



# Quality Assurance Manual

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## Introduction

Allied Consultants, trading under the brand name of Malta Business School recognises and supports the need to design and deliver programmes in line with the national qualifications framework, client and stakeholder requirements. The School strives to cultivate initiatives, which support best practice in modern training and development. This in turn keeps Malta Business School current, professional and competitive.

## The Organisation

### Malta Business School

Malta Business School is the education division of Allied Consultants Limited. The mother company, Allied Consultants Limited, was founded in 2002, as a research, management consulting and training organisation.

Malta Business School (MBS) is set up to brand Allied Consultants training activities. The School provides professional courses, customised training according to specific needs and resources of the clients, and accredited programmes. Courses are usually designed in-house and are intended to meet the goals and objectives of the programme. MBS offers training in different business and management areas. Participants are constantly receiving the latest approaches as adopted by management professionals in different industries, countries or economies. This is demonstrated by the distinguished portfolios of a pool of experts that are proud to offer their services through MBS. Quality of training features high in the values adopted by the School and feedback provided by participants is highly regarded. This enables MBS to design contemporary training approaches and material and to ensure that relevance of training is optimised.

Allied Consultants has been providing Business and Management Training since 2005. It has been the local representative of Henley Business School (HBS) at the University of Reading since January 2008, a recognized ATHE Centre since May 2014, and has had an agreement with The City Law School, at The City University London since October 2014. The firm also provides various seminars, courses and consulting sessions to professionals and top managers of many organisations.

# Quality Assurance Policy

## 1.1 Academic Management

The Dean and the Programme Manager are key members of the academic management team and have overall responsibility for academic leadership, direction and management of MBS. Academic management includes responsibility for programme planning, development, administrative management and delivery; resource planning and development; academic quality and standards, and liaison with accrediting bodies and partner institutions.

Responsibilities of academic management include:

- Planning and coordinating the development of new programmes (and their associated documentation) in accordance with the academic development strategy of the School
- Planning and coordinating periodic programme reviews and the preparation of programme reports and submissions
- Setting, reviewing and delivering academic priorities and targets
- Staff planning to support the implementation of programme plans and the academic development strategy of the School
- Planning and coordinating the recruitment, development and management of staff
- Promoting standards of excellence in teaching, learning and assessment
- Promoting research, consultancy and professional development
- Monitoring and coordinating academic quality and standards in teaching, learning and assessment across the School

## 1.2 Quality assurance

The MBS top level document with regard to the management of its Quality System is this Quality Manual. This document provides a map of the Quality Management System (QMS) and is purposely laid out in accordance with the External Quality Standards issued locally by the MFHEA. Full and ongoing compliance with these ten standards are a prerequisite for ongoing certification of MBS by the MFHEA. The Quality Manual is available to the public at large on the public web page of MBS and to all MBS employees and students. All employees also have access to the document repository which contains, amongst others all the documents listed in the Quality Manual as well as the documents describing the various processes using the PDCA methodology. This is in addition to selected student related policies being available on the MBS learning platform.

MBS understands that an integral and important part of teaching and learning, is the ability by the tutor and student to conduct research, both as a collation and dissemination of existing and peer reviewed knowledge as well as the creation and documentation of new knowledge in line with accepted research standards. This policy is described in the document 'MBS Policy on Research'

### **1.3 Academic Impropriety**

Academic impropriety includes cheating, plagiarism, forgery, collusion or any attempt, successful or not, to gain unfair advantage during examination or assessment process. MBS defines malpractice in the document 'MBS Malpractice policy'.

MBS considers cheating to be:

- Any form of communication with or copying from any other source except those specifically permitted during an examination
- Introducing any form of written or other material into an examination (including that stored electronically) other than that specified on the examination paper
- Use of mobile phone and/or electronic equipment except simple mathematical calculators, during an examination
- Submission of false claims of prior qualification, research or experience in order to gain unfair advantage for prior learning

MBS considers Plagiarism to be:

The presentation of work, written or otherwise, of any other person, including another student, or institution, as the candidate's own. Plagiarism includes:

- Verbatim copying of another's work without clear identification and acknowledgement
- Close paraphrasing of another's work by simply changing a few words or altering the order of presentation without clear identification and acknowledgement
- Unidentified/unacknowledged presentation of another's concept as one's own

MBS considers Collusion to be:

- The conscious collaboration, without official approval, between two or more students in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form and/or is represented by each to be the product of his or her individual efforts.
- Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work, which is presented as the student's own.

