

# **Malta ICOM Educational Quality Assurance Handbook 2024/25**

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## Introduction.

The Malta MIE Educational (MIE) is committed to delivering high-quality education and fostering continuous improvement in alignment with both national and international standards. This Quality Handbook has been extensively revised to reflect the expectations of the Malta Further and Higher Education Authority (MFHEA), ensuring compliance with the External Quality Assurance (EQA) framework and aligning with recent institutional developments.

This updated edition of the handbook reflects significant changes to governance structures, curriculum design, quality assurance mechanisms, and student support services. These changes directly address feedback from the recent EQA report and are designed to position MIE as a leading institution in osteopathic and allied health education.

The handbook is structured to provide clarity and accessibility for stakeholders, ensuring transparency in institutional processes and fostering a shared commitment to academic excellence and continuous improvement. Comprehensive updates have been made across all key sections, with emphasis on strategic management, quality assurance, and alignment with MFHEA standards.

Through this document, MIE reaffirms its mission to deliver globally relevant education while maintaining the highest academic standards, innovation in pedagogy, and a commitment to student-centred learning. Stakeholders are encouraged to engage with the detailed processes and resources linked within the handbook to support the institution's goals.

# **Section 1 Mission and Strategic Management**

## **1.1 Institutional Mission**

At MIE, our mission is to establish unparalleled leadership in global healthcare education and research. We are resolutely committed to delivering world-class undergraduate and postgraduate education across the full spectrum of allied health professions. Our dedication is to equip students with the essential knowledge, skills, and cultural proficiencies needed to excel in an increasingly complex and diverse healthcare landscape.

Our teaching ethos upholds the highest academic standards, merging professional traditions with the latest scientific developments and technological innovations. We cultivate a supportive, inclusive, and multilingual learning environment that promotes both intellectual and personal growth. In doing so, we prepare students to emerge as compassionate, culturally responsive professionals, capable of driving forward excellence in healthcare practice.

Our overarching aim is to empower students with the intellectual acumen and personal capabilities required to lead and innovate within their respective fields. Through a rigorous and globally relevant educational experience, we enable our graduates to make meaningful contributions not only to their communities but to the broader global society.

This mission was developed and periodically refined through consultation with internal and external stakeholders, ensuring alignment with the institution's long-term strategic goals and MFHEA standards.

## **1.2 Vision and Core Values**

### **Vision**

By 2034, MIE envisions becoming a globally recognised leader in healthcare education. Our aim is to be known for our multidisciplinary, culturally responsive, and student-centred approach to teaching, research, and community engagement. We aspire to lead in the provision of



undergraduate and postgraduate programmes across all allied health professions, advancing person-centred care and interprofessional collaboration.

We seek to create an innovative and dynamic learning environment that embraces multilingualism and cross cultural perspectives. This will prepare our graduates to address the healthcare needs of diverse global populations. Our ambition is to establish a world-class centre of excellence that promotes interdisciplinary education, pioneering research, and sustainable community partnerships, thus enhancing the quality of healthcare locally, nationally, and internationally.

Through strategic collaborations and a firm commitment to addressing global health challenges, we aim to elevate our international profile and make significant contributions to the advancement of health and social care education and practice on the global stage.

### **Core Values**

MIE is committed to the following core values that underpin its mission and vision:

1. **Excellence:** Maintaining the highest standards in education, research, and clinical practice.
2. **Integrity:** Ensuring transparency, accountability, and ethical responsibility in all institutional activities.
3. **Innovation:** Leveraging modern teaching methodologies and emerging technologies.
4. **Inclusivity:** Promoting diversity, equity, and cultural competence.
5. **Global Engagement:** Building partnerships that expand the institution's global impact.

### 1.3 Strategic Development Plan

In alignment with the recent EQA report and the revised **MFHEA EQA Accreditation Manual**, MIE has updated its strategic development plan for 2024–2034. The plan reflects institutional priorities, regulatory standards, and stakeholder feedback. Each strategic goal is accompanied by Key Performance Indicators (KPIs) to ensure measurable progress..

#### Strategic Goals and KPIs

##### 1. Expand and diversify our educational programmes

**Goal:** To develop new and diverse programmes that address global healthcare challenges, making education accessible and relevant on a worldwide scale.

##### Key Performance Indicators (KPIs)

- Number of new programmes validated and implemented annually.
- Percentage increase in international student enrolment.
- Diversity in student demographics to reflect global engagement targets.

#### Initiatives

##### Years 1-3

- Design multilingual curricula to accommodate students from varied linguistic and cultural backgrounds.
- Secure accreditation from MFHEA.
- Recruit a globally diverse faculty with expertise in various healthcare systems.

##### Years 4-7

- Introduce specialised tracks in areas such as musculoskeletal care, paediatrics, gerontology, and mental health, aligned with global healthcare needs.
- Develop e-learning modules and blended learning options to enhance flexibility for international students.

##### Years 8-10

- Conduct periodic curriculum reviews with input from external stakeholders to ensure alignment with evolving healthcare trends.

- Establish a centre for teaching excellence to develop faculty expertise in cultural competency and cutting-edge pedagogical methods.

## **2. Enhance the quality of education and training**

**Goal:** To ensure our programmes consistently meet the highest academic standards while embracing innovative, engaging, and culturally sensitive teaching approaches.

### **KPIs:**

- Student satisfaction rates as measured through annual surveys.
- Retention rates of students from year to year.
- Success rates of graduates in examinations.
- Accreditation status with international accrediting bodies.

### **Initiatives:**

- Implement advanced teaching methodologies, including simulation labs, virtual reality, and virtual learning environments.
- Adopt a flipped classroom approach, complemented by comprehensive online resources.
- Promote ongoing staff development through regular training and attendance at international conferences and workshops.

## **3. Foster interdisciplinary and cross-border collaboration**

**Goal:** To strengthen collaboration across disciplines and international borders to enhance student learning and address global health challenges.

### **Initiatives Years 1-3**

- Develop shared foundational courses that encourage cross-cultural communication and understanding.
- Organised international exchange programmes and virtual collaborations with global partner institutions.

#### **Years 4-7**

- Launch interprofessional education initiatives where students collaborate to care for diverse patient populations.
- Host international seminars and workshops led by global healthcare experts.

#### **Years 8-10**

- Initiate interdisciplinary clinical placements in various regions to address key global health issues.
- Formalises research partnerships with international institutions that focus on global health priorities.

### **4. Prioritise research and innovation on global health needs**

**Goal:** To cultivate a culture of inquiry and innovation by addressing pressing global health challenges.

#### **Initiatives:**

- Establish dedicated research centres focused on topics such as musculoskeletal care and chronic pain.
- Provide funding and resources to support faculty and student-led research projects that address global health issues.
- Encourage faculty to publish and present their research in international forums.

#### **Build strategic collaborative relationships**

**Goal:** To forge deeper and broader partnerships with health and social care organisations, regulatory bodies, and industry leaders worldwide.

#### **Initiatives: Years 1-3**

- Establish clinical placement partnerships with international healthcare providers.
- Engage with professional bodies to ensure programmes meet global standards.

#### **Years 4-7**

- Develop joint degree programmes and collaborative research projects with international partners.
- Actively participate in global consortia to exchange best practices.

## **Years 8-10**

- Broaden partnerships to include governmental bodies and NGOs, influencing global health policy.

### **Enhance international reputation**

**Goal:** To position Malta MIE Educational as a leader in global health and social care education.

#### **Initiatives**

- Increase international marketing efforts to attract a diverse and talented student body.
- Offer scholarships and other incentives to draw top-tier international students.
- Actively participate in global conferences, hosting international events to showcase our research and expertise.

### **Foster a supportive and inclusive learning environment**

**Goal:** To provide a nurturing and inclusive environment that promotes diversity and wellbeing for all students.

#### **Initiatives:**

- Promote diversity and inclusion through targeted recruitment and retention strategies.
- Implement comprehensive support services, including academic advising, mental health services, and career guidance.

### **Engage with global communities**

**Goal:** To strengthen community health and student engagement through active participation in global community health initiatives.

#### **Initiatives:**

- Establish health clinics and outreach programmes in underserved areas.
- Develop global health missions and volunteer opportunities for students, integrating community service into the curriculum.

### **Ensure sustainable growth and global expansion**

**Goal:** To develop programmes and infrastructure that meet the growing global demand for healthcare education sustainably.

**Initiatives:**

- Invest in state-of-the-art facilities and cutting-edge technologies to support teaching and research.
- Expand campus offerings and develop new centres in strategic global locations.

**Key Performance Indicators (KPIs)**

- Programme expansion and diversity: Number of new programmes introduced and increase in international and diverse student enrolment.
- Education quality: Student satisfaction rates, accreditation status, and international recognition.
- Research output: Volume of publications addressing global health, and external research funding secured.
- Collaboration: Number of international partnerships and joint projects.
- Community engagement: Impact of health initiatives and outreach programmes.
- Growth and sustainability: Increases in student intake capacity and efficient resource management.

**1.4 Operational Planning**

MIE's operational plan translates the strategic plan into actionable steps with clearly defined KPIs, timelines, and responsibilities. Key elements include:

- **Activity Mapping:** Assigning responsibilities for each strategic goal to relevant teams and individuals.
- **Key Performance Indicators:** Progress is monitored through the KPIs detailed above, ensuring alignment with strategic priorities and regulatory expectations.
- **Resource Allocation:** Ensuring funding and resources are directed to priority initiatives, such as programme development, faculty training, and student support services.

## **1.5 Transparent Budgeting and Financial Strategy**

MIE employs a transparent budgeting process to align financial resources with strategic and operational goals. The Board of Directors oversees financial planning and ensures alignment with institutional priorities.

Key financial priorities include:

- Providing resources essential for academic operations, including infrastructure, virtual libraries, and clinical training facilities.
- Supporting uninterrupted programme cycles and student services.
- Investing in simulation labs, blended learning platforms, and research infrastructure.

