

INTERNAL QUALITY ASSURANCE



WEST BUSINESS SCHOOL



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ABOUT WEST BUSINESS SCHOOL

The West Business School (WEST Malta) is a private education institution of higher learning; a wholly owned subsidiary of and is funded by SIYA Education (Malta); formed with the key objective to promote Management education and skills to Malta and the world with a singular aim to produce future leaders of tomorrow. West Business School is based in Malta. WEST produces a learning environment that is relevant, professional and competitive, both regionally and globally.

VISION, MISSION AND STRATEGIC GOALS - WEST

Our Mission

To educate students, entrepreneurs, managers and professionals to a level of excellence in their competence and their ethical approach to business and work, able to play a part in the development of an economic humanity and of a society more prosperous, fair and respectful of the central role of the individual.

Our Vision

West Business School aims to be the most innovative global education institution with its transformative, technologically advanced online and on campus programs with a focus on educational excellence, diversity and social responsibility



Our Values

The centrality of the individual

Our cultural commitment is geared to the education of managers, professionals, and entrepreneurs capable not only of excelling for their skills, but for distinguishing themselves for their capacity of putting the individual (customers, employees, the public opinion) at the centre of their actions. Thus, playing a role in a healthier development of the economy and of society. We are, in fact, working towards a new economic humanity.

An ethical and socially responsible approach to enterprise

We believe that the pursuit of business targets must be linked to –and can actually be positively supported by– scrupulous care for the environment, for society in general and for future generations.

Multiculturalism

We consider globalization processes to be a great opportunity to exploit and to open up to promote the coming together, the understanding and the reciprocal valorization of cultures and ideas, the variety of which represents a source of economic and spiritual richness and not a danger to be wary of.

Multi-disciplinarily

We believe that the complexity of the new economic and social scenarios requires the acquisition of advanced capabilities to understand and manage them. For this reason, our teaching approach is geared to provide, as much as possible, a multi-disciplinary and integrated education and to provide new insights into the phenomena and dynamics of our time.

Learning Community

We are convinced of the value of shared intelligence and of each individual's capability of making a contribution in terms of ideas and of knowledge. For this reason, together with our students, alumni, teachers and partners, our aim is to create a community of people who, through reciprocal exchanges, develops, improves, creates opportunities and plays a part, as a whole, in each other's professional and cultural development.

Our Strategic Goals

- Goal-1: Offer high quality programs relevant to business and Industry in the European region.
- Goal-2: Create conducive and productive environment for student learning and professional development.
- Goal-3: Attain National, Regional and International Recognition for High Quality Academic Programs.
- Goal-4: Foster partnership with industry and government bodies for experiential learning
- Goal-5: Promote international outreach with recognized universities and institutions.
- Goal-6: Focus on applied business research relevant to industry, business and society.





This document entails to define all the responsibilities of WEST staff who are helping to promote the concept of Total Quality in the daily activities and tasks that potentially influence short- and long-term actions, strategies in the display of WEST business activities.



The definition of Quality & Reliability - WEST incorporates the belief of quality as a customer in itself. WEST sees the concept of quality as a customer with certain guidelines that are required for contractual and regulatory purposes. Hence, WEST defines quality as a constant provision of the contracted service to satisfy the expectations of its students and stakeholders. To this, WEST adds the concept of reliability which is defined as quality over time.

WEST strives to offer constant quality over time as mentioned above.

Responsibility for Quality and Reliability: WEST believes that there is no other way to exercise the quality of business. This concept is generated by the following ethos -

The management of WEST is committed to delivering the highest quality product, i.e. higher education for its students. The decisions made by the management will not have the quality of business compromised in any way. This comprises -

- Everyone is responsible for generating quality of WBS
- Quality is more reliable over time
- Doing things correct the very first time
- Swift accountability of mistakes and actions to modify them

Tools for Ensuring a Quality Product and Service: The primary tool to ensure total quality in offering higher education is by separate processes and policies that are contained within. The initial requirement is the correct approach to execution in accordance with the Quality Management system.

Some additional aspects include -

- The correct approach to a process - input-process-output
- The plan, try, check, act process cycle
- Constant evaluation and mitigation of risk
- A fast corrective response and taking timely preventive measures
- Treating staff and employees in the same way as they would treat their students or prospective stakeholders, partners or buyers

Through investment in people, time and resources coupled with a transparent concept of quality education, WEST brings forward the Internal Quality Assurance to its faculty, staff and students. The layout of the IQA is broken down into well-defined sections, reflecting all key aspects and expectations of the eleven quality standards as defined by the MFHEA.



STANDARD 1 - POLICY FOR IQA

WEST has created its IQA policy which meets its mission and vision with the intent of continuous quality improvement. WEST shares the entire IQA with the stakeholders – our students, faculty and staff with the intent to create a transparent and growth environment. This is public information in line with our policy of continuous enhancement of education. We commit to have this document available on our website and accessible to the public.

The entire document of IQA based on the NQA framework hosts 11 standards which require in each to have systems and processes developed to satisfy the standards. The standards are designed to meet the Quality Assurance requirement of WEST and benefits with transparency all the stakeholders – whether faculty, staff or students.

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

WEST is dedicated to using quality assurance systems in the delivery of all of its programs. This is accomplished via the establishment of processes that govern the design and delivery of the programs, student marketing and registration, faculty recruitment and management, instructional quality, assessment methods and feedback and ongoing resource allocation and acquisition.

In order to monitor and achieve the above key elements, a series of forms have been designed to gather and analyze data that would be useful in decision making and record keeping.

WEST understands that for quality to be maintained and enhanced specific focus must be taken on 3 main stages:

- a. **Recruitment of students for the programs** – Students with the right credentials must be recruited into the program. Recruitment of quality students would be the first determinant of quality output.



- b. **Delivery & Assessment of the academic program:** The quality in delivery is driven by the **Academic board** which draws membership from the Academic Manager and the various faculty members to deliver high quality content to the students, relevant case studies and assessments. Besides delivery, the assessments needs to be looked at very closely with a view that they need to be pieces of work created by the student for the purpose of the assessment to exhibit their application knowledge in the field. This would require two processes – plagiarism check using Grammarly and informing the student of the outcome of the same. In an event similarity is 20% and below the assignment can be accepted and shared with the assessor for processing. Once the batch is assessed, the same would be sampled with a view to Internally verify (IV) the assessment done for consistency in grading and feedback to be given to the assessors and grades released.
- c. **Ongoing Communication Mechanisms:** It is key to be communicating very transparently to the students from their inception. From induction till graduation, clear communication would lead to high quality output. Students should be clear on what is expected of them in terms of deliverables, ethics to be employed specially in line with what is plagiarism and how to avoid it, what construes of academic freedom and academic misconduct, to be aware of their channels to voice any concerns they may have inclusive of less expected discrimination, intolerances of any kind. The student, faculty and staff should know they are in an environment of no fear where they won't face any discrimination or intolerance due to their faith or beliefs.

Communication doesn't stop just there at WEST inducting the students, it is a process of receiving feedback as well. The key areas we focus on are:

- a. Student feedback on the quality of their learning experience
- b. Teaching faculty feedback on module and programme matters
- c. Overall monitoring and evaluation of programme performance
- d. The peer observation and review of teaching
- e. Exit interviews of the students upon graduation

To enhance quality, WEST has 3 main committees (Boards). Details of other boards/ committees is on page 14-16:

- a. **Academic Board** to look after any academic related queries or concerns and to listen to the students who may raise complaints or make suggestions for improvement. The academic board would also be in charge of sharing good practice.
- b. **Board of Directors / Executive Board** to look after strategic decision making and resources allocation at WEST. The Board also conducts the annual review and internal monitoring at WEST. The board also focusses on being prepared for the External Quality board visits.
- c. **Appeal Board** which may be able to hear complaints from students which maybe in regards to their grades, assessments, faculty, environment or other areas. The board would comprise of the Academic Manager and team comprising of not connected members of faculty where it is an academic appeal; and the Academic



Manager and mix of faculty and staff members who are third parties to the appeal should it be of a non- academic nature.

The persons responsible to implement and uphold the IQA at WEST is the Managing Director and the Head of the institution along with the Academic Manager and the Program Quality Manager at the top-level. It is their duty to make sure that the IQA seeps down into manageable units to different departments and daily operations. They are the key personnel to manage the reports of the same.

At West Business School, our goal is to have graduates who are employable and equipped with capabilities for employability and entrepreneurship, hence West will develop external employer and alumni links and have processes in place where employers can contribute to review and course development. External Stakeholders opinion is instrumental in enhancement of quality and can influence our direction, outcomes, policies and our IQA processes. Their perspectives and expectations offer invaluable contribution to ensure WEST continuously improve quality and standards.

The IQA process is an ever growing and developing process and as we mature in operations, we will see a more mature and built in system in place.



STANDARD 2– INSTITUTION PROBITY

WEST is proud of the fact that all positions are being served by vetted individuals who are academically and by experience ready to handle the same to take WEST forward and help achieve our vision and mission statement.

WEST is a subsidiary of the SIYA Education and has the benefit of their management team and resources to its disposal.

At West Business School, it is ensured that Legal Representatives and persons occupying headship positions are fit to oversee delivery of higher education courses and in order to satisfy West employment conditions and to verify their credentials, applicants are required to provide the following:

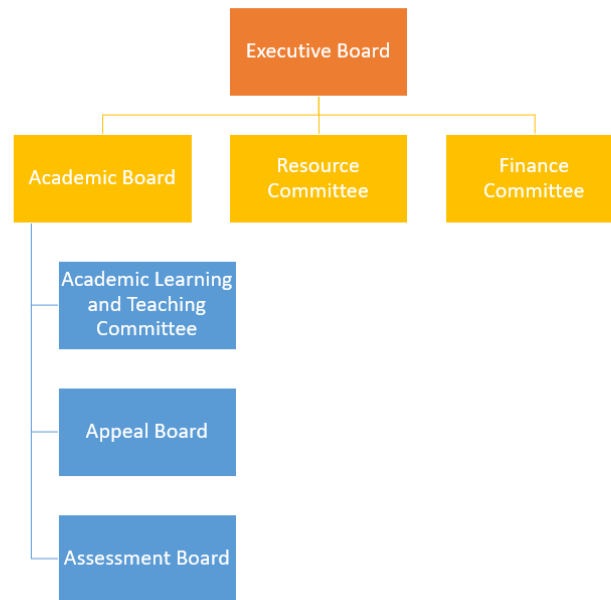
- a) Original verified and attested qualifications
- b) Professional references
- c) Submit self-declaration form confirming they satisfy Fit and Proper Test
- d) Undergo annual training to continuously develop their skills
- e) Are subject to probationary period

Furthermore, it is ensured that Legal Representative and persons occupying Headship positions are individuals who:

- a) Have ability to provide strategic leaderships
- b) Are hired through transparent processes
- c) Apply succession planning to ensure WEST continues to operate with people and leadership who are effective
- d) Understand academic governance
- e) Have shared values as WEST



Boards and Committees and their responsibilities at WEST Malta



Finance & Strategic Direction

The Finance aspect of WEST is the key aspect that would ensure the stability of the operations for WEST over the period of time. Controlled by Finance committee chaired by Head of the Institution, membered by the Accounts Manager, Admissions Manager and Marketing & Student Recruitment team will decide on the budgets to be allocated for its key functions.

As it's a new operation in Malta, we do not have a past budget to compare with. We also don't expect to turn profitable in the first year. We anticipate the revenues earned will be used to fuel the expenses of the year both assets and expenses. We will use the following thought process to define the budget which would include the following steps:

- a. **Understanding the goals of WEST:** The goals of WEST is to:
 - a. provide quality education to students located and in and out of Malta using latest technology.
 - b. Become a brand name provider for individuals and corporates alike
 - c. Create a pull marketing strategy using social media tools to up the brand and also create leads to sustain conversions

- b. **Estimate our inflows / income for the period of the budget:** WEST will be active in recruitment from day one of its operations and will actively recruit students across its program offerings. We hope to create a positive cash flow from the first instance in



form of tuition fees and service fees.