Any member of staff who suspects academic impropriety during assessment and/or under examination conditions must report such suspicions immediately to the Dean. The Dean will investigate the matter with the managers. If it is decided that there is insufficient basis for a charge of academic impropriety, no further action is taken. If it is decided that there is a case of impropriety, the following action/s may be taken after the case is reviewed within the MRB and ARB as defined in their respective policies 'MBS Management Review Board policy' and 'MBS Academic Review Board policy'.

- Expulsion from the School
- Disbarment from examinations for a specified period
- Exclusion from the examination/assignment in question in part or in total and/or from the academic course being followed by the student, or any part of it
- Withholding of award of degree, diploma, certificate, prize or any other academic award

In addition, to guarantee both academic, social, legal and administrative ethically and legally correct behaviour in the tutor and trainer professional relationship, MBS asks all tutors and trainers to abide by its 'MBS Tutor – code of conduct'. Instances where a breach of such policy is suspected will be escalated to the MRB and/or ARB as appropriate.

## **1.4 Equal opportunities**

MBS is committed to working towards equality of opportunity in all aspects of its business for staff and students as listed in the document 'MBS Equality and Diversity policy'. Equality of opportunity is the right of all persons to receive fair, equal, and non-discriminatory consideration in the processes of education and employment, as outlined in various equality and anti-discrimination legislation. MBS believes that commitment to principles of fairness and respect for all helps create a climate that is favourable to the free and open exchange of ideas, and the welfare of staff and students. MBS endeavours to ensure that all its activities are governed by principles of equality and opportunity, and that all staff and students are encouraged to achieve their full potential.

MBS recognises the rights of individuals and groups to be free from discrimination and harassment on the grounds of marital status, family status, sexual orientation, religion, age, disability or race. MBS affirms the right of all staff and students to work and learn in an environment free from any kind of harassment including bullying and does not tolerate victimisation of clients by employees and non-employees. Behaviour of this kind may lead to disciplinary action and other sanctions at the discretion of the Dean

## **1.5 Receiving and Giving Feedback to students**

MBS understands the importance of two-way communication with its stakeholders and regards as especially important the communication process, as part of the quality feedback loop, with its students, staff and trainers, as a matter of priority. In order to clearly highlight the most important parts of the quality feedback loop, MBS has in place a number of documents for the regulation of client interactions namely 'MBS policy about Client Interactions', 'MBS Tracking and Monitoring of Learner Progress' and 'MBS VOC Policy and Process'. There are also documents highlighting the complaints process for students namely, 'MBS Students Feedback and Complaints Form' and 'MBS Complaints Procedure'.

## **1.6 Analysis of Results**

MBS understands that measurement requires analysis and corrective action and is committed to this process approach, using the PDCA methodology in addressing this important aspect of training. This process is highlighted in the policy 'MBS policy for Data Collection, Analysis and Corrective Actions' and 'MBS tracking and Monitoring of Learner Progress'

## **1.7 Responsibility**

MBS believes in the concept of Total Quality Management (TQM) in assuring a quality product and service to its clients and thus maximizing customer satisfaction. This is to ensure both the business interests of MBS and the value gained by the client for the investment made by the student. This statement of responsibility is contained in 'MBS Statement of Responsibility for Total Quality Management'

## **1.8 List of MBS policy documents related to EQA Standard 1**

- MBS Quality Assurance Manual
- MBS Policy on Research
- MBS Management Review Board policy
- MBS Academic Review Board policy
- MBS Equality and Diversity policy
- MBS Tutor code of conduct
- MBS VOC Policy and Process
- MBS policy about Client Interactions



- MBS policy for Data Collection, Analysis and Corrective Actions
- MBS Statement of Responsibility for TQM
- MBS Malpractice policy
- MBS Students Feedback and Complaints form
- MBS Complaints Procedure
- MBS Tracking and Monitoring Learner Progress
- MBS Stakeholder Feedback Questionnaire

## 2 Institutional and Financial Probity

### 2.1 Governance provisions

Besides being duly licensed to operate as a higher education institution learning by the MFHEA, MBS is also a legally registered Maltese company and is obliged to abide by all local laws regarding the financial disposition of its business.

