



# Policy for Quality Assurance and Enhancement



Institute  
for Education

[Version 2]  
Quality Assurance Department

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## 1. Introduction

The Institute for Education (IfE), serves as a platform to ascertain, implement and support government policy where it concerns the;

- Formation, quality and standards that promote and develop training;
- The building of skills within the grades of educators and professionals in the education sector and within European and international dimensions; and
- To reach all those who are or may become involved in the education sectors and within a socio-economic context.

The IfE operates a system for quality assurance and enhancement which makes for an effective contribution to the processes and procedures being used through the institution. The ultimate aim, underpinning this system, is the IfE's commitment to produce the best possible course participant experience. The internal QA system is robust to safeguard the standards of the academic awards and is in line with the Legal Notice 243 of 2017 and the [National Quality Assurance Framework for Further and Higher Education](#) (2015).

The IfE understands that it is crucial to keep abreast of external developments and best practices in further and higher education and foresees that this process will eventually build a self-critical academic community which evaluates and enhances its quality assurance procedures to promote that culture. The maintenance and enhancement of the academic standards of the IfE depend primarily on the commitment of all staff to constantly evaluate and reflect on the quality of the educational experiences provided for course participants.

The IfE has well-established, comprehensive and rigorous arrangements for the approval, review, modification and annual monitoring of its academic provision. The key principles set out below, together with the policies and procedures published on the IfE's website, are an important guide to all staff in their endeavour to uphold the standards of the awards and provide a high quality experience for the course participants.

## 2. Key Principles

The main principles underpinning the IfE's quality and standards policy are:

- Quality assurance and enhancement are best achieved through the fostering of an ethos of critical self-reflection in partnership with course participants;
- Employees, service providers and lecturers of the IfE should have responsibility for enhancing the quality of the learning experience of their students, whilst acknowledging the role that course participants have in transforming the learning experience of themselves and their peers;
- Collegiality and rigorous, external peer reviews are a means to identify areas for improvement, to foster collaboration and the exchange of best practice;



- The recurrent evaluation of its academic standards is at the heart of the IfE's procedures;
- The harmonisation of all its procedures;
- Course participants and other stakeholders are key members in shaping of IfE's policies and mechanisms in the area of quality and standards;
- All policies and procedures relating to quality and standards are subject to regular review to ensure their ongoing fitness for purpose in a rapidly changing internal and external environment.

### 3. Internal Quality Assurance (IQA) System

The IfE's Internal Quality Assurance System also involves the systematic improvement of the programmes. The evaluation of the programme ensures that the expectations of the course participants are met and all stakeholders who are interested in the educational services are involved.

The IfE's IQA System regularly gathers and analyses important information - such as feedback from course participants and lecturers, the number of participants who complete the course in line with the regular programme, or the employment situation of course participants - and based on this, plans concrete improvement actions. It is to all extents and purposes a self-assessment system.

The IfE's IQA system aims to:

- Guarantee that the quality of the teaching programmes is well documented, verifiable and assessable;
- Facilitate access to information, making it clearer and more understandable for course participants, lecturers and all stakeholders;
- Promote a process of continuous improvement in Learning Programmes.

#### 3.1 Quality Culture

The need for a quality culture for higher education in Malta is highlighted in the [National Quality Assurance Framework for Further and Higher Education](#) (2015). This concept is also highlighted in the [European Standards and Guidelines](#) (2015) which is clearly founded upon the development of a quality culture that places the primary locus of improvement within the provider.

Quality culture refers to an organisational culture that intends to enhance quality permanently and is characterised by two distinct elements: on the one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment

towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts. Thus, the cultural/psychological element refers back to individual staff members while the structural/managerial refers back to the institution. These two aspects, however, are not to be considered separately: both elements must be linked through good communication, discussion and participatory processes at institutional level.

The IfE promotes a quality culture, where the actions of its staff and course participants are inspired by a desire to continuously improve their practice, learning experience and outcomes.

The IfE's Quality Assurance is based on the Quality Cycle which is the overarching principle of the [National Quality Assurance Framework for Further and Higher Education](#) (2015). The IfE already has an Internal Quality Assurance policy document however, it ensures that through the Quality Cycle (Figure 1) it reviews its own internal procedures thus ensuring a robust preparation for an External Quality Assurance audit.



**Figure 1: The Quality Cycle**

*Source: National Quality Assurance Framework for Further and Higher Education (2015), NCFHE, Ministry for Education and Employment, Malta.*

### **3.2 The IQA Standards**

For successful quality provision and learning environments, the IfE's IQA system is underpinned by the eleven standards for quality assurance. These standards are part of the [National Quality Assurance Framework for Further and Higher Education](#) (2015) which was

built upon the [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#) (ESG, 2015). The IfE considers these standards in a broader context that also includes the Malta Qualifications Framework and the use of the European Credit Transfer and Accumulation System (ECTS) and European Credit System for Vocational Education and Training (ECVET) learning credits as indicated in the [Malta Referencing Report](#) (2016).

The standards for internal quality assurance are:

- Policy for Internal Quality Assurance
- Institutional probity
- Design and approval of programmes
- Student-centred learning, teaching and assessment
- Student admission, progression, recognition and certification
- Teaching staff
- Learning resources and student support
- Information management
- Public information
- On-going monitoring and periodic review of programmes
- Cyclical external quality assurance.

### **3.3 Design and Approval of Courses**

All courses offered by the IfE, which are accredited by the MFHEA, are in line with the Malta Qualifications Framework (MQF) and the Malta Referencing Report. The workload for each course is in ECTS. All courses are learning outcome based and each include specific and defined knowledge, skills and competences that the course participant would gain after the successful completion of the course. The adoption of the learning outcomes approach focuses activity on the course participant and away from the lecturer. It implicates that course participants should be actively involved in the planning and management of their own learning and take more responsibility for this as they progressively develop as independent learners. This produces an automatic focus on how learners learn and the design of effective learning environments. There is a cascade effect that links the use of learning outcomes, the selection of appropriate teaching strategies and the development of suitable assessment techniques. Further information regarding programme design can be found in the [‘Programme Design and Monitoring Policy and Procedures’](#).

### **3.4 Teaching, Learning and Assessment**

The IfE is committed to providing high quality teaching, learning and assessment to enable all course participants to achieve their full potential. This is achieved through; high quality teaching and learning opportunities, rigorous assessment and feedback and the sharing of good practice. The IfE’s ‘Teaching, Learning and Assessment Policy and Procedures’ provides

an effective guideline for the delivery of high quality teaching, learning and assessment. This policy relates to all the staff within the IfE to facilitate, support and manage learning. It applies to all learning programmes offered by the IfE irrespective of; type of activity, place of delivery, learning environment, level or the duration of the course. Furthermore, the IfE carries out internal verification which is integral to the IfE's commitment to continuous improvement in the quality of all the learning programmes that are offered. This verification enables the IfE to implement an effective internal quality assurance system to ensure that all requirements are met and that the learning programmes are recognised both nationally and internationally. This system is based on our principles of assessment, which state that all assessments must be valid, reliable, practicable, equitable and fair. Further information regarding internal verification can be found in the [Internal Verification Policy](#).

