



**ACADEMY FOR
DISCIPLINED FORCES
M A L T A**

TRAINING - EDUCATION - DISCIPLINE

**STRATEGIC PLAN
2017 - 2020**



After the setting up of the Academy for Disciplined Forces in August 2016, it is with pleasure that we are launching the Strategic Plan 2017-2020 for the Academy.

The Government's vision for the Academy for Disciplined Forces is to create accredited professional training leading to an upgrade of the level of service offered to society by members of the Disciplined Forces.

The modernization of the Disciplined Forces goes beyond the acquisition of new equipment but centres around the strengthening of human resource skills resulting in more proactive forces that will continue to be improved in order to be able to address the current challenges in the field of security.

The Board of the Academy for Disciplined Forces for the past months has held consultation meetings with the Disciplined Forces as well as with internal and external stakeholders of the Ministry for Home Affairs and National Security in addition to international benchmarking with training institutions overseas. This has led to the drafting of this document which will lead the Academy to reach the set targets by the year 2020.

I congratulate the members of the Board of the Academy for Disciplined forces led by Chairperson Prof Tanya Sammut Bonnici for their dedication and professional commitment.



Carmelo Abela
Minister for Home Affairs and National Security

1 INTRODUCTION

The content of the Strategic Plan 2017-2020 for the Academy of Disciplined Forces was developed through consultation with members of the Armed Forces of Malta, Civil Protection Department, Corradino Correctional Facilities, Malta Police Force and the internal and external stakeholders of the Ministry of Home Affairs and National Security.

International benchmarking was conducted with training institutions in the field of enforcement, protection, safety and security in various countries including Australia, Canada, Ireland, Netherlands, United Kingdom and United States.

2 EXECUTIVE SUMMARY

Stakeholders

The Academy for Disciplined Forces is an autonomous education institution that coordinates training and professional development of members of the Disciplined Forces in Malta.



The Disciplined Forces have the vital task of protecting society and maintaining legal and national order. In a complex society that is changing rapidly, this task is in constant development. Security, safety, enforcement and protection work is labour intensive and demanding, requiring ongoing professionalisation to plan ahead for the demands of local and international scenarios.

The Academy continually consults with the Disciplined Forces as its stakeholders, and coordinates the development of its education and training programmes with international partners in the field of education, knowledge and research.

Education and Training

The Academy designs its programmes based on five pillars:

- Pillar 1: Training of Recruits of the Disciplined Forces
- Pillar 2: Specialist Task Training customised for the Disciplined Forces
- Pillar 3: Training for Vertical Career Progression within the Disciplined Forces
- Pillar 4: Training for Horizontal Career Progression across the Disciplined Forces and beyond
- Pillar 5: Accreditation of Prior Learning and Work-Based Learning

The Academy ensures the Disciplined Forces can attract and employ the best candidates and gives these people the opportunity to develop themselves continuously. Through training, the Academy promotes a combination of skills, expertise, professional behaviour and attitudes.

Through the policies, regulations and laws governing the Disciplined Forces, the Academy assists in the recruitment of candidates applying for jobs with the forces and provides recruits with induction training. The Academy also provides comprehensive training to serve the highly specialised skills required on the job and for continuous professional development.

Disciplined forces may provide training to their respective members, outside the scope of the Academy, subject to approval from the Academy, which retains the right to assess the quality of the training provided and make recommendations where applicable.

International Networks

The Disciplined Forces in Malta form part of international networks that enrich the skills and knowledge frameworks in the Academy's education and training programmes. The work of the Disciplined Forces is intertwined with events in the international environment, in Europe and beyond. The Academy for Disciplined Forces gives internationalisation a recognisable and prominent position in the educational and knowledge services that it offers. Transnational co-operation within the army, police, civil protection and correctional facilities are examples of subjects added to the curriculum of the Academy.

Erasmus+ Student Exchange and Internship Programmes

Through the European Union's Erasmus+ Programme, the Academy is in a position to offer trainees and members of the Disciplined Forces, fully funded exchange and internship programmes.

The Academy aims to participate in the Erasmus Student Exchange Programme, designed for students of the European Union to conduct part of their education in a different country. The exchanges will be organised with the comparable institution in other EU member states.