In order to guarantee that MBS is self-governed in a way that is legal, ethical and which protects the investment of its students and reputation of their qualification also in the future, MBS retains the following elements as a system of checks and measure on various aspects of its governance:

- Direct involvement by the two owners, with the Dean being also one of the owners and a qualified teacher with a post graduate level of education.
- Continuing direct financial oversight of MBS business activity by another of the two owners who is not the Dean.
- Periodical oversight by Henley Business School of the school's operations
- Periodical oversight of MBS by ATHE
- Ongoing oversight of MBS by MFHEA
- Delegation of Owners' Academic Authority to external Academic Review Board
- Yearly and up to date auditing of MBS accounts by external financial auditor and full and continuing compliance with MFSA, Tax Authority, JobsPlus and relative legal regulations
- Oversight of the financial management of the company business by an independent and qualified external financial consultant
- Oversight of the QMS by an independent, qualified internal quality auditor
- Continuing and regular oversight by a number of external, independent professionals and entities, as above, in ensuring impeccable academic rigour and compliance to requirements by certifying bodies.

MBS also takes out a number of insurance policies and maintenance agreements with external suppliers in order to protect its IP, physical resources and funds invested by students in order to continue to mitigate the risk to students and their training investment.

The directors also declare that MBS is profitable, solvent and liquid at this time and that it is their intention and strategic business plan to continue operating in this manner into the future.

In order to include also an external feedback loop in the perception and belief of MBS's Financial and Institutional probity, MBS has included this topic in the document 'MBS stakeholder feedback questionnaire'

## **2.2 List of MBS policy documents related to EQA Standard 2**

- MBS Stakeholder Feedback Questionnaire

# **3 Design and Approval of Programmes**

## **3.1 Centralised course design**

MBS has overall responsibility for the effective design of materials, resources used in the classroom, and recommended material for self-study. The managers work alongside the support staff to design high quality material. Malta Business School templates are used for all MBS materials.

When courses are repeated, managers review training materials based on previous feedback as well as look into the possibility of updating said material.

It is the responsibility of the managers to pass on all information on the course and the course design to the trainer. The course programme, slides, notes etc. are forwarded to the trainer at least two weeks prior to the course. Trainers should use power point slides, notes, handouts, case studies, reading lists and other resources as instructed by the managers at MBS. Specialised courses may require the input of the trainers; however, all the material used throughout a course needs to be approved by MBS prior to course commencement.

## **3.2 Course design review**

When a course has been designed for the first time and/or when there is the need for review, MBS will follow the policy 'MBS Local Course Design and Review'. This review includes a critical self-appraisal of all activities involved and managers make and discuss recommendations where necessary.

On the first occasion that the training is delivered, meetings are held with the trainer throughout the course. This enables the managers to observe and monitor course progress and make amendments to the current course, should improvements be required, and discuss suggestions for future courses.

Participants are given final feedback forms on all courses. Feedback remains confidential and is acted upon accordingly. Feedback on course design is discussed among trainers and managers and solutions for improvement are sought.

### **3.3 List of MBS policy documents related to EQA Standard 3**

- MBS Local Course design and Review
- MBS Stakeholder Feedback Questionnaire

## **4 Student Centred Learning, Teaching and Assessment**

### **4.1 Teaching methods**

At MBS teaching is seen as a multidimensional activity that seeks to promote quality learning through a learner-centered interaction between the trainer, the learner and the curriculum. It is the creation and management of learning experiences using methods appropriate to the material being taught and learner needs. The teaching methods employed support learners to understand how to use learning resources, especially the experience of others, to facilitate their educational experience. Methods adopted provide students with varied learning opportunities and experiences. These include:

- Conventional lectures
- Problem-based learning
- Inquiry-based learning
- Activity-based learning
- Tutoring
- Mentoring
- Research supervision
- Discussions
- Student observation

Teaching and learning methods are intended to facilitate students to take ownership of, and responsibility for, their own learning in partnership with MBS. As a result, training includes various activities that engage and motivate the learner, while creating authentic scenarios. These activities include:

- Analysis of case studies
- Assignments
- Field trips (such as company visits)
- Group research and project work
- Guest lectures

- Observation
- Personal development portfolio
- Projects
- Seminars
- Tutorials
- Work-based learning
- Discussions
- Workshops

## **4.2 Learning**

Learning at MBS involves a recognised multi-faceted approach entailing sustained efforts to build a repertoire of effective learning strategies in a way that assists learners in developing professionally and becoming self-directed individuals. The strong focus is on enabling and empowering students to achieve the learning outcomes of their course programmes and modules while recognising diversity in learning styles. Essentially, learning at MBS promotes active student engagement with material, in meaningful and genuine ways, that support the linking of new knowledge to previous understanding gained in formal or non-formal learning experiences.

