

Melita Tourism and Resources Management IQA Manual

Melita Tourism and Resource Management Ltd. (MTRM) is a company set within Malta's largest trade union GWU.

MTRM's services have diversified by entering the job brokerage and Training sector.

Quality Assurance started in 2017 and this is the first Quality Assurance Handbook issued and approved by the Board of Directors on 15th September 2017.

Our Vision Statement

Empowering adults to learn and find work they value.

Our Mission

Our mission is to provide adults with educational opportunities to acquire and improve the necessary skills and competences to become self-sufficient and thus to obtain an active role in the labour market.

Our Beliefs

1. Everyone has the potential for change and improvement.
2. Everyone deserves to be given the adequate opportunities and tools to learn and work.
3. Everyone is recognized as an individual and thus is to be treated with fairness, dignity, and respect.
4. Our dedicated team effort enhances positive results.

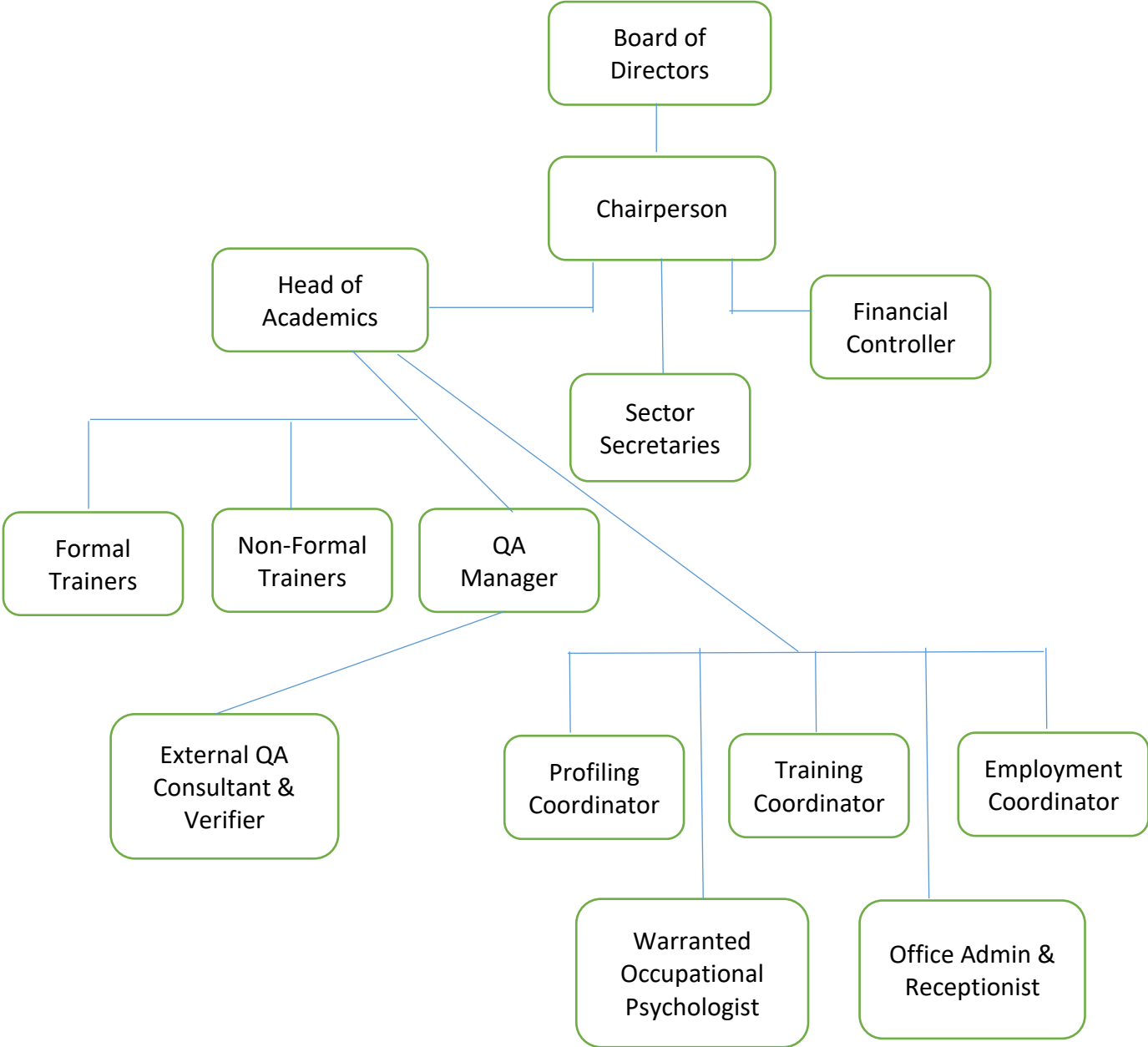
We advocate the notion that decent employment is the best way to combat poverty and inequality while encouraging social mobility. Our role is to help adults, particularly those who are unemployed, in low-paid positions or have precarious employment to develop the skills and knowledge to improve their job prospects.

We value people, their individuality and dignity. We promote a positive, supportive learning environment that encourages personal growth through reflection, goal setting and on-going attainable assessments.

To reach our goals, our trainers, who are experienced in adult training, when choosing materials for training and when designing programme delivery, follow the principles of andragogy. Our team recognises, understands and implements the principles that influence how adults learn best. This ensures that our trainees progress more quickly and their learning is more effective.

Standard 1 Policy

The MTRM has the Organigram hereunder (Diagram A):



Roles	Responsibilities
Board of Directors	Approve budget, courses, teaching staff and policies within MTRM.
Chairperson	Direct superior of Head of Academics, Financial Controller and Sector Secretaries, and oversees daily operations. The link between the Board of Directors and the Head of Academics.
Financial Controller	Audits the accounts and verifies revenue and expenditure of MTRM and makes sure that MTRM has a sufficient control environment as is required from an efficient accounting system. The Financial controller ensures that the MTRM maintains an accounting system and data on input and output of finances.
Sector Secretaries	Identify workers in the workplace who need a particular course or who need to upgrade their skills and abilities.
Head of Academics	Liaises with QA Manager and his/her team, Board of Directors and Trainers and oversees that quality is maintained through all programmes.
QA Manager	Ensures that QA is always maintained via the proper documentation. Verifies course evaluations and feedback. Liaises with Head of Academics, External QA Consultant & Verifier, the Warranted Occupational Psychologist, Profiling Coordinator, Training Coordinator, Employment Coordinator and Office Admin & Receptionist. Takes the necessary action accordingly to improve and maintain quality. Assuring that equality and inclusion policies are adhered to as per the Maltese Laws and MTRM policies.
Warranted Occupational Psychologist	Liaises with QA manager and Head of Academics. The occupational psychologist focuses on the performance of people in training or in employment, whilst ensuring that all the correct occupational psychology related material is taken.

