Malta Business School

Quality Assurance Manual

Revision History			
Version Number	**Revision Date**	**Revised by**	**Summary of changes**
Version 0	01-10-2017	CC	Set up of manual.
Version 1	17-09-2021	CC	Slight updates to Standard 1 & 2
Version 2	10-10-2025	CC	Updated in line with new Standards

Contents

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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 (Awards for Training and Higher Education) Centre since May 2014 (having achieved 'Good Performing Status' in 2023 and also recognised as a Guaranteed Progression Route Partner in 2025); and a recognized CMI (Chartered Management Institute) centre since October 2023. The firm also provides various seminars, courses and consulting sessions to professionals and top managers of many organisations.

1 Standard 1. Mission and strategic management

1.1 MBS mission

The MBS mission statement is clearly set out in our website (www.mbs.edu.mt). Our mission is "*Helping adults achieve their personal and professional development goals to create value for themselves, their organisations and their communities.*" Furthermore, the motto of our School has always been: '*Applying Knowledge for Success'*. This means that we not only promote the acquisition of knowledge through various methods of learning, but also aid in the development of our learners' abilities to apply that knowledge to their careers and personal lives, driving them towards success. In order to deliver on this and to fulfil our mission, our ethos is based on the following values:

- 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.

1.2 Strategic development plan

The School has a Strategic Development Plan that is measurable, time-bound and achievable. The strategic development plan outlines a clear, forward-looking framework designed to guide MBS's growth, enhance academic excellence, and strengthen its overall impact on students, staff, and the wider community. The plan articulates long-term objectives across key areas. It ensures that priorities are evidence-based and aligned with the School's mission and vision. By providing a structured roadmap for decision-making, resource allocation, and continuous improvement, the strategic development plan ensures that MBS remains adaptive, innovative, and focused on achieving sustainable success in a rapidly evolving educational landscape.

1.3 Operational plan

The School has an Operational Plan which includes future activities derived from the Strategic Plan, sets Key Performance Indicators (KPIs) and timelines together with the resources needed for implementation, and defines the responsibility for implementation of the goals. In alignment with its commitment to academic distinction, ethical leadership, and social contribution, the plan also acts as a strategic compass—driving a culture of accountability and shared purpose through open communication and structured performance monitoring. By harnessing data analytics and evidence-based decision-making, MBS ensures continuous refinement of its operational strategies, fostering adaptability and long-term impact. Ultimately, the Operational Plan is not only a roadmap for execution but also a living framework that empowers staff engagement and steers the institution toward meaningful educational and societal outcomes.

1.4 Financial probity

The Directors declare that MBS is profitable, solvent and liquid at this time and that it is their intention and part of the 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'.

1.5 Business continuity plan

The School has a plan that ensures business continuity of all major processes. This Business Continuity Plan takes into account possible risks and how to prevent them as well as risk assessment and mitigation strategies.

MBS also takes out a number of insurance policies and maintenance agreements with external suppliers in order to protects its IP, physical resources and funds invested by students in order to continue to mitigate the risk to students and their training investment. By proactively assessing potential risks and vulnerabilities, defining structured response procedures, and deploying effective recovery measures, the Business Continuity Plan is designed to safeguard the MBS's core operations and reinforce its dedication to uninterrupted education and service provision.

1.6 List of MBS documents related to EQA Standard 1

- MBS Strategic Development plan
- MBS Operational Plan
- MBS Business Continuity Plan.

2 Standard 2. Governance, organisational structures, and administration

2.1 Governance provisions

Besides being duly licensed to operate as a higher education institution of 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 Malta Business School by ATHE.
- Periodical oversight of Malta Business School by CMI.
- Ongoing oversight of Malta Business School 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 impeachable academic rigour and compliance to requirements by certifying bodies.

2.2 Organisational structure and administration

The Owner and Dean of the School has the overall responsibility for the direction, vision and strategic management of MBS. The Dean of the School is supported by:

MBS Leadership team – MBS has a Dean and Director of the School, a Head of Programmes and a General Manager. These are supported by the ARB (Academic Review Board) made up of two external members and the Dean, and by the MRB (Management Review Board). Together, these members are responsible for the quality, financial and strategic direction of the School through the fair usage of policies and procedures that align with the vision and mission of the School. The leadership team are also involved in business development, including partnerships and up-keep of relationships with partners, and the identification of business opportunities including market needs.

Dean of Business School

The Owner and Dean holds overall responsibility for the strategic direction, academic integrity, and operational leadership of the Business School. This role combines the visionary leadership of the institution's owner with the academic and professional oversight required of a Dean. The position ensures that the School maintains quality excellence in teaching, learning, governance, and stakeholder engagement, aligned with its mission to deliver high-quality business and management education for learners.

- Set and communicate the overall vision, mission, and strategic goals of the Business School.
- Oversee the development and implementation of long-term business and commercial viability, academic, and operational strategies.
- Ensure that all MBS activities align with professional, ethical, and educational standards.
- Represent the School at the highest level in interactions with government agencies, accrediting bodies, and strategic partners.
- Lead on institutional growth, innovation, and continuous improvement.
- Ensure academic quality, rigour, and integrity across all programmes and qualifications.
- Approve curriculum design, development, and review in line with industry relevance and regulatory requirements.
- Oversee teaching standards, assessment integrity, and student achievement.
- Chair or oversee boards and committees, such as the Management Review Board.
- Promote a culture of research and professional development among staff and tutors.
- Ensure that MBS complies with all relevant educational, legal, and quality assurance regulations.
- Maintain oversight of safeguarding, equality, diversity, and inclusion policies.
- Lead external audits, validations, and accreditations.
- Ensure adherence to data protection and financial governance standards.
- Uphold ethical practices and academic integrity throughout the institution.
- Oversee the effective management of the school's finances, budgets, and resources and provides strategic financial oversight.
- Approve financial plans, monitor expenditure, and ensure long-term sustainability.
- Provide strategic direction for marketing, admissions, and business development activities.
- Oversee staff recruitment, performance management, and professional development.
- Foster efficient collaboration across all operational units, including academic, administrative, and marketing teams.
- Build and maintain partnerships with other educational institutions, industry organisations, and accrediting bodies.
- Represent the School in external networks, forums, and professional associations.
- Oversee the development of corporate training, executive education, and international partnerships.

- Strengthen the school's reputation and visibility through outreach, research dissemination, and thought leadership.
- Foster a positive learning environment that supports adult learners' professional and personal development.
- Promote open communication, inclusivity, and a culture of respect across the institution.
- Ensure that student support services meet the needs of a diverse and professional student population.
- Lead by example in maintaining professionalism, integrity, and accountability across all operations.

Minimum qualifications and experience

MQF Level 7 in Business Administration, Management, Leadership, Education or a related field.

A minimum of 10 years of relevant leadership experience in an educational institution or related field

General Manager

The General Manager provides strategic and operational leadership across all areas of the business School, ensuring the smooth, efficient, and compliant operation of academic and administrative functions. This role oversees key departments, supports business growth, and ensures that the School's vision and objectives are achieved through sound management, effective communication, and a strong focus on quality and professionalism.

- Oversee the day-to-day management of the School's operations, ensuring alignment with strategic goals.
- Work closely with the Dean and senior leadership team to develop and implement business plans and institutional strategies.
- Monitor performance against key objectives (academic, financial, and operational).
- Contribute to strategic decision-making, risk management, and long-term planning.
- Promote a culture of accountability, integrity, and continuous improvement.
- Supervise administrative, academic support, marketing, and finance functions to ensure efficiency and coordination.
- Ensure smooth running of academic delivery, timetabling, facilities, and student services.
- Manage budgets, resources, and procurement in collaboration with the finance team.
- Implement and monitor policies, procedures, and compliance standards across departments.
- Oversee HR functions, including staff recruitment, onboarding, and performance monitoring.
- Handle complex employee or student issues in line with HR and grievance procedures.

- Support income generation through student recruitment, corporate partnerships, and professional training programmes.
- Monitor financial performance and report regularly to the Dean.
- Strengthen the School's brand reputation and visibility through partnerships and outreach.
- Build and maintain relationships with employers, industry partners, and accreditation bodies.
- Ensure compliance with relevant educational regulations, accreditation standards, and internal policies.
- Support audits, programme validations, and reviews with accrediting bodies.
- Monitor and improve the student experience through feedback, evaluation, and data analysis.
- Oversee safeguarding, GDPR, and health and safety procedures across the school.

Minimum qualifications and experience

MQF Level 7 in Business Administration, Management, Leadership, Education or a related field.

A minimum of 5 years of experience in a senior management role position.

Head of Programmes

As an academic leader, the Head of Programmes plays a central role in implementing policies, managing administration, overseeing staff, and guiding institutional governance.

