# LSBF (MALTA)
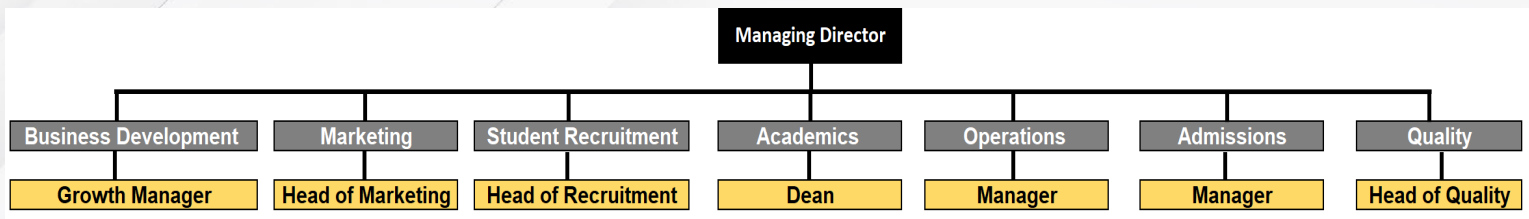
**INTERNAL QUALITY ASSURANCE MANUAL**

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# 1. STRATEGY, ORGANISATIONAL STRUCTURE AND PROBITY

1.1.1. London School of Business and Finance (Malta)is a privately-owned HE institution providing fully online bachelor and master's degrees in business administration, finance, marketing, and public health. LSBF's vision, since its establishment in 2003, has been the provision of world class, careers-focused higher education, delivered innovatively and accessibly, to a diverse, global, and ambitious student body. LSBF (Malta) is committed to delivering an education that meets the aspirations and needs of its students as well as providing equality of opportunity.

1.1.2. London School of Business and Finance (Malta) has a robust governance structure and experienced executive team. The responsibilities of all management staff are clearly defined and all senior managers are well-qualified, experienced, and committed to identifying priorities for improvement. The management structure is well understood and documented in the Quality Assurance Framework, organogram, and job descriptions. There are clear channels of communication between management, tutors, and academic staff, through regular meetings where strategic, academic, and operational matters are discussed. The Managing Director drives the strategic direction of the School and is supported by the Dean and the Academic Board and its committees and sub-committees (Learning, Teaching, and Assessment Committee, Student Experience Enhancement Group). Collectively, they form the decision-making structure of the School, ensuring effective implementation and monitoring of quality assurance processes, and maintaining the student academic experience at the heart of academic governance. Student representatives attend Student Experience Enhancement meetings to ensure they are engaged, individually and collectively, as partners in the assurance and enhancement of their educational experience. Students are also provided with regular opportunities to participate in Student Liaison meetings, which provide a forum whereby student concerns are raised to the Dean and Programme Leaders in collaboration with Student Support. The primary aim of these meetings is to provide an official forum to discuss academic and operational issues and provide an opportunity for students to give feedback about the programmes through semi-informal channels.

1.1.3.   Diagram 1. Concise Organisational Structure of LSBF (Malta).



| Managing Director | | | | | | |
| Business Development | Marketing | Student Recruitment | Academics | Operations | Admissions | Quality |
| Growth Manager | Head of Marketing | Head of Recruitment | Dean | Manager | Manager | Head of Quality |

1.1.4.   The team members of the institution will focus on specific aspects of the operations as mapped out in the table below.

| | QUALITY STANDARD | ADMISSIONS | MARKETING | STUDENT RECRUITMENT | ACADEMICS | OPERATIONS | QUALITY |
|---|---|---|---|---|---|---|---|
| 1 | Policy for 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 | ● | | ● | | ● | |

| # | Area | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | Teaching staff | | | | ● | | |
| 7 | Learning resources and Student Support | | | | | ● | |
| 8 | Information Management | | | | | ● | |
| 9 | Public Information | | ● | | ● | ● | |
| 10 | Ongoing monitoring and periodic review of programmes | | | | ● | | ● |
| 11 | Cyclical quality assurance | | | | ● | | ● |

1.1.5. LSBF (Malta) will ensure that individuals appointed to leadership or managerial roles meet specific criteria, requiring two essential conditions:

- Condition 1: Possession of an MQF Level 6 qualification

- Condition 2: Mimumum of 2/3 years of management experience

1.1.6. The Head of Institution must meet the following criteria:

- EQF/MQF Level 7 qualification (Master's Level);

- At least 10 years of internationally recognised experience in education, training, or policy;

- Direct and substantial experience or knowledge of the European, UK, and Malta institutional and academic educational systems;

- Experience in managing and developing entities in both private and public sectors with an international focus;

- International teaching experience.

1.1.7. These minimum conditions apply to all headship positions, and LSBF (Malta) is committed to adhering to these conditions when appointing new managers throughout its operational lifespan.

1.1.8. Additionally, LSBF (Malta) will maintain and regularly update all financial records and transactions. An accountant will be engaged to ensure compliance with national legal obligations, including the maintenance and auditing of accounts as required.

1.1.9. LSBF (Malta) will ensure that the respective lecturers/tutors for MQF Level 7 Master Degrees are fit for their purpose as such positions require the following:

- Course Design and Content Development: Academically qualified Professors, holding a PhD and at least 5 year active teaching experience at MQF level 7 or above; Professionally qualified Professors can teach, provided that they have at least 8/10 year active teaching experience at MQF level 7 or above or 8/10 professional experience in relevant fields;

- Technical and E-Learning Support: MQF level 5 or higher degree and work experience in managing Technical and E-Learning support. This role will ensure that students receive all the necessary technical IT assistance and E-Learning resources.

- Teaching Course, and Interacting and Supporting Learners: Academically qualified Professors, holding a PhD and at least 4 year active teaching experience at MQF level 7 or above; Professionally qualified Professors can teach, provided that they have at least 8/10 year active teaching experience at MQF level 7 or above.

- Providing support to persons in (c): holding MQF 6 or above degree in fields relevant to the function to be performed

## 2. POLICY FOR QUALITY ASSURANCE

LSBF (Malta)'s policy of quality assurance is based on the key expectations of the National Quality Assurance Framework defined by the Malta Further and Higher Education Authority (MFHEA). It is committed to providing and maintaining high quality learning and teaching opportunities to students enrolled on programmes offered to assure and enhance the student experience. As outlined in the introductory section, quality assurance is an integral part of LSBF (Malta)s strategy and is being defined as one of the pillars.

### 2.1 Governance Struture

2.1.1. The Managing Director, who is the Head of the Institution drives the strategic direction of the

Organisation and will be supported by the Academic Board and its committees and sub-committees. Collectively they form the decision-making structure of the Organisation, ensuring effective implementation and monitoring of quality assurance processes, and maintaining the student academic experience at the heart of academic governance (Fig. 1.0).
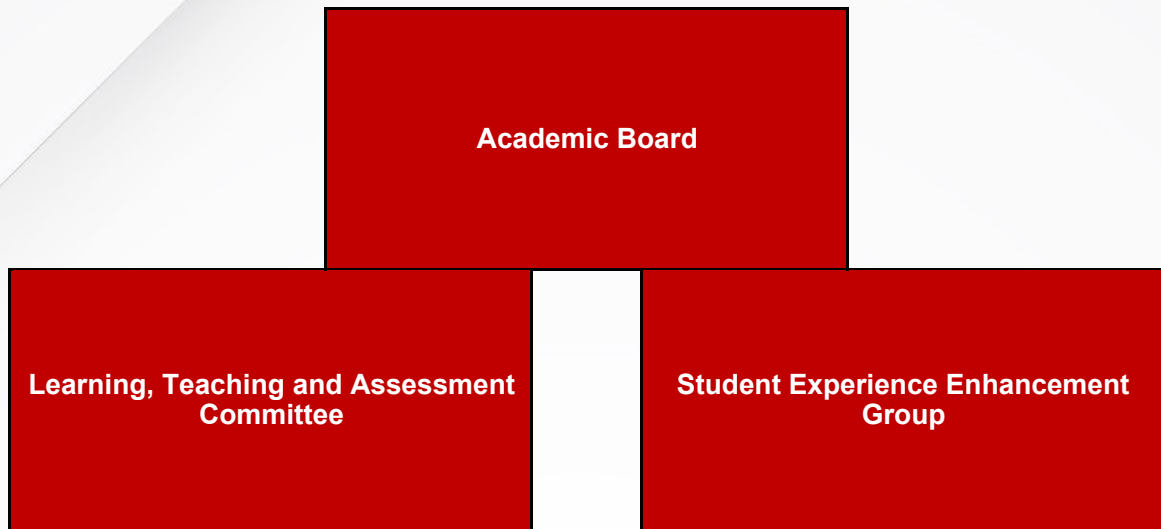
**Academic Board**

**Learning, Teaching and Assessment Committee**

**Student Experience Enhancement Group**

*Fig. 1.0 Governance Structure*

## 2.2 Academic Board

2.2.1. The Academic Board is the Senior Academic Committee responsible for oversight of the academic standards and student experience within the Organisation. The Academic Board has established the Learning, Teaching and Assessment Committee and Student Experience Enhancement Group for the purpose of enabling it to carry out its responsibilities.

2.2.2. Academic Board Responsibilities

o Reviews and considers issues and developments relating to teaching, criteria of admission, policies and procedures of assessments, and other matters arising from committees and sub-committees.

o The determination and periodic review of the educational provision and the oversight of its activities including curriculum content.

o Approving the quality framework of the Organisation.

o The determination of the School's academic and other activities, including review of student feedback.

o The organisation, direction and management of academic staff.

o Maintaining student discipline and, within the rules and procedures provided by School policies, and oversight of procedures and decisions for suspending or expelling students on disciplinary grounds or withdrawal of students for academic reasons.

