



Internal Quality Assurance Document

Mondo Scuola Malta (MSM) is a branch of Mondo Scuola srl in Italy that delivers the parent institution's programmes in Malta. The organization is managed by its founding members and internal staff, including the Head of Institution, Administration Department Manager, Programme Coordinators, teachers, and administrative staff. These have been selected for their professional skills and personal qualities that align closely with the company's mission.

The Management Board maintains ongoing oversight and ensures continuous professional development for all staff. This long-standing commitment fosters a work environment where team members feel free to share information openly, without fear, pressure, or repression.

Mission Statement

To foster the holistic development of each individual through an education rooted in human dignity, academic excellence, ethical responsibility, and active engagement in civic and cultural life, within an inclusive, welcoming environment inspired by democratic values and solidarity.

Standard 1. Quality Assurance Policy

1. Introduction

Mondo Scuola Malta (MSM) is committed to promote the highest standards of educational quality and excellence. This Internal Quality Assurance (IQA) Policy outlines

our systematic approach to monitoring, evaluating, and enhancing the quality of our educational offerings in compliance with the standards set by the Malta Further and Higher Education Authority (MFHEA).

2. Purpose of the IQA Policy

The purpose of the IQA Policy is to ensure:

- Continuous improvement of educational programs and services.
- Alignment of educational practices with the institution's mission, values, and strategic objectives.
- Compliance with national and international standards of quality in further education.
- Transparency and accountability in all educational processes.

3. Scope of the Policy

This policy applies to all academic programs, administrative processes, and services offered by MSM, affecting students, teaching staff, and administrative staff.

4. Objectives of the IQA Policy

- To establish a framework for regular monitoring and evaluation of educational programs and outcomes.
- To promote a culture of quality improvement and accountability among all stakeholders.
- To ensure stakeholder engagement in the quality assurance processes, including students, faculty, employers, and external experts.
- To maintain and enhance the institution's reputation as a provider of high-quality education.
- To ensure that intolerance, discrimination, or harassment of any kind is actively prevented, monitored, and addressed through clear procedures, ethical governance, and continuous institutional oversight

5. Key Principles of the IQA Policy

MSM operates as a branch of Mondo Scuola Srl, an Italian accredited further education provider recognised by the Italian Ministry of Education. The Maltese branch adheres to the established quality assurance framework of the parent institution, which includes structured procedures for curriculum design, staff recruitment, student support, assessment, and continuous improvement.

The quality assurance system of Mondo Scuola Srl is grounded in national regulatory standards and includes regular internal audits, stakeholder feedback mechanisms, and documented protocols for teaching and learning. These procedures are formally documented and reviewed annually to ensure alignment with evolving educational standards and institutional goals.

MSM plays an active role in implementing and contextualising these procedures within the Maltese educational landscape. This includes:

- Adapting QA protocols to meet MFHEA standards while maintaining fidelity to the parent institution's framework
- Participating in joint quality reviews and reporting cycles coordinated by Mondo Scuola Srl
- Ensuring staff induction and training reflect both Italian and Maltese regulatory expectations
- Maintaining documentation and evidence of QA activities for local and international audits
- Engaging with local stakeholders to ensure relevance, inclusivity, and responsiveness to student needs in Malta

This dual alignment ensures that Mondo Scuola Malta upholds the integrity of its parent institution's educational model while fully complying with MFHEA's quality assurance requirements.

- **Stakeholder Engagement:** MSM ensures the active involvement of students, teaching staff, administrative staff, and external partners—including host organisations and educational authorities—in the design, implementation, and

evaluation of its Internal Quality Assurance (IQA) processes. This participatory approach reflects the collaborative ethos of Mondo Scuola srl and is adapted to the Maltese context to ensure relevance, transparency, and continuous improvement. Stakeholder feedback is systematically collected and integrated into operational planning, and strategic development

- **Data-Driven Decision Making:** Utilization of qualitative and quantitative data to inform decision-making and enhance educational quality.
- **Continuous Improvement:** Commitment to ongoing assessment and enhancement of educational practices, services, and outcomes.
- **Transparency and Accountability:** Ensuring that processes and outcomes are clearly communicated to stakeholders, fostering trust and responsibility.
- **Academic Integrity:** Unwavering academic integrity by enforcing clear ethical standards, providing preventative education, and applying rigorous monitoring and sanctioning procedures for any misconduct. ² The academic integrity policy includes:

Honor codes and procedures for assignments and citations in coursework

Consequences for violations (e.g., coursework cancellation, disciplinary action).

Preventive measures: training to students on the correct use of AI in education, communication, ethical discussions, digital tools such as Turnitin.

Declaration of Ethical Use of AI Tools Form

- **Safeguarding Inclusiveness and Equity:** Ensuring that intolerance, discrimination, or harassment of any kind is actively prevented, monitored, and addressed through clear procedures, ethical governance, and continuous institutional oversight. The institution has established clear procedures to prevent, monitor, and address any form of intolerance, discrimination, or harassment affecting students or staff.

The institution implements and disseminates written policies on equality, diversity, and non-discrimination, which are included in the Student Handbook and Staff Handbook.

All students and staff are oriented on expected standards of behaviour, institutional values, and the zero-tolerance approach to discriminatory conduct.

Awareness is promoted through regular communication, visual materials, and reinforcement of ethical expectations.

Monitoring

The institution monitors its internal culture through anonymous feedback mechanisms, including student and staff surveys.

A confidential incident reporting system is in place, with records reviewed periodically by the Head of Institution, the Administration Department Manager and the Quality Assurance Consultant

Data from reported cases is analysed to identify patterns and inform preventive and corrective actions.

Addressing Cases

All reported incidents are handled through documented procedures that ensure confidentiality, impartiality, and timely resolution.

Students and staff may report concerns directly to the Administration Department Manager, who coordinates appropriate follow-up and support.

Where necessary, referrals are made to external professionals or authorities in line with institutional safeguarding protocols. In cases where a complaint is made against the Administration Department Manager, the report may be filed directly with the Head of Institution. If the complaint concerns the Head of Institution — particularly in cases of bullying or harassment — the report may be submitted directly to the Management Board for review and appropriate action.

Support Mechanisms

- a) Students have access to confidential support services, including counselling and psychological services. Staff are supported through consultation with the Head of Institution and access to professional development on inclusive practices.

Academic Fraud Policy and Procedures

1. General Principle

The Institution shall uphold the highest standards of academic integrity. Academic fraud—including plagiarism, falsification of data, unauthorised collaboration, ghost writing, and misuse of digital or AI tools—shall be explicitly prohibited. All members of the academic community are required to comply with these standards. The teaching staff are made aware of their responsibilities in reporting and managing academic misconduct by means of the Staff Handbook. while students will be informed also by means of different channels mainly the student handbook.

2. Identification

- The Institution shall require all written assignments to be submitted through plagiarism detection software (e.g., Turnitin) with a guiding similarity threshold of 20%, excluding quotations and references.
- Students shall sign a Declaration of Ethical Use of AI Tools for each submission, specifying the tool used, its contribution, and evidence retained.
- Teaching staff shall be trained to detect indicators of academic misconduct and to design assessments that minimise opportunities for fraud.

3. Reporting

- Teaching staff shall report suspected cases of academic fraud to the Programme Coordinator and Head of Institution without delay.
- Students and staff shall have access to a confidential reporting channel via the Learning Management System (LMS) or directly to the Administration Department Manager.
- All reports shall be recorded in the Academic Integrity Register maintained by the Quality Assurance Consultant.

4. Investigation

- The Institution shall convene an Investigation Panel composed of the Programme Coordinator, Quality Assurance Consultant, and one external academic reviewer.
- The student(s) concerned shall be notified in writing and given the opportunity to respond.
- Findings shall be documented in an Investigation Report and submitted to the Head of Institution for consideration.

5. Sanctioning

Sanctions shall be proportionate to the severity and recurrence of the offence and may include:

- Written warning and mandatory attendance at an academic integrity workshop (minor first offence).
- Reduction of marks or annulment of the affected assessment (moderate offence).
- Suspension from the programme or removal from enrolment (serious or repeated offence).
- Revocation of previously awarded qualifications in cases of proven and serious misconduct.

All sanctions shall be approved by the Management Board and communicated formally to the student as outlined in the Student Handbook. Students shall retain the right to appeal under the institutional Appeals Procedure.

6. Preventive Education

- The Institution shall provide mandatory workshops on ethical writing, citation, and responsible use of AI tools.
- Staff shall receive continuous professional development on assessment design, detection of misconduct, and use of plagiarism-checking tools.

- Guidance materials and case studies shall be published on the LMS to reinforce awareness.

7. Accessibility and Transparency

- The Academic Fraud Policy shall be published in the Student Handbook, Staff Handbook, and on the LMS.
- A summary of the procedures shall be presented during student induction and staff orientation.
- Annual reports on academic integrity cases shall be included in the Self-Assessment Report (SAR) and reviewed by the Management Board.

Student Identify Verification

General Principle

Mondo Scuola Malta (MSM) shall adopt a formal, documented procedure for verifying student identity both at the point of enrolment and during all assessment activities. This procedure ensures transparency, prevents impersonation or fraudulent enrolment, and upholds the integrity of student records and certification.

2. Identity Verification at Enrolment

MSM shall require the following documentation at enrolment:

- Valid identity document of the student (passport, Maltese ID card, Italian ID card, or residence permit).
- Codice Fiscale (Italian tax code) or equivalent Maltese identifier.
- Identity document of a parent or legal guardian (for minors).
- Birth certificate (only if required for data alignment).
- Academic documentation: certificate of competences or nulla osta from the previous school.
- Any certification relating to special educational needs (DSA, disability, etc.).

All documents shall be verified by the Administration Department Manager, cross-checked against enrolment forms, and securely archived in compliance with GDPR and MFHEA data protection requirements.

3. Identity Verification During Assessment

MSM shall implement formal identity checks during assessments, consistent with the provider's procedures:

- For written, oral, and practical examinations, students shall present a valid identity document before entry.
- Invigilators shall confirm identity against official attendance lists generated from the LMS.
- For State examinations or significant internal assessments, students shall sign official registers/verbals, with signatures compared against identity documents.
- Electronic registers shall be maintained to record attendance and verification.
- In continuous assessment, secure LMS login credentials linked to verified student identity shall be required for submission.