- c. **Identify our costs:** In line with our goals, we will be spending for developing our platform on an ongoing basis to make it more accessible and efficient. Also, our ongoing costs will include our fixed costs such as rent, salaries of full-time staffs and; variable costs such as marketing for social media, travelling and exhibition expenses; printing and groceries for the office, utilities, phone, data and software subscriptions.

The **Finance Committee** led by the Managing Director has responsibility for financial planning and budget allocations.; sets financial and associated targets and their achievement. Financial plans, income targets and overall expenditure and budgetary allocations are identified as part of the annual cycle and regularly monitored and reviewed throughout each annual period. Financial plans are monitored against income sources and expenses on a weekly, monthly, quarterly and annual basis.

There is a central budgetary operating, control and review system and allocations are identified for activities of the school where appropriate. There is a central provision for the allocation of teaching support and teaching and delivery budgets and for learning support facilities. Detailed oversight of the financial cycle, within each annual and wider planning framework takes place and is adjusted where required to ensure that value for money and effectiveness and efficiency is being maintained. Financial reporting requirements are subject to statutory requirements and good practice guidelines and compliance requirements are adhered to. Evaluation of risks is undertaken regularly as part of strategic development and to assist with informed decision making. Accounts and Administration Manager (to be appointed) will be responsible for preparing each year an annual revenue budget for submission to Managing Director and Head of Institution and must ensure that detailed budgets are prepared in order to support resource allocation process. Income and Expenditure control within the agreed budget is the responsibility of Managing Director assisted by the Accounts and Administration Manager. Accounts and Administration Manager must monitor day to day and report any deviation from agreed budgets.

Formally Audited financials – we will have the account formally audited once we complete the first year of operations and there on.

WEST will be using an external accounting firm for having accounts audited annually in order to be in compliance with this important standard.

WEST is required to keep proper accounting records for:

- a) All sums of money received and spent by WEST along with details
- b) Assets and liabilities of WEST



The accounting records will be always available for inspection by directors and will be usually kept at registered office of WEST.

The annual audited financial statements will be sent to shareholders at least 14 days before the annual meeting of Board of Directors. The Board of Directors are required to furnish shareholders annually at General Meeting the set of audited financial statements as required in terms of GAPSME. The first general meeting must be held not later than 18 months after receiving approval from MFHEA. As per GAPSME presentation of primary statements for small entities is limited and it also limits small entities' disclosure in the notes to the financial statements.

WEST auditors have right of access at all times to accounting records and documents of WEST and are entitled to obtain from Executive Board information that is necessary for performance of their duties.

Annually WEST is required to file with Registrar of Companies an annual return signed by one director.



STANDARD 3–DESIGN AND APPROVAL OF PROGRAMS

This section applies to programs that would lead to qualifications approved by MFHEA, issued by WEST.

The projected student workload is expressed in terms of ECTS learning credits, or European Credit Transfer and Accumulation System. In definition *‘credits are designed to measure workload and for facilitating to transfer learning at National and European level.’* (Ref: The Malta Qualification Framework). Each Credit is equal to 25 hours of learning whether direct or indirect with a minimum 5 hours of contact learning.

As a rule of thumb, the student’s workload can be up to 60 ECTS per year. This defines a year of study.

Program level	Title	ECTS
MFQ 5/6	Bachelor	180 over 3 years 60 ECTS per academic year
MFQ 7	Masters	60 for Postgraduate Diploma 90 for Masters Degree
MFQ 8	Doctorate	NA

There is always a need to design new programs in order to remain competitive in the global scenario. WEST will do best to gather information from all relevant stakeholders and then make a decision on the program development. The purpose will be to equip the students with latest skills, knowledge that the market demands. Jobs are changing every day and it would be prudent for the education providers to try and keep up with them.

Stakeholder	Type of Information	Instrument Used	Responsibility
Prospective Students	Application Numbers	Application Form	Admissions Team
	Admission Numbers	Diplomas & Transcripts	
		Resume	
		Reference Letters	
Students	Withdrawals	Request Forms	Student Services & Academics
	Progression rate	Grade Sheets	
	Continuation rate		



	Graduation Rate	Grade Sheets Transcripts Projects Dissertation	Student Services & Academics
	Requests Feedback Complaints	Request Forms Complaint Forms Feedback Form Minutes of Meeting	Student Services & Academics
	Evaluation of course and faculty	End of Course Feedback form	Student Services & Academics
	Performance Rate Success Rate	Grade Sheets Transcripts Attendance Sheet	
Faculty	Faculty Profile	Resume Supporting Documents Faculty Database	Academic Manager
	Faculty Development (CPD Activities)	Faculty Development Form	Academic Manager
	Faculty Performance Faculty Retention & Satisfaction	End of Course Feedback Forms	Academic Manager
	Faculty Feedback	Faculty Request Forms	Academic Manager
External Stakeholders	Employability Data Feedback from Employers	Employers Survey	Career Services Department
	Similar Programs	Market Research	Marketing



	Benchmarking		Department
	Accreditation and Ranking	External Feedback forms and Questionnaires	Academic Board
Alumni & Graduating Students	Satisfaction Rates	End of Program Survey Form	Student Services & Academics
	Employability	Alumni LinkedIn Profile	Career Services Department
	Testimonials of Alumni & Graduates	Social media	Career Services Department

WEST aim is to collect and manage feedback from relevant stakeholders to identify ways by which quality of academic programs can be enhanced to the satisfaction of stakeholders.

Stakeholders at WEST are identified as below:

- a) Prospective Students
- b) Students
- c) Faculty & Staff
- d) External Stakeholders
- e) Alumni and Graduating Students

Prospective Students

Information is provided during admission stage online or in person and managed by the Admissions Team. Information is used for purpose of admitting students at WEST and maintaining their credentials at WEST

Current Students

Current students' information is collected at various stages of their educational journey at WEST. Below are the primary sources of their information:

- (1) Grade Sheets
- (2) Formal and Informal Feedback
- (3) Satisfaction Surveys

The above information is managed and analyzed by the Academic and Student Services Department.



Faculty and Staff

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Academic Manager is responsible for managing and analyzing information regarding faculty/staff recruitment, development, performance and satisfaction as well as for reviewing feedback from them. Information is then used to evaluate teaching quality and to establish development plans and annual objectives for WEST. The Academic Manager is supported by the Program Quality Manager.

External Stakeholders

Information received from external stakeholder is used to understand the demand and supply of graduates and to conduct competitive analysis of WEST programs in comparison to similar programs offered by other providers. Information is collected and analyzed by the Career Services Department with the purpose of improving WEST programs based on market needs.

Alumni and Graduating Students

Information is gathered from the school's alumni with the aim of assessing their level of satisfaction of education received and their progression in professional life. All programs at WEST are employer oriented by providing students the skills and knowledge required to excel in their professional life. Steps are ensured to collect and analyze employment rates and career paths and takes place annually through Alumni Surveys.

The Academic Board is responsible for the approval and maintenance of new and existing programs. The Board is given the necessary technical and administrative assistance by the Board of Directors. A two-stage approval process for new programs is employed. This attempts to ensure that approved programs are in line with WEST vision, strategy and resource possibilities.

The Academic Board are required to meet at least once a semester/term and a minimum of at least thrice each year physically or virtually. All teaching staff are members of this committee. The academic Board monitors various aspects of academics including program quality, faculty & teaching performance. The results of faculty surveys, end of course survey and end of program surveys are reviewed by Academic Board annually. At the end of each academic year, The Academic Board reviews program modules based on annual reporting results and identifies a need for change if needed along with list of recommendations for the Head of the Institution to be considered and for his approval.

Members of the Academic Board include the following:

- a) Rotating Faculty Members
- b) Academic Manager
- c) Program Heads
- d) Director

Areas under Academic Board:



- a) Grade Appeals
- b) Student and Faculty Grievances
- c) Recommendations for WEST services improvement
- d) Advise on Academic Planning Activities, policies and procedures
- e) Ensure programs are aligned to best suit market demands in terms of content, structure and faculty
- f) Design and Approval of New Programs
- g) Define and improve QA standards, curriculum, policies and procedures
- h) Review and recommend action for all proposed changes to existing academic programs

A two- stage approval process for new programs is employed. This attempts to ensure that approved programs are in line with WEST vision, strategy and resource possibilities.

The first stage which addresses the objectives of the program and the rationale is aimed at ensuring that the intended learning outcomes are clear and achievable, and that resources are available to allow delivery of the program to an acceptable standard. The involvement of stakeholders is encouraged at this stage with a view to promote programs which are responsive to emerging market demands.

Once a proposal is given its first stage or 'in-principle' approval by the main Board of Directors, the focus then shifts on the details of the teaching and learning methods as well as the assessment techniques to be adopted in delivering the program as required in the second stage of approval. This stage focuses on the design and detailing of the program.

Design of new programs is a very important process at West Business School.

WEST goal is to have graduates who are employable and to equip students to fulfill their potential become lifelong learners and this will be done by:

- a) Ensuring all courses have strategy for employability and entrepreneurship by taking into account development of professional and transferable skills
- b) Developing external employer and alumni links and have processes whereby employers can contribute to the review and development of course content
- c) Providing all students with opportunity for internships and employment opportunities by collaborating with major companies (external stakeholders) by holding career fairs, employment and internship interviews and by providing skills through our Student Services (Career) Team such as interview preparedness, resume writing, LinkedIn profile creation etc.

Using various external stakeholders as well as industry publications, the curriculum is aligned with current and future business needs. Representation of External Stakeholder enables significant input from the marketplace, specific target audience, and government entities. Each stakeholder can assess the value added by incorporation their knowledge to the skill set of the learner. Their perspective involve consideration of the short and long term effects on issues beyond



WEST.

External Stakeholders will be involved at WEST by sharing their knowledge and skillset by means of talks, providing their feedback on the curriculum by means of being part of specific program committees relevant to their industry, by providing feedback on curriculum being taught at WEST and lastly by providing experience to the students by means of employment and internship opportunities along with company visits to the students.

Students are considered partners in learning and programs are designed to ensure student progression, retention and assessment rate efficiently. Students are to be engaged as partners in planning, managing and enhancing learning experiences and in turn West supports them to develop professional and ethical behaviors consistent with our institutional values by:

- a) developing student representatives across the program
- b) engaging students in assessment planning and program content
- c) Ensuring students have an opportunity to present their views on learning experience through student feedback and evaluation

Student representatives will be elected to be members of the Academic Board which will give students an understanding of West operation and they will be responsible to contribute to annual student review report and this report will be shared with all students on www.dilton.io They will furthermore review new program documents for accreditation and provide their feedback.

At West, great importance is laid on the fact that students need to be engaged with various QA processes and will have the opportunity to become the important contact for engagement between Staff and Students and to provide their feedback on the learning experience at WEST.

Students are responsible for:

- a) Actively engaging in learning process
- b) Provide honest and timely feedback to WEST
- c) Meet assessment requirements
- d) Completing assessments tasks
- e) Discussing any concerns regarding coursework progress and assessments with faculty and student support team
- f) Accessing and abiding by all policies and procedures at WEST



During this process, WEST is required to follow rules for design and approval of its programs as stipulated in the MFHEA.

Scope

The purpose of this section is to explain the procedure used by the WEST to design and approve new programs to be offered by West Business School.