Profiling Coordinator	<p>Liases with Head of Academics, Training Coordinator and Employment Coordinator. Focuses on contacting potential participants, then sets up profiling appointments with a questionnaire and ensures that gathered data is collected and recorded accordingly.</p>
Training Coordinator	<p>Creates and oversees new courses with Head of Academics and QA Manager and presents to Board of Studies. Identifies the teaching staff for courses. Maintains the smooth every day training running of MTRM. Deals with participants' queries. Keeps participants' progress records.</p> <p>Liases with the Head of Academics and responsible for issue of course applications, issuing of certificates. Collection of course fees. Participants' acceptance.</p>
Employment Coordinator	<p>Liases with Head of Academics, Profiling Coordinator and Training Coordinator. Focuses on generating flow for select positions through data analysis, cold calling prospective employers. Schedules and confirms appointments between qualified applicants and respective hiring managers.</p>
External QA Consultant and Verifier	<p>Called in at the beginning and end of every course to ensure that QA is always maintained via the proper documentation. Verifies course evaluations and feedback. Consults with Head of Academics, and QA Officer and suggests what necessary action is to be taken to improve and maintain quality. Assuring that equality and inclusion policies are adhered to as per the Maltese Laws and the institution's policies.</p>
Office Administrator & Receptionist	<p>Performs administrative duties for the MTRM team and management. Responsibilities include screening calls; preparing reports and manages correspondence by answering emails and sorting mail. Manages reception, looks after visitors, and maintains the general upkeep of the office's cleanliness and safety.</p>
Formal Trainers	Teaching of formal subjects
Non-Formal Trainers	Teaching of non-formal subjects

To fulfil our commitment to our Mission Statement and core beliefs, we have a quality assurance unit made up of two internal staff and one external consultant to ensure we reach these goals. Overall Internal Quality Assurance is currently the responsibility of the QA Manager who Liaises with Head of Academics, External QA Consultant & Verifier, the Warranted Occupational Psychologist, Profiling Coordinator, Training Coordinator, Employment Coordinator and Office Admin & Receptionist.

Hereunder is a list of policies and tools to achieve this:

- 1) A Staff Handbook for Course Leaders
- 2) A Learner Handbook for New Course Participants
- 3) A Policy referring to academic integrity and academic fraud.
- 4) An Inclusion policy to cover both learners and staff.
- 5) An Admissions Policy
- 6) A Staff Recruitment Policy
- 7) Course Review Policy

Stakeholder Involvement

Client Companies of the MTRM will be involved in the Training Needs analysis undertaken by MTRM staff, to ensure that the courses developed and delivered are relevant and effective. Learners will have the opportunity to provide their input as Learner representatives on regular qualification review meetings. Staff and Management will be involved in these meetings thus ensuring a 360-degree perspective on any particular qualification. All meetings are minuted and documented at the Director's office.

Current courses are run in line with JOBS PLUS requirements, under an existing agreement.

Inclusion Policy Statement

MTRM aims to provide high-quality courses for all learners and will respond proactively to the needs of all. Accordingly, Physical Access to the building is currently adequate but will be re-assessed for further improvement.

The company has a zero-tolerance policy to discrimination, harassment and bias of both staff and learners. The aim is to offer learning support as necessary, to ensure every learner is given an equitable chance of succeeding. Consequently, MTRM will hold students accountable for any inappropriate conduct, including insensitivity or any form of bullying towards persons who are perceived to form part of a minority strata, be it religious, sexual, cultural and includes people with different needs. MTRM policy adheres to Chapter 456 equality of men and woman act and Chapter 413 equal opportunities (persons with disability) act.

Any misconduct will result in disciplinary consequences and the offenders will appear in front of the Board of Directors and any disciplinary action will be decided on, in accordance the gravity of the offense. These can vary from a warning to temporary suspension to expulsion. If the offense is of a more serious nature, Students will have to conform to the applicable civil and criminal laws. MTRM has drawn up its benchmark of zero tolerance in accordance with the Chapter 456 act and will take immediate action if any of the three discriminatory act lists below, occur:

- Direct Discrimination: when a person is treated less favourably than another person in a comparable situation.
- Indirect Discrimination: when an apparently neutral provision (criterion or practice) would put a person at a particular disadvantage when compared with other persons (unless this provision is objectively justified by legitimate aim and the means of achieving that aim are appropriate and necessary).
- Harassment: when it takes place with the purpose or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating and/or offensive environment.

Academic Integrity and Academic Fraud.

Staff and students will be made aware of the zero-tolerance policy to any form of academic fraud. Learners will be made aware of their responsibility to provide original works. This will be addressed during the induction of each course and will be highlighted in the Learner Handbook. MTRM operates based on its values and upholds the principles of academic integrity. All work or assignments handed in will be verified via Google and Google Scholar, where applicable. A snippet of the assignment will be copied and pasted in both search engines and if any plagiarism is evident, it will be immediately addressed. In time, as the number of course takers grow, more efficient applications, such as *Turn It In*, may be considered.

First time offenders will be asked to resubmit work and if a second offence occurs the student may be suspended for a period from continuing with his or her course. A student who is found multiple times to have plagiarised will be expelled and will need to show genuine proof of remorse and a guarantee of not committing such an offence again to be considered re-entry. Students shall comply with the applicable civil and criminal laws if academic integrity is undermined.

MTRM understands there is a fine line between being upright and strict and yet allowing a person, who wants to eventually better his or her situation in life, to seek further education. MTRM will be strict but conscientious in allowing a person to re-educate him/herself.

Current courses do not involve assessment through long written assignments, due to their low levels. In the case of any tests/exams and other forms of assessment, ID cards are checked, ensuring that the work is that of the registered student.

Staff members will also be made aware of the necessity of strict adherence to academic integrity. MTRM will purchase the necessary rights and licenses to any materials in use. Courses developed for MTRM and accredited under the auspices of MTRM, shall remain the Intellectual property of MTRM.