4. Roles and Responsibilities

- Administration Department Manager: verifies and archives identity documents at enrolment.
- Programme Coordinators and Invigilators: ensure identity checks are consistently applied during assessments.
- Head of Institution oversees compliance and addresses any discrepancies.
- Quality Assurance Consultant: monitors implementation and reports annually in the Self-Assessment Report (SAR).

5. Transparency and Accessibility

- Identity verification requirements shall be published in the Student Handbook and Staff Handbook.

- Students shall be informed during induction that identity checks are mandatory at enrolment and assessment.
- Staff shall receive training on the correct application of identity verification procedures.

6. Review and Continuous Improvement

Procedures shall be reviewed annually by the QA Consultant, with feedback from staff and students to ensure practicality, compliance, and effectiveness. Updates shall be documented and communicated to all stakeholders.

6. IQA Framework

The IQA framework at MSM consists of the following components:

- **Programme Delivery:** MSM does not offer home grown programs. It will offer two Italian accredited programmes by the Ministry of Education and Merit (MIM) and commits itself to follow National Guidelines and regulatory documents issued by the (MIM) in the delivery of these programs. These documents define the learning objectives, competence milestones, and core skills that students must acquire for each specific field of study, thereby guiding the educational pathway and ensuring consistency across the national education system.
- **Teaching and Learning:** Implementation of diverse teaching methodologies based on equity and inclusion principles so that to a promote student engagement, learning, and success.
- **Monitoring and Evaluation:** Systematic collection and analysis of data related to student performance, satisfaction, and feedback to identify areas for improvement.
- **Staff Development:** Provision of professional development opportunities for faculty and staff to enhance teaching practices and maintain up-to-date knowledge in their respective fields.
- **External Review:** Engagement with external reviewers and stakeholders to validate internal assessment processes and outcomes.

7. Implementation of the IQA Policy

- **Responsibility for Implementation:** The Quality Assurance Consultant in collaboration with teaching and administrative staff, is responsible for the implementation and monitoring of the IQA Policy.
- **Regular Reporting:** The Quality Assurance Consultant will submit regular reports to the management team, detailing findings, recommendations, and progress on quality improvement initiatives.

8. Review and Revision of the IQA Policy

This IQA Policy will be reviewed annually to ensure its effectiveness and relevance. Stakeholder feedback will be solicited during the review process to inform any necessary amendments. The Quality Assurance Consultant shall be responsible for this.

9. Conclusion

MSM is dedicated to fostering a culture of quality and continuous improvement in all aspects of educational delivery. By adhering to this Internal Quality Assurance Policy, we aim to provide our students with a high-quality learning experience that prepares them for success in their academic and professional endeavours.

Standard 2 Institutional Probity

Financial Probity Strategy

MSM's Financial Probity Strategy establishes a robust framework for financial governance, designed to uphold principles of transparency, accountability, and responsible resource management. It ensures that financial decisions are made with integrity and aligned with the institution's mission to support both student learning and staff development.

This strategy defines the processes by which financial resources are identified, distributed, and monitored—ensuring the provision of essential educational tools, responsiveness to evolving institutional needs, and readiness to manage unexpected financial pressures.

Oversight of financial operations is structured across two levels:

- **Strategic Oversight** is led by the Chief Executive Officer who ensures alignment with long-term institutional goals.
- **Operational Management** is handled by the Head of Institution who is responsible for the academic operations with the assistance of the Administration Department Manager at MSM manages the day-to-day financial activities of MSM

The Head of Institution assisted by the Administration Department Manager is accountable to the Management Board, which holds ultimate responsibility for financial planning, infrastructure investment, and fiscal compliance.

In accordance with MFHEA requirements, MSM explicitly confirms that its legal representative resides in Malta. This provision ensures local accountability, strengthens institutional oversight, and guarantees that the legal representative remains subject to Maltese jurisdiction in all matters of governance and financial compliance.

Financial Resources

To support its initial investments, the institution will rely solely on internal funding, without seeking external financing. An initial capital injection of €20,000 has been allocated to cover start-up expenses and operational needs during the early stages. This self-financed approach provides a stable and resilient financial foundation for the company.

With this solid structure and well-organized resource management, the institute aspires to become a leading provider of Italian education in Malta. It aims to offer high-quality learning opportunities to both young students and adults seeking accredited qualifications.

In support of this vision, a comprehensive Business Plan and Financial Plan have been prepared and formally endorsed by a certified accountant, who is a registered member of the Order of Accountants and Accounting Experts of Isernia, Italy.

Allocation of Resources for Student Support

To guarantee that essential student resources—such as libraries, learning management system (LMS) , and learning materials—are adequately funded, MSM conducts regular assessments based on:

- 1) Enrolment Trends: Forecasting needs using current and projected student numbers
- 2) Student Feedback: Gathering input on resource accessibility and quality
- 3) Programme Demands: Ensuring alignment with curriculum objectives and accreditation standards
- 4) Usage Data: Reviewing analytics from the LMS and library systems
- 5) Technological Developments: Staying current with industry innovations and educational tools

Funding priorities are structured to support:

- 1) Core Educational Materials – including digital textbooks, academic journals, and multimedia content

- 2) Digital Infrastructure – such as the LMS platform, and online library access. The LMS platform shall solely be used to support face to face teaching and for administrative purposes such as attendance of students and timetabling.
- 3) Student Support Tools – including virtual tutoring and accessibility resources
- 4) Innovation Initiatives – investment in emerging technologies like AI and virtual labs
- 5) Technology Maintenance – regular updates to software, hardware, and digital systems
- 6) Staff Development – ongoing training to ensure educators apply new teaching strategies and tools while for the administrative staff training is provided so that new tools such as software can be used effectively.

The following are key competencies for administrative staff that are addressed through targeted training programmes

- Administrative and Bureaucratic Management

Proficiency in document archiving, secretarial duties, accounting, and general administrative procedures.

- Digital Competence

Certifications such as ICDL along with strong computer literacy.

- Use of Digital Platforms

Familiarity with the school LMS.

- Regulatory Awareness

Up-to-date knowledge of school legislation and recent regulatory developments to ensure efficient and compliant operations.

- Inclusion and Diversity Training

Courses focused on managing diversity, supporting students with disabilities, and promoting life skills.

- Soft Skills Development

Training in effective communication, problem-solving, stress management, teamwork, and interpersonal relationship building.

Financial Resilience and Emergency Preparedness

To manage financial risks and respond to emergencies, MSM has implemented several protective measures:

Cost Efficiency: Annual audits help identify savings opportunities without compromising educational quality; flexible software models (e.g., subscriptions) are preferred to reduce upfront costs

Crisis Response Planning: A task force composed of representatives of the Management Board, teaching staff and students shall convene in circumstances like a pandemic and natural disasters that could affect seriously students' accessibility to the institution. The task force shall make use of the dedicated contingency fund (10-15% of the annual budget) to urgent needs and reallocate funds strategically such as suspending non-essential expenditure like travelling and marketing.

Budget Review and Performance Monitoring

MSM ensures financial agility and transparency through the below structured review processes

Review Schedule

Quarterly Monitoring: Financial activity is reviewed every quarter to identify trends, adjust allocations, and respond to emerging needs.

Annual Strategic Alignment: Year-end evaluations ensure that budgeting decisions remain consistent with the institution's long-term objectives and development priorities.

Stakeholder Involvement: To ensure transparency and shared ownership of financial decisions

Budget reviews shall include input from:

- Teaching and administrative staff
- Student representatives
- Finance and quality assurance consultants

All stakeholder feedback shall be documented and considered in reallocation decisions taken by the Management Board.

Performance Indicators

To guide financial decisions, the institution shall monitor:

- Student Satisfaction: Survey results on resource availability and support services
- Utilization Rates: Usage data for the Learning Management System, materials, and facilities
- Completion & Retention: Trends in academic outcomes linked to resource deployment

Budget Variance Analysis: Comparison of actual vs forecasted spending

Resource Utilization: Usage data from the LMS and support services informs future investment decisions.

Academic Progress Metrics: Completion and retention rates are monitored to assess the effectiveness of resource deployment on student outcomes

Resource Reallocation Procedure

Assessment

The Finance Consultant prepares a variance report and identifies underutilized budget lines.

It is the duty of the Head of Institution to submit urgent funding requests to the Management Board with justification

Prioritisation

Requests are evaluated using a weighted matrix:

- Teaching continuity
- Cost-effectiveness
- Strategic alignment

Approval

The reallocation proposals are submitted to Management or Board for endorsement

Emergency reallocations may be approved by the Crisis Task Force if activated

Implementation

The Finance Consultant adjusts budget allocations and updates financial records while the Head of Institution is notified of approved changes.

Reporting

Summary of reallocations shall be included in the annual financial reports

Governance and Accountability

To uphold financial integrity:

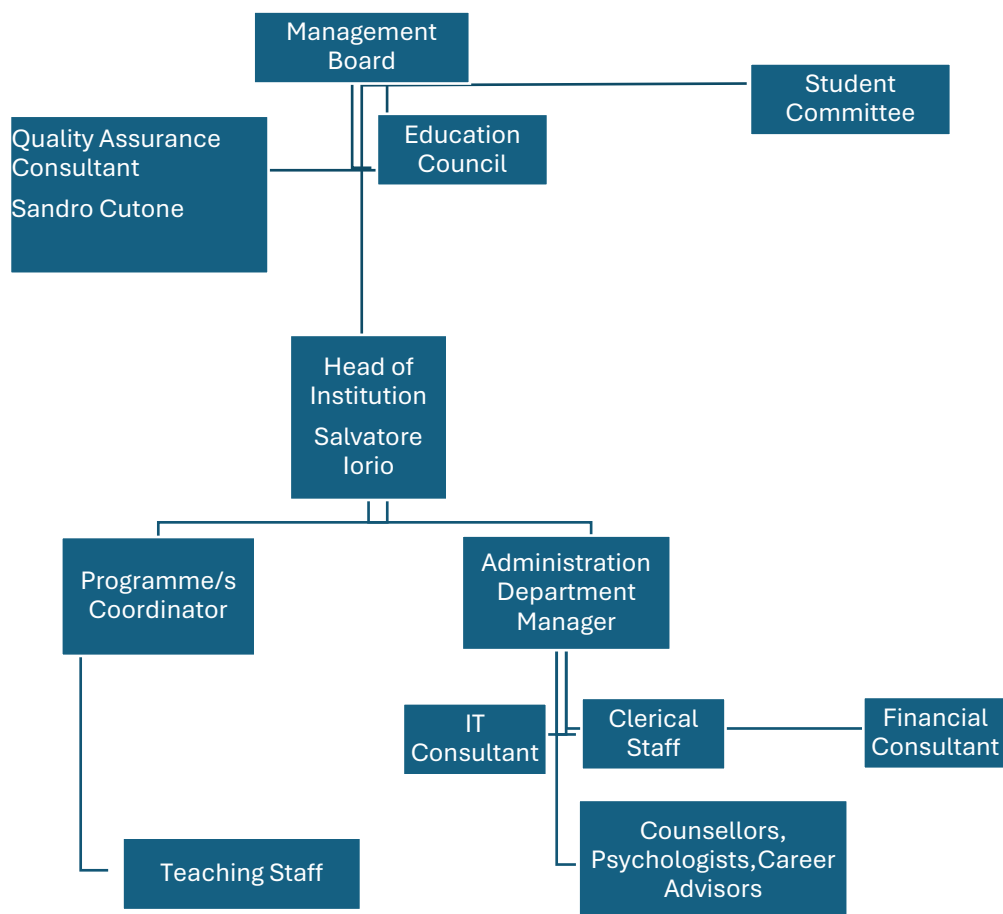
Internal Audits: Conducted regularly to ensure adherence to institutional policies