1.1 SECTION A: DESIGN

- i. The design of a program starts with a proposal. This may originate from feedback from employers as a result of a skills gap, training needs in the industry or emerging changes from the market requiring formal training in the subject.
- ii. A designated program developer is appointed by the Academic Board and the Learning . The developer works together with the Academic Manager to develop the first draft. This must include at the minimum the following details:
 - An outline of the program describing the course and its purpose
 - The program learning outcomes
 - Entry requirements
 - General structure with different units, ECTS weight for every unit, and their relative time frame
 - Examinations, assignments and other forms of assessment
 - Indication of a pool of tutors that may be engaged
 - Review of the current demand for the qualification in the industry
 - Relation to the institutional strategy
 - Feedback from students and a number of WEST members
- iii. Should the draft fulfil all listed requirements, the Academic Manager will forward the document to the Academic Board for review.
- iv. Should the draft be accepted by the Academic Board, this will be then developed further to include:
 - A timeline with milestones and deadlines for the development of the program
 - A plan to include all resources needed in terms of qualifications and competences of prospective tutors for the program
 - The names of prospective tutors with the expertise required to deliver the program who are to be approached/engaged
 - Further development of each unit with description and learning outcomes



- v. Unit development would be drafted together with the tutors and/or experts mentioned in the previous step.
- vi. Once the program is updated with the new improvements, the designated program developer will formulate the detailed specifications. This step is done with the aid of the tutors with the technical expertise need for such specifications. The Academic Board may decide to outsource the deliverables if the content is deemed to be of a specialized nature.
- vii. The finalized document is then submitted to the Academic Board for further review.
- viii. If the document is satisfactory, it is then submitted to the Director for further review.
- ix. The Head of the Institution must ensure the document is fully compliant with the regulatory requirements. He will ensure that:
 - Program has outcomes clearly defined
 - Learning outcomes for both program in general and all unit are clearly defined
 - Knowledge and competencies are defined for each outcome
 - The learning content reflects the outcomes outlined
 - There are proper assessment criteria for the learning outcomes
 - The methodology for each assessment is clearly defined
 - The relative suggested learning resources are present
- x. Once the document is finalized, the Head of the Institution forwards the document for approval.

1.2 SECTION B: APPROVAL

- i. The finalized Program documentation is forwarded to the Academic Board for final review and approval.
- ii. Once the committee is in full agreement of the program with no further suggested changes, the program is approved and forwarded to the Board of Directors for final review.
- iii. The Board of Director is chaired by the Head of the Institution, also including the Managing Director, Academic Manager and Program Quality Manager will be invited related to academic program development input.
- iv. Once fully approved by the Board of Directors, the program is submitted to the MFHEA for review, approval and allocation of relative MQF level using the



official submission form and the format.

- v. Upon receipt of approval from the MFHEA, the program is added to the WEST's portfolio and disseminated accordingly.

RESOURCES

- a. Referencing Report 2016 <https://mfhea.mt/wp-content/uploads/2021/03/Referencing-Report-2016.pdf>
- b. Program Accreditation Application: <https://mfhea.mt/wp-content/uploads/2022/08/Programme-Accreditation-Application-Form-V5.1.docx>



STANDARD 4– STUDENT CENTRED LEARNING, TEACHING AND ASSESSMENT

TEACHING, DELIVERY AND ASSIGNMENTS

- a) **Teaching Staff:** The teachers would have the following qualification at different level (reference: Standard 6):

The minimum qualifications for individuals seeking faculty positions at WEST are:

To teach Bachelor Level (L4-L6): The applicant must hold a minimum Master's degree (L7 MQF) in an applicable area of study granted from an accredited institution at least two years prior to the date of application for faculty appointment;

To teach Master's degree (L7): an earned doctorate or a terminal qualification such as CPA is preferred for Masters level instruction

To teach Doctorate level (L8): an earned doctorate degree with experience in guiding research scholars

- recent professional involvement in field(s) related to the area of instruction
 - reasonable proficiency in office software and presentation software technology
- The teaching team maybe hired as Full time or Part Time as per need.

The teaching staff will assess their class assessments and issue feedback to the students to accept or better improve their work for submission. WEST also works on an IV process – Internal verification process whereby a sample of the class work assessed by a single assessor is then assessed by an Internal verifier for consistency in marking and feedback. This is doing using a random sample method as chosen by the second marker (IV).

- b) **Industry Trainers:** WEST believes in hiring industry professionals for its programs to give the students real experience rather than textbook.
- c) **Academic Coordinators:** WEST recruits academic coordinators to look after the particular programs under their responsibility. The Academic Coordinator is responsible for supervising every academic aspect of programme delivery and responding to students' inquiries concerning academic matters.

The process of faculty recruitment, expectations and related is stated in Standard 6 – Staff document.

TEACHING METHODS

WEST uses the following or a combination of the same given the course of study and the need of the same. The purpose is to create better learning for the student and application of the learned knowledge.

WEST encourages use of selected pedagogical approaches to increase student engagement in the learning process such as involving actively engaging students with module material through discussions, problem solving, case studies, role plays etc. WEST mainly uses the



following methods to encourage students to take active role in the learning process:

- a) Lectures
- b) Debates and Discussions
- c) Case Studies
- d) Individual Work & Group Work
- e) Research Project
- f) Presentation
- g) Practical Sessions
- h) Self-Reflection Reports
- i) Workshops
- j) Peer Feedback
- k) Guest Lecturers
- l) Team Building
- m) Group Problem Solving
- n) Field Study

Lectures include an instructor possessing knowledge on a given topic delivers information to students verbally.

Debates and Discussions are one of the many active learning methods which encourages proactive thinking and motivate students, improve communication skills, and gathers immediate feedback from students.

Case Study method serves as one of the programs main learning methodologies where students learn how to manage products, businesses and crisis in the classroom.

Individual Work involves individual learners directing their own learning process by taking responsibility in relation to their studies whereas Group Work involves students working together in groups thereby developing collaborative skills and teamwork. Group work normally results in Group Problem Solving and is particularly important when solving case studies and problem sets.

Research Project engages students with strategies that help them learn to gather and assess information in any format such as library and research-based assignments.

Presentation usually are natural part of another assignment and help improve students' communication and presentation skills, ability to create presentation and design them in a logical manner.

Practical sessions can be computer based and involve exercises and problem solving with faculty.

Self Reflection report is the process of learning through the act of self reflection. It helps students gain self awareness and assess gaps in their learning and also helps students



develop problem solving.

Workshops and Guest Lectures usually have industry professionals sharing with students skills and latest workplace practices. It also gives students an opportunity to learn from experts, build contacts and network.

Peer Feedback is where students receive feedback from classmates and is a motivator for students to actively join in the learning process and allows for in depth discussion about the feedback and gives students knowledge about grading criteria and standards.

Team Building is about providing skills and resources for students to successfully accomplish group work and also provides them with soft skills.

Field Study involves surveys, site/company visits and enables student to observe businesses in person within a dynamic and changing business environment.

STUDENTS WITH SPECIAL NEEDS

The main purpose of the special needs policy is to ensure WEST is committed to providing access to and enabling students and staff with special needs to take part in WEST' academic and social programs. WEST strives to provide a supportive and inclusive environment for special needs amongst student and staff to enable them to participate and innovate by promoting awareness, eliminating barriers and catering to special needs where possible.

Objectives:

- a) To ensure admission process is considerate to potential barriers;
- b) To ensure WEST online facilities to students with special needs are accessible;
- c) To provide sufficient support to staff and students with special needs;
- d) To ensure confidentiality of information concerning special needs;
- e) To increase staff and faculty capabilities to ensure an inclusive learning environment;
- f) To increase capabilities of administrators to ensure an inclusive learning environment;
- g) To reflect special needs awareness and inclusion in WEST policy, facility and activities

Approach:

- a) WEST provides students with special needs a range of services such as www.dilton.io platform which is designed them to achieve their academic potential to the maximum
- b) Students are encouraged to disclose their disabilities so support can be provided to them. All information provided by student regarding their special needs will be used exclusively for planning and implementing appropriate support for the student with special needs to gain maximum benefit at WEST
- c) WEST will make reasonable adjustments to learning materials and delivery to provide students with special needs equal opportunities to learning without providing an academic advantage over other students



- d) WEST will design accessible curricular and extracurricular activities
- e) WEST will promote positive mindset amongst its students and staff in relation to student with special needs

Academic Manager at WEST is responsible for arranging additional arrangements for students with special needs. Students with special needs are responsible for providing medical documents verifying their needs to implement adjustments.

Lectures by Faculty	These are usually group lectures where the faculty has prepared and presents the same to a group of students on a given topic.
Student debate and discussions	Students are given a topic of interest (relevant to the course of study) and a debate session is created with an intention for them to dig deeper and discover more and share with the class.
Case Study	Students are assigned relevant case studies with a focus on better learning of a given topic of study. They learn from others who have been in a given situation on how they handled the situation and why did the way they did.
Workshops	Workshops are away from the assigned lecture teaching. Trainers having specific skills are invited to conduct workshops to give students an up-to-date information set there and there.
Guest Speakers	An opportunity to learn from the greats on how they did it and to get an acquaintance of them which would otherwise be hard.
Group Projects	An opportunity to work with others from your cohort, this provides an opportunity to organise, delegate, prepare and present using all members strengths.



ASSESSMENT METHODS

West assesses the student continuously throughout their education journey with WEST. Different types of assessment procedures are used to assess the students' education performance at WEST and are discussed during the first session with the faculty, namely:

Individual Assessment	The most popular way to assess an individual student learning. This refers to individually attempting a piece of assessment under the guidelines established by the faculty. This could be just one part or whole of the assignment. Purpose is to apply the learning of the student into a piece of independently produced, non-plagiarised work.
Group Assessments	A group of students from the same cohort is chosen to work on a certain project. The projects are usually bigger in size in terms of outcomes. The group then decides who does what part of it based on their strengths and defines a plan with deliverables. This helps in learning group dynamics and project management skills as well.
Closed Book Exams	Students are subject to a memory-based exam / application exam without access to printed textbooks and resources to refer to. Purpose is to assess their learning by giving questions of various kinds ranging from theory-based essays to MCQ style questions. In case of online courses, this would be difficult to manage, unless we follow online proctoring.
Quizzes	Students are exposed to ongoing quizzes between the lectures to check their learnings
Project or Dissertation	Where applicable and if applicable to the course of study, the students will be required to do either individual or group projects and present and defend the same in front of their cohort of study and faculty.

Consistency, Fairness and Accuracy of Assessments

At WEST the final goal of assessments is to ensure accurately and consistently measuring what students know and can do by applying knowledge and understanding. This is achieved by a transparent, consistent and a fair assessment process. The aim is to ensure faculty and students have a clear understanding of assessment process and criteria.

Consistency of Assessments

Consistency of Assessments is achieved by the following principles:

- a) Systematic Procedures to determine assessment scores
- b) Opportunities to demonstrate learning outcome achievement
- c) Minimization of assessment measurement error



- d) Inclusion of formative and summative assessments
- e) Training of faculty to increase consistency
- f) Usage of full range of assessment opportunities

Fairness of Assessments

Fairness of Assessments is achieved by the following:

- a) Students know beforehand the assessment process before start of each module and are made aware of on what they would be assessed, expectations from the student and level of proficiency associated with each grading decision. Following information will be clearly outlined in each module syllabus:
 - i. Description of assessments in each unit
 - ii. Assignment deadlines
 - iii. Assessment plan
 - iv. Assessment rubrics provided (in most cases) to enable student to self-assess
- b) Additional, IQA Framework and Academic Policies will be made available to all students during orientation week and will provide the students the following information:
 - i. Student Assessment responsibilities
 - ii. Grade Schemes
 - iii. Re Sit of an Assessment
 - iv. Grade Appeal Process
 - v. Plagiarism Guidelines and use of Grammarly
 - vi. Special provisions for Students with special needs

Accuracy of Assessments

WEST ensures a consistent approach to all assessments within modules to ensure students are assessed on the same tasks with their results measured by similar standards. The following measures are in place to ensure accuracy of assessments at WEST:

- a) Confidentiality of Student Identity
- b) Internal Verification of Summative Assignments
- c) Internal Verifiers Appointment
- d) Inconsistency Issues addressed by Academic Board
- e) Approval of Results by Academic Board

Feedback to Students

At WEST, students are entitled to feedback on submitted formative assessments and in some cases on summative tasks. Timely feedback promotes learning and also enables improvement of the assessment process.

