

Quality Management Policy

1. Introduction

1.1 Purpose of the Policy The purpose of this policy is to define the MIE's commitment to quality assurance and enhancement. It provides a structured framework for maintaining and improving the quality of academic and non-academic activities. This policy ensures that MIE meets its strategic objectives, aligns with regulatory requirements, and fosters a culture of excellence.

1.2 Scope of the Policy This policy applies to all institutional activities, including teaching, learning, research, administration, and stakeholder engagement. It is applicable to all staff, students, and external partners involved with MIE.

1.3 Regulatory Context The Quality Management Policy aligns with the standards and guidelines set by the Malta Further and Higher Education Authority (MFHEA) External Quality Assurance (EQA) requirements. It reflects MIE's mission and vision while maintaining compliance with other relevant national and international frameworks.

2. Quality Management Framework

2.1 Organisation of the Quality Management System MIE's Quality Management System (QMS) is structured to:

- Ensure quality assurance in all academic and administrative activities.
- Include oversight by the Academic Board and Quality Assurance Committee.
- Integrate academic and administrative units' responsibilities for implementing quality processes.

2.2 Quality Cycle The QMS operates on a defined quality cycle consisting of four stages:

1. **Planning:** Establishing measurable quality objectives.
2. **Implementation:** Operationalising policies and procedures.
3. **Monitoring/Assessment:** Collecting data, evaluating outcomes, and identifying gaps.
4. **Review:** Using evidence-based feedback to enhance policies and practices.

2.3 Mechanisms and Instruments The QMS employs various tools to monitor and improve quality, including:

- Surveys and feedback forms.
- Performance indicators and benchmarking data.
- Quality improvement plans and reports.

3. Roles and Responsibilities

3.1 Governance and Leadership The Academic Board and senior management have primary responsibility for:

- Setting and reviewing quality objectives.
- Monitoring institutional performance.
- Ensuring alignment with strategic goals and regulatory requirements.

3.2 Quality Assurance Committee The Quality Assurance Committee oversees:

- Implementation of quality processes.
- Development and regular review of quality policies.
- Monitoring the effectiveness of quality assurance activities.

3.3 Academic and Administrative Units Each department and administrative unit is responsible for:

- Ensuring compliance with quality assurance processes within their operations.
- Reporting outcomes and challenges to the Quality Assurance Committee.

3.4 Students and Stakeholders Students and external stakeholders contribute to quality management through:

- Representation on committees and panels.
- Participation in feedback mechanisms such as surveys and focus groups.
- Collaborative consultation during program design and review.

3.5 External Partners External partners, including subcontracted or franchised entities, are required to adhere to MIE's quality policies and procedures. Responsibilities for ensuring quality are explicitly defined in partnership agreements.

4. Key Processes

4.1 Program Design and Approval All new programs undergo rigorous design and approval processes to ensure:

- Alignment with strategic goals.
- Compliance with MFHEA and other regulatory requirements.
- Relevance to student and stakeholder needs.

4.2 Monitoring and Review MIE conducts regular reviews of programs and activities, including:

- Annual program monitoring to evaluate performance.

- Periodic self-assessments to identify strengths and areas for improvement.

4.3 Staff Development Staff training and development are integral to quality assurance. Activities include:

- Regular workshops on quality processes and compliance.
- Opportunities for professional growth and skill enhancement.

4.4 Student Feedback Student feedback is collected systematically through:

- Surveys and evaluations at the module and program levels.
- Focus groups and student representation on quality committees.

5. Data Collection and Reporting

5.1 Data Collection Tools MIE employs various tools to gather data, including:

- Surveys for students, staff, and stakeholders.
- Academic performance metrics.
- Benchmarking exercises and industry trend analyses.

5.2 Reporting Structures Performance reports are generated at multiple levels:

- Institutional-level reports for strategic planning.
- Departmental and unit-level reports for operational improvements.
- Public dissemination of quality outcomes where appropriate.

6. Quality Culture

6.1 Building a Quality Culture MIE promotes a culture of quality through:

- Regular training sessions for staff and students.
- Quality awareness campaigns.
- Recognising and rewarding contributions to quality enhancement.

6.2 Communication of Quality Goals Quality objectives and achievements are communicated internally and externally through:

- Updates on the MIE website.
- Meetings and stakeholder events.

7. Quality Management of External Activities

7.1 Third-Party Activities MIE ensures the quality of subcontracted or franchised activities by:

- Establishing clear responsibilities for external partners.
- Conducting regular reviews of third-party operations.

7.2 Online and Blended Learning Specific provisions for online and blended learning include:

- Ensuring pedagogical quality and appropriate design of learning materials.
- Providing robust technological and student support systems.

8. Policy Review and Improvement

8.1 Regular Reviews This policy is reviewed periodically to:

- Ensure continued relevance to MIE's mission and strategic objectives.
- Reflect changes in regulatory and professional standards.

8.2 Continuous Improvement Quality improvement plans are developed and updated based on:

- Performance data.
- Feedback from students, staff, and stakeholders.

9. Dissemination and Accessibility

This policy is:

- Publicly accessible on the MIE website.
- Distributed to staff, students, and stakeholders through institutional communication channels.

Appendices

1. Organisational chart of the Quality Management System.
2. Templates for surveys, reports, and self-assessment tools.
3. Key terms and definitions related to quality management.

Quality Assurance: Processes and procedures established to ensure that academic and non-academic activities meet established standards of excellence.

Quality Enhancement: Continuous improvement efforts aimed at exceeding baseline quality standards.

Quality Management System (QMS): The organisational framework through which quality assurance and enhancement activities are planned, implemented, monitored, and reviewed.

Quality Cycle: A structured process of planning, implementation, assessment, and review to ensure continuous quality improvement.

Benchmarking: A process of comparing institutional performance with external standards or best practices.

Stakeholders: Individuals or groups with an interest in the institution's performance, including students, staff, employers, regulatory bodies, and the wider community.

Self-Assessment: An internal review process aimed at evaluating institutional or departmental performance against established criteria.

External Quality Assurance (EQA): Independent verification of an institution's quality assurance practices and outcomes by an external body.

Performance Indicators: Quantifiable metrics used to evaluate the effectiveness of institutional activities.

Third-Party Providers: External entities that deliver academic or non-academic services on behalf of the institution.

Blended Learning: A combination of face-to-face and online teaching methods to deliver educational programs.

Feedback Mechanisms: Tools and processes used to collect input from stakeholders to inform quality management.