### **3.11.1 The Learning Environment**

The IfE seeks to provide a learning environment designed to help course participants achieve their fullest academic potential, and to maximise the availability of places for course participants who actively engage with their studies. The IfE is committed to provide support to assist course participants to complete the programme in which they have enrolled. The IfE has fair, transparent and effective processes to monitor course participant progression, to identify course participants who may need additional assistance, and to enable the certification of successful course participants. These processes include but are not limited to routine attendance checks, lecturers monitoring course participant performance during lectures, and at end of teaching period of the module; and review of course participant progression.

### **3.11.2 Assessment**

The IfE employs effective formative assessment that informs and supports the teaching and learning process, which ultimately helps to raise attainment and achievement. Assessment at the IfE (refer to the [Teaching, Learning and Assessment Policy and Procedures](#)) is consistent with the objectives of what is taught and learnt. Lecturers are encouraged to use a variety of assessment strategies and assessment tasks to allow a range of different learning outcomes to be assessed and different perspectives of learning to be facilitated and acknowledged. Lecturers are encouraged to adopt strategies such as self and peer-assessment to increase learners' metacognitive abilities so that learners can take control and manage their own learning. Lecturers are also encouraged to provide formative feedback in the form of comments on quality and advice on how to improve. The provision of quality feedback is an essential part of effective learning as it gives clear guidance to course participants on how to improve their learning. When course participants are provided with quality feedback and are given the opportunity to act upon it, learning is enhanced and assessment performance is improved.

### **3.11.3 Diversity**

As there has been an increased awareness of the diverse needs of course participants', lecturers at the IfE are advised to differentiate teaching, learning and assessment strategies and tasks to identify learning needs and use them to cater for specific needs (refer to the [Equal Opportunities Policy](#)). This corroborates with the [National Quality Assurance Framework for Further and Higher Education](#) (NCFHE, 2015) and [Malta Referencing Report](#) (2016). Educators should use assessment to develop the learners' potential in different perspectives, therefore, educators at the IfE are always advised to use the information obtained to adapt teaching to the needs of the course participants and to change the traditional form of assessment to a more learner-centred and formative one.

### **3.11.4 Online and Blended Courses**

The IfE offers online/blended courses since it believes in the strengths of online/blended learning which lie in course participant empowerment, flexibility, accommodation, customization, collaboration, and creation. Course participants are empowered through online/blended learning since; they are free to access materials whenever and wherever they want and this allows course participants to learn in a way in which they are successful; and they can make choices on how to explore content, which is accommodating to different learning styles. The IfE employs a constructivist, social, and collaborative learning paradigm with course participants in online education by applying research-based pedagogical techniques through effective incorporation of various online learning tools.

### **3.11.5 Work Integrated Learning (WIL)**

The IfE offers WIL opportunities where course participants can apply the theoretical knowledge gained from their academic settings to a work-based scenario. The WIL concept aims to ensure that course participants develop their ability to integrate their learning through a combination of acquired academic knowledge and work-related activities. The IfE's aspiration is that WIL is embedded as a formal component of its undergraduate and postgraduate courses. Therefore, degree programmes addressed towards educators' development and initial teacher training have embedded within them a WIL component; this is reflected primarily through the Teaching Practice and the Micro-Placement modules. Learning activities are purposefully created to demand that course participants integrate and properly apply prior knowledge and skills to make and justify judgments in a work-related environment. Course participants are also instructed and urged to reflect on their choices and actions in those work-related activities to evaluate themselves critically. Through these modules, WIL is embedded in the degree programmes and awards offered by the IfE, thus ensuring that WIL is a standard component within programmes which is formally recognised through assessment and ECTS.



### **3.11.6 Extenuating Circumstances**

The IfE recognises that course participants may suffer from a sudden illness or other serious and unforeseen event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the extenuating circumstances policy (refer to the [Extenuating Circumstances Policy](#) and the [Extension to Duration of Studies Policy](#)) may be applied. These regulations are designed to ensure the fair and consistent treatment of all course participants. The IfE also recognizes that situations may arise when a course participant may want to voluntarily interrupt his or her academic studies. The IfE is committed to handling reasonable requests for leaves (refer to the [Leave of Absence Policy](#)) in a responsible manner. A course participant who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

### **3.11.7 Recognition of Prior Learning**

The IfE recognises and accredits prior learning (refer to the [Recognition of Prior Learning Policy](#)). Through this process credit is awarded for learning undertaken prior to the commencement of a course offered by the IfE or learning completed together with, but not a part of the IfE's courses for which a course participant has applied or is registered (refer to the [Admission Regulations](#))

## **3.5 Admission**

To be eligible for admission to a course at the IfE, an applicant must satisfy both the General Entry Requirements and the requirements for entry to the particular programme of study as indicated in the course outline available on the [IfE website](#). The minimum requirement for a course participant to be admitted for courses at the IfE is generally a relevant qualification at one MQF level lower than the MQF level of the course they apply for. The IfE caters also for mature course participants. Further information can be found in the [Admission Regulations](#).

## **3.6 The Lecturers**

The IfE strongly encourages the lecturers to be up to date on teaching and learning methodologies as well as of Continuing Professional Development (CPD) opportunities. While lecturers do need to keep abreast with updates and development in their own specific fields of expertise, they are also expected at the same time to enhance their knowledge and skills in teaching and learning approaches as well as managerial and leadership skills in an academic setting. The IfE firmly believes that CPD in its broadest sense encompasses all those activities that help lecturers to improve their capacity to become more effective instructors, as well as perform other parts of their multifaceted tasks. The IfE is therefore committed to start providing all lecturers with regular CPD opportunities such as in-house workshops, discussions with other professionals in their field, attending and presenting in seminars and conferences (local and abroad) and participating in accredited and non-accredited courses (local and

abroad), lecturers are individually given access to the physical and online libraries through which a vast range of journals, eBooks and case studies can be accessed.

### **3.7 Research**

The IfE recognises that research and education go hand-in-hand. The IfE's lecturers are encouraged to conduct research, which enhances the IfE's high reputation, as a research-led institution. Lecturers can improve their practices by taking the time to conduct research. Research can help lecturers to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems.

The IfE holds an annual symposium which provides an opportunity for Master's and Doctoral graduates, Doctoral candidates and researchers to present their recent work on the specific theme being addressed and create synergies between educators and policy makers. It is directed at Maltese and foreign researchers to present their recent research findings that can contribute to the further development of the Maltese education sector. Furthermore, the IfE established the Malta Journal of Education which is a refereed journal highlighting recent research in the field of education and teacher training and its relevance for policy and implementation. It aims to create synergies between researchers, educators, school leadership and policy makers. The IfE also publishes a second issue of the Malta Journal of Education per year which highlights recent education research conducted by the IfE's course participants, lecturers and staff, such as findings arising from dissertations completed in the given year, research projects or research arising from the various EU projects the IfE is engaged in.

### **3.8 Learning Resources and Student Support**

The IfE administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management. The IfE is equipped with all the necessary learning facilities and resources including; a physical library with new books added regularly; a virtual library through which a vast range of journals, eBooks and case studies can be accessed; wireless internet access, Interactive Whiteboards and video conferencing equipment which are available in each lecture room. The IfE's facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns.