External Audits: Performed annually by independent auditors for objective evaluation

Reporting: All financial plans, statements, and audit outcomes are submitted to the Management Board for review

Through strategic planning, ongoing evaluation, and a strong commitment to transparency, MSM maintains financial stability while ensuring that resources are deployed effectively to support its educational mission. This approach enables the institution to remain responsive, resilient, and focused on delivering high-quality learning experiences.

Organisational Structure of MSM



The Role of the Management Board and the Education Council

The Management Board consists of the CEO, Deputy CEO, Head of Institution, Administration Department Manager, and representatives of both the teaching staff and student body. Its role is primarily strategic, focusing on the implementation and ongoing monitoring of the institution's overall strategy.

Following consultation with the Educational Council, the Board is responsible for the allocation of resources and HR plans.

The Educational Council is a collegial body comprising the Head of Institution programme coordinator/s, and representatives of teachers and students and parents. External stakeholders—such as the Italian Ministry of Education, industry partners, and employers—may be invited to participate when relevant.

Functioning as the educational technical and expert advisory arm of the Management Board, the Council addresses key educational matters i, and support for students with special needs. After thorough discussion, the Council formulates recommendations for the Management Board, guiding decisions on how to proceed with specific issues. Students may form a **Student Committee** to:

- a) Encourage reflection on matters of interest to the school community
- b) Support student-led initiatives
- c) Express collective opinions and submit formal proposals or requests directly to the Head of Institution and the Management Board

The Committee elects a Chairperson and Vice-Chairperson from among its members (student population). It convenes:

At least once a month and at the request of one-third of its members or upon the initiative of the Head of Institution, who must authorise each meeting in advance.

The Committee is responsible for:

- a) Preparing the Institute Assembly¹ including drafting the agenda and overseeing its proper proceeding
- b) Facilitating participation of students directly involved in the discussion of agenda items.
- c) Compiling a report and send it to the Head of Institution and the Management Board

¹ The Institute Assembly is a gathering of all students to collectively discuss a specific topic such as proposed changes to assessment methods

Ensuring Competent and Accountable Leadership at Mondo Scuola Malta (MSM)

Ensuring that MSM's senior leadership team are fully capable of fulfilling their duties depends on a blend of regulatory, governance, professional, ethical, and stakeholder-driven safeguards. The following framework outlines the core components:

1. Regulatory Compliance

Perform comprehensive background screenings, including criminal-record checks and financial integrity assessments, to rule out any disqualifying history.

Verify that candidates hold the necessary educational credentials and have proven experience in areas such as quality assurance, financial management, human resources, academic affairs, or ICT.

Require formal recognition—through licensing or accreditation—from the appropriate educational authorities to confirm professional competence.

2. Governance and Accountability

Define clear organizational charts detailing each leader's responsibilities, reporting lines, and decision-making authority.

3. Ongoing Professional Growth

Mandate regular professional development workshops and courses to keep leaders abreast of evolving best practices, legal obligations, and governance frameworks.

Schedule periodic performance appraisals against predefined leadership and ethical benchmarks to ensure continuous improvement.

4. Transparent Selection Processes

MSM adopts an organisational framework grounded in transparency, meritocracy, accountability, and educational excellence. All procedures related to staff recruitment, human resource management, and role assignment are formalised and documented, ensuring full compliance with current Maltese legislation and the principles of sound educational governance. The overarching objective is to ensure that every member of staff contributes meaningfully to the institution's academic standards, safety protocols, and operational integrity.

Recruitment of Teaching Staff

The recruitment process for teachers is structured, transparent, and fully traceable, comprising the following steps:

Publication of Vacancy Notices

Teaching opportunities are advertised via official institutional channels, including the website, social media platforms, and direct communication with academic partners.

Submission and Evaluation of Applications

Candidates are required to submit a CV detailing recognised educational qualifications and certifications aligned with European Qualification Framework (EQF) standards.

Selection Interviews

Conducted jointly by the Head of the MSM and the Programme/s Coordinator, interviews assess pedagogical competence, communication skills, and alignment with the institution's educational mission.

Recruitment of Administrative and Technical Staff

The recruitment process for administrative and technical personnel follows a similarly rigorous and transparent approach:

Public Call for Applications

Notices include a detailed description of responsibilities and required qualifications.

Assessment of Credentials and Experience

Applications are evaluated based on academic background and relevant professional experience.

Interviews assess managerial aptitude, organisational capabilities, and language proficiency.

Induction and Internal Training

Newly appointed staff undergo orientation and training on institutional procedures, including administrative workflows, accounting systems, and document management protocols.

Governance and Transparency Mechanisms

MSM ensures clarity and accountability at every stage of the recruitment and assignment process through the following measures:

All selection procedures are formally documented and digitally archived.

Contracts and collaborations are issued in writing and recorded in the administrative database.

Selection criteria—including qualifications, experience, competencies, and interview outcomes—are public, objective, and verifiable.

All personal data is processed in accordance with Regulation (EU) 2016/679 (GDPR) and Maltese data protection legislation.

5. Continuous Monitoring and Review

Engage local independent external auditors to perform regular inspections of governance structures and leadership effectiveness.

Conduct systematic compliance checks with national and institutional education standards.

6. Upholding Ethical Principles

Institute a formal code of conduct (vide Annex A) that highlights integrity, impartiality, and openness in all institutional affairs.

Provide secure whistle-blowing channels so that any unethical behaviour can be reported without fear of reprisal (See Standard 1 under the subtitle Key Principles of the IQA Policy – Safeguarding Inclusiveness and Equity). These will be communicated to students through the Student Handbook, and to staff via the dedicated Staff Handbook

7. Inclusive Stakeholder Engagement

Deploy regular surveys and focus groups to collect feedback from students, staff, and other partners on leadership performance.

Establish advisory committees made up of educators, industry experts, and community representatives to offer guidance and oversight.

By embedding these measures into MSM's policies and procedures, the institution can ensure its leadership remains qualified, accountable, and aligned with its mission to deliver high-quality education.

The Head of Institution

The Head of the Institution will provide overall leadership for the institution's day-to-day operations, academic direction, strategic planning, and the quality of the student experience. Ideally drawn from a strong managerial background, this individual will also collaborate with a quality assurance consultant to uphold the internal quality assurance (IQA) policy.

To confirm that legal representatives and senior leaders are fully equipped to oversee further education delivery, a comprehensive recruitment and selection framework is employed. Candidates are evaluated for their academic credentials, leadership acumen, and proven experience in educational management. Rigorous background screening—including criminal record checks and professional history reviews—verifies their integrity and legal compliance.

Ongoing professional development is central to effective leadership. Tailored training sessions and leadership programmes ensure that the Head of Institution stays abreast of evolving educational trends and regulatory requirements. Accountability is maintained through scheduled internal audits, structured performance reviews, and continuous feedback loops, with success measured against key performance indicators such as course delivery quality and student achievement. Leadership training likewise embeds principles of ethics, integrity, and legal responsibility to guarantee full adherence to education legislation.

Candidates should hold a qualification at EQF Level 7, backed by at least five years of experience in a school setting, including a minimum of two years in coordination, leadership, or supervisory roles. They must demonstrate proven expertise in teaching, administration, and organizational management, alongside the capacity to provide educational leadership that guides the school community with both vision and authority. Strong organizational and decision-making skills—encompassing resource management, strategic planning, and problem solving—are essential, as are excellent relational and communication abilities such as mediation, active listening, and conflict resolution. Proficiency in digital tools for managing school platforms, maintaining electronic documentation, and facilitating digital communication is also required. Finally, candidates must embody the agency’s core values— inclusiveness, integrity, quality, and community engagement—by translating the educational mission into concrete policies and actively promoting a culture of excellence.

The Administration Department Manager

The Administration Department Manager shall assist the Head of Institution in the overseeing of the administrative operations. This includes a) Admissions, b) Student Affairs, c) Human Resources d) Finance, e) Data Protection, f) Equality & Diversity, and g) Communications. This role ensures smooth coordination of teaching support, admissions and appeals processes, staff recruitment and development, public communications, infrastructure maintenance, and financial management in line with the parent institution. matters. The Administration Department Manager shall engage external professionals to provide Student Support Services, including counselling, mental health support, career guidance, and advisory services. These professionals shall

report directly to the Administration Department Manager and the Head of Institution. Additionally, a Financial Consultant shall be contracted to oversee financial administration, monitor expenditures, and prepare financial reports as requested by the Head of Institution and the Management Board.

Candidates must hold at least a bachelor's degree in business administration, Information Technology, Education Management, or a related field. Preference will be given to those in possession of a master's degree or professional certification—such as an MBA, M.Ed., PMP, ITIL Foundation, or CISSP—strongly preferred. They should bring a minimum of five years' experience in administrative or operational roles within an educational or comparable institutional setting, including at least three years in a supervisory or management position leading multi-disciplinary teams. Demonstrable success in areas such as admissions, student services, human resources, finance, or compliance is also essential.