Members of the Disciplined Forces will also benefit from the Erasmus Internship Programme, whereby staff members can work abroad for extended periods in similar organisations, for work-based learning.

Knowledge and Research

As the Academy develops its education and training faculty, it will be in a position to provide knowledge and research services, which can be carried out by staff. Research, advisory and consulting services will include projects that link the disciplined services with further and higher education, career development and career progression.

Quality Assurance

The Academy seeks to obtain a licence to confer awards, certificates, diplomas, and degrees as a further and higher education provider. It is the intention of the Academy to apply qualification equivalency with recognised national and international vocational education programmes in line with the Malta Quality Framework from Level 1 to Level 8 where practical training plays an important role.

The Academy will prepare to be periodically audited to meet the stipulated standards and guidelines of the National Quality Assurance Framework, which necessitates two mechanisms: Internal Quality Assurance Processes and External Quality Assurance Audits.

Human Resources

Quality comes from people, and the right people will create an Academy that is built on a comprehensive education strategy, supported by a sound service infrastructure and governed by an adaptive set of regulations. The organisation is led by the Commandant, assisted by the top executive roles of the Registrar, Director of Studies and the Manager of Human Resources and Administration.

Finance

Funding of the Academy is established through the Ministry for Home Affairs and National Security (MHAS) within the Government of Malta. Funds are made available for the Academy to be able to carry out its core duties in line with national priorities.

Campus and Estates

By mid-2017, the Academy will establish a Campus and Estates Master Plan in line with international guidelines for educational spaces and will include: internal teaching areas, external training areas, classroom based teaching areas, skills based teaching areas, study areas and e-library areas, administration areas, staff amenities, student amenities, sport facilities, food hall, accommodation, green spaces, recreational spaces, logistic routes and parking.

Information Technology Infrastructure

The Academy for Disciplined Forces provides students, educators and administration staff with technological platforms that enable online access to recruitment applications, communication platforms, scheduling, cloud storage, online learning, student records, administrative information and access to international online libraries.

Governance, Regulations and Policies

The Academy aligns its programmes with national objectives set by Government and reports on the results attained. The Academy practices a policy of autonomy with full accountability for its actions and operations, in line with its organisational governance, policies and regulations.

3 VISION AND MISSION

Vision

The Academy for Disciplined Forces envisages itself as a pro-active autonomous institution, offering customised education and training programmes in the context of an evolving society and national requirements.

Mission

“The mission of the Academy for Disciplined Forces is to provide holistic high level education, training and professional formation through accredited, level rated, quality assessed programmes which offer internal and transversal career pathways on a national and international level in the fields of enforcement, protection, safety and security.”

The objectives of the Academy for Disciplined Forces are set by legislation Chapter 559 of the Laws of Malta and encompass the responsibility to:

- a. Provide high quality training related to the professional formation and enhancement of skills, attitudes and practices that are used in the daily professional lives of the Disciplined Forces taking into account the diverse contexts;
- b. Provide training and educational opportunities to promote continuous professional development for members of Disciplined Forces that support departmental policies and reflect individual career development;
- c. Develop prospects for national and international cooperation allowing members of the Disciplined Forces opportunities for specialist education and training in key areas. This includes developing cooperation networks with international and national partners to encourage knowledge transfer through exchange, internship and placement programmes;
- d. Develop of educational and thematic programmes beyond the framework of structured curricula, such as research initiatives and projects, conferences, seminars, publications and other events, for members of the disciplined forces, international representatives from disciplined forces, academic students and members of the public;
- e. Provide courses and programmes of learning including work experience that lead to recognised qualifications in accordance with the Malta Qualifications Framework in skills and professions as may be necessary for the disciplined forces;
- f. Carry out of any other function that is related to or ancillary to the above.

Values

The Academy embraces the values of fundamental human rights, justice, diligence, integrity, ethics and honesty as the underlying framework of the content of its education and training programmes. With respect to the way it operates, the Academy upholds the values of student centeredness, professional development and scholarship, respect, diversity, pluralism, innovation, flexibility and team collaboration.

4 STRATEGIC PRIORITIES

The Strategic Priorities are set for each year in the tables that follow. Since the Academy was set up in August 2016, the first years of operation will be dedicated to building and developing the infrastructure to meet its objectives of providing quality education and training for the Disciplined Forces.