Course participants have access to academic tutors and/or dissertation supervisors through face-to-face meetings, virtual meetings or via email. Extensive support and guidance to course participants is also regularly provided by the Course Co-ordinators, the Senior Manager

Course Co-ordination and School Professional Development and also the lecturing staff. Academic support is given to course participants by full-time lecturers as designated timeslots are communicated to all course participants and they can set up personal one-to-one appointments. The Course Co-ordinators as well as the Manager Centre Administrator also have the role of; supporting and assisting lecturers in any area related to the delivery of programmes; promoting healthy relationships between lecturers and course participants; and developing and conducting regular meetings with course participants to disseminate information related to their programmes.

Within the Admissions Department, one finds a complementary support structure for current and prospective course participants: The Student Affairs Office. This office acts as a reference point by providing personalised guidance service in relation to careers, academic progressions as well as emotional and wellbeing support. Through an outreach approach focusing on individual and group support, this service is offered before and throughout one's course of studies. The Students Affairs Office also coordinates mental wellbeing workshops and through a case-by-case assessment also refers course participants to professional counselling service. Course participants are considered as essential stakeholders in the development of their academic journey and they are encouraged to actively engage in this journey by providing feedback, ideas and suggestions which could benefit all participants and the IfE itself.

The IfE is an academic community committed to fostering intellectual inquiry in a climate of academic freedom and integrity. Its academic members are expected to uphold these principles and to exhibit tolerance and respect for others. Accordingly, the IfE condemns all forms of misconduct and works incessantly to assure that its course participants are accorded tolerance, dignity and respect. In case of serious matters such as when the course participant feels that there has been a breach of protocol, acts of discrimination or unfair treatment by academic and/or administrative staff, cases are brought to the respective board which assesses the case and decides a plan of action. The course participant may be called to appear before the Board at some stage during the investigation.

The IfE is continuously updating its policies to take into consideration all course participants' needs in order to ensure that every course participant is academically successful and personally fulfilled and that no discrimination and/or difficulties are encountered by vulnerable groups such as course participants with disabilities. The IfE establishes and applies clear policies and procedures as well as monitors and responds to illegal or inappropriate uses of its technology systems and resources. This is emphasised in the [Information Technology Acceptable Use Policy](#). The IfE regularly updates planning and recovery policies and procedures.

### **3.9 Information management**

The IfE's digital environment incorporates a [website](#) and a portal that provide a repository of teaching material for course participants and lecturers, a recruitment interface, and a financial package.

The profiling of course participants, lecturing staff, persons on a contract for service and regular employees is collected through the IfE portal. As a responsible institution, the IfE believes it has a duty to follow-up promptly on matters of non-attendance so that course participants can be supported and given every opportunity to succeed. The IfE, for its part, will continue to build excellence in academic practice and course participant engagement across the institution to provide a friendly and welcoming learning community.

### **3.10 Public information**

Information on selection criteria, main objectives, learning outcomes, MQF level, total hours of learning, number of ECTSs, teaching methodologies, assessment procedures and suggested readings are included in every module descriptor available on the website, which is reviewed and updated regularly. Furthermore, all the information related to course is reflected in the prospectus. Letter circulars are also sent to all educators to inform them about all the courses offered by the IfE.

All professional learning programmes/courses are weighed in terms of ECTS and are in accordance with the Malta Qualifications Framework (MQF) and the European Qualifications Framework (EQF).

### **3.11 On-going monitoring and review of courses**

To ensure the effective implementation of its quality management system, the IfE adopts the 'Plan-Do-Check-Act' Quality Cycle approach. The IfE implements this cycle by; planning the required changes through setting of strategic and quality objectives, design and development of accredited learning programmes and development of course participant support services (Plan); making the changes (Do); checking through the analysis of results of strategic objectives, internal and external feedback, internal and external auditing and management review whether the implemented changes have the desired effect (Check or study); and institutionalizing the changes (Act).



*Figure 2: The Plan, Do, Check, Act Quality Cycle Approach*

### **3.11.1 Institutional Review**

Institutional review at the IfE comprises of internal review meetings with various departments spear-headed by the QA department. These reviews involve a discussion with each department outlining their main strengths and weakness and areas of improvement. Through these discussions, the QA department compiles an internal review report structured in line with the 11 NQAF standards. The report is circulated amongst the departments for their necessary actions to address agreed recommendations. The internal review report is also featured (in abridged version) within the annual report of the IfE.

### **3.11.2 Programme Review**

The IfE has a Programme Review Board which conducts a review of programmes through an evaluation of sectorial needs, programme objectives, outcomes, the teaching learning and assessment adopted; lecturer and course participant feedback, student intake, and suggestions made by coordination department. Consequently, an action plan is drafted by the Board for the programme's enhancement.

As a follow-up to this, where applicable, the Board sets up a Programme Review Panel consisting of course participants, lecturers, and/or external stakeholders and by adopting a participatory approach to evaluation, recommendations are made together with a review of the points of action drafted by the Board. The purpose of this panel is to preserve the validity of programme evaluation and to ensure that the programme is aligned with stakeholder needs, feedback and the overall objectives of the education sector.

Subsequent to this, the Programmes Department oversees the re-design and adjustments required for programme enhancement to assure that recommendations received translate into concrete outcomes.



#### 4. External Quality Assurance (EQA) System

The IfE is subject to five-yearly external review by the National Quality Assurance Agency, which ensures that the IfE meets nationally set standards.

The IfE's policy for managing academic quality and standards is informed by the [National Quality Assurance Framework for Further and Higher Education](#) (2015). The EQA ensures that the IfE is compliant with relevant national criteria, whilst providing vital external insight on the effectiveness of its IQA procedures. The EQA may be at institution or at programme level.

The IfE's EQA process serves as a tool for development and accountability towards stakeholders. It is developmental as it gives providers access to independent data and recommendations to promote excellence. It also ensures accountability to stakeholders, including course participants and employers, and the fulfilment of national goals in further, higher and adult formal education. The IfE ensures that the internal quality management system is:

- Fit for purpose according to courses and service users;
- Compliant with standards and regulations and contributing to the development of a national quality culture;
- Contributing to the fulfilment of the broad goals of [Malta's Education Strategy 2014 - 2024](#),
- Implemented with effectiveness, comprehensiveness and sustainability.



**Figure 3: The relationship between the IQA and EQA**

*Source: National Quality Assurance Framework for Further and Higher Education (2015), NCFHE, Ministry for Education and Employment, Malta.*

## **5. Roles and Responsibilities in Quality Assurance**

### **5.1 The Chief Executive Officer**

The Chief Executive Officer is responsible for:

- Being responsible for the executive and administrative affairs and the organisation of the IfE;
- Being responsible for the administrative control of its officers and its employees;
- Implementing the function of the IfE;
- Developing strategies, policy and regulations required for the implementation of the purposes of the IfE;
- Providing information and give advice on the IfE on any matter;
- Developing and implementing of organisational structures;
- Development of operational and business plans;

### **5.2 Head Quality Assurance**

The Head Quality Assurance is responsible for:

- Being responsible for defining QA strategy, approach and execution in development projects;
- Being responsible for leading and directing the QA leadership team;
- Provide leadership and expertise within the IfE in the area of Quality assurance and Internal review;
- Being accountable for the Quality Assurance Strategy and its execution;
- Participating in interviews, induction, training and performance evaluations;
- Ensuring that the departments within the IfE adhere to the principles, guidelines and best practices of the QA strategy as defined and follow the recommendations of the Internal review report;
- Focusing on continuous QA improvements including usage of appropriate tools;
- Building and maintaining quality standards;
- Monitoring all the QA activities, identifying areas of improvement and implementing the steps required to improve the processes;
- Gathering information and feedback from stakeholders to enhance processes and practices;
- Managing training and continuous learning of QA staff by means of short courses, conferences, meetups, certifications, etc.;
- Directing the development of the QA strategy, methodology, discipline and framework. Driving and improving the QA team;
- Assisting in the preparation and delivery of the IfE's business plans to achieve the IfE's objectives while monitoring the strategic and operational plans of the IfE within approved budgets;

- Identifying general efficiency gains leading to identifiable cost savings in the quality assurance process;
- Organising and conducting a yearly internal review of the internal quality assurance processes;
- Ensuring the regulatory compliance of the IfE;
- Promoting a quality culture among IfE staff whilst building capacity on quality assurance among both staff and participants;
- Keeping updated with international developments and translate such knowledge into ideas and projects that further improve the work of the IfE;
- Handling sensitive and confidential information appropriately and with discretion.