- Executing MBS's policies and strategic decisions.
- Delegating responsibilities to the academic staff.
- Supervising daily administrative operations.
- Ensuring that academic staff, learners, and employees comply with relevant regulations, policies, and procedures.
- Shaping the School's vision in relation to education, training, and professional standards.
- Defining the curriculum, academic programs, and training activities within the School.
- Managing the administration, dissemination, and publication of academic, training, and development efforts.
- Establishing partnerships with external organizations, local industries, and businesses to support mentorships and work-based learning.
- Exploring and applying for EU-funded projects.
- Recruiting qualified tutors and support staff.
- Supporting ongoing professional development for staff.
- Staying informed about current policies, training opportunities, and relevant professional development.
- Participating in initiatives that promote the School, including conferences, seminars, and related events.

Minimum Qualification and experience

MQF Level 7 Qualification in Education, Leadership, Management or similar.
A minimum of 5 years of experience in a senior management role position.

Other Management roles

MBS has managers who are responsible for their area and team, and who report to top management.

Sales and Marketing Manager

The Sales and Marketing Manager is responsible for driving student recruitment, strengthening the School's brand presence, and ensuring effective communication with prospective learners, corporate clients, and partner institutions. This role combines strategic planning with hands-on execution in marketing, admissions, and relationship management.

Responsibilities:

- Develop and implement strategies to attract and enroll new students across all programmes.
- Manage the full admissions pipeline — from lead generation to enrolment — ensuring targets are met.
- Respond promptly and professionally to student enquiries via phone, email, and social media.
- Build and maintain relationships with prospective students, alumni, and corporate clients.
- Conduct information sessions, open days, and virtual briefings to promote programmes.
- Identify and develop partnerships with organisations for group enrolments or sponsorships.
- Monitor and analyse conversion rates, enquiry trends, and enrolment data to inform strategy.
- Design and execute multi-channel marketing campaigns (digital, print, events) to promote the School's programmes and brand.
- Manage the School's social media presence (LinkedIn, Facebook, Instagram, etc.) ensuring regular, professional, and engaging content.
- Coordinate the creation of marketing materials — brochures, newsletters, presentations, and videos.
- Maintain and update the School's website, ensuring information is accurate, appealing, and aligned with brand standards.
- Plan and oversee digital advertising campaigns, including Google Ads, email marketing, and SEO optimisation.
- Develop case studies and testimonials showcasing learner success and employer partnerships.
- Work closely with senior management to align marketing activities with school objectives.

- Develop annual marketing and recruitment plans, including budget and performance KPIs.
- Conduct competitor and market analysis to identify trends, new opportunities, and risks.
- Provide monthly updates on marketing performance, lead generation, and conversion outcomes.
- Contribute to business development initiatives and new product launches.
- Ensure consistency of brand messaging across all communication channels.
- Foster collaborative relationships with internal departments, ensuring smooth coordination between marketing, admissions, and academic teams.
- Oversee adherence to ethical marketing standards and data protection regulations (GDPR).

Minimum qualifications and experience

MQF Level 6 Bachelor's degree in marketing, business, economics, communications or a related field.

At least two years of experience in marketing, sales or a related field.

Office Manager

The Office Manager is responsible for ensuring the smooth and efficient operation of the Business School's administrative and academic support functions. This role serves as a central point of coordination between staff, tutors, students, and external stakeholders.

Responsibilities
- Oversee daily office operations to ensure a professional and efficient working environment.
- Manage office supplies, equipment, and facilities, ensuring availability and maintenance.
- Maintain and update school records, databases, and filing systems (digital and paper).
- Support the implementation of school policies, procedures, and compliance standards.
- Support budget monitoring and purchasing processes, ensuring cost-effective resource management.
- Handle petty cash, invoice processing, and expense tracking in line with school procedures.
- Liaise with external suppliers and service providers to ensure timely and quality service delivery.
- Support the implementation of safeguarding, health and safety, and data protection policies.
- Ensure confidentiality and adherence to GDPR and institutional policies.
- Provide administrative support to the Dean, and other senior staff.
- Monitor staff leave, sick leave and attendance

- Contribute to continuous improvement of administrative systems and processes.

Minimum qualifications and experience

Proficiency in Microsoft Office Suite (Word, Excel, Outlook, PowerPoint) and familiarity with student management system and CRM software.

At least 2 years of experience in a similar role.

Academic members of staff

Tutors

Apart from a small number of internal staff members who are also tutors on various units/modules, MBS tutors are subject-specialists, in full-time positions of responsibility at their place of work, outsourced and part-time (freelancers) with MBS. This aligns with the strategic vision and mission of the School as the application of knowledge comes from the combination of experience and theory. Tutors are responsible for keeping the teaching materials up-to-date, to be prepared to deliver their sessions, to assess and mark student assessments and to give feedback to students.

Minimum Qualification: According to legal requirements. Minimum one MQF Level higher than the Level being taught. For example, a Level 7 Qualification in the same or similar subject area when teaching at Level 6.

Internal verifiers

The School has a number of internal staff members and external partners who act as internal verifiers to monitor the quality and consistency of student work and adherence to standards and appropriate levels of learning.

Minimum Qualification: Similar to tutors, internal verifiers need a minimum one MQF Level higher than the Level being checked for verification purposes. For example, a Level 7 Qualification in the same or similar subject area when teaching at Level 6.

Admissions Team

MBS has an admissions team who is not involved in the sales function to ensure that there is no conflict of interest. MBS qualifications are open to all those who have the required qualifications and experience and who satisfy the entry criteria. The most up-to-date criteria for entry are as per the School's website pages.

Responsibilities
- Review and assess student applications, verifying documentation and eligibility.
- Liaise with academic staff to support admissions decisions and communicate outcomes to applicants.

- Maintain accurate and up-to-date records in the student management system (CRM).
- Coordinate the registration and induction of new students.
- Follow up on pending applications and incomplete documentation.
- Ensure all admissions activities comply with the school's policies and relevant regulations.
- Adhere to data protection (GDPR) and confidentiality standards when handling applicant information.
- Support visa documentation and eligibility checks (if and when applicable).
- Collaborate with academic and administrative teams to ensure a smooth student transition into study.
- Contribute to the improvement of admissions procedures and documentation templates.
- Assist with general administrative and office duties as needed to support the academic team.

Minimum qualifications

Studies at MQF Level 6 ideally in Business Administration or Education or other. Proficiency in Microsoft office suite.

Academic support

MBS academic support team members coordinate programme schedules, provide guidance to tutors and supports them with adequate information about MBS policies and procedures and materials. They also collect (anonymous) student feedback and can act as Internal Verifiers and moderate tutor assessments to ensure fairness and consistency across programmes.

Responsibilities:

- Driving the Malta Business School vision with students, clients, and tutors
- Monitoring programmes and learner related challenges
- Liaising with tutors
- Researching, developing, and preparing course material and resources
- Working with Learning Outcomes and Assessment Criteria
- Assist in quality management processes
- Carrying out standardisation activities and internal verification
- Assessment marking/corrections
- Monitoring of assessment marking/corrections
- Mentoring students in academic writing
- Report and proposal writing
- Coordinating training activities and programme schedules
- Delivering training
- Answering student queries with a customer-centric focus
- Carrying outbound calls to follow-up with prospective students
- Providing information about MBS programmes.

Minimum qualifications:

Studies at MQF Level 7, ideally the area of studies is within personal development skills, business and/or management.

Administrative members of staff

Student support & Progression of studies

Several members of staff act in the student support function to ensure that prospective students are getting the correct and right information for their studies, that prospective studies are aware of eligibility criteria and application requirements, that applicants have all the information that they need to be successful in their studies throughout the study journey, that students are progressing well in their studies, and to guide and be of support in case of difficulties.

School Administrator
- Providing reliable administrative support for various programmes
- Answering student queries with a customer-centric focus
- Carrying outbound calls to follow-up with enquiries of prospective students
- Facilitating meetings with prospective students to provide information about MBS programmes
- Assisting with the sales efforts for the different programmes the school offers
- Contribute to team efforts to reach sales targets
- Regular and accurate up-keep of records
- Preparing programme schedules
- Carrying out various operational procedures.

Minimum Qualifications:

None. Although studies at MQF Level 6 would be considered an asset.

Customer Service Representative

Responsibilities:
- Provide excellent service to current and prospective adult learners, to ensure a positive learning journey
- Engage with potential clients to understand their needs
- Answer incoming calls
- Make outbound calls to schedule meetings with prospective learners
- Communicate via email with prospects, applicants, and learners
- Regular and consistent up-keep of records on our CRM system
- Contribute to team effort to reach sales targets.