## **1.6 Business Continuity and Risk Management**

MIE has a comprehensive business continuity plan that ensures the uninterrupted operation of its core processes. The plan includes:

- Risk identification and mitigation strategies for academic and administrative functions.
- Contingency measures for infrastructure, staffing, and technology challenges.
- Annual reviews to update and refine risk management protocols.

## **1.7 Stakeholder Engagement**

Strategic planning at MIE is a participatory process that actively involves:

- **Internal Stakeholders:** Faculty, staff, and students contribute through surveys, focus groups, and advisory committees.
- **External Stakeholders:** Employers, alumni, and industry partners provide feedback on programme relevance and alignment with workforce needs.

## **1.8 Data-Driven Decision-Making**

MIE collects and analyses data to monitor progress and inform future activities. The institution employs:

- Regular SWOT analyses to evaluate internal strengths, weaknesses, and external opportunities and threats.
- Benchmarking exercises to compare institutional performance with national and international standards.
- Annual reports to assess the achievement of strategic objectives.

## **1.9 Alignment with MFHEA Standards**

MIE's mission and strategic management processes meet the following MFHEA standards:

- **Standard 1.1:** A clear and concise mission aligned with strategic goals.
- **Standard 1.3:** Operational plans with measurable KPIs and timelines.
- **Standard 1.5:** A business continuity plan addressing risks and mitigation strategies.

### **Performance Indicators:**

- A participatory strategic planning process involving internal and external stakeholders.
- Data-driven monitoring of objectives and progress through SWOT analyses and benchmarking.



## **Section 2: Governance, Organisational Structure, and Administration**

### **2.1 Overview**

Malta MIE Educational (MIE) operates under a robust governance framework designed to ensure accountability, transparency, and alignment with its mission and strategic objectives. This framework is guided by institutional regulations that define the roles, responsibilities, and procedures for leadership and decision-making bodies. The governance structure ensures representation of all key stakeholders and supports the implementation of the institution's strategic goals.

### **Quality and Academic Standards Statement**

MIE is firmly committed to maintaining and enhancing high-quality education and academic standards that are aligned with MFHEA guidelines and global benchmarks. This commitment is reflected in our:

- Rigorous programme validation and review processes to ensure curricula meet evolving industry and academic expectations.
- Emphasis on evidence-based learning approaches, interdisciplinary teaching, and professional ethics.
- Continuous faculty development programmes to uphold excellence in teaching and research.
- Systematic use of student feedback to enhance teaching, learning, and support services.

Through these measures, MIE ensures that its graduates are well-equipped to meet the complex demands of the global healthcare landscape.

## **Governance Framework**

MIE's governance model is built on a system of checks and balances to promote effective decision-making and accountability. Key committees include:

**Academic Board:** The senior academic authority overseeing academic integrity, programme approval, and quality assurance. External advisors and student representatives participate in this board to ensure broad stakeholder engagement. External advisors contribute by providing industry insights and ensuring alignment with professional standards, while student representatives offer valuable perspectives on the learning experience, helping to shape policies that directly impact student success.

**Curriculum and Standards Committee (CSC):** Responsible for curriculum oversight, programme development, and ensuring alignment with educational standards.

**Curriculum, Standards, and Student Experience Committee (CSSEC):** Focuses on enhancing the student experience and integrating student feedback into curriculum decisions.

## **Reporting and Decision-Making**

The reporting flow ensures that all committees are integrated within the governance structure:

- The **CSC**, **CSSEC**, and **QAC** report to the **Academic Management Board (AMB)**, which consolidates feedback and submits reports to the SMT.
- The **Principal** reports quarterly to the **Board of Directors** on institutional performance and strategic progress.

To facilitate efficient reporting, MIE utilises the SharePoint platform to centralise reports, meeting minutes, and action plans. Stakeholders can access SharePoint by logging in with their institutional credentials. For additional guidance or training on using SharePoint, stakeholders are encouraged to contact the IT department. Committees adhere to established timelines, with quarterly reporting deadlines clearly defined to ensure timely decision-making.

## Annual Review Process

The annual review process is critical for continuous improvement and quality assurance:

- Mid-November: CSC, CSSEC, and QAC conduct a joint review of departmental reports and the academic action plan.
- Action by Quality Assurance Committee: Takes responsibility for implementing necessary changes based on the joint committee's findings and prepares the final review documents.
- Early December: The Quality Assurance Committee finalises the annual review and submits it to the Academic Board for independent ratification.

## Enhancing Governance Structures

MIE recognises the importance of effective governance in fostering accountability and decision-making. In response to feedback from the EQA report, MIE has:

- Undertaken a comprehensive review of its governance framework.
- Revised and reviewed its committee structures to improve operational efficiency.
- Clarified roles and responsibilities across leadership and management teams.
- Enhanced stakeholder engagement in institutional governance.

## 2.2 Governance Framework

MIE's governance framework is structured to promote effective decision-making, transparency, and collaboration.

The framework is based on the following principles:

- **Accountability:** Clearly defined roles and responsibilities for all governance bodies.
- **Transparency:** Open communication of policies, decisions, and regulations to the academic community.

- **Stakeholder Representation:** Inclusive membership of governance bodies to reflect the perspectives of students, staff, and external stakeholders.

## **Governance Bodies**

### **I. Board of Directors:**

- Responsible for strategic oversight and ensuring alignment with institutional goals.
- Reviews and approves financial plans, policies, and strategic priorities.

### **II. Academic Board:**

- Oversees academic standards, programme validation, and quality assurance processes.
- Membership includes senior academic staff, student representatives, and external advisors.

### **III. Curriculum and Standards Committee (CSC):**

- Focuses on curriculum development and ensuring alignment with MQF and MFHEA standards.

### **IV. Senior Management Team (SMT):**

- Responsible for operational management and implementation of strategic plans.
- Includes the Principal, Vice Principal, and heads of administrative and academic units.

## **2.3 Leadership Positions**

Leadership positions at MIE are clearly defined in institutional regulations and filled by individuals who are qualified and fit for their roles. The following key leadership roles form the foundation of the institution:

- **Principal:** Provides strategic leadership and oversees institutional operations.
- **Vice Principal:** Manages academic affairs, ensuring alignment with quality standards and institutional goals.

- **Dean of Faculty:** Responsible for faculty performance, academic quality, and curriculum delivery.

All leadership roles are subject to transparent appointment procedures, and the qualifications and responsibilities of individuals in these positions are publicly available on the institutional website.

## 2.4 Organisational Structure

MIE's organisational structure is formally adopted to ensure effective governance and administration. Key elements include:

- **Governance Levels:** Clearly defined responsibilities for strategic, academic, and operational functions.
- **Decision-Making Processes:** A hierarchical approach that ensures decisions are made collaboratively and in alignment with strategic goals.
- **Coordination Across Units:** Administrative and academic units work in a coordinated manner to implement institutional priorities.

## Organisational Charts

The organisational charts below illustrates the structure and decision-making flow at MIE, detailing the relationships between governance bodies, academic units, and administrative departments.

*Figure 1 Governance pathways*

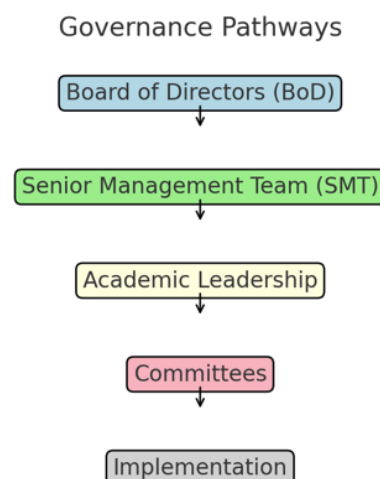


Figure 2 Board of Directors & Senior Management Team

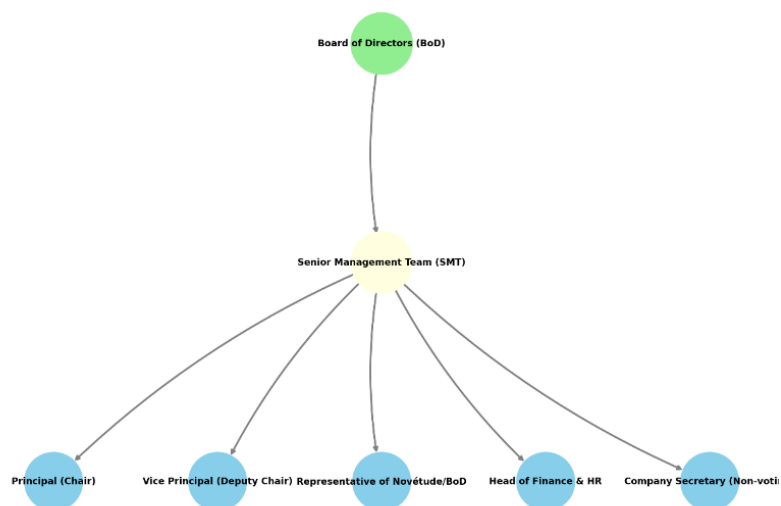
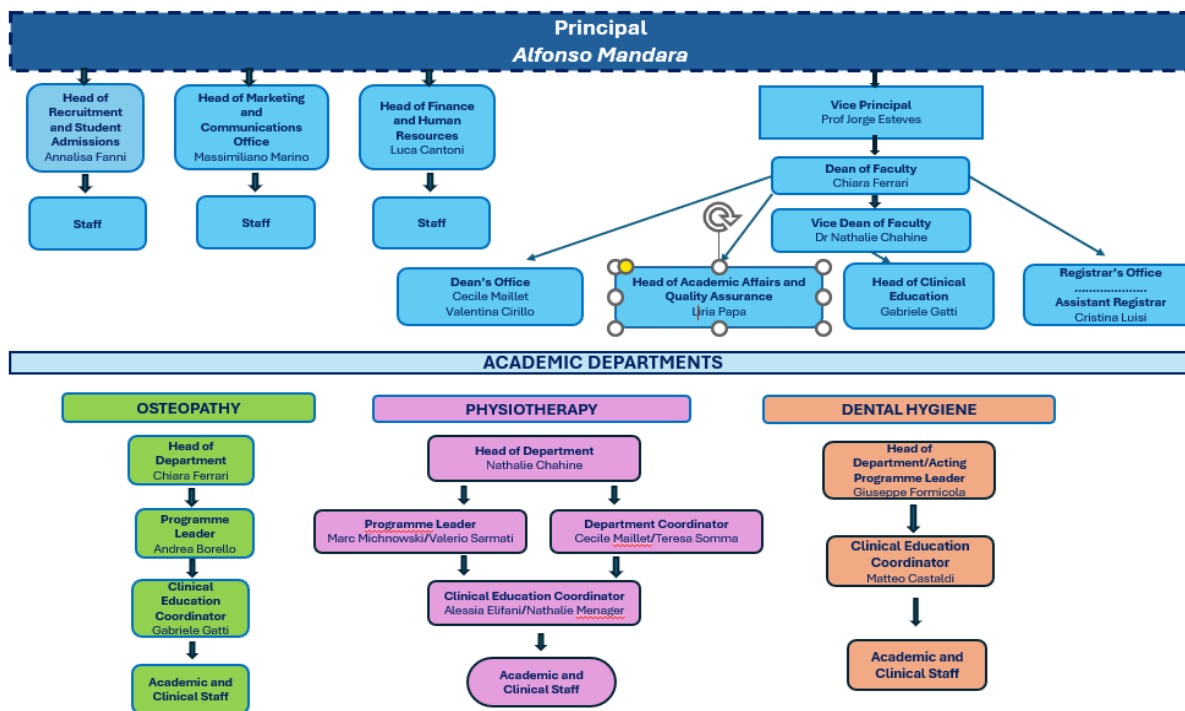