## **4.3 Participants' feedback**

The opinions of stakeholders, and in particular individual participants, are important to MBS. Therefore the acquisition of feedback from current, graduating and recently graduated learners is conducted by a number of different functions within the School. Feedback gained through the compilation of the opinions of students is a most important source when considering:

- Institutional self-study
- Programmatic review
- The effectiveness of current programmes in preparing participants for today's working environment
- The direction/extent of new programme design/development
- The delivery of the training
- The quality, enhancement and development of support services provided by the School to its student body

The most widely known and efficient method of gaining student feedback is through surveys, but other methods of data (opinion) collection are also employed.

#### **4.3.1 Feedback questionnaires**

Formal student surveys are conducted for each module or short course using the feedback questionnaires. The aim of these surveys is to assess student satisfaction with individual modules and with the overall programme. Specific issues emerging from student surveys are given serious attention by MBS. Feedback related to HBS programmes, are conducted online and through HBS in the UK and relayed to MBS.

The timing and frequency of student surveys differs depending on the nature of the programme. The process for implementation of the student questionnaires is as follows:

- The content of the Student Feedback Questionnaire Form is reviewed and agreed by MBS management
- The schedule for implementation is prepared by support staff and trainers are informed accordingly
- Trainers distribute the questionnaire; OR questionnaire is set up online for students to fill in
- The completed questionnaires are initially reviewed by management to ensure any urgent issues are dealt with quickly
- Administrators analyse the questionnaires and save questionnaires in folders. All feedback questionnaires are kept for at least one year after course completion
- Where necessary, and to resolve any issue in a timely manner, the managers meet with participants involved to attempt to resolve any problem identified through the interview process. Refer to 4.3.2
- Subsequent feedback is provided to students and staff member/s concerned, as necessary, to demonstrate and confirm the close-out of actions
- Where module specific issue/s are identified, trainers may be requested by the managers to provide a formal written response, indicating the intended short term and long term actions required to address the issue/s

#### **4.3.2 Meetings with participants**

The Dean and/or managers and/or administrators, as appropriate, are available for discussions with students, when possible. This is an ongoing evaluation method and support mechanism held in either a formal or informal capacity. The meetings cover issues relevant to the particular student e.g. attendance, examination/assessment progress and results, personal and/or academic problems, programme work, programme workload, etc. The agenda for such meetings is kept flexible as per the needs/requirements of the student. Such a meeting is requested either by:

- The Dean or Programme Manager, to discuss the individual's performance with respect to the programme
- The individual learner who may feel that none of the other channels of communication available are suited to their individual needs at that particular time

The discussions at the meeting are briefly noted by the staff member in a way that maintains the personal confidentiality of the student. These discussions lead to meetings with managers or trainers, as agreed with the learners, and action is taken on current or future courses accordingly.

#### **4.3.3 Internal Ongoing review**

The strategy, ensuing policies, ongoing practices and the measurement of effectiveness of teaching and learning are continually and internally reviewed within both the MRB and ARB. In this context, the MRB is tasked with reviewing the effectiveness of teaching and learning in real time or over short to medium time frames, take action as required and if changes to strategy are perceived to be required, refer these concerns to the ARB. On the other hand the ARB reviews the effectiveness and strategy behind the teaching and learning methods of MBS over medium to long time frames and sets out new directions or amends current practices as required and decided within the ARB.