### 5.3 Head of Admissions

The Head of Admissions is responsible for:

- Planning, organising, implementing, and administratively manage all activities related to the Office of the Head of Admissions and academic advising, including serving as official custodian of student records, in a manner that is consistent with the IfE's mission and accreditation standards.
- Developing appropriate eligibility criteria and procedures for all courses.
- Providing leadership, management and coordination for the daily operations of the Head of Admission's Office to ensure security, maintenance, and integrity of the manual and electronic student records/data.
- Providing academic advising.
- Leading the enrolment and retention of students consistent with the IfE's mission and policies and procedures.
- Providing direction for registration and registration reporting processes.
- Providing accountability for implementing and monitoring policies concerning student enrolment, enrolment verification, academic records, grade reporting and processing, academic progress, graduation, certificate and degree certification.
- Developing and managing annual departmental programme review including integration of units' plans and assessments with institutional planning and assessment initiatives.
- Monitoring operational activities to meet goals, ethics and guidelines, and ensuring compliance with national regulations, and accreditation standards.
- Establishing verification processes and regulations and follow such regulations to ensure learning programmes reach high quality standards.
- Examining yearly the fitness for purpose and effectiveness of the eligibility criteria and processes related to student services.
- Examining the regulatory compliance of the IfE.
- Implementing recommendations included in internal and external quality assurance audits.
- Promoting a quality culture among course participants and ensuring standards are kept high.
- Developing strategies for the implementation of the objectives of the IfE.
- Keeping updated with international developments and translate such knowledge into ideas and projects that further improve the work of the IfE.

- Liaising with MFHEA re eligibility requirements of accredited learning programmes.
- Seeking standardisation and simplification in all procedures related to the IfE.
- Establishing and monitoring structures for the admission, progression, recognition and certification of participants into learning programmes according to the predefined and published regulations.
- Developing appropriate recommendations for the implementation of related technology applications in support of enhanced services offered through the Office of the Head of Admissions.
- Maintaining, generating and analysing data and reports, to support assessment and development of a culture of continual quality improvement.
- Organising and managing a diverse range of assignments and projects with high efficiency, yet thorough attention to detail and follow through.
- Handling sensitive and confidential information appropriately and with discretion.
- Analysing and synthesising data from a wide variety of sources and present the resulting information in a clear summary.
- Providing information periodically on the status and results of the annual audit report and the sufficiency of resources;
- Reporting significant issues related to the processes concerned with IfE activities, including potential improvements to those processes,
- Coordinating with and providing oversight of other control and monitoring functions (compliance, legal, ethics, external audit).
- Maintaining contact with the Chief Executive Officer by giving regular updates on the activities related to quality assurance and make proposals that enable the IfE to achieve better performance and improve accountability.

#### 5.4 Head of Programmes

The Head of Programmes is responsible for:

- Contributing actively in the preparation and delivery of the Institute’s strategic and business plans to achieve the Institute’s objectives while monitoring the strategic and operational plans of the Institute within approved budgets;
- Developing a departmental strategy with concrete implementation processes;
- Developing the strategy for self-accreditation and consequent implementation;
- Leading Training needs analysis in liaison with the Research Department and with lecturers;
- Leading programme reviews, monitoring and evaluations.
- Ensuring that all learning programmes are developed using a variety of methodologies and assessment tools to ensure a learner centred approach;
- Establishing verification processes and regulations and follow such regulations to ensure learning programmes reach high quality standards;
- Examining yearly the fitness for purpose and effectiveness of the programmes developed by the IfE;
- Regulating and generally supervise the work of the Institute in accordance with national and international requirements and standards;

- Keeping updated with international developments and translate such knowledge into ideas and projects that further improve the work of the IfE;
- Liaising with MFHEA for accreditation of learning programmes at appropriate MQF levels;
- Seeking standardisation and simplification in all procedures related to the IfE;
- Organising and managing a diverse range of assignments and projects with high efficiency, yet thorough attention to detail and follow through;
- Liaising with national and international institutions to create partnerships and for networking purposes;
- Handling sensitive and confidential information appropriately and with discretion;
- Analysing and synthesising data from a wide variety of sources, and present the resulting information in a clear summary
- Providing information periodically on the status and results of the annual audit report and the sufficiency of resources;
- Reporting significant issues related to the processes concerned with IfE activities, including potential improvements to those processes,
- Coordinating with and provide oversight of other control and monitoring functions (compliance, legal, ethics, external audit).
- Reporting should be available to Board of Directors whenever requested.
- Maintaining contact with the Chief Executive Officer by giving regular updates on the activities related to quality assurance and make proposals that enable the IfE to achieve better performance and improve accountability.

## 5.5 Head of Finance

The Head of Finance is responsible for:

- Defining standards, policies, procedures, measures and enhancements to support the IfE in achieving its financial goals effectively.
- Assessing the benefits of all prospective contracts and advise the Chief Executive Officer and involved stakeholders on programmatic design and implementation matters.
- Leading in the planning and preparation of the annual budget of the IfE.
- Formulating financial targets and budgets in accordance with the strategy set out in the IfE's Business Plan.
- Providing direction and leadership to the finance unit.
- Ensuring that the IfE's financial functions are managed according to legislation, policies, procedures, financial regulations and international accounting standards.
- Establishing and maintain policies and procedures directed towards having a stable cash flow.
- Ensuring the provision of timely, complete and accurate information and reports to assist management in effective decision making and sound strategic planning.
- Taking ownership of relevant financial and business risks.
- Overseeing all purchasing and payroll activity.
- Develop and implement strong internal controls in all aspects pertaining to financial management, risk management and asset control.



- Developing and maintaining systems of internal controls to safeguard financial assets of the organization.
- Being responsible for procurement.
- Supervising the compilation and preparation of the IfE’s financial statements and reports.
- Developing and assisting in the development of financial plans, forecasts and other finance related areas including the gathering, interpretation and preparation of data for reports and recommendations.
- Ensuring that all financial activities are directed towards sustainability.
- Monitoring banking activities of the IfE;
- Implementing the recommendations included in internal and external quality assurance audits;
- Handling sensitive and confidential information appropriately and with discretion.

