



MALTA INSTITUTE OF MANAGEMENT

QUALITY ASSURANCE MANUAL

2022

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Standard 1: Quality Assurance Policy

MIM is a licensed Further and Higher Education Institution dedicated mostly to Management and Leadership at various levels. MIM top leadership is recruited through the elected council members. The MIM Quality Policy was established and approved by top Management. The Quality Policy is consistent with professional standards of Managers and Leaders and takes into consideration the MFHEA 11 standards. The Quality Policy is reviewed every year by the Internal Quality Assurance Committee (IQAC). This Policy is communicated through this Quality assurance manual found on the website and it is supported by all the other Policies and Procedures. The Quality Policy starts with the mission, vision and values:

Our Mission: To enhance the Management profession in Malta within a broad international framework focussing on developing the competence, ethics and effectiveness of managers.

Our Vision: To contribute to the development of a more international perspective of the MIM activities.

Our Values: Excellence, Integrity, Innovation, Teamwork, Passion and respect which means:

Improving continuously, acting professionally, taking on new challenges, acknowledging co-operation, performing with positive emotions, recognising dignity and diversity.

Commitment to Quality:

MIM upholds quality by applying the Plan, Do, Check, Act (PDCA) cycle and abides by the MFHEA 11 standards. MIM is committed to the 11 standards:

1. Policy for Internal Quality Assurance
2. Institutional probity
3. Design and approval of programmes
4. Student-centred learning, teaching and assessment
5. Student admission, progression, recognition and certification
6. Teaching staff
7. Learning resources and student support
8. Information management
9. Public information
10. On-going monitoring and periodic review of programmes
11. Cyclical external quality assurance.

The PDCA cycle is applied to (a) Teaching and Learning, (b) Management and (c) partnerships and engagement.

A) MIM has a statute with good academic governance and appropriate responsibilities as much as adequate policies and procedures as seen on website. All this is reflected through Licence No. 2017-147

Learning and Teaching with adequate assessment 'of' and 'for' learning including good student support. MIM checks these through its internal quality assurance committee who assess student and lecturer feedback (including external examiners where applicable and any other reports). This is constantly enhanced through staff professional development, staff appraisals and follow up feedback on student questionnaires. The enhancement of teaching and learning is a result of self-reviews, student questionnaires and involvement of discussions and to keep up-to-date.

B and C)

MIM has a fit for purpose organigram which makes it financially sustainable with qualified staff and by allocating the right budget and providing income generating activities. This is done through partnerships and home-grown qualifications and engagement of communities and alumni. MIM checks this through reviews of Memorandum of Understanding, agreements and partner feedback along with any other necessary stakeholder. This is enhanced through staff development and improving networks.

Quality Culture

'Quality culture is a set of group values that guide how improvements are made to everyday working practices and consequent outputs'

Source: Harvey (2004-14)

Quality culture is about the behaviour of stakeholders which ultimately provides a strong internal quality assurance culture at MIM through:

1. Quality Leadership at all levels
2. Values and systems that place students at the centre of decision making
3. An Ethos of partnerships
4. Support for external critical evaluation
5. Systems and support for change management
6. Positive goal setting through excellent communication

As part of the culture informal meetings and/or discussions take place on a daily basis. Any dissemination of new or updated policies and procedures go through the IQAC before being consented by management for dissemination.

Responsibility for Quality Assurance Policy:

Since MIM is a small Institution, Quality Assurance is a shared responsibility overseen by the IQA committee. The success of a quality culture lies entirely with every staff member of MIM including the students and the stakeholders. The administration itself and other support services form part of this quality since they bear an essential part in supporting students in their studies and their learning environment. Related documents to the QA Policy are all the other policies and procedures in place which cover all MFHEA 11 standards.