Role and Responsibilities of the Quality Assurance Consultant

The Quality Assurance Consultant ensures that MSM's educational offerings consistently meet rigorous quality and compliance benchmarks. This position develops frameworks, monitors outcomes, and collaborates with stakeholders to drive continuous improvement across the institution. The QA Consultant assists the Head of Institution by ensuring that academic and administrative processes meet national quality standards, providing evidence-based recommendations for continuous improvement, and coordinating internal reviews, while remaining directly accountable to the Management Board

Policy Design and Regulatory Alignment

Develop and implement QA policies and procedures in line with MFHEA and international standards.

Monitor compliance with accreditation, certification, and education-specific regulations.

Maintain alignment with the institution's mission, vision, and strategic goals.

Monitoring, Evaluation, and Feedback

Observe and evaluate teaching practices, curriculum delivery, and campus facilities.

Conduct periodic audits of administrative processes.

Collect and analyse feedback from students, staff, alumni, employers, and external stakeholders.

Training and Capacity Building

Deliver workshops and briefings on QA frameworks, assessment methods, and continuous improvement.

Mentor academic and support staff on implementing quality standards and enhancement initiatives.

Serve as a point of contact for QA-related queries and guidance.

Performance Measurement and Reporting

Define and monitor Key Performance Indicators (KPIs) in collaboration with internal and external stakeholders.

Analyse data to identify trends, risks, and areas for improvement.

Compile and present audit reports, quality dashboards, and action plans to senior leadership.

Lead the preparation and submission of the institution's Annual Self-Assessment Report (SAR).

Stakeholder Engagement and Transparency

Act as liaison between the institution and external bodies (e.g. MFHEA, employers, alumni, professional associations).

Facilitate involvement of external experts in curriculum design, programme reviews, and validation processes.

Promote open communication and accountability to students, staff, and regulatory bodies.

Risk Identification and Mitigation

Identify potential risks to academic quality and institutional compliance.

Recommend and monitor the implementation of preventive and corrective actions.

Maintain a register of incidents and near-misses to inform future risk mitigation strategies.

Strategic Quality Development

Contribute to the development of short- and long-term quality improvement strategies.

Ensure QA initiatives support institutional growth, innovation, and regulatory readiness.

Align quality assurance activities with strategic planning and resource allocation.

Innovation and Benchmarking

Promote the adoption of innovative teaching methods, education software tools, and QA practices.

Benchmark institutional performance against peer organisations to maintain competitive standards.

Accreditation and External Review Coordination

Coordinate the preparation of documentation for accreditation, licensing, and external audits.

Serve as the primary contact during MFHEA reviews, inspections, and quality assessments.

Ensure timely submission of required reports and evidence.

Operationalising Quality Standards

Monitor adherence to approved workflows, policies, and regulatory requirements.

Conduct routine quality checks across academic, administrative, and support functions.

Document and escalate non-conformities to the Head of Institution and Programme Coordinators.

Observations

Conduct classroom observations and process evaluations in collaboration with the Head of Institution and teaching staff.

Support corrective actions and follow-up reporting.

Document Control

Maintain and update QA manuals, policy documents, and process maps.

Archive audit logs, observation reports, and corrective action records.

Support the development and revision of QA documentation.

Cross-Department Collaboration

Coordinate with Programme Coordinators, Heads of Department, and administrative units to embed QA practices.

Ensure QA activities are integrated into institutional planning and decision-making.

Feedback and Strategic Reporting

Provide regular QA updates to the Head of Institution and the Management Board

Contribute insights and recommendations to strategic planning and institutional reviews.

Essential Qualifications and Experience for a Quality Assurance Consultant (QAC)

A Quality Assurance Consultant should possess at least a full qualification at MQF/EQF Level 6 in Education, Quality Management, Business Administration, or a related field and a master's degree. They must bring a minimum of five years' experience in quality assurance, compliance, or audit roles—preferably within the education sector or another regulated environment—and demonstrate a proven track record in designing and implementing QA frameworks, conducting both internal and external audits, and managing accreditation or certification processes. In-depth knowledge of national and international education standards, accreditation criteria (e.g., MFHEA, EQF), and

regulatory requirements is essential, along with strong analytical skills for KPI development, data analysis, and risk management.

Excellent stakeholder engagement and communication abilities are required to facilitate training sessions, gather and synthesize feedback from students, faculty, employers, and regulators, and produce concise, actionable reports for senior leadership. Finally, the ideal candidate will have meticulous attention to detail, unwavering ethical standards, a passion for driving continuous improvement, and a commitment to ongoing professional development through conferences, new certifications, and staying abreast of emerging QA methodologies.

Role and Responsibilities of the IT Consultant at MSM

The IT Consultant at MSM plays a strategic role in harnessing technology to support secure, efficient, and engaging academic operations. The responsibilities span across planning, implementation, support, and innovation, ensuring that the digital infrastructure meets the evolving needs of students and educators in a face-to-face teaching environment.

The IT Consultant reports directly to the Administrative Department Manager, and works in close coordination with the QA Consultant to ensure that digital systems support institutional quality assurance and regulatory compliance.

Infrastructure & Systems Management

Maintain and optimise on-site IT infrastructure (networks, servers, devices).

Ensure reliable connectivity and hardware support for teaching and administrative operations.

Oversee software licensing, updates, and compatibility across departments.

Learning Management System (LMS) Administration

Support the configuration, maintenance, and troubleshooting of the LMS used for student records, attendance, scheduling, and internal communications.

Train administrative staff on LMS functionalities and data entry protocols.

Ensure data integrity and system security within the LMS.

Cybersecurity & Data Protection

Implement and monitor cybersecurity measures in line with GDPR and MFHEA standards.

Conduct periodic risk assessments and advise on data governance practices.

Support secure access control systems (e.g. biometric, RFID, CCTV).

Support for Administrative and Academic Teams

Provide technical assistance for administrative platforms (e.g. finance, HR, admissions).

Assist academic staff with IT-related needs for classroom technology and resource access.

Coordinate procurement and deployment of IT equipment.

Collaboration with the QA Consultant

Provide system-generated data and reports to support internal audits and quality reviews.

Assist in tracking Key Performance Indicators (KPIs) such as attendance, retention, and resource usage.

Support the QA Consultant in documenting digital workflows and verifying compliance with MFHEA standards.

Help implement corrective actions based on audit findings related to IT systems or data management.

Training & Capacity Building

Deliver briefings or workshops on digital tools, cybersecurity awareness, and LMS usage.

Promote digital literacy and best practices among staff.

Reporting & Documentation

Maintain logs of system updates, incidents, and resolutions.

Prepare periodic IT performance reports for the Administrative Department Manager.

Contribute to documentation required for accreditation and external reviews.

Cybersecurity and Data Governance

Implements robust security protocols to protect institutional and student data

Ensures compliance with data protection laws such as GDPR

Criteria and Qualifications for the IT Consultant

To qualify as an IT Consultant, candidates are expected to hold at least an MQF Level 5 qualification in Computing, ICT, or a closely related discipline, with higher-level degrees or professional certifications such as CompTIA, Cisco, Microsoft, or ITIL considered advantageous. Applicants should demonstrate a minimum of two years' experience in a formal ICT environment, ideally within educational settings, and possess strong technical expertise in Learning Management Systems (LMS), cloud platforms like Microsoft Azure or Google Workspace, cybersecurity protocols, and GDPR compliance. Familiarity with EdTech tools, mobile optimization, and accessibility standards such as WCAG is essential.

Candidates should have the ability to communicate technical concepts clearly to non-technical stakeholders. The role also demands strong analytical skills, a commitment to safeguarding and inclusive education practices, and the capacity to train and support educators and administrative staff.

Teaching Staff

Teachers chosen for the planned courses must hold subject-specific qualifications, including a relevant master's degree, and maintain a clean criminal record with no pending charges. The Head of Institution, the Administration Department Manager, and the school secretariat will select, verify, and update these credentials.

Programme Coordinator

At MSM, every programme is guided by a dedicated Programme Coordinator who leads its design, delivery and quality assurance. Working alongside the Head of Institution, QA and IT consultants and, the administrative department manager and external partners, the coordinator:

- Organises course timetables and equips teaching staff with the tools and materials they need
- Ensures all content meets institutional policies, internal QA benchmarks and industry standards
- Monitor attendance and feedback and escalate concerns to relevant departments
- Acts as the main point of contact for students, handling enquiries, tracking progress directing learners to support services.
- Partners with administration to streamline processes, maintain compliance and uphold rigorous quality controls
- Supports promotional activities, gathers stakeholder feedback for continuous improvement and helps deliver a smooth, effective learning journey for everyone involved
- Responsible for promoting and safeguarding academic integrity by implementing institutional policies, guiding teaching staff and students on ethical practices, overseeing fair assessment procedures, and managing cases of misconduct.

This holistic oversight ensures each programme remains current, coherent and aligned with MSM's commitment to excellence.

Criteria and Qualifications for the Programme Coordinator

An ideal Programme Coordinator will hold at least an MQF/EQF Level 6 qualification in Education, Instructional Design, Educational Management or a related discipline, backed by 3–5 years of experience managing academic programmes and driving curriculum development and quality-assurance initiatives. They will possess a thorough understanding of the MQF and MFHEA accreditation requirements, strong project-management and organizational skills—especially with digital platforms such as an LMS or CMS, excellent written and spoken skills, and the ability to serve as a responsive student liaison. A data-driven mindset for continuous improvement, together with high attention to detail, academic integrity, adaptability to emerging educational technologies, and a collaborative, service-oriented attitude toward both staff and learners, completes this candidate profile.

Student Support Services Professionals (Personal Wellbeing and Emotional Services and Career Development)

Counsellors and Psychologists: Offering emotional, psychological, and mental health support.

Career Advisors and Guidance Officers: Assisting students with career planning, employability skills, and transition to the workforce.

These shall be engaged by the Institution on a contract for service basis and utilised as needed based on student and staff demand or institutional requirements. They shall report directly to the Administrative Department Manager and collaborate with the Head of Institution. They shall operate in alignment with the institution's student wellbeing policies and adhere to GDPR.