The following type of feedbacks are provided to students at WEST:



a) Feedback on Learning Process

Students at WEST considered to be at risk of academic failure are entitled to receive feedback by the Faculty and Academic Manager and in some cases by the Director in relation to their academic program progress and identifying areas which need improvement. Such feedback is based on various types of information such as attendance, grades, prior meetings with Faculty and Academic Manager to enable to give student a comprehensive plan to achieve the learning outcome.

b) Academic Support

WEST faculty will provide continuous academic support to students based on feedback related to strengths and weaknesses of the student and how to convert their strengths to achieve learning outcomes more efficiently and to ensure their weaknesses do not become an obstacle to achieving their learning outcomes.

c) Summative Assessment Feedback

Faculty members, where possible must provide in written descriptions of strengths and weaknesses of summative assessments. These written descriptions should contain information to guide students to take follow up actions.

d) Formative Assessment Feedback

Faculty members will provide students feedback on their assessment during the scheduled lectures giving students an opportunity to understand their misunderstandings and how they could correct their errors. It is important for improving knowledge, skills and understanding and motivates student learning and to achieve learning outcomes. Hence, formative feedback involves both faculty and the student to enable successful student learning and understanding.

ACADEMIC INTEGRITY

WEST takes into account the academic integrity of the programs it offers very seriously. Academic Integrity is defined by TEQSA Australia as *'the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility.'*

Breaching Academic Integrity is also called 'Academic Dishonesty' or 'Academic Misconduct'.

The students at WEST are expected to follow the ethical path and conduct their work in fairness and honesty. It is easy to fall victim of assignment service providers promising an easy fix but this is a terrible idea as besides the assignment being recycled will barely pass the plagiarism test and it can open doors to missing out on some very key learning that



would prove helpful in years to come in the student's professional life.

How can we contribute towards healthy Academic Integrity:

- Citing or referencing the source from where the information was taken
- Submitting your self-produced work for assessment
- Reporting research findings as they come across and without manipulation
- Following the copyright and privacy laws when using information for your work / assessment

Kinds of cheating that contribute to Academic Dishonesty

Students knowingly or unknowingly commit the following that leads to academic dishonesty and carries consequences:

<p>Plagiarism</p>	<p>In very simple words, plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Source: Oxford https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism</p>
<p>Fabricating information</p>	<p>Fabrication involves making up information for research-focused assessment tasks, such as experimental or interview data. It can also include <u>inventing</u> sources of data, evidence or ideas by citing publications that are incorrect or that simply don't exist. Source: TEQSA https://www.teqsa.gov.au/students/understanding-academic-integrity</p>
<p>Cheating in exams</p>	<p>In an event of a written proctored exams, to show your work to another student or to see his/her work; to bring notes written before hand to refer to during the exam; using phone to google in answers; or simply communicating with another student in the proctored environment constitutes of cheating in exams</p>
<p>Buying Assessments from outside and passing as your own</p>	<p>It is easy to fall victim of assignment service providers promising an easy fix but this is a terrible idea as besides the assignment being recycled will barely pass the plagiarism test and it can open doors to missing out on some very key learning that would prove helpful in years to come in the student's professional life. There have been cases heard where years later they come to blackmail the ones who used their</p>



	services. Source: TEQSA https://www.teqsa.gov.au/students/understanding-academic-integrity

ACTIONS TAKEN

The students face consequences on being caught with Academic Misconduct. The consequences depend on the severity and repetition of the act. These can be:

- a. Receiving an F grade or equivalent for the respective part of the assessment and further deductions of a small Percentage of points towards the total grade in the module. Additionally, the student will be placed on Academic Probation. Should a student repeatedly commit an act of plagiarism they will be removed from the program of study
- b. Student maybe asked to repeat the assessment in a different context and be awarded only the base grade.
- c. In case of a grave misconduct, the student maybe asked to leave the program and the institution

DETECT PLAGIARISM AND CHEATING

WEST understands that the students knowingly or unknowingly copy other authors' works and present as their own without giving proper referencing. WEST understands that all our graduates must be competent at producing their own work and use the referencing properly to give credit to the original authors. Failure to do this, the work produced will be plagiarized which will affect the reputation of WEST.

At WEST we use Grammarly (<https://www.grammarly.com/>) Business version which has an extensive plagiarism checker. We accept up to 20% similarity as our base level threshold and beyond that we ask the student to re-look at the work submitted to meet the 20% mark.

ASSESSMENT & GRADING OF ASSIGNMENTS

The students are assessed throughout their course of study on a regular basis. The student are clearly advised on the assessment strategy for each module of study. Each module of the program contains one or more assessment which maybe in one piece or full assessment pieces. These have to be completed by the students in the format advised and as per any instructions of submissions' and then shared with the faculty to be assessed. Once the assessment is accepted by the faculty, they are assessed as per available rubrics and a grade is issued to the student. Students are provided with feedback on the assessment as well.



These assessments, towards the end of the course, undergo internal verification and a final grade is issued.

Assessment is an important part of the course design process to ensure program and module learning experiences are effectively aligned and maintained.

In principle:

- a. Module assessments are informed by a planned and integrated approach to course design to enable academic progression.
- b. Assessments align with course aims and learning outcomes
- c. Assessment strategies and course design include opportunities for formative assessment linked to summative assessment
- d. Assessment tasks are checked for validity and reliability and are verified to confirm academic standards and fairness
- e. Marking and grading of student work (including any classification) is informed by sector-recognised standards, to ensure that the awards are trusted and credible
- f. Students are assessed on technical proficiency in English language in a way that links to the level and content of the course or module
- g. The possibility of academic misconduct (for example plagiarism, unauthorized collaboration or use of unauthorized materials) by students is minimized.

Assessment and feedback are inclusive. This means that they meet the requirements of equality legislation and good practice, and develop students' learning through partnership and dialogue.

It is expected that:

- a. Assessments are inclusive by design, and where needed, reasonable adjustments are made
- b. Assessment design takes into account the range of student backgrounds, experiences, identities and aims
- c. Assessment is planned and co-ordinated at a program level to provide appropriate elements of choice and flexibility for students
- d. Assessments, assessment criteria, and assessment rubrics are accessible, clear, and understandable for students
- e. Feedback on assessments is accessible, constructive and timely
- f. Students have opportunities to discuss assessment feedback with tutors
- g. Program teams monitor attainment outcomes and gaps between different social groups and take appropriate action to reduce gaps

Formative and summative assessments are planned, so that students can use feedback for summative assessments. This means that assessment and feedback include:

- a. Assessment as a learning: Assessment should enable students to learn about themselves as learners and to reflect on their learning
- b. Assessment for learning: Assessment should engage students in purposeful and positive learning
- c. Assessment of learning: There should be a balance of formative and



summative assessments throughout a course so that assessment tasks are valid and reliable tests of student learning

- d. Assessment outcomes should also provide information on how effective the course is and how well the content, learning, teaching, and assessments meet the aims and learning outcomes of the course.

Where relevant a word count limit must be included in the Assessment.

GRADING SCHEME

The grading scheme used at WEST is as follows:

Grade	Description	Marks	Result
A+	Exceptional	95-100	Distinction
A		90-94	Excellent
B+	Good	85-89	Very Good
B		80-84	Good
C+	Fair	75-79	Satisfactory
C-		70-74	Satisfactory
D+	Poor	65-69	Below Average
D		60-64	Below Average
F	Fail	0-59	Fail

STUDENT COMPLAINT AND APPEAL POLICY (ASSESSMENT)

Grade Appeal

Students have a right to appeal against the grades they have been allotted by their faculty member. The student can do so if they strongly believe that:

- a. The Assessment has not been prepared fairly and the information provided was inaccurate or incomplete thus disadvantaging the student
- b. The teacher has used personal bias in grading the student
- c. The assessment was not designed keeping in mind the special needs of the student which was disclosed / shared at the time of enrolment.

Stage 1 The student is advised to as a first step, very informally, check with the faculty member as to why a certain grade has been issued and give the faculty the opportunity to explain. The student if not satisfied with the explanation, has the option to write a formal request appealing the grade to Academic Manager.

Stage 2 In the written request, the student is requested to include the course title, unit title, faculty name, grade received, date, the conclusion from the meeting with the tutor and the specific reason(s) for appealing the grade. This should be filed within 5 calendar days of the release of the grade.



In this stage, the Academic Manager and his/her team will conduct necessary

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background check on the request and arrange a meeting with the faculty member to get formal feedback on the assessment in question, against which the grade appeal is filed. Feedback will be prepared of the findings and communicated to the student. Should the student be still unsatisfied, he/she may request to raise it to an external verification. The same assessment will be graded by a 3rd party trainer not related to this case or known to both the parties. Their grade issued will be considered the final grade.

A formal written request for grade appeals must be submitted no later than 5 calendar days after grades have been reported by the administration.

Non-Academic Complaints

It is normal for students to have issues which they wish to raise and these may be of non-academic nature. In this instance, the student are encouraged to adopt two options – first the informal approach and the second If the first fails, the formal approach.

Informal: The student must approach the Student Services and Relationship Department and meet one of the representatives. The respective officers are well trained to understand that issue and give some suggestions on how to handle it. They will listen to the concern and if it's regarding a staff or another faculty member, they will choose to speak to them and understand better with a view to close this informally. The student would also be encouraged to connect on an informal level with the person in question, and request closure between them.

Formal complaint: In an event the student fails to get a satisfactory closure, they would be asked to file a formal complaint addressed to the Director of the Business School. The Director's office would be required to:

- a. learn the complete nature of the issue that has led to the complaint
- b. the effort made during the informal addressing and why that was unsatisfactory
- c. what resolution is the student seeking to achieve

The Managing Director would study the above and then conduct his/her own investigation into the matter and issue a written response to the student within 15 calendar of the complaint (at maximum 30 calendar days).

This decision of the Managing Director in response would be considered final.



STANDARD 5 – STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

ADMISSION PROCESS

Students at the beginning stage will complete PDF fillable application forms and will include the following:

- Photo ID copy confirming their full name and date of birth
- Copies of previous certificates of achievement from other educational institutions
- Work experience certificates and updated CV are necessary for application where applicable

	Bachelor Degree (L5-6)	Master Degree (L7)	Doctorate Degree (L8)
Complete Application Form	✓	✓	✓
Government Photo ID	✓	✓	✓
Copies of High School Certificate	✓		
Copies of Bachelor degree or Level 6		✓	
Copies of Master Degree or Level 7			✓
Updated CV / profile		✓	✓

On our public information site, we will mention clearly for the benefit of the applicants, the following:

- Application Form (downloadable)
- Criteria for entry into the said program
- Accreditation of the program by the MFHEA and its weight in ECTS
- Duration and Program flow
- Assessment for certification
- Progression opportunities upon completion

This is to ensure the applicants clearly understand the program details pre-enrolment.

Once the application is received, the admissions team will study the same and verify the student meeting the criteria of enrolment.

TRANSFER STUDENTS FROM OTHER COLLEGES

WEST welcomes students who wish to move from other awarding bodies / colleges into WEST's programs. The students would be required to share their updated transcript of studies from the college they are moving from along with course descriptors and learning outcomes. Our academic team would then study the credits they have already earned and work on offering RPCL credits for credit bearing courses completed. If approval to transfer is granted the College Admissions Team will provide written confirmation to the applicant.