## 5.6 Senior Manager Administration

The Senior Manager Administration is responsible for:

- Assisting in the preparation and delivery of the IfE’s strategic and business plans to achieve the IfE’s objectives while monitoring the strategic and operational plans of the IfE within approved budgets;
- Identifying general efficiency gains leading to identifiable cost savings;
- Developing a manual of procedures including all regulations and procedures required for the efficient implementation of high quality professional development by the IfE;
- Examining the regulatory compliance of the IfE;
- Reviewing the organisational performance of the IfE;
- Establishing priorities for greater efficiency;
- Providing instructional leadership to department managers;
- Developing and implementing the IfE's strategic plan;
- Reviewing administrative policy;
- Developing and implement budgets;
- Motivate staff;
- Implementing the recommendations included in internal and external quality assurance audits;
- Promoting a quality culture among IfE staff while building capacity on administration among staff;
- Seeking standardisation and simplification in all procedures related to the IfE;
- Handling sensitive and confidential information appropriately and with discretion;
- Analysing and synthesize data from a wide variety of sources, and present the resulting information in a clear summary;
  - i. Provide information periodically on the status and results of the annual audit report and the sufficiency of resources;
  - ii. Report significant issues related to the processes concerned with IfE activities, including potential improvements to those processes,
  - iii. Report should be available whenever requested.

## 5.7 Senior Manager Programme Development and Review and the Education Officer Training and Development

The Senior Manager Programme Development and Review and the Education Officer Training and Development are responsible for:

- Assisting in the coordination and preparation of the IfE's Annual Financial Estimates and conduct preliminary analysis of estimate proposals while assisting in the setting of the strategic direction and the administration of the IfE's Budget.
- Assisting in the preparation and delivery of the IfE's strategic and business plans to achieve the IfE's objectives.
- Developing a short-, medium- and long-term schedule for courses to be developed by the IfE.
- Co-ordinating the development of different college/school/entity based national and international programmes of continuing professional development to be offered by the IfE in line with national educational policies and targets, college/ school/entity development planning and active labour market policies after a training needs analysis is held.
- Identifying opportunities for the development of new learning programmes and initiatives in response to identified needs in educational service provision at each level and co-ordinate the development of such programmes while liaising with MFHEA for the accreditation of such training programmes.
- Identifying potential international partners to take part in international projects and liaise with Senior Manager EU Programme Implementation for the development of projects that include CPD and go through the process of accreditation with MFHEA.
- Assisting in the costing of proposed national and international projects.
- Holding regular meetings and communication with local learning programmes developers, experts in areas required for professional development and/or project partners' organisations;
- Holding regular meetings with the Quality Assurance Department within the DQSE to get the required information with regards to needs of the different schools and educational entities as identified by the internal review.
- Implementing the recommendations included in internal and external quality assurance audits;
- Using data generated through TNA to inform planning of the continuing professional development and be in a position to perform research.
- Developing a structure that provides all the required information about the courses/sessions to participants or prospective participants as per Internal Quality Assurance document of the MFHEA.
- Being the contact person for international projects and liaise with international partners and/or European Union Programmes Agency for all requirement of the effective and efficient implementation of the project. This can include: organising meetings and co-ordinating work related to the implementation of intellectual outputs while assisting in all the project procurement procedures and contractual obligations, ensuring that awarded projects are implemented in line with project regulations, ensuring adherence to public procurement regulations, publicity requirements, reporting requirements and any other regulations of relevance to the

project. effectively communicating training support/project's deliverables in a timely and clear fashion and track project milestones and deliverables of the project and oversee quality control throughout the project life-cycle; drafting and delivering progress reports, and any required documentation on the commitment of expenditures and performance of the project;

- Managing information resources, including identification and selection of sources of information for the purpose of research, and provide concrete recommendations for the development of courses and toolkits and for the development of online digital courses.
- Populating, organizing, and maintaining information files and shared information systems, both electronic and paper.
- Showing initiative in identifying new sources of information, as they become necessary and/or available.
- Liaising with other public bodies concerning the supply of data and the coordination of activities with implications relevant to the IfE;
- Keeping updated with international developments through following the published literature, attendance of relevant conferences, training sessions and workshops and networking with peers to transmit such knowledge to staff within the IfE and to the educational community, and translate such knowledge into ideas and projects that further improve the work of the IfE;
- Ensuring that information sessions are organised as required with a view to ascertaining that all stakeholders of the IfE are fully informed and conversant with regulations, procedures and policies pertaining to the IfE.
- Keeping well informed and up to date on all matters in all areas related to national and international projects, and on any national or international obligations affecting this area.
- Handling sensitive and confidential information appropriately and with discretion.
- Maintaining contact with the Chief Executive Officer by giving regular updates on the activities of national and international projects and advise the Chief Executive Officer on any matter they may refer to him/her or on any matter which he/she considers necessary or expedient.

## **5.8 Senior Manager Research and Development**

The Senior Manager Research and Development is responsible for:

- Assisting in the coordination and preparation of the IfE's Annual Financial Estimates and conduct preliminary analysis of estimate proposals while assisting in the setting of the strategic direction and the administration of the IfE's budget;
- Leading the Research and Development Unit, and collaborate with the management team in designing and developing research projects which contribute to the education sector and/or the services provided by the IfE;
- Identifying and initiating modifications in standard procedures concerning the general goals of a project; select approaches in developing, testing, and evaluating new methods;

- Leading research projects and seeking funding for projects from external and internal sources.
- Being a point of contact for international projects and liaising with international partners and/or agencies for all requirements of the effective and efficient implementation of the project.
- Effectively communicating training /project's deliverables in a timely and clear fashion and track project milestones and deliverables of the project as well as oversee quality control throughout the project life cycle; drafting and delivering progress reports, and any required documentation on the commitment of expenditures and performance of project;
- Managing research studies, including site identification, active and secondary data collection and analysis, and liaising with internal stakeholders, third party research organizations and district contacts to oversee research projects from conception to completion;
- Overseeing of the compilation of data including codification, reliability and quality analysis and data quality improvement;
- Showing initiative in identifying new sources of information, as they become necessary and/or available;
- Monitoring and following up on completed research to provide analyses of the outcomes and its contribution towards the education sector and its services;
- Acting as a liaison with government departments/ministries to collate effective research areas that are required by the IfE which would improve performance, services and the wider education sector;
- Responding rapidly to field requests, including national and IfE-level request for proposals (RFPs), customer queries, and other requests as needed;
- Leading pilot projects/feasibility studies, if required, record and present findings;
- Devising and implementing work practices that enable an open and accessible approach to facilitate research information requests;
- Managing and coordinating and vetting the production, presentation, evaluation and dissemination of research reports;
- Presenting ongoing work and findings to colleagues and peers at conferences and/or published articles;
- Maintaining records and accounts of research studies carried out by the IfE;
- Implementing the recommendations included in internal and external quality assurance audits;
- Handling sensitive and confidential information appropriately and with discretion.