Criteria and Qualifications for Counsellors and Psychologists

To ensure professional, ethical, and legally compliant support services at MSM, counsellors and psychologists engaged to support students, and staff must meet the following criteria

Psychologists

To practise as a psychologist in Malta, individuals must:

Hold a recognised postgraduate qualification in psychology at MQF Level 7 (e.g. Master of Psychology in Clinical, Counselling, Educational, or Health Psychology)

Complete a minimum of two years (3,770 hours) of supervised practice following their postgraduate degree

Obtain a warrant from the Malta Psychology Profession Board (MPPB)

Counsellors

While counselling is a distinct profession from psychology, counsellors must typically:

Hold a bachelor's or master's degree in counselling, Counselling Psychology, or a related field

Be registered with a relevant professional body (e.g. Malta Association for the Counselling Profession or equivalent)

Demonstrate experience in educational or youth counselling, preferably in further or higher education settings

Criteria and Qualifications for Career Advisors and Guidance Officers

A bachelor's degree in education, Psychology, Career Guidance, Human Resources, or a related field (minimum MQF Level 6)

Preferably a master's degree in Career Guidance and Development or Lifelong Guidance (e.g. the Master in Lifelong Career Guidance and Development offered by the University of Malta)

Professional Competencies

Proven knowledge of career development theories, labour market trends, and educational pathways

Ability to deliver individual and group guidance sessions, workshops, and career orientation activities

Skilled in CV writing, interview preparation, and employability coaching

Experience

Prior experience working in educational settings, preferably in further or higher education

Familiarity with student support services and career counselling tools

MSM shall primarily engage qualified Maltese professionals to deliver student support services. However, in cases where language barriers may hinder effective communication — particularly when Italian students are not fully conversant in English and local professionals may lack fluency in Italian — the institution reserves the right to engage equivalent professionals based in Italy. These services may also be provided online, ensuring that students can access support in their native language and express themselves comfortably, regardless of location. This approach safeguards the accessibility, quality, and responsiveness of student support provision.

These professionals are engaged by the Head of Institution and the Administration Department Manager.

Financial Consultant

The Financial Consultant is engaged on a contract-for-services basis by the Management Board to oversee financial operations, ensure compliance with Maltese regulations, and support strategic planning. Key responsibilities include monitoring budgets and expenditures, preparing financial reports for the Head of Institution and the Management Board, ensuring alignment with public finance and procurement laws, and collaborating with the QA Consultant (such as assisting in tracking financial KPIs) to support accreditation and quality assurance processes. The consultant reports directly to the Administrative Department Manager and contributes to institutional transparency and sustainability.

Criteria and Qualifications for the Financial Consultant

Educational Qualifications

Minimum MQF Level 6 or equivalent (bachelor's degree) in Accounting, Finance, Economics, or Business Administration

Preferably an MQF Level 7 or equivalent (master's degree) in Financial Management, Public Administration, or Strategic Finance

Completion of accredited training in Maltese Financial Regulations, Corporate Governance, or Public Procurement is considered an asset

Professional Experience

Minimum 3 years of experience in financial consultancy, accounting, or financial management

Prior experience in educational institutions, NGOs, or regulated service environments is preferred

Familiarity with Maltese regulations with regards financial reporting requirements and internal audit processes

Skills and Competencies

Proficiency in budgeting, forecasting, and financial analysis

Ability to prepare clear, accurate reports for executive management and accreditation bodies

Strong understanding of cost-efficiency, resource allocation, and financial sustainability

Standard 3: Design and Approval of Programs

MSM delivers **only** externally accredited programmes issued by the Ministry of Education and Merit in Italy. As these are non-homegrown programmes, the institution does not design the curriculum internally but is responsible for ensuring that programme delivery, assessment, and student support are fully aligned with MFHEA standards and local operational requirements.

Programme Specifications and Credit Allocation

Although the programmes delivered by Mondo Scuola Malta (MSM) are accredited by the Italian Ministry of Education and Merit and do not formally assign European Credit Transfer and Accumulation System (ECTS) credits, the Institution shall provide a transparent calculation of student workload and an indicative mapping to ECTS equivalence. This ensures compatibility with the Malta Qualifications Framework (MQF), the European Qualifications Framework (EQF), and MFHEA requirements for comparability.

1. Workload Calculation

Student workload shall be calculated by aggregating:

- Contact hours: scheduled classroom teaching, laboratory sessions, and guided activities.
- Independent study: reading, preparation, assignments, and project work.
- Assessment activities: examinations, coursework, presentations, and practical evaluations.

The total workload for each programme is expressed in hours per academic year.

These are formally recognised by the Italian Ministry of Education and correspond to EQF/MQF Level 4. They are not higher education qualifications, so they do not carry ECTS credits in the Italian system. Instead, they are evaluated by hours of instruction, curriculum content, and national learning outcomes.

When referenced against the Malta Qualifications Framework (MQF), both programs correspond to MQF Level 4 which is equivalent to the completion of post-secondary education in Malta and provides access to higher education or possibly employment pathways.

The institution ensures that programme specifications, learning outcomes, and assessment methods are clearly documented and accessible to students and staff.

Institutional Approval and Readiness for Delivery

Prior to delivery, programmes undergo internal vetting to confirm operational feasibility, teacher readiness, and resource availability.

The Head of Institution, in consultation with the QA Consultant, reviews programme documentation and delivery plans to ensure alignment with MFHEA licensing conditions.

Any contextual adaptations (e.g. scheduling, language support, digital tools) are documented and approved internally, without altering the core structure of the accredited programme.

Teacher Allocation and Training

Teachers assigned to deliver these programmes are vetted for subject expertise, pedagogical competence, and familiarity with the awarding body's standards.

Ongoing training is provided to ensure consistency in delivery, assessment, and student engagement. Teacher feedback is collected and reviewed as part of the programme monitoring cycle.

Student Orientation and Access

Students are provided with a Student Handbook outlining programme structure, learning outcomes, assessment criteria, and available support services.

Orientation sessions are held to familiarise students with the programme's expectations and institutional procedures. A LMS is used to facilitate access to learning materials and communication.

Continuous Review and Quality Assurance

Although the programme design is externally owned, MSM conducts ongoing monitoring of delivery, student feedback, and assessment implementation. Findings are compiled into the Annual Self-Assessment Report (SAR) and reviewed by the Management Board. The institution maintains active liaison with the parent institution and the Ministry of Education and Merit in Italy to report any delivery issues and ensure continued compliance. Progression Pathways to Further Studies and Employment

Mondo Scuola Malta (MSM) shall ensure that all students benefit from transparent and structured pathways supporting their progression into further studies or employment. These procedures are formally documented and communicated through the Student Handbook, orientation sessions, and career guidance services.

1. Progression to Higher Education

MSM organises regular meetings with universities and tertiary institutions to present study opportunities at MQF/EQF Level 5 and Level 6.

Orientation days are held annually, where students receive detailed information on available courses, admission requirements, and application processes.

Students are provided with information on scholarships, calls, and eligibility criteria to support equitable access to higher education.

2. Transition to Employment

MSM implements Percorsi per le Competenze Trasversali e l'Orientamento (PCTO) placements, engaging companies, NGOs, and public institutions to provide real-world work experience.

- Students undertake internships and training placements aligned with their programme of study, ensuring relevance and employability.
- The institution facilitates meetings with professionals and employers to expose students to emerging career profiles and labour market trends.
- Dedicated workshops are delivered on employability skills, including CV writing, interview simulations, and portfolio development.
- Students participate in job fairs, career days, and employer-led events, strengthening their transition into the labour market.

3. Transparency and Accessibility

All progression pathways are published in the Student Handbook and on the LMS.

Career guidance services are available to all students, including one-to-one counselling and group workshops.

Feedback from students and employers is collected annually to refine progression procedures.

Standard 4: Student-centred learning (SCL), teaching and assessment

At MSM, student-centered learning is woven into the very fabric of programme delivery. Students are not passive recipients; they're part of a broader ecosystem. At MSM gathering input from learners is not a one-off exercise but a continuous strategy embedded throughout the program life cycle. Through structured surveys, focus groups, and informal dialogue, students are invited to share their perspectives on teaching methods, assessment and overall learning experience. At the end of each module, students are asked to provide feedback on various aspects of their academic experience, including course participation, success rates, student satisfaction, and post-diploma employment outcomes. The collection of feedback is the responsibility of the Head of Institution, who archives all information both digitally and in hard copy at the MSM's administrative office. This feedback is carefully examined by the Quality Assurance (QA)

consultant who identifies recurring patterns, strengths, and areas that require attention. The insights gathered are then communicated to the Head of Institution and teaching staff, forming the basis for targeted action plans. These may involve updating course materials, increasing student engagement, or enhancing academic support. To ensure that these changes have a meaningful impact, the QA team monitors their effectiveness in future feedback cycles, fostering an ongoing culture of responsiveness and excellence in the student learning experience.

Teaching Strategies

At our school, teachers are responsible not only for assigning tasks but also for ensuring that students are adequately prepared to complete them. This is achieved through a variety of structured teaching methodologies, including:

- Traditional frontal instruction
- Participatory lessons
- Individual and group work
- Systematic correction and feedback on homework
- Brainstorming sessions
- Guided tours, both in-person and virtual
- Integration of educational software
- Flipped classroom approaches
- BYOD (Bring Your Own Device) strategies
- Engagements with external experts

These methods are carefully selected to equip students with the necessary knowledge and skills, foster active learning, and promote attentiveness and responsibility throughout their educational journey.

MSM ensures that teaching methodologies and learning approaches are continuously reviewed to maintain their effectiveness, inclusivity, and alignment with programme learning outcomes.

Review Mechanisms

- Curriculum Mapping and Pedagogical Alignment

Teaching strategies are regularly evaluated to ensure they support the achievement of programme learning outcomes. This includes verifying that instructional methods are constructively aligned with the knowledge, skills, and competences expected at the relevant EQF level.

- Classroom Observations

Program coordinators and/or the Head of Institution conduct scheduled and informal observations to assess teaching effectiveness, student engagement, and inclusive practices. This practice is carried out in agreement with the teacher.

- Student Feedback and Focus Groups

Structured feedback is collected through surveys and facilitated discussions. This feedback is analysed to identify strengths and areas for improvement in teaching and learning delivery.

- Staff Reflection and Peer Review

Teachers engage in reflective practice and peer review sessions to share experiences, evaluate methodologies, and collaboratively enhance pedagogical approaches.

- Programme Review Committees

Periodic reviews are conducted by internal academic boards and external experts to assess the relevance and effectiveness of teaching methods. Recommendations are documented and actioned as part of the continuous improvement cycle.