The main accountability and responsibility within the MTRM internal Quality Management systems are currently:

- 1) Board of Directors (BOD): The Board of Directors establishes the Internal Quality Assurance schemes to ensure smooth operational accountability and transparency. The BOD has entrusted the Head of Academics with the overall Quality Assurance responsibility. The Internal Quality Assurance unit is made up of the Quality Assurance Manager, the Quality assurance Officer, and a Quality Assurance consultant. Moreover, Quality Assurance is a shared responsibility of all staff at MTRM.
- 2) Board of Studies (BOS): The function of the board of studies is to propose new study programs and modules and review existing ones to be validated by NCFHE. The Board of studies is made up of the Training Coordinator and Head of Academics.

When NCFHE validates the programmes and modules the Head of Academics and the Training Coordinator will kick start the process.

Standard 2 Institutional Probity

MTRM a subsidiary company of the GWU. Accounts for the company are prepared on an accruals basis and it has sufficient control environment as is required from an efficient accounting system. Management accounts are prepared on a quarterly basis, and it provides for the necessary financial reporting to the committee to achieve the right financial objective. The accounts department provides also for the necessary segregation of duties when it comes to invoice processing and cash handling. Adequate financial reconciliation especially bank reconciliation is prepared daily. The company has also implemented an accounting policies and procedures manual to serve a basic framework for:

- consistent policies and procedures across our organization
- compliance with accounting standards
- assets are safeguarded.
- financial statements are produced that are accurate and reliable.
- job descriptions and responsibilities are well documented.
- that finances are managed with responsible stewardship.
- proper communication for new personnel and existing employees
- effective internal controls over accounting and financial reporting
- promote operational efficiency and governance.

The finance department of the company provides also for the necessary controls to achieve the right corporate governance. Management of the company have the necessary expertise to run it in line with the budgets approved. The committee then scrutinises the management function to make sure that targets are achieved.

The company places a lot of weight on corporate governance as this can lead to unnecessary profit loss and a tarnished image in such an important sector. This form of management is also designed to limit risk and eliminate corrosive elements within an organization with haste. Ethical guidelines are also crucial for our company to secure higher profit and keep the company out of legal trouble. These rules apply to our employees, management, and committee members. Transparency must be apparent, which should take the form of record keeping and reports on income. The ultimate shareholder places a lot of emphasis on committee members to make sure that everyone shares a uniform vision of the company's future. Stakeholder interest addresses the needs of participants who are not shareholders. Reaching out to non-members fosters better communication and relationships with members of the press and the community.

Yearly budgets are prepared and approved by the company management to ensure long term financial stability. Monthly management accounts are compared to their budgeted targets and monthly variances are investigated so that the necessary corrective action is taken. Budgets are prepared in line with front office staff and preliminary meetings with the company management are conducted to critical agree on the yearly budgets. Financial targets include not only the maximising of the revenue for the forthcoming years, but most of all, the cost minimising to achieve a higher level of efficiency in the company. The financial targets and financial forecasting provide a process of projecting revenues and expenditures over a long-term period, using assumptions about current and future economic conditions, future spending scenarios, and other salient variables.

Each year, the company is required to have a plan in place that outlines our:

- prioritized activities and projects
- intended service levels.
- funding information
- financial policies for the coming year.
- A long-term plan is also produced every three years. It sets out the direction, priorities, and funding for the next 10 years.
- An annual plan is then produced for each year in between long-term plans. This provides an opportunity to refresh the information for the coming year and consult with the community on any changes that are proposed.

Long-term financial planning combines financial forecasting with strategizing. It is a highly collaborative process that considers future scenarios and helps us navigate challenges and new opportunities. Long-term financial planning works best as part of an overall strategic plan. It is the process of aligning financial capacity with long-term service objectives. Our system therefore provides for a comprehensive long-term financial planning process by stimulating discussion which is the key to efficient and effective decision making. We use this process to stimulate long-term and strategic thinking. We shall therefore be able to achieve consensus on long-term financial direction; and it is useful for communications of our long-term objectives with internal and external stakeholders.

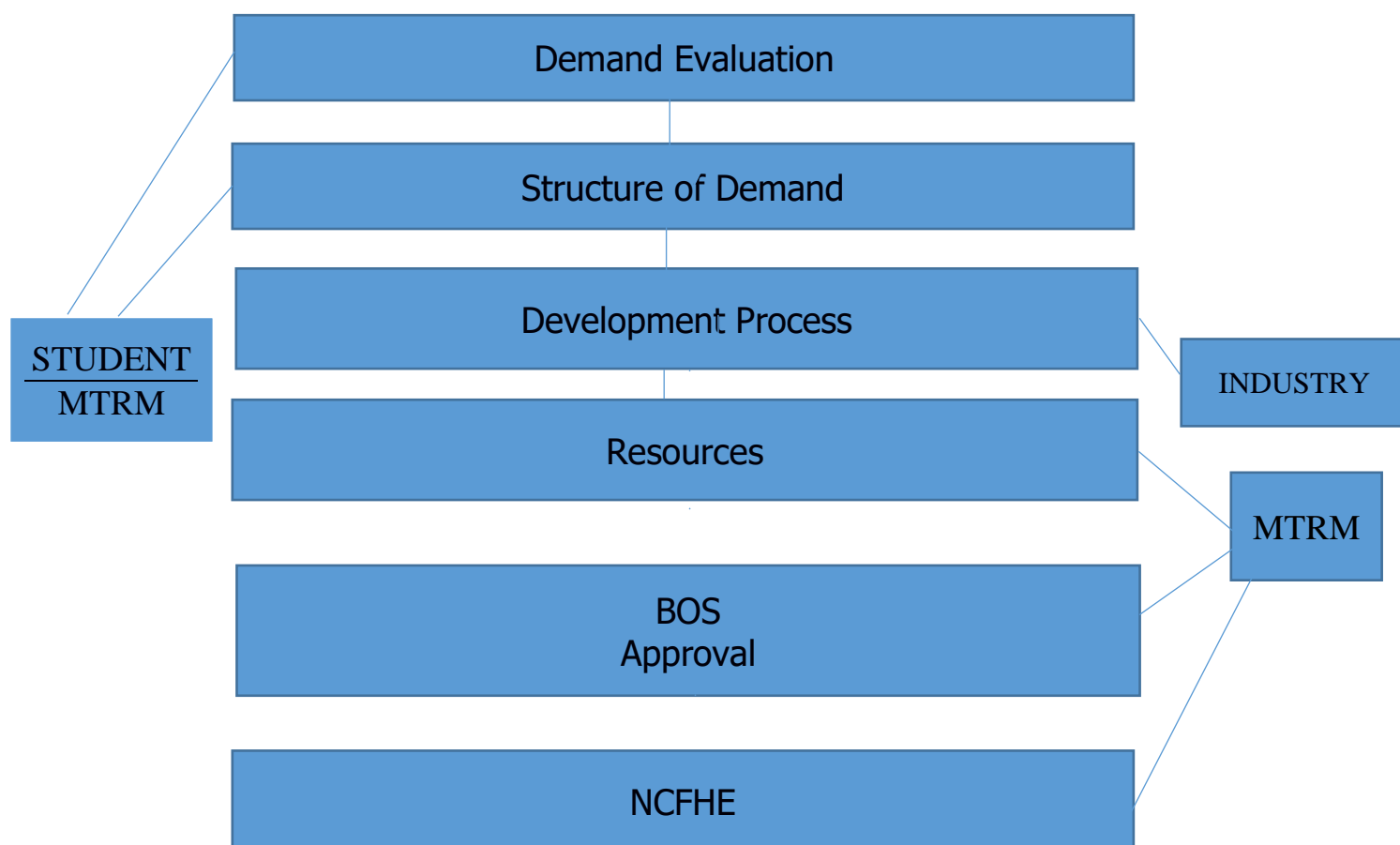
The Company at its annual general meeting at which the accounts are laid appoints or extends the term of office of the auditor. Auditors are bound to always adhere to the rules of independence and professional ethics set out in the Code of Ethics and any other regulations, directives or guidelines issued from time to time in terms of the Accountancy Profession Act.