## 5.9 Senior Manager IT

The Senior Manager IT is responsible for:

- Participating in technical research and development to enable continuing innovation within the infrastructure;
- Ensuring that system hardware, operating systems, software systems, and related procedures adhere to organisational values, enabling staff and partners;

- Being accountable for the systems used at the IfE. Responsibilities on these systems include SA engineering and provisioning, operations and support, maintenance and research and development to ensure continual innovation.
- Developing and maintaining installation and configuration procedures;
- Contributing to and maintaining system standards;
- Researching and recommending innovative, and where possible automated approaches for system administration tasks;
- Performing daily system monitoring, verifying the integrity and availability of all hardware, server resources, systems and key processes, reviewing system and application logs, and verifying completion of scheduled jobs such as backups;
- Performing regular security monitoring to identify any possible intrusions;
- Performing daily backup operations, ensuring all required file systems and system data are successfully backed up to the appropriate media, recovery tapes or disks are created, and media is recycled and sent off site as necessary;
- Performing regular file archival and purge as necessary;
- Upgrading and configure system software that supports GIS infrastructure applications or Asset Management applications per project or operational needs;
- Maintaining operational, configuration, or other procedures;
- Performing periodic performance reporting to support capacity planning;
- Performing ongoing performance tuning, hardware upgrades, and resource optimization as required;
- Configuring CPU, memory, and disk partitions as required;
- Maintaining data centre environmental and monitoring equipment.
- Assisting in the preparation and delivery of the IfE's strategic and business plans to achieve the IfE's objectives while monitoring the strategic and operational plans of the IfE within approved budgets;
- Assisting lecturers in the development of online courses;
- Assisting in the development of blended courses, webinars, forums etc.;
- Identifying general efficiency gains leading to identifiable cost savings in collaboration with the Head Quality Assurance;
- Ensuring that the IfE develops appropriate measures and procedures to ensure institutional and financial probity;
- Developing a manual of procedures including all regulations and procedures required for the efficient implementation of high quality professional development by the IfE;
- Examining the regulatory compliance of the IfE;
- Establishing priorities for greater efficiency;
- Providing instructional leadership to department managers;
- Developing and implementing the IfE's strategic plan virtually;
- Implementing the recommendations included in internal and external quality assurance audits;
- Promoting a quality culture while building capacity;
- Seeking standardisation and simplification in all procedures related to the IfE;
- Handling sensitive and confidential information appropriately and with discretion.



## 5.10 Senior Manager Work Integrated Learning

The Senior Manager Work Integrated Learning is responsible for:

- Providing leadership and strategy development to a dynamic team of educators in support of work integrated learning and experiential learning opportunities, enabling course participants to link their experience with academic learning and theory and vice versa;
- Maintaining high academic standards and accountability for all modules pertaining to this area;
- Sourcing and writing proposals to access funding in support of experiential learning, work integrated learning, apprenticeship and internship;
- Seeking entrepreneurial opportunities to enhance work integrated learning;
- Establishing clear goals and objectives in support of the strategic and academic plans of the IfE;
- Building collaborative relations with community partners, employers, and alumni to promote the value of work integrated learning and experiential learning;
- Evaluating programme effectiveness, provide regular reports, and collaborate on initiatives with academic leaders and programme developers;
- Collaborating with external institutions to provide further work integrated learning and experiential-learning opportunities and scaffolds for course participants;
- Remaining current on trends and developments in WIL and experiential learning;
- Providing information, advice and high-level administrative support for work integrated learning ensuring compliance with IfE policies and procedures;
- Coordinating and managing relationships with all hosts and administrative contacts involved in the work integrated learning modules with respect to Course participant placements, progress and assessment;
- Organising briefing sessions, workshops, seminars and industry events for targeted Course participants enrolled in Work Integrated Learning ;
- Creating the structure, procedure and process by which course participants are placed with host organisations while liaising closely with relevant stakeholders as applicable;
- Liaising with the IT department to automate and simplify the process as much as possible;
- Maintaining the data base for current and prospective host organisations ensuring contact details and other information is kept up to date
- Liaising with the Admissions Department and Support services with regard to work integrated learning for course participants who might have a particular need;
- Contributing to research and benchmarking, maintain records and provide reports on the effectiveness of the WIL opportunities for course participants to support the ongoing review and refinement of programmes;
- Working collaboratively within and across the programmes to ensure broader goals and objectives are being met;
- Undertaking ongoing review of processes resulting in continuous improvement and ensuring best practice;
- Providing opportunities to share good practices among collaborators and course participants;

- Complying with quality assurance, in line with requirements under the IfE's risk management framework including OHSA, legislation, statutes, regulations and policies.
- Implementing the recommendations included in internal and external quality assurance audits;
- Promoting a quality culture among IfE staff while building capacity on administration and finance among staff;
- Seeking standardisation and simplification in all procedures related to the IfE;
- Handling sensitive and confidential information appropriately and with discretion.
- Analyse and synthesize data from a wide variety of sources, and present the resulting information in clear reports.
- Maintaining contact with the Chief Executive Officer by giving regular updates on the activities related to quality assurance and make proposals that enable the IfE to achieve better performance and improve accountability.

### **5.11 Senior Manager Course Co-ordination and School Professional Development**

The Senior Manager Course Co-ordination and School Professional Development is responsible for:

- Providing leadership and strategy development to a dynamic team of course coordinators
- Leading the team to provide the highest quality standard of planning, coordination and smooth running of both accredited and non-accredited courses in the blended manner as offered by the IfE;
- Being the first line of contact of course participants;
- Establishing clear goals and objectives in support of the strategic and academic plans of the IfE;
- Building collaborative relations with stakeholders in relation to the course implementation;
- Building connections with third parties with regard to premises and resources;
- Ensuring all resources for all modules are in place and accounted for;
- Liaising with Colleges and Schools to assist in the identification, development and implementation of the professional development of the educators within both on a personalised basis and as a whole school approach.
- Supporting schools and educators in their professional development according to their needs;
- Implementing the recommendations included in internal and external quality assurance audits;
- Promoting a quality culture among IfE staff while building capacity on coordination and professional development;
- Seeking standardisation and simplification in all procedures related to the IfE;
- Handling sensitive and confidential information appropriately and with discretion;
- Analysing and synthesizing data from a wide variety of sources, and present the resulting information in clear reports;

- Maintaining contact with the Chief Executive Officer by giving regular updates on the activities related to quality assurance and make proposals that enable the IfE to achieve better performance and improve accountability

## 5.12 Human Resources Manager

The Human Resources Manager is responsible for:

- Assisting in the preparation and delivery of the IfE's strategic and business plans to achieve the IfE's objectives while monitoring the strategic and operational plans of the IfE within approved budgets;
- Developing procedures including all regulations pertaining to the area of HR required for the efficient implementation of high quality professional development by the IfE;
- Promoting healthy relationships between staff and management through mediation, handling labour disputes and guiding department managers through employee issues.
- Conducting employee training and orientation, administer a benefits programme, analyse compensation and other competitive data and prepare budgets;
- Maintaining administrative staff by recruiting, selecting, orienting, and training employees; maintaining a safe and secure work environment; developing personal growth opportunities;
- Providing communication systems by identifying needs; evaluating options; maintaining equipment;
- Completing special projects by organizing and coordinating information and requirements; planning, arranging, and meeting schedules; monitoring results;
- Providing historical reference by developing and utilizing filing and retrieval systems;
- Improving programme and service quality by devising new applications; updating procedures; evaluating system results with users;
- Achieving financial objectives by anticipating requirements; submitting information for budget preparation; scheduling expenditures; monitoring costs; analysing variances;
- Maintaining continuity among corporate, division, and local work teams by documenting and communicating actions, irregularities, and continuing needs;
- Maintaining professional and technical knowledge by attending educational workshops, benchmarking professional standards; reviewing professional publications; establishing personal networks;
- Contributing to team effort by accomplishing related results as needed;
- Reporting to CEO and Senior Manager Administration and Finance regarding HR costs and activities.
- Mitigating risk by keeping organisations compliant with local labour laws and regulations while staying on top of all applicable labour legislation, as well as the shifting needs of the employers and employees.
- Supervising staff, payroll, wellness plans, recruitment and placement specialists and training and development personnel;
- Collecting and analysing employee data and maintain accurate and complete employee records;

- Implementing the recommendations included in internal and external quality assurance audits;
- Promoting a quality culture among IfE staff while building capacity on administration and finance among staff;
- Seeking standardisation and simplification in all procedures related to the IfE;
- Handling sensitive and confidential information appropriately and with discretion and statistics pertaining to Human Resources;
- Maintaining contact with the Chief Executive Officer by giving regular updates on the activities related to quality assurance and make proposals that enable the IfE to achieve better performance and improve accountability.