- Professional Development and Training

Staff are encouraged to participate in ongoing CPD activities, including training in inclusive pedagogy, digital learning tools, and differentiated instruction. These initiatives ensure responsiveness to diverse learner needs.

- **Assessment Review and Inclusivity**

Assessment practices are reviewed to ensure they are valid, reliable, and inclusive. Adjustments are made to support equity, transparency, and accurate measurement of learning outcomes.

Continuous Improvement and Documentation

Findings from these review mechanisms are formally documented and discussed during staff meetings and quality assurance reviews. Action plans are developed to address identified gaps, and progress is monitored through follow-up evaluations. This cyclical process ensures that teaching and learning remain dynamic, student-centred, and aligned with institutional and regulatory expectations.

The Education Council is responsible for assessing whether students with BES (Special Educational Needs) or DSA (Specific Learning Disorders), as documented by medical certification, require the development or revision of a Personalized Teaching Plan (PDP). These plans are created using resources provided by the Italian Ministry of Education and Merit. Oversight of this process is entrusted to the Head of Institution, who ensures that appropriate resources are allocated and updated according to the individual needs of each student.

MSM ensures that assessment processes are fair, transparent, and aligned with intended learning outcomes. This section describes the design, delivery, monitoring and appeal procedures that form part of our Internal Quality Assurance framework.

Each student submission is independently evaluated by two qualified assessors using pre-determined scoring sheets. This double-marking procedure standardizes judgments and guarantees consistency across all learners.

Assessment instruments and scoring sheets are reviewed annually by the Quality Assurance Consultant to ensure alignment with programme outcomes and regulatory requirements.

A structured training program ensures assessors are proficient in:

- 1) Formative, summative and alternative assessment methods
- 2) Use of detailed rubrics and guidelines to align marks with learning outcomes
- 3) Peer-collaboration workshops to share best practices and case studies

All assessors attend at least one professional development session per semester, and completion is recorded in the staff training log.

Assessment criteria and grading rubrics are published in advance within each course description on the Learning Management System. Students can:

- 1) Review how their work will be assessed against specific learning outcomes
- 2) Access exemplary materials and rubric explanations

Clear publication of criteria promotes trust and enables learners to prepare effectively.

Students who do not achieve the pass mark are entitled to one or more reassessment opportunities, which may include:

1. Retaking written examinations
2. Repeating practical tasks or demonstrations
3. Engaging in remedial activities supervised by a tutor

Reset procedures, deadlines and formats are outlined in the course handbook and on the Learning Management System (LMS).

Grade Appeal Procedure

1. The student submits a written appeal to the Programme Coordinator, detailing grounds and evidence.
2. The Programme Coordinator together with two external academics will examine the matter, conducting appropriate investigations and consulting with all the relevant stakeholders.
3. The response, including the decision and any corrective actions, must be provided in writing within fifteen (15) calendar days.

4. In case of disagreement with the Programme Coordinator's decision, an appeal may be submitted to the Management Board. The Management Board's decision is final and shall be communicated to the students concerned within 15 calendar days.

At each stage, the student receives formal acknowledgment of receipt and outcome notifications.

Mitigating Circumstances

Students facing unforeseen situations (illness, bereavement, technical failures) may submit a formal mitigation request supported by evidence to the Programme Coordinator. Possible adjustments include:

- Extension of assessment deadlines
- Alternative assessment formats
- Grade review or deferred assessment

Academic Integrity Breaches

The actions listed below are considered violations of academic integrity:

1. **Plagiarism:** Presenting another author's words or ideas as one's own without proper attribution.
2. **Unauthorized Aid:** Using prohibited materials or assistance during exams, quizzes, or assignments.
3. **Data Falsification:** Inventing, altering, or misreporting information or results in coursework or research.
4. **Unauthorized Collaboration:** Working jointly on tasks designated for individual completion.
5. **Ghostwriting:** Submitting work produced or purchased from a third party.
6. **False Representation:** Providing misleading information about attendance, identity, or qualifications.

Reporting and Inquiry Procedures

1. Filing a Complaint – Detecting Academic Fraud

- Teaching staff shall inform their students to submit their assignment through the anti-plagiarism checker. All assessment work submitted shall be checked with Turnitin. The guiding maximum score allowed is 20 % excluding direct quotations and references (the bibliography)
- Students shall also sign a declaration of Ethical Use of AI Tools when submitting all written course work and this shall specifically state the following
 - Provide the exact name of the AI Tool (e.g., “OpenAI ChatGPT-4o; Grammarly; QuillBot”).
 - Summarise briefly and specifically how it contributed to the submitted work (e.g., “Drafted initial code comments; suggestions were reviewed; paraphrasing and editing”).
 - State the kind of evidence kept (e.g., “PDF of chat”).
- It is the duty of the teaching staff to implement the above checkings and alert the Head of Institution and the Programme Coordinator/s in cases of major plagiarism offenses.

2. Investigation

- A panel including the QA Consultant, Programme Coordinator/s and external academic will conduct a prompt, impartial review.
- The students under investigation will be given an opportunity to respond to the allegations.
- Findings are forwarded to the Head of Institution for consideration and shall be forwarded to the Management Bord in case of sanctioning.

3. Decision and Sanctions

The Management Board reviews the evidence and determines whether a violation occurred.

Appropriate measures are then imposed in line with institutional policy

Sanctions for Violations

Depending on the seriousness and recurrence of the offense, consequences may include:

- Written warning
- Reduction of marks for the affected assignment or course
- Mandatory participation in academic integrity workshops
- Suspension or removal from enrolment for serious or repeated breaches
- Revocation of previously conferred qualifications in cases of confirmed misconduct

Students can appeal as per Appeals' policy and procedure as described above.

Preventative Education and Support

Students receive:

1. Interactive workshops and guides on ethical writing, proper citation, and effective research techniques
2. Access to plagiarism-checking software for self-review
3. Appropriate use of AI tools

Teaching staff receive:

1. Training in designing assignments that deter dishonest practices
2. Practical instruction in using text-matching tools and interpreting similarity reports
3. Appropriate use of AI tools

These measures work together to uphold a culture of honesty and fairness across all learning activities.

Standard 5: Student Admission, Progression, Recognition and Certification

MSM shall admit students who are interested in following one of the following programs:

- 1) The first programme offered is the *Istituto Tecnico Economico – Relazioni Internazionali per il Marketing*, which equips students with foundational skills in economics, languages, and law to navigate a globalized economic landscape. Learners gain comprehensive knowledge in business economics, international law, global relations, and marketing strategies, with a strong emphasis on foreign language acquisition. This is an essential asset for integration into multicultural environments such as Malta.
- 2) The second programme is the *Liceo delle Scienze Umane – Opzione Economica Sociale*, which blends humanities with an in-depth focus on economic and legal disciplines. This course provides rigorous training in sociology, psychology, economics, and law, fostering a critical and interdisciplinary understanding of contemporary society.

Entry Requirements:

- a) Completion of *Scuola Secondaria di Primo Grado* (Lower Secondary Education).
- b) Registration via the Italian national school enrollment portal or directly through the institution.
- c) For transfers, a *nulla osta* (clearance certificate) from the previous school is required.

No formal entrance exams are mandated; however, students are encouraged to demonstrate interest in the subject areas relevant to each programme.

A student who wishes to enroll in a course of study may submit a registration form, which is available on our website www.mondoscuolamalta.eu or through our administrative offices in Malta. The form must be accompanied by a valid identification document and proof of qualifications as required in the entry requirements.

Following a thorough evaluation, the students will be informed of their enrollment status for the academic year via email and/or direct communication.

Transparency and Consistency in Admission Processes and Criteria

MSM is committed to ensuring that all admission processes and criteria are implemented consistently and transparently. The Institutional policies clearly outline eligibility requirements, documentation, and deadlines which are publicly available via the website and social media. Applicants are informed of the evaluation process, and decisions are communicated promptly.

MSM offers a structured induction programme for new students, typically held during the first few weeks of the academic year. This programme is designed to support students as they transition into the school environment, with dedicated days focused on socialisation and orientation.

New students are introduced to the school's ethos, rules, and teaching staff through a series of activities that include:

- Information sessions
- Group activities
- Meetings with tutors
- Placement tests to assess academic starting levels

The primary objective is to foster a positive and trusting atmosphere, facilitate classroom integration, and promote the development of both interpersonal and methodological skills from the outset.

Overall, the induction programme helps ease the transition from middle to high school, contributing to a more welcoming, inclusive, and self-aware school community.

MSM is committed to recognizing and supporting the diverse needs of its students. During the admissions process:

- 1) Applicants may disclose any special requirements through a dedicated section in the application form.
- 2) The Student Affairs and Admissions Officer carefully review these disclosures to arrange appropriate accommodation, such as assistive technologies or flexible assessment methods.

- 3) Confidentiality is strictly maintained, and each applicant is assured of a personalized approach tailored to their individual needs.
- 4) Teaching staff are provided with a document known as the Student Awareness Task Sheet, which records any special requirements to ensure appropriate classroom support.

Student Progression

MSM employs a structured and student-centered approach to monitor academic progression:

- a) Learning Analytics: Attendance, participation, and performance are tracked via the Learning Management System (LMS) to identify trends and support needs.
- b) Student Support Services: The Education Support Department provides personalized academic guidance and monitors student progress throughout the academic year.
- c) Progress Reports: Regular feedback is provided by educators, including early alerts for students at risk of underperformance.
- d) Support Mechanisms: These are available for all students particularly those with special educational needs or those from socioeconomically disadvantaged backgrounds who might need more support. Each student can benefit from personalized learning paths, orientation services, tutoring, and supplementary teaching activities. Specialized professionals might be requested (such as experts in inclusive education) to provide necessary training to teachers on how they can support further students with learning difficulties and also how to utilise specific resources such as in the case of dyslexic students. The description of these support measures are clearly explained in the Student Handbook which is given to all students upon enrollment. The Head of Institution can also explain to students and parents the availability of such mechanisms.

Certification and awarding body

MSM prepares and verifies student records, transcripts and supporting evidence for submission to the Parent institution and supports the administrative processes required for certification.

The EQF Level 4 Diploma is awarded by the Italian Ministry of Education and Merit upon successful completion of the upper secondary education cycle programme.