The role of the auditor is to ensure that the company maintains proper internal controls and prepares financial statements that give a true and fair view and are free from material misstatements whether due to fraud and error. The auditor identifies and assesses the risk of material misstatements of the financial statements whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for their opinion. The auditor obtains an understanding of the internal control relevant to the audit to design audit procedures that are appropriate in the circumstances. Furthermore, the auditor evaluates the appropriateness of accounting policies used and reasonableness of accounting estimates and related disclosures made by the director.

Since incorporation MTRM always had a clean audit report.

Standard 3

Appropriate Design and Approval of Programme.



All programmes are built with modules and units after consultation with the relevant experts and meet the NCFHE requirements. They are built using ECVET and ECTS based on a total of 25 hours of learning for a credit. This system on its own is already showing that the programmes are student centred to enable their mobility since the ECVET/ECTS systems are used. Appropriate design is also the result of feedback given by the student as MTRM believes that the original programme design can be changed through appropriate feedback. Students give their feedback through questionnaires and through informal meetings or discussions.

JOBS PLUS also plays an important role and contributes to the Demand Evaluation, structure of the demand and Development Process meetings.

The Demand for programmes/modules can come from the JOBS PLUS, the student and MTRM. The demand is then structured in terms of educational structures according to the NCFHE guidelines. A process will be developed. MTRM will discuss it at BOS level and prepare all necessary requirements for resources needed to make the Programme a reality. Once the Programme is developed it will be sent to NCFHE for approval as indicated in the Diagram above.

Most courses MTRM offers are stand alone.

The assessment patterns can be, depending on the decisions taken about the course and the needs analysis of the participating students, either/or:

- 1) 100 % coursework
- 2) 100% exam
- 3) 60% coursework and 40% exam

The grading system MTRM will adapt is:

- 1) Up to 45% Fail
- 2) 46-69 Pass
- 3) 70-85 Merit
- 4) 86-100 Distinction.

About learning outcomes approach and procedures, these are explained in every course, submitted for approval, to NCFHE.

The Board of Studies with MTRM determines what resources are needed for each course. The procedure starts with identifying a need or a concern which can come from JOBS PLUS A meeting among all parties concerned will establish topics which need to be addressed, the duration and level of the course. This will give the necessary foundation to the academic office to act upon. The academic office will identify the right instructors/trainers/teachers for the course and builds the course in accordance to their knowledge and competences and via research of academic resources. The course is then submitted to NCFHE for verification and suggestions and amendments are implemented. A course is open to the participants identified by JOBS PLUS once NCFHE gives its final approval.

Standard 4 Student Centered Learning, Teaching, and assessment

Pedagogy

MTRM's educational policies are Andragogic for the continuous personal and professional development of learners. Learners are directed rather than tutored, encouraged to be responsible for their own learning, and guided to use life and work experience to develop holistically. The benefits of informal and non-formal learning are also underlined for the student to gain the maximum profit from the formal learning experience. Learners are also encouraged to participate actively during lessons and share their know-how thus enriching their own and their cohorts learning experience.

To ensure beneficial participation our teaching staff ensures that our learners are:

- Physically and emotionally comfortable in the class environment.
- Helped to remove any barriers they may have about learning.
- Treated like adults.
- Encouraged to rediscover their learning skills and inner motivation.
- Individual tutoring sessions ensure that even those with learning difficulties can progress to fulfill their maximum potential. Special courses for low achievers and those who have left school with minimal qualifications are regularly available to enhance our learners' employability potential.

A number of procedures are in place to ensure that the right approach in class is maintained. Apart from the course evaluation questionnaire and the trainer evaluation questionnaire which the students submit, the instructors/trainers/teachers go through three assessments. The first assessment is a peer assessment, where teachers observe each other and comment or suggest ways of improving or enhancing the lesson/course, however, the Head of Academics does not get involved in this procedure. The second procedure is a self-assessment wherein the teacher assesses him or herself, in conjunction with the classroom observation which is done by the Head of Academics. The self-assessment is done as a self-reflective exercise before the classroom observation and after the observation session, the Head of Academics suggests ways of improving learning methods in class. The suggestions are discussed and together the trainer and Head of Academics draw up a plan which will benefit the class. This is documented in the self-assessment document. All the documents are in place and have been submitted to NCFHE as proof of operation.

With regard to students' complaints, the Head of Academics has adopted an open-door policy and student can walk in and discuss any complaints with the HOA. An action plan is discussed and implemented immediately to curb any problems which might arise.

Evaluation Sheets are also provided as part of the procedure and once a problem is identified the Head of Academics discusses the best way forward with students. This is written and signed by both HOA and student.