The MIM's Internal Quality Assurance system aims to:

- Guarantee that the quality of the teaching programmes is well documented, verifiable and assessable
- Facilitate access to information, making it clearer and more understandable for course participants, and all stakeholders

- Promote a process of continuous improvement in Learning Programmes

Internal Quality Assurance Committee

The Internal Quality Assurance Committee (IQAC) consists of four persons, namely two internal members and two external members. The functions of the IQAC are:

- 1) To write a yearly self-assessment report after consulting all stakeholders
- 2) To establish priorities for quality improvement and to ensure the Institutes mission is successfully achieved
- 3) To monitor the implementations of recommendations of the SAR and EQA
- 4) To promote quality culture amongst the Institutes staff
- 5) To write a monthly report and present it to the Head of the Institution
- 6) To meet at least once a month

The Internal Head of IQAC shall chair the meeting and is responsible for the monthly reports.

Admission and Progression of students

MIM accepts all those who have the required qualifications per programme. Requirements for entry are found on the website. Once the student applies it is vetted by the administration and a needs interview is conducted prior to payment. After all requirements including payment are secured the student will be informed about his acceptance through an e mail. Should the student who is refused admission would like to issue a complaint a *Complaints* button is available on the website.

The Administration keeps all students records so that progression (if applicable) can be communicated to the student through email until graduation.

Assessment process

Assessment methods are both formative and summative and communicated beforehand to students by their respective lecturers. Assessment methods are overseen by the IQAC for home grown courses and foreign qualifications have set assessment methods that are respected by MIM. All students are aware of their assessment methods before starting the course- they can be seen through the module descriptors.

Student Feedback

Students receive a questionnaire about their programme of study depending when their programme ends. The questionnaire is disseminated and received by the administration. All questionnaires serve as student feedback to IQAC and MIM. Senior management discusses the questionnaire responses with the IQAC and the result is communicated back in summary to the students, actions are taken for improvement where required.

Programme Review

Programme reviews are carried out every 5 years and include reports of the yearly ongoing monitoring. An IQAC calendar is set to indicate which programmes are reviewed per year. All necessary stakeholders are involved in reviews.

Student centred

MIM has a student-centred system, all programmes have learning outcomes and credits, taking great care of the workload spread for the student. Whilst, student support is available if and when required, a mitigating policy is outlined in the student handbook. MIMs student-centred processes are explained in more detail under Standard 4.

Academic Integrity and Freedom of Expression

MIM protects and promotes freedom of expression and also academic freedom that is essential to MIMs academic activities.

Freedom of expression and academic freedom create and maintain opportunities for critical thought. Mutual respect is valued; however, freedom of expression and academic freedom are not absolute rights, but are subject to the constraints and responsibility as set hereunder:

By Academic freedom we mean: the freedom to teach and where feasible and applicable conduct scholarly activity and research as appropriate to one's discipline and to publish the results. It also means the freedom to engage in discussions in the classroom which is pertinent to the achievement of learning outcomes.

By Freedom of Expression, we mean activities that involve the intentional creation, integration and/or dissemination of knowledge with a view of informing professional practice or impacting the broader external environment.

All stakeholders have an obligation to use such freedom in a responsible manner. Stakeholders are to be held accountable wherever the following are found:

- 1) Violating the Law
- 2) Defaming others
- 3) Breaching MIMs policies and procedures.

Diversity

Diversity refers to the unique experiences, perspectives and identities- both visible and invisible that all stakeholders bring to MIM campus as individuals.

Teaching and Learning

Teaching and learning are the core functions and these are quality managed, assured and improved through the PDCA quality cycle. Therefore, all relevant support services are provided. This is elaborated in Standard 3 for design and development of home-grown courses. It is also established by the improvement of quality for teaching and learning through continuous monitoring and reviews.

Research

MIM regards input from research as valuable to teaching. MIM strikes a balance between research, teaching and learning for a holistic educational point of view. Research is mostly done from Level 6 upwards. With the vast experienced of MIM teaching staff and their current roles in other established higher education institutions or corporate backgrounds academic research has a continuous influence on the quality of teaching and learning materials produced.

Online/Blended Learning

All homegrown courses are face to face in the classroom. When any programme will be offered online or blended this will be communicated accordingly.