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Minimum Qualifications:
None. Although studies at MQF Level 5 would be considered an asset.

Enrollment Executive
- Providing excellent service to current and prospective adult learners, to ensure a positive learning journey
- Answering incoming calls
- Making outbound calls to schedule meetings with prospective learners
- Sending emails to prospects, applicants, and learners
- Carry out sales meeting with prospective learners
- Regular and consistent up-keep of records on our CRM system
- Contribute to team effort to reach sales targets.

Minimum qualifications:
No minimum qualifications required although studies at MQF Level 5 would be considered an asset.

Marketing Executive
The Marketing Executive supports the Business School's marketing, communications, and recruitment activities, ensuring consistent brand visibility and engagement across digital and print channels. The role requires a creative and tech-savvy professional with strong design, IT, and website management skills who can work independently and collaboratively to promote the school's programmes and enhance its online presence.
- Support the development and implementation of the School's marketing strategy.
- Create and schedule engaging content for social media, newsletters, and other digital platforms.
- Design promotional materials, brochures, and digital assets consistent with brand guidelines.
- Liaise with admissions and academic teams to ensure marketing materials accurately represent the school's programmes.
- Assist in organising promotional events, open days, and student recruitment activities.
- Maintain and update the School's website, ensuring accurate content, SEO optimisation, and user-friendly navigation.
- Monitor website analytics (e.g., Google Analytics) to track engagement and suggest improvements.
- Ensure all online content aligns with the School's brand and communication strategy.
- Work under the direction of the Sales and Marketing manager to manage online advertising campaigns (Google Ads, LinkedIn, Meta platforms, etc.) when required.
- Maintain online listings and profiles on partner or directory websites.

- Design digital and print marketing materials (social media graphics, adverts, presentations, banners, etc.).
- Create short promotional videos or visual content for campaigns and events.
- Ensure all designs are on-brand, professional, and suitable for the target audience (adult learners and professionals).
- Maintain a library of marketing assets and templates for consistent branding.

Minimum qualifications
MQF Level 5 in in Marketing, Communications, Business, Design, or a related field.

2.3 List of MBS documents related to EQA Standard 2
- MBS Management Review Board policy
- MBS Academic Review Board policy
- MBS Stakeholder Policy and Questionnaire
- Student Representative Council.

3 Standard 3. Quality management

3.1 Quality management

The leadership team have overall responsibility for academic leadership, direction and management of MBS. This includes responsibility for programme planning, development, administrative management and delivery; resource planning and development; academic quality and standards, liaison with accrediting bodies and partner institutions; as well as quality management systems.

Responsibilities of the leadership team 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.

3.2 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 the set standards are a prerequisite for ongoing certification of MBS by the MFHEA. (It is to be noted that MBS does not, at this time, fall under the requirements of Standard 10. Therefore Standards considered under this Quality Manual are Standards 1 to 9 and Standard 11.) 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.

3.3 PDCA cycle

The PDCA (Plan-Do-Check-Act) cycle is a four-step management tool used at MBS for continuous improvement for quality management to ensure that our programmes and services meet established quality standards as set out by the MFHEA and other awarding bodies. The PDCA aids the School to monitor, assess, evaluate and report objectively on different aspects.

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        Plan
  Act          Do
       Check
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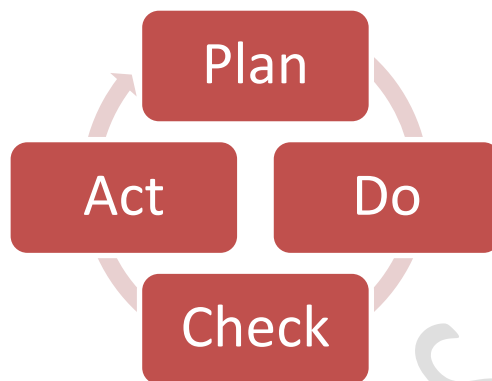
3.4 Internal review

Malta Business School has a number of activities 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 Management Review Board 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 Academic Review Board 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.

Another internal review and monitoring activity 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 also checks that MBS policies are in line with the legal and regulatory requirements in force. The quality auditor 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.

3.5 Internal review processes

Malta Business School has internal processes to independently review academic and administrative processes to ensure that all programmes, assessments, and operations meet the School's established quality standards and regulatory requirements.

3.6 Internal verifier

The Internal Verifier provides objective feedback on assessment integrity. The Internal Verifier is responsible for ensuring that all assessments are conducted fairly, consistently, and in line with approved academic standards. This role focuses on reviewing assessment decisions made by tutors or assessors to confirm that grading is accurate, evidence is sufficient, and marking criteria have been applied correctly. The Internal Verifier also provides constructive feedback to assessors, supports standardisation meetings, and ensures that assessment records are properly maintained. This function is essential to the School's quality assurance process, as it upholds the integrity, reliability, and credibility of the assessment system, ensuring that all learners are treated equitably and that qualifications awarded reflect genuine achievement.

3.7 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 CMI, ATHE and Henley Business School and with whose directions, MBS is bound to comply for courses accredited by CMI, ATHE or HBS. Finally, the MFHEA also externally reviews MBS and conducts periodic audits in line with the requirements of the EQA Standards.

3.8 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 in the delivery of its programmes. This process is especially highlighted in the policy 'MBS policy for Data Collection, Analysis and Corrective Actions' and 'MBS tracking and Monitoring of Learner Progress'

3.9 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'

3.10 List of MBS documents related to EQA Standard 3

- MBS Quality Assurance Manual
- MBS policy for Data Collection, Analysis and Corrective Actions
- MBS Statement of Responsibility for TQM
- MBS Tracking and Monitoring Learner Progress.

4 Standard 4. Integrity, accountability, and information management

4.1 MBS code of ethics

To guarantee academic, social, legal and administrative ethically and legally correct behaviour from all staff members and tutors MBS asks all staff members and tutors to abide by its 'MBS Code of Ethics'. Instances where a breach of the Code of Ethics is suspected will be escalated to the management team and to the MRB and/or ARB as applicable and/or appropriate.

4.2 Equal opportunities for all

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.

4.3 Interaction with and behaviour towards MBS and MBS clients

The School is committed to ensure that any interaction with a student is conducted in a professional, courteous, and respectful manner and it expects that any student communication is conducted in the same way.

The School will not tolerate inappropriate behaviour towards MBS employees, tutors, or other stakeholders of the School. Hostile, aggressive or otherwise inappropriate behaviour will be considered very seriously.

Malta Business School has zero tolerance with regards to inappropriate behaviour. The below is not an exhaustive list, and such behaviour can result in the withdrawal of the student from the programme of studies:

- Lack of respect for other students, staff, and all other stakeholders such as harassment, intimidation, or bullying
- Disruptive and/or disorderly conduct
- Breach of peace
- Indecent behaviour
- Verbal aggression
- Violence and physical abuse towards others
- Lack of respect to MBS property
- Theft and/or deliberate damage to MBS property

While the School will take into consideration cultural differences, a warning to the student that their behaviour is felt to be inappropriate will be issued, and that action may be taken. Where the behaviour is repeated or particularly inappropriate, action may be taken with no warning, including being withdrawn from the programme of studies.

Where MBS is made aware of any alleged offence and/or alleged illegal action against MBS or its clients, MBS reserves the right to report a student to the local law enforcement office and suspend the student from the programme of studies pending the outcome of any investigation or charge brought against the student. MBS can seek legal action against such students. In the event of a final decision against the student by any competent authority, MBS shall be entitled to terminate the student contract and expel the student from the programme of studies. The Dean has the ultimate discretion in deciding whether off-campus behaviours, that are considered to be dishonest, will be addressed by the School.

4.4 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 or when writing an assessment.
- 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 (including work from AI tools).
- The misuse of Generative AI tools, including the failure to appropriately acknowledge the use of such tools.

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 Academic team. The Academic team will investigate the matter and discuss internally. 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 ARB as defined in the policy 'MBS Academic Review Board policy':

- Expulsion from the School.
- Disbarment from examinations or submitting of assessments for a specified period.
- Exclusion from the examination/assessment 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.

4.5 Public information

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 . In the case of ATHE programme, admission responsibility falls onto MBS. In the case of CMI accredited modules admission responsibility falls onto MBS.

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.

4.6 Data protection

Malta Business School is fully committed to protecting the privacy and personal data of all individuals whose information is available to MBS to process, including students, alumni, employees and other stakeholders.

At MBS we are fully aware of our responsibilities under the General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act (Chapter 586) of the Laws of Malta), and we strive to ensure that all personal data is processed lawfully, fairly, and transparently.

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.