More serious complaints are dealt with in accordance with the law and bearing in mind the seriousness of the offence. Most of the actions which will be considered have been identified in Standard 1. If the offence needs to be referred to the police, the Head of Academics will appoint an internal investigation committee at his/her discretion to investigate the case.

A report is issued after all stakeholders are called in to verify the facts.

The complaint will be investigated within 15 days, and immediate action will be implemented.

Assessment and Feedback

On enrollment, a course description, clearly stating how the course is assessed and what the requirements for certification at the end of any given course are, is handed to each learner. Each course leader clarifies the assessment criteria during the first lesson of each course.

Assessments are on-going and may be based on several of the following:

- participation in class
- classwork
- homework
- portfolio, including samples of corrected work.
- reflective journal

The course leaders and trainers ensure that the criteria are attainable, with tutorials offered as per each cohort's learning abilities. For each course, reports are issued depending on frequency of lessons.

Home tasks are corrected in class and feedback provided. Depending on lesson frequency and type of course, home tasks and assessments are periodically collected, corrected and feedback provided. Where necessary, feedback is discussed with students either on an individual basis or in groups during tutorials. Teaching staff must ensure that when giving written feedback:

- student's achievements are emphasized.
- needless jargon and grammatical terms are avoided.
- handwriting is legible.
- they are available to discuss it with each student if and as necessary.

Ensuring consistent and fair assessment

At least once a year, grading is discussed in a staff meeting, to ensure consistency amongst our educators and fairness towards our students.

This covers the topic of errors, methods of correction and feedback to help create a benchmark to guide our staff. Collective assessment is also regularly discussed both formally and informally amongst staff since these acts as a roadmap for the creation and adaptation of future courses.

The implementation of student-centred learning and teaching:

- respects and attends to the diversity of students and their needs, enabling flexible learning paths.
- considers and uses different modes of delivery, where appropriate.
- flexibly uses a variety of pedagogical methods.
- regularly evaluates and adjusts the modes of delivery and pedagogical methods.
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.
- promotes mutual respect within the learner-teacher relationship.
- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment of the students' progression and their future careers, quality assurance processes for assessment consider the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- The criteria for and method of assessment as well as criteria for marking are published in advance.
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process. In the case of any tests/exams and other forms of assessment, id cards are checked, ensuring that the work is that of the registered student. A doctor's certificate is required for any student missing an assessment/exam, to enable them to take a resit.
- All assessors must show proof of CPDs in their field of study. MTRM also pays its tutors/trainers to attend conferences and seminars in Malta and abroad to ensure that they are kept abreast with new policies and methods of assessments. Formal and non-formal validation is vital for the students within MTRM and the reforms and discussions within the EU are closely followed to ensure that the Organisation follows a linear procedure. Appropriate opportunities are identified, by HOA and participants chosen, according to their CPD needs and the discipline that they teach.
- All records pertaining to students' progression and attainment are recorded on excel sheets, accessed through the VPN, and a hardcopy is filed. Furthermore, regular backups of data are taken, and the records are backed to the cloud, currently to drop box. Records are also recorded on Jobsplus' database. For paper records, there is a plan to archive any record to comply with current requirements. If numbers grow sufficiently as to render the current system inadequate, a dedicated database will be developed and we may also consider the use of a Management Information System, such as Moodle.

Standard 5 Admission, Progression, Recognition and Certification

It is the policy of MTRM to apply a fair and inclusive approach in our processes. We will ensure fairness in admission processes by clearly defining entry requirements. Furthermore, additional help will be offered at the application stage to any low-level learners that may find it challenging. A sampling of course applications will be undertaken periodically to ensure admission processes and

criteria were being implemented fairly across the board.

The Policy is to admit qualified applicants in a timely, fair, and transparent manner. The procedure: The time during which MTRM accepts applications may vary from programme to programme. Qualified applicants will be offered immediate acceptance on a first-come first-served basis until the programme is full. All qualified applicants who apply, even after the programme has started, will be put on a waiting list.

The Head of Academics shall admit an applicant once all required documentation is in place.

Induction to the institution and the programme - learners

The Learner Handbook will be used during induction and will include:

- induction into the institution
- induction into the course
- a Health and Safety Policy
- the Learner role in the Quality Assurance Process
- the Inclusion Policy to cover both learners and staff.
- the Assessment Policy
- a Policy referring to Academic Integrity and Academic Fraud.
- A Learner Contract outlining attendance, behaviour etc.

Each of our prospective learners is interviewed individually, for the learner profiling to take place. This is conducted by the Occupational Psychologist. At this point, the learners receive an individual induction into the course selected. The course leader may choose to conduct further induction for the students in a new cohort providing them with course specific information.

Collecting, monitoring, and managing information on student progression.

Currently, the relevant information is collated through excel spreadsheets and kept securely in accordance with the Data Protection Act. However, as the institution grows, we will consider developing a Database to accommodate the information currently held. Eventually, if student numbers merit, we will consider the introduction of a Learning Information System, such as Moodle.

Admissions Policy

The type of courses we are aiming to run will be vocational and pitched at a low level to start with. During the application and selection process, we will set minimum entry criteria for each course. Where necessary if details are not sufficient in the application to determine suitability of a learner to enrol in a course, we will conduct an interview to determine whether we can accredit prior learning and experience. This interview is conducted by the Occupational Psychologist, who conducts the profiling interviews.

Our organisation is set up to develop people in the workplace and people aspiring to join the workforce, so study hours are set appropriately by the course development team, in consultation

with our stakeholders, to fit in with the adult learner's working life.

In the case of Language Courses, a graded placement test and an individual interview will determine the learner's 'level' and they will be placed in a class within the level of their language communication skills.

As we encourage formal and non-formal learning and the development of the adult learner, we value any prior learning and experience. In our vocational courses, as part of the application process a relevant skill scan is developed, and we encourage the learners to bring any certification they already possess, whether formal or informal. This will lead to a learner profile being created which will inform the selection process.

Consequently, entry requirements for the courses may vary and are listed per course on the application form. Students are selected on meeting the entry requirements, which might mean acknowledging experiences as non-formal learning. In such cases, the selection criteria for students who ask for Recognition of Prior Learning are determined through interviews which establish suitability for the appropriate course. If a student demonstrates the appropriate amount of learning that has been achieved, he/she will select.

