

GBS HE Malta

Annual Quality Monitoring Report (AQMR) Policy

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1. Purpose and Scope of Annual Quality Monitoring

1.1 Purpose

1.1.1 Annual quality monitoring is an important part of the academic cycle. It ensures that oversight of GBS Malta's higher education provision, programmes and their constituent modules are fit for purpose, academic standards are appropriate to the level of the programme and that the student learning experience is further enhanced. GBS Malta's approach to annual quality monitoring has been informed by the MFHEA National Quality Assurance Framework for Further and Higher Education (<https://mfhea.mt/national-quality-assurance-framework>).

1.2 Scope

1.2.1 Annual quality monitoring applies to all further and higher education programmes at MQF/EQF Levels 4, 5, 6 and 7 accredited by the Maltese Further and Higher Education Authority. The current list of MFHEA accredited programmes are provided on the GBS Malta website (<https://gbs.edu.mt>).

2. MFHEA National Quality Assurance Framework for Further and Higher Education

2.1 The MFHEA National Quality Assurance Framework for Further and Higher Education has 11 Internal Quality Assurance (IQA) standards. Two of these standards are appropriate to annual quality monitoring:

- *Standard 8:* Collection, analysis and use relevant information for the effective management of programmes and other activities.
- *Standard 10:* Ongoing monitoring and periodic review of programmes.

2.2 The annual quality monitoring approach adopted by GBS Malta is designed to meet the requirements of the MFHEA National Quality Assurance Framework for Higher Education.

3. Annual Quality Monitoring at GBS Malta

3.1 Annual Quality Monitoring Report (AQMR)

An Annual Quality Monitoring Report provides oversight of the previous academic year's higher education provision and related activities. It should be produced in August/September in any one academic year. The AQMR is made up of:

- Student data, including enrolment, progression, withdrawal and achievement (at both module and programme levels).
- Summary of teaching observations, identifying good practice and areas for enhancement.
- Results of satisfaction student surveys identifying high levels of student satisfaction, areas where students are less satisfied and issues raised by students through qualitative comments.
- Summary of key points from external examiners, any external reports, and by awarding bodies (MFHEA).

The AQMR consists of reporting on the following key areas of the GBS Malta's higher educational provision for the academic year:

- (a) **Progress on action plans:** Summarise key issues for actions identified in the previous Annual Quality Monitoring Report and progress on addressing any outstanding actions.
- (b) **Student recruitment and admissions:** Include overall recruitment numbers for each programme, together with any issues and concerns about standards of entry to programmes. Include any changes made to admissions criteria in the previous year and identify any effect that these changes may have had on the student intake standards.
- (c) **Student achievement, progression and awards:** Provide summary information of both student achievement and awards made, together with data on progression, withdrawal and failure. Comment on any changes, positive or negative, in comparison with the previous year.
- (d) **External examiners reports:** Summarise key points from external examiner reports concerning specific programme(s) about the College's and identify any actions for taking forward.
- (e) **Feedback from students:** Summarise findings, both qualitative and quantitative from student surveys undertaken for the programme/modules each semester. Identify areas that generally receive highly positive feedback from students and areas that require enhancement. Also include information from student representative meetings. Identify any issues that have been of concern to students in previous years and remain a concern in the year of this report.
- (f) **Curricula and assessment:** Identify any innovations, changes or developments in curriculum or assessment. Have any issues arisen with respect to the course or a module fully achieving their learning outcomes? Have any changes to assessment (both formative and summative) been made in order to ensure that all learning outcomes continue to be met?
- (g) **Student support and guidance:** Summarise developments with respect to the learning resources, student communication and student welfare, and any other development providing enhanced student support.
- (h) **Observation of teaching:** Summarise the number of teaching observations by programme undertaken each semester and who conducted the observation. Identify consistently good practice across the semesters and areas for enhancement.