ACCEPTANCE & ADMISSION PROCESS

LETTER OF OFFER

Once confident, the team will issue a 'Letter of Offer' in favor of the student by email or by digital signing platform. The Letter of Offer will contain the following very clearly:

- a. Student Details
- b. Program Details
- c. Fee Details
- d. Visa Details (as applicable)
- e. General Terms and Conditions
- f. Acceptance of Enrolment Agreement

Once the students accept the offer, they are enrolled into the program and their registration is confirmed. Once the students are confirmed, a date is fixed for Induction of the groups in the respective program.

In an event, the student does not meet all the criteria for enrolment, and needs possible remedial action to reach the level for enrolment, the Admissions team will recommend the same and ask them to apply once its in order.

Applicants have a right to raise a complaint if they are not happy with the outcome of their application. There may be an instance they may wish to submit a documentary evidence or inclusion which they had earlier not shared and that may help in reconsidering the decision.

RECOGNITION OF PRIOR LEARNING (additional document with detailed RPL policy has been issued and shared with the accreditation team in line with MFHEA regulations 2024)

WEST Business school commits to follow the guidelines issued by the MFHEA related to Recognition of Prior Learning

RPL technically stands for the awarding of credits for learning the student has completed before their application at WEST. Programs are designed in a modular format, and these modules at times are transferable across institutions. The process of recognizing the right fit with the intention of not repeating the same study, is called Recognition of Prior learning.

RPL can be done in two instances:

- a. Recognition for Prior Certificated Learning (RPCL) – The student has earned a valid, credit bearing certificate from another institution
- b. Recognition for Prior Experiential Learning (RPEL) – The student has earned world knowledge in a work environment, outside the four walls of a classroom.

Recognition for Prior Certificated Learning (RPCL)- The student would be required to submit their complete transcripts showing the Level of study, Course Title, Program modules covered and grades and ECTS earned. Student would be requested to provide course descriptors or Learning outcomes as well along with assessment guidelines.



Recognition for Prior Experiential Learning (RPEL) – learning in this case is quite unintentional and the learner may not recognize at the time of the experience that it contributed to their learning. For example, project management at the work place. RPEL may allow a student to enroll into Level 4 or Level 7 given their work experience and the quality of the same. The applicants have to provide:

- a. Personal Information
- b. Program information where the applicant is seeking to RPL
- c. Details of formal or partly completed qualifications / or learning gained through work experience
- d. Work experience / Employment history
- e. Personal Statement evidencing the applicants learning

WEST will levy a small fee to cover its cost for RPL for each module against which RPL is requested. The decision of the RPL is then informed to the applicant.

RPL is assessed by the Academic Manager along with members of their team.

Possible outcomes of RPL (RPCL/RPEL):

- a. Full acceptance of your RPL claim as entry requirements onto a programme of study
- b. Full acceptance of a claim for advanced entry (exemption) to a programme of study
- c. partial acceptance of your claim for exemption
- d. a request for resubmission of your claim typically including a request to provide further evidence substantiating your claim
- e. failure of your RPL claim with College recommendations for alternative courses of action
- f. failure of your RPL claim.

INDUCTION

During the induction, the Academic Manager and Faculty team meet all the students either in groups or one on one with the intention to make them comfortable with WEST and other students. In the induction, the Academic Manager will cover:

- a. WEST's main policies and procedures, namely the complaints and appeals procedure, plagiarism policy, referencing and procedure for uploading of assignments, the procedure for requesting an extension of the deadline for the submission of an assignment and feedback.
- b. Run workshops in writing

ASSESSMENT AND GRADES

The students would be enrolled in courses which are offered on a quarter system, and once they complete the unit and submit the assessments, the course grade will be issued. The course grade is issued subject to clearance from the plagiarism software and meeting the outcomes of the course.

INTERNAL VERIFICATION

Upon completion of the course or in the midst, we will conduct IV process on sample assessments by appointing a different teacher / faculty to re-grade the assessments graded earlier. The IV ensures that assessment decisions are consistent across the



programme by checking that assignments are fit for purpose, standardising assessors, and sampling assessment decisions.

ISSUANCE OF FINAL GRADES

Towards the end of the program, a final transcript is produced in favour of the student which contains:

A – Student details

B – Enrolment Date and Completion Date

C- Term wise grades against program modules consumed and its respective ECTS

D- Signatures from the authorities in charge

CERTIFICATION

WEST will be in a position to certify the students who have:

- a. Completed the requirements of the program of study
- b. Internal verification has been conducted as mentioned above
- c. Plagiarism checks have been done to confirm work by student
- d. Student receives clearance from the Finance and Accounting team
- e. There are no other comments from the Academic team, administrative team etc
- f. Release of the certification to the student

DIPLOMA AND CERTIFICATE SUPPLEMENTS

On certification, the students will be issued Diploma and transcript supplements respectively to their accomplishment. The same will be as per design and content that would clearly demonstrate the Course Completed, Program modules studied and grades earned, the ECTS earned and the grading table.

COLLECTION OF ORIGINAL CERTIFICATIONS

Students are sent congratulatory emails with the confirmation that their qualifications have been successfully issued. They have the option to:

- a. Collect in person
- b. Collect through a friend
- c. Collect via Courier Service in case they are away from Malta
- d. Request WEST to send the same via courier to their specified address

In each of the above cases, the student will be required to sign a waiver in favour of WEST that they will be responsible for the certificate should it be damaged in transit.



STUDENT PROGRESSION

Once the students have completed the program of study, WEST will conduct an exit interview where we will ask questions on their progression goals. Whether they intend to study further with another institution or get into employment or entrepreneurship. This information will be stored in the GDPR compliant cloud storages.

DRAFT COPY



STANDARD 6 – TEACHING STAFF

RECRUITMENT OF TEACHING STAFF

A Assessing Need: The need to recruit additional faculty in given academic area(s) may be initiated or identified by Academic Manager, Head of the Institution or other faculty members who would request further specialist teaching staff.

The Academic Manager and the Head of the Institution make the determination that recruitment activities are appropriate.

The Academic Manager reviews current faculty resources to determine what recruitment activities are necessary, i.e., internal and external searches, etc.

The team also receives unsolicited letters of interest from potential faculty candidates and can assess recruitment needs for WEST.

B APPLICATION PROCESS AND CANDIDATE ASSESSMENT

Qualifications

The minimum qualifications for individuals seeking faculty positions at WEST are:

To teach Bachelor Degree: The applicant must hold a minimum Master's degree (L7 MQF) in an applicable area of study granted from an accredited institution at least two years prior to the date of application for faculty appointment;

To teach Masters degree: an earned doctorate (L8 MQF) or a terminal qualification such as CPA is preferred for Masters level instruction

To teach Doctorate level: an earned doctorate degree with experience in guiding research scholars

- recent professional involvement in field(s) related to the area of instruction
- reasonable proficiency in office software and presentation software technology

Application Documentation

Applicants must submit the following to the Academic Manager:

- letter of interest in an academic area of teaching
- current resume or curriculum vitae
- names, addresses and telephone numbers of at least two references
- writing sample for L7 and L8

If a candidate meets the eligibility requirements of WEST, and there is a demonstrated need for more faculty in that individual's academic area, the candidate is invited to attend a Faculty Candidate Assessment. The purpose of the assessment is to give potential



faculty the opportunity to demonstrate their instructional skills and expertise in a given content areas.

At a Faculty Candidate Assessment, candidates convene with WEST administration, faculty and staff for introductions and overview of the Assessment process.

Candidate Individual Presentations

Faculty candidates are asked to deliver a ten-to-fifteen-minute presentation to a small group of people consisting of WEST faculty member(s), staff and other candidates. The presentation is meant to simulate an actual live online classroom situation.

The presentation should reflect the teaching/learning style at WEST. It is the candidate's responsibility to involve the group in the topic and at the same time to provide a learning atmosphere. The presentation is evaluated on the candidate's interactive ability, presentation style and knowledge of the content. A sample of the Presentation Evaluation Form is provided at the Appendix.

Candidate Content Interview

After the ten to fifteen-minute presentation, each candidate is interviewed by experienced faculty members competent in the candidate's content area. This content interview is designed to be a discussion between colleagues rather than a test. Its purpose is to provide a gauge of the candidate's depth, breadth and currency in the content area of expertise and to determine how the candidate might handle a sampling of common classroom situations.

Completion of Pre-Qualification

Upon successful completion of the Assessment and Interview Process, review of writing sample, references and other materials by WEST's team, the most qualified candidates are asked to submit e-transcripts for all undergraduate and graduate coursework. Upon favourable review of these documents, the candidate will be invited to attend New Faculty Orientation to complete the application process.

C NEW HIRE PROCESS & ADMINISTRATIVE REQUIREMENTS

Once a candidate has been approved for hire, an offer letter is sent by the Director.

All documentation must be completed by the faculty candidate before any courses will be assigned. Candidates are to submit completed documentation to the Academic Manager.

New Faculty Orientation

All new faculty members must attend a New Faculty Orientation prior to teaching a course. A New Faculty Orientation is conducted by Academic Manager if there are adequate numbers to introduce new faculty members to the instruction model and process at WEST. Topics covered include administrative policies and procedures, grading/assessment guidelines, instruction expectations, teaching tips, syllabus and lesson plan writing, classroom management, resources and socialization to the WEST culture. The orientation is an integral factor in the selection process. Following the New Faculty Orientation, each new faculty will be assigned to the Academic Manager to be guided along. The Academic Manager will assist the new faculty



with syllabus and lesson plan development, first class, answer questions, and observe during the new faculty's first session. The Academic Manager will also recommend appropriate classes for the new faculty to observe. New faculty are provided a Faculty Handbook and must, on acceptance, sign and turn in the Acknowledgment Form to the Faculty Services Department.

Faculty Files

Copies of faculty credential files may be maintained at WEST.

Notice of Changes

The Academic Service Manager must be notified of any changes in faculty information, i.e., address, telephone numbers, degrees, achievements, etc.

FACULTY ACADEMIC PERFORMANCE REVIEW

The formal process for faculty academic performance review is currently in development. Expectations for faculty against which performance will be periodically reviewed are addressed.

Faculty Participation

Academic Manager provide mentoring, coaching, peer review and feedback. Faculty do not perform evaluative functions. The evaluation review process is conducted by WEST administrative staff with appropriate input from Academic Manager.

Evaluation Factors

Faculty evaluation is a combination of the following performance competencies, including but not limited to:

- competencies for instructional effectiveness
- compliance with policies and procedures
- Student End-of-Course Survey (SEOCs) feedback

TRAINING & DEVELOPMENT

WEST is dedicated to the personal and professional success of our faculty members, who in turn, ensure that our students receive a quality education. Therefore, members are required to attend Quarterly Faculty Meetings. Training and development activities are provided at the quarterly meetings and at other times as needed. They are designed to address issues that strengthen the faculty member's performance in the classroom, and are considered as benefits to faculty.

The Academic Manager and Head of the Institution are dedicated to identifying faculty training needs and seeing to the implementation of activities to meet the needs with appropriate staff and faculty.

There is a mandatory onboarding training which is compulsory for all staff including part time staff. Part time teaching staff are provided with orientation to assigned modules and programs. Detailed information is provided on module structure, expected mode of delivery, recommended



contents etc. Academic Manager at WEST provides continuous support to all staff not limited to selection of course materials, assessments, grading, instructional techniques and teaching methodologies.

All new staff whether full time or part time receive complete information and extensive training about WEST programs, policies and rules. This has been divided into three stages

Stage 1 - Induction

Induction will take place virtually prior to start of the academic term and will be conducted by the Academic Manager and will contain information on policies & procedures, rules & regulations, various forms available to update the new staff about WEST. It will also include presentation templates to be used on all forms of lectures and presentation using WEST brand guidelines and details on how to use www.dilton.io and Grammarly for plagiarism check and finally introducing them to Grading Schemes and learning outcomes.