Figure 2 MIE Academic infrastructure



## Access to Governance Documents

For detailed information on governance procedures, committee roles, and policies, stakeholders can access full documents via the institutional SharePoint repository.

- Academic Board Terms of Reference: [20. academic board ToR.docx instrument Of Governance.v4 30.11.24.docx](#)
- Curriculum and Standards Committee ToR: [5 Curriculum and Standards Committee ToR.docx](#)
- MII Organisation and Reporting Structure: [14. MIE Organisational Structure and Reporting Flow with Annual Review Process.docx](#)
- Senior Management Team ToR: [4.Senior Management Team - TOR \(003\).docx](#)
- Instrument of Governance: [1. Instrument Of Governance.v4 30.11.24.docx](#)

## Chapter 3: Quality Management

### Introduction

This chapter aligns with Section 3 of the MFHEA External Quality Assurance (EQA) Standards<sup>1</sup>, providing a comprehensive overview of the structure, processes, and responsibilities underpinning quality management at MIE. It establishes a framework that ensures a holistic approach to both academic and non-academic activities, emphasizing continuous improvement and accountability.

Building upon the foundational elements discussed in earlier chapters, this section bridges overarching quality principles with actionable mechanisms. It also ensures consistency with institutional goals, regulatory requirements, and stakeholder expectations while avoiding unnecessary repetition.

### Malta Qualifications Framework (MQF)

The MQF provides descriptors of the achievements and attributes represented by the holder of qualifications typical of a particular level. For example, Undergraduate Diplomas at level 5, Bachelor's Degrees at level 6 and Master's degree at level 7. These descriptors serve as a key reference point for setting and assessing academic standards:

[https://mfhea.mt/wp-content/uploads/2024/03/RR\\_Final-Cover-Front-Back\\_compressed.pdf](https://mfhea.mt/wp-content/uploads/2024/03/RR_Final-Cover-Front-Back_compressed.pdf)

At MIE, qualifications are aligned with the MQF to ensure academic standards meet or exceed the expectations of each level. This is achieved through the following mechanisms:

- **Mapping Learning Outcomes to MQF Levels:** Learning outcomes for each programme and module are explicitly mapped to the MQF level descriptors during the design and approval process. This ensures that the knowledge, skills, and competences gained by students are consistent with the defined level.
- **Internal Validation Processes:** Programmes undergo thorough internal validation by the Curriculum and Standards Committee, which evaluates consistency with MQF standards. External expert reviewers also provide input to enhance alignment and sectoral relevance.
- **Regular Programme Reviews:** Academic programmes are subject to periodic reviews to ensure ongoing compliance with MQF descriptors. This includes updating learning

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<sup>1</sup> [11. EQA-Accreditation-Manual.pdf](#)



outcomes, assessment methods, and content to reflect changes in the framework or evolving professional standards.

- **Staff Training and Guidance:** Academic staff receive regular training on the MQF and its application in programme design and delivery, ensuring consistency and understanding across all levels.

By embedding these mechanisms into its quality management system, MIE promotes a shared understanding of qualification expectations, enabling programme designers, assessors, and external reviewers to make informed judgments that uphold academic standards.

### **Code of Practice- Professions Complementary to Medicine**

The Code of Practice established by the Council for the Professions Complementary to Medicine (CPCM) outlines the professional and ethical expectations for practitioners in Malta. These guidelines are instrumental in programme design, delivery, and review, enabling subject specialists to develop a shared understanding of the knowledge, skills, and professional behaviours that students should acquire as part of their qualifications.

<https://healthservices.gov.mt/en/regcounc/cpcm/Documents/Codes%20of%20Professional%20and%20Ethical%20Conduct.pdf>

At MIE, the CPCM guidelines are actively incorporated into programme development and quality assurance processes through the following measures:

- **Curriculum Development Workshops:** MIE uses CPCM guidelines as a foundational reference during curriculum design workshops. This ensures that programme learning outcomes and content align with the professional and ethical standards required for practice in professions complementary to medicine.
- **Alignment with Professional Standards:** The CPCM expectations are mapped to the learning outcomes and competencies of each module, ensuring that graduates meet the knowledge and skill requirements for registration and professional practice.
- **Programme Review and Enhancement:** Regular reviews of programmes incorporate input from CPCM standards to ensure continued relevance and alignment with the evolving needs of the profession. For example, modules addressing clinical ethics and professional practice have been enhanced to reflect updates in the CPCM Code of Professional and Ethical Conduct.
- **External Stakeholder Engagement:** Clinical partners and external reviewers contribute to the integration of CPCM guidelines, ensuring the programmes are both academically robust and professionally relevant.

By embedding the CPCM Code of Practice into its quality management system, MIE ensures that its graduates are well-prepared to meet the professional expectations of the healthcare sector in Malta.

### **3.1 Quality Management Policy**

MIE has formally adopted a Quality Management Policy (QMP)<sup>1</sup>, which serves as the backbone of its quality management system. The policy provides a structured approach to ensuring transparency, accountability, and continuous improvement across all academic and non-academic activities. Specifically, the QMP:

- Defines the organisation of quality management, including its processes, mechanisms, and instruments.
- Specifies reporting structures, data collection procedures, timeframes, and quality cycles.
- Articulates the institutional commitment to quality and the mechanisms for ensuring alignment with strategic objectives.
- Is a publicly accessible document available on the institutional website, , to promote transparency.

To ensure accessibility, the QMP is highlighted during student and staff inductions and is included in institutional communication updates. The policy is also reviewed periodically to incorporate user feedback.

MIE has formally adopted a Quality Management Policy (QMP), which serves as the backbone of its quality management system. The policy:

- Defines the organisation of quality management, including its processes, mechanisms, and instruments.
- Specifies reporting structures, data collection procedures, timeframes, and quality cycles.
- Undergoes periodic review, typically every two years or as required, under the oversight of the Quality Assurance Committee.
- Is a publicly accessible document available on the institutional website.

The QMP ensures transparency and a structured approach to continuous improvement. It articulates the institutional commitment to quality and the mechanisms for ensuring alignment with strategic objectives.

To ensure accessibility and awareness, the QMP is:

- Introduced to students and staff during induction sessions.
- Included in institutional communications and updates.
- Made available on the MIE website, alongside supporting documents.

### 3.2 Roles and Responsibilities in Quality Management

The quality management framework at MIE clearly defines responsibilities across all levels of the institution:

- **Leadership Roles:** The Academic Board, Quality Assurance Committee, and senior management are responsible for setting quality objectives, monitoring performance, and fostering a quality culture.
- **Departments and Units:** Academic and administrative units are responsible for implementing quality processes within their areas of operation. This includes conducting regular self-assessments, participating in programme reviews, and adhering to institutional policies and procedures.
- **Students:** Students contribute to quality assurance through representation on committees, such as the Curriculum and Standards Committee, .  
To ensure effective participation, students receive training and guidance on their roles and responsibilities in quality assurance. Induction sessions and workshops are provided to familiarise students with institutional policies, quality processes, and committee procedures.
- **External Stakeholders:** External stakeholders including clinical partners, industry professionals, and regulatory bodies, are engaged in quality management processes to ensure relevance and alignment with professional and community expectations.

These roles are explicitly outlined in institutional policies and organisational charts (*Figure 1 Governance pathways*).

### 3.3 Integration with Strategic Management

Quality management at MIE is embedded within the institutional strategic management system, ensuring alignment with the institution's mission and vision. The system encompasses:

- Academic programmes
- Administrative operations
- Resource management

The strategic planning process integrates the quality cycle—planning, implementation, assessment, and review—to drive continuous development across all activities.

### 3.4 Oversight and Resources

MIE has established robust oversight arrangements for quality management, including:

#### **Structures:**

Quality Assurance Committee and dedicated subcommittees that provide governance and monitoring.

**Staffing:**

A Quality Manager role, supported by administrative personnel, ensures the operationalisation of quality processes.

**Technological Resources**

To support data collection and quality assurance activities, MIE employs a range of technological tools, including:

- **Learning Management Systems (LMS)** for academic data tracking and course management.
- **Business Intelligence Tools** for aggregating and analysing institutional performance metrics.
- **Online Survey Platforms** to collect feedback from students, staff, and stakeholders.
- **Secure Data Storage Solutions** to maintain the integrity and confidentiality of data.
- **Benchmarking Tools** to compare institutional performance against sector standards.