Student Support and Representation in Decision-making

Several support services exist for the students, there is an option for students to be referred to these support services via guidance from administration or any staff member they disclose information to. The best student support comes from the good relationship created between lecturer and student. Lecturers also informally chat with students as part of the MIM culture to assist them in the best

way to learn. Students participate in decision making through the student feedback questionnaires and also through focus groups if required.

Public Information

MIM has its own website for public information and also social media such as; Facebook, LinkedIn, Instagram and Twitter. All necessary information about the programmes including ECTS, credits, and home-grown programme modules are public information. The Student Handbook and all policies and procedures are available via the MIM website.

IQA Yearly audit (Internal)

MIM carries out a yearly institutional Self-Assessment Report (SAR) under the guidance of the Internal Quality Assurance Committee. This report is discussed by all staff and used to create any necessary action plans.

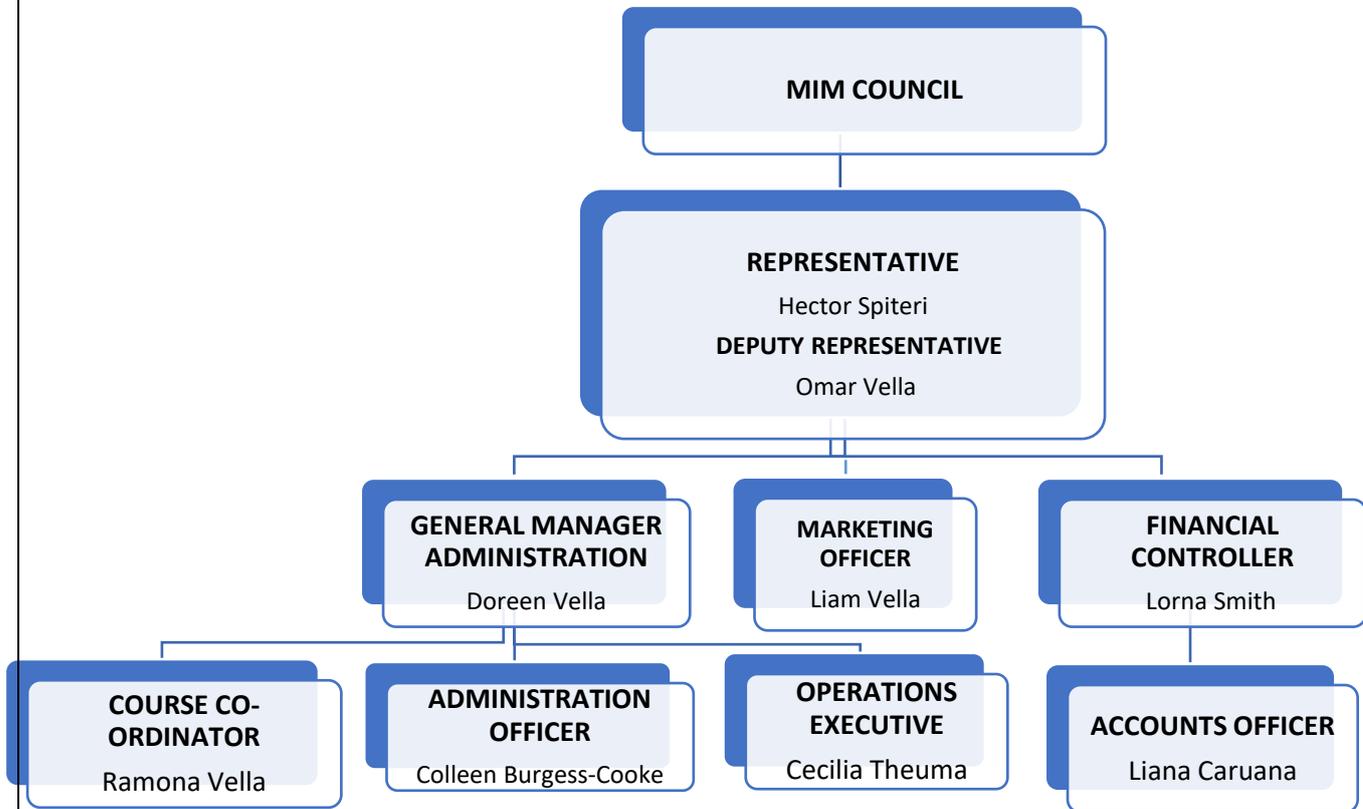
The monitoring tools for Quality Assurance are:

- Minute meetings
- Module self-reviews
- Stakeholder Questionnaires
- Focus groups (if applicable)
- Complaints and Appeals (if applicable)
- Appraisals of (Lecturers and Admin)
- Calendar
- Self-Assessment report (SAR)

Standard 2: Probity

The Malta Institute of Management (MIM) is organised as underneath:

Organigram



Overview of Roles

Representative/ Deputy Representative

- Responsible for running and well-being of the Institute
- Ensuring both staff and procedures adhere to the Institute Statute and Bye-Laws
- Looking for new business opportunities to improve the Institute and what we can offer our members
- Chairing at all Council meetings
- Reviewing and authorisation of all new member applications
- Signing of all certificates
- Meeting with staff members to ensure smooth running of office

General Manager Administration

- Responsible for smooth running of the office and ensuring deadlines are met
- Ad hoc duties as requested by senior management
- Looking after info email account passing on relevant information

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- Schedule and organize meetings/events and maintain agenda
- Delegating tasks were necessary
- Ensure implementation of policies and practices
- Liaising with Institutions regarding new courses
- General reception duties to included going to bank/post office
- Opening new files for general correspondence
- Updating spreadsheets as requested
- Responsible for conferences held by the institute
- Ad hoc work as requested by staff

Accounts

- Responsible for day-to-day accounting duties to include, banking, writing cheques,
- Maintaining budget and tracking expenditures/transactions
- Inputting all information on Sage (accounting package)
- Opening new members on Sage, also checking for payments regarding memberships/queries from CBC
- Courses, - Liaising with tutors, arranging schedule of dates and hours
- Preparing contracts
- Arranging online course via Zoom

Course Co-ordinator

- Liaising with both students and tutors
- Keeping daily records of all tutorial sessions
- Ensure implementation of policies and practices
- Sending invites for educational sessions
- Support planning and coordination of a program and its activities
- Help build positive relations within the team and external parties
- Prepare paperwork and order material
- Keep updated records and create reports or proposals
- Responsible for conferences held by the institute
- Support growth and program development
- Setting up courses for foreign students, obtaining relevant visas /documentation

Administration

Responsible for-

- Reviewing, updating and improvement of Institute's membership and dealing with all queries related to same
- Reviewing and authorisation of all new member applications before passing to HS for signature
- Ensure implementation of policies and practices
- Dealing with any prospective candidate's queries
- Administration paperwork relating to attendees at courses (working with Ramona)
- Ad hoc duties as requested by HS/RV
- General reception duties to included going to bank/post office

- Opening new files for general correspondence
- Updating spreadsheets as requested
- Ad hoc work as requested by staff

Operations

- Obtaining accreditations for various institutions
- Ensure implementation of policies and practices
- Applying to government for ongoing schemes, e.g. Get Qualified, Up-skilling
- Assisting with current courses, liaising with tutors, students
- Responsible for selling all courses and conferences held by the institute
- General ad hoc work requested by HS/DV

Marketing Officer

- Website and advert design
- Assisting with sales as directed by senior officers
- Manage communications through media relations, social media etc.
- Ensure technology is used correctly for all operations (video conferencing, presentations etc.)
- Contributing in the implementation of marketing strategies
- Supporting the operations manager
- Updating website and co-ordination with new designer of same
- Organizing and attending marketing activities or events to raise brand awareness

Edinburgh Business School (EBS)

MIM is a distributor for Edinburgh Business School; to supply and market the EBS courses and programmes, and provide academic and administrative support to students recruited to the programmes by MIM in the region of Malta and Lombardy, Italy.

MIMs role for EBS includes;

- Representative for modules
- Responsible for records for EBS
- Liaising with students and institute
- Promotional activities

The Council is the governing body of the MIM while its President is ultimately responsible for the day to day running procedures with the support of all administrative staff.