Addressing Student Diversity

Central to our mission is our belief that everyone has the potential to improve, "regardless of gender, race, religious beliefs, sexual orientation or cultural diversity", thus no preference or discrimination is tolerated during course enrollment and acceptance. Needs analysis is performed prior to most courses. This may include:

- Previous certificates / qualifications held by the learner.
- Pre-tests held prior to courses.
- Interviews held with learners.

Student diversity is addressed by considering each applicant as an individual and given assistance if necessary to fill out application and the applicant might also be given guidance and counselling by the Head of School or Head of Academics-

Course Completion

Our certification includes course name, number of ECVET/ECTS credits, hours of study, description of the modules achieved and where appropriate a progression route. Learner data is collated to show achievements and if there is another course being run suitable for learner progression, they will be invited to enroll. The level of the course is clearly indicated as part of the Course Title. There are two types of certificates issued; one will indicate Achieved for successful completion, another certificate issued will indicate Completed, for attendees who have achieved a minimum of 80% attendance, but who did not attain the desired outcome in their assessments. No certificates are issued to any participants whose attendance dips below 80%.

Furthermore, learners will undertake an evaluation of the course, and the information collated will inform the course review process.

Standard 6 Competence of Teaching staff

The courses currently planned address basic skills and vocational skills. Staff will be recruited according to the requirements in their field.

In the case of English Language, teaching staff will have a minimum CELTA/Cert TESOL with a minimum three-year teaching experience and/or MQF Level 6 or more degree in English.

In the case of vocational qualifications, certification in their area of expertise together with an adult teaching qualification is requested. As a minimum, a Train the Trainer certification is desirable, preferably vocational qualifications such as a Diploma in Teaching adults or similar. The course leader should be qualified with a minimum of 2 levels above the course offered, for instance if a VET course is at MQF Level 2 then the leader should be qualified to at least MQF Level 4.

A Staff Appraisal structure and professional development sessions will ensure high standards of teaching.

All our teaching staff is regularly monitored, with the Head of Academics observing classes at least once every four months. CPD course attendance is obligatory, and records of attendance are held, to ensure the best for our learners. We believe the right pedagogy is when both educator and learner develop, for only when all stakeholders are actively engaged can real learning occur.

Processes for recruitment, conditions for employment.

Once a job role and vacancy have been identified, recruitment selection criteria will be drawn up. The vacancy is advertised both internally and externally. Particular courses might need specialized expertise which can be found within the organization; thus an internal memo is issued to ask individuals with particular expertise and the required qualifications to conduct the course. Other courses might require people from different sectors, thus social media and conventional media are used to advertise vacancies and requirements. Applicants will be judged against the established criteria to ensure consistency in recruitment. Conditions of employment will ensure staff conditions will comply with industry norms.

In the case of teaching staff, interviews are conducted by the Head of Academics who takes final responsibility for the selection of the appropriate staff members.

Induction to the institution and the programme – staff

The Staff Handbook will be used during induction and will include:

- induction into the institution
- induction into the course requirements
- a Health and Safety Policy
- the Course Leader's role in the Quality Assurance Process
- the Inclusion Policy to cover both learners and staff.
- the Assessment Policy
- a Policy referring to Academic Integrity and Academic Fraud.
- Staff Code of Conduct
- The Staff Appraisal Process
- The Course Review Process
- Recruitment Process

The induction process is the responsibility of the Head of Academics, and may be delegated to experienced members of staff, as practical.

Staff Appraisal and Observation of Teaching

An annual Staff Appraisal Process is being put in place, where the Head of Academics will make an annual appointment with each member of the teaching staff and discuss performance throughout the year. The member of staff will also put forward their evaluation of their performance and any skill gaps identified will be addressed by mutually agreed staff development. To inform the annual appraisal process, quarterly observations of teaching will be conducted by the Head of Academics for long term courses. In the case of short-term courses, a minimum of one teaching observation will be carried out. New staff will be observed towards the end of their first week of teaching.

Professional development of staff

Staff will be encouraged to participate in personal development activities and the Organization may consider running a Train the Trainer course and refresher courses for teachers. Vet course leaders do not always have an academic background. They tend to be qualified in their area of expertise, but not necessarily have teaching qualifications. This would help us address the gap in their skills, ensuring they perform to the highest standards.

Each employee has the responsibility for Continuous professional development (CPD). MTRM provides and supports within resource limitation any CPD's according to the mission and vision.

Each application for CPD will be assessed by the Head of Academics based on benefit to MTRM and the programs as much as benefit to the employee for his performance or job function. Appropriate opportunities are identified, by HOA and participants chosen, according to their CPD needs and the discipline that they teach.

Education and Research

As MTRM is not an academic institution, the reference to research is not applicable. However, we aim to promote the link between education and work. This will be done through partner organizations. Their involvement at the course development stage and any appropriate internships and site visits to make the link between training and work more relevant.

The main information provided to MTRM to inform the process is derived from the General Workers Union which conducts extensive research into current employment trends and gaps in employee skills. Furthermore, our clients Jobsplus are the country's authority on jobs, employment, skill gaps and trends. The information this partnership provides is discussed at Board of Studies level and is invaluable in informing the decision-making process. Data is collected by the Board of Study members and discussed with the client representative from JOBSPLUS, and the prospective course leader, whose expertise in the subject matter is taken onboard.

Due to current contractual obligations, there is no current opportunity for our students to attend site visits, but should this change in the future, the site visit will be included in any course accreditation application, to get the necessary NCFHE approval.

Apart from exploring possibilities for our students, we also support other educational institutions, in inviting nominees for internships. We currently have an arrangement with MCAST to facilitate work experience by welcoming some of their students in our administration office.

Part-time staff

The nature of the organization and the courses offered will inevitably require the engagement of part time staff. To ensure we maintain our standards we will ensure that part-time staff is included in the same induction and personal development sessions as full-time staff. Furthermore, additional contracted non-teaching hours will be offered, to ensure that part time staff produces the same high standard of work such as, Course development, evaluation, and other requirements as per course.

Standard 7 Appropriate Learning Resources and student support Resources

Our spacious, well-lit, purpose-built classrooms are all equipped with the latest in educational technology including electronic whiteboards and internet connection. Many of our teaching staff is provided with their personal laptop to always have access to the latest online resources and be able to prepare lessons using the best available and latest resources at ease.