- o Ensuring standards are maintained and effectively support student achievement.
- o To seek appropriate accreditation and affiliations of the Organisation.
- o To review and make recommendations on development of academic activities and resources.
- o To receive reports from sub-committees and to establish groups as appropriate to undertake specific development or business projects.

2.2.3. The Academic Board will meet biannually, usually in Summer and Winter. Additional meetings may be called by the Chair as required, and Chair actions may be taken with outcomes circulated to the Board.

2.2.4. The Chair of the committee is responsible for ensuring that proper minutes are kept of each meeting.

2.2.5. The minutes of every meeting will be submitted to the Board of Directors.

2.2.6. Academic Board Members include:

- Managing Director (Chair)
- CEO and Rector (Ex officio)
- Dean
- Head of Quality Assurance
- Student Operations Manager
- Business Operations Manager
- Director of Professional Courses

## 2.3 Learning, Teaching and Assessment Committee

2.3.1. The Learning, Teaching and Assessment Committee reviews and approves policies and procedures relating to learning, teaching and assessment in the context of the needs of students and good practice in higher education. The Committee reports directly into the Academic Board.

2.3.2. LTAC responsibilities include:

- Oversee and monitor the overall effectiveness of learning, teaching and assessment activities, including strategy and operations.
- Develop policies for effective teaching and other activities that strengthen the learning and teaching environment.
- Produce end-term reports on the effectiveness of teaching and learning strategies and metrics of student performance
- Promote discussions on best practices of learning and teaching and staff development.

- Produce student data report from the exam boards on academic performance, Unfair Practice Panels and Special Considerations appeals.
- Produce regular reports on academic support being offered to students.
- Provide updates on new programme design or development of existing programmes.
- Make recommendations for updates to the Staff Development policy.
- Produce an annual monitoring review once per year.

2.3.3.    The Learning, Teaching and Assessment Committee will meet four LSBF (Malta)s per year, at the end of each academic term.

2.3.4.    Additional meetings may be called by the Chair as required, and Chair actions may be taken with outcomes circulated to the Board.

2.3.5.    The Chair of the committee is responsible for ensuring that proper minutes are kept of each meeting.

2.3.6.    The minutes of every meeting will be submitted to the Academic Board.

2.3.7.    LTAC Members include:

- Dean (Chair)
- Managing Director &Vice-Rector (Ex officio)
- Student Operations Manager
- Head of Quality Assurance
- Programme Leaders
- LSBF Academics

## 2.4 Student Experience Enhancement Group (SEEG)

2.4.1.    The Student Experience Enhancement Group takes strategic steps to enhance the quality of the student experience of learning and teaching, support services, the learning environment and the different resources available to students. The Committee reports directly into the Academic Board.

2.4.2.    SEEG responsibilities include:

- Develop and implement initiatives associated with student experience and engagement that can assist the Organisation in achieving the goals outlined in the Learning and Teaching Policy.
- Create organisation-wide initiatives to improve student engagement and satisfaction.
- Plan, implement, and report on student satisfaction and feedback surveys.

- Produce reports on the effectiveness and metrics of various student communication systems.
- Create a forum for discussion of good practice in the area of student experience and encourage information flow within the Organisation on the subject.
- Plan and execute student networking events and celebrations of achievement.
- Suggest updates and revisions to the Student Handbook.

2.4.3. The Student Experience Enhancement Group will meet four LSBF (Malta)s per year, ideally at the end of each academic term.

2.4.4. Additional meetings may be called by the Chair as required, and Chair actions may be taken with outcomes circulated to the group.

2.4.5. The Chair of the committee is responsible for ensuring that proper minutes are kept of each meeting.

2.4.6. The minutes of every meeting will be submitted to the Academic Board.

2.4.7. SEEG Members include:
- Student Operations Manager (Chair)
- Managing Director & Vice-Rector (Ex officio)
- Dean
- Head of Quality Assurance
- Business Operations Manager
- Project Manager-Admissions
- Representative from the E-Learning Team
- Representative from the Student Recruitment Department
- Representative from the Marketing Team
- Delegate Support Officer

## 2.5 Quality Policy

2.5.1. At the heart of LSBF (Malta)'s quality policy is the involvement of students in the core activities of the institution. Students will have a significant role in the following areas:
- Contribution to the design and review of education and training programmes: Students or potential learners will be invited, where applicable, to participate in course design through direct contact on a voluntary basis. Additionally, ongoing and graduated students may be invited to participate in programme reviews.
- Evaluation of teaching and learning activities: Learners will be encouraged to provide their feedback to enhance teaching and learning activities. Feedback can be submitted online at the end of a course, with operational instructions provided in the student

handbook.

- Participation in events and activities of LSBF (Malta): Students are encouraged to engage in LSBF (Malta) activities through direct invitations (email or individual messages, online announcements etc.) and/or indirect invitations (such as website news or alerts).

- Analysis of information/data on operational aspects of LSBF (Malta): Results of data gathering and related information analyses may be discussed with students, where applicable, to gather feedback and obtain a more comprehensive perspective for improving LSBF (Malta)'s efficiency.

2.5.2. Furthermore, LSBF (Malta) will actively collaborate with external stakeholders to ensure that the programmes it designs are in line with significant requirements of the current market. External stakeholders will also play a vital role in LSBF (Malta)'s strategic planning activities and will be consulted through regular business meetings and internal strategic meetings conducted by LSBF (Malta).

2.5.3. LSBF (Malta) aims to operate with a well-organised management structure which at the same allows staff to engage in learning and teaching methods that promote academic freedom and integrity.The teaching staff recruited by LSBF (Malta) possess a strong interdisciplinary focus gained from practical experience in their professional field, emphasising a practitioner approach to learning.

2.5.4. Students will have the possibility to issue a complaint for academic freedom and integrity issues reporting their arguments to the tutors or student service or, according to the type of problem, to the Academic Manager or to the Head of Institution.

2.5.5. LSBF (Malta) will adopt an inclusive policy, aiming to support all potential students that are interested and willing to learn with LSBF (Malta).In particular, students with different culture, ethnicity, religion, nation or any other element will be encouraged to join LSBF (Malta) and their tutor will be available in order to provide support for possible related issues. Moreover, tutors or any other member of the staff will be able to report any possible inclusion barrier to the Inclusion Officer or Student Support team., who will be in charge to solve it, when is required, with the support of the Managing Director or Dean. In addition, LSBF (Malta) will adopt a policy of non-discrimination across all ethical fields for all members of the academic community engaged with LSBF (Malta).

2.5.6. LSBF (Malta) will implement a non-discrimination policy across all its activities. This ensures that teaching, learning, administration, and business development events are free from any discriminatory practices. If any learner, tutor, lecturer, or staff member experiences discrimination, they can refer to the non-discrimination Policy (found in the student handbook

and staff handbook). Staff can directly contact GUS HR for further steps. All discrimination

complaints, from both employees and students, should be submitted in writing to the Student Support team. They will then be forwarded to the Discrimination Complaint Coordinator, who will handle the investigation, ensure deadlines are met, and keep communication flowing.

2.5.7. Non-discrimination is a fundamental principle at LSBF (Malta). We are committed to ensuring equal treatment and opportunities for all individuals, regardless of any discriminatory factors. Discrimination is not tolerated, and any complaints will have serious consequences.

# 3. COURSE DESIGN, PROGRAMME MONITORING & REVIEW

## 3.1 Course Design

3.1.1. The course design and review process of LSBF (Malta) will reflect two important quality standards as defined in the NQAF, namely Standard 3 and Standard 10. Within this context, this section outlines the step by step procedure for curriculum design and review.

3.1.2. **Step 1**

LSBF (Malta) Management conduct market research on specific fields of the economy. Based on this and on the LSBF (Malta) strategy, the MD (HOI), in close consultation with the Dean, will decide to start the design process which will be supervised by the Dean supported by the Programme Leader.

3.1.3. **Step 2**

In consultation with identified external stakeholders and following a preliminary direct and/or indirect consultation (i.e. informal meetings, specific initial test survey) with potential learners and students, LSBF (Malta) Management formualtes a student-centered design brief for curriculum with the objective of defining:

a) Expected student workload in terms of ECTS
b) Target audience
c) Eligibility and selection criteria
d) Programme learning outcomes
e) Teaching and learning strategies

3.1.4. **Step 3**

Design brief is discussed at a strategic level to ensure alignment with LSBF (Malta)s strategy. This design brief (for each programme) will be approved by the Learning, Teaching and Assessment Committee.

3.1.5. **Step 4**

LSBF (Malta) management will further conduct a more complete data collection exercise

utilizing a survey method or ad hoc stakeholders meetings. Students and/or potential learners will be involved in these meetings and collection of views. When deemed appropriate

representative sample will be circulated among the target audience and directly or indirectly to potential learners/students to obtain feedback on the programme outcomes.

3.1.6. **Step 5**

Feedback obtained from sample or from meetings is analyzed and modifications to design brief are conducted accordingly. The Dean will ensure that feedback collected from potential learners/students are duly considered in line with student-centered needs.

3.1.7. **Step 6**

LSBF (Malta) engages experts in the knowledge field/s related to the design brief in order to assist in the development of the curriculum.

3.1.8. **Step 7**

Programme of study is developed as per accreditation guidelines issued by MFHEA to contain:

a) A student-centered approach

b) All the elements listed in Step 2 above (from a to e)

c) Structure of the programme in terms of MQF Level, Module Titles and ECTS values

d) Develop learning outcomes, knowledge, skills and competencies

e) Formulate assessment methods

f) Identify learning and teaching resources

g) Identify technical and media support requirements

3.1.9. **Step 8**

The designed programme is then vetted by LSBF (Malta)s dean supported by the programme leaders and/or quality assurance expert to ensure that the programme is fit for purpose and is then submitted to MFHEA for evaluation.