**Training and Support**

Staff and students receive ongoing **training and support** to effectively utilise these technological resources. Training sessions, user guides, and support are provided to:

- Ensure staff can use data collection and analysis tools effectively.
- Enable students to navigate learning platforms and provide meaningful feedback through surveys and other mechanisms.

**Key Performance Indicators**

MIE monitors institutional quality using a set of **KPIs**. These metrics provide measurable benchmarks for evaluating performance and identifying areas for improvement. Examples of KPIs include:

- **Academic Metrics:** Pass rates, progression rates, and graduate employment rates.
- **Student Feedback:** Module satisfaction scores and overall student satisfaction ratings.
- **Operational Metrics:** Efficiency of administrative processes and resource utilisation.
- **Benchmarking Results:** Comparisons with national and international standards to ensure competitiveness and relevance.

**Resourcing for Quality Assurance**

MIE allocates adequate funding and support to its quality management activities, ensuring the sustainability of processes. This includes investments in technology, staff development, and the resources necessary for continuous improvement.

These resources enable effective implementation and monitoring of quality assurance measures.

**3.5 Managing Third-Party Activities**

MIE collaborates with third-party organisations to enhance the quality and relevance of its educational offerings, particularly for clinical placements and other experiential learning

opportunities. To ensure that these partnerships meet institutional quality standards, MIE employs a robust framework for oversight and risk management.

### **Alignment with Institutional Quality Standards**

All third-party activities are designed to align with MIE's quality management policies and procedures. This includes:

- Defining clear roles and responsibilities for external partners through formal agreements such as Memorandums of Understanding (MoUs).
- Referring to the quality management procedures of the parent provider (in franchise arrangements) while maintaining local oversight to ensure consistency and compliance.

### **Risk Management**

MIE employs proactive risk management strategies to safeguard the quality of third-party activities. Key steps include:

- **Pre-Agreement Audits:** A detailed review of the third party's facilities, processes, and compliance with regulatory requirements is conducted before any agreement is formalized. This ensures alignment with MIE's quality standards and safeguarding of the student experience.
- **Ongoing Monitoring:** Regular site visits (both onsite and virtual) and performance reviews are conducted to ensure continuous compliance. Monitoring mechanisms include third-party performance reports and alignment with agreed-upon quality benchmarks.
- **Feedback Mechanisms:** Student evaluations, staff observations, and stakeholder consultations provide ongoing insights into the effectiveness of third-party activities.
- **Compliance Audits:** Periodic audits assess adherence to regulatory and institutional policies, identifying potential risks early.

### **Contingency Planning**

MIE has developed contingency plans to mitigate the impact of any third-party arrangements that fail to meet quality expectations. These include:

- Identifying alternative partners to ensure the continuity of placements or learning activities.
- Enhancing internal support mechanisms to reduce disruption for affected students.
- Implementing corrective actions with the third party, supported by clear timelines and follow-ups.

### **Student Feedback**

Student feedback plays a vital role in evaluating and improving third-party arrangements. Mechanisms for collecting and utilizing feedback include:

- **Surveys and Focus Groups:** Students provide feedback on their experiences with third-party organisations, highlighting areas of success and opportunities for improvement.
- **Integration with Quality Processes:** Feedback is incorporated into third-party performance reviews and reported to the Quality Assurance Committee. Actionable insights are shared with partners to ensure continuous improvement.

### **Transparency and Accountability**

MIE ensures that all stakeholders are informed about third-party activities through clear communication channels and reporting structures. Regular updates are provided to the Quality Assurance Committee, ensuring oversight and accountability in all external partnerships.

By integrating risk management, feedback mechanisms, and contingency planning into its quality assurance framework, MIE ensures that third-party activities consistently support its institutional goals and maintain a high standard of educational quality.

### **3.6 Integration and Continuous Improvement**

Quality management functions are fully integrated into the institution's planning and review cycles. Key components include:

- **Planning:** Setting measurable quality objectives.
- **Implementation:** Operationalising policies and procedures.
- **Assessment:** Monitoring and evaluating outcomes.
- **Review:** Making evidence-based improvements.

All units, from academic departments to administrative offices, participate actively in this cycle.

### **3.7 Stakeholder Engagement**

Students and external stakeholders play a vital role in quality management. Mechanisms for engagement include:

- Student surveys and focus groups.
- Stakeholder consultations during program design and review.

### **3.8 Performance Monitoring and Reporting**

Performance monitoring is an integral part of quality management at MIE. Processes include:

- Regular compilation of performance reports at institutional, departmental, and unit levels.
- Internal self-assessments to identify strengths and areas for improvement.
- Reports are shared with the Quality Assurance Committee and relevant stakeholders through SharePoint, ensuring transparency and alignment across all units.
- Use of reports to inform decision-making and policy development, with key findings highlighted during annual review meetings.

### **3.10 Data Collection and Analysis**

MIE collects data from a variety of sources, including:

- Surveys of students, staff, and stakeholders.
- Academic and administrative performance metrics.

- Benchmarking exercises and trend analyses.
- Monitoring year-on-year changes in key performance areas to identify strengths and opportunities for improvement.

Results are shared across the institution through performance reports, which are presented to the Quality Assurance Committee and disseminated to relevant departments. These insights drive evidence-based decision-making and foster continuous improvement.

### **3.11 Regular Policy Review**

All quality management policies, procedures, and arrangements undergo regular review to ensure:

- Relevance to institutional goals and stakeholder needs.
- Alignment with evolving regulatory and professional standards.

### **3.12 Online and Blended Learning**

The Quality Management Policy includes specific provisions for online and blended learning, addressing:

- Pedagogical design and delivery.
- Technological infrastructure.
- Student and staff support mechanisms.
- Regular audit of the online/Blended learning provision to ensure standards remain consistent with traditional delivery modes.

## **Relevant Policies and Documents**

### **Malta Qualifications Framework (MQF)**

- The alignment of programme learning outcomes with MQF descriptors is directly supported by the processes outlined in the **Programme Design and Approval Policy** (Document 134). This policy ensures that academic programmes meet the expectations of the MQF and other regulatory requirements.

### **Code of Practice - Professions Complementary to Medicine (CPCM)**

- The **Curriculum and Standards Committee's Terms of Reference** (Document 5) explicitly outline its responsibility for ensuring that programme content and design align with CPCM guidelines. This alignment guarantees that students graduate with the professional competencies required by the Council for the Professions Complementary to Medicine.

### **Quality Management Policy (QMP)**

- The **Quality Assurance Committee Terms of Reference** (Document 8) detail the review mechanisms for the QMP, ensuring alignment with the **Strategic Plan** (Document 111) and the **Academic Governance Framework** (Document 1). This enables a consistent approach to strategic objectives and quality improvement.

#### **Integration with Strategic Management**

- The **Strategic Plan** (Document 111) is central to aligning quality management activities with institutional goals. The integration of the **Curriculum and Standards Committee** (Document 5) and **Academic Board** (Document 20) ensures that academic and operational planning follow the quality cycle, linking strategic priorities to tangible outcomes.

#### **Oversight and Resources**

- Oversight processes rely on policies like the **Data Management Policy** (Document 146) and the **Core Documentation Management Policy** (Document 82), which establish frameworks for collecting and analysing institutional performance metrics. These policies ensure that MIE's quality assurance systems are supported by robust data collection and reporting mechanisms.

#### **Managing Third-Party Activities**

- Third-party collaborations, such as clinical placements, are governed by the **Clinical Education Policy** (Document 142) and the **Clinical Placement Monitoring Matrix** (Document 150). These documents define roles, responsibilities, and monitoring frameworks to ensure compliance with institutional quality standards.

#### **Stakeholder Engagement**

- Engagement mechanisms for students and external stakeholders are outlined in the **Student Satisfaction Survey Template** (Document 83) and the **Programme Design and Approval Policy** (Document 134). Feedback collected through these tools directly informs updates to programme design and institutional policies.

#### **Performance Monitoring and Reporting**

- The **MIE Annual Programme Review Policy** (Document 39) provides the framework for compiling and utilizing performance data at institutional, departmental, and unit levels. This ensures that quality improvement efforts are data-driven and aligned with the **Academic Board's** oversight responsibilities (Document 20).

#### **Online and Blended Learning**

- Online and blended learning provisions adhere to the **E-Learning Policy** (Document 67) and the **E-Learning Standards Compliance Checklist** (Document 151). These policies ensure that pedagogical design, technological infrastructure, and student support mechanisms align with quality management objectives.

The **Curriculum and Standards Committee's Terms of Reference** (Document 5) play a key role in quality management by:



- Overseeing the design and approval of programmes, ensuring alignment with the **Strategic Plan** (Document 111).
- Monitoring programme quality and academic standards through periodic reviews, as outlined in the **Programme Design and Approval Policy** (Document 134).
- Ensuring alignment with professional frameworks like the CPCM Code of Practice, supporting MIE's commitment to producing graduates equipped for the healthcare sector.