- (i) **Teaching and learning:** Identify good practice in teaching and learning, staff development opportunities and areas for enhancement. Comment on progress with developing the on-line learning environment and any feedback from students about the effectiveness of this support for learning.
- (j) **Learning resources:** Comment on learning resources available to students and any enhancements made over the academic year
- (k) **Quality management and enhancement:** Comment on any enhancements and changes to GBS Malta's internal quality assurance policies, processes and systems. Comment on the effectiveness of the operation of board/committee meetings, student representatives, etc.
- (l) **New developments and changes:** Comment on any new developments and changes over the academic year and how these have been managed by programmes.
- (m) **Areas for quality enhancement:** Identify areas for quality enhancement and the evidence for these
- (n) **Areas of good practice:** Comment on any areas of good practice, indicating evidence to support this
- (o) **Other comments:** Provide any other comments not falling under the headings identified above.

3.2 The role of the Associate Dean and Programme Leaders

The Associate Dean is responsible for producing the AQMR. This should be done in liaison with Programme Leads and other appropriate staff at GBS Malta.

3.3 Academic Governance: Role of Boards/Committees

Academic governance at GBS Malta consists of the boards and committees listed below. Each board/committee operates to its terms of reference and constitution. These are reviewed and updated on an annual basis.

(a) Academic Board

The Academic Board considers and discusses the Annual Quality Monitoring Report in the Autumn semester following its production. The Academic Board is responsible for following up on actions identified at previous meetings and assessing progress and the need for further action, as appropriate.

(b) Executive Board

The Executive Board considers and discusses the Annual Quality Monitoring report. One important role of the Executive Board is to identify cross GBS Malta good practice for dissemination to staff. Another important role is to identify cross GBS Malta issues and areas of concern, and actions to address these matters. The Executive Board is responsible for making decisions concerning investment in, for example, learning resources.

(c) Programme Committee

Programme Committees are responsible for the oversight of the operation of one or a subject-related group of programme. Oversight includes matters to do with academic standards, quality of the student learning experience, responding to external examiner reports, responding to student feedback, etc.

(d) Assessment Board

GBS Malta Assessment Boards are responsible for the approval of student marks/grades, student progression and final awards as delegated by the MFHEA.

(e) Student Representative Committee

The Student Representative Committee meets on a termly basis, and more frequently when necessary. Its constitution is all student representatives and key members of staff who provide support to students. More than one Student Representative Committee may meet in any one term depending on the number of programmes offered. Programme Committees are usually chaired by the Associate Dean or the appropriate Programme Lead.

4. AQM reports and the MFHEA

4.1 An Annual Quality Monitoring report providing oversight of the further (MQF Level 4) and higher education (MQF Levels, 5, 6 and 7) provision is required for all MFHEA accredited programmes.

5. MFHEA Accredited Programmes

The Maltese Further and Higher Education Authority (MFHEA) licences GBS HE Malta to provide further and higher education. The MFHEA has also accredited the following further and higher education programmes:

- BSc (Hons) Computer Science and Information Technology
- Master of Public Health consisting the following pathways:
 - Master of Public Health
 - Master of Public Health with Epidemiology
 - Master of Public Health with Health Promotion
 - Master of Public Health with leadership and Management
- Master of Science in Information Technology Management
- MQF Level 4 Award in Business, Management and Study Skills
- MQF Level 4 Award in Information Technology and Study Skills
- Master of Business Administration consisting of pathways in:
 - Project Management
 - Marketing Management
 - Entrepreneurship
 - Global Investment Banking
 - Marketing Management

6. Concluding comments

6.1 Annual Quality Monitoring reporting is an important aspect of the quality assurance and quality enhancement processes across GBS Malta. It provides assurance to Executive Board, the MFHEA and other external agencies that it has effective oversight of its higher education provision, manages academic standards, the student learning experience and has a clear policy and procedure for enhancing student learning opportunities.

Director of Quality
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