

Malta Business School
Teaching and Learning Strategy

Revision History			
Version Number	Revision Date	Revised by	Summary of changes
Version 0	15-01-2014	CC	Set up of document.
Version 1	06-02-2018	CC	Updates to School values.
Version 2	12-02-2021	CC	Review. No edits.
Version 3	01-10-2025	CC	Review. Cosmetic changes.

Teaching and Learning Strategy

1. Introduction

Malta Business School's (MBS) Teaching & Learning Strategy is designed to help ensure that the goals as articulated in the School's **Mission and Vision Statements** are fulfilled. The strategy seeks to ensure that these goals are achieved in four main ways:

- Guiding Principles for Curriculum Delivery.
- Student Centred Approach to Learning.
- Valuing Faculty & Staff.
- Creating a Supportive Learning & Teaching Environment.

2. Mission Statement

The mission of the School is to create a quality supportive learning environment in which learners will be equipped with the knowledge, skills, confidence and ambition to fulfil if not exceed their potential, to widen access to education and qualifications and to create and nurture a transparent, tolerant and respectful culture in all aspects of its operation. We pride ourselves in delivering high quality, applicable training. Our aim is to always give our students the training they need for their personal or organizational needs.

3. Vision Statement

3.1 The School aspires to:

- Offer a comprehensive range of business orientated qualifications at professional, undergraduate and postgraduate levels in a range of disciplines within the field of management.
- Ensure that learners have the requisite transferable skills so as to be better equipped for the 'world of work'.
- Nurture the importance of each individual learner.
- Provide appropriate ongoing training and continuing professional development for all staff.

3.2 The School's values revolve around the following key concepts:

- **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.

4. Curriculum Delivery

4.1 The *School's Curriculum Delivery Strategy* is designed to better enable it to fulfil its Mission Statement (see above) which self evidently encapsulates the raison d'être of MBS.

The *Curriculum Delivery Strategy* comprises a number of *Guiding Principles* which are as follows:

4.1.1 Students learn and achieve best in an environment where they are supported and encouraged and where the teaching experience is stimulating, rigorous and intellectually challenging.

4.1.2 The teaching philosophy of the institution is geared primarily to interactive learning where the Tutor leads, guides and nurtures the learner but where there is an onus on the learner to prepare for classes, to actively participate in teaching sessions and to be confident to question/analyse accepted thinking and to share relevant personal and cultural experiences and perspectives.

4.1.3 Underpinning the delivery of School programmes is a commitment to ensuring that learners acquire the requisite transferable skills to enable them to progress to higher qualifications and to better succeed in an ever more competitive global marketplace.

4.1.4 MBS is committed to providing the learner with a rounded and relevant educational experience which in addition to thoroughly preparing the students for their programme examinations/assessments also seeks to deliver material in a practical 'real world' context, harnessing the professional experience of the Tutors and other learners.

4.1.5 The educational experience will be optimised in an environment where the learner and the Tutor feel valued and where their ethnicity and culture etc are valued and respected.

5. Student Centred Approach to Learning

5.1 MBS is a teaching-led institution of further and higher education committed to a student-centred approach to learning and teaching.

5.2 The School seeks to create a learning environment which provides the necessary support for students to achieve their potential. This approach places considerable emphasis on individual attention to students, often through small-group learning and teaching methods. This can take many forms: for example, traditional seminars and tutorials, project work and team-working. A strong sense of engagement with the subject matter is promoted through individual interactions between staff and students.

5.3 In addition, independent and autonomous learning is a characteristic feature of the student experience. Students are encouraged to manage their own learning experience through the provision of self-directed study.

5.4 A distinctive feature of the student experience is the strong emphasis upon pastoral care and support. The School also believes in the importance of providing opportunities for participation in activities beyond the given programme curriculum.

5.5 A student-centred approach to learning has also been adopted in relation to skills. On the basis that in today's world students will usually have several careers during their working lives, the School believes that it is important for them to acquire key transferable skills. Skills acquisition is seen as forming part of personal and professional development, of which the student has individual ownership, supported by specific skills sessions provided by the School. All students are provided with clear pathways to personal and professional development in order that they may realise their career goals and also contribute positively to their communities.

6. Valuing Faculty & Staff

6.1 The School values the range of tutors, administrative and technical staff that support learning and teaching. The School staff bring a diversity of backgrounds, experiences and expertise to the learning and teaching environment, including a body of knowledge, technical skills and a commitment to providing a high quality learning experience for students, both collectively and individually.

6.2 Considerable emphasis is placed upon recruiting academic members of staff who, in addition to having appropriate academic qualifications, are professionally competent with business/practice experience. This is because the School strongly believes that student engagement is strongest when academic principles are taught from a practical perspective.

6.3 In relation to learning and teaching, the School is particularly conscious of staff workloads and the tensions that can sometimes arise for staff juggling between teaching, continuing professional development, professional practice and administrative commitments. The School therefore seeks to further enhance the links between teaching, learning and professional practice to strengthen the practical dimension of the teaching experience and to reduce the administrative burden on members of staff. The School is also conscious of a need to demonstrate the value it places on teaching, and continually tries to explore ways in which quality performance in teaching can be better rewarded.

6.4 The School recognises and looks at way to improve the sharing of good practice. It is also conscious of the need to share its experiences with, and learn from others, nationally and internationally. As well as promoting better learning and teaching practices, the School believes that recognising existing good practice is important in acknowledging staff achievements.

6.5 As the School grows and develops, more individuals are becoming involved in supporting the learning experience, including technical, service and administrative staff. The School is committed to ensuring that these staff are also valued and provided with training, support and development opportunities that enable them to make a continuing and effective contribution to students' experiences.

6.6 In summary the tangible ways in which the management of the School can show that it values its Tutors and other staff include the following:

- Provide appropriate and relevant training opportunities both internally and externally.
- Seek to further encourage and develop links between tutors and professional practitioners to better ensure that students are '*industry ready*' upon completion of their programmes.
- Keep under regular review the workload of all staff and seek to reduce unnecessary administration and bureaucracy.
- Explore ways of rewarding quality performance in teaching.
- Share good practice and enhance the ways for the identification and dissemination of same.

7. Creating a Supportive Teaching & Learning Environment

7.1 The senior management of the School recognise that a key requirement for delivering upon the School's Teaching & Learning strategy is the creation of a supportive environment for teaching and learning. Key hallmarks of such an environment include:

- Study space for students to facilitate individual learning.
- Flexible teaching spaces suitable for group work.
- Effective communication between School and student.
- Effective information technology infrastructure.
- Effective learning materials.
- Access to appropriate online learning resources.
- Careers advice and guidance available to learners.
- Accessible and relevant pastoral care and support available to learners.
- Maintaining and refining mechanisms to assure the quality of teaching and of the learning experience.
- Exploring when and whether collaborations with other institutions could make a positive contribution to the School's aspirations in relation to learning and teaching.

7.2 Furthermore the ethos of the School is as important as the physical attribute and in this regard the School actively promotes a sense of community where all members are valued for their respective roles and contributions, where good working relationships exist between staff and learners and where all, whether staff or learner, regard the School as a safe and secure work or study environment.

8. Conclusion

The School's Teaching and Learning Strategy was first adopted by the School's senior management in January 2014 with the Dean and Director of the School being responsible for the implementation of the strategy.