Standard 6: Teaching Staff

Teachers appointed to deliver planned courses are required to have subject-specific qualifications, including a relevant MQF/EQF level 6 degree and appropriate professional certifications. They must also present a clear judicial record, free of any legal issues pending. The process of verifying and regularly updating these credentials is overseen collaboratively by the Programme coordinator/s, the Director General of Administration Services, and the administrative office of the school

The recruitment process follows a structured, multi-step approach: it begins with the definition of the professional profile and required competencies, covering academic qualifications, minimum experience, pedagogical, digital, relational, and language skills to ensure alignment with the institution's educational mission and training plan.

Vacancies are published through accessible and official channels, including the school's website, educational portals, newspapers, and institutional social media. Applications are assessed based on qualifications, experience, and profile relevance, with rejections issued only when minimum criteria are not met. Selected candidates undergo structured interviews using standardized questions to evaluate teaching experience, classroom management, alignment with the school's values, and interpersonal and pedagogical abilities. Final selection is based on a combined assessment of CVs, qualifications, experience, and interview performance, with formal communication of outcomes provided to all applicants.

Employment Conditions and Professional Development

Formal Employment Conditions

Mondo Scuola Malta (MSM) shall ensure that all teaching staff—whether full-time, part-time, or ad hoc—are employed under formal contractual arrangements in line with national legislation.

- Each teacher is issued a written employment contract, which may be: full-time or part-time. Contracts clearly specify workload, rights, benefits, and responsibilities, ensuring transparency and compliance with Maltese legislation.
- All contracts are securely archived in the Human Resources system and reviewed annually by the Administration Department Manager to confirm validity and compliance.

The Quality Assurance Consultant shall verify annually that all staff records are complete and compliant, reporting findings in the Annual Self-Assessment Report (SAR).

- Any discrepancies or irregularities shall be escalated to the Head of Institution and the Management Board for corrective action.

Continuous Professional Development

To maintain high teaching standards, MSM has implemented a mandatory Annual Continuing Education Plan for all educators, covering innovative teaching methodologies, educational technologies, subject-specific updates, classroom management, socio-emotional learning, inclusive education, formative assessment, internal training, and collaboration with other education institutions. MSM shall guarantee equal access to CPD opportunities for all teaching staff, regardless of contract type. CPD sessions are recorded in the Staff Training Log, with participation monitored by the Head of Institution. Staff's feedback on CPD relevance and effectiveness is collected through surveys and integrated into future training plans. Staff are encouraged to propose training needs, which are reviewed by the Programme Coordinators and incorporated into the annual continuing plan

Teaching Observation and Feedback Procedures

Lesson Observations: The Head of Institution, who might be assisted by the Programme Coordinator, periodically observes lessons and provides individual feedback through one-to-one meetings.

Student Feedback: At the end of the academic year, student questionnaire results on teaching methodologies are compiled and shared with staff, either individually or in group sessions.

Follow-Up: Feedback may lead to further support, such as peer observation, training, or adjustments to teaching strategies. All feedback contributes to continuous improvement and aligns with internal quality assurance processes.

Standard 7: Learning resources and student support

MSM ensures that learning resources are allocated equitably and strategically across all accredited programmes to support effective teaching, student engagement, and regulatory compliance.

Needs-Based Allocation

Resources are distributed based on programme size, curriculum requirements, and the nature of delivery (e.g. theoretical vs. practical).

Financial Planning

Each Programme Coordinator submits annual resource requests for his/her respective programme, which are reviewed by the Head of Institution and approved by the Management Board. Budgeting considers teaching materials, digital tools, and student support needs.

- Human Resources

Teaching staff are assigned according to subject expertise and programme load. Additional support is provided for new or resource-intensive programmes and in case of students with special needs or learning difficulties.

- Physical and Digital Resources

Classrooms, labs, and equipment are scheduled based on programme timetables. Investments in new technology or learning platforms shall be prioritised in line with the demands of new teaching methodologies of the respective subjects.

- Monitoring and Review

Resource use is reviewed annually through the Internal Quality Assurance procedures which are followed by the Quality Assurance Consultant. Feedback from staff and students informs adjustments and continuous improvement.

Availability of Resources

Students have access to a range of physical and digital learning resources, including:

A physical library

E-books and academic databases

Software tools such as Microsoft Teams, Office 365 Suite, Digital Literacy Toolkit, Learning Management System, Online Language Tools (to support terms in the English language) and a secure email platform for official communication with teaching and administrative staff.

Curriculum Alignment and Updates

Resources are regularly updated and aligned with the curriculum through:

Monthly teaching plans submitted by the Programme/s Coordinator

Continuous review of digital content on the LMS

Coordination between academic staff and the curriculum office

Student Orientation and Training

Students receive guidance on how to use learning resources effectively through:

Introductory training sessions

Ongoing support via the LMS

Direct assistance from teaching staff or the IT consultant

Evaluation of Resource Adequacy

The institution has systems in place to assess the adequacy and accessibility of resources, including:

Regular feedback collection from students

Internal reviews conducted by the QA consultant and/or the programme/s coordinator

Adjustments based on usage data and student satisfaction

IT and Digital Infrastructure

Digital platforms (e.g., LMS, student portals) are:

Reliable and intuitive

Accessible across multiple devices and operating systems

Support for Students Without Devices or Connectivity

The institution shall make available a limited number of digital devices (e.g., laptops or tablets) for student use on and outside campus, prioritising those who do not have personal access to such equipment due to economic hardship. This will ensure that financial constraints do not hinder the students' ability to participate fully in academic activities.

Provide Internet Connectivity: Reliable internet access shall be provided in designated student areas to facilitate academic engagement, research, and communication.

Digital Accessibility for Students with Disabilities

Accessibility tools such as screen readers and captioning software are available to support students with disabilities.

Academic Support Services

Academic support services include:

Tutoring

Study skills workshops

Writing assistance and academic labs

Student Awareness and Engagement

Students are informed and encouraged to use these services through orientation programs and Information sessions and digital announcements. MSM ensures that all

students are provided with written policies and procedures that clearly outline the support services available to them. These are formally documented in the Student Handbook, which is distributed at the start of each academic cycle and made available in both digital and printed formats.

The Student Handbook includes:

A description of available support services (e.g. counselling, career guidance, academic assistance) including clear instructions on how to access these services

In all cases related to student support services, students are advised to contact the Administration Department Manager, who coordinates service provision and ensures timely, confidential, and student-centred support

Personal and Wellbeing Support

Staff are trained to identify students in need of support and refer them to appropriate services promptly mainly offered by the Administration Department

The following are available services for students through the Administration Department:

- a) Career Guidance and Counselling Services
- b) Emotional and wellbeing support (psychologists)

Student Feedback and Engagement

Student feedback is gathered through self-assessment tests on the LMS and surveys and suggestion forms

Feedback is reviewed and acted upon via the self-assessment register and periodic service evaluations and updates

Student Involvement

Students are actively involved in the design and evaluation of support services and the quality assurance discussions and improvement planning

Monitoring and Evaluation: Effectiveness Indicators

The institution monitors learning resources and support services using indicators such as:

- Student engagement (e.g., course participation, platform usage)
- Satisfaction levels (via surveys and feedback)
- Academic performance (test results and evaluations)
- Functionality and relevance of resources

Review Frequency and Responsibility

Services are reviewed every six months by the Academic Coordinator.

Documentation and Communication

All improvements are:

- Documented in internal reports
- Communicated to relevant stakeholders, including students and staff

Standard 8: Information management

MSM has established a well-structured information management system designed to enhance the value and usability of institutional data. This system captures a wide range of key performance indicators (KPIs), such as student progression, success and drop-out rates, satisfaction with academic awards, access to learning resources and support services, and graduate career trajectories. Core metrics collected include retention and graduation rates, attendance tracking, assessment formats, and weekly teaching hours for academic staff.

Student Data Monitoring

Data is analysed periodically to identify trends and enhance student support services.

Student satisfaction surveys and feedback forms are administered at the end of academic year and reviewed by the QA Consultant.

Staff Performance and Engagement

Staff performance is monitored through lesson observations, peer reviews, and student feedback.

Professional development needs are identified through annual evaluations and consultation with the Head of Institution.

Staff records include qualifications, teaching hours, and engagement in QA activities.

Evaluation Tools and Reporting

The QA Consultant oversees the Annual Self-Assessment Report (SAR), which includes analysis of student and staff data. Findings are discussed during Management Board meetings and used to inform strategic planning and continuous improvement.

All data collection and analysis processes comply with GDPR and institutional data protection policies.

Student records, including names, surnames, and academic histories, are securely stored in a regularly updated electronic database to ensure the accuracy of transcripts and certificates. Information related to vulnerable student groups is also documented to support inclusive practices.

In accordance with institutional policy, records are preserved for a period of 40 years and archived using a secure digital storage system with backup protocols and a disaster recovery strategy in place. Hard copies of records shall be kept in the campus of Malta. Access to this data is strictly limited to authorized personnel, ensuring full compliance with data protection regulations. This system not only protects sensitive information but also enables ongoing evaluation and enhancement of student outcomes, ensuring that academic programmes remain responsive to changing professional and societal needs.

Stakeholder Involvement and Periodic Data Review

Mondo Scuola Malta (MSM) ensures that institutional data is not only collected and reported but also meaningfully interpreted with the active participation of both students and staff. To strengthen transparency and inclusivity, MSM has established formal mechanisms for stakeholder involvement in data analysis, including review meetings:

Scheduled meetings at the end of each academic year where staff and student representatives jointly interpret institutional data (e.g., student satisfaction surveys, retention and completion rates, resource utilization). Outcomes are documented and submitted to the Management Board.

- **Integration into Planning:** Recommendations from these committees and meetings are formally integrated into the Self-Assessment Report (SAR) and inform strategic planning, resource allocation, and policy updates.
- **Accessibility:** Summaries of findings and actions taken are published on the LMS and communicated through the Student and Staff Handbooks to ensure clarity and accountability.

Responsibilities of Officials to involve stakeholders in the review of data shall be as follows:

- **The Quality Assurance Consultant:** Coordinates committees at the end of each academic year, prepares QA reports, and ensures integration into the SAR.
- **Programme Coordinators:** Provide programme-level data and support interpretation.
- **Administration Department Manager:** Oversees operational data collection and reporting.
- **Head of Institution:** Ensures findings are acted upon and reported to the Management Board.