4.7 Data privacy

The MBS Privacy Policy explains how Malta Business School collects, uses, and safeguards personal information that is given to us. This applies to all personal data obtained through interactions with MBS, whether as an employee, learner, alumnus, or other stakeholder, as well as through engagement with our websites, social media platforms, and communications such as email or other correspondence.

4.8 List of Relevant websites

- For Malta Business School http://mbs.edu.mt
- For Henley Business School http://www.henleymalta.com.mt or https://www.henley.ac.uk/study/mba/flexible-executive-mba
- For ATHE http://athe.co.uk

4.9 List of MBS documents related to EQA Standard 4

- MBS Code of Ethics for learners
- MBS Code of Ethics for staff and tutors
- MBS Guidelines for Addressing Violations
- MBS Learner Terms and Conditions
- MBS Quality Manual
- MBS Data Protection Policy
- MBS Data Privacy Policy
- MBS Website Policy and Procedures
- MBS IT Acceptable Use Policy
- MBS GDPR Compliance Statement.

5 Standard 5. Teaching and administrative staff

5.1 Recruitment

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

5.2 Staff recruitment

MBS has mechanisms in place for the recruitment of new staff members. After a need is identified, the School uses a mix of mediums to advertise the position. As much as possible, but depending on market conditions, only candidates that satisfy the minimum criteria specified are considered for a first interview which is typically chaired by two managers and a second interview which is chaired by members of the leadership team. Candidates chosen are given a contract, taken through a full on-boarding process and given full training on their role. Such training can sometimes span a number of weeks. KPIs (key performance indicators), tasks and responsibilities as well as activities that the new staff member can join are typically outlined in their job description in their contract of employment and consistent with Maltese employment laws and regulations. Final responsibilities are commensurate with the experience and qualifications of the staff members.

Being a small institution, all staff members have a direct line of communication with the Owner of the School and friendly, informal interactions with all staff members is encouraged.

5.3 Tutor recruitment

Tutors generally approach MBS or are interviewed on recommendation. Only candidates that satisfy the minimum criteria specified are considered for appointment, that is, that tutors are in possession of a qualification which is at least one level higher than that which they are teaching/delivering. Potential MBS tutors thus require relevant qualifications, and also a professional background in their area of expertise and training experience. Applications are screened by the Academic team and a list of qualified candidates is drawn up. Prospective tutors are invited for an interview, which is normally chaired by two managers, or members of the leadership team.

MBS preferred method of screening potential trainers is via observation. Where this is possible, one of the managers/leadership team observes the class/lesson and provides written and verbal feedback. If prospective tutors 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.

5.4 Tutor Induction

New tutors undergo an induction process whereby a meeting is set up by one of the Academic 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 used by the tutor and to be provided to the students.
- Teaching, learning and assessment strategies.
- General terms and conditions of engagement.

New tutors are given and taken through the 'MBS Code of Ethics for Staff and Tutors', and the 'MBS Tutor Engagement Contract' which is an agreement that requires the signature of both the tutor and the Dean (or trusted person).

5.5 Tutor duties and functions

The primary function of tutors is to deliver, teach guide and assess students on designated subjects. The workload of teaching staff is appropriately quantified and regularly monitored. Tutors are also encouraged to engage in appropriate staff development to support their academic development.

Before teaching commences, tutors should:

- Be familiar with the material provided.
- Liaise with an academic member of staff to make sure that material is available to all participants.
- Ensure an up-to-date reading list is available.
- Discuss with an academic member of staff about a class list, an attendance sheet, the feedback questionnaire, and any other relevant administration documents that might be needed from time to time.
- Be fully aware of the training schedule and calendar for their classes.
- Attend meetings with the Academic managers or other tutors as required.
- Be aware of assessment requirements such as assignments, examinations and marking schemes for the module/course being taught.

During the delivery of sessions tutors 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.
- In the event of any challenges faced, discuss with the Academic team on the actual day of the course to find solutions as necessary.

On course completion tutors should:
- Provide learners with feedback questionnaires and pass these on to the respective member of staff (if required – typically this process is now automated, but in the unlikely event that internet is not available for example, the tutor can support MBS with the collection of feedback).
- Fill 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 academic member of staff (where applicable).
- Pass on assessment results to the identified MBS member of staff in a timely manner, who will pass the final results to the participants (where applicable).

5.6 Administrative staff onboarding

New staff members participate in a comprehensive onboarding process, which introduces them to the values, policies, and procedures of MBS. The school's culture is built on loyalty, dedication, honesty, continuous learning, and mutual respect. Employees are encouraged to be proactive, passionate, and client-focused, contributing to a dynamic and supportive environment. Constructive feedback, open communication, and a commitment to personal and professional growth are central to the school's ethos.

Onboarding is not merely an administrative formality—it is a structured and thoughtful process designed to welcome new staff into the organisation, align them with our values, and equip them with the tools and knowledge needed to succeed in their roles.

The onboarding process is carried out by the line Manager with the support from the General Manager. The process typically begins once a candidate has accepted an offer of employment and continues through their first weeks at MBS. It is designed to be both informative and engaging, ensuring that new employees feel supported and confident as they integrate into the School's culture and operations.

During onboarding, new staff are introduced to the organisational structure, including key departments such as Academic, Operations, Sales & Marketing, and Finance. They are also familiarised with MBS's mission— "Applying Knowledge for Success"—and the values that underpin MBS's work, such as loyalty, honesty, proactive communication, and respect for colleagues and clients.

5.7 Administrative staff duties

MBS prides itself on delivering exceptional customer care and maintaining high standards in all client interactions. Staff are expected to approach every client and prospective client with concern, competence, courtesy, commitment, composure, consistency, and creativity. Prompt and professional responses to enquiries, whether by phone, email, or in person, are essential to building long-term relationships and ensuring client satisfaction. The School encourages a customer-centric approach, where the needs and interests of clients are prioritised, and feedback is actively sought to drive continuous improvement.

5.8 Staff development

The success of MBS is strongly based on the caliber and competence of its tutors and administrative staff, and its commitment to continuing enhancement and encouragement of staff development. Tutors engaged by MBS and staff members are encouraged and invited by the School to attend courses or workshops, which aim to broaden their own continuous professional development.

Administrative staff development is essential to the success and sustainability of MBS. As key enablers of daily operations, administrative staff ensure that academic, financial, and student support systems run efficiently and professionally. Investing in their development enhances productivity, accuracy, and service quality while fostering a culture of continuous improvement and accountability. Ongoing training in areas such as digital systems, communication, compliance, and customer service equips staff with the skills to adapt to changing institutional needs and regulatory standards. Ultimately, strong administrative capability underpins the school's overall quality, learner satisfaction, and institutional reputation.

5.9 Tutor absences

In the event of unplanned long tutor 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 tutor's absence, MBS generally provides alternative and equivalent arrangements. New dates for postponed classes are arranged with all the participants.

It is the tutor's own responsibility to notify absence at the earliest possible time and, in any event, not later than 09:30 hours on the first day of absence or if possible at least 6 hours before the start of the delivery of training. Wherever possible, notification should be given before the first day of absence. When notifying absence, the tutor should indicate:

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

Should a tutor be unable to provide notification personally, it is their responsibility to have the absence notified by another person.

Where a scheduled class is taken by an alternative tutor, it may be appropriate or necessary for one of the academic members of staff to speak to the class and to notify the class in advance of lesson changes. Where the class is given pre-specified work to occupy the delivery time, a tutor 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.

5.10 Staff absences

Staff absence management is an important aspect of maintaining operational continuity and professionalism within the School. Consistent attendance ensures that teaching, administration, and student support activities run smoothly and that colleagues are not unduly burdened. While the School recognises that legitimate absences due to illness or personal circumstances are sometimes unavoidable, it is essential that staff follow established reporting procedures and communicate promptly with their line managers. Effective monitoring of absences helps identify patterns, provide appropriate support, and maintain fairness across the team. A responsible approach to attendance reinforces reliability, accountability, and the overall efficiency of the institution.

5.11 Collection of feedback on tutor performance

Formal student surveys are conducted for each module, unit, short course or programme of study using feedback questionnaires. The aim of these surveys is to assess student satisfaction with individual modules and with the overall programme (where relevant). Specific issues emerging from student surveys are given serious attention by MBS. Feedback related to HBS programmes, are conducted online and relayed to MBS. Feedback related to ATHE programmes are carried out by MBS. Feedback related to CMI accredited modules are carried out by 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 tutors are informed accordingly.
- An MBS member of staff distributes the questionnaire link set up online for students to fill in.
- Data on the completed questionnaires is analysed are initially reviewed by the academic management team to ensure any urgent issues are dealt with quickly.
- Administrators compile/collect the questionnaires and save questionnaire results in the appropriate folders. All feedback questionnaires are kept for at least one year after course completion.
- Where necessary, and to resolve any issues in a timely manner, the academic management team will endeavour to meet with participants/students involved in a 'group' challenging situation (for example a particular intake or cohort) to attempt to resolve any problem/s identified
- 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, tutors may be requested by the academic managers to provide a formal written response, indicating the intended short term and long term actions required to address the issue/s.