As regards to the academic area MIM currently manages the following programmes:

- MQF/EQF Level 2:
Award in Basic Functional skills (37ECTS)
- MQF/EQF Level3/ 4:
Certificate in Tax Advisory (37 ECTS) Home Grown
Certificate in Payroll Administration (30 ECTS) Home Grown
Award in Real Estate Practice for Property Consultants (8ECTS) Home Grown

Award in Real Estate Practice (12 ECTS) Home Grown

Award in Data Protection Legislation and Procedures (6 ECTS)

MQF/EQF Level 5:

Diploma in Liquidation and Insolvency (60 ECTS) Home Grown

Award in Blockchain Technology Fundamentals (11 ECTS) Home Grown

- MQF/EQF Level 7:

Master of Business Administration

MBA with speciality in Marketing

MBA with speciality in Finance

MBA with speciality in Human Resource Management

MBA with speciality in Strategy

MSC in Strategic Planning

MSC in Marketing

MSC in Financial Management

MSC in Human Resource Management

MQF/EQF Level 8:

Doctorate of Business Administration

All programmes are carried out at the ITS premises at Aviation Avenue Luqa.

All programmes are found on the website: www.maltainstitutemanagement.com and all home-grown programmes are based on the MFHEA framework as found in the MFHEA referencing report February 2016 pages 38,56 and 59.

Financial Resources/Management

MIM is a non-profit making Institute as described in the MIM statute Page 2 Number 3B and falls under the Maltese Financial regulations. The MIM budget is allocated for Admin 15% Education 75% but is also flexible according to yearly business plans.

The Institute also offers some of its Programmes under the Get Qualified scheme as a support to students.

Staff Recruitment

Staff at MIM is as seen in the Organigram with specified areas and functions for each area. MIM also employs qualified and/or experienced lecturing staff and qualified administrative and technical staff. The staff is either handpicked through a fair and transparent application process, meeting the professional standards required for each job description.

All roles of staff are found in the job descriptions as recorded in their agreements in their personal files in the administration section under the responsibility of the General Manager Administration.

MIM plans its academic calendar fluently and is prepared by the administration as a team and discussed with the President/Vice-President before it becomes public knowledge on the website. The start and end date are made available on the website.

The MIM organises meetings twice yearly for interaction among the staff. Clear communication is as described through the Organigram and the functions of each area. MIM also organises a CPD for all staff on a yearly basis under the co-ordination of the IQA Committee.

Standard 3- Design and Approval of Programmes

A Demand for a design and creation of a programme/course/module can come from various stakeholders including the industry, the professional community, foreign universities to deliver their programmes through MIM, the lecturers, students or even the government. The demand will be seen by the President and channels the development of that demand accordingly. This might mean that the President engages third parties as experts in the field to develop that demand into a programme and finally submitted to MFHEA for accreditation purposes.

Design and development of foreign programmes are completed by the foreign institutions while MIM carries out their delivery by selecting the appropriate lecturers to carry out teaching and learning methods to meet the intended learning outcomes. All resources required are also discussed internally with the President and with any other professional stakeholder in the field while the student questionnaire will also provide feedback on resources to include the student voice.

Any programme will be looked at from an academic, strategic and resource point of view so the content is scrutinised to meet the appropriate level being suggested and must also be in line with MIM strategy. MIM also looks at the availability of space, cost, human resources and any other specific required resource to make sure the programmes are sustainable.

Homemade courses are built on the MFHEA framework. MIM uses ECVET and ECTS based on 25 hours of total learning per credit out of which 5 hours will be dedicated to face to face. All foreign courses are carried out according to their credit systems but are validated in Malta through MFHEA. All accredited MIM courses feature on the MFHEA website.