3.1.10. **Step 9**

During the evaluation process, LSBF (Malta) management will be responsible to liase and co-ordinate with MFHEA and knowledge experts in order to take on recommendations by MFHEA's evaluators.

3.1.11. **Step 10**

Once the programme is accredited by MFHEA, the website of LSBF (Malta) is updated accordingly.

3.1.12. **Step 11**

After 4 years, the programme will be reviewed and, if some changes are considered important to make, then LSBF (Malta) will re-submit the programme for accredit the changes. Relevant

stakeholders and students will be involved in the revision of the programme(i.e. through a dedicated survey or ad hoc well prepared meeting) so to improve its outcomes.

3.1.13   Course Design and development shall be coherent, consistent and transparent.

3.1.14   Reference points from statutory bodies shall be incorporated into course design and development to ensure that the academic standards are appropriate for the programme. External expertise, including expertise from external examiners shall also be incorporated to ensure a holistic view is considered.

3.1.15   Learning outcomes, learning and teaching activities, learning resources and assessment methods are designed and developed in accordance with subject benchmark statements.

3.1.16   Academic staff, professional services staff, and staff involved in quality assurance from within LSBF (Malta) shall be involved in course design and development. Students shall also be involved in accordance with the Student Engagement Policy.

3.1.17   All staff involved in delivering and supporting an approved programme shall be provided with professional development and training to gain appropriate knowledge of the programme.

3.1.18   Reporting to the Learning, Teaching and Assessment Committee, the Dean shall work to maintain full oversight of Course Design and Development Policies and Procedures and shall ensure appropriate provisions are implemented to maintain quality and standards.

3.1.19   Effectiveness of Course Design and Development Policies and Procedures will be reviewed annually by the Learning, Teaching and Assessment Committee through programme reviews.

## 3.2   Programme Monitoring

3.2.1  Programme Monitoring shall be ongoing to identify potential issues and implement effective solutions to minimize the effect on the learning experience of students

3.2.2   Programme Leaders shall be responsible for ensuring that academic standards are maintained, and provide oversight of the ongoing monitoring of the programme.

3.2.3   Programme Leaders and the Dean shall meet regularly to share programme updates and highlight any issues and discuss actions taken.

3.2.4   Each programme shall have an appointed Student Support Coordinator who shall provide non-academic support to students enrolled on a programme. The Student Support Coordinator shall share updates and highlight any issues  to  the  Programme Leader and discuss actions taken.

3.2.5   In addition to oversight and monitoring as described above, LSBF (Malta) shall collect feedback from students periodically during their programme. Feedback will be collected through Student Surveys and shall be conducted and analysed mid-module, end of module and end of programme.

3.2.6    In addition to ongoing programme monitoring, programmes shall be reviewed annually by the Progamme Leader.

3.2.7    Annual Programme Reviews provide detailed summaries of the following areas:

   a)   Programme Overview and Analytics;

   b)   Faculty;

   c)   Resources;

   d)   Feedback and Evaluation;

   e)   Summary Comments and Recommendations.

3.2.8    Annual Programme Reviews provide detailed summaries of the following areas:

3.2.9    Programme Overview and Analytics;

3.2.10   All Annual Programme Reviews shall be submitted and presented to the Learning, Teaching and Assessment Committee for approval.

3.2.11   Approved Annual Programme Reviews shall be submitted for review to the Academic Board.

3.2.12   Effectiveness of Monitoring and Evaluation Policies and Procedures shall be reviewed annually by the Learning, Teaching and Assessment Committee.

3.2.13   Reporting to the Learning, Teaching and Assessment Committee, the Academic Lead maintains full oversight of Monitoring and Evaluation Policies and Procedures and shall ensure appropriate provisions are implemented to maintain quality and standards.

# 4.    STUDENT-CENTRED LEARNING, TEACHING & ASSESSMENT

## 4.1    Student-Centred Learning

4.1.1   Central to LSBF (Malta)'s core activity, all personnel working with LSBF (Malta) (academic and management) will respect the diversity of students and their respective needs.In particular, student will be invited to communicate any special needs or request to their tutor or Student Support Administrator, who will try to figure it out or, when the case, will forward the request to the Dean or to the HOI. In any case, all personnel working with LSBF (Malta) will adopt any possible action in order to respect the diversity. Through the promotion of mutual respect between all involved, students, teaching staff and management staff, LSBF (Malta) will ensure that students are instilled with a sense of autonomy and will be guarenteed support from their respective teachers and tutors. In particular, tutors will provide administrative, academic and, when the case, technical support.

4..1.2 **PEDAGOGY:**

LSBF (Malta) utilises 'student centered learning' through multiple methodologies when it comes to online learning whereby the traditional contact hours are reflected by synchronous

or asynchronous delivery methods. In fact, the virtual teaching/learning world can offer effective pedagogical approaches together with great flexibility thus letting a student maximize her/his own learning process.

Hence, online lectures can have the format of a traditional lectures via Teams as well as an action learning methodology approach based on self-study directed by online instruction material  or tutorials in order to perform project assignments, case studies, analytical works and so on. Lectures might include discussion groups or  group tasks. Insights can come from guest lecturers as well as webinars to cover particular topics.

- "Peer learning" is strongly encouraged in a virtual environment provided by the learning platform and could take place in synchronous discussions or in asynchronous forums.

- The programme reviewing will be performed on a regular basis.

## 4.2 Assessment Information

4.2.1    **Module** is a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria. Some providers use the word 'course' to refer to individual modules.

4.2.2   Responsibilities and involvement in assessment shall be outlined in the legal contract between the Organisation and the validating and/or awarding body.

4.2.3   All staff involved in assessment shall be appropriately selected, qualified and trained to be consistent, fair and professional and shall be familiar with all relevant policies and procedures.

4.2.4   Assessment policies and procedures shall be outlined in the Student Handbook for each programme.

4.2.5   Assessment shall cover a wide range of methods and should determine whether a student has achieved the learning outcomes of the programmes upon which they are enrolled

4.2.6    All assessments will allow staff to:

- determine the grading which will contribute to final degree classification

- possibly ensure that the student is "fit to practice" (professional body requirements)

- indicate to potential employers or other educational institutions/organisations a student's strengths and weaknesses in specific subjects and in generic skills and abilities.

4.2.7   There are wider functions of assessment that are very important for students' learning. These are:

- the opportunity to provide feedback to students on their performance

- helping students remedy mistakes, and to develop and improve

- providing further opportunities for learning; these might be opportunities to work independently, to explore aspects of learning only possible outside the "classroom"

e.g., work-based learning, "live" projects

- developing students understanding of processes of inquiry and research relevant to the subject

- providing students with an opportunity to reflect on their own learning approaches and abilities

- enabling students to develop a wider range of skills

    - helping students determine their choice of options/subject specialisms.

4.2.8    There are also aspects of assessment that are helpful in developing and enhancing its provision. These include:

- checking students' learning progression in order to evaluate our provision
- diagnosing the further support for learning that students might need
- Indicating the academic standards of the learning achieved.

4.2.9    The following should be considered in the design of assessment at both course and module

level:

- assessment should be designed as an integral part of the teaching and learning process, in module and programme design, ensuring that students can learn through the assessment

- a holistic approach to assessment should be taken, assessment methods across a module should encompass a wide range of methods, fit for measuring the achievement of the learning outcomes and avoiding duplication of learning outcomes where possible.

- programmes are expected to be underpinned with an assessment strategy relevant to the subject area or module

- Assessment requirements should be valid; what the students are asked to do should be appropriate to measure the learning outcomes of the module, and the delivery of the module should support the student in being able to complete the assessment (the principle of constructive alignment)

- the purpose of the assessment and how it will help students' learning must be transparent to students

- assessment requirements should be designed to ensure that they do not give undue advantage or disadvantage to students from specific backgrounds, or those with particular disabilities

- assessment criteria, determined by the learning outcomes, should be given to students at the time the assessment task is set and should be used by all staff to inform their marking, and in providing feedback to students

- assessment workload should be realistic and comparable between modules at the same academic level and credit weighting

4.2.10  Effective assessment may be achieved by:

- Explicitly providing advice to students on the assessment criteria and marking

schemes

- The use of specific grading criteria for each piece of assessed work

- Explaining in the assignment briefs how the chosen assessment methods support the students' learning and how they link to the learning outcomes

- Using more diverse range of assessment formats chosen through a "fitness for

  purpose" analysis of what students must demonstrate to pass to each particular module, and how the work will encourage students' further learning

- Timely feedback mechanisms for performance in assessments and specific feedback

4.2.11 This policy and procedure applies to all programmes provided by the Organisation which are assessed by formative and summative assessment.

Expectations for Standards

4.2.12 Assessment ensures that the qualifications are awarded only to those students who meet specified learning outcomes. Learning outcomes are specified for each course, which are consistent with the relevant national qualification frameworks' descriptors, and assessment determines whether each student has achieved them.

**Expectations for Quality**

4.2.13 Courses are designed so that curricula, learning outcomes and assessment are aligned with each other, enabling reliable assessment and an effective learning experience. Assessment measures accurately and consistently, the extent to which students have achieved the learning outcomes for the course.

4.2.14 Assessment supports students' learning: it is designed to enable students to learn through preparing for and undertaking the assessment and from feedback on their performance in the assessment.

## 4.3 Marking Criteria

4.3.1 The guidelines below reflect the standards of work expected at postgraduate level for modules which are marked according to the British grading system. All assessed work is marked by a faculty member, and a sample is then moderated by another member of staff. Any piece of work may be made available to the external examiner(s). Students should consult the individual coursework briefs for guidance on marking criteria and expectations.

**70+ (Distinction)**

A mark of 70+ will fulfil the following criteria:

Compelling evidence of:

- an ability to plan, organise and execute independently a research project or coursework

assignment.