Our small classes ensure that all learners can not only benefit from the latest IT resources, which are integrated in most of our teaching methods, but better still make personal use of them. Depending on the course, during self-study time learners have access to internet and when possible, a personal computer to compliment what takes place in class. In other courses students make use of computers and interactive the whiteboard during the course itself. This information is communicated to all students during the initial induction session when all students are informed of what resources are available to them, what procedures are in place to access resources and how to make the best use of all available resources.

The management ensures that all course leaders make use of the resources and where necessary attend IT courses to further develop their skills. In this manner, MTRM ensures that rather than be overwhelmed with the ever-changing technology, teaching staff make the best possible use of the

resources available. Educators have the full support of the IT team should they require assistance or guidance.

Following a recent management decision, MTRM has moved its library resources for students to its sister organisation Reggie Miller Foundation in Valletta, as the library was underused in its present location, due to the low level of courses offered and the time constraints of the learners. They are, however, made aware of its existence and they are welcome to avail themselves of any resources available.

Adapting resources to our learners' needs

As an organisation we have extended our services outside the school premises and into the workplaces, meaning that we often must export and make use of our resources in other locations. Flexible technology such as the individual laptop for each educator makes it possible to use many of our resources away from the school premises. The data we have from our partners provide us with an extensive knowledge base of how the country's workforce is developing educationally. Knowing our potential clients' needs helps us to invest in appropriate resources, complimenting courses relevant to the country's changing demographic needs.

Despite the highly diverse demographic of our learners, they are all adult students with needs specific to this cohort. Research has shown that mature students:

- is more time conscious?
- have multiple priorities.
- might suffer from an inferiority complex, even feeling they should not be in class.
- might have problems accessing and navigating ICT.
- might lack cultural familiarity with academic and / or online learning.

Thus, as course providers we address these issues by working hand in hand with our partners to:

- offer courses at convenient times, and / or at their respective workplace.
- encourage and assist JOBSPLUS to facilitate course accessibility to all their participants.
- offer introductory ICT courses.
- offer tutorials and one-on-one classes.

Complaints Procedures

To guarantee students' satisfaction, the Head of Academics has an open-door policy, welcoming students with concerns and complaints at any time, thus ensuring that issues are discussed and dealt with immediately and effectively. Evaluation forms are distributed at the start, during and at the end of each course thus, making it possible for students who are reluctant to complain face to face to voice their concerns in writing.

To always better we as an institution the final feedback form is collected at the end of each course, after grades and certificates have been issued, providing students with the possibility of being as critical as possible.

Standard 8 Information Management

Administration Systems

As previously stated, the numbers of learners anticipated are manageable, however as the numbers grow a more professional system will be developed.

Currently the relevant information is collated through excel spreadsheets and kept securely in accordance with the Data Protection Act. However, as the institution grows, we will consider developing a Database to accommodate the information currently held. Eventually, if student numbers merit, we will consider the introduction of a Learning Information System, such as Moodle. In time, Moodle will be used as a support to online blended learning where the written module templates will be uploaded and where self-study material can be accessed by the student instead of being given by the trainer, as is being done now. It might also be used for assessments especially if the *Turn It In* application will be made available when more students are enrolled if it is deemed necessary.

The key to collating the initial learner data will be through the application form. Once admitted onto a course a learner profile is created. This will include contact information, course enrolment, any special needs identified. Learners' profiles are collated onto excel spread sheets and will be updated with attendance, progress and highlight any areas of concern (such as poor performance and poor attendance). Management will conduct regular review meetings to monitor progress and address any ensuing issues. Review meetings should also include the analysis of data on vulnerable group participation and the retention and success rates of all learners. The process of data collecting comes about because from admissions to certification the student is monitored throughout by trainers/teachers who report about any students who are believed to be lagging. The students will be referred to the Head when and if necessary. The staff presents the attendance sheets on a weekly basis and Head of Academics will oversee the attendances.

Standard 9 Public Information

Course Promotion

The courses we offer reflect the educational needs of the local workforce and courses are created based on our clients' requests.

To provide as many new learning opportunities as possible other courses created by our course leaders are promoted mainly:

- through the JOBS PLUS portal.

The Training Coordinator at MTRM has access to the JOBSPLUS website/database, where any new information on courses can be published. Once the Board of Study has approved a course and releases it for publication, the Training Coordinator can publish the relevant information.

Each course description is displayed on the JOBS PLUS webpage where a course description is

displayed showing (as applicable):

- course prerequisites and /or restrictions
- overall course content
- summary of each topic to be covered.
- methods of assessment
- learning outcomes
- duration of course (including classes and tutorials)
- number of self-study hours expected.
- qualification level of each course
- ECTS / ECVET value