5.12 Staff performance

Staff performance is a critical component of organisational excellence within Malta Business School. High-performing staff contribute directly to the quality of teaching and learning, student experience, and overall institutional effectiveness. Maintaining strong performance requires clear expectations, regular feedback, and alignment between individual goals and the School's strategic objectives. A culture of accountability, professional growth, and recognition ensures that all staff are motivated to deliver their best work. Effective performance management not only identifies and rewards excellence but also provides opportunities for development and support where needed, ultimately driving continuous improvement across all areas of the School's operations.

At MBS we are committed to cultivating a professional environment where continuous improvement, personal development, and organisational alignment are central to our success. The MBS Performance Management Policy outlines the framework through which staff performance is supported, evaluated, and enhanced. It applies to all employees—managerial, academic, administrative, and support staff—and reflects our values of integrity, transparency, and excellence.

Performance management at MBS is not a one-off event but a continuous process that encourages regular dialogue, goal setting, feedback, and development. It is designed to ensure that every team member understands their role, feels supported in their growth, and contributes meaningfully to the school's mission.

5.13 List of MBS documents related to EQA Standard 5
- MBS Code of Ethics for Staff and Tutors
- MBS Health and Safety Policy
- MBS Staff Recruitment policy
- MBS Employee Handbook
- MBS Grievance Policy
- MBS Harassment Policy
- MBS Staff Development and Training Policy
- MBS Performance Management Policy
- MBS Staff Appraisal Form
- MBS Teaching and Learning Strategy
- MBS Peer Observation Teaching Form
- MBS End-of-Module or End-of-Programme Feedback questionnaires.

6 Standard 6. Design, monitoring and review of Programmes

6.1 Centralised course design

In line with the MBS mission and vision, programmes are centered around business, management and personal development and designed with adult learners in mind. Labour market needs are taken into account as long as within the scope of the mission of the School.

At Malta Business School, market research is a cornerstone in the design and development of academic programmes. By systematically analysing labour market trends, employer expectations, and learner aspirations, MBS ensures that its educational offerings remain relevant, future-focused, and aligned with both national and international business landscapes. This research-driven approach enables the School to identify emerging competencies, address skill gaps, and craft curricula that enhance graduate employability and entrepreneurial readiness. Engaging with industry stakeholders, alumni, and professional bodies also provides valuable insights that shape programme content and delivery, reinforcing Malta Business School's commitment to excellence, innovation, and lifelong learning.

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

It is the responsibility of the academic members of staff to pass on all information about the course and the course design to the tutor. The course programme, slides, notes etc. are forwarded to the tutor at least two weeks prior to the course start date. Tutors use a mix of resources such as power point slides, notes, handouts, case studies, reading lists and other resources as indicated by the academic members of staff at MBS. While specialised courses may require specialised tutors, all the material used throughout a course of studies needs to be approved by MBS prior to course commencement.

6.2 Academic programmes design

MBS academic programmes design reflects the following characteristics:
- They define the expected student workload in terms of ECTS credits. Such expected student workloads are realistic and consistent with the calculation that, on average, 1 ECTS credit equals 25 study hours.
- They indicate the target audience, (including any specialised targeting such as when offering a programme to a specific industry or organisation), and the relationship of the programme to professional careers bearing in mind the change of context over time.
- They indicate the minimum eligibility and selection criteria, where applicable.
- They are learning outcome-based, distinguishing between knowledge, skills, and competences.
- They indicate the overall course objectives.

- They indicate appropriate learning dynamics and a measure of tutor-student and peer-learning interaction as is appropriate for the course level and content.
- They define the course content and stratification by modules/units if any, and identify whether the module/unit is compulsory or whether it is an elective.
- They indicate appropriate resources and forms of assessment.
- They indicate the minimum requirements in terms of qualifications and competences for teaching staff.
- They indicate the person/s responsible for student support including technical, administrative and academic support.
- They are in line with the MQF/EQF and the Malta Referencing Report 2012 and subsequent updates.
- When relevant, the process of the identification of training/programme needs involves the participation of external stakeholders who are likely to benefit from the outcomes of such provision.
- When relevant, and when employment-oriented, stakeholders from the world of work are involve in programme design.
- When relevant, involve as much as it is practical, the student viewpoint in course design such as by ad hoc invitations of appropriate persons from the student body to the design and/or review team meetings.
- They are designed so that they enable smooth student progression.
- They are subject to a formal institutional approval process.
- The programmes' structure and content ensure a logical sequencing of their components, a relevant balance between theoretical and practical activities, and sufficient opportunities for students to achieve the learning outcomes within a reasonable timeframe.
- In developing its programmes, MBS conducts comparative analyses of similar programmes in leading foreign higher education institutions.
- The programmes' design is conducted in close engagement with internal and external stakeholders, including administrative staff, external academic peers, students, and employers.

6.3 Programme monitoring

Academic members of staff review teaching materials based on feedback received as well as to the possibility of updating material to be sure that programmes:

- Are still in line with the School's strategic objectives.
- Are up-to-date and congruent with the latest research/findings.
- Are responsive to the changing needs of the market.

As part of the cycle of programme monitoring, MBS also looks at:

- Analysis of admissions, progression, completion, and student achievement.
- Analysis of student, graduates, and employer feedback (through the Stakeholders' questionnaire).
- Teaching staff reflections and observations.
- External examiner feedback, where applicable.
- Other metrics providing objective input into the validation of quality.

6.4 Participants' feedback

The opinions of stakeholders, and in particular individual participants/learners, 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 questionnaires, but other methods of data (opinion) collection are also employed.

6.5 Feedback questionnaires

Formal student surveys are conducted for each module or short courses 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 tutors are informed accordingly.
- Tutors distribute the questionnaire for example in short open programmes; OR a questionnaire is set up online for students to fill in.
- Administrators extrapolate data and findings and save the raw data. All data is kept for at least one year after course completion.
- Management reviews and analyses the findings to ensure any urgent issues are dealt with quickly.
- Where necessary, and to resolve any issue in a timely manner, the managers meet with participants/student group involved to attempt to resolve any problem identified through the questionnaires or the interview process (see point 6.6).
- 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, tutors 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.

6.6 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 leadership team, 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 tutors, as agreed with the learners, and action is taken on current or future courses accordingly.

6.7 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 being required, refer these concerns to the ARB. On the other hand

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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.

6.8 Programme 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 academic members of staff make and discuss recommendations where necessary.

On the first occasion that the training is delivered, meetings are held with the tutor/s throughout the course. This enables the academic team to observe and monitor course progress and make amendments to the current course, should improvements be required, and to 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 tutors and the academic team and solutions for improvement are sought.

When the academic team identify modifications to the programme, these are classified as either minor or major modifications. Both minor and major modifications are discussed at ARB and leadership team levels. While minor modifications can be rolled out, it might be that major modifications will need to pass through a process of re-accreditation with the MFHEA.

6.9 Termination of programmes

In the event of the termination of a programme, that is, the ceasing of recruitment and delivery of the programme, MBS will, first and foremost, look at the interests of any current students, making sure that all such students have the opportunity to continue and finalise their studies within a specific period of time. In such a situation, MBS will appropriately plan for the cessation/termination of the programme in line with legal requirements.

6.10 List of MBS documents related to EQA Standard 6
- MBS Local Course design and Review
- MBS Policy for Data Collection, Analysis and Corrective Action
- MBS End-of-Module or End-of-Programme Feedback questionnaires
- MBS Stakeholder Feedback Questionnaire.

7 Standard 7. Student centred learning, teaching and assessment

7.1 Teaching methods

At MBS teaching is seen as a multidimensional activity that seeks to promote quality learning through a learner-centered interaction between the tutor, the student and the curriculum. It is the creation and management of learning experiences using different methods of delivery where appropriate to the material being taught and student needs. The teaching methods employed support students 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
- Observations.

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
- Research
- Assignments
- Field trips (such as company visits)
- Group work or group research
- Project work
- Guest lectures
- Observation
- Personal development insights
- Participation during class activities
- Portfolio of work
- Presentations
- Seminars
- Tutorials
- Work-based learning
- Discussions
- Workshops
- Reflective journals.

7.2 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.

MBS provides multiple pathways to learning, such as face-to-face, online, blended and hybrid format, with both synchronous and asynchronous components designed to support flexibility, enhance accessibility, and the effective engagement of learners. At MBS the prevalent pedagogical method is one that encourages student engagement and active learning.