## Policy links

1. Quality Management Policy: [109. Quality Management Policy.docx](#)
2. Strategic Plan: [111. MIE Strategic Plan 2024-34.docx](#)
3. Academic Governance Framework: [1. INSTRUMENT OF GOVERNANCE.v4 30.11.24.docx](#)
4. Quality Assurance Committee ToR: [8. Quality Assurance Committee Terms of Reference.v1.docx](#)
5. Academic Board ToR: [20. academic board ToR.docx](#)
6. Curriculum and Standards Committee ToR: [5 Curriculum and Standards Committee ToR.docx](#)
7. Curriculum, Standards, and Student Experience Committee CSSEC. ToR: [7. Curriculum, Standards, and Student Experience Committee CSSEC. ToR.docx](#)
8. [140. E-learning standard check list.pdf](#)
9. Staff Development and Training Policy: [136. Professional Development Policy.docx](#) & [32. Staff Development Policy and Procedures.docx](#)
10. Module Enhancement plan: [43. Module Enhancement plan.docx](#)
11. Core Documentation Management Policy: [82. CORE DOCUMENTATION MANAGEMENT POLICY.v4 12.12.24.docx](#)
12. Student satisfaction survey template: [83. student satisfaction survey template.docx](#)
13. Learning Support Policy.v2: [91.Learning Support Policy.v2.docx](#)
14. Department auditing and PDR Procedure Guidelines: [121. Department auditing and PDR Procedure Guidelines\\_v0 02.12.2024 \(1\).docx](#)
15. Programme Design and Approval policy and procedures: [134. Programme Design and Approval policy and procedures.docx](#)
16. Clinical Education Policy.v: [142. Clinical Education Policy.v1.docx](#)
17. Clinical Placement Monitoring Matrix: [150.Clinical Placement Monitoring Matrix.docx](#)
18. Data management Policy:[146. Data retention Policy v1.docx](#)
19. 151. MIE E-Learning Standards Compliance Checklist: [151. MIE E-Learning Standards Compliance Checklist.docx](#)
20. IQA E-learning Action Plan : [59. IQA - St 3 MR16 E-Learning action plan chart.pdf](#)
21. Teaching and Learning strategy: [70.Teaching and Learning strategyv2 6.1.25.docx](#)

22. E -Learning Policy : [67.MIE E -Learning Policy 20.10.24 AN.docx](#)
23. MIE annual programme review policy.1 [39. MIE annual programme review policy.1.docx](#)
24. Learning Standards check list:[151. MIE E-Learning Standards Compliance Checklist.docx](#)
25. [30. Performance Enabling Policy.docx](#)

# Chapter 4: Integrity, Accountability, and Information Management

## 4.1 Introduction

This chapter outlines the policies, procedures, and principles governing integrity, accountability, and information management at the MIE. These policies ensure compliance with ethical standards, academic integrity, data protection regulations, and transparency in governance. MIE upholds ethical conduct in all its activities, from governance and teaching to research and information dissemination, ensuring alignment with MFHEA EQA Standards and GDPR provisions.

## 4.2 Code of Ethics and Ethical Standards

MIE upholds high ethical standards through institutional policies such as the Staff Code of Conduct and Student Code of Conduct. These policies serve as guiding documents for staff, students, and stakeholders to ensure:

- Academic freedom and ethical integrity in all institutional activities.
- High standards of ethical conduct in research, teaching, administration, and assessment.
- Prevention of conflicts of interest and promotion of transparency.
- A culture of inclusivity, respect, and zero tolerance for discrimination, harassment, and intolerance.
- Clear mechanisms for reporting, investigating, and addressing ethical violations.

The Ethics Committee is responsible for overseeing ethical governance, ensuring compliance with institutional policies, including the Staff Code of Conduct and Student Code of Conduct., ensuring compliance in governance, administration, teaching, assessment, and research. Evidence of adherence is made public through reports and meeting minutes.

## 4.3 Transparency and Public Information

MIE is committed to publishing clear, accurate, and up-to-date information on its website. This includes:

- Institutional governance structure and strategic plans.
- Programme offerings, including expected knowledge, skills, and competencies upon completion.
- Admission requirements and student support services.
- Policies on academic integrity, research ethics, and data protection.
- Performance reports, student satisfaction surveys, and quality assurance mechanisms.

Regular website audits ensure compliance with MFHEA regulations, providing transparency for prospective and current students.

#### **4.4 Information Management and Data Protection**

MIE has defined regulations for information management, including data protection and privacy, aligned with GDPR provisions. These include:

- **Data Collection and Retention:** Student and staff data are securely stored and maintained in compliance with legal requirements.
- **User Privacy Protection:** Policies govern the handling of personal and sensitive data.
- **Security Measures:** Digital security protocols ensure confidentiality and data integrity across institutional systems.
- **Access Control:** Defined policies determine who has access to different levels of institutional and student information.
- **Digital Tracking:** A new system for student records tracking ensures compliance with the 40-year archival requirement.

A Data Protection Officer (DPO) has been appointed to oversee compliance with GDPR and institutional data policies.

#### **4.5 Ethical Practices in Teaching, Assessment, and Research**

MIE actively supports its staff and students in understanding and addressing ethical issues in academia. This includes:

- Policies and training to prevent and address academic fraud, including cheating and plagiarism.
- Secure systems for compiling and circulating exam papers, ensuring standardisation across programmes.
- Strict guidelines for ethical research conduct, including informed consent and data integrity.
- Immediate action on any violations of academic integrity through a defined process.

Peer-review mechanisms for assessments have been implemented to ensure standardisation and alignment with learning outcomes.

#### **4.6 Governance and Institutional Accountability**

MIE ensures transparency in decision-making processes and adheres to principles of good governance.

- **Decision-Making Processes:** Internal stakeholders are informed of relevant institutional decisions in a timely manner.
- **Policy Accessibility:** All internal regulations, policies, and procedures are available to the MIE community.
- **Accountability in Ethics Compliance:** The Ethics Committee monitors and enforces adherence to institutional policies related to ethical conduct, including the Staff Code of Conduct and Student Code of Conduct, with published reports on its activities..

#### **4.7 Student Records and Data Management**

MIE maintains and securely archives student records in Malta, ensuring:

- Admission records, student details, and proof of assessment are securely stored.
- Records of student retention, completion, and achievement are maintained.
- Data on student satisfaction, employment rates, and vulnerable student populations are collected and analysed.
- Student academic records are archived and readily available for 40 years, in compliance with MFHEA regulations.

A new tracking system has been introduced to monitor and ensure secure retention of student records.

#### **4.8 Ethical Considerations in Online and Digital Environments**

MIE recognizes the importance of ethical considerations in digital education and has developed clear policies covering:

- **Digital Conduct and Academic Integrity:** Ethical principles apply to online interactions, including coursework submissions and assessments.
- **Recording of Lectures and Meetings:** Policies govern the recording, use, and distribution of digital materials.
- **Intellectual Property Protection:** Safeguards exist against creative theft and unauthorized commercial use of student and staff-generated content.
- **Data Tracking and Analysis:** Digital footprints from VLEs, LMS, and communication tools are securely managed and analysed for quality assurance.

#### **4.9 Indicative Evidence**

Evidence supporting compliance with this standard includes:

- Ethics Committee documentation, including membership, regulations, meeting minutes, and reports.
- Institutional Website (containing governance structures, policies, and programme information).

- Data Protection and GDPR Policies, outlining information security measures and access control.
- Academic Integrity Policies, including plagiarism prevention measures and student/staff training records.
- Student Records Archives, securely maintained with compliance to long-term retention requirements.
- Feedback and Complaint Mechanisms, ensuring ethical conduct and institutional transparency.

#### 4.10 Supporting Policies and Documents

Below is a comprehensive list of supporting policies and documents referenced in this chapter:

- **Staff and Student Conduct Policies:** [66. Code of Conduct for Students.docx](#) , [93. staff code of conduct.docx](#)
- **Institutional Transparency Policy :**[81.MIE Public Information Policy .v2 2.1.25.docx](#)
- **Data Protection and GDPR Compliance** ([143.GDPR Policy v.1.docx](#)
- [146. Data retention Policy v1.docx](#)
- **Academic Integrity Policy :**[18. Academic Integrity Policy v.2.docx](#),
- **Ethics Committee Regulations** [8. Quality Assurance Committee Terms of Reference.v1.docx](#); [101. Ethics Committee Terms of Reference.docx](#)
- **Student Records and Archiving Policy** ([85. DOCUMENTATION MANAGEMENT PROCEDURE.v2 12.12.24.docx](#), [82. CORE DOCUMENTATION MANAGEMENT POLICY.v4 12.12.24.docx](#), [81.MIE Public Information Policy .v2 2.1.25.docx](#)
- **Online Learning Ethical Guidelines:** [67.MIE E -Learning Policy 20.10.24 AN.docx](#), [91.Learning Support Policy.v2.docx](#), [151. MIE E-Learning Standards Compliance Checklist.docx](#)

## **Chapter 5: Teaching and Administrative Staff**

### **5.1 Introduction**

This chapter outlines the policies, processes, and practices at the Malta Institute of Education (MIE) for the recruitment, management, evaluation, and development of teaching and administrative staff. These policies are aligned with MFHEA EQA Standards and are designed to ensure that MIE's staff are equipped to deliver high-quality education and support, contributing to the institution's strategic goals.

### **5.2 Policies and Accessibility**

MIE provides a comprehensive set of policies accessible to all teaching and administrative staff. These include provisions for:

- Recruitment and appointment
- Rights and responsibilities
- Performance evaluation
- Promotion and progression
- Professional development

These policies are reviewed periodically to ensure they remain aligned with sector benchmarks and institutional priorities.

### **5.3 Recruitment and Appointment**

Recruitment and appointment processes at MIE are designed to ensure transparency, fairness, and promotion of academic and professional expertise. They align with best practices to encourage a diverse and qualified workforce. Policies outline clear requirements for qualifications, detail procedures for part-time and sessional staff, and emphasize equal opportunity and gender balance within the staff body.

### **5.4 Workload and Staffing Levels**

MIE maintains optimal student-staff ratios and ensures that teaching staff workloads are regularly monitored. These include teaching contact hours, preparation, evaluation, and additional academic responsibilities. Reviews are conducted periodically to ensure workloads align with institutional priorities and support high-quality education delivery.

### **5.5 Professional Development**

MIE's professional development framework is strategically driven to meet the needs of staff and align with institutional objectives. Opportunities include training in online learning, research skill

enhancement, and leadership development. Impact assessments ensure alignment with individual and institutional goals.

## 5.6 Performance Evaluation

Performance evaluations at MIE are transparent and systematic, incorporating self-assessments, student feedback, and superior evaluations. Outcomes inform professional development plans and monitor progress toward individual and institutional objectives.

## 5.7 Orientation and Induction

Orientation programs for new staff ensure familiarity with institutional priorities, programs, and support mechanisms. For online and blended learning, additional training equips staff to effectively support student engagement and programme delivery.