Stage 2 – Faculty Meetings and Orientation

Faculty Meetings are held before each academic term starts and also serves as the event for networking, orientation and training conducted by the Academic Manager virtually.

Stage 3 - Continuous Support

The Academic Manager and the Academic team provide continuous support to all faculty and is not limited to selection of course materials, assessment, grading and teaching methodologies.

PROFESSIONAL DEVELOPMENT OF STAFF

Every faculty member interested in research is offered a possibility to obtain funds to participate in a relevant conference or industry event to get their research partially sponsored by WEST. In order to maximize performance of staff, WEST will set an annual budget for teaching staff development needs. The decision regarding the budget is taken in consideration of the input on development needs provided by the faculty, students and staff.

The Academic Board in addition to preparing a budget for development and research activities will allow for eligible faculty with additional support such as Travel Grants and Funding for research projects in their respective industries and contribute such knowledge to students. Eligible faculty could request for funding and additional support to develop innovative initiatives at WEST.

Faculty will need to submit a Faculty Development Proposal to request for development funds which should explain the request, potential impact of fulfillment of such request on their development, its significance, approximate timeline, details concerning services and budget required. Upon approval, Academic Manager would arrange for development activity and monitor the Faculty progress. In order for any proposal to gain approval, the activities should meet any of the following criteria:

- A) Relevant to discipline which the faculty teaches at WEST
- B) Similar activities are not available at WEST



- C) Innovative Teaching Methods
- D) Form or Enhance collaborations between WEST and other institutions

FACULTY EXPECTATIONS AND STANDARDS

In accordance with these guidelines, a faculty member, in accepting a course contract at WEST, assumes the following obligations:

- To fulfil classroom assignments with professional skill and efficiency by preparing thoroughly, presenting professional appearance and behavior, starting classes promptly and conducting them for the full allotted time
- To be interested in the academic progress and the personal welfare of the students and conger with them frequently in and out of the classroom
- To facilitate an informal yet professional environment which enhances learning through the exchange of ideas between all students and faculty
- To ensure that faculty and students have the opportunity to share information in the classroom about the background and experiences of one another as an additional way of professional learning and to respect the value of those varied experiences
- To respect and support colleagues in instruction and in administration by avoiding adverse criticism in discussions with students or persons not affiliated with WEST
- To be present at all faculty meetings, department meetings, commencement, and additional training and development events as appropriate
- To take part in additional activities - - academic, professional or community - - that promote the public welfare, advance the profession, enhance the academic status of the faculty member or contribute to the prestige of WEST
- To serve on those academic or administrative committees that consider matters relating to academic procedures and educational policy
- To continue scholarly and professional development through such means as public lectures, research and/or publishing
- To prepare, submit, proctor and grade examinations according to administrative requirements
- To keep records (attendance, grades, etc.) in accordance with administrative requirements
- To submit all grades to the Registrar's Office by the grade submission cut-off date listed on the current Payroll Schedule

Unacceptable Faculty Behavior

Conduct inconsistent with the academic standards of WEST and any abuses of policies and procedures will be met with appropriate disciplinary action. Examples of this kind of unacceptable behavior are listed below but by no means considered to be all-inclusive. If there are any questions, immediately contact the Director



- misuse of WEST documents or unauthorized use of WEST facilities, personnel or property
- disruption of WEST activities
- any abuse or endangerment of any person on WEST property or at a WEST-sponsored activity at an off-campus location
- theft or damage of WEST property
- non-compliance with any WEST policies and procedures, including campus policies and procedures
- conducting business for personal gain not related to WEST instructional services or operations
- not maintaining academic and ethical standards expected by the WEST
- not providing students with the level of instruction and faculty support expected by the U WEST community
- use, possession or distribution of drugs or alcoholic beverages while participating in WEST sponsored activities
- disorderly conduct, indecent or expression in/on WEST owned or controlled property
- harassment of any kind
- failure to comply with WEST officials acting in the performance of their duties

ATTENDANCE

Policy and Procedures

Faculty are required to be on time for all classes and conduct the class in the timeframe designated to fully cover all materials required in the syllabus. WEST students are students from high school and working professionals whose time commitments for education must be respected and who rely on WEST for quality degree program delivery. Accreditation requirements demand compliance with this commitment. Attendance requirements apply to all sessions, including Saturdays and any other special arrangements.

Faculty Absence from the Program module

Faculty members are required to be present at all scheduled classes, even if a guest speaker is conducting the class. If the faculty member must be unavoidably absent from class, the faculty is to identify a substitute and get Academic Manager approval. If difficulty is encountered in finding an appropriate substitute, faculty should solicit assistance in a timely manner. Except in the case of illness or other reasons as approved by WEST, a prorated deduction in pay is made for absences. Notification of absence should be made as early as possible to facilitate arrangements for a faculty substitute.

If a class must be rescheduled on rare occasion, faculty must contact Academic Manager for approval. If approved, students involved must concur with the rescheduled date and alternate facility arrangements must be made. WEST students are post high school and working professionals who have demanding schedules.

They have committed specific time to class attendance and must be considered before any



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changes can be approved.

AVAILABILITY

Interaction with faculty is an important aspect of effective instructional performance. Faculty are expected to make themselves available to students before and after classes in a reasonable manner and for appointments for a specific academic purpose. Be sure to honour appointments and have contact numbers in the event of an emergency to reschedule. It is the responsibility of faculty to conduct this interaction in a professional and courteous manner.

TIMELINESS OF DOCUMENT SUBMISSION

Timeliness of documentation is an essential element of successful day-to-day operations of WEST, both to serve its student customers, and as a vehicle for faculty payment.

Grade Rosters

Faculty are required to forward final grades to the WEST for processing within seven (7) calendar days of course completion. Students expect to receive their grades on time and if they do not, their perceptions of WEST can be negatively affected. Many students depend upon tuition reimbursement from their employers and must submit course grades in order to receive reimbursement.

Faculty may not give grades over the telephone or via e-mail to any student. Students will be mailed a grade card at the end of each session with the course(s) and grade(s) for all classes taken that session.

Those instructors who submit their class grades after the due date must wait until the next Payroll pay cycle to receive payment for services.

Attendance Rosters

Attendance guidelines determine a student's ability to continue in and/or withdraw from a course, the amount of tuition charged and faculty pay. Therefore, rosters must give an accurate indication of class meetings and attendance. In addition, accurate reporting is required for financial aid purposes. If a class is not held, a blank roster stating this should be signed by faculty and submitted.

At no time should students be asked to sign rosters indicating attendance at meetings that did not occur nor should rosters be copied and submitted more than once. This constitutes fraud. It is recommended that rosters be circulated at different times during class to ensure full class attendance.

It is imperative that the attendance coordinator receives original, signed rosters within 24 hours of each class meeting. Delays in submitting both grade and attendance rosters frustrate students and may result in financial difficulties for the students such as employer tuition reimbursement and/or financial aid.



Faculty End-of-Course Surveys (FEOCS)

This Survey provides faculty the opportunity to offer valuable input and feedback to the WEST upon completion of each course. It looks at the teaching experience, interaction with WEST staff, students and WEST services. This feedback is extremely useful for continuous improvement objectives and meeting academic goals of the WEST.

Student End-of-Course Surveys (SEOCS)

Student End-of-Course Surveys (SEOCS) are provided by the campus for each course. It is important that students feel free to comment and are comfortable in filling out the surveys.

Survey results are compiled and analyzed, providing feedback for both instructors and WEST on how to improve the quality of academic programs and delivery methods.

PERFORMANCE EVALUATION

WEST will maintain on-going faculty performance evaluations through a combination of activities and surveys. Staff or other faculty may visit classrooms to assess the effectiveness of the faculty member. Student feedback is received at the completion of each and every course. Faculty are given the opportunity to respond to any unfavorable evaluations and, if appropriate, may be considered for mentoring and/or development/training if performance standards need to be raised to meet WEST requirements. Non-performance or unwillingness to make necessary improvements can result in faculty removal from current and/or future teaching assignments.

Removal of Faculty from Teaching

If a faculty member is removed from a current or future teaching assignment, faculty will only be paid for that portion of the assignment completed.

The Program Quality Manager will support the Academic Manager in all areas related to teacher and teaching quality.



STANDARD 7 – LEARNING RESOURCES AND STUDENT SUPPORT

WEST is centered around the student learner. The student maybe a high school graduates looking to move into the Bachelor programs; working professionals looking to hone their skills by moving into the Masters or Senior executives hoping to achieve their Doctorates.

A - STUDENT SUPPORT

STUDENT INDUCTION

As the students are enrolled, they are inducted into WEST. They are given access to the DILTON platform and meet the Academic Manager virtually. The Academic manager runs them through the key areas of being a student including but not limited to referencing, using Dilton, writing the assessments (format) and uploading the same to the Dilton.

RESOURCES ALLOCATION

Allocating and developing resources to support improvement in teaching and learning are fundamental to student-centered learning. Matching student needs with resources is the challenge of ensuring proper strategies and support are provided to student with special learning needs. In order to maximize performance of the teaching staff, WEST sets an annual budget for teaching staff development activities.

The Board is responsible for overseeing the activities at WEST and determining its future direction, and fostering an environment in which the mission of WEST is achieved whilst ensuring student potential is maximized. The Board, by means of information received from various sub committees monitors the performance of WEST by means of periodic reviews ensuring the business meets set goals and objectives and also ensure efficient allocation of resources needed to meet students' needs and achieve the highest quality and standard. The Board will be advised by the Resources Committee (which will be established once WEST is in operation) on resources issues across WEST. The Resources Committee will also receive advise from Academic Board and Academic Learning and Teaching committee on resources needed for development of academic activities at WEST.

RESOURCES ALLOCATION FOR DIVERSE STUDENT POPULATION

WEST differentiates among the following population of students when adopting ways to celebrate differences in the WEST community and when planning and allocating resources and student support:

- (a) Local Students
- (b) International Students
- (c) Mature Students
- (d) Students with special needs
- (e) Online Learning Students
- (f) Minorities

Diversity is at the core of values at WEST and international students are one the main target groups. Hence, all services both academic and non academic provided by WEST are designed considering the needs of diverse student population.



All staff are trained on providing moral support to students in bridging cultural differences on study abroad, integration of students into the Maltese and European culture by having local cultural visits, international nights etc. to assist students to integrate better. Student Clubs are also encouraged to be formed for students to showcase their culture and their interests which will help in bridging cultural differences.

Policies on inclusion and diversity will have the student voice play a key role. Understanding the views of different group of students at WEST and planning and allocating resources and support initiatives accordingly is the right to approach to address the diversity at WEST. Whilst Student Voice is key to addressing diversity, a culture of feedback whereby students are given an opportunity to participate in wider activities such as participation in IQA framework. Allocating resources for learning needs of a diverse student populations are undertaken by the Academic Board and is a key aspect of strategic planning at WEST.

ACCESS OF RESOURCES

West provides students with academic and general support to help them in dealing with academic problems and also ensures that resources available for support of student learning are adequate and appropriate for each program offered. The administration and student support team at WEST inform students about necessary learning resources like text books and support resources which are determined through Faculty self-reviews and student questionnaire. All academic resources will be available for student at www.dilton.io 24x7x365

WEST aims to provide all the learning resources required by students in fulfilling the objectives of respective programs. Provision of learning resources across WEST is to allow and be suitable for a diverse student population and is complemented with facilities designed to create a conducive learning environment.

BUSINESS TALKS BY LEADERS

Students are invited also for various talks by prominent speakers who are entrepreneurs or leaders of their field. Most of these talks revolve around today's most pressing topics. These add value to the students' learning and also becomes an introduction to the leaders themselves who can tomorrow become potential employers.