7.3 Assessment

Assessments are either designed by MBS or by partnering institutions depending on the programme. It is the aim of MBS that students are typically made aware of assessment needs from the very beginning of the programme/module/unit. This is done through documentation (for example the Assessment Guidelines) as well as explanation by the tutors during sessions. Tutors are expected to explain the assessments and answer any questions accordingly for each module/unit. Therefore, it is expected that tutors are familiar with assessment requirements.

The criteria and method of assessment as well as for marking is available to the students as part of their learning resources. Students, therefore, have ample opportunity to ask questions about the assessment methods and requirements.

Responsibility of administration of assessment is held by MBS. However, tutors are required to be familiar with the assessment process, the date of administration/submission/deadline and the manner in which feedback is delivered. MBS tutors are responsible for the marking and the giving of feedback on assessed pieces of work for home-grown, ATHE and CMI modules. Henley Business School markers are responsible for the marking and feedback of Henley Business School courses.

Markers provide detailed feedback for assessments as required by MBS. In the case of examination results, feedback is only required in cases of failure. MBS promotes summative and formative feedback with the aim of being objective and constructive. When providing formative feedback, it is necessary for tutors to consider areas as well as method/s of improvement. Formative feedback is informal, can be carried out during discussions with students, and does not contribute to the final mark.

For home-grown programmes, the development of assessment tasks and assessment documents is shared within the academic team who have the responsibility to make sure that each assessment task correlates to specific learning outcomes and assessment criteria.

In the case of MBS courses, assessment documents such as assignment briefs are provided by MBS. All such assessment documents require approval by the MBS academic team. Student work is the property of MBS. For internal purposes, assessment documents are accompanied by:

- A rubric
- A marking scheme
- An Assessment Front Sheet (AFS).

In pursuit of fairness and transparency, marked assessments are internally verified and feedback is provided to the tutor on their marking. This is also to ensure that there is standardisation and moderation across different intakes for the same module/unit. In cases where the marker and the IV have a very strong difference of opinion, a second blind grading can be suggested. In cases where the marker and the IV have slight differences of opinion, the IV will meet with the marker and discuss to reach a conclusion together.

ATHE programmes are Externally Verified and ratified before the formal mark and/or grade can be issued. Our home-grown BBM programme is also subject to External Verification from CMI on a number of modules. Assessments on Henley Business School programmes are marked, internally and externally verified by HBS.

Students have to submit a Turnitin report with most pieces of work that they submit for assessment. (For example, presentation slide decks can be exempt from the use of anti-plagiarism software since the validity and reliability of this type of assessment lies in the actual presentation by the student.)

7.4 Programme rules
Different programmes have different rules and regulations for assessment as explained to the learners during the programme and in various material available to students. However, the standard rule is that if a student fails a module/unit, the student is given one more chance to resubmit. Students also have one more chance overall to resubmit work for the particular module. Sometimes it might be necessary for a student to re-take a module/unit of studies.

7.5 Appeals
There is a clear procedure where students can appeal the result of their assessed pieces of work with clear grounds on what can be appealed.

7.6 List of MBS documents related to EQA Standard 7

- MBS Teaching and Learning Strategy
- MBS Assessment Feedback Form
- MBS Assessment Guidelines
- MBS ATHE Curriculum Plan
- MBS Notes for Academic Referencing
- Henley MBA Programme Handbook
- Delivering ATHE Qualifications
- MBS Recognition of Prior Learning Policy
- MBS Recognition of Prior Learning guidance notes
- MBS Equality, Diversity and Inclusion Policy
- MBS Complaints Procedure
- MBS Appeals Policy
- MBS Policy on giving and receiving feedback
- MBS Students' Feedback and Complaints Form
- MBS Break in Studies/Referral Request Form.

8 Student administration and student support services

8.1 Dissemination of information

The institution is committed to ensuring that accurate and reliable information is readily accessible to prospective students and other stakeholders. Comprehensive details regarding the different programmes, admissions procedures, tuition fees, and other essential information are continuously updated and published on the official website to guarantee transparency and currency [www.mbs.edu.mt]. In addition, prospective students are encouraged to request further information directly, with the option to schedule a convenient meeting time to discuss their specific interests and needs. To enhance responsiveness, an automated system ensures that any enquiry about one or more courses triggers the immediate delivery of a tailored email containing the requested information, thereby supporting informed decision-making and reinforcing MBS's dedication to clear, timely, and student-focused communication.

8.2 Admissions

Admissions requirements are clearly defined, consistently applied, and appropriately aligned with the academic standards and objectives of the institution and its programmes as per the MBS Admissions and Registration Policy. To ensure transparency and accessibility, all admission criteria are published on the MBS official website, where they are regularly reviewed and updated to reflect current academic policies and programme needs. This approach enables prospective students to make well-informed decisions while ensuring that entry requirements uphold the quality and integrity of the institution's offerings. Prospective applicants are asked to fill in an application form (and/or provide other documentation) as necessary and/or according to the programme of studies. Applications are checked by the admissions team who have the final say on the eligibility of an applicant onto a programme of studies.

In the case of HBS applicants, those eligible to apply to HBS programmes are assisted by the Head of Programmes 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 Head of Programmes 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 programmes, 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 some courses. Exceptions may be considered where evidence of career building through other means (e.g. voluntary work, study and apprenticeships) is produced. The admissions team have the ultimate responsibility for applications.

8.3 Enrolment

Following the successful completion of the application process, which culminates in the issuance of an official Offer Letter, students proceed to the formal enrolment stage. This process requires students to confirm their acceptance of a place on the programme by signing the Offer letter which also includes a Learner Terms and Conditions (which is the MBS document for a Student Agreement). This is a binding document that clearly outlines the rights and responsibilities of both the student and the institution. The Learner Terms and Conditions provides transparent information on academic expectations, policies, tuition fees, and other key conditions governing the student's participation in their chosen programme. By completing this step, students not only secure their place with MBS but also enter into a mutually accountable relationship that upholds the standards, values, and commitments of the academic community.

8.4 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/TOEFL/Cambridge or similar score taken within the last two years.
- Fills in the application forms and a personal statement in the English language and holds an interview meeting (online) 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 the English language.

In general, the minimum level of English language required for programmes at MBS is B2 level or higher. This will depend on either the MQF Level rating of the course, or the content of the course.

8.5 Recognition of prior learning

The institution has established a robust and effectively implemented Recognition of Prior Learning (RPL) policy that supports both access and certification pathways.

For access, the policy provides an alternative route for applicants who may not fully meet the formal eligibility requirements but can demonstrate relevant knowledge, skills, and competencies gained through prior experience or non-traditional learning.

Within the framework of MBS's RPL policy, students may be granted exemption from attending specific classes where they can demonstrate, through appropriate evidence and assessment, that they have already achieved the required learning outcomes through prior formal, non-formal, or informal learning. Such exemptions are carefully evaluated to ensure that academic standards are upheld while avoiding unnecessary duplication of learning. This process not only acknowledges and values students' prior achievements but also allows students to focus their time and effort on new areas of development, thereby supporting a more efficient, personalised, and meaningful learning experience.

For certification, the RPL framework enables the recognition and transfer of credit from non-formal and informal learning, ensuring that students receive fair acknowledgement of their prior achievements. This approach promotes inclusivity, flexibility, and lifelong learning, while maintaining the academic integrity and quality standards of MBS's programmes.

8.6 Student life-cycle

MBS maintains and disseminates a comprehensive set of policies that provide clear, consistent, and transparent guidance across all stages of the student life-cycle, including admission, assessment, progression, suspension or termination of studies, recognition, certification, and the awarding of qualifications. These policies outline the rights and responsibilities of students, students' responsibility for their own conduct, procedures for addressing breaches of conduct including the range of penalties that may be applied, and the roles and accountabilities of relevant members of staff. By making these policies easily accessible, the institution ensures that students are fully informed and supported throughout their academic journey. Furthermore, the policies are designed to reflect the social dimension of higher education, actively promoting equity, inclusion, and diversity, thereby fostering a safe, respectful, and inclusive learning environment for all members of the student body.

MBS has established robust processes to systematically collect, monitor, and analyse reliable data across key aspects of the student experience. This includes detailed information on the student population profile, progression patterns, identification of at-risk students, success and attrition rates, and feedback on programme satisfaction, learning resources, and support services.

The resulting statistical insights are actively utilised for quality management, strategic planning, and evidence-based decision-making, ensuring that policies, resource allocation, and programme enhancements are informed by accurate, comprehensive, and actionable information.