## 5.8 Indicative Evidence

- Employment handbooks [93. staff code of conduct.docx](#)
- Policies and procedures for recruitment, performance evaluation, and professional development [29.Staff Recruitment and Selection Policy and Procedure.docx](#), [34. Performance Review form.docx](#), [136. Professional Development Policy.docx](#), [31. Performance management strategy flow chart.docx](#)
- Staff CVs and position descriptions
- Professional development records [24. CPD Programme on Research Capacity and Dissertation Supervision.docx](#)

## 5.9 Supporting Policies and Documents

Below is a comprehensive list of supporting policies and documents referenced in this chapter:

- Recruitment and Appointment Policy :[29.Staff Recruitment and Selection Policy and Procedure.docx](#), [46. Equality and Diversity Policy.v2 1.12.24.docx](#)
- Professional Development Strategy :[136. Professional Development Policy.docx](#), [31. Performance management strategy flow chart.docx](#), , [25. Personal Development Review Malta MIE.docx](#), [33. Department CPD Needs Identification Form.doc](#)
- Orientation and Induction Framework , [26. Staff induction Basic template.docx](#)
- Online Learning Training Guidelines [151. MIE E-Learning Standards Compliance Checklist.docx](#), [67.MIE E -Learning Policy 20.10.24 AN.docx](#)
- Performance Management Strategy [30. Performance Enabling Policy.docx](#)
- Research Capacity and Dissertation Supervision Policy ([24. CPD Programme on Research Capacity and Dissertation Supervision.docx](#))
- Job descriptions: [staffing.HR](#)



# Chapter 6: Design, Monitoring, and Review of Programmes

## 6.1 Introduction

This chapter outlines the policies, processes, and practices at the MIE for the design, monitoring, and review of programmes. These policies are aligned with MFHEA EQA Standards and ensure that MIE's programmes meet national and international quality benchmarks. The overarching aim is to ensure that programme design is mission-driven, labour market-aligned, and conducive to student progression and achievement.

## 6.2 Programme Design Policies and Procedures

MIE has formalised policies and procedures for programme design, ensuring consistency, transparency, and alignment with institutional priorities.

Key aspects of these policies include:

- Integration of mission and strategic objectives into programme design.
- Use of market analysis to identify programme relevance.
- Clear guidelines on defining expected student workloads, ensuring ECTS calculations are realistic and consistent.
- Detailed criteria for identifying the target audience, eligibility requirements, and selection criteria.
- Learning outcome-based frameworks focusing on knowledge, skills, and competencies.
- Mapping of all programmes to the Malta Qualifications Framework (MQF), ensuring compliance with national standards and alignment with the Malta Referencing Report.
- Integration of theoretical and practical components for balanced programme delivery.
- Secure and transparent information management systems to support data-driven decisions in programme design.

## 6.3 Stakeholder Engagement in Programme Design

MIE ensures the active participation of both internal and external stakeholders in the design process. Oversight for stakeholder engagement and programme design is managed by the Curriculum, Standards, and Student Experience Committee (CSSEC), ensuring alignment with institutional goals and quality standards.

This includes:

- Internal academic and administrative staff, contributing their expertise in pedagogy and operational feasibility.
- External academic peers and industry professionals, ensuring relevance and alignment with labour market needs.
- Employers and external stakeholders, providing input for employment-oriented programmes.

- Students, whose involvement ensures the design aligns with their learning needs and expectations.

#### **6.4 Programme Structure and Content**

MIE's programmes are structured to ensure logical sequencing, a balance between theory and practice, and alignment with the Malta Qualifications Framework (MQF). Key elements include:

- Clearly defined learning outcomes, distinguishing knowledge, skills, and competencies, aligned with MQF level descriptors.
- A framework for tutor-student and peer-learning interaction tailored to the programme's level and content.
- Opportunities for elective components to support personalised learning paths.
- Defined responsibilities for course design, technical support, and teaching staff.
- Comparative analyses of similar programmes in leading institutions to ensure competitiveness and innovation.
- Mechanisms to track and report data on student progression, completion, and achievement.

#### **6.5 Programme Monitoring and Review**

MIE implements a robust system for monitoring and reviewing its programmes to ensure alignment with institutional goals and responsiveness to evolving sector needs. The Curriculum, Standards, and Student Experience Committee (CSSEC) plays a key role in overseeing the programme monitoring and review process, ensuring accountability and systematic improvements. This system includes:

- Annual and periodic reviews to distinguish between minor and major modifications.
- Analysis of admissions, progression, completion, and student achievement data using secure information systems.
- Collection of student, graduate, and employer feedback through surveys, focus groups, and other methods.
- Self-assessment reports prepared by programme teams.
- External examiner feedback to provide independent evaluation and validation.
- Regular evaluations to ensure continued alignment with MQF standards and level descriptors.
- Transparent documentation of programme reviews to ensure accountability and informed decision-making.

## 6.6 Online and Blended Programmes

For online and blended programmes, MIE ensures that learning outcomes, delivery methods, and assessments are specifically designed to meet the challenges of digital environments. Key features include:

- Pedagogical approaches that enhance student interaction and engagement.
- Methods to gauge student learning effectively in online settings.
- Periodic reviews using established quality assurance methods tailored for digital education.
- Full alignment with MQF standards for learning outcomes, ECTS credits, and assessment criteria in digital environments.

## 6.7 Programme Termination Policy

MIE has a formal policy for programme termination that includes:

- Clear criteria for determining grounds for termination.
- Mechanisms to safeguard students' legal rights and ensure a smooth transition or completion of studies.
- Communication strategies to inform affected students and stakeholders.

## 6.8 Indicative Evidence

Evidence supporting compliance with this standard includes:

- Policies and procedures for the design, monitoring, and review of programmes.
- Analysis of labour market and employer demands.
- Comparative analyses of programmes.
- Student data on admissions, progression, completion, and achievement.
- External examiner reports and feedback.
- Programme syllabi, catalogues, and final course descriptions.
- Academic calendar and programme self-assessment reports.
- Survey templates and consolidated data from students, graduates, and employers.
- Meeting minutes documenting programme reviews.
- Mechanisms ensuring educational opportunities for students in cases of programme termination.

## 6.9 Supporting Policies and Documents

Below is a list of supporting policies and documents referenced in this chapter:

- Programme Design and Approval Policy [134. Programme Design and Approval policy and procedures.docx](#)
- Quality Assurance Framework [109. Quality Management Policy.docx](#)

- External Examiner Guidelines [63. External Examiners' Role and responsibilities 1.docx](#)
- Student and Employer Survey Templates [83. student satisfaction survey template.docx](#)
- Programme Termination Policy [104. Interruption, Withdrawal and Transfer Policy ,v2 7.1.25.docx](#)
- Information Management Procedures [85. DOCUMENTATION MANAGEMENT PROCEDURE.v2 12.12.24.docx](#), [82. CORE DOCUMENTATION MANAGEMENT POLICY.v4 12.12.24.docx](#), [81.MIE Public Information Policy .v2 2.1.25.docx](#), [152. document storing and tracking action plan.docx](#), [146. Data retention Policy v1.docx](#), [143.GDPR Policy v.1.docx](#)
- Feedback and Review Policy [74. Complain-Appeal Procedure Guidelines v00 05.11.2024.docx](#)

# Chapter 7: Student-Centred Learning, Teaching, and Assessment

## 7.1 Introduction

This chapter outlines the policies, procedures, and frameworks at MIE that ensure a student-centred approach to learning, teaching, and assessment. These approaches are designed to enhance student engagement, motivation, and self-reflection, fostering an inclusive and effective learning environment that supports diverse learning needs. MIE's methodologies align with the MFHEA EQA Standards and integrate innovative pedagogical strategies, digital technologies, and robust assessment mechanisms.

## 7.2 Student-Centred Learning Approaches

MIE employs a range of student-centred learning methodologies, ensuring flexibility, engagement, and the development of independent learning skills. Key approaches include:

- Flexible Learning Paths: Enabling students to tailor their learning journey through elective components, blended learning, and work-integrated learning.
- Innovative Teaching Methods: Integrating digital tools, active learning strategies, and real-world applications.
- Diverse Modes of Delivery: Offering in-person, and blended learning options to accommodate different learning styles and needs.
- Teaching Staff Support: Providing structured mentoring, guidance, and timely feedback to support student learning and progression.

## 7.3 Assessment Policies and Procedures

MIE's assessment framework ensures fairness, reliability, and transparency. The key principles include:

- Clarity and Accessibility: Assessment criteria, marking rubrics, and assessment schedules are published in advance.
- Collaborative Development: More than one staff member is involved in the development and moderation of assessments.
- Alignment with Learning Outcomes: Assessment tasks measure the intended learning outcomes, ensuring validity and reliability.
- Consideration of Mitigating Circumstances: Procedures allow for adjustments based on documented extenuating circumstances.

- **Quality Management in Assessment:** Ensuring fitness for purpose through internal moderation, second marking, external examination, and anti-plagiarism measures.

#### **7.4 Regulations on Assessment Attempts and Appeals**

MIE defines clear policies on:

- **Maximum Assessment Attempts:** The number of reassessment opportunities is regulated to balance student progression and academic integrity.
- **Appeal Procedures:** The process is transparent, well-publicised, and outlines the grounds for appeal, decision criteria, and available remedies.

#### **7.5 Work-Based Learning and Internship Integration**

Where applicable, MIE integrates work-based learning (WBL) and internships into programmes to enhance employability and professional skills. These elements are governed by:

- **Clear Supervision and Learning Outcomes:** Assigning dedicated supervisors to guide students through structured work-based learning experiences.
- **Defined Procedures and Regulations:** Ensuring WBL aligns with programme learning outcomes and industry expectations.
- **Student Support Mechanisms:** Providing structured feedback and performance evaluations during internships.

#### **7.6 Dissertation Supervision and Evaluation**

For programmes involving research and dissertations, MIE has clearly defined policies ensuring high academic standards:

- **Dissertation Supervision Responsibilities:** Guidelines for supervisors at all levels, including undergraduate, and postgraduate.
- **Transparent Evaluation and Defence:** Involvement of external examiners to maintain assessment fairness and objectivity.
- **Supervision Ratios:** Ensuring manageable student-to-supervisor ratios for effective research guidance.

