The E.R.R.C. committee, Head of Institute, Training manager and Head of Operations are committed towards this mission statement thereby ensuring that the coordinators and instructors follow this policy. This is reflected through the quality of the courses delivered that are required to be of high quality and continuously reviewed. The E.R.R.C. mission is achieved through a strong and moral code passed on to the student volunteers during their training courses and whenever they will be out on tasks and activities representing and wearing the E.R.R.C. badge.





## Commitment - 2 - Excellence

A commitment to excellence is instilled to all the E.R.R.C. staff & volunteers through the executive committee's pledge to accomplish the main mission through the high-quality training of all the members.



The eleven (11) quality standards, adopted from the MFHEA recommendations, and customised to the specific needs and purposes of the E.R.R.C. reflect this commitment and determination, and passed on to all the instructors, trainers, volunteers and students.

This policy document is a testament that the E.R.R.C. is committed and strives to maintain the highest of quality on its training programmes while ensuring that these same policies are periodically enforced, and continuously updated to ensure a quality assurance that is second to none.

Post-training surveys and yearly quality assurance reporting during the annual general meeting are another confirmation that goes to show such commitment to excellence from the very top of E.R.R.C. officials to newly recruits.



## Standard ONE

A policy for **Internal Quality Assurance** is not only having the IQA Policy document, but a series of well-planned activities coupled with a fine-grained set of procedures with associated duties and allocated responsibilities. The E.R.R.C. has ensured to honour its commitment to quality assurance by a due-diligence formative quality exercise following each and every course held, and brought together by a summative internal audit at the end of the year that collectively brings the individual reports together.

The instruments to be used are:

a) A post-course survey is to be completed after every training course to collect information about:

- Course content and delivery;
- Organisation and management;
- Academic support & learning resources;
- Assessment and skills acquisition;
- Personal growth;
- Student support and representation.



b) An annual quality survey distributed to all the trainers to collect information about Administrative assistance, resources, facilities, programmes, public info & info manag.;

c) An annual Online survey for all volunteers to gather info about the Training section, proposals, complaints, and recomm.;

d) An internal audit report by the Training Coordinator to bring together a), b), and c) and presented to all at the AGM;

e) A strategic plan for the next year by the Training section Coord that addresses all the issues listed in d) as well as a forecast of upcoming training, resources requires & changes necessary.



## Standard TWO

The **Institutional Probity** policies need to be well-documented and strictly followed according to the E.R.R.C. statute.

These include:

- a) A fully audited yearly accounts through a certified external auditor;
- b) A democratically elected committee every three (3) years to ensure that a new committee has enough time to manage the association, but not too long that it becomes stagnant and imposing;
- c) Key officials within the executive committee will be appointed from the same elected members during the Annual General Meeting. The only requirements for any of the key positions within the executive committee are that each member is a volunteer within the E.R.R.C.
- d) All funds are managed through local bank accounts which are duly controlled by two electronic keys to double authenticate any money movement from any of the E.R.R.C. accounts. One key is held by the financial controller, while the second key is held by the treasurer as part of the executive committee;
- e) Any expenses to be claimed through E.R.R.C . are to be accompanied by a VAT receipt and submitted to the financial controller.





## Standard THREE

**Design and Approval of Programmes** is to follow the E.R.R.C. established procedures, namely:

- i. Course proposed by any E.R.R.C. member;
- ii. Draft proposal submitted to Training manager;
- iii. Programme proposal approved by the executive comm.;
- iv. Official proposal submitted to MFHEA for official approval;
- v. Fully endorsed programme adopted & advertised by ERRC.



### Additional notes to the Programme Design & Approval Process:

- a) Official MFHEA programme application forms are employed throughout this process to ensure that all requirements and criteria are addressed right from the beginning;
- b) If external entities or experts are required for a specific programme then the proposer must explicitly state in the proposal form to ensure the E.R.R.C. executive committee are fully aware;
- c) Details related to any expenses involved in running a proposed programme need to be declared beforehand to ensure the E.R.R.C. executive committee approves in full knowledge of required finances;
- d) Additional resources required to deliver a proposed programme including potential trainers and audience are to be declared beforehand as part of the approval process.



## Standard FOUR

The E.R.R.C. values its volunteers and thereby all its training programmes involve **Student-centred learning, teaching and assessment**. To ensure this standard is highly upheld the following policy guidelines have been set and agreed by the E.R.R.C., namely:

- a) Small groups of not more than six(6) students are recommended to ensure the intensive skill training is focussed entirely on the individual students;
- b) Course textbooks are highly recommended for each course while students are actively involved to present sections of their learning programme to other volunteers to ensure they practice what is learnt;
- c) Skill practice is of ultimate importance during E.R.R.C. training courses and thereby past certified students are required to attend some sessions to re-skill, sharpen, demonstrate the different skills;
- d) Any student has the possibility to give feedback at the end of the course, but also to contact the Training coordinator and/ or Head of School to discuss any issues or to complain about any issue.