#### **4.4 List of MBS policy documents related to EQA Standard 4**

- MBS Special Requirements Form
- MBS Teaching and Learning Strategy
- MBS Assignment Feedback Form
- MBS ATHE Curriculum Plan
- MBS Notes for Academic Referencing
- Henley MBA Programme Handbook
- Delivering ATHE Qualifications
- MBS Recognition of Prior Learning
- MBS Equality and Diversity Policy
- MBS Complaints Procedure
- MBS Policy on giving Feedback to Students
- MBS Students' Feedback and Complaints Form
- Break Request Form

## 5 Student Life Cycle

### 5.1 Admissions policy

New applicants are asked to fill in an application form and a needs analysis as necessary and/or according to the course. Needs analyses are checked by the managers, and are sometimes discussed with the trainer/s. Applicants can also be asked to submit an updated CV to complement their application.

In the case of HBS applicants, the Programme Manager has an initial meeting with every candidate to explain the course programme and observes whether they are eligible for the selected programme by going through their:

- Professional background
- Academic background
- Level of English and writing skills

Those eligible to apply to HBS programmes are assisted by the programme manager through a detailed application process. The completed application form is sent to Henley Business School, UK for approval. An offer letter is sent by HBS to the programme manager once the candidate is approved.

MBS is committed to:

- The fair and equal treatment of all applicants
- Fair, transparent, timely, appropriate and explicit admissions procedures
- Timely notification of the outcome of an application
- Supporting applicants with disabilities or special needs
- Responsible marketing of its courses, with accurate and transparent marketing material

Courses at MBS are aimed at adults. Some courses are aimed at managers and team leaders, while other courses target executives or administrators. The business and professional background of candidates is always considered on application. Applicants with no relevant professional background can be refused on business courses. A professional background is a prerequisite for these courses. Exceptions may be considered where evidence of career building through other means (e.g. self-employed, study and apprenticeships) is produced. The training managers have the ultimate responsibility of applications.

## 5.2 English language requirements

The language of instruction at MBS is English. All English language requirements agreed at programme validation must be verified and adhered to. Where applicants do not have a formal English language qualification or it is not their official language, they must provide evidence of equivalent competence by filling in the needs analysis, carrying out any pre-course tasks and/or giving a detailed personal statement, as is required by the different courses. Non-local applicants satisfy the MBS English language requirements by meeting one of the following criteria:

- Hold a relevant IELTS score taken within the last two years
- Hold a relevant TOEFL score taken within the last two years
- Hold a relevant Cambridge certificate taken within the last two years
- Fills in the application forms, a needs analysis and/or a detailed personal statement in the English language and holds an interview (via Skype) with a member of MBS staff
- Can show evidence of currently being employed in a working environment which requires knowledge and practice of proficient English
- Having a prior qualification (certificate, diploma or higher) which was delivered and assessed in English.

The minimum level of English language required for courses is B2 level or higher. This will depend on either the MQF Level rating of the course or the content of the course.

## 5.3 Recognised qualifications

The application of academic quality principles at MBS requires that the School satisfies itself and its accrediting bodies that a learner may attain knowledge, skill and/or competence for the purpose of an award, which is consistent with the Malta Further and Higher Education Authority (MFHEA), the UK Framework for Higher Education Qualifications (FHEQ) and the European Framework of Qualifications (EQF), as appropriate.

Courses awarded by Henley Business School at the University of Reading (including but not limited to the MBA and DBA) are recognised by MQRIC and approved by a recognition statement. Courses awarded by ATHE (including but not limited to the Diploma and Extended Diploma in Management) are recognised by MQRIC and approved by a recognition statement. The CPD Award in Statistical Data Analysis is also recognised by MQRIC. It is the intention of MBS to apply for MFHEA recognition of other courses. This is an ongoing process.



## 5.4 Assignments and examinations

Assignments are designed and administered by MBS or partnering institutions. Trainers are expected to explain the assignment and answer any questions accordingly for each module/unit. Therefore, it is expected that trainers are familiar with assignment and examination requirements.

Responsibility of administration of examinations and/or assignments is held by MBS. However trainers are required to be familiar with the assessment process, the date of administration and the manner in which feedback is delivered. MBS trainers and managers are responsible for the correction and feedback of MBS and ATHE courses. HBS markers are responsible for the correction and feedback of HBS courses.

Markers provide detailed feedback for assignments as required by MBS. Examination results only require feedback in cases of failure. MBS promotes summative and formative feedback being objective and constructive. When providing feedback, it is necessary for trainers to consider areas as well as method/s of improvement.