8.7 Attendance

Regular and punctual attendance is essential to successful academic achievement. Each student is responsible for their work from the first day of a course/programme and must make satisfactory arrangements with the tutor 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 international (non-EU) students residing in Malta based on their student visa. In keeping with official regulations, MBS enforces a strict attendance policy. All international students are expected to attend a minimum of 80% of sessions, 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.

Students are expected to engage consistently with their classes, assessments, and other academic commitments in line with programme requirements. To ensure fairness and accountability, when a student is flagged up as consistently missing classes or lacking contributions to academic commitments, the School will do its utmost to set up a meeting to discuss such behaviour and allow the student to bring forward their reasons for their inactivity. MBS academic team (sometimes with input from the management team) and on a case-by-case basis will take a decision about the enrolment status of the student depending on the situation and always taking into consideration the possible difficulties of an adult learner. Decisions can include withdrawal of the student from their studies, supporting the student to apply for a break-in-studies, or supporting the student in a way which is deemed appropriate according to the particular case.

8.8 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.

8.9 Academic misconduct

The institution maintains strict standards of academic integrity, underpinned by comprehensive policies and procedures designed to prevent, identify, and address academic misconduct. The MBS Academic Misconduct policy covers a wide range of breaches, including plagiarism, cheating, falsification of data, and other forms of dishonest or unethical academic conduct.

Clear guidelines about what constitutes academic malpractice are communicated to students and staff to ensure shared understanding of expectations and responsibilities. In cases of misconduct, established procedures ensure that matters are handled fairly, consistently, and transparently, with appropriate actions and sanctions applied in proportion to the severity of the breach. Through this policy, MBS reinforces its commitment to upholding academic honesty, protecting the value of its quality qualifications, and fostering a culture of ethical citizenship.

Further information can be found in the MBS Malpractice Policy (for staff) document, the MBS Academic Misconduct Policy document, the MBS Academic Misconduct Process document, the MBS Academic Misconduct Process visual document, and the MBS Guidance on the use of AI Software document.

Furthermore, the School has clearly defined guidelines for staff members when dealing with a suspicion of academic misconduct. This is an internal staff document.

8.10 Support for students

MBS is committed to providing a comprehensive network of student support services designed to foster academic success, personal well-being, and especially professional development and career advancement. The senior management team and the academic team are available to guide and support students throughout their studies, ensuring timely assistance with learning challenges and progression where appropriate.

In addition, the motto of the School of "Applying Knowledge for Success" is reflected in various academic and assessment requirements to help students prepare for future opportunities while maintaining their overall well-being.

The MBS student body is diverse by design — including mature, part-time, employed, and international students. MBS has carefully planned its support structures to be flexible, inclusive, and responsive to varied circumstances including also extra support to students with special needs or learning difficulties. This holistic approach ensures that every student has equitable access to the resources and guidance necessary to thrive academically, personally, and professionally.

MBS organises a comprehensive orientation programme designed to provide new students with a clear and thorough understanding of the academic environment they are joining. This programme introduces students to the full range of services and facilities available to support their studies and well-being, while also familiarising them with institutional policies, procedures, and codes of conduct. In addition, the orientation highlights students' rights and responsibilities, ensuring they are well-informed and prepared to actively engage in both academic and community life. By offering this structured induction, at the start of their studies, the institution fosters a smooth transition into adult learning, promotes confidence and independence, and lays the foundation for a successful and fulfilling student experience.

8.11 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 tutors, as a matter of priority.

MBS systematically monitors the effectiveness, relevance, and user satisfaction of its services to students to ensure they meet the evolving needs of the student body. Regular evaluations, including feedback from students, staff, and other stakeholders, are used to identify strengths as well as areas for improvement. Insights gained from this ongoing review process inform timely adjustments and enhancements to services, ensuring they remain responsive, accessible, and aligned with both academic and personal development objectives. This commitment to continuous improvement reinforces MBS's dedication to providing high-quality, student-centered support throughout the learning journey.

8.12 List of MBS documents related to EQA Standard 8

- MBS Admissions and Registration Policy
- MBS Learner Terms and Conditions
- MBS Academic Misconduct Policy
- MBS Academic Misconduct Process document
- MBS Academic Misconduct Process visual
- MBS Malpractice Policy
- MBS Appeals Policy
- MBS Guidance on the use of AI Software
- Delivering ATHE Qualifications
- Henley MBA Programme Handbook
- MBS Recognition of Prior Learning Policy
- MBS Recognition of Prior Learning Guidance notes
- MBS Tracking and Monitoring Learner progress.

9 Learning resources and facilities

9.1 Premises

The premises dedicated to MBS's educational and administrative activities are held under lawful possession through a formal lease agreement, ensuring full compliance with legal and regulatory requirements. This secure arrangement provides a stable and reliable environment in which academic programmes, student services, and administrative operations can be effectively delivered. By maintaining lawful tenure of its facilities, MBS safeguards continuity of operations, supports long-term planning, and upholds its responsibility to provide students, staff, and stakeholders with a professional, accessible, and well-managed learning environment.

The School ensures that its physical environment is adequate, attractive, and consistently well-maintained, providing students and staff with facilities that support high-quality teaching, learning, and administrative activities. All buildings and related infrastructure comply fully with Maltese legislation and regulatory requirements, reflecting the School's commitment to safety, accessibility, and sustainability. By upholding rigorous standards in the design, upkeep, and functionality of its premises, MBS fosters a professional and welcoming atmosphere that enhances the overall student experience and contributes positively to the academic community.

The School actively monitors the utilisation of its spaces to ensure that facilities are used efficiently and effectively in support of academic, administrative, and student needs. Due to the small size of the School it is easy to identify underutilised areas and respond proactively to evolving requirements. Where appropriate, facilities are reallocated or repurposed to optimise functionality, align with programme demands, and enhance the overall learning and working environment. This dynamic approach to space management ensures that resources are maximised, adaptability is maintained, and the School remains responsive to the changing needs of its community.

The School prioritises the design and provision of facilities and equipment that support both ergonomic comfort and effective learning outcomes. Learning spaces are thoughtfully arranged to accommodate individual study, autonomous work, and collaborative group activities, reflecting the institution's pedagogical emphasis on student participation, discussions, and teamwork. Classrooms, study areas, and communal spaces are equipped with appropriate furniture, technology, and resources to facilitate interaction and engagement while ensuring physical comfort and accessibility. By aligning the physical environment with the School's learning approach, students are supported in developing critical thinking, communication, and collaborative skills in spaces that are both functional and conducive to a dynamic, interactive educational experience.

MBS is committed to fostering an inclusive learning environment by ensuring appropriate facilities and resources are available to support students and staff with physical disabilities, mobility impairment or movement-related disabilities. Provisions such as accessible infrastructure for wheelchair users are in place to promote equity and participation.

While the School is not currently equipped to accommodate the specific requirements of highly visually impaired students, dedicated measures have been implemented to support those with medium hearing impairments, including coaching staff on effective communication and engagement strategies. Through these efforts, the institution strives to balance accessibility with practicality, ensuring that students and staff with diverse needs are treated with dignity, respect, and appropriate support.

Applicants with disabilities can join MBS programmes 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/the student to make any necessary arrangements to facilitate the learning experience. Typically, the School will call for a meeting with the applicant to make sure that MBS can provide adequate facilities in line with student needs. In such cases, the School maintains its commitment to ethical considerations and will recommend to the applicant whether or not the School is equipped to handle their needs. This is besides the normal application and admissions process that runs concurrently. For applicants who choose not to reveal a disability on their application form, issues may arise subsequent to their enrolment at the School.

Finally, the School also provides the option of free meeting spaces for teams and groups of learners and alumni, supporting collaborative study, project work, and peer engagement beyond scheduled classes. Students or groups wishing to book rooms outside their timetabled programme are encouraged to contact their programme administrator for assistance, ensuring that space allocation is coordinated efficiently and equitably. This provision reinforces MBS's commitment to fostering an interactive, student-centered learning environment where collaboration and teamwork are actively supported.

9.2 IT equipment, software and technical support

MBS provides staff with access to up-to-date computer equipment and licensed software, ensuring they all have the necessary tools to deliver high-quality teaching, research, and administrative functions effectively. Systems are regularly maintained and upgraded to align with evolving technological standards and institutional requirements.

In line with best practice for adult learning, MBS students being adult learners are expected to have access to their own personal computer equipment and software, enabling them to fully engage with electronic resources, online learning platforms, and reference materials. Such resources are commonly accessible, with average specifications, and without the need for any expensive hardware or software. This shared responsibility fosters a technologically enabled academic environment that supports both staff productivity and student success.

MBS provides comprehensive technical support to both staff and students in the use of information and communications technology, ensuring effective access to digital resources, learning platforms, and administrative systems.