### **5.13 Manager Procurement**

The Manager Procurement is responsible for:

- Establishing international and local supplier databases;
- Negotiating best quality at the lowest prices / value for money;
- Administering on-line purchasing systems;
- Administering the public procurement cycle, including the preparation of procurement documents;
- Effecting detailed vetting of procurement documents for Supplies, Services or Works tenders;
- Preparing of all the necessary process for the publication of the calls for tenders;
- Answering any clarifications that may arise during the tendering period and evaluation;
- Attending during Tender Opening Sessions and other pertinent assignments in order to ensure that all stipulated regulations are adhered to;
- Spearheading and preparing the review of evaluation reports prepared by the Evaluation Committees for DCC meetings;
- Preparing or assisting in the drafting and signing of contracts and other related documents for Supplies, Services or Works tenders;
- Preparing monthly status reports to enable the monitoring and enforcement of public procurement procedures;
- Operating IT Systems, including the e-procurement portal (ePPS), used for the management of calls for tenders and reporting of public procurement;
- Preparing reports concerning cases involving the Contracting Authorities and represent the Department in front of Boards, Tribunals and Courts of Law;
- Managing the acquisition process and ascertain supplies needed in relevant circumstances;
- Responsible to study consumption records and inventory levels to manage the process efficiently and effectively together with forecasting patterns;
- Placing orders, checking and expediting deliveries;
- Managing and train of staff;
- Appraising products and services through market research by analysing market conditions and seeking new markets;
- Formulating, implementing and monitoring the policies, protocols and operating procedures and manuals;

- Monitoring purchasing and procurement functions in line with Public Procurement and Financial Regulations;
- Liaising with the Stores and Distribution Management to review stocks for handling alternative ordering and reordering purposes to avoid overstocking and expiries;
- Monitoring that items received are as per specifications set out in relevant purchase orders so as to limit over/under ordering;
- Ensure that goods and supplies are received just-in-time through efficient routing strategies to mitigate stock-out and low stocks;
- Ensuring that the necessary research has been carried out with regard to supplier and products so as to be in a position to select the best procurement strategy;
- Preventing, investigating and reporting inefficiencies or possible misconduct in the acquisition system and identifying any corrective action required;
- Ensuring the timely processing of all purchase orders, schedule delivery dates and transportation methods;
- Maintaining low stock items and stock outs to a minimal level across all entities together with drawing up routine reports based on the value of expenditure and reasons for shortages;
- In liaison with the Head of Finance, conducting cash flow requirements in line with budget vote and supply data to MFIN;
- Maintaining accounts payables in line with the Late Payment Directive;
- Ensuring that supplier is giving the government entity value for money in addition to the supply of product or service;
- Responsible for “post contract” management to ensure that supplier is honouring the terms of the contract and is giving value for money;
- Ensuring that “pre-contract” milestones are met and within the procurement regulations.

#### **5.14 Manager Student Affairs**

The Manager Student Affairs is responsible for:

- Developing and consequently providing direction and oversight of the course participants’ services;
- Managing the enrolment and retention of course participants consistent with the IfE’s mission, policies and procedures;
- Developing processes and procedures for services offered to course participants in collaboration with the Head of Admissions;
- Under the guidance of the Head of Admissions, developing and overseeing student support services, including career guidance, childcare, financial aid, counselling and learning resources;
- Ensuring that the IfE’s services cater for vulnerable groups such as those coming from cultural, racial and religious minorities or those with accessibility needs;
- Assisting the Head of Admissions in strategic planning, decision-making, policy development and problem-solving for campus-wide issues;



- Assisting the Head of Admissions in the development and administration of various budgets;
- Keeping up to-date statistics and records and provide information requested both internally by the CEO and by other entities such as the National Statistics office or the MFHEA, in line with the IfE's Data Protection Policy and the GDPR;
- Overseeing the maintenance, disposition, and security of course participants' records including course participants' profiles, participation, progression, satisfaction, recognition, retention and completion rates;
- Developing a system for the data collection of graduate tracer studies including employment rates and career paths;
- Developing public information in relation to further learning opportunities available for course participants;
- Managing the implementation and monitoring of policies concerning course participant enrolment, enrolment verification, academic records, grade reporting and processing, academic progress, graduation, certificate and degree certificate;
- Developing online material to be shared with course participants under the guidance of the Head of Admissions;
- Advising course participants in any queries they may have;
- Directing the management of and response to course participant issues;
- Assisting the Head of Admissions in establishing a new records management system;
- Assisting the Head of Admissions in developing, maintaining, verifying and evaluating existing systems;
- Developing, revising and writing reports and publications;
- Dealing with enquiries and requests for information from both internal and external clients;
- Ensuring that financial, legal or administrative requirements and regulations are complied with;
- Ensuring that data is collected, processed and maintained in line with internal policies and legal requirements (such as GPPR) including classifying, indexing, accessing, maintaining, archiving, erasing and disposing of data/records;
- Assisting the Head of Admissions in the organisation of award and graduation ceremonies and other events related to course participants, including the development of procedures for the granting and awarding of certificates;
- Assisting the Head of Admissions in the development of eligibility criteria and procedures for admission of course participants, including organising and managing interviews of course applicants where necessary and recognition of prior learning;
- Assisting the Head of Admissions in the verification of eligibility criteria of applicants;
- Assisting the Head of Admissions in receiving and processing appeals, complaints, extenuating circumstances, leave of absence requests, extension of studies requests, grievances and other processes related to the course participant life cycle;
- Assisting the Head of Admissions in managing, implementing and updating processes and procedures related to conduct, including academic fraud and disciplinary procedures;
- Assisting the Head of Admissions in the development and implementation of a learning agreement with course participants.

## 5.15 Manager Research Analyst

The Manager Research Analyst is responsible for:

- Identifying project goals, research methods, variables, and other test parameters;
- Choosing how to collect data, offering recommendations on implementing and evaluating projects and making research schedules to monitor the activities;
- Analysing various sets of data, interpreting and writing reports;
- Conducting quantitative and qualitative analyses of the IfE, drawing upon administrative data housed at schools and Education Departments, other Ministries and sources that collaborate with the Ministry for Education;
- Supporting programmes in the collection, processing, and management of a variety of student and school-level data; processing incoming source data; restructuring data files; evaluating data quality and performing data-cleaning operations as needed;
- Developing and maintaining relationships with outside organisations conducting education research and evaluation;
- Managing, coordinating and vetting the production, presentation, evaluation, and dissemination of research reports and project deliverables;
- Providing guidance for protocols around data storage and documentation, data security, and systems for maintaining human subjects' research records and documentation.
- Providing on-time, accurate data for stakeholders as needed;
- Working collaboratively with partners to support data collection and reporting needs and to provide guidance in the use of data for programme development purposes.
- Organising and storing data for future research projects;
- Recommending changes and improvement based on research findings;
- Assisting the Senior Manager Research in the implementation of any project including national, EU and international ones;
- Informing and advising the Senior Manager Research and Development and/or CEO.