Year	Strategic Action	
2017	Commitments and Core Deliverables	<p>Education and Training</p> <ul style="list-style-type: none"> - Conduct training needs analysis for the respective forces - Organise recruitment training for the respective forces - Organise specialised skills training for the respective forces - Organise career development training for the respective forces - Develop foundation courses aligned with the entry requirements and the curriculum of recruitment training programmes - Develop risk assessment systems and safety services for all practical training - Continuous development of programmes according to the Academy's learning methods <p>International Networks</p> <ul style="list-style-type: none"> - Engage resources from education networks in the field to enhance training programmes <p>Erasmus+</p> <ul style="list-style-type: none"> - Develop Erasmus education and training exchange programmes <p>Knowledge and Research</p> <ul style="list-style-type: none"> - Internal research for curriculum development
		Enabling Strategies

Year	Strategic Action	
2018	Commitments and Core Deliverables	<p>Education and Training</p> <ul style="list-style-type: none"> - Organise recruitment training for the respective forces - Organise specialised skills training for the respective forces - Organise career development training for the respective forces - Development of an accredited health and fitness programmes for internal stakeholders and social outreach - Continuous development of programmes according to the Academy's learning methods <p>International Networks</p> <ul style="list-style-type: none"> - Source resources from networks to enhance education and training programmes <p>Erasmus+</p> <ul style="list-style-type: none"> - Start Erasmus education and training exchange programme - Develop Erasmus work internship programme <p>Knowledge and Research</p> <ul style="list-style-type: none"> - Internal research for curriculum development
	Enabling Strategies	<p>Quality Assurance</p> <ul style="list-style-type: none"> - Apply for accreditation and level rating of recruitment training - Apply for licencing as a further and higher education provider - Set up internal quality assurance processes - Prepare for external quality assurance audits <p>Human Resources</p> <ul style="list-style-type: none"> - Plan and budget - Recruit top management and support staff - Monitor lead executive and staff roles are met <p>Finance</p> <ul style="list-style-type: none"> - Budget for increase in operations from next year - Establish systems and process for accounting, procurement and salaries - Establish systems for management accounting and reporting <p>Campus and Estates</p> <ul style="list-style-type: none"> - Building works on offices, roads, embellishment - Safety and security - Telephone system <p>Information Technology Infrastructure</p> <ul style="list-style-type: none"> - Explore infrastructure sharing with governmental education entities - Web domains, website content, email, signatures - Network Services and Wi-Fi Services <p>Governance, Regulations and Policies</p> <ul style="list-style-type: none"> - Development of guidelines and rules of operation

Year	Strategic Action	
2019	Commitments and Core Deliverables	<p>Education and Training</p> <ul style="list-style-type: none"> - Organise recruitment training for the respective forces - Organise specialised skills training for the respective forces - Organise career development training for the respective forces - Continuous development of programmes according to the Academy's learning methods <p>International Networks</p> <ul style="list-style-type: none"> - Source resources from networks to enhance education and training programmes <p>Erasmus+</p> <ul style="list-style-type: none"> - Run Erasmus Education and Training Exchange Programme - Run Erasmus Work Internship Programme <p>Knowledge and Research</p> <ul style="list-style-type: none"> - Internal research for curriculum development - Develop strategy and policies for the provision of advisory services to stakeholders, including surveys, best practice research and benchmarking.
	Enabling Strategies	<p>Quality Assurance</p> <ul style="list-style-type: none"> - Apply for accreditation of all new programmes - Run internal quality assurance processes - Run external quality assurance audits <p>Human Resources</p> <ul style="list-style-type: none"> - Educators continuous professional development training - Administrative Staff training - Monitoring that executive and staff roles are met <p>Finance</p> <ul style="list-style-type: none"> - Management accounting, reporting and auditing <p>Campus and Estates</p> <ul style="list-style-type: none"> - Maintenance and development <p>Information Technology Infrastructure</p> <ul style="list-style-type: none"> - Maintenance and development <p>Governance, Regulations and Policies</p> <ul style="list-style-type: none"> - Development of operating procedures - Compliance