#### **7.7 Continuous Improvement and Student Feedback**

MIE actively engages students in the evaluation and enhancement of teaching, learning, and assessment practices through:

- **Regular Student Feedback Mechanisms:** The Curriculum and Standards Committee (CSC) and the Curriculum, Standards, and Student Experience Committee (CSSEC) oversee surveys, focus groups, and student representatives to gather input on academic experiences..
- **Teaching Observations and Peer Monitoring:** Ensuring ongoing professional development for staff.

- Data Analytics and Assessment Results: Using data-driven approaches to refine teaching methodologies and curriculum design.
- Publication of Student Feedback Outcomes: The Academic Board (AB) ensures transparent dissemination of student evaluation outcomes, with action plans developed by the relevant committees to address concerns and implement improvements.

## 7.8 Indicative Evidence

MIE provides robust policies, procedures, and documentation to support compliance with student-centred learning, teaching, and assessment standards. These include:

- **Assessment and Moderation:** Policies ensuring fairness and transparency in grading, moderation, and appeals.
  - *Assessment and Moderation Policy:* [41. Assessment Moderation Policy v2 1.12.24.docx](#)
  - *Assessment Verification Procedures:* [40. Assessment Verification Moderation Handbook Malta updated 13.3.23.docx](#)
  - *Academic Appeals Policy :*[54. Academic Appeals Procedure..docx](#)
- **Programme Documentation and Learning Outcomes:** Syllabi and mapping documents ensuring alignment with intended learning outcomes.
- **Assessment Standards and Quality Assurance:** Mechanisms validating assessment consistency and academic standards.: [51. Examination Boards Terms of Reference.doc](#)
- - *Internal Moderation Reports* (Ensuring consistency in assessment grading)
  - *External Examiner Reports:* [63. External Examiners' Role and responsibilities 1.docx](#)
  - (Validating academic standards)
- **Student-Centred Feedback and Academic Integrity:** Ensuring procedural fairness and transparency.
  - *Statistics on Student Appeals* (Demonstrating fairness and procedural adherence)
  - *Student Feedback and Surveys Policy :* [83. student satisfaction survey template.docx](#)
  -
- **Plagiarism Detection and Prevention:** Policies outlining tools such as Turnitin to uphold academic integrity.
  - *Turnitin and Academic Integrity Policy :* [57 TURNITIN INDUCTION PROCEDURE.docx](#) & [18. Academic Integrity Policy v.2.docx](#)
- **Internships and Work-Based Learning:** Guidelines ensuring structured supervision and industry alignment.
  - *Work-Based Learning and Internship Guidelines:* [124. SLA placement provider.docx](#), [142. Clinical Education Policy.v1.docx](#), [150.Clinical Placement Monitoring Matrix.docx](#)

- **Research and Dissertation Supervision:** Frameworks for thesis development, supervision, and defence.
  - *Guidelines for Dissertation Supervision* : [106. Malta MIE MSc Osteopathy dissertation supervision policy.docx](#) & [88. Undergraduate Research Supervision Policy .docx](#)
- **Teaching Observations and Peer Monitoring:** Procedures supporting staff professional development.
  - *Teaching Observation Protocol* : ([52. Teaching Observation Protocol.docx](#))

All referenced documents are available in the institutional repository and are periodically reviewed for updates.



## **Chapter 8: Student Administration and Student Support Services**

### **8.1 Introduction**

Student administration and support services are fundamental to ensuring that students receive comprehensive guidance, academic support, and personal development opportunities throughout their educational journey. This chapter outlines the policies and procedures governing student administration, support services, and related welfare mechanisms at MIE, in alignment with Standard 8 of the MFHEA EQA Accreditation Manual.

### **8.2 Student Admissions**

MIE ensures that all admissions processes are transparent, fair, and in accordance with institutional and regulatory requirements.

#### **8.2.1 Public Information**

MIE provides accurate and accessible information regarding:

- Programme offerings and entry requirements
- Admission procedures and deadlines
- Scholarship and financial aid opportunities
- Tuition and administrative fees
- Available student services and support

This information is published on the MIE website and through other institutional communication channels.

#### **8.2.2 Admissions Procedures**

MIE implements structured admissions policies that define clear selection criteria, enrolment procedures, and guidelines for recognition of prior learning.

### **8.3 Student Life Cycle and Academic Progression**

MIE ensures structured and well-defined policies for managing student progression, assessment, and mobility.

#### **8.3.1 Progression and Completion**

The institution provides clear guidelines on student assessment, academic standing, and programme completion. Policies governing academic integrity and professional conduct are enforced to maintain institutional standards.

### **8.3.2 Interruption, Withdrawal, and Transfer**

MIE has established procedures for students requiring a break in studies, transferring to other programmes, or withdrawing from their courses. These processes ensure minimal disruption to academic progression while safeguarding student rights.

## **8.4 Student Support Services**

MIE offers a range of support services to enhance student success and wellbeing.

### **8.4.1 Academic and Career Support**

- Academic advising and personal tutoring
- Career services, including guidance on CV writing, interview preparation, and job placement

### **8.4.2 Wellbeing and Inclusion**

- Psychological and counselling support for mental health and wellbeing
- Accessibility services for students with disabilities
- Financial aid and scholarships to support students from diverse backgrounds

## **8.5 Student Conduct and Ethics**

MIE upholds high standards of academic and personal integrity by enforcing policies related to student behaviour, academic misconduct, and grievance resolution.

## **8.6 Student Engagement and Extracurricular Activities**

- Student representation in institutional decision-making processes
- Opportunities for participation in extracurricular activities, student organisations, and community engagement initiatives

## **8.7 Student Records and Data Management**

- Secure storage and confidentiality of student records
- Compliance with data protection regulations and retention policies

## **8.8 Indicative Evidence**

To demonstrate compliance with **Standard 8**, MIE provides the following evidence:

- **Admissions Policy** [48. Admission policy 5. 04.01.25 \(2\).docx](#)
- **Recognition of Prior Learning (RPL) Policy** [100. MIE CPL Policy.docx](#)
- **Assessment Policy** [37. Assessment policy. v3.1 29.11.24.docx](#)
- **Student Code of Conduct** [66. Code of Conduct for Students.docx](#)

- Interruption, Withdrawal, and Transfer Policy [104. Interruption, Withdrawal and Transfer Policy ,v2 7.1.25.docx](#)
- Personal Tutoring Policy (POL-90 [90.Personal Tutoring policcy v2. 6.1.25.docx](#)
- Learning Support Policy [91.Learning Support Policy.v2.docx](#)
- Academic Integrity Policy [73. Managing Academic Integrity Procedure Guidelines v00 18.11.2024 \(1\).docx](#)
- Turnitin Induction Procedures [57 TURNITIN INDUCTION PROCEDURE.docx](#)
- Complaints and Appeals Policy [49. General Complaints Procedure v2 6.12.24.docx](#)
- Data Protection Policy [146. Data retention Policy v1.docx](#)
- Institutional website with admissions and support services information
- Student handbook outlining rights, responsibilities, and services
- Sample student agreements
- Records of student admissions, progression, and retention rates
- Academic integrity case records and resolutions
- Student satisfaction survey results
- Data protection policies and implementation reports
- Records of student engagement in extracurricular activities
- Annual review reports of student support services

## **Chapter 9: Learning Resources and Facilities**

### **9.1 Introduction**

Learning resources and facilities are fundamental to ensuring that students receive high-quality education, access to essential academic materials, and an environment conducive to effective learning. This chapter outlines the policies and procedures governing the provision, maintenance, and enhancement of learning resources and facilities at MIE, in alignment with Standard 9 of the MFHEA EQA Accreditation Manual.

### **9.2 Learning Resources**

MIE ensures that all learning resources are relevant, up to date, and easily accessible to students and staff.

#### **9.2.1 Library and Digital Resources**

MIE provides:

- A well-maintained library with relevant books, journals, and research materials.
- Access to online databases, digital libraries, and e-resources.
- Extended hours and remote access options for students and staff.

#### **9.2.2 ICT Infrastructure and Support**

MIE ensures that:

- Virtual Learning Environment (VLE): A dedicated online platform providing access to course materials, recorded lectures, interactive discussion forums, and assignment submission tools.
- Digital Classrooms: Equipped with advanced technology, including video conferencing tools for hybrid and remote learning.
- IT Support Services: for troubleshooting technical issues and assisting students and faculty with digital resources.
- Wi-Fi and Internet Access: High-speed internet availability across all campus locations and remote access for off-campus learning.
- Cloud-Based Storage and Security: Secure cloud solutions for student records, learning materials, and faculty resources, ensuring data protection and compliance with regulatory standards.
- E-Assessment Platforms: Online examination and assessment tools, including proctoring software to uphold academic integrity.

### **9.3 Facilities and Physical Environment**

MIE maintains a safe, well-equipped, and accessible learning environment.

### **9.3.1 Teaching and Study Spaces**

- Classrooms are equipped with appropriate teaching aids, including projectors and whiteboards.
- Study spaces, including group work areas and quiet study zones, are available.
- Lecture halls and seminar rooms are maintained to support interactive learning.

### **9.3.2 Laboratories and Practical Learning Areas**

- Fully equipped laboratories support hands-on learning and research activities.
- Clinical training facilities provide realistic learning environments for practical education.
- Safety protocols and regulations are strictly adhered to in all lab-based activities.

### **9.3.3 Clinical Training Facilities**

MIE provides specialised facilities and resources to support clinical training, ensuring that students gain practical experience in real-world settings. These include:

- Clinical Skills Laboratories – Simulated patient environments where students practice hands-on techniques before engaging in real patient interactions.
- Workplace-Based Learning – Partnerships with healthcare institutions to facilitate supervised clinical placements.
- Supervision and Mentorship – Structured oversight from qualified clinical educators to guide students through their practical training.
- Professional Standards and Ethics Training – Ensuring students are aware of ethical considerations and professional responsibilities in clinical practice.
- Competency-Based Assessments – Evaluations aligned with professional competency frameworks to measure student readiness for clinical practice.
- Use of Technology in Training – Integration of virtual simulation tools and diagnostic software to enhance practical learning.