MIM is not a self-accrediting institution and programmes are either accredited by MFHEA or foreign accredited and recognised as such by MFHEA This type of accreditation has many benefits:

- a) MFHEA accreditation assures that a programme has met high quality standards set by the profession
- b) MFHEA accreditation helps students and their parents choose quality programmes
- c) MFHEA accreditation enables employers to recruit well-prepared graduates
- d) MFHEA accreditation increases competitiveness of accredited programmes
- e) MFHEA accreditation facilitates the acceptance of students for postgraduate in international institutions of higher educations
- f) MFHEA accreditation is important for the acceptance of the transferred students from other programmes
- g) MFHEA and international accreditation ensures and improves the employability and business relevance of the Alumni

Every 5 years MIM will review the programmes for enhancement purposes and also to be in line with Standard 10 of ongoing monitoring and reviews. A calendar is prepared by the Administration so that the reviews are not carried out in the same year for all programmes.

Standard 4: Student centred Learning, Teaching and Assessment

MIM applies the European student union (ESU 2009) definition of student centred:

‘Student centred Learning represents both a mindset and a culture within a given higher education Institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem solving, critical thinking and reflective thinking.’

Therefore, MIM respects and attends to the diversity of students and their needs enabling any flexible paths required. Different modes of delivery are considered where appropriate and so a variety of pedagogical methods are used. MIM evaluates on a yearly basis as part of the ongoing monitoring the variety of pedagogical methods. Simultaneously, MIM encourages a sense of autonomy in the learner via self-study hours which form part of the total learning hours.

All Lecturers and students promote mutual respect between them for a good relationship and if there are any complaints both Lecturer and student have appropriate procedures for dealing with complaints. Learner support is given by all teaching staff and the administrator depending on the support required. Any other required support which cannot be met within these parameters is referred to the President on a case-by-case basis.

To initiate this process amongst all lecturers, requires flexibility and an improved sensitive environment towards a student-centred focus scenario. Support, guidance and encouragement to be provided as deemed necessary during the process.

Discussions, planning and implementing new and improved methods is a challenging task. Success of such an activity requires:

- providing data to those who do not have it
- discussions amongst Lecturers and administration
- facilitating joint analysis and decision making
- providing training, moderators and facilitators to assist (if necessary)

Assessments:

Various different forms of assessment can be available. These need to be adapted in a manner to reach the objective of conducting an assessment as a learning method. Academic staff will select appropriate tools to achieve this.

A variety of methods include:

- Case-studies
- Collaborative/group projects

- Direct observation
- Dissertations
- Essays
- Examinations (unseen)
- Examinations (seen/open book)
- Integrated Projects
- International Placement
- Job Shadowing
- Local Placement
- Multiple-choice tests
- Oral questioning after observation
- Reflective journals
- Role Plays
- Performance projects
- Portfolios
- Practical events
- Practical projects
- Presentations
- Problem sheets
- Projects
- Self-assessment
- Short-answer questions
- Short essays
- Simulations
- Viva voce examinations

Assessors are familiar with existing assessment methods and receive support through CPDs. The criteria for assessment is published in advance to the student to make assessment as fair and transparent. Assessment will indicate the ability of the student in having achieved or not the intended learning outcomes.

Indicators and guidelines for assessment:

1. Assessors are familiar with existing testing and examination methods at MIM for their respective course
2. MIM complies with regulations and method of assessment as well as criteria for marking
3. The assessment must allow students to demonstrate to what extent the intended learning outcomes (ILOs) have been achieved
4. More than one examiner must carry out assessment (if necessary). External examiner may be from other department, other faculty or from outside the MIM, or samples are scrutinised by IQAC.

Assessment methods require:

- Identifying training needs
- Developing objectives
- Designing basic approaches / techniques / skills for the assessment methods
- Creating awareness of different methods
- Developing self-critical awareness regarding personal training

- Enhancing a process of negotiations between lecturers if several lecturers teach on the same programme

Grading Criteria

A grading criterion is established to accompany all assessments. This makes the grading / marking process more clear, efficient and consistent. Students are to be provided with these criteria by the lecturers to understand what outcomes are needed from them, thus helping students perform better and prevent confusion or frustration about their grades. Important to consider the learning goals of the assignment when designing the grading criteria.

Since the programmes are built with competencies, skills and knowledge this is already student-centred learning. The fact that MIM applies ECVET and ECTS is for the benefit of the student and is also ideal for student mobility. Apart from student questionnaires the students are also involved in focus groups to give feedback to continue creating a student centred culture.