Year	Strategic Action	
2020	Commitments and Core Deliverables	<p>Education and Training</p> <ul style="list-style-type: none"> - Organise recruitment training for the respective forces - Organise specialised skills training for the respective forces - Organise career development training for the respective forces - Continuous development of programmes according to the Academy's learning methods <p>International Networks</p> <ul style="list-style-type: none"> - Source resources from networks to enhance education and training programmes <p>Erasmus+</p> <ul style="list-style-type: none"> - Run Erasmus Education and Training Exchange Programme - Run Erasmus Work Internship Programme <p>Knowledge and Research</p> <ul style="list-style-type: none"> - Provide advisory services to stakeholders
		Enabling Strategies

5 CORE STRATEGIES, COMMITMENTS AND DELIVERABLES



The core strategies of the Academy set out how it will build upon the institution's existing strengths and share the knowledge it develops with its internal resources and its stakeholders. Each strategy is expressed as a series of commitments.

The Academy's main strategic commitments and deliverables concern:

1. Education and Training
2. International Networks
3. Erasmus Exchanges and Internships
4. Knowledge and Research

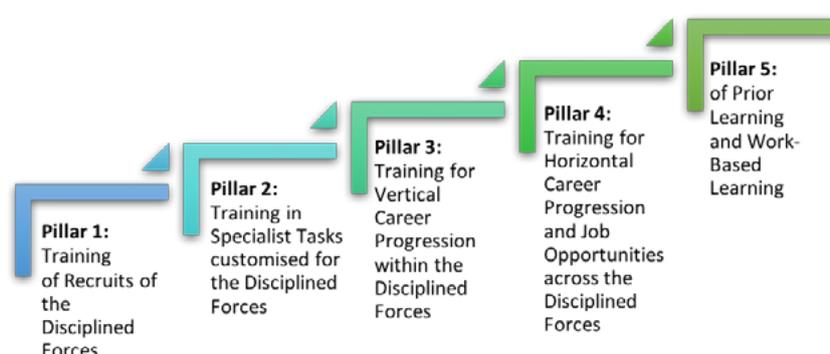
5.1 EDUCATION AND TRAINING

The Academy for Disciplined Forces in Malta is a provider of recruitment training and continuous education related to the professional formation and enhancement of skills, attitudes and practices, in the fields of enforcement, protection, safety and security.

5.1.1 Strategic Pillars

The Academy designs its programmes based on these important pillars:

Fig 1: Strategic Pillars for Education and Training



The Academy is developing a comprehensive programme of Recruitment Training, Special Training, and Training for Career Progression for the Disciplined Forces. Training programmes are customised to the specific requirements of the respective Disciplined Forces and developed on the basis of periodic Training Needs Analysis.

5.1.2 Learning Methods

Dual Programmes

The Academy strives to overcome the challenges encountered in regular occupational training programmes where the link between theory and real life is not always clear. Within the Academy, the link is guaranteed by the dual character of class-based and work-based training programmes.

Programmes are designed to move students alternately through training at the academy and work-placements with the respective Disciplined Forces, which they aim to join. Both at the Academy and at the Discipline Forces, students work on their assignments to complete their learning outcomes and proof of competence. Assignments are tasks and situations that members of the Forces are regularly faced with and which are characteristic of their profession.

Competence-Based Learning

The Academy's training system is competence-based to tie in with the practice and competences that members of the Disciplined Forces need to be able to do their job. Competences are the knowledge, skills, behaviours and attitudes required to carry out specific roles and occupations with the Disciplined Forces. The necessary competences are listed in the Occupational Standards (also referred to as professional profiles or capability statements) for each occupation, as a prerequisite of the legislative guidelines on work-based learning.

Context-Based Learning

The Academy encourages the use of real-life situations and case studies in teaching environments in order to learn through actual, practical experience with a subject rather than just its mere theoretical parts.

The characteristics of context-based learning are:

- It starts with a real work situation that experienced members of the Disciplined Forces have shared with the instructor. Students gain knowledge from working in that situation.
- It involves work with a small group where students also take on different group roles (leader, reader or writer).
- The process is student-centred with emphasis on self-directed learning. Students work in a group, and on their own to identify and research ideas, information, and theories they need to know in order to work in the Disciplined Forces.
- The instructor is a guide, and partner in each course.

The benefits of context-based learning are that it helps students:

- See that the practice is based on evidence;
- Improve specific skills;
- Become independent learners and to continue learning after they leave the programme;
- Learn to function better in a group and to communicate more effectively;
- Develop skills to make decisions, solve problems, and think critically to develop solutions.