For students, on-boarding is integrated into the induction programme, where a dedicated training session introduces them to the use of available software (Learning Management System – LMS), and online tools required for academic engagement and assessments. Furthermore, should there be any difficulties encountered by individual students to access or to use the LMS, a member of the academic team is on hand to help identify the issue, resolve it, and work towards a fully-sufficient student onboarding onto the LMS.

For staff, on-boarding is facilitated through targeted training delivered in collaboration with their manager, focusing on the effective use of institutional systems, whether these are in the area of teaching technologies, and/or administrative applications.

This structured approach to training and support ensures that both students and staff are equipped with the necessary digital competencies to fully utilise the institution's technological infrastructure, thereby enhancing the quality of learning, teaching, and operational efficiency.

Whilst all our data is on the cloud (Microsoft Azure) and maintained by an IT service provider, the same provider also backs up daily (and then also quarterly as well) our data using Acronis.

The School's website and Learning Management System is hosted and maintained by a different IT service provider. Back-ups are kept regularly and in case of failure, the previous version is called up automatically.

MBS has in place service-level agreements with such providers for maintenance and support.

9.3 Library facilities

The institution maintains a small physical library, however, the role of such facilities has become increasingly limited in contemporary higher education. Advances in technology, coupled with the widespread availability of digital resources, online journals, e-books, and academic databases, have significantly reduced reliance on traditional physical collections. Today's students and staff benefit from immediate, remote access to vast bodies of knowledge that are continually updated and are more comprehensive than what can be housed in a physical library. As a result, while the physical library retains symbolic and supplementary value, its function has largely been overtaken by modern digital platforms that provide greater flexibility, accessibility, and efficiency in meeting the academic and research needs of the MBS community.

For all the programmes that MBS delivers, the School provides students with free academic online resources commensurate with their level of studies. For all the programmes that MBS is responsible for the School provides notes and/or additional resources/handouts. For other programmes, the School also provides a comprehensive academic database, designed to ensure flexible and reliable access to academic resources.

Available for extended hours beyond normal classroom times, the online library and academic resources enables students to consult e-books, journals, databases, and other scholarly materials whenever needed, supporting independent study and research across diverse schedules. This provision is particularly valuable for our type of adult learners, typically balancing academic commitments with professional and/or personal responsibilities. By extending access and integrating supportive digital services, MBS reinforces its commitment to equitable, student-centered learning and the continuous availability of high-quality academic resources.

9.4 List of MBS documents related to EQA Standard 9

- MBS Library and Access points
- MBS Netiquette for course participants Policy
- MBS Guidelines on the use of AI Software
- MBS Security Incident Reporting and Response Procedure
- MBS Privacy Policy (main document)
- MBS Privacy Policy Appendix A – Students and Alumni
- MBS Privacy Policy Appendix B – Employees
- MBS Privacy Policy Appendix C - Contractors
- MBS Privacy Policy Appendix D - Online users
- MBS IT Acceptable Use Policy
- MBS GDPR Compliance Statement
- MBS Access Rights Policy and Procedure
- MBS Electronic Devices Policy
- MBS Health and Safety Policy.

10 Research development and/or creative activity

10.1 Applicability

Malta Business School does not deliver programmes at MQF/EQF Level 8.

11 Institutional cooperation, service to society and internationalisation

11.1 Strategic priorities

The School integrates institutional cooperation, service to society, and internationalisation into its strategic priorities, recognising their central role in enhancing academic excellence, societal impact, and global engagement. Clear objectives are established in each area, supported by measurable indicators that enable systematic monitoring and evaluation of progress. By embedding these priorities within its strategic framework, the institution ensures that collaborative partnerships, community engagement, and international initiatives are pursued in a focused, coherent, and outcome-oriented manner.

The School maintains a strategically selected network of partners, ensuring that collaborations are relevant, mutually beneficial, and aligned with its academic and institutional objectives. Robust monitoring processes are in place to evaluate the outcomes of these partnerships, tracking performance, impact, and the achievement of agreed goals. Through regular review and assessment, the School ensures that partnerships continue to deliver value, support MBS priorities, and foster continuous improvement, while enabling informed decision-making regarding the initiation, continuation, or adjustment of collaborative arrangements.

The School actively contributes to the wellbeing of the broader community by making its resources, including facilities and expertise, accessible for communal use. It provides consulting and advisory services that leverage academic knowledge to address practical challenges and support local initiatives. Additionally, the School organises some events, such as educational alumni activities, that engage the community, promote lifelong learning, and foster social cohesion. Through these efforts, the School demonstrates a strong commitment to social responsibility, community development, and the application of its academic strengths for public benefit.

The School has established structured methods to foster cooperation with international higher education institutions, networks, and organisations, promoting active engagement in the global academic community. It encourages the international visibility of staff by supporting their participation in teaching-abroad initiatives, conferences and seminars. The School also encourages students to become more internationally visible, however, due to the nature of our student population, (older adults who are working full-time and thus have professional and personal responsibilities) typical international cooperation activities such as study-abroad, internships, and summer schools are not viable or realistic. To counteract this, MBS encourages its student community to become members of global professional groups and bodies to network and leverage international connections.

The School actively pursues the development of collaborative arrangements with international partners. These initiatives enhance the institution's global profile, strengthen academic and professional networks, and contribute to the development of a culturally informed, internationally engaged academic community. In fact, MBS maintains formal agreements and memorandums of understanding (MOUs) with carefully selected

international partners and organisations, establishing clear frameworks for collaboration and mutual engagement. These agreements define the scope of joint activities, with the aim to improve academic exchanges, research initiatives, joint programmes, and professional development opportunities. By formalising partnerships through such agreements, the School ensures clarity, accountability, and long-term commitment, while fostering strategic international relationships that enhance its academic reputation, support global mobility, and contribute to the continuous development of staff and students within an internationalised educational context.

11.2 Budgetary allocations for strategic objectives

Dedicated budgetary allocations are made to support initiatives related to institutional cooperation, service to society, and internationalisation. These financial provisions enable the effective planning and implementation of programmes, projects, and partnerships that advance the School's objectives in these areas. By aligning resources with strategic priorities, the institution ensures that its commitments to collaboration, societal contribution, and international engagement are both sustainable and impactful, facilitating measurable progress toward long-term goals.

11.3 Engagement of local employers and professionals

Local employers are actively invited to participate in mentoring initiatives with MBS students. Mentoring relationships between employers and students provide a valuable bridge between academic learning and professional practice, offering students direct insight into workplace expectations, industry trends, and further/future career pathways. Through structured mentorship, students gain practical guidance, receive constructive feedback, and develop essential professional skills such as communication, problem-solving, and leadership. Employers, in turn, benefit from the opportunity to shape future professionals in their field. By fostering these mutually beneficial connections, MBS enhances students' employability, strengthens industry-academic links, and supports the development of a workforce that is well-prepared, adaptable, and aligned with the needs of the labour market.

Furthermore, relevant professionals are engaged for reviewing study programmes, while members of the ARB are engaged to oversee academic activities. This engagement ensures that curricula and institutional initiatives remain aligned with current industry standards, professional expectations, and labour market needs. By integrating external expertise into governance and programme development, MBS aims to strengthen the relevance, quality, and societal impact of its educational offerings.

11.4 Alumni

The School aims to maintain regular and meaningful contact with its alumni, keeping them informed of developments, achievements, and future initiatives. Alumni are actively invited to participate in events, and special projects, fostering a continued sense of engagement and connection with the academic community. Alumni experience, expertise, and networks are leveraged to support new developments, and to mentor current students. By cultivating stronger alumni relationships, the School aims not only to strengthen its community and

reputation but it is also aware that it can benefit from the valuable insights, support, and collaboration of graduates who continue to contribute to MBS's growth and development.

11.5 Service to society

From the perspective of a small private business school, contributions to society are delivered through targeted initiatives that leverage the School's expertise, resources, and networks. By making sure that students address real-work challenges in their studies and facilitating student-led projects, the School is consequently promoting entrepreneurship, business innovation, and professional development, enhancing both economic and social wellbeing. These efforts reflect the School's commitment to social responsibility, fostering meaningful impact beyond the classroom and reinforcing its mission statement of "*Helping adults achieve their personal and professional development goals to create value for themselves, their organisations and their communities*." thus acting as a catalyst for sustainable community development.

Furthermore, the school actively engages in corporate social responsibility initiatives with integrity and professionalism, prioritising meaningful and consistent contributions over high-profile publicity or marketing-driven activities.

11.6 List of MBS documents related to EQA Standard 11
- MBS Corporate Social Responsibility and Governance Policy
- MBS Institutional Cooperation Policy
- MBS Student Representative Council
- MBS Alumni Association
- MBS Internationalisation Policy
- MBS Stakeholder questionnaire.

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.