The lecturer plans and carries out all activities including the assessment and gives timely feedback in the formative assessments (if applicable). Summative assessments are carried out as indicated in the written module templates. Lecturers also give informal feedback to students out of the actual class.

MIM takes great care to be in line with the latest pedagogical systems and this is ensured through the yearly continuous professional development for all staff. The pedagogy includes different approaches like presentations, practical demonstration, case studies, direct lecturing, power points, recorded webinars, portfolios etc so that all students and their diversity will be able to cope with learning. This is monitored through Lecturers professional growth conversation meeting (appraisal) on a yearly basis and as described in the self-review module report. The appraisal will cover the quality of lecturing, the environment and other resources, the CPD and any comments and student questionnaire results.

Assessment is also varied and fit for purpose according to the intended learning outcomes. MIM applies both formative and summative assessment for home-grown courses as per module write up and accredited by MFHEA. The foreign qualifications are assessed as directed by the foreign awarding body which the students know beforehand.

The student receives a feedback form for the home-grown courses for formative assessment while for the summative the students receive their mark and some comments.

Formative assessment for courses at MIM has the purpose to monitor student learning. It is ongoing and qualitative. It helps students identify their strengths and weaknesses and target the areas that need work. It also helps the lecturer to recognise where students are struggling and address problems immediately for better student support. This is not usually graded.

Learning outcomes can be assessed in various ways and also through the traditional exam, oral exams and written assignments. These can also be analysis of texts, project work etc so long learning outcomes are met.

The students are supported for their summative assessments through sample questions and sample answers which are updated from time to time, if necessary, by the IQAC after consulting with the necessary stakeholders.

Students also receive an induction pack/student handbook, outlining MIM policies and procedures with regards to diversity, equality and non-discriminatory attitude.

Standard 5: Student Admission, Progression, Recognition and Certification

MIM accepts applicants to courses once the prospective students have satisfied the required qualifications per course as indicated on the MIM website and paid the required fees. All forms to apply are provided both online and at the Mosta premises. Application dates are clearly advertised on the website.

The Administration processes the applications and informs all students whether they have been accepted or not via an email. The student who is not accepted can complain and also appeal through the complaints and appeals process: complaints@maltamanagement.com

The administration also processes all progression applications (where applicable), results and certification. Certificates are only given as a hard copy. All students are supplied with a Transcript and a Diploma supplement (from Level 4 upwards)

All certificate copies are overseen by IQAC so that they are in line with what is required for compliance.

Standard 6: Competence of Teaching staff

All lecturers recruited are a level ahead on the level they teach or same level with a minimum of 5 years' experience in the subject matter. Lecturers are recruited according to content being delivered or by an expression of interest or application call.

Teaching competence:

1. MIM assures that those who teach have a full knowledge and understanding of the subject they are teaching.
2. MIM assures that those who teach have the necessary skills and experience to transmit their knowledge effectively to students
3. MIM provides academic staff with opportunities to develop and extend their teaching capacity, and to improve their skills to a high level through a yearly CPD
4. MIM also encourages through its culture other types of professional development, and encourages its academic staff to participate in:
 - I. Courses/workshops (e.g. on subject matter or methods and other higher education-related topics)
 - II. National and international education conferences or seminars (at which academic staff and researchers present their research results and discuss higher education problems)
 - III. Participation in a network of academic staff formed specifically for the professional development of academic staff in higher education
 - IV. Individual or collaborative research on a topic of professional interest

The above can be taken as individual initiatives but need to be recorded yearly on the CVs of the staff as evidence of keeping up to date.

The President or his designate carries out appraisals of all staff to determine all the above.

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Standard 7: Learning resources and student support

MIM outlines its obligations to learning resources and student support below:

1. MIM provides students with academic and general support to help them in dealing with possible academic problems, and to ensure that they can make progress satisfactorily through their programme.
2. MIM ensures that the resources available for the support of student learning are adequate and appropriate for each programme offered (e.g. required textbooks, IT facilities ...etc).
3. MIM ensures that the facilities for learning are used effectively.
4. MIM ensures that the academic staff is competent to, effectively teach, facilitate learning, and maintain a scholarly approach to teaching and to discipline.
5. MIM ensures that staff of all kinds namely: academic, support, technical and administrative fulfil the requirements of academic standards and strategies for learning and teaching.
6. MIM ensures that students are satisfied with the environment where they learn.

Each course has a co-ordinator as a primary point for student support but also for Lecturer support.

Administration informs students about any necessary learning resources like standard textbooks to be bought while other resources are supplied by MIM- examples: classrooms and WIFI. Learning resources are determined through the Lecturers self-reviews and can also be through student questionnaires. The Management then will discuss any required resources to see any financial connotations.

Student support can be administrative or academic mostly and therefore the administration will help in administrative issues even if there are payment difficulties while academic issues are supported by Lecturers.

Standard 8: Information Management

The Administration collects and keeps data and profile of students' example: Attendance, retention and success rates are part of the collected data. This data is collected to inform the continuous development of programmes and management and used for internal purposes only. The data might be shared with necessary partners where required for programme operations.

Data also includes diverse/ special needs of the student population if any. The administrator is responsible for collecting data.

1. MIM ensures that it collects, analyses and uses relevant information for the effective management of its programmes and other activities.
2. Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention.
3. The information gathered include key performance indicators (KPIs) example: student progression/success and drop-out rates, students' satisfaction with their programmes, learning resources and student support, career paths of graduates.

MIM collects:

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- Retention rate
- Success rate
- Attendance Monitoring
- Graduation rate
- Dropout rate
- Work placements if any (No work placements at present)
- Weekly hours of lecturing staff (administration)
- Assessment patterns
- Payments

Closing the feedback loop for MIM is done through reporting as a tool to conclude any actions required. A series of reports from the course co-ordinator and administrator along with the SAR on a yearly basis are scrutinised by the IQAC to make any further recommendations for an action plan.

All the above are seen to by the administrator but overseen by IQAC. The IQAC oversees all applications and progressions (if any).

Information is also gathered through student feedback. The student feedback is reviewed by the IQAC. A report is created by IQAC and the results are disseminated in a timely manner to all necessary stakeholders not just the students.

Standard 9: Public Information

MIM outlines its obligations in relation to public information below:

1. MIM publishes clear, accurate and up-to date information about its activities, including programmes on its website.
2. Information on MIM's activities is useful for prospective and current students as well as for graduates, other stakeholders and the general public.
3. MIM also uses various social media for public information about what is deemed fit to communicate especially with reference to the above points.

All staff requesting information on the website should provide it in an accurate and timely manner. In order for this to be monitored the IQAC oversees the content before being uploaded by the IT consultant.

All current courses are found on the website. Policies and procedures including the QA Manual with the Quality Planning Policy are on the website.

Standard 10: Ongoing Monitoring and Periodic review of Programmes

For MIM ongoing monitoring is real time monitoring on a daily, weekly, monthly and yearly basis while external periodic review of programmes by the MFHEA is completed every 5 years. A calendar is created to have a timeline for the programme reviews according to the guidelines of MIM IQAC.

Ongoing monitoring is carried out through the tools outlined below and the yearly Self-Assessment Report (SAR) is a report which presents the monitoring done on a yearly basis and what needs to be acted on to enhance the institution. The SAR is created by consulting all stakeholders and discussing with MIM top management and the council to agree on a way forward.

Ongoing Monitoring is done through:

- Student questionnaires
- Teaching module self-reviews
- IQAC Sampling exam papers and coursework
- External lecturers report (if required)
- Any QA reports from foreign universities.
- Focus groups (if required)
- Industry (ex the council itself)
- Every 5 Years external programme reviews
- Annual SAR

Standard 11: Cyclical External Quality assurance

MIM applies for an External Quality assurance through MFHEA every five years. The audit is carried out by a Panel engaged by MFHEA and agreed upon by MIM on the stipulated 11 standards. It is an Institutional audit. Following the report of the external audit MIM will create an action plan to meet the requirements which are fit for purpose.

The first external quality audit of MIM was carried out in July 2021.