In the case of MBS courses, examination papers are provided by MBS. All papers require approval by MBS. Examination scripts are the property of MBS and can only be administered on examination dates published by the School. For internal purposes, examination papers are accompanied by:

- A marking scheme
- An answer key with a breakdown of allocation of marks

## 5.5 Attendance

Regular and punctual attendance is essential to successful academic achievement. Each student is responsible for his/her work from the first day of a course/programme and must make satisfactory arrangements with the trainer regarding any anticipated absences. Students who do not maintain a satisfactory level of attendance are hindering their overall development. In order to encourage high attendance levels, MBS invests substantial time and resources in tracking and following up on poor attendance. Attendance records are kept for all classes.

There are strict regulations regarding class attendance of non-EU students. In keeping with official regulations, MBS enforces a strict attendance policy. All international students are expected to attend a minimum of 80% of lectures, and student attendance rate is recorded and monitored weekly. If any student has a poor attendance rate, MBS is required to inform the relevant national authorities.

## **5.6 Fraudulent applications**

MBS reserves the right, at any time, to refuse admission (or cancel the registration) to any applicant/student whose application details are found to be false.

## **5.7 Appeals and complaints**

Appeals and complaints regarding the admissions procedures are to be addressed to the Programme Manager or the Dean.

## **5.8 List of MBS policy documents related to EQA Standard 5**

- Delivering ATHE Qualifications
- Assessment of the ATHE Diploma in Management
- Assessment of the ATHE Extended Diploma in Management
- ATHE Level 5 Management Diploma Specification
- ATHE level 5 Extended Diploma in Management
- Assessment of Henley MBA
- Henley MBA Programme Handbook
- Henley Terms and Conditions
- Henley MBA Syllabus
- Henley MBA Resit and Classifications rules
- Henley Application Form
- MBS recognition of prior Learning
- MBS tracking and Monitoring Learner progress
- MBS Application, Local, Foreign and EU
- MBS Reference for Applicant
- MBS Statistical Monitoring Form

# **6 Teaching Staff**

## **6.1 Recruitment**

MBS ensures that sufficient, appropriately qualified teaching, management, administrative, professional, technical and support staff are engaged to meet academic and quality requirements.

## 6.2 Trainer Recruitment

Trainers generally approach MBS or are interviewed on recommendation. Only candidates that satisfy the minimum criteria specified are considered for appointment. Potential MBS trainers require relevant qualifications, a professional background in their area of expertise and training experience. Applications are screened by the managers and a list of qualified candidates is drawn up. Prospective trainers are invited for an interview, which is normally chaired by two managers, or a manager and the Dean.

MBS preferred method of screening potential trainers is via observation. Where this is possible, one of the managers observes the lesson and provides written and verbal feedback. If prospective trainers are unable to arrange a class observation, they are asked to demonstrate material and lesson plans during the interview as well as provide proof of teaching and professional experience.

## 6.3 Trainer Induction

New trainers undergo an induction process whereby a meeting is set up by one of the managers and follow up questions via phone or email can take place. The following are the main elements of this process:

- Introduction to MBS, its background, ethos and culture, its structure and organisation, its development strategies and plans
- Roles and responsibilities of academic staff
- Course preparation and materials to be provided to students
- Teaching, learning and assessment strategies
- General terms and conditions of engagement

New trainers are given and taken through the 'MBS Tutor - Code of Conduct' which is an agreement that requires the signature of both the tutor and the Dean.

## 6.4 Trainer duties and functions

The primary function of trainers is to tutor and assess students on designated subjects. Trainers are also encouraged to engage in appropriate staff development to support their academic development.

Before teaching commences, trainers should:

- Be familiar with the material provided
- Make sure that material is available to all participants
- Ensure an up-to-date reading list is available

- Obtain a class list, attendance sheet, feedback questionnaire and any other relevant administration documents from support staff
- Be fully aware of training schedule
- Attend meetings with the managers or other trainers as required
- Be aware of assignments, examinations and marking schemes for the module/course being taught.