## **9.4 Student Accessibility and Wellbeing**

### **9.4.1 Accessibility and Inclusion**

- Facilities comply with accessibility regulations to accommodate students with disabilities.
- Assistive technologies and support services are provided where necessary.

### **9.4.2 Health, Safety, and Security**

- Health and safety measures ensure a secure learning environment.
- Emergency procedures and first aid provisions are in place.
- Campus security measures, including controlled access and surveillance, are implemented.

## **9.5 Continuous Monitoring and Enhancement**

- Regular audits and feedback mechanisms are used to assess facility quality.

- Student and staff feedback informs improvements to learning resources.
- Investment in modernisation and expansion ensures continuous enhancement.

**Clinical Training Matrix Implementation:** A structured framework mapping student clinical training experiences, competencies, and progression within practical environments. This ensures:

- Alignment with clinical learning outcomes and regulatory requirements.
- Continuous tracking of student skill acquisition and readiness for practice.
- Feedback from clinical educators and supervisors to enhance training delivery.
- Integration with digital monitoring tools to provide real-time progress assessment.

## 9.6 Indicative Evidence

To demonstrate compliance with **Standard 9**, MIE provides the following evidence:

- **Clinical Education Policy** [142. Clinical Education Policy.v1.docx](#)
- **Data Retention Policy** [146. Data retention Policy v1.docx](#)
- **Quality management Policy** [109. Quality Management Policy.docx](#)
- **Student Induction Policy** [86. STUDENT INDUCTION POLICY v2.docx](#)
- **Assessment Moderation Policy** [41. Assessment Moderation Policy v2 1.12.24.docx](#)
- **E-Learning Policy** [67.MIE E -Learning Policy 20.10.24 AN.docx](#)
- **ICT Infrastructure Policy** [118. E-Safety Policyv.2.docx](#)
- **Whistle Blowing Policy** [50. Whistle Blowing Policy.docx](#)
- **Library and Digital Resource Policy** [82. CORE DOCUMENTATION MANAGEMENT POLICY.v4 12.12.24.docx](#)& [81.MIE Public Information Policy .v2 2.1.25.docx](#)
- **Clinical Training Matrix Documentation** [150.Clinical Placement Monitoring Matrix.docx](#)
- Institutional website with information on learning resources and facilities
- Student and staff satisfaction surveys on resource availability and quality
- Records of facility inspections, audits, and maintenance schedules
- Investment reports on infrastructure development and technology upgrades
- Clinical placement agreements with partner healthcare institutions
- Training logs and competency assessment records for clinical placements
- Records of digital resource usage and VLE engagement analytics

# **Chapter 10: Research, Development, and Creative Activity**

## **10.1 Introduction**

Research, development, and creative activity are integral to MIE's commitment to academic excellence, innovation, and professional advancement. This chapter outlines the policies and procedures governing research initiatives, scholarly engagement, and creative work, in alignment with Standard 10 of the MFHEA EQA Accreditation Manual.

## **10.2 Research Strategy and Governance**

MIE fosters a strong research culture that supports both staff and student engagement in research and innovation.

### **10.2.1 Institutional Research Strategy**

MIE's research strategy is designed to:

- Advance knowledge and practice within healthcare sciences, including osteopathy, physiotherapy, and other allied health disciplines.
- Promote interdisciplinary research and collaboration with external institutions.
- Support staff and student research initiatives.
- Align research activities with national and international academic priorities.

### **10.2.2 Research Governance and Ethics**

MIE ensures that research activities adhere to ethical standards and institutional regulations:

- Ethics Committee Oversight: Research proposals undergo ethical review by MIE's Research Ethics Committee.
- Academic Integrity: Policies are in place to uphold research integrity and prevent misconduct.
- Data Protection and Confidentiality: Compliance with GDPR and institutional policies regarding data management and confidentiality.

## **10.3 Research and Scholarly Activities**

MIE supports a wide range of research and scholarly activities to foster academic engagement and innovation.

### **10.3.1 Staff Research and Development**

- Faculty members are encouraged to engage in research through dedicated support structures.
- Research outputs, including publications and conference presentations, are actively supported.

### **10.3.2 Student Research Initiatives**

- Undergraduate and postgraduate students are encouraged to undertake research projects as part of their academic progression.
- Supervision is provided to guide students through the research process, ensuring methodological rigor and ethical compliance.
- Opportunities for dissemination of student research through institutional conferences and external journals.

## **10.4 Creative and Innovation-Based Activities**

MIE fosters creative and innovative activities to support teaching, research, and community engagement.

### **10.4.1 Research-Informed Teaching**

- Faculty integrate current research findings into teaching practices to enhance student learning.
- Research-led case studies and problem-solving approaches are incorporated into curricula.

### **10.4.2 Knowledge Exchange and Collaboration**

- Partnerships with healthcare providers, industry, and academic institutions facilitate knowledge transfer.
- Community-based research initiatives contribute to professional practice and societal development.

### **10.4.3 Technological and Digital Innovation**

- Use of digital tools to support research methodologies and data analysis.
- Development of virtual learning environments to facilitate research-based education.

## **10.5 Research Support and Resources**

MIE provides the necessary infrastructure and resources to sustain a dynamic research environment.

### **10.5.1 Research Facilities and Infrastructure**

- Access to laboratories and clinical training facilities to support research projects.
- Digital resources, including research databases and analytical tools, available through institutional subscriptions.

### **10.5.2 Publication and Dissemination**

- Support for faculty and students in publishing research in peer-reviewed journals.
- Institutional research repository to archive and showcase research outputs.



## **10.6 Continuous Monitoring and Enhancement**

- Regular audits and reviews of research outputs and engagement activities.
- Feedback mechanisms to improve research support services and infrastructure.

## **10.7 Indicative Evidence**

To demonstrate compliance with Standard 10, MIE provides the following evidence:

- Research Ethics Policy [101. Ethics Committee Terms of Reference.docx](#)
- Academic Integrity Policy [18. Academic Integrity Policy v.2.docx](#)
- Research Strategy and Development Plan
- Faculty and Student Research Project Records
- Conference and Seminar Participation Logs
- Research Collaboration Agreements with External Institutions
- Records of Knowledge Exchange and Industry Partnerships

# **Chapter 11: Institutional Cooperation, Service to Society, and Internationalisation**

## **11.1 Introduction**

Institutional cooperation, service to society, and internationalisation are integral to MIE's mission as a healthcare education provider. These elements support academic excellence, clinical collaboration, and community engagement. This chapter outlines MIE's existing partnerships, community service activities, and developing international initiatives, in alignment with Standard 11 of the MFHEA EQA Accreditation Manual.

## **11.2 Institutional Cooperation**

MIE collaborates with national and international healthcare institutions to enhance clinical training, professional development, and research opportunities for students and staff.

### **11.2.1 Clinical and Healthcare Partnerships**

MIE maintains active partnerships with:

- Hospitals and Clinics: Clinical placement agreements with healthcare providers to facilitate student learning in real-world environments.
- Regulatory and Professional Bodies: Ongoing engagement with healthcare accreditation agencies and professional associations.
- Allied Health Institutions: Collaboration with physiotherapy, osteopathy, and other allied health providers to ensure interdisciplinary education and training.

### **11.2.2 Professional Development and Knowledge Exchange**

MIE promotes continuous professional learning through:

- Faculty participation in clinical practice and industry training.
- Guest lectures and workshops featuring experts from national and international healthcare settings.
- Student clinical rotations at partner institutions to expose them to diverse healthcare practices.

## **11.3 Service to Society**

MIE is committed to contributing to the community through healthcare education and outreach initiatives.

### **11.3.1 Community Engagement in Healthcare**

- Public health education workshops and seminars to improve community awareness on key health issues.

- Student-led outreach initiatives providing basic healthcare support in collaboration with local clinics.

### **11.3.2 Continuing Professional Development**

- Development of short courses and CPD programmes for practicing healthcare professionals.
- Hosting of public lectures and open forums on healthcare trends and advancements.
- Expansion of digital learning opportunities to reach a broader audience.

## **11.4 Internationalisation**

MIE is in the early stages of formalising international collaborations and mobility programmes to enhance global engagement.

### **11.4.1 Emerging International Academic Collaborations**

- Participation in **Erasmus+** programme development to establish student and staff mobility opportunities.
- Initial discussions with international universities for potential research and clinical exchange agreements.

### **11.4.2 Student and Staff Mobility Initiatives**

- Encouragement of faculty engagement in international research collaborations and conference presentations.
- Planned initiatives for students to undertake part of their studies or clinical placements abroad, pending formal agreements.
- Development of an institutional strategy to attract international healthcare professionals as visiting lecturers.

### **11.4.3 Multicultural Learning Environment**

- Inclusion of global healthcare perspectives in curricula.
- Support services to assist international students once mobility programmes are implemented.

## **11.5 Continuous Monitoring and Enhancement**

- Regular evaluation of clinical partnerships and their impact on student training.
- Assessment of community engagement effectiveness through stakeholder feedback.
- Periodic review of emerging international collaborations and mobility framework.
- Strategic expansion of research and knowledge exchange opportunities.

## **11.6 Indicative Evidence**

To demonstrate compliance with **Standard 11**, MIE provides the following evidence:

- **Clinical Placement Agreements with Partner Healthcare Institutions**

- **Faculty and Student Participation in Clinical Knowledge Exchange**
- **Public Health Outreach and Education Initiative Records**
- **CPD and Professional Training Programme Documentation**
- **Initial Erasmus+ Participation Planning Documents**
- **Research Collaboration Agreements with National and International Institutions**
- **Records of Student and Faculty Engagement in Cross-Institutional Learning Activities**
- **Feedback Reports on Healthcare Training and Community Impact**