## 5.16 Lecturers

The lecturers are responsible for:

- Preparing and producing of one's own teaching material/online module resources and online teaching/lecturing (synchronous and asynchronous) and online support for course participants;
- Assessment planning including appropriate rubrics and marking schemes as approved by the IfE and providing assessment and feedback to learners, online, face to face and in writing as directed by IfE policies;
- Delivering tutorials, in-Class co-teaching tutoring, mentoring/coaching, provide professional development as required, acting as Internal Verifiers, acting as RPL Assessors, acting as Practicum visitors, Dissertation/Thesis/Project/Long Essay supervision and marking;

- Other related administrative, academic and pedagogical duties including the timely submission of all course documentation as required for the respective course files and full support to the internal and external verification process;
- Monitoring and review of course participant performance;
- Developing courses (including carrying out the administrative duties required for accreditation);
- Evaluating, reviewing and revising courses and participating in quality assurance processes;
- Conducting action research and write peer-reviewed papers for publishing;
- Co-ordinating subjects/areas within their area of expertise or related;
- Sitting on boards that require their expertise.

### **5.17 Senior Administrative Officer**

The Senior Administrative Officer is responsible for:

#### *General Management Support*

- Supervising and coaching junior staff to achieve their targets and deliverables;
- Analysis and interprets data relevant to the assigned task;
- Reviews, develops and manages functions, systems and processes;
- Assisting in the conduct of feasibility studies;
- Assisting in the implementation of business plans and tracking of initiative status;
- Developing recommendations arising from client interaction and feedback;
- Scrutinising cases and provides notes to management of approved policy and procedures, and recommending appropriate action to management;
- Advising management and taking the lead on the operational requirements of the unit/section and related areas of experience/expertise;
- dealing and solving queries and complaints concerning the IfE;
- Implementing departmental policy over a wide range of activities/services rendered by the department under the direction of management;
- Creating and maintaining databases (ECDL standard level);
- Compiling, drafting and proofreading documents for the consideration of management;
- Attending meetings to support middle management as required;
- Being conversant and familiar with pertinent legislation, such as, the Public Administration Act (PAA) and the Public Service Management Code (PSMC)/related manuals and Procedures;
- Acting as secretary to boards, committees, commissions and be required to write reports, to keep minutes and to deal with correspondence;
- Heading an office within a department section and be responsible for identifying training needs;
- Monitoring workflow and ensure timely procedures are being effectively adhered to;
- Ensuring the smooth day to day conduct of business; and
- Act as an events coordinator.

### *Accounting*

- Taking the lead to support the IfE in the management of financial and administrative management;
- Providing input in the preparation and the formulation of the IfE's business plan and the implementation of such plan;
- Ensuring efficiency and effectiveness in the management of the IfE's budget;
- Ensuring that records and statistics related to the IfE are accurate and up to date, as required by the CEO;
- Ensuring timely processing of financial records linked to projects partly financed through EU structural and other programme funds.

### *Procurement*

- Ensuring compliance with Financial and Public Procurement Regulations;
- Formulating accurate specifications in connection with calls for quotations/tenders for the procurement of services and goods, in full observance of the relevant government legislation, financial procedures and policies;
- Liaising effectively, where applicable, with the Senior Manager Administration and Finance so as to ensure the efficient procurement procedures related to the upkeep and maintenance of the IfE;
- Being responsible to monitor quotations, LPOs, invoices and contracts for ensuring correct payment;
- Being responsible in following up LPOs and commitments made for better public funds management;
- Ensuring the IfE is fully equipped and regularly resourced with consumables.

### *Inventory Management*

- Providing continuous support to the IfE's administration to update the inventory database in line with the accrual accounting inventory system and eFinance;
- Inserting updated inventory lists into the general database for subsequent submission to the Finance and Administration Directorate;
- Submitting updated general databases to the National Audit Office and the Treasury Department.

## **5.18 Administrative Officer**

The Administrative Officer is responsible for:

- Scrutinising cases that do not fall within the scope of approved policy and procedures, and recommending appropriate action to management;
- Advising management on the operational requirements of the unit/section and related areas of experience/expertise;
- Dealing with specific queries and complaints;
- Implementing departmental policy over a wide range of activities/services rendered by the department under the direction of management;

- Creating and maintaining databases;
- Compiling, drafting and proofreading documents for the consideration of management;
- Attending meetings to support middle management as required;
- Acting as secretary to boards, committees, commissions and be required to write reports, to keep minutes and to deal with correspondence;
- Heading an office within a department section and be responsible for identifying training needs;
- Monitoring workflow and ensuring timely procedures are being effectively adhered to;
- Ensuring the smooth day to day conduct of business;
- Being familiar with pertinent legislation, such as, the public administration act (PAA) and the public service management code (PSMC)/related manuals and procedures;
- Supporting the IfE in the management of financial and administrative management;
- Providing input in the preparation and the formulation of the IfE's business plan and the implementation of such plan;
- Ensuring efficiency and effectiveness in the management of the IfE's budget;
- Ensure that records and statistics related to the IfE are accurate and up to date, as required by the CEO;
- Ensuring timely processing of financial records linked to projects partly financed through EU structural and other programme funds.
- Ensuring compliance with financial and public procurement regulations;
- Formulating accurate specifications in connection with calls for quotations/tenders for the procurement of services and goods, in full observance of the relevant government legislation, financial procedures and policies;
- Liaising effectively, where applicable, with the Senior Manager Administration and Head of Finance so as to ensure the efficient procurement procedures related to the upkeep and maintenance of the IfE;
- Being responsible to monitor quotations, LPOs, invoices and contracts for ensuring correct payment;
- Being responsible in following up LPOs and commitments made for better public funds management;
- Ensuring the IfE is fully equipped and regularly resourced.
- Providing continuous support to the IfE's administration to update the inventory database in line with the accrual accounting inventory system and eFinance;
- Conducting school and college inspections and checking inventory updates;
- Supervising and recording transfer lists of inventory items from schools and sections within the education departments and MEDE and recording them in the relative inventory databases;
- Inserting updated inventory lists into the general database for subsequent submission to the finance and administration directorate;
- Making sure that asset labels are centrally printed and sent to schools;
- Submitting updated general databases to the national audit office and the treasury department.

## 5.19 Course Co-ordinators

The Course Co-ordinators are responsible for:

- Supporting and assisting lecturers in any area related to the delivery of programmes;
- Organisation of all logistical and administrative aspects related to the smooth delivery of programmes in line with the IfE's policies and procedures;
- Maintaining and upkeeping of all records of programmes and course participants under his/her responsibility;
- Communicating with lecturers and course participants on a regular basis throughout the programme's life cycle;
  
- Ensuring lecturers and course participants adhere to all deadlines;
- Promoting healthy relationships between lecturers and course participants;