During training sessions trainers should:

- Use material that is designed and provided by the School
- Ensure that learning objectives are met by the end of each session, module and/or course
- Support, advise and coordinate with others, when team-teaching is required
- Have a positive approach to any monitoring processes by MBS and/or partnering institutions
- Discuss any challenges faced with the manager on the actual day of the course to find solutions as necessary

On course completion trainers should:

- Provide learners with feedback questionnaires and pass these on to the respective manager if required
- Return filled in attendance sheets, feedback forms and other relevant administration documents
- Return any relevant materials and resources to MBS
- Mark assignments within the allocated timeframe given by the respective manager (where applicable)
- Pass on examination results to the MBS Manager, who will pass the final results to the participants (where applicable)

## 6.5 Staff development

The success of MBS is strongly based on the caliber and competence of its trainers, its commitment to continuing enhancement and encouragement of staff development. Trainers engaged by MBS are qualified to teach in their specific subject area. In addition to their own continuous professional development, they are invited by the School to attend courses or seminars, which aim to broaden the portfolio of subjects they could teach and/or extend their knowledge in their specialised subject areas.

As part of its review process, MBS trainers are observed by the managers. Following the observation, a meeting is arranged between the trainer and the manager whereby feedback and recommendations for development are discussed. The manager provides the trainer with feedback.

## 6.6 Policy on trainer absence

In the event of unplanned trainer absence through illness, bereavement or other cause, it is the policy of MBS to provide an alternative relevant educational experience to the students affected.

Classes are cancelled only as a last resort, that is, only if no other preferred response is deemed possible. In the event of a trainer's absence, MBS generally provides alternative and equivalent arrangements. New dates for postponed classes are arranged with all the participants.

It is the trainer's own responsibility to notify absence at the earliest possible time and, in any event, not later than 8.30 am on the first day of absence or if possible at least 6 hours before the start of training. Wherever possible, notification should be given before the first day of absence. When notifying absence, the trainer should indicate:

- The reason for absence
- The likely duration of the absence
- The classes affected

Should a trainer be unable to provide notification personally, it is his/her responsibility to have the absence notified by another person.

Where a scheduled class is taken by an alternative trainer, it may be appropriate or necessary for one of the managers to speak to the class. In some cases, it may also be necessary for one of MBS's support staff to notify the class in advance of lesson changes. Where the class is given pre-specified work to occupy the delivery time, a trainer can be deputised by MBS to distribute the work and supervise the class. Where a class is postponed, it is the responsibility of the support staff to advise the students, preferably before the scheduled start time for the class.

Students should be given as much notice as possible of class postponements or changes to the study schedule.

## 6.7 List of MBS policy documents related to EQA Standard 6

- MBS Tutor code of conduct
- MBS Health and Safety Policy
- MBS Staff recruitment policy
- MBS Staff Development Policy
- MBS Staff Appraisal Form
- MBS Teaching Learning Resources

- MBS Teaching and Learning Strategy
- MBS Peer Observation Teaching Form
- MBS Post-Programme Feedback Form

## 7 Learning Resources and Student support

### 7.1 Applicants with disabilities

Applicants with disabilities can enter MBS via the standard procedures used by all students. All applicants are encouraged to disclose their disability during application stage. Learners who indicate a disability in this way will gain an insight into the facilities that MBS provides and enable MBS to make any necessary arrangements to facilitate the learning experience. For applicants who choose not to reveal a disability on the application form, issues may arise subsequent to their enrolment at the School.

### 7.2 Facilities

The Dean is responsible for managing all building and maintenance work in the School, along with providing and maintaining all furniture and equipment, including but not limited to:

- Teaching aids
- Desks and seating
- Electricity and air-conditioning

The managers and administrators are responsible for timetabling and classroom scheduling across the School. The primary objective of the Dean and managers is to provide and maintain a safe, well-resourced physical environment, with appropriate availability and accessibility to all the School's staff and students. MBS endeavors to cater, and provide adequate resources, for the many different learning and teaching requirements of the School.

In common with other service areas of MBS, the managers gather feedback from students as part of the process of quality monitoring and enhancement. This is seen as most important to ensure quality is maintained in the provision of physical teaching and learning facilities. Refurbishment and redecoration is carried out as appropriate to ensure that the physical environment remains conducive to the learning process.

### **7.3 List of MBS policy documents related to EQA Standard 7**

- MBS Library and Access Points
- MBS Notes for Academic Referencing
- MBS Writing Assignments Student Guide
- MBS Teaching and Learning Resources

## **8 Information Management**

### **8.1 Data protection**

MBS recognises the importance of effective records management to:

- Meet statutory and legal requirements
- Optimise the use of space
- Minimise the cost of record storage
- Ensure that obsolete records which are of no further use are destroyed in an appropriately sensitive and confidential manner with due regard to minimising effects on the environment.