Blended Learning Environments

The Academy aims to offer blended learning environments in the training programmes. This variation in learning methods whether online or face-to-face facilitates individual and group learning, independent of location and time. The Academy is investing in partnerships with other national education institutions to offer a Virtual Learning Environment for each training programme to encourage autonomous self-study, alongside learning through intensive supervision and interaction.

5.2 INTERNATIONAL NETWORKS

The Academy for Disciplined Forces gives internationalisation a recognisable and prominent position in the education and knowledge services that it offers. Cross-border operations for the army, police and civil protection are examples of subjects, which are added to the curriculum of the Academy.

The Disciplined Forces in Malta form part of international networks that enrich the skills and knowledge frameworks in the Academy's education and training programmes. The work of the Disciplined Forces is intertwined with events in the international environment, in Europe and beyond.

5.2.1 Education and Training Networks

The Academy for Disciplined Forces also works with partners in education networks. The international collaboration contributes towards a higher quality level in the learning environment the Academy aspires to develop. The partnerships focus on the exchange of knowledge and provide an international dimension to training.

- **European Union Agency for Law Enforcement Training (CEPOL)** - dedicated to developing, implement and coordinate training for law enforcement officials in the European Member States, CEPOL brings together a network of education and training institutes for officials and supports them by providing training on enforcement cooperation, security priorities, and information exchange. CEPOL also works with international organisations, EU bodies, and third countries to ensure security threats are tackled with a collective response.
- **Association of European Police Colleges (AEPC)** - an informal network of European police academies, encompassing 45 academies from 37 European countries. AEPC organises conferences, courses and other activities to support and develop police training programmes in various countries within Europe. AEPC complements the functions of CEPOL and acts as an important instrument for informal collaborations.

5.2.2 Disciplined Forces Networks

- **Armed Forces of Malta** - The International Affairs Branch is responsible for bi-lateral and multi-lateral cooperation involving among other matters, the EU Common Security and Defence Policy (CSDP), Organisation for the Security and Cooperation in Europe (OSCE), 5+5 Defence Initiative, NATO Partnership for Peace, military to military relations and supporting Maltese participation in overseas crisis management operations.

- **Civil Protection Department** - The Civil Protection Department forms part of the EU Civil Protection Mechanism fosters cooperation among national civil protection authorities across Europe. Civil protection assistance consists of governmental aid delivered in the immediate aftermath of a disaster. It can take the form of in-kind assistance, deployment of specially equipped teams, or assessment and coordination by experts sent to the field. A well-coordinated response at a European level is necessary to avoid duplication of relief efforts and ensure that assistance meets the real needs of the affected region. The Mechanism was set up to enable coordinated assistance from the participating states to victims of natural and man-made disasters in Europe and elsewhere. The operational hub of the Mechanism is the **Emergency Response Coordination Centre (ERCC)**, which monitors emergencies around the globe 24/7, and coordinates the response of the participating countries in case of a crisis. Thanks to the participating states' pre-positioned and self-sufficient civil protection modules, civil protection teams are ready to intervene at short notice both within and outside the EU. They undertake specialised tasks such as search and rescue and aerial forest fire fighting.
- **Malta Police Force.** The International Relations Unit is responsible for cooperative networks and local operations for **Interpol, Europol, Frontex** and **SIRENE**. Interpol's function is to enable police forces around the globe to work together through an infrastructure of technological and operational support. Each state operating the **Schengen Information System (SIS)** has set up a national SIRENE Bureau that is responsible for any additional information exchange and coordination of activities connected to alerts on state entries. Europol is the European Union's agency for law enforcement, assisting the EU Member States in their fight against serious international crime and terrorism.
- The **Organisation for Security and Co-operation in Europe (OSCE)** spans different Disciplined Forces on a global scale encompassing politico-military, economic and environmental, and human aspects. It addresses security-related concerns, including arms control, confidence- and security-building measures, human rights, democratization, national minorities, counter-terrorism, economic and environmental activities and policing strategies.

5.3 ERASMUS+ EXCHANGES AND INTERNSHIPS

Through the European Union Erasmus+ Programme, the Academy is in a position to offer trainees and members of the Disciplined Forces funded education exchange and work internship programmes.