- an ability to evaluate literature and theory critically, synthesise and make informed judgements.
- creativity, originality, and independence of thought.
- an ability to evaluate critically and synthesise existing methodologies and suggest innovative approaches to current research or professional practice.
- an ability to critically analyse and synthesise data and/or information.
- excellent levels of accuracy, technical competence, organisation, and expression

**60-69 (Merit)**

A mark in the 60-69 range will fulfil the following criteria:

Convincing evidence of:

- an ability to plan, organise and execute independently a research project or coursework assignment.
- critical insight and thinking.
- a systematic knowledge and synthesises of the major factual and/or theoretical issues that engages with the relevant literature on the topic.
- planning and an appropriate choice of sources and methodology with correct referencing.
- an ability to critically analyse and synthesise data and/or information.
- a capacity to develop a focussed argument that articulates a sustained pattern of logical thought.

**50-59 (Pass)**

A mark in the range 50-59 will fulfil the following criteria:

Evidence of:

- an ability to plan, organise and execute a research project or coursework assignment.
- a systematic knowledge of the major factual and/or theoretical issues involved.
- knowledge of the literature with evaluation and correct referencing.
- an ability to critically analyse and synthesise data and/or information.
- examples of a clear pattern of thought or argument.
- the topic is introduced and concludes appropriately.

**Below 50 (Fail)**

A fail will be awarded in cases in which there is:

- limited ability to plan, organise and execute a research project or coursework assignment.
- knowledge of the literature and of factual and/or theoretical issues, but with little critical development or synthesise.
- limited ability to analyse data and/or information.
- incomplete or incorrect referencing in text and reference list.
- limited ability to present a coherent argument.

4.3.2    For any single module within a course, the teacher will be responsible for the assessment. Depending on the particular assessment method, the examiner could be one, usually the teacher themselves or more than one (e.g.for Master Dissertation).

4.3.3    In mitigating circumstance (such as illness, death in family and others) students are expected to communicate directly with their respective Student Support Administrator in advance and will be dealt with through the SPC process (Special Considerations Process).

4.3.4    For any single module within a course, the teacher will be responsible for assessment result feedback which will be provided to student on the VLE, according to the particular assessment mode and discipline. The main channel will be the digital one (email, Virtual Learning Platform and so on).

4.3.5    The Student Operations Manager's team, supported by the Head of Quality, will be supporting teaching staff in the design and development of assessment in order to ensure that assessment methods are fit for their purpose in assessing the intended learning outcomes of the respetive modules of study. In particular, the Student Operations team will be ensuring that any teacher will be familiar with different assessment and examination methods, providing proper training or information during the first engagement period and then when needed.

## 4.4 Complaints and Appeals

4.4.1    Students will be provided with the opportunity to appeal any decisions in relation to their measured performance.

4.4.2    Information about policies, procedures and responsibilities of the Organisation in the Concerns,  Complaints  and  Appeals policies and procedures shall be transparent.

4.4.3    Students who require assistance and/or guidance with Concerns, Complaints and Appeals policies and procedures shall be provided with assistance from the Student Support Coordinator and/or the Academic Tutor.

4.4.4 Anonymous or third-party concerns, complaints and appeals shall be forwarded to the appropriate staff member, but not formally investigated. No concern, complaint and appeal made on behalf of a student shall be undertaken without the student's written consent. This includes concerns, complaints and appeals made by the parent or spouse of the student concerned.

4.4.5 A group of students may submit a collective concern, complaint or appeal provided that one student identifies themselves as the main contact for purposes of communication.

4.4.6 All information provided during the concerns, complaints and appeals procedure shall remain confidential and is subject to the requirements of the Data Protection Policy. Only staff directly involved with the concern, complaint or appeal shall be given access to confidential information.

4.4.7 No student bringing a concern, complaint or appeal under this policy, whether successful or otherwise, shall be treated less favourably by any member of staff than if the concern, complaint or appeal had not been brought.

4.4.8 Valid grounds for academic appeals (grade appeal) include the following:

- The published grade is incorrect due to an administrative error.

- There has been an irregularity within the assessment process. This irregularity must cast doubt upon the validity of the student's result in order to be considered.

- A student's performance was affected by exceptional circumstances which could not be communicated at the time, or immediately after the submission and confirmation of grades. Sufficient evidence must be supplied to corroborate the claim.

- There has been an error in the calculation of the final grade or classification.

4.4.9 Concerns, complaints and appeals shall be resolved without delay whenever possible. Where this is not possible, the student shall receive an acknowledgement and shall be kept up to date.

4.4.10 Concerns, complaints and appeals shall be resolved without delay whenever possible. Where this is not possible, the student shall receive an acknowledgement and shall be kept up to date.

4.4.11 Students are expected to have met their obligations and responsibilities as a member of the student community with regard to:

- Meeting their academic commitments;

- Behaving with reasonable consideration for other students and staff.

4.4.12   The Concerns, Complaints and Appeals procedure shall operate on the following principles:

- All parties shall be given the opportunity to provide evidence to substantiate their version of the issue / incident;
- Full disclosure of any allegations or evidence shall be made to those parties involved in the concern, complaint or appeal;
- All parties involved in a concern, complaint or appeal shall have the right to seek assistance from a friend or non-legal representative at each stage of the procedure;
- It is assumed that all parties operate in good faith and provide information which is true, complete and not misleading; this includes a duty to disclose all information which is relevant to the issue at stake, including information which may not support their position.

4.4.13   Students shall not engage in baseless, frivolous or vexatious concerns, complaints and appeals. However, where clear evidence exists that students do submit concerns, complaints or appeals which are clearly baseless, frivolous or vexatious, disciplinary action may be taken.

4.4.14   Reporting to the committees and sub-committees of the Academic Board, the Dean and the Student Support Manager maintain full oversight of Concerns, Complaints and Appeals Policies and Procedures respectively and shall ensure appropriate provisions are implemented to maintain quality and standards.

4.4.15   Effectiveness of Concerns, Complaints and Appeals Policies and Procedures will be reviewed annually by the Learning, Teaching and Assessment Committee and Student Experience Enhancement Group respectively.

## 4.5 Assessment Procedures

4.5.1 In alignment with GDPR, all records of assessment and performance will be safely kept at the operational office of LSBF (Malta).

4.5.2   At the end of each module, students will be asked to evaluate the teaching, learning and assessment by means of end of module surveys.

4.5.3   Academic Misconduct: Higher education providers operate processes for preventing, identifying, investigating and responding to unacceptable academic practice.

4.5.4   This policy and procedure applies to all programmes provided by the Organisation which are assessed by formative and summative assessment.

4.5.5 Assessment ensures that the qualifications are awarded only to those students who meet specified learning outcomes. Learning outcomes are specified for each course, which are consistent with the relevant national qualification frameworks' descriptors, and assessment determines whether each student has achieved them.

4.5.6 Assessment regimes include processes ensuring the qualifications awarded by a degree-awarding body are consistent with the standards recognised within the sector and continue to be so over LSBF (Malta). This consistency is important for the value of a qualification and the trust stakeholders place in it.

4.5.7 Courses are designed so that curricula, learning outcomes and assessment are aligned with each other, enabling reliable assessment and an effective learning experience. Assessment measures accurately and consistently, the extent to which students have achieved the learning outcomes for the course.

4.5.8 Assessment supports students' learning: it is designed to enable students to learn through preparing for and undertaking the assessment and from feedback on their performance in the assessment.

4.5.9 Definitions

- **Formative assessment** is assessment with a developmental purpose, designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and/or maintained. Reflective practice by students contributes to formative assessment.

- **Summative assessment** is used to indicate the extent of a learner's success in meeting the assessment criteria to gauge the intended learning outcomes of a module or course. Typically, within summative assessment, the marks awarded count towards the final mark of the course/module/award.

- **Module** is a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria. Some providers use the word 'course' to refer to individual modules.

4.5.10 All submissions of assessments will be checked using a plagiarism tool (Turnitin) and a robust process for identifying and dealing with cases of plagiarism and other forms of academic dishonesty.

4.5.11 Papers which are flagged as concerning via any of the channels listed above are submitted to internal review by an academic panel consisting of the Head of Academics and Programme Leaders.

4.5.12 If, following this review, the panel determines that there is cause for concern relating to potential unfair practice, the student in question will be invited to an Unfair Practice Committee

hearing.

4.5.13 Unfair Practice Committee hearings consist of an academic panel drawn from across LSBF faculty, the student whose work is being scrutinised, and a member of the Exams & Assessments department

4.5.14 Students are invited to attend these committees in writing, provided with evidence for their potential unfair practice (usually in the form of a Turnitin report), and offered the opportunity to submit a written statement in addition to or instead of their attendance at the committee meeting.

4.5.15 The purpose of the panel is to examine and discuss the paper in question and determine whether any unfair practice has been committed.

4.5.16 Following the hearing, the panel convenes to make a decision, and there are three possible outcomes:

- No Unfair Practice – the student has not committed unfair practice and the paper in question proceeds to grading as normal.
- Poor Referencing – while not the result of academic dishonestly, the student has referenced poorly and must attend the Referencing Workshop. The paper in question proceeds to grading as normal.
- Unfair Practice – the student is deemed to have committed unfair practice, the paper must be resubmitted, and the student must attend Referencing Workshop. If the paper in question is itself a resubmission, the student will need to retake the entire module.

4.5.17 All assessments will be internally verified prior to being sent to external examiners for their feedback.

4.5.18 Following the completion of the round of First Marking, all final assignments – with the exception of dissertations submitted towards the Integrative Research & Consultancy Project module1 - are subjected to a thorough Moderation process conducted by an academic peer of the First Marker.

4.5.19 This process is designed to promote best-practice and accountability amongst the faculty and ensure accuracy and consistency of grading both on a paper-by-paper and module-wide basis.