ACADEMIC ADVISING

Academic team is available to assist the students at each stage to make their learning journey more rewarding. The same team is available to faculty members as well to provide what is necessary for course delivery in accordance with WEST policies and procedures.

While the scale of support services varies on the nature of request, every effort will be made to provide the essential services for effective course delivery. If a faculty member has a particular need which he or she does not feel is appropriately provided for, please bring it to the attention of campus staff or Program Quality Manager for review.



STUDENTS WITH DIVERSE NEEDS

WEST aims to help students with diverse needs and teach based on learning style not just ability. We will need to familiarize ourselves with the learners and then work towards creating an inclusive environment. Then given the outcome, our teachers would adjust their style of teaching into a more active learning environment. Our use of Dilton as technology learning system, we are confident to keep the student engaged with quizzes, short videos, feedback surveys and more. In technology, we can easily incorporate group learning and project-based learning making the course more active.

PROGRAM MODULE RELATED ADVISING

There are times when students get lost in the program module. They will have access to their tutors to seek clarity on any point they maybe unclear. Also, the live sessions are recorded on zoom and uploaded for access by the students at a later time. In order to access the tutor, they will need to send an email to the same.

PROGRESSION COUNSELLING

Students who wish to learn about their options post completion of a certain program, will have available the appointment slots to book with the Head of the Institution or with the Admissions Manager to learn more about their options of progression into another program.

CLASS SCHEDULING

Class schedules, including identification of holidays and required Saturday classes, are prepared by the Academic Manager and appropriate staff. Classes meet for a total of 24-36 hours per program module. Times for classes are noted in the schedules as appropriate to the site. Faculty are expected to adhere to the schedule as posted, including Saturday sessions. Class cancellations may be expected when class enrolment is below 8 students. Students should meet with an Student Services and Relations officer or Academic Manager to make other course arrangements. Students are always kept in very transparent communication regarding the schedules.

WRITING CENTRE

WEST understands well that students come from different walks of life and may not be updated with the writing styles that are accepted in today's research. The proposed writing centre will be equipped with information and short courses to help the students get familiar with topics such as Research writing and case studies to resume writing.

B- LEARNING RESOURCE

DILTON – our LMS as a one stop LEARNING RESOURCE RESOURCES AVAILABLE TO FACULTY AND STUDENTS

Both the faculty and students have access to www.DILTON.io – our learning management system which hosts studio quality pre-recorded lecture videos of all programs WEST will be offering. Dilton acts as a central repository of not just up to date quality lecture videos but also learning materials, reading materials, case studies and assessment documents.



Each program module is divided into the section breakdown as below:

a. Introduction to the faculty member teaching the course
b. The program module broken into bite sized lecture modules
c. The student has access to the key study guide which is in downloadable PDF format for easy print, store and access platform independent.
d. Program module assessment is available for download and read
e. Assessment Submission box for the students to upload their completed assessment
f. Access to web learning technology (zoom) from within the platform providing student and faculty with complete security

The resources are all in electronic format hence there is no depletion and continuous use. Dilton is managed by a Dilton manager (technical) who understands well the mechanics of the system and the Academic Manager who keeps backup of all edited recordings along with course booklets and assessments in her backup GDPR compliant cloud drives.

FACULTY COURSE MATERIALS AND TEACHING AIDS

The Academic Manager is equipped with teaching notes, power point slides and assessment questions/ answers for each textbook we adopt to use in the learning of a particular program module. These are shared with the respective faculty members. The idea is to make sure that the learning experience across students and different batches remain consistent.

ZOOM AND CLASS ROOM RECORDINGS AVAILABILITY

WEST's preferred platform for running live online sessions is Zoom. We have paid accounts which give us more security, a greater number of students to join in at the same time and also offers class recording facility. These recordings are available for students who may have missed the sessions due to prior engagements.

Faculty and Students are given access to the zoom within our Dilton LMS system for complete security.

STUDENT RELATED POLICIES & PROCEDURES

WEST makes available all the policies and procedures to the students at all times. This is to enable them to be prepared and know the options available to them if they need assistance.

All course outlines, study materials, policies, handbooks, assessment guidelines and grading schemes and feedback forms will be made available on www.dilton.io and student will be advised about the same at the time of enrolling for the program. Students will be able to access www.dilton.io 24 hours a day, 365 days a year with internet connection.



STANDARD 8 –INFORMATION MANAGEMENT

WEST intends to collect, analyse and utilise the information collected from the students and other stakeholders to gain a better sense of direction from the feedback received during the student’s time at WEST and once they graduate.

WEST ensures all information including but not limited to Policies & Procedures, IQA, Handbooks, Curriculum, Student Data etc is available to all internal parties including staff, faculty and students is available electronically on Dilton platform which all staff, faculty and students will have access to 24x7. Upon receiving approval from MFHEA, WEST will develop a quality library at their registered campus and also develop their CRM system which will provide access to updated information about WEST quality policies, handbooks, student information etc with relevant access controls thereby providing access to various parties within the provider to access updated information related to overall activities of WEST. This information will be relevant to the continued development in the context of WEST. Particular importance will be given to data progression related to students with special needs and disabilities. Data about the student attendance, grading, retention, withdrawals are important as a criterion to access the final assessment, understanding student progressions and also in order to identify students who are struggling with specific lessons or assessments.

The data that is gathered include but is not limited to:

Stages	Information Gathered	Responsible Authority	Purpose of Gathering
Before Enrolment	Student Information as per Enrolment form This information includes students’ personal information, contact information, family information, health information of relevance and past study information	Admissions manager on the CRM	To understand the demographics of enquiries coming in and to target our positioning accordingly.
During the course of study	WEST runs four major information segments: a. <i>Student course feedback</i> for each unit of study to see student satisfaction and feedback for improvement b. Student Attendance on a regular basis c. Student completion information and grades management	Academic manager and relevant faculty members	To understand student response to our approach and to better our style of teaching To maintain roster of student grades To monitor the student attendance and completion rates



	d. Student graduation information		
After graduation	WEST is interested to learn about: <ul style="list-style-type: none"> a. Where the student has chosen to further study? b. Where the student earned their employment or started their venture c. What position do they hold presently 	Admissions Manger will be in-charge to gather this information	To monitor Student Progression

The records will be stored in the CRM software and backed up in the GDPR complaint cloud storage – Google Drive, Dropbox or Microsoft. These are taking compliance to a new level. The data is encrypted at 256-bit. This is currently the most secure, state-of-the-art way of encrypting data. During data transfer, each of them examined uses SSL/TLS encryption which is also a best practice solution. Backup will take place each week.

WEST intends to maintain the documents and information in digital format for a period of **40 years** as stipulated by MFHEA.



STANDARD 9 – PUBLIC INFORMATION

‘WEST’ will provide and maintain all public information related to programs and the institution in general - in crisp, clear and informative.

The information will be available on:

- a. **WEST website** (west.edu.mt). The information would be broken into following segments:

About WEST	Mission, Vision
	Our Licensure
	Our IQA
Management	Management Bio
Faculty	Lecturer Bio
Programs Offered	<ul style="list-style-type: none"> • Program title • Program description and Structure • Program level as per MQF and ECTS • Requirements to enrol • Tuition Fees and associated • Teaching methodology • Learning and assessment procedures • Progression Opportunity • Qualification to be received upon completion • Student testimonials
WEST Going On	<ul style="list-style-type: none"> • Happenings • Photo Gallery • Recruitment Events
Reach Us	Email Address Telephone Number WhatsApp icon on website Location Map (Google map)

- b. **WEST Social Channels:** Information is also shared on social media channels on regular basis. These ads will carry information such as Course title, Duration, ECTS value and MQF level.
- c. Information is also available in the form of **leaflets and brochures** that will available on the website in downloadable format. This information will reflect the standards as advised by MFHEA and will contain key information for the students, their families and corporates respectively to make an informed decision.

The information will be reviewed in March of each year, in coordination with the faculty team and feedbacks received from the graduating groups of students.



The information placed will be vetted by the Managing Director and will be managed by a

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STANDARD 10 – ONGOING MONITORING AND REVIEW OF PROGRAMMES

I. Purpose and Scope:

The Program Monitoring, Assessment, and Review Policy is an integral component of the WEST's system of Quality Assurance (QA). It provides a systemic approach that allows programs to maintain their academic standards, assure the quality of their academic provision, ensure alignment with the institute's mission and strategic goals, and guide their own development on a continuous basis. It is a mechanism of continuous improvement that provides programs with the opportunity to evaluate their current status and achieved progress, and set direction for the future, including the needs and priorities for those programs.

All degree programs at WEST are subject to this policy and are required to conduct ongoing monitoring, annual assessments, and periodic reviews.

The Academic Manager and respective faculty that fall under the Academic Manager are responsible for the implementation of this policy within their program in collaboration with their program members. The Head of the Institution has oversight of the implementation of this standard.

II. Policy Definitions:

A. Monitoring:

Ongoing monitoring is a continuous process of monitoring, collecting, and analyzing program data and feedback from different sources that are pertinent to the program's success and quality assurance, particularly in relation to the students' academic experience.

B. Assessment:

Annual assessment is a process of self-reflection by the program based on pre-determined criteria, using data and feedback from ongoing monitoring, with a primary purpose of evaluating a program's effectiveness and whether it is meeting its goals, including student achievement of intended learning outcomes. The annual evaluation results drive the program's annual action plans and improvements for the upcoming year.

C. Review:

Periodic review is a process where programs are subject to external evaluation, typically through a mechanism of program accreditation from an independent entity. The basis of the review is a self-study by the program in which it is appraised by external peer reviewers and serves to ensure that the academic standards of the degree awarded by the program is of good standing and comparable with peer higher education institutions regionally and beyond.



III. Policy Statement

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A. Quality Assurance Tools and Mechanisms

To inform and support the monitoring, assessment, and review of programs, WEST has put in place a number of quality assurance tools and mechanisms that ensure consistency of the quality of its academic provision and its continuous improvement. The QA coordinates and maintains these tools and mechanisms and provides the programs with the necessary support in utilizing them effectively.

1. Program Specification

The Program Specification is a document that records the design, structure and content of the curriculum of each program, including the program learning outcomes. It is required from all WEST programs and is a core component of the Program File.

The program specification template and guidelines have been informed and adapted from the Malta Further and Higher Education Authority (MFHEA)

2. Program and Course Files

To support program assessments and reviews, monitor the chronological development of a program and its courses, and ensure their delivery according to their intended design, each academic program must retain, at the least, the following materials, as below.

At the level of each program, the program will retain a Program File that includes:

- The Program Specification document which includes program information such as but not limited to its mission, goals, Learning Outcomes (LOs), structure and career destinations;
- The program's course materials in the form of Course Files (see below);
- Assessment surveys such as students' evaluation of their course, and student satisfaction and alumni surveys and their analyses;
- Annual assessment of the program;
- Copies of all student theses and;
- The program accreditation file including the self-study and the external reviewers' report, a s and when available.

At the level of each course, the program will retain a Course File that includes:

- The syllabus of each course that includes the course's details such as but not limited to its name, credit hours, instructor(s), requisites, duration, as well as its goals, course learning outcomes, teaching methods, assignments, assessment tools, and weekly thematic plan;
- Assessment instruments (examinations, assignments, etc.) and marking criteria/guidelines used in the course;
- A representative sample of graded student papers/exams with evidence of instructor feedback;
- Assessment Rubrics (where applicable);
- Teaching materials used in the course by the instructor;
- Student evaluation of the course, and;
- Instructor's evaluation of his/her course.



3. Course Syllabus Template

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All courses at WEST must develop course syllabi using the standardized course syllabus template provided by MFHEA. The template defines both required and optional information to be included in the syllabus. It also acts as guideline for the development of course syllabi.