5.3.1 Exchanges - Training at Education Institutions in the EU

The Academy for Disciplined Forces aims to participate in the Erasmus international student exchange programme. The programme is designed for students of the European Union to conduct part of their training in a different country, within an education institution offering similar education and training.

Programmes of exchange of students between Academies across the EU Member States start in February and September.

Upon completion of the exchange programme, students will receive credits under the ECTS (European Credit Transfer and Accumulation System) and the ECVET (European Credit system for Vocational Education and Training) system.

5.3.2 Internships - Work Experience at Disciplined Forces in the EU

The Erasmus Internship program gives students in higher education the opportunity to take on a work placements in a Disciplined Force in another European country, which usually lasts between two and twelve months. The programme will give trainees experience in your chosen field, as well as the experience of working in a different country. Trainees will also develop individual skills, such as language proficiency as well as practical training. Trainees will also learn about your host country and experience the culture.

Upon completion of the internship programme, students be assessed on a project and on successful completion will receive credits under the ECTS (European Credit Transfer and Accumulation System) and the ECVET (European Credit system for Vocational Education and Training) system.

The Academy plans to broaden its collaboration with similar education institutions to facilitate the placement of trainees in the respective countries' Disciplined Forces.

5.4 KNOWLEDGE AND RESEARCH

The Academy engages in continuous curriculum development based on research regarding international best practice, regular training needs analysis for the disciplined forces and foresight planning of future national and international requirements for enforcement, protection, safety and security.

The Academy spans different Disciplined Forces that can share operational and organisational knowledge that is relevant to their context. The Academy is in a sound position to play a central role in the process of knowledge sharing. It can assist by developing knowledge through research and by helping in the implementation of this knowledge.

As the number of training staff at the Academy grows, it will be able to offer services whereby research is carried out by staff. Services may include independent research programmes, which link the disciplined services and academic teachings. Examples of projects would be surveys on public awareness, recruitment, student experience surveys, employee satisfaction and engagement, process improvement, key performance indicators benchmarking of good practices and project based reporting.

The Academy will explore avenues of funding for special projects through international funds including Erasmus+

6 ENABLING STRATEGIES AND SUPPORT SERVICES

Support Services 2017-2020

Staff and students at the Academy need modern facilities to set the standards for their work. A significant capital investment is required in order to support learning communities with suitable teaching areas, training grounds, libraries, halls, seminar rooms, IT systems and a state-of-the-art campus.

To ensure that the facilities that the Academy develops can be maintained and serviced responsibly into the future, a long-term strategic planning is required, underpinned by coherent management of the following functions:

1. Quality Assurance
2. Human Resources
3. Finance
4. Campus and Estates
5. Information Technology Infrastructure
6. Governance, Regulations and Policies

Sustainability Model beyond 2020

Beyond 2020, the Academy will seek opportunities and operating models to achieve an operational surplus (calculated as earnings before tax, depreciation and amortisation) of at least 10%, taking into account the increasing cost of replacing assets through inflation or rising expectations of functional suitability. Income within the sustainability model can be derived from the provision of revenue earning services for external organisations in the fields of education, training, knowledge and research.

6.1 QUALITY ASSURANCE

The Academy will provide trainees with qualifications that are certified and recognised by the education sector and by employers. With this objective in mind, the Academy will:

- Develop processes to facilitate the formal accreditation of its education and training programmes;
- Create mechanisms for the accreditation of prior learning through the recognition of equivalence of certification and assessment-based certification;
- Increase its competences and resources in order to obtain a licence to confer awards, certificates, diplomas, and degrees as a further and higher education provider at all levels of the European Qualifications Framework and the Malta Qualifications Framework.

The Academy will engage in quality procedures in line with the standards and guidelines of the National Quality Assurance Framework, which necessitates two mechanisms:

- **Internal Quality Assurance Process** run by the Academy on a continuous basis for the creation and the development of education and training programmes;
- **External Quality Assurance Audits** conducted by external independent assessors on a periodic basis and based on the external quality audit procedures issued by the local regulator and international quality assurance organisations.

6.2 HUMAN RESOURCES

Quality comes from people, and the right people will create an Academy that is built on a comprehensive education and training strategy supported by a sound service infrastructure and governed by a set of rules and regulations.