Standard 9: Public Information

MSM targets a diverse audience seeking high-quality education aligned with the Italian school system. Its primary catchment area includes Italian students residing in Malta, international learners interested in pursuing Italian vocational pathways, and adult learners aiming to obtain recognized certifications to enhance their professional qualifications. MSM commits to ensure full compliance with MFHEA regulations and

communications in all publicly available information to ensure clarity, accuracy and accessibility for all stakeholders.

To effectively reach this audience, MSM employs targeted marketing strategies that combine traditional and digital approaches. Promotional activities are delivered through a mix of online and offline channels to ensure broad and inclusive communication. Strategic partnerships are established with local institutions, cultural organizations, and existing educational entities to increase visibility and foster community engagement. Additionally, events such as open days, family meetings, and informational sessions are organized to present the educational offerings in detail and build direct relationships with prospective students.

Digital platforms play a central role in expanding outreach. The institution maintains a user-friendly website that serves as a comprehensive resource for information on study programmes and available services. Prospective students seeking to enroll at our institution can access comprehensive course information via our official website , which will be distinct from that of the Italian branch MSM has acquired the domain of the new website www.mondoscuolamalta.eu

The "Our Courses" section outlines each programme's area of study, objectives, intended learning outcomes, career prospects, university progression routes, curriculum content, and duration. Students shall be informed that the awarding body of the programmes offered by Mondo Scuola Malta (MSM) is the Italian Ministry of Education, since MSM delivers secondary diplomas aligned with the Italian school system. These programmes are accredited by the Italian Authorities and formally recognized in Malta through the Malta Further and Higher Education Authority (MFHEA), which references them to the Malta Qualifications Framework (MQF) and the European Qualifications Framework (EQF). Such information should be also included in the student handbook,

To support prospective students in making informed decisions, MSM will publish and display the student pass rates for each programme on an annual basis. This information will be made available on the official website and reflected in the student handbook, ensuring clarity and consistency across all communication channels. Pass rates will be

presented in a clear format, accompanied by contextual notes where appropriate, and updated regularly to reflect the most recent academic year.

Responsibility for maintaining and verifying the accuracy of this data rests with the designated officer, as part of MSM's broader quality assurance and public information framework. To ensure consistent and accurate dissemination of promotional materials, MSM assigns a designated staff member responsible for managing all public communications, including website updates, social media announcements, and physical signage. This role forms part of the broader administrative and coordination team.

Social media campaigns are managed strategically to engage specific target groups, enhance interaction, and raise awareness of the educational offer. Email marketing and direct communication initiatives are also implemented to maintain ongoing contact with interested individuals and provide timely updates about institutional developments.

Word-of-mouth remains a vital component of the marketing strategy, particularly in the education sector. The positive experiences of students and their families contribute significantly to strengthening the institution's reputation and attracting new enrolments. High-quality teaching, responsiveness to individual learning needs, and personalized support foster a welcoming and stimulating environment that builds trust and sustains interest over time.

Graduate Outcomes: Career Pathways and Further Learning Opportunities

Mondo Scuola Malta (MSM) is committed to providing prospective and current students with clear and comprehensive information on both career opportunities and progression routes available upon completion of its programmes. Each programme description includes a dedicated section outlining potential career pathways, validated through consultation with industry partners and aligned with the Italian education system, while also detailing academic and vocational progression options beyond the current programmes. Graduates of MSM's diplomas, formally recognized by the Italian Ministry of Education and referenced to the European Qualifications Framework (EQF), benefit from full portability of qualifications across Europe, enabling them to progress to higher education in Italy, Malta, and other EU member states, enter professional sectors where

such diplomas are a prerequisite, pursue vocational training and certifications that enhance employability in specialized fields, access international study opportunities through MSM's partnerships with Italian and European institutions, and engage in lifelong learning pathways such as adult education and professional development. To strengthen transparency and clarity, MSM publishes this information on its official website and in the student handbook, supported by alumni case studies, examples of employment sectors, and a dedicated Progression Routes section that includes visual maps, guidance on recognition procedures, and entry requirements for further study. Responsibility for maintaining and updating career and progression information rests with the designated communications officer, who ensures accuracy, accessibility, and consistency across all public information channels.

Standard 10: On-going monitoring and review of programs

MSM maintains academic excellence and enriches student experiences through a structured quality assurance cycle that combines continuous oversight with comprehensive five-year revalidations. Ongoing programme monitoring and periodic reviews ensure that , teaching methods, and support services consistently meet high standards and evolve in response to new challenges. To gauge effectiveness, MSM gathers input from students, teaching staff, employers, and alumni via surveys, course evaluations, performance data, and other feedback mechanisms (see Standard 4 for teaching assessment details).

Internal quality assurance policies are kept current through regular audits, compliance checks against peer institutions, and targeted staff training. Recommendations from external panels feed into an action plan, and policy updates are rolled out through workshops and revised documentation.

Structured feedback loops culminate in an annual quality report. Teaching Staff periodically refresh their subject development plans, policies, and work schemes, contributing topic briefs for the Head of the Institution. Input collected via

questionnaires, educator self-assessments, are analyzed, and resulting enhancements are integrated into course materials. Periodic review (annually at the end of each academic year) documentation explicitly records these updates to teaching methods, support services, and the contextual delivery of programme content, as well as refinements to learning outcomes monitoring, ensuring that improvements are traceable and accessible to all stakeholders. All changes are communicated to stakeholders through official circulars, reinforcing continuous improvement, industry relevance, and academic integrity.

Ongoing monitoring at Mondo Scuola Malta is implemented through a range of systematic quality-assurance tools. The Annual Self-Assessment Report (SAR) consolidates the evidence gathered through these mechanisms, presents the key findings from the year, and sets out prioritized actions to enhance institutional provision

Monitoring tools

Student questionnaires — annual surveys to capture learner experience, satisfaction and suggestions. The Quality Assurance Consultant shall be responsible for designing the questionnaire cycle, approving survey instruments, scheduling distribution windows, and overseeing compliance with the process

Teacher self-reviews — reflective reports submitted by teaching staff to identify strengths and development needs. The Programme Coordinator/s shall be responsible for collecting these reports.

Focus groups — structured discussions between the Head of Institution, teaching staff and students to explore issues in depth such as for instance dropout rates. These shall be held by the Head of Institution annually.

Annual Self-Assessment Report (SAR)

The Quality Assurance Consultant shall draft the SAR. The SAR collates quantitative and qualitative evidence from the tools above, summarises outcomes against KPIs, identifies risks and areas for improvement, and records responsibility, resources and timelines for corrective actions. SAR outcomes are presented to the Management Board for approval;

progress against the SAR action plan is monitored throughout the year and reported in subsequent SAR cycles.

Standard 11: Cyclical External Quality Assurance

MSM will participate in an external evaluation by the Malta Further and Higher Education Authority (MFHEA) every five years or when requested to confirm its compliance with nationally defined quality standards. Its academic quality processes draw on the National Quality Assurance Framework for Further and Higher Education. An independent panel appointed by MFHEA will carry out the External Quality Assurance review, and the Academy will respond to the panel's recommendations by submitting a formal action plan to the Authority.

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Annex A

Ethics Policy and Code of Conduct

1. Introduction

This policy sets out the ethical standards expected of all members of the Mondo Scuola Malta community. It provides a framework for conduct that upholds integrity, respect, and responsibility, while ensuring compliance with national legislation, MFHEA standards, and institutional regulations.

2. Scope

The policy applies to students, teaching staff, non-teaching staff, and management in all academic, administrative, and extracurricular activities.

3. Ethical Principles and Standards of Behaviour

The following principles guide the ethical culture of the institution. Each principle is linked to expected behaviours, examples of breaches, and corrective measures.

3.1 Integrity and Honesty

Expected Behaviour: All academic and professional activities must be conducted truthfully, with transparency in assessment and reporting.

Possible Breaches: Plagiarism, cheating, falsification of records, misuse of intellectual property.

Corrective Measures: Written admonition, academic penalty, reflective assignment, or suspension in severe cases.

3.2 Respect and Dignity

Expected Behaviour: All members of the community must treat one another with fairness, courtesy, and inclusivity.

Possible Breaches: Bullying, harassment, discriminatory remarks or actions based on gender, religion, race, or other protected characteristics.

Corrective Measures: Verbal or written reprimand, counselling, community service, or suspension for repeated/severe cases.

3.3 Responsibility and Accountability

Expected Behaviour: Individuals take ownership of their actions and decisions, contributing positively to the learning environment.

Possible Breaches: Persistent disruption of classes, unjustified absences, misuse of resources.

Corrective Measures: Meeting with coordinator, written warning, corrective tasks, or temporary suspension.

3.4 Educational Purpose

Expected Behaviour: Conduct supports a safe, positive, and formative learning environment.

Possible Breaches: Violence, vandalism, substance abuse, or behaviour undermining the school's mission.

Corrective Measures: Referral to the Head of Institution, suspension (short or long term), or reporting to authorities.

3.5 Compliance with Law and Regulation

Expected Behaviour: Adherence to Maltese law, MFHEA standards, GDPR, and institutional rules.

Possible Breaches: Criminal offences such as theft, assault, drug use, tampering with documents, or copyright violations.

Corrective Measures: Mandatory reporting to authorities, suspension or expulsion, restorative measures where appropriate.

3.6 Professional Conduct (Staff)

Expected Behaviour: Staff must uphold impartiality, confidentiality, and professionalism.

Possible Breaches: Undeclared conflicts of interest, misuse of authority, breach of confidentiality.

Corrective Measures: Formal warning, HR disciplinary process, reassignment, or termination in serious cases.

3.7 Use of Resources

Expected Behaviour: Responsible use of institutional facilities, digital platforms, and financial resources.

Possible Breaches: Misuse of IT systems, damage to property, waste of resources.

Corrective Measures: Restitution of damages, community service, written warning, or suspension of access rights.

4. Implementation and Oversight

The Head of Institution and Programme Coordinators are responsible for monitoring compliance with this policy.

Ethical concerns may be reported confidentially in writing to the designated Head of Institution or the Programme Coordinator/s

All breaches are addressed through the institution's Disciplinary Regulations, ensuring proportionality and educational purpose.

5. Review and Continuous Improvement

This policy is reviewed annually by the QA consultant after considering Feedback from students, staff, and stakeholders to ensure that the policy remains relevant and effective