4.5.20 In addition, internal moderation helps ensure the quality of feedback the student receives on their summative work, thereby forming an important pillar to support development and achievement throughout the student journey

# 5. STUDENT ADMISSION, PROGRESSION & CERTIFICATION

## 5.1 Processes and Expectations

5.1.1. Along the student life-cycle, LSBF (Malta) will ensure that processes for admission, progression and certification and implemented consistently, transparently and fair. This will be conducted tghrough the following actions:

5.1.2 The Admissions, Recruitment and Widening Access Policy and Procedures are an essential part of assuring and enhancing academic quality. This policy and procedure applies to individuals who are considering entering or continuing with higher education in addition to prospective students who register/enrol in a programme offered by the Organisation and become a current student.

5.1.3 Effective admissions, recruitment and widening access policies and procedures enable providers to recruit students who are capable of meeting the required standards for their course.

Expectations for Quality

Admissions, recruitment and widening access sets the tone of engagement for a student with their provider and the wider sector. Therefore the support a student receives from pre-entry to enrolment will be instrumental in laying the foundations for a successful educational experience.

5.1.4 **Admissions** refers to the practices and processes developed and delivered by providers that relate to admitting a prospective student up to the point of enrolment on a course through an application and selection process.

5.1.5 **Recruitment** generally refers to a broad range of activities and initiatives undertaken by providers or their representatives prior to the point of admission. This includes outreach, events and various marketing activities, which ultimately encourage prospective students to either apply to, or start a course with, that provider. Within the scope of this Code, recruitment specifically refers to the process by which providers share information and advice with prospective students.

5.1.6 **Widening access** is a term which has multiple meanings depending on the context in which it is used. It can refer to issues relating to social justice and social mobility, or to activities and initiatives designed to enable different groups of people to gain entry to different aspects of society, such as job opportunities and professions, or involvement in higher education. Within

the scope of this Code, widening access refers to the process by which providers may (or may not) vary their admission or selection processes according to local or national policy guidelines and expectations.

5.1.7    **Prospective student** refers to all those who are applying or considering applying for any course, at any level and employing any mode of study, with a higher education provider.

5.1.8    **Current student** refers to students who are registered/enrolled on any course at undergraduate or postgraduate level, with a higher education provider. An individual becomes a 'current student' at the point of registration/enrolment.

5.1.9    **Inclusive admissions** refers to an admissions system which seeks to minimise any unnecessary barriers in the process which may prevent some groups of applicants from making a successful application.

## 5.2 Policy

5.2.1    Admissions, recruitment and widening access shall adhere to principles of transparency, efficiency, professionalism, fairness, reliability, inclusion and courtesy.

5.2.2    All staff involved in admissions, recruitment and widening access shall be appropriately selected, qualified and trained to deliver a consistent, fair and professional service to prospective students and shall be familiar with all relevant policies and procedures.

5.2.3    Personal data collected as part of admissions, recruitment and widening access policies and procedures shall be held in accordance with the Data Protection Policy.

5.2.4    Prospective students shall be informed of admissions, recruitment and widening access policies and procedures, what they involve, requirements, timeframes, milestones and communication protocols and shall be provided with accurate, detailed information about programmes to enable them to make informed decisions.

5.2.5    Where changes to a programme are made, prospective students shall be informed timeously and advised of alternative options available to them.

5.2.6    Prospective students shall be provided with all necessary information about their programme to enable them to make a smooth transition into being a student.

5.2.7    Feedback, complaints and appeals in relation to admissions, recruitment and widening access policies and procedures shall be handled in accordance with the Admissions Complaints and Appeals Policy and Procedures (included in the Student Handbook).

5.2.8    All queries for deferrals shall be made to the Admissions Manager. Deferrals will be considered in accordance with the policies and procedures of LSBF (Malta)

5.2.9    Reporting to the Student Experience Enhancement Group, the Head of Student Recruitment and Admissions Manager maintain full oversight of Admissions, Recruitment and Widening

Access Policies and Procedures respectively, and shall ensure appropriate provisions are implemented to maintain quality and standards.

5.2.10   Effectiveness of Admissions, Recruitment and Widening Access Policies and Procedures shall be reviewed annually by the Student Experience Enhancement Group.

## 5.3 Recognition of Prior Learning

5.3.1   Recognition of prior learning shall assess whether a student can demonstrate the ability to meet the learning outcomes and assessment criteria for a module through knowledge, experience, understanding and skills that they have already developed and do not need further development through a course of learning.

5.3.2   Students must be able to provide evidence to support applications for recognition of prior learning. Evidence shall be valid, current, sufficient and genuine.

5.3.3   Students shall be provided with support for action planning, recording of achievements and providing appropriate evidence at the initial interview, induction or early in the programme and shall continue through the learning process.

5.3.4   Recognition of prior learning is not an exemption from taking the module, students shall still be required to complete all assessments and cover all learning outcomes.

5.3.5   Applications for recognition of prior learning shall be assessed on an individual basis. The assessor must be satisfied that the student has the necessary knowledge, experience, understanding and skills to proceed directly to enrolment.

5.3.6   Students whose application for recognition of prior learning is approved shall be provided with an action plan for their individual learning and assessment pathway.

5.3.7   LSBF (Malta) will also recognize prior learning (RPL) of potential students. RPL will be governed by a specific policy and procedure and they are attached in a separate document.

## 6.   ONLINE LEARNING SPECIFICATIONS

LSBF (Malta) will be offering all programmes through online learning. Students undertake the entirety of their studies in a virtual learning environment via the Canvas learning management system (LMS), a comprehensive cloud-native software package that was designed to compete with and improve on industry-standard systems.

The Canvas interphase is simple to navigate from first use but has a depth of features that are easily found when required.

## 6.1    Online Delivery & Support

6.1.1 Learning and teaching activities and practices shall develop analytical, critical and creative problem-solving skills of students.

6.1.2    All programmes shall incorporate and support a range of learning activities for different learning abilities and the variety of learning approaches and backgrounds of studens.

6.1.3    Programmes incorporate regular live sessions via Microsoft Teams  in which students have the opportunity to interact with their tutors and each other synchronously.

6.1.4    Programme delivery includes engaging visual content by utilising HD-quality studio production or lectures recorded in high quality by the lecturers and animated infographics to highlight the key theories

6.1.5    Flash cards or electronic pdf files, which complement videos by highlighting key points and providing a transcript of the video recording for the student to read are also provided

6.1.6    A range of readings from scholarly and professional bodies are recommended for students in every module

6.1.7     Students will have the opportunity to chat with Student Support staff via Intercom on Canvas and through Canvas Inbox with their tutors and staff.

6.1.8    As students progress through each module, they are required to submit a series of written responses to discussion prompts in order to build upon and apply knowledge and understanding covered within the core content and additional reading.

6.1.9    Student records will be stored and archived in a secure manner in compliance with GDPR requirements.

6.1.10  Students shall have equal access to learning opportunities. Students who have specific learning needs in accordance with the Disability Policy shall be provided with individual learning support.

6.1.11  Information on modules, programmes and assessment shall be clear and concise and appropriate policies, procedures, resources and systems shall be available to support students.

6.1.12  All staff involved with learning and teaching shall participate in professional development activities to ensure that they have a thorough understanding and in- depth knowledge of the programmes they deliver and/or support.

6.1.13  To ensure their continued relevance, formal annual evaluation of learning and teaching shall be carried out on all programmes in accordance with the Monitoring and Evaluation Policy and Procedures.

6.1.14  Development and achievement shall be supported through effective feedback and communication between students and their peers and students and their tutors and student support coordinators.

6.1.15   Reporting to the Learning, Teaching and Assessment Committee, the Head of Academics maintains full oversight of Learning and Teaching Policies and Procedures and shall ensure appropriate provisions are implemented to maintain quality and standards.

6.1.16   Effectiveness of Learning and Teaching Policies and Procedures shall be reviewed regularly by the Learning, Teaching and Assessment Committee.

**6.1.17   STUDENT ACCESS AND INSTRUCTIONAL RESOURCES:**

The student will be able to access the platform, using the credentials chosen during registration. Technical needs are quite simple and common: a device (PC, tablet, and so on) with a browser and an Internet connection (and, of course, access credentials). There are no special technical restrictions (e.g. browsers or operating systems). Students with special needs could communicate their requests to LSBF (Malta) (through Student Support).

As far as instructional resourcing is concerned, tutors and students will have access to the virtual platform where teachers can upload virtual material related to his/her discipline and where lectures will be provided. No material in physical format will be provided but reference for, when the case.

**6.1.18   STUDENTS, TUTORS AND STUDENT SUPPORT ADMINISTRATORS:**

Students will be supported by the Tutor who will be their first reference for any kind of academic concerns. A tutor will direct and supervise the learning process. Student Support Administrators will be the main reference for students and teaching staff in order to address any kind of problems or issues through direct digital channels or non-academic concerns. Tutors ICT and pedagogical skills will be assessed by the Dean or Programme Leaders who will possibly provide proper training where needed, when the case. The Student Operations Manager will be in charge of the, student support and E-Learning support for tutors and students. The tutors will be easily available through digital channels which might be: email, VLE Inbox, chat, forums, video conferencing call and so on. The preferred contact ways will be clearly communicated by the tutor.

# 7.   TEACHING STAFF

LSBF (Malta) will engage teaching staff through a transparent process aligned with local employment laws. This process involves four distinct steps:

7.1.12   Step 1

Issuing an external call for part-time or full-time positions related to specific subject area/s.

7.1.13  Step 2

Conducting a thorough check on applicants to verify their qualifications and experience as declared in the programme design requirements. The minimum eligibility criteria will adhere to the guidelines outlined in the "Strategy, Organisational Structure and Probity" section of the document and the Provider Accreditation Application.

7.1.14  Step 3

Conducting a selection process that includes a written test to assess content development skills and asynchronous discussion response ability, along with a semi-structured interview.