The organisation is governed by the Board of the Academy and led by the Commandant, who is assisted by the Registrar, the Director of Studies and the Manager of Human Resources and Administration as the top ranking executives. The roles of the Commandant, Registrar, Director of Studies and Educators are defined by the Academy for Disciplined Forces Act (2016) in addition to job descriptions, internal operating procedures and policies.

6.3 FINANCE

The Academy has a policy of autonomy and accountability for its actions and operations, including activities regarding accounting, procurement, salaries and financial management.

For this purpose, periodic reporting and monitoring systems are necessary. The finance section is responsible for issuing management accounts with details of income and expenditure, balance sheets, asset lists, creditors and debtors lists, cash flow and budgetary control reports.

The budgetary exercise in the first year will prepare for the increase in functionality in the subsequent years when the Academy will be increasing its portfolio of operations.

Whilst the Academy will move towards an independent budgetary allocation, it will continue to utilise the financial systems provided by the government, pertaining to the issuing of salaries and the use of accounting systems.

6.4 CAMPUS AND ESTATES

The Academy will establish a Campus and Estates Master Plan for the geographic footprint that it occupies. The Master Plan will be developed in line with guidelines for Educational Spaces and will include and enhance:

- Internal Teaching Areas
- External Training Areas
- Classroom Based Teaching Areas
- Skills Based Teaching Areas
- Assembly Halls
- Study Areas and e-Library Areas
- Administration Areas
- Staff Amenities
- Student Amenities
- Sport Facilities
- Food Hall
- Accommodation
- Green spaces and recreational spaces
- Logistic Routes
- Parking

6.5 INFORMATION TECHNOLOGY INFRASTRUCTURE

The Academy will endeavour to invest in information technologies that enhance the competences of its learning communities to collaborate with each other and with its stakeholders, and that support the student experience.

The Academy has the challenge of providing high-quality communications due to the nature of the training that it offers. The Academy will meet these challenges, and bring in new physical and wireless networking that will allow high-bandwidth and device-neutral communications capabilities.

The Academy will continue to make use of the infrastructural backbone offered by the Malta Information Technology Agency (MITA) regarding web hosting, communications and scheduling. Through the Agency, the Academy will seek to establish the use of cloud storage, document sharing and intranet facilities.

The Academy has the opportunity to share resource with other government-funded education providers. Through partnerships and service agreements, the Academy can procure the services provided by existing infrastructure for e-library services, student management systems, and virtual learning environments.

6.6 GOVERNANCE

The Academy for Disciplined Forces is governed by the following laws and policies:

- Academy for Disciplined Forces Act (2016)
- Further and Higher Education Regulations Licensing, Accreditation and Quality Assurance (2012)
- Malta Qualifications Framework for Lifelong Learning Regulations (2012)
- Internal regulation and policies

The operation of the Board and Committees are set by the Academy for Disciplined Forces Act (2016)

6.6.1 Board of the Academy

The Board is the highest governing body of the Academy. The Board is responsible for discharging the functions conferred upon it by the Academy for Disciplined Forces Act (2016) and shall be represented by the Chairperson who shall act on its behalf.

The Board is composed of the Chairperson and representatives of the Armed Forces of Malta, Corradino Correctional Facility, Department of Civil Protection, Malta Police Force, Malta College of Arts, Science and Technology (MCAST), University of Malta and two other members

The functions and duties of the Board are to:

- Develop the direction, strategy and image of the Academy;
- Administer and control the resources, facilities and property, both movable and immovable, of the Academy including the procurement and utilization of resources for the running of the Academy;
- Assist and advise the Commandant in achieving a level of excellence in the standards of the Academy's courses and programmes;
- Assist the Director of Studies in ensuring that the Academy adheres to the requirements of the National Commission for Higher Education and the Malta Qualifications Council, as provided in this Act or to any regulation made thereunder and to national policies and strategies in education and national security as adopted by Government from time to time;
- Review and approve training programmes, study units and courses submitted by the Academic Committee for inclusion or deletion from the Academy's training and educational framework;
- Determine, in accordance with the requirements of the Malta Qualifications Framework, the conditions for admission into a programme or course provided by the Academy;

- Provide appropriate procedures for the assessment and certification of learners;
- Issue guidelines and establish procedures concerning the performance and the conduct of students, educators and other persons entrusted with rendering any service at the Academy, whether engaged by an indefinite or a definite contract of service, or by a contract for service, or if seconded or on loan to the Academy by Government, disciplined forces, public or private entities;
- Issue guidelines to establish rules relating to any programme or course provided by the Academy;
- Ensure that proper academic and training levels are retained and improved upon;
- Establish internal quality assurance schemes as required by this Act or by any regulation made thereunder and required auditing procedures for the operations of the Academy;
- Undertake any other function assigned to it by the Minister from time to time.

