

Malta Business School
Code of Ethics for Learners

| Revision History | | | |
|-------------------------|----------------------|-------------------|--|
| Version Number | Revision Date | Revised by | Summary of changes |
| Version 0 | 06-02-2017 | CC | Official code of conduct set up. |
| Version 1 | 21-03-2020 | CC | Review. No edits |
| Version 2 | 01-10-2025 | CC | Change in name. Split of code into two, a code for learners and a code for staff and tutors. |

MBS Code of Ethics for Learners

Preamble

This Code of Ethics establishes guidelines for professional conduct by learners at Malta Business School (MBS) within their role as students (sometimes referred to as learners, or the education community, or community). This is not an attempt to define specifically what one should and should not do, but to communicate the expectations of MBS of proper and professional conduct, free from any form of harassment and discrimination, and that reflect the MBS values.

1. Malta Business School commitments and values

This code of ethics is grounded in the mission of Malta Business School which supports: “Helping adults achieve their personal and professional development goals to create value for themselves, their organisations and their communities.” In pursuit of this mission, learners are expected to uphold behaviours and practices that reflect the highest ethical standards. The code of ethics sets out how members of the MBS community, through their conduct and relationships, contribute to sustaining an environment that reflects the school’s values.

2. Validity

This Code of Ethics remains valid until learners of the MBS community remain part of MBS.

3. Introduction

We pride ourselves with providing excellent service and a remarkable learning experience. In order to keep to this commitment we honour our values of:

- **Learning** – We cannot and will not stop learning. Every mistake is an opportunity to learn and improve. Innovation cannot happen without a culture of constant learning.
- **Fairness** – Whether on the job or during studies, fairness is an uncompromising principle for us. There is no shame in admitting a mistake or giving acknowledgment to others. It shows strength of character.
- **Responsibility** – We believe in what we do and take responsibility for our actions, whether it involves the sustainability of reputation, relationships, society or the environment.
- **Care** – We believe in being compassionate towards the difficulties faced by colleagues, learners and other stakeholders. We listen to their needs, do our very best to be flexible, and guide them to reach their goals.
- **Safety** – By creating a safe and secure environment, we make it easier for all concerned to take calculated risks and try things out. The cost of a risk gone wrong should not outweigh any benefit that could be gained.
- **Excellence** - We push ourselves to reach higher standards and strive to be excellent at what we do. This goes for the quality of our programmes, our customer service and our operational processes.
- **Thinking** – We strongly believe in using that wonderful machine that we all have: our brain. This can be through thinking critically, being creative, and through problem solving.
- **Commitment** - We always strive to deliver on what we promise. We can only achieve that by being fully committed to what we do. Half measures will not cut it.

These values guide the ethical conduct of all members of the MBS community whether learners, tutors or members of staff.

Every individual shares responsibility for maintaining ethical standards. Each learner must act in line with this Code and relevant MBS policies, reflecting professionalism and legality in all dealings. For example, learners must familiarize themselves with applicable legal requirements and be fully compliant. Any queries about this should be referred to senior management at MBS.

This Code references supporting policies and procedures. Such references are not exhaustive and may evolve over time.

4. Commitment to the code of ethics

The MBS community are expected to exercise responsibility appropriate to their role and authority, acting in the best interests of MBS.

Learners are expected to:

- Act with respect at all times and in accordance with the policies, procedures, code of conduct and guidelines of the School.
- Act with professionalism at all times.
- Treat fellow students, staff members, tutors, management and contributors respectfully.
- Contribute to a learning environment free from harassment, discrimination, intimidation or violence.
- Serve as positive role models at School and within their community.
- Maintain clear professional boundaries, including in digital communication.
- Fulfil their duties with transparency and accountability and always act in a trustworthy and respectful manner.
- Support the values of MBS and strive to promote life-long-learning.
- Maintain the standards of education and seek continuous improvements.
- Comply with applicable laws and regulations.
- Represent themselves and MBS with honesty and integrity.

5. Avoiding conflicts of interest

5.1 The trust that is placed in MBS learners requires said members to conduct themselves with honesty, fairness and propriety. This means that learners should avoid situations where there is a reasonable basis for the perception of a conflict of interest.

5.2 To avoid any conflicts of interest, at the start of their programme and throughout their studies, learners need to declare and disclose with MBS any possible conflicts of interest. Appropriate actions for resolution will be taken after information is gathered from all parties and all parties are given the opportunity to be heard.

5.3 Examples of conflict of interest include, but are not limited to:

- Soliciting private contact with tutors or staff members with the scope of self-promotion of one's private business work activities is not acceptable. The learner's relationship with staff members and tutors must remain strictly professional/academic and the learner should therefore not seek to gain advantage out of this relationship.
- Personal relationships between MBS staff members or tutors and learners. Such personal relationships can significantly influence objectivity by introducing bias into judgments and decisions for example of an academic nature. Such situations make it harder to evaluate situations impartially, leading to decisions that may favour personal interests over facts or fairness.

- When learners hold shareholdings or directorships in organisations affiliated with the educational institution, as their financial or strategic interests may conflict with their duty to act in the institution's best interests. Such situations can compromise impartial decision-making, create perceptions of bias, and undermine trust in governance.
- When learners hold financial interests in services provided by MBS. Recognizing this influence is essential to maintaining professional integrity and balanced decision-making.

5.4 Transparency, disclosure, and appropriate management of these interests are essential to maintain integrity and accountability.

6. Appropriate use of information

MBS processes personal data in compliance with the General Data Protection Regulation (GDPR) and the Data Protection Act (CAP 586). Although unlikely, learners and the learning community might gain access to information while engaged in learning and/or support activities at MBS. Some information may be unavailable to the learning community generally or the public. Learners should therefore respect the privacy of others and ensure that information of a personal nature, for instance, is not disclosed and must be handled with strict confidentiality and care.

Although unlikely, information of a commercial or strategic nature should also be handled with the utmost sensitivity and should not be used for personal gain. For example, information that a learner has shared in class. The information should not be discussed with, or revealed to, others.

All MBS information (including, but not limited to, online resources, session recordings and course content) can only be used for MBS related learning and learners cannot share such information with others.

7. Standards of performance

MBS learners should endeavour to maintain and enhance their skills and expertise and keep up-to-date with their studies. High standards of performance and a focus on the responsibility of learning is expected.

MBS holds the highest standards in education and research, emphasizing fairness, transparency and compliance with applicable laws. Learners therefore must:

- Pursue research with honesty and integrity.
- Secure the appropriate and necessary approvals prior to engaging in research.
- Avoid academic malpractice at all times.

8. Duty to take care

MBS learners should exercise due care in undertaking their activities, particularly where others may rely on advice, guidance or information offered. In this respect, learners have a duty to take reasonable care to avoid causing harm. Learners must uphold honesty, integrity and good faith in all activities and interactions with MBS and the MBS community.

This MBS Code of Ethics sets minimum standards and expectations. Learners must ensure that their actions comply accordingly. Learners can seek clarifications on MBS policies from senior management.

9. Acceptance of this code of ethics

All MBS learners agree with this Code of Ethics and will endeavour to follow and abide by these expectations.

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