7.1.15  Step 4

The Dean will present the list of selected professors to the LTAC Committee for final approval.

**Selected teaching staff will be:**

7.1.16  Provided with a contract of service which will contain all the obligations and responsabulities.The contract could be on full-time basis, part-time basis or limited to the time needed to cover any necessary teaching duty (lecturing, assessing, organizational meeting and so on).

7.1.17  Inducted by the Programme Leader on all the internal processes and procedures, strategic and learning approaches

7.1.18  Monitored by the Programme Leader and, when needed, by the Head of Quality or Dean during agreed delivery sessions. The main feedback will come from students that will be requested at the end of each module to be filled in a questionnaire to evaluate the teaching, learning and assessment .The results of such questionnaire will be reviewed by the Dean and Student Experience Enhancement Group (SEEG). Following this assessment, the Programme Leader can directly plan a dedicated pedagogical up-dated training to some teaching staff or consider more structural changes. In the latest case the Programme Leader will provide to the Dean with all the necessary information and the Dean will take the decision. Teaching staff will be also invited by the Programme Leader or Dean to discuss the pedagogy being used, pointing out strengths and weakness in regular faculty and LTAC meetings.

7.1.19  Provided with the opportunity for continuos professional development on education and training suggesting high level source of information or debates as well as reliable seminars, courses, webinars, meetings (e.g. proposed by MFHEA)

7.1.20  Provided with teaching resources according to the requirements of the programme

7.1.21  Consulted on programme reviews

7.1.22  Engaged in evaluation processes related to academic and corporate activity

7.1.23 Encouraged to keep updated in their respective professional knowledge area.Research information will be provided to the teaching staff according to opportunities coming from the professional and international academic network in which LSBF (Malta) is part of. The teaching staff will be encouraged to engage in European and international research opportunities.

7.1.24 Engaged in education and training activity of LSBF (Malta) which will include conferences, workshops and business meetings with respective external stakeholders

## 8. LEARNING RESOURCES & STUDENT SUPPORT

## 8.1 Resources & Support Overview

8.1.1 LSBF (Malta) is committed to provide the academic community (teaching staff and students) with the latest resources for effective learning to take place.The Dean is in charge to identify need and ask the HOI/CEO for resource allocation according to his/her evaluations as well as teaching staff and students feedback .

8.1.2 Learning resources will include:

- Access to some online journals and e-books will be provided, in line with the "Policies on Open Science" of European Commission so encouraging access and scientific production in the "open science" perspective. Moreover, the Virtual Learning Platform will provide adequate resources making available documents, papers, database or any other material uploaded by teachers and useful for insights on programme topics.
- Access to authorative sources of information
- Online website with updated information and communications
- Participation in online workshops and webinars and seminars, that will be organised by LSBF (Malta)

8.1.3 In addition, dedicated support services for students will also include:

- Adimistrative support on matters related to admission, registration, progression and certification
- Academic support from respective tutor, who will be available easily through main digital channels (emails, chat or videocall etc.).
- Key updates on activity at LSBF (Malta)
- Programme Leaders and Student Support Administrators to support students on academic and non-academic matters.

- The students will be provided with the opportunity to communicate complaints and appeals. The Appeals and Complaints policy and process have been included in the Student Handbook.

## 8.2 General Appeals Procedure

8.2.1 Should a student wish to appeal a grade presented to them by the University awarding body, or a judgment made by the school, the student can submit a Student Appeal Form. Based on the student's request and the supporting information, LSBF will make a decision on the appeal.

**The process for appeals is as follows:**

8.2.1   The student completes the Student Appeal Form and submits it to their Student Support Programme Administrator, along with any supporting documents.

8.2.2   The Student Support Programme Administrator sends the form to the Examinations and Assessments Department with a summary and any relevant notes regarding the student's case.

8.2.3   The Examinations and Assessments Department will add any relevant information to the summary.

8.2.4   All considerations and documents along with a small summary of the case are sent to the Academic Dean for review.

8.2.5   Should the student be appealing a grade, the Academic Dean may request that the paper is sent to the original marker and the Programme Leader for review. Should the grade be deemed incorrect, the Programme Leader will be asked to re-grade the paper.

8.2.6   Once per week, the Academic Dean will examine all appeal requests and make the final decision based on all the information and evidence provided.

8.2.7   The result of the Special Consideration request will be sent to the student, along with instructions as to how they are to proceed based on the outcome.

8.2.8   Should a student's grade have changed, the new information will be presented to the awarding body as a special case consideration at the subsequent examination board, along with all supporting documents.

## 8.3 Complaint Resolution Steps and Timelines

**Informal Resolution**

8.3.1   If an individual believes that he or she has been subjected to sexual harassment or gender or sex discrimination, the individual is advised to discuss the matter and seek informal resolution with the Discrimination Complaints Coordinator.

8.3.2 The informal resolution step isnot a pre-requisite tofiling acomplaint of sexual harassment or sex/gender discrimination, and depending on the circumstances of the alleged occurrence, this step might be bypassed in favour of a formal complaint investigation, especially if there is alleged criminal action.

8.3.3 The complainant must initiate the complaint process within 30 days following the alleged action or the date on which the complainant first knew, or reasonably should have known, of the occurrence.

8.3.4 The Discrimination Complaints Coordinator will attempt a voluntary and informal means of resolving the complaint, if possible, within 5 days of notification. If the informal resolution step is not successful, the complaint should follow the formal resolution procedure outlined below.

**Formal Resolution**

8.3.5 The formalised written statement needs to include: a description of the alleged harassment or discriminatory action(s), the individual(s) involved, when it occurred, witnesses and evidence of the alleged action(s), and what recourse is requested. Once a formalised written statement of complaint is filed with the Discrimination Complaints Coordinator, the Discrimination Complaints Coordinator will ensure the adequate, reliable, and impartial investigation of the complaint, including an opportunity for all parties involved to present witnesses and other evidence.

8.3.6 The Discrimination Complaints Coordinator will conclude with a written report that summarises the results and finding (conclusion). The conclusion can be a 'substantiated' finding that may result in some type of corrective action to be carried out by the school.

8.3.7 The conclusion can be an 'unsubstantiated' finding, which will result in no corrective action.

8.3.8 The investigation outcome can also be 'inconclusive'.

8.3.9 The Discrimination Complaints Coordinator will submit a fact-finding summary report within 10 days of the completion of the investigation and will notify the involved parties, in writing, as to the outcome of the fact-finding investigation, including any action to be taken, within 10 days.

8.3.10 The Discrimination Complaints Coordinator will attempt to ensure timely processing of the complaint at all stages but may determine an extension of these timeframes is necessary.

8.3.11 The Discrimination Complaints Coordinator will inform both parties of his/her right to proceed to the next step in the complaint resolution process.

8.3.12 This next step is the written request for a review by a committee/panel, which would be convened by the Programmes Committee.

8.3.13 The Committee will conduct a review of the preliminary fact-finding report pertaining to the

investigation of the complaint. The Discrimination Complaints Coordinator will work in conjunction with the respective Chairperson of the Programmes Committee to coordinate the activities and shall be responsible for providing notice to the complainant relating to the progress of the Committee's investigation review.

8.3.14   The Committee may conduct a hearing to listen to testimony of the involved parties, including an opportunity for parties to present witnesses and evidence relating to the alleged harassment or discrimination.

8.3.15   The Committee must determine whether the complaint is substantiated, unsubstantiated, or inconclusive and recommend corrective action where appropriate.

8.3.16   The Programmes Committee must submit a written report to the Discrimination Complaints Coordinator after the investigation review has been completed.

8.3.17   This resolution step should be completed with 15 days of receipt of the written request for an impartial review. Should the panel decide that the complexities of the investigation prevent a conclusion within this timeframe, the deadline may be extended.

8.3.18   Following receipt of findings and recommendations, the report as to the result of the investigation findings of the alleged sexual harassment or gender/sex discrimination conduct shall be provided to both parties within 15 days.

8.3.19   The report will include a statementindicatingwhat action(ifany)will be takenasa result ofthe complaint.

8.3.20   These actions could range from dismissal of the complaint to the initiation of disciplinary action against the respondent. Such disciplinary action could range from minor actions to suspension, expulsion (student), or termination (employee).

## 8.4 Student Support Services

8.4.1   Students shall be provided with ongoing support throughout their programme, including:

8.4.2   High quality teaching and supervision;

    8.4.2.1   Academic and pastoral support through a comprehensive suite of additional academic and pastoral facilities in order to facilitate continuous development throughout the student experience.

    8.4.2.2   A comprehensive suite of additional academic support facilities in order to facilitate continuous development throughout the student experience are offered.

8.4.3   Every programme stream has its own dedicated Study Centre (where students are enrolled in the induction period) which is designed to act as a "base- camp" for students as they progress through their course, module by module.

8.4.4    The Study Centres contain a wide range of information and activities to assist students with their studies, including tutorials for navigating and using the Virtual Learning Environment (VLE), the Student Handbook, the programme reading list, timetables, and the Online Library.

8.4.5    Each Study Centre also hosts an interactive unit dedicated to referencing and plagiarism, academic writing and research, learning strategies, critical thinking, and an introduction to quantitative methods

8.4.6    Plagiarism and Turnitin Live Sessions held every term, hosted by the Programme Leader and a member of the Exams & Assessments Team.

8.4.7    Students facing issues with academic writing are enrolled into the Referencing Workshop, which is a stand-alone module that covers all of the essential elements of academic referencing and using the Turnitin system.

8.4.8    Up-to-date information and guidance on policies and procedures presented clearly and in an accessible manner.

8.4.9    Support and guidance on the development of learning.

8.4.10   Embracing and encouraging diversity. With a diverse student population, LSBF has to take into account culturally different needs and expectations concerning learning and development. In order to meet these expectations, it is necessary to develop a range of approaches to learning that reflect the diversity of the student body.