The Board approves the curricula and syllabi submitted by the Academic Committee and, where it deems it so necessary, to revert the same to such Academic Committee together with its advice about any proposed amendments.

The Board ensure that the awards of the Academy are recognised both at a national and at an international level, and that, wherever applicable, are related to the standards established in the Malta Qualifications Framework.

6.6.2 Academic Committee

The Academic Committee is composed of five official members:

- Director of Studies as Chair of the Academic Committee
- Member of the Academic Staff
- Two Members of the Board
- Member appointed by the Minister

Other attendees:

- Registrar, who is bound to attend meetings of the Academic Committee as stipulated in the Act governing the Academy
- Secretary of the Academic Committee

The Academic Committee is responsible for the general direction of the provision of programmes and courses of the Academy, and has the following functions:

- Propose to the Board the programmes and courses to be provided by the Academy, when the Board deems it necessary, after commissioning a training needs assessment and in every case following a consultation with interested stakeholders, regarding the curricula of such programmes and courses;
- Propose to the Board guidelines regarding programmes and courses provided by the Academy, documentation and examinations at the Academy and to establish such awards and distinctions for such candidates satisfying the applicable conditions on completion of the programmes and courses;
- Verify the assessment procedures used by the Academy are in conformity with the approved academic policies of the Academy;
- Establish, subject to the provisions of this Act and of any regulations made thereunder, the entry conditions to programmes and courses of the Academy;
- Nominate Maltese or foreign examiners according to pre-established guidelines and procedures to the Board for its approval;
- Recognise, following a recommendation by the competent authorities according to the Act, such qualifications, awards and distinctions of other education providers for the purpose of access to a programme or course at the Academy;

Deal with any other matter that refers to education and training and as may arise in the administration of the Academy.

6.6.3 Executive Management Committee

The Executive Management Committee is led by the Commandant and consists of the top management team of the Academy at the level of the Registrar, Director of Studies, Head of Administration and equivalent levels.

The roles of the Executive Management Committee of the Academy are to:

- Prepare and present to the board the development plan of the Academy;
- Ensure proper dialogue and communication within the Academy;
- Ensure that policies, strategy and decisions adopted by the Board and by the Academic Committee are implemented;

- Ensure coordination and the effective and efficient functioning of the structures, departments officers and employees of the Academy;
- Ensure that all necessary measures are applied, including disciplined procedures and the auditing and quality assurance processes of all operations within the Academy;
- Perform any other function that may be assigned by the Board of the Academy.

6.6.4 Policies

To meet the objectives of good governance and efficient management, the Board of the Academy will formalise the following policies to assist the efficient running of its operations:

Training Programme Policies

- Entry Requirements
- Official Language
- Award of Certificates, Diplomas and Degrees
- Certification of New Training Programmes
- Certification of New Training Module
- Training Programmes (admissions, duration, ECTS, ECVET, learning outcomes)
- Short Course Awards
- Undergraduate Awards
- Postgraduate Awards
- Internal Quality Processes
- External Quality Audit Preparation

Examination and Assessment Policies

- Examination and Assessment
- System of Assigning Codes for Study-Units
- Comparability with Admission Requirements
- Proceedings of the Assessment and Examination Disciplinary Board
- Student Attitude and Behaviour
- Student Attendance
- Plagiarism

Student Policies

- Student Experience Survey
- Suitability to Practise
- Student Discipline

Staff Policies

- Recruitment of Educators, qualification and skills requirements
- Conditions of Employment and Remuneration
- Suitability to Practice
- Staff Discipline

Administration Policies

- Human Resources Policies: recruitment, staff development, progression, disciplinary action
- Finance Policies: Management Accounts, Budgeting, Procurement, Salaries
- Precincts Policy
- Web Policy
- Information Technology Policy

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