The School is committed to managing and preserving records and appropriate materials, handling procedures and storage systems. Devices and practices are implemented within the School to ensure long-term security and to prevent physical damage.

### **8.2 List of MBS policy documents related to EQA Standard 8**

- MBS Policy for Data Collection, Analysis and Corrective Actions

## **9 Public Information**

### **9.1 Marketing material**

MBS is committed to promoting a clear and consistent message. Internal procedures support the production of publicity and promotional materials, which enables the School to manage the messages communicated to both the external community and to our learners. Therefore MBS ensures that:

- The consistency of marketing and publicity materials using the School's name is maintained
- The message communicated is consistent
- The School's corporate image is maintained

- Marketing and publicity materials do not compromise, but rather enhance the image of the School
- Messages are complementary and not contradictory

MBS welcomes all applicants and operates a fair and transparent admissions process. Applicants are selected on the basis of merit, ability and potential. MBS learners are all adult professionals. The admissions procedures ensure the fair and equitable treatment of all applicants without exception.

The admissions procedures cover all elements of admission including all activities to attract, recruit, select, admit and register students onto MBS programmes. The fair and consistent implementation of policies and procedures is the ultimate responsibility of the managers backed up by the support staff. In the case of HBS learners, application forms are the ultimate responsibility of the Admissions team at Henley Business School – UK .

Applicants are admitted to MBS programmes from a variety of sources. These include, but are not limited to:

- Direct applicants
- HR and L&D departments for corporate group or individual training
- Agent-forwarded applicants

## 9.2 List of Relevant websites

For Malta Business School <http://mbs.edu.mt>

For Henley Business School <http://www.henleymalta.com.mt> or <http://www.henley.ac.uk>

For ATHE <http://athe.co.uk>

## 9.3 List of MBS policy documents related to EQA Standard 9

- MBS Applicants and Students Terms and Conditions
- MBS Quality Manual
- MBS Data Protection Policy



## 10 Ongoing monitoring and review

### 10.1 Internal Review

Malta Business School has three tools which form part of the PDCA cycle within MBS in order to ensure that appropriate internal monitoring and review, followed by appropriate corrective actions and risk mitigation, is a continual process.

The first of these tools is the internal Management Review Board which meets periodically in order to review the short and medium terms strategy and performance of MBS processes. The MRB also takes corrective and risk mitigation measures with regard to the administrative processes from short to long term as well as actions related to infrastructure and short to medium term actions with regard to academic effectiveness and performance. The second internal tool is the Academic Review Board which also meets periodically and the majority of whose members, including the Chair, are academics who are external to the MBS. The ARB is responsible for the medium to long term review of academic strategy, effectiveness and performance and for directing actions to be taken to ensure quality and effectiveness in teaching and learning. The third internal review and monitoring tool is the internal quality auditor of MBS. The quality auditor is charged with ensuring that MBS is adhering to the requirements of the MFHEA and the EQA Standard. The quality auditor checks also that MBS policies are in line with the legal and regulatory requirements in force. The quality auditor also checks that all applicable standards and processes, including internal policies are being adhered to and are effective. The quality auditor also ensures that corrective actions and risk mitigation is in place for all situations which show any anomaly or out of control situations.

### 10.2 External Review

Malta Business School is also subject to external monitoring and review. From an administrative and financial perspective, MBS operates under a strict ethos of conformance with the applicable legal, financial and ethical requirements in force from time to time. In this regard MBS employs an external financial auditor who annually certifies the financial practices and solvency of MBS as required by law. MBS is also audited from an academic perspective by ATHE and Henley Business School with whose directions, MBS is bound to comply for courses accredited by ATHE or HBS. Finally the MFHEA conducts periodic audits in line with the requirements of the EQA Standard.

### 10.3 List of MBS policy documents related to EQA Standard 10

- MBS Academic Review Board Policy
- MBS Management Review Board Policy
- MBS Internal Quality Auditing Policy
- MBS Peer Observation Teaching Form
- MBS Post-Programme Feedback Form

This Quality Manual is approved by: Lorenzo Mule Stagno

Dean Malta Business School

*All staff members at MBS are asked to read the Quality Assurance Manual*

<b>Revision History</b>		
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