8.4.11   Disability support provision, including personal and confidential service to students in need of assistance with a physical or learning disability.

8.4.12   Learning resources, together with guidance on the effective use of learning systems.

8.4.13   Employability Service, advice, information, guidance, and opportunities to develop employability skills.

8.4.14   This area is supported by a Careers Service Manager, Specialist Recruitment Officer, Recruitment Advisers and Representative from the Senior Management.

8.4.15   There is a planned programme of learning experiences with learning outcomes which enables students to:

   8.4.15.1   Develop themselves through career and work-related education

   8.4.15.2   Learn about careers and the world of work

   8.4.15.3   Develop career management and employability skills

   8.4.15.4   Effective two-way communication

8.4.16   Students shall be provided with post-graduation support, including:

   - Organisations and facilities available to them (such as the Employability Services).
   - Opportunities to communicate with the organisation.

8.4.17 Reporting to the Learning, Teaching and Assessment Committee, the Head of Academics maintains full oversight of Enabling Student Development and Achievement Policies and Procedures, respectively, and shall ensure appropriate provisions are implemented to maintain quality and standards.

8.4.18 Effectiveness of Enabling Student Development and Achievement Policies and Procedures will be reviewed annually by the Learning, Teaching and Assessment Committee.

# 9. INFORMATION MANAGEMENT

9.1.1 In alignment with GDPR regulations, LSBF (Malta) will collect, store, manage and analyse data through a database which will have distinctive rights depending on the user.

9.1.2 In terms of data collection and storage, the following information will be maintained:

9.1.2.1.1 **Category of Personal Data: Identity Data**

Examples: Your first name, last name, preferred name, title, date of birth, gender, photocopy of national identity document number and/or passport, languages spoken (and level of proficiency), photographic image

9.1.2.1.2 **Category of Personal Data: Contact Data**

Examples: Permanent home address, current address (if dissimilar), email address, telephone number, mobile number, place of work.

9.1.2.1.3 **Category of Personal Data: Education Data**

Examples: Details of the secondary school and undergraduate school you attended (including the location, start & end date), your average grade, transcript of results and degree certificate.

9.1.2.1.4 **Category of Personal Data: Course Data**

Examples: Details of your student record, including your courses, assessments, work produced, examinations taken, exam scripts, results and grades, repeated units, and other information that may be included in your record as well as your attendance

9.1.2.1.5 **Category of Personal Data: Employment Data**

Examples: Details of current and previous employment, including your position, start & end date and description of employment

9.1.2.1.6 **Category of Personal Data: Financial Data**

Examples: Bank account details, payment details, details about payments to and from you and other details of products/services you have purchased from us.

**9.1.2.1.7** **Category of Personal Data: Video Data**

Examples: Video and audio recordings of you at our online lectures (including your online username and any questions raised by you during the online session) will be shared . As a student, participation in our online sessions by video is entirely at your choice. A notice will appear before the start of the online session informing you that it is being recorded.

**9.1.2.1.8** **Category of Personal Data: Marketing Data**

Examples: Your marketing preferences.

9.1.3 Through this integrated approach, the analysis of data will be conducted by top management in order to evaluate the performance of the academic and corporate operations of LSBF (Malta). This evidence based mechanism will ensure that recommendations for improvement are based on factual and updated information.

9.1.4 LSBF (Malta) takes the protection of personal data very seriously and are committed to protecting and respecting privacy.

9.1.5 The EU General Data Protection regulation (GDPR) and the Data Protection Act 2018, gives people the right to know what information is held about them, and requires LSBF to ensure that personal information relating to living individuals is handled properly, held in confidence and is protected from inappropriate disclosure to third parties.

9.1.6 As part of our legal obligations we have published Staff, Student and General Privacy notices where required local privacy notices will be issued to inform individuals about what personal data is gathered, how it is used, stored and retained.

9.1.7 LSBF is registered as a data controller of your personal data with the Information Commissioner's Office (our notification number is ZA111888), and is part of The Global University Systems B.V. group of companies which is made up of different legal entities, details of which can be found at: www.globaluniversitysystems.com.

9.1.8 The Policy and Procedures outlined in this document have been developed in accordance with the The EU General Data Protection regulation (GDPR) and the Data Protection Act 2018

**9.1.9** **How to Use This Privacy Policy**

LSBF holds and processes information about many different types of people such as its current, past or prospective employees, visitors to is website, applicants, students and alumni & supporters. It also processes personal information for a variety of reasons. LSBF may also be required by law to collect and use certain types of personal information to comply with statutory requirements.

### 9.1.10 Personal Information We Collect and Use

We collect, use and store different types of personal information about you, which we have grouped together and details of which can be found here.

9.1.11 Our website https://www.lsbf.org.uk/ uses cookies. For more information on our cookies use, please read our cookies statement on our website.

9.1.12 Further details of how we use your personal information and our reasons. Where these reasons include legitimate interests, we explain what these legitimate interests are. LSBF - London School of Business and Finance Privacy Policy

### 9.1.13 Applicants and Students Privacy Notice

LSBF takes the protection of your personal data very seriously and are committed to protecting and respecting your privacy.

9.1.14 When processing your Personal Data, LSBF is obliged to fulfil individuals' reasonable expectations of privacy by complying with the General Data Protection Regulation (the GDPR), the Data Protection Act 2018 (DPA), and other relevant legislation and regulations (collectively "Data Protection Law").

9.1.15 This privacy policy sets out the basis on which any personal data we collect from you, or that you or any third parties provide, will be processed by us. We may withdraw or modify this notice at any time and we may supplement or amend this notice by additional policies and guidelines from time to time. We will notify you     if this notice is amended.

9.1.16 LSBF is a data controller (which means we are responsible for deciding how we hold and use your personal information) of your data and is part of The Global University Systems B.V. group of companies which is made up of different legal entities, details of which can be found at https://www.globaluniversitysystems.com.

9.1.17 "Personal data" refers to information relating to a living, identifiable individual. It can also include "special categories of data", which is information about your racial or ethnic origin, religious or other beliefs, and physical or mental health, the processing of which is subject to strict requirements. Similarly, information about criminal convictions and offences is also subject to strict requirements.

9.1.18 "Processing" means any operation which we carry out on your personal data e.g. obtaining, storing, transferring and deleting.

9.1.19 We hold a range of personal data about you, some of which you provide to us direct and some of which we receive from third parties, such as UCAS, where relevant. See below for further details of personal data we receive from third parties.Examples of categories of personal data which we hold are: your contact details, prior educational

experience/attainment, immigration information (e.g. passport details, language proficiency), where relevant, health information (including any disabilities) and other equality-monitoring data you provide to us. In addition, if you come to study with us, we process data about your academic performance, attendance and progression, and where relevant, breaches of our policies (e.g. academic or other misconduct concerning LSBF-related activities). We also process contact and educational details after you have completed your programme or your activities with us are otherwise terminated.

**9.1.20  The purposes for which we process your personal data and the legal basis**

When you are an applicant, we process your personal data for the purposes of assessing your eligibility to be offered a place on one of our academic or professional programmes.

9.1.21  If you take up a place at LSBF, we process your personal data for the purposes of providing our academic or professional programmes and related services.

9.1.22  If you are unsuccessful or do not take up a place at LSBF, we will retain your personal data in line with our retention schedules for statistical and audit purposes or in the event of a complaint or an appeal.

9.1.23  We only process data for specified purposes and if it is justified in accordance with data protection law. The table below lists the various purposes for which we process personal data and the corresponding justification for it. Some processing of your personal data is justified on the basis of contractual necessity. In general, this applies to personal data you provide to us to process your application and if enrolled, to monitor academic performance. Without that information, we would be unable to provide you with your chosen academic programme and related support services. Some personal data is also required to fulfil our legal obligations regarding immigration. A failure to provide that information would prejudice your application for a Tier 4 visa. Further details can be found here.

9.1.23.1  Application

Category: Identity Data, Contact Data, Education Data, Employment Data, Financial Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Performance of a contract.
- Compliance with a legal obligation.

9.1.23.2    Enrolment

Category: Identity Data, Contact Data, Education Data, Employment Data, Financial Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Performance of a contract.
- Compliance with a legal obligation.

9.1.23.3    Administration of your education and student records. This includes the provision of core teaching, learning and research services.
Category: Identity Data, Contact Data, Education Data, Course Data, Video Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Performance of a contract.
- Compliance with a legal obligation.

9.1.23.4    Administration of LSBF policies.
Category: Identity Data, Contact Data, Course Data, Financial Data, Marketing Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Performance of a contract.
- Compliance with a legal obligation.

9.1.23.5    Administration and provision of LSBF email address and IT services.
Category: Identity Data, Contact Data, Course Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Performance of a contract.
- Legitimate interests to ensure and enhance quality of services provided by LSBF.

9.1.23.6    Provision of data to governmental authorities, including Ministry for Education, the Authority responsible for regulating further and higher educational institutions and education providers, the National Research Statistics Office, the National Audit Office.

Category: Identity Data, Contact Data, Course Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.

- Compliance with a legal obligation.

9.1.23.7    The provision of data to Identity Malta to support visa applications for international students.
Category: Identity Data, Contact Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.

- Legitimate interests to facilitate enrolment and attendance by international students.

9.1.23.8    Academic assessment (examinations), supervision and monitoring of attendance. This includes verifying your identity as the candidate, ensuring your compliance with our student byelaws and regulations (e.g. plagiarism) and to contact you to provide assistance in connection with exams.
Category: Identity Data, Contact Data, Course Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.

- Compliance with a legal obligation.

- Legitimate interests to ensure quality control.

9.1.23.9    Graduation and granting of awards.
Category: Identity Data, Contact Data, Course Data, Marketing Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.

- Performance of a contract.