4. Surveys:

The QA administers a number of surveys at the institutional, program, and course levels to measure the quality of teaching and learning and student satisfaction as well as different aspects of various services at WEST. The QA analyses the survey results and prepares final reports for each survey emphasizing the most important issues and improvements and providing recommendations at the program, School and WEST levels. These reports, along with the complete data, are shared with the relevant stakeholders, specifically the programs, and are used for monitoring, assessment, and review of programs and informing the programs' development and action plans.

- Student Course Survey

Student course surveys are completed by students for the courses they have registered in during a given semester. The survey collects feedback on courses regarding teaching, assessments, course learning resources and overall course satisfaction.

- Student Satisfaction Survey

Students complete a Student Satisfaction Survey at the end of each of their academic year. The survey collects feedback on teaching and learning in the student's specific program; educational resources; evaluation of assessment tools used in the program; student workload in program; program content and interdisciplinarity; general program learning outcomes; environment and academic support at WEST; master's thesis; practical training, the Language Center; administrative units; facilities and services; university life and activities; and satisfaction with the overall experience at WEST.

- Alumni Survey

This survey is administered to WEST alumni every two years to follow up on the accomplishments and career trajectories of students after graduation. The survey collects student feedback on their overall satisfaction at WEST in terms of their study experience at WEST; student services provided; the impact of study on working life; professional status; likely DBA; research and outreach activities conducted by student; and sense of belonging to WEST community.

5. Student Forums

All programs are required to conduct formal forums between the program's faculty and students at least once a semester. These forums are used to discuss academic issues in relation to teaching and learning, program study plans, learning resources, and any other areas pertaining to the students' wellbeing and academic progress. These forums should have formal minutes and inform the program's development and action plans.

6. Instructor Course Feedback Form



Program faculty are central to the assessment process and required to monitor and evaluate their courses at the end of each semester. They evaluate their courses

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through the Instructor Course Feedback Form where they comment on their student course survey results; evaluate the course delivery and student performance; identify any challenges faced and determine future improvement plans. The Academic Manager then makes their comment on the feedback and the Head of the Institution along with the Academic Manager may take action accordingly.

7. Ongoing Feedback

WEST encourages the Academic Manager and faculty to engage students on an ongoing basis in classroom and outside to solicit feedback on issues pertaining to the students' academic experience and progress. Various channels are used including in-person meetings, emails, and Learning Management Platforms.

B. Monitoring, Assessment, and Review Processes

The WEST uses ongoing monitoring, annual assessment, and periodic review to maintain and develop its programs. These processes consider data stemming from the quality assurance tools and mechanisms described above, and, in turn, inform each other to allow for all relevant analysis and feedback to be given attention, when necessary.

1) Ongoing Monitoring of Academic Programs

To ensure adequate ongoing monitoring of programs, WEST utilizes various quality assurance tools and mechanisms such as those outlined above which allow programs to collect, monitor, analyze different types of data and feedback. Programs are required to ensure the consistency of their academic provision through the use of these tools and mechanisms and to continuously improve the quality of this provision. Programs are also encouraged to be responsive to students' needs through analyzing student feedback from both formal and informal sources.

Ongoing monitoring is important to allow for various corrections and improvements to be implemented at a quicker pace, outside of the annual or periodic processes, so that the WEST can be responsive on a continuous basis to students' needs.

Some feedback collected on an ongoing basis may require extensive analysis and debate before a decision can be reached; in which case, it may be considered under the annual assessment process or the periodic review process, as necessary.



2) Feedback collected throughout the year, predominantly through student forums or various other channels supports the ongoing monitoring process.

Internal Annual Assessment

All academic programs conduct an annual assessment to determine whether they are meeting the goals they have established for themselves and to use these assessment results towards continuous improvement for the following year.

The annual assessment is a recurring process that starts at the beginning of each academic year and is completed by the end of that year. The assessment results are used in improvements for the following year including impact on resources.

The annual assessment of academic programs at WEST is an internal periodic evaluation that ensures consistency of WEST's academic provision and maintains an adequate level of quality review across all programs. It is supported by the ongoing monitoring of programs and in turn informs the periodic review of programs.

The annual program assessment is conducted through the use of an Annual Program Assessment Report template. The report captures diverse data such as but not limited to student admissions; graduation rates; alumni and their employment; student grades; program changes; teaching and learning strategies; stakeholder involvement; and future improvement plans.

The Annual Program Assessment Report makes use of and is informed by various quality assurance tools and mechanisms, as outlined above, predominantly but not limited to the various student surveys and instructor feedback forms. It is also an opportunity to revise the program and course files, as necessary, and consider any ongoing feedback collected throughout the year, which may be outstanding.

Programs complete the Annual Program Assessment Report every year and submit it to the Academic Manager for discussion and approval where necessary. The QA provide feedback on the reports and support programs in developing the report. The Academic Manager reviews all program reports which feed into the WEST's annual report and action plan submitted to the Head of the Institution

In reviewing and approving the action plans and changes to the programs, the Academic Manager and Head of the Institution are responsible for maintaining the integrity of the program educational goals and its learning outcomes.

Any major changes to the program resulting from the annual assessment will be subject to the Program Design and Approval Process.

3) External Periodic Review of Academic Programs

The external periodic review or program accreditation serves to assess and appraise the programs at WEST by ensuring that the academic standards of graduate degrees awarded are of good standing and comparable with peer higher education institutions regionally and beyond. It is a quality assurance mechanism that supports confidence in the academic degrees WEST awards and is an integral part of the QA system at WEST.

The foundation of the review process is the self-study. In the self-study, a program engages in a comprehensive analysis of its content and operations including but not limited to program curriculum and admission; teaching and learning; program management and



communication; and faculty and administrative support to students through the collection and analysis of data and the use of the results of this analysis to make recommendations for program improvement and development.

The self-study is organized and prepared in reference to the quality standards set by the accrediting body. These standards establish criteria and guidelines for academic quality and function as a framework for program self-evaluation and improvement. By meeting these standards, the program demonstrates that it:

- has clearly defined mission and goals that are appropriate to serve WEST's mission;
- has assembled and organized the resources necessary to achieve its mission and goals;
- is achieving its mission and goals, and;
- has the ability to continue to achieve its mission and goals and improve.

The self-study is the responsibility of the program, through its Head, who may delegate all or parts of the study to faculty of the program at his/her discretion. All program members must take part in reviewing and endorsing the self-study draft before finalization.

The self-study draws on the quality assurance tools and mechanisms described above and makes comprehensive use of the analyses derived from the feedback received from these sources. This gives the program a clear overview of its progression from one accreditation cycle to the next and allows it to demonstrate oversight of its adjustments, corrections and improvements.

Programs are expected to maintain an accredited status on a cyclical basis with the frequency determined by the relevant accrediting body.



STANDARD 11 – CYCLICAL EXTERNAL QUALITY ASSURANCE

External Quality Assurance

As stated by MFHEA – ‘The External Quality Assurance is a process for both development and accountability. The EQA shall ensure that the internal quality management system of the provider is:

- fit for purpose according to the provider’s courses and service users;
- compliant with standards and regulations and contributing to the development of a national quality culture;
- contributing to the fulfilment of the broad goals of Malta’s Education Strategy 2014-2024;
- implemented with effectiveness, comprehensiveness and sustainability ‘

WEST will be subject to external review every five years by the MFHEA, ensuring that WEST meets national expectations for the quality of the student experience.

The National Quality Assurance Framework guides the WEST framework for managing academic quality and further and higher education standards. EQA ensures that the WEST complies with relevant national regulations while providing important external insights into the effectiveness of its IQA procedures.

The EQA can be conducted at the institution or programme level. The WEST EQA process serves as a tool for development and accountability to stakeholders. It is developmental as it gives providers access to independent data and recommendations to promote excellence. It also ensures accountability to stakeholders, including course participants and employers, and the achievement of national goals in further, higher and formal adult education.

WEST ensures that the internal quality management system is in line with EQA and meets following principles:

- a. Fit for the purpose;
- b. Complying with standards and regulations and contributing to the development of a national quality culture;
- c. Contributes to the fulfilment of the overall objectives of Malta's Education Strategy 2014 - 2024
- d. Implemented with effectiveness, comprehensiveness and sustainability

As per MFHEA policy, institutions must undergo EQA every 5 years.

The QA audit benchmarks the QA system and procedures within an institution against eleven (11) Standards:

1. Policy for quality assurance: entities shall have a policy for quality assurance that is made public and forms part of their strategic management.
2. Institutional and financial probity: entities shall ensure that they have appropriate measures and procedures in place to ensure institutional and financial probity.



3. Design and approval of programmes: self-accrediting providers shall have appropriate processes for the design and approval of their programmes of study.
4. Student-centred learning, teaching and assessment: entities shall ensure that programmes are delivered in a way that encourages students to take an active role in the learning process.
5. Student admission, progression, recognition and certification: entities shall consistently apply pre-defined and published regulations covering all phases of the student 'life-cycle'.
6. Teaching staff: entities shall assure the competence and effectiveness of their teaching staff.
7. Learning resources and student support: entities shall have appropriate funding for their learning and teaching activities and sufficient learning resources to fully support the students' learning experiences.
8. Information management: entities shall ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
9. Public information: entities shall publish information about their activities which is clear, accurate, objective, up-to-date and readily accessible.
10. On-going monitoring and periodic review of programmes: entities shall implement the 'Quality Cycle' by monitoring and periodically reviewing their programmes to ensure their continuing fitness for purpose.
11. Cyclical external quality assurance: entities should undergo external quality assurance, approved by NCFHE, at least once every five years.

Self-Evaluation Report

As a beginning of the EQA, WEST will undergo a self-evaluation and prepare a report of the same. This report would include all the updated Standards 1-11 and also have an update on supporting policies and forms needed to support the IQA process. Basically to contain a detailed commentary on all the 11 Standards for IQA as follows:- an account of what the entity is currently doing to meet expectations, in terms of existing systems and procedures for internal quality assurance;- an assessment of how effective these practices and procedures are in ensuring full compliance with the Standards;- an outline of proposals for further developments to address any perceived gaps in procedures and to enhance the quality and standards of academic provision as well as student experience. This report along with the supported documents would be submitted to the external panel much ahead in time.

The information in the report must be cross-referenced to the supporting documentation submitted, illustrating and substantiating statements made. Supporting evidence should be clearly labelled and numbered.

EQA Panel Visit

The External Panel would meet on campus and give several weeks' notice to permit WEST to prepare itself for the same. During the visit too, the panel would go through the standards and the evidence of WEST following the same. The visit is evidence based. At the end of the visit, WEST will be given an opportunity to respond to any and all queries raised by the panel. All satisfactory queries would be accepted and the those to be implemented would take the form of an action plan with an agreed timeline for implementation. The follow up report would be submitted as per the



guidelines of the MFHEA.

Reference:

- a. NCFHE (2013), Internal and External Quality Assurance in Further and Higher Education
Link: <https://mfhea.mt/wp-content/uploads/2021/03/Internal-and-External-Quality-Assurance-in-Further-and-Higher-Education-1.pdf>
- b. NCFHE, (2016), Referencing Report
<https://mfhea.mt/wp-content/uploads/2021/08/Referencing-Report-2016.pdf>
- c. NCFHE,2016, External Quality Assurance – provider audit manual of procedures
<https://mfhea.mt/wp-content/uploads/2021/03/External-Quality-Assurance-Provider-Audit-Manual-of-Procedures.pdf>
- d. NCFHE ,2017, Step by Step Guide to Internal Quality Assurance
<https://mfhea.mt/wp-content/uploads/2021/03/Step-by-step-guide-to-Internal-Quality-Assurance%E2%80%8B.pdf>