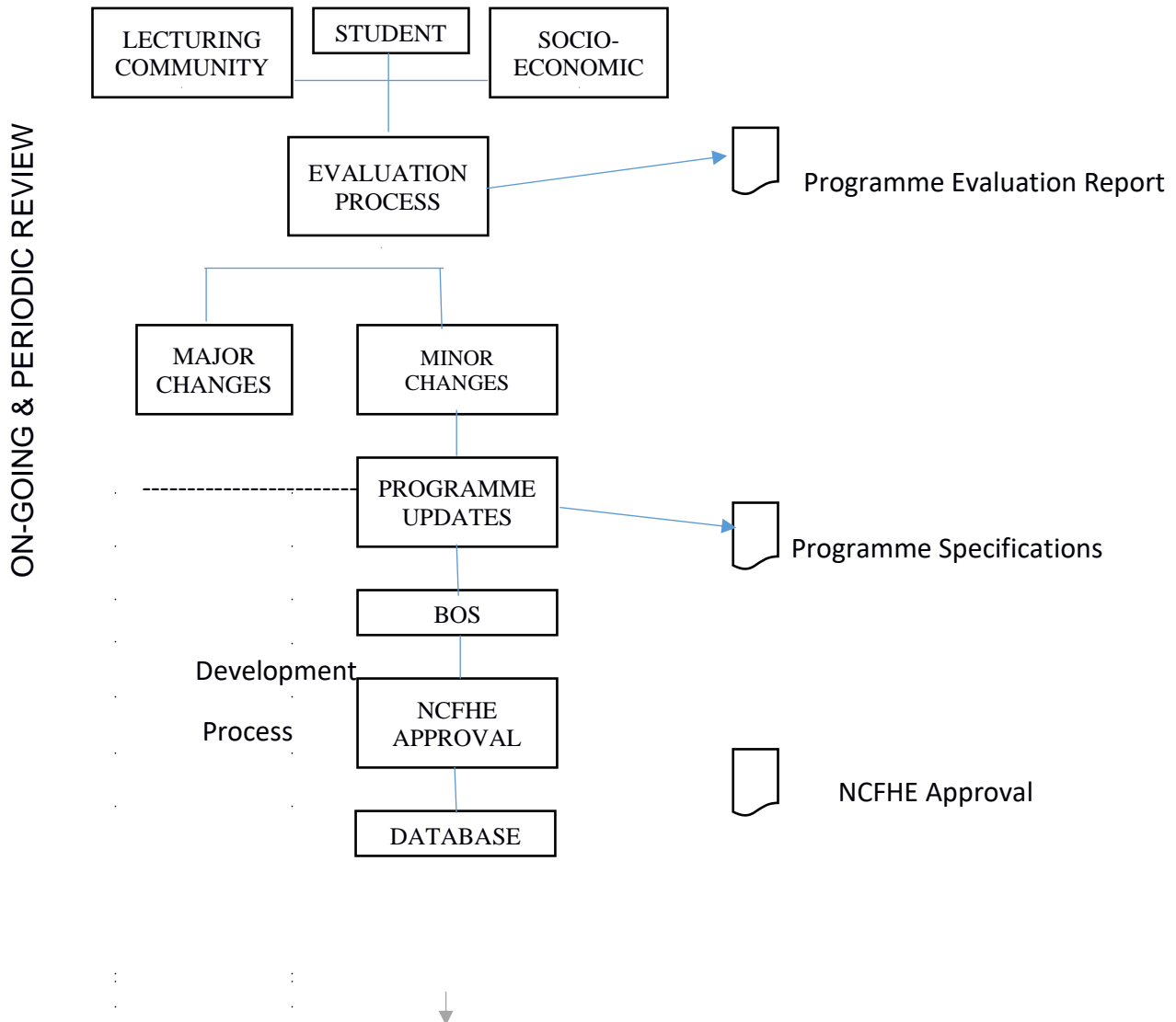
At the end of each course the final feedback form handed to each learner includes a question pertaining to his / her future interests, thus past students are emailed information pertaining to any courses relevant to their interest. A question about the ease of accessing information will be added to student feedback forms.

Once the new MTRM website is developed, information about courses available will be published together with pass rates and progression to further education and training.

Standard 10 Ongoing Monitoring and Periodic Review

The Curriculum review process is evaluated by the lecturing Community, the students and social partners and the industry. These will determine any changes whether major or minor. Programme updates will be determined and presented to the board of studies. Once the board of studies approved the reviewed programmes will be presented to NCFHE for validation. Once the NCFHE validates the programmes will be documented accordingly. See Diagram below.

CURRICULUM REVIEW PROCESS



Course review meetings include participation from course leaders, management and where appropriate a student representative and a representative of JOBSPLUS. Success rates are discussed. The relative progress, between a diagnostic test and an exit test is discussed. Learner -feedback sheets are analyzed. Course leaders also conduct their own review and corrective action is taken, accordingly, once any deficiencies or inconsistencies are identified. Minutes of meetings with recommended actions are circulated to staff members involved and follow up meetings are conducted to monitor progress.

The feedback forms have been designed after staff consultations and feedback from students and their expectation (these have been passed on to NCFHE).

The process is as follows:

The teachers give out the questionnaires to students.

The teachers collect the questionnaires after the students fill them out.

The teachers give the questionnaires collected to the Head of Academics for verification and evaluation.

The Head of Academics analyses the evaluation reports and decides what action needs to follow, such as further verification from students and ways and means of addressing any issue. The Head of Academics and Student come to an agreement and a report is written and signed by both parties. The report saved in the student's personal file if issued is of a personal nature. When the issue, brought to the attention of the Head of Academics is a general one, the same procedure takes place and students are asked to sign the report and plan of action is agreed upon by all involved. The report is then filed in the course folder for record keeping and to avoid repetition of issue. Since an action plan will always follow the reports from self-reviews and student questionnaires, this is discussed in a meeting by all the staff and a way forward will ensue.

A sampling of outcomes, such as learner portfolios of work, and any tests undertaken and assessment decisions, is conducted on a regular basis. In the case of the same course being taught by more than one course leader, standardization meetings are held. The purpose of these meetings is to ensure standardization of teaching materials and fairness in assessment decisions.

As stated, before Staff members are encouraged to attend any seminars related to their area of expertise and MTRM sponsors trainers/trainers/instructors to attend CPD sessions in Malta and abroad. Regarding English Language teachers, these attend several CPD sessions such as CELP organized by the University of Malta. This helps keeps them current and opens communication channels with other Training Providers and an exchange of best practice is encouraged.

Quality Assurance of Programs

The Addie model of Developing and Designing programs will be used, which should ensure that courses offered are effective and valuable. Prior to each course being offered, a Training Needs Analysis is conducted together with partner organizations. This is followed by the Course Design phase where academic staff will build course objectives, based on the results of the Training Needs Analysis. Development of the Course is undertaken by the Course Leader and accreditation is sought. The Implementation stage commences when the course is marketed by our clients, JOBSPLUS, learners make enquiries and are enrolled, following the Admissions Policy. Evaluation of the course is a continuous process and involves teaching staff, the Head of Academics, Learners, and other stakeholders. Following the completion of a course, a review is carried out as per our Policy and any improvements implemented when the course is next offered.

Quality Assurance of other processes

The responsibility of conducting Internal Verification is currently the responsibility of The Head of Academics As the team grows, some of the responsibilities will be delegated to appropriate staff members but the overall responsibility will lie with the Head of Academics. A monthly report is compiled and used as a basis for keeping track of and monitoring progress of the organization's activities. The reports will be used as a basis for regular management meetings, in which Key Performance Indicators of the overall function of the foundation are set. Goals are set and the planning and implementation are agreed upon. A quarterly progress review meeting is scheduled, and any good practice is identified and any shortcomings are earmarked for corrective action.

Standard 11 Cyclical External Quality Assurance

External Quality Assurance

MTRM abides by the Laws of Malta and is submitted to external Quality assurance every 5 years by the National Commission of Further and Higher Education. Following the audit by NCFHE, MTRM will present an Action plan to meet any recommendations. A follow up of the Action plan will be discussed with NCFHE. This is good practice applied by MTRM as it engages an external consultant in its IQA unit.