## Standard FIVE

The process of **Student Admission, Progression, Recognition & Certification** is important to the E.R.R.C. due to the numerous volunteers who apply for limited-space courses to ensure the high-quality delivery. The following policies have been agreed & set, namely:

- a) Entry requirements are strictly set to ensure applicants have reached the entry skill level expected to master the next set of skills;
- b) Any applicants who do not satisfy any of the entry requirements is not allowed to attend and is encouraged to work towards the requirements;
- c) A numerus clausus (attendants' limit) is set to ensure the safety of the participants and the trainer, as well as, due to kit limitations that are available, and ultimately to ensure the participants get an intensive experience within a tightly-knit group that depend upon each other;
- d) A selection process is rigorously setup when the number of applicants exceeds the course limit. The process is based on individual experience, applicant potential & volunteering hrs;
- e) Attendance is strictly monitored and taken into consideration during progression;
- f) Formative & summative assessment during the course followed by recognition & certification within a week of the course completion.



## Standard SIX

The **Teaching Staff** are volunteers themselves that are still required to deliver high-quality courses as the successful participants will be performing in real-life emergency situations representing the E.R.R.C.

The following quality policies have been agreed & set to ensure top-level instructors and trainers, namely:

- a) Instructor status is required to be kept active through certification and periodic training by an internationally recognised agency or higher education institution;
- b) Every instructor and trainer is required to deliver one or more courses at the E.R.R.C. every 2 years;
- c) Educators are required to report to the Training coordinator any issues during a course, follow the E.R.R.C. course administration regulations, and ensure that students' wellbeing and E.R.R.C. standards are paramount;
- d) Course completion process is required to be performed by the main instructor at the end of each course.



## Standard SEVEN

**Learning Resources and Student Support** are provided by E.R.R.C. through textbooks and notes supplied as part of the course pack together with Online resources shared directly by the instructors.

The following policies have been purposely set to ensure that a high-quality support system is guaranteed before the start of a course.



- a) All resources and materials as specified in the course description profile submitted to the MFHEA are all in place and available for the participants;
- b) The Wifi network and the Virtual Learning Environment are up and running providing participants with accessibility to Online resources;
- c) Any resources required by instructors and trainers are to be requested to the E.R.R.C. administration through the Training manager;
- d) Feedback about learning resources and student/instructor support will be collected through post-course questionnaires, as well as through the course completion form that every instructor is required to submit at the end of a course.





## Standard EIGHT

The **Information Management** process requires rigorous policy control enabled through strict operative procedures, namely:

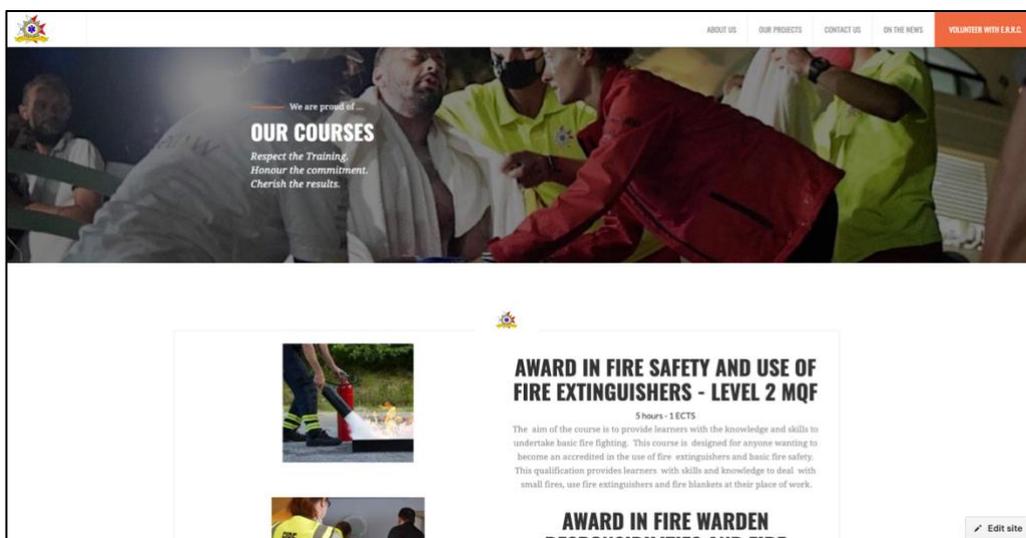
- A dedicated workstation is set with all the information about course participants to be stored in a secure and protected manner as this is sensitive data required to process all the applications, for admission purposes and for all other purposes connected to providing any academic services throughout the duration of a training programme;
- A dedicated digital storage is set for the retention of this data in order to be archived safely in the event to provide transcripts and other records of participants' academic attainment to students themselves and third parties as may be permitted by law;
- Access to these resources is only available to the administrative staff who are required to process it by virtue of their roles and responsibilities;
- This personal data will only be shared with third parties if it is required to do so by law, or if this is necessary for the performance of a task carried out in the public interest, or if this is necessary to protect participants' vital interests or the vital interests of a third party, or if direct consent is given by the same applicant, but will never be publicly passed to third parties in any other circumstance.
- Every student has the right, in respect of their data that is held and processed by E.R.R.C., subject to the terms laid out in the GDPR, to request access to it, to request its correction if it is inaccurate and/ or its erasure if its processing is unnecessary, to request processing and to data portability.



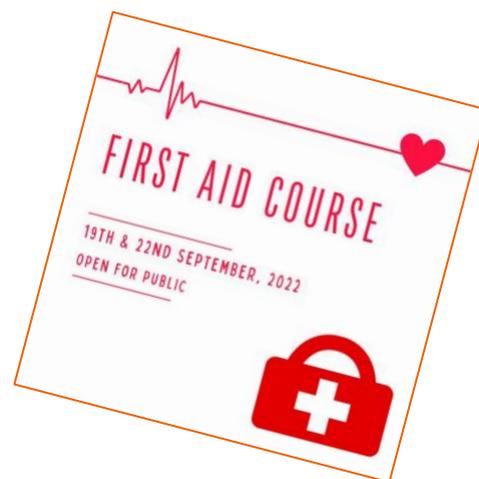
## Standard NINE

**Public Information** is provided by E.R.R.C. through social media for its members over the official website to the general public. For this reason the following procedures are required to be enforced and in place, namely:

- Up-to-date information about all the courses are available online through the official E.R.R.C. website;



- Social media posts for volunteers are monitored continuously to respond to any queries as well as to requests for further information;
- Entry requirements together with the objectives and certification given on completion of the course need to be included with all public information provided about advertised training courses. Additionally, contact details should include, email, telephone number, and social media handles.





## Standard TEN

All the E.R.R.C. training courses are required to go through an **Ongoing monitoring and Periodic Review of Programmes** to ensure continued quality as well as updated content. To such end the Training coordinator and Head of Training are required to:

- **Evaluate:** Use post-course questionnaires to collect important information about the course delivered, trainers, further training, where to improve, and to highlight any issues that need to be raised;
- **Improve:** Review every programme on a yearly basis while referring to the feedback given by participants in an effort to improve and enhance the content and the delivery of each programme. This will also be reflected in the yearly IQA exercise, as well as the EQA whenever requested by MFHEA;
- **Implement:** Regularly monitor onsite training and review syllabus with instructors to maintain high educational quality but also to ensure that the courses held by the E.R.R.C. are according to prospectus;
- **Plan:** Propose to the committee new programmes, required changes, as well as the removal of any redundant or old programmes, while updating the Online list of all existent available training programmes.

Section A - General Information	
Title	EMERGENCY RESPONSE AND RESCUE CORPS
Name and Address of the Provider	Emergency Response and Rescue Corps
Name and Address of the Contact Person	
Name of the Programme	Emergency Response and Rescue Corps
Level of the Programme	Emergency Response and Rescue Corps
Accreditation Status	<input type="checkbox"/> Accredited <input checked="" type="checkbox"/> Accredited but requiring a change in the scope of delivery <input type="checkbox"/> Accredited but requiring a change in the mode of delivery <input type="checkbox"/> Not Accredited and requires a new accreditation application



## Standard ELEVEN

The **Cyclic External Quality Assurance**• exercise is an important and essential milestone for the E.R.R.C. as it provided an independent conformation that the training and courses provided are of the highest quality and calibre. To such ends the following steps are required:

- The Training Coordinator is to compile an Internal Quality Assurance exercise and documented in a report to be presented at the yearly E.R.R.C. Annual General Meeting;
- The Head of School is to maintain a healthy and continuous open communication channel with the Malta Further & Higher Education Authority especially to coordinate the External Quality Assurance exercise;
- The E.R.R.C. committee, through the head of school and the training coordinator, is to implement any recommendations from the EQA while ensuring that the yearly IQA abides and strengthens such outcomes.





# SOP 1 - Text





# SOP 2 - Text



# SOP 3 - Text





# SOP 4 - Text



## Conclusion

The E.R.R.C. through its committee is not only determined, but committed in maintaining highest training quality through the internal and external audits while adhering to the eleven (11) quality standards as highlighted in this policy document.



The numerous Standard Operating Procedures and Forms mentioned in this policy are duly appended to ensure that all those involved are

able to follow and abide to all required procedures as part of the E.R.R.C.'s quality assurance policy.