9.1.23.10   Processing of appeals, complaints and disciplinary issues.
Category: Identity Data, Contact Data, Course Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.

- Performance of a contract.

- Legal claims.

9.1.23.11   Administration of research programmes and funding.

Category: Identity Data, Contact Data, Course Data

- Legal basis for processing:
- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.

9.1.23.12   Surveys, submission forms and student feedback.
Category: Identity Data, Contact Data, Course Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Legitimate interests to ensure quality control.

9.1.23.13   The provision of medical, counselling and disability services.
Category: Identity Data, Contact Data, Course Data, Health Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Consent or explicit consent.
- Vital interests of the individual.

9.1.23.14   The provision of reasonable accommodations.
Category: Identity Data, Contact Data, Financial Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Statutory requirement – Disability and Equality Legislation.
- Vital interests of the individual.

9.1.23.15   The provision of careers services and mentorship.
Category: Identity Data, Contact Data, Course Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Legitimate interests to ensure and enhance quality of services provided by LSBF.

9.1.23.16   The use of sports and recreational facilities.
Category: Identity Data, Contact Data,

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.

- Legitimate interests to ensure and enhance quality of services provided by LSBF.

9.1.23.17   The provision of student accommodation.
Category: Identity Data, Contact Data, Financial Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Performance of a contract – accommodation agreement.
- Legitimate interests to incentivise and facilitate enrolment by international students.

9.1.23.18   If necessary due to a medical emergency.
Category: Identity Data, Contact Data, Health Data

Legal basis for processing:

- Vital interests of the individual.
- Statutory requirement.

9.1.23.19   Billing, tuition and processing and recovery of fees and payments.
Category: Identity Data, Contact Data, Financial Data

Legal basis for processing:

- Performance of a contract.
- Legitimate interest of LSBF.

9.1.23.20   Vetting for placements on specific courses.
Category: Identity Data, Contact Data, Financial Data, Marketing Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Legitimate interests to ensure quality control and that students can meet course demands.

9.1.23.21   Provide information about LSBF events and activities.
Category: Identity Data, Contact Data, Marketing Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Legitimate interests to ensure increased student participation.

9.1.23.22   Retention of academic data and data of archival value in the public interest.
Category: Course Data
Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Compliance with a legal obligation.

9.1.23.23 Provision of education and contact data to Alumni Office for the purposes of alumni engagement and fundraising.
Category: Identity Data, Contact Data, Marketing Data

Legal basis for processing:

- Necessary for LSBF to carry out the objects and functions under the Maltese Education Act, Chapter 327 of the laws of Malta.
- Legitimate interests

**9.1.24 Retention of data**

9.1.25 The length of time that we keep your personal data for is set out in the Student Records Retention Schedule, please contact dpo@lsbf.edu.mt for more information.

9.1.26 As a data subject, you have the following rights in relation to your personal data processed by us:

9.1.26.1 To gain access to your personal data.

9.1.26.2 To rectify inaccuracies or where appropriate, given the purposes for which your data is processed, the right to have incomplete data completed.

9.1.26.3 To have your personal data erased. This is a limited right which applies, among other circumstances, when the data is no longer required, consent has been withdrawn and/or the processing has no legal justification. There are also exceptions to this right, such as when the processing is required by law or in the public interest.

9.1.26.4 To object to the processing of your personal data for marketing purposes. You may also object when the processing is based on the public interest or other legitimate interests, unless we have compelling legitimate grounds to continue with the processing.

9.1.26.5 To restrict the processing of your personal data. This is a limited right which will apply in specific circumstances and for a limited period.

9.1.26.6 To obtain a copy of your data in a commonly used electronic form if the data is processed by automated means and the processing is based on your consent or contractual necessity.

9.1.26.7 To not have decisions with legal or similar effects made solely using automated processing, unless certain exceptions apply.

9.1.27 Where we are relying on your consent to process your data, you may withdraw your consent at any time. Your requests will be considered at the latest within one month.

9.1.28   [Further details can be found here](#).

**9.1.29   Purpose of this Privacy Notice**

9.1.29.1   Our alumni and supporters are extremely important to us. This Privacy Notice explains how we, LSBF, use the personal data our Alumni and Development Department collects from our alumni and supporters.

9.1.29.2   We are the data controller for personal data relating to you and this Privacy Notice explains how we will process your personal data. This Privacy Notice will be kept under review and any changes will be updated on our website and communicated to you as appropriate.

9.1.30   Who do we share your personal data with? What data do we share?

On occasion we may need to share your data internally and with third parties. Further details of what information we may share with whom can be found [here](#).

**9.1.31   Staff Privacy Notice**

LSBF is committed to protecting and respecting your privacy.

9.1.32   This privacy policy sets out the basis on which any personal data we collect from you, or that you or any third parties provide, will be processed by us. We may withdraw or modify this notice at any time and we may supplement or amend this notice by additional policies and guidelines from time to time. We will notify you if this notice is amended.

9.1.33   [Further details can be found here](#).

**9.1.34   Recruitment Privacy Notice**

9.1.35   This notice applies to individuals applying to work with us, including prospective directors, employees, trainees, apprentices, work experience students, workers, consultants and contractors. It applies whether the work applied for is part time or full time; or permanent, temporary or for a fixed term.

9.1.36   We are a data 'controller', which means we are responsible for deciding how we hold and use your personal information.

9.1.37   Further details on how and why we will collect and use your personal information in the context of the recruitment process and your rights in relation to your personal information can be found [here](#).

**9.1.38   Former employee Privacy Notice**

9.1.39   LSBF is committed to protecting and respecting your privacy.

9.1.40   This privacy notice applies to former employees of London School of Business & Finance.

9.1.41  It is important that   you read this privacy notice together with our privacy notice at: https://www.lsbf.org.uk/privacy-policy or any other privacy notice we may provide on specific occasions when we are collecting or processing personal data about you. This is so that you are fully aware of how and why we are using your data.

## 10. PUBLIC INFORMATION

10.1.1  LSBF (Malta) will be publishing information about its activities that is clear, updated and factual through the utilisation of a dedicated website and social media accounts. The information that will be made public includes the following:

      10.1.1.1  Selection and eligibility criteria for programmes of study

      10.1.1.2  Information on programmes of study such as learning outcomes, workload in terms of ECTS, Level of qualification, and title of award

      10.1.1.3  Profiles of teaching staff

      10.1.1.4  Organisational structure of the entity

      10.1.1.5  Policies and procedures

      10.1.1.6  Teaching methods

      10.1.1.7  Assesssment methods

      10.1.1.8  Programme pass rates

      10.1.1.9  Information on key activity and events

      10.1.1.10  Updates on education and training activity of LSBF (Malta)

      10.1.1.11  Key stragetic partners of LSBF (Malta)

      10.1.1.12  Link to MFHEAs website

      10.1.1.13  Contact details of adminstration personnel of LSBF (Malta)

      10.1.1.14  Strategic objectives of LSBF (Malta)

10.1.2  In addition to the publicly available information, there will be a direct contact line. The Student Support and Recruitment Staff will have the opportunity to recommend enhancements to the public information based on frequently asked questions they encounter multiple times, aiming to make the public information more accessible for students.

## 11. CYCLICAL INTERNAL & EXTERNAL QUALITY ASSURANCE

11.1.1.  In order to maintain a high level of quality standard, LSBF (Malta) will be adopting an annual cyclical internal quality system internal audit. The aim of the internal audit is to determine the risks associated with the compliance of the quality standards as defined in the key expectation of this quality manual.

11.1.2    In addition, LSBF (Malta) will seek to engage with MFHEAs quality assurance department in order to keep updated on matters related to quality assurance and accreditation.

11.1.3    Within this context, internal quality assurance activity that will be carried out (but not limited to) will include:

11.1.3.1    Compliance with IQA policy, procedures and processes

11.1.3.2    Monitoring of documented evidence and decisions

11.1.3.3    Compliance with institutional probity, including annual audit accounts checking

11.1.3.4    Review and monitoring of curriculum development process

11.1.3.5    System check on programmes prior to submission to MFHEA

11.1.3.6    Monitoring of teaching and learning activity by means of tutor activity reports, end of module survey data, peer review and annual performance evaluation.

11.1.3.7    Active participation in strategic meetings

11.1.3.8    Implementing data collection tools, including surveys, student liaison meetings, and SEEG meetings, to analyse representative samples of student feedback. LSBF (Malta) is adopting a student-centered approach, prioritising the views of students in the review process. Any points raised by students will be thoroughly discussed with the Head of Quality, the Dean, or the teaching staff, depending on the specific topics. The resulting outcomes will be a significant component of the overall review process.

11.1.3.9    Deployment of data collection tools (such as faculty meetings and exam board data) to analyse teacher feedback

11.1.3.10    System check on admission and certification process, including RPL

11.1.3.11    Adherence to updated and factual public information

11.1.4    External Examiners and Expertise

11.1.4.1    LSBF (Malta) shall ensure external examiners are familiar with all relevant policies and procedures relating to learning, teaching and assessment.

11.1.4.2    Student Handbooks shall outline information regarding the appointment of external examiners to each programme and appropriate conduct by students.

11.1.4.3    LSBF (Malta) shall supply appropriate evidence to the external examiner as outlined in the legal contract with the awarding body.

11.1.4.4    Reports submitted by external examiners shall be considered and, where appropriate, action taken by the Learning, Teaching and Assessment

Committee. A summary of the report and actions taken, if any, shall be reviewed by the Academic Board and reported back to the External Examiner.

11.1.4.5    Reporting to the Learning, Teaching and Assessment Committee, the Exams and Assessments Manager maintains full oversight of External Expertise Policies and Procedures and shall ensure appropriate provisions are implemented to maintain quality and standards.

11.1.4.6    Effectiveness of the External Expertise Policies and Procedures shall be reviewed annually by the Learning, Teaching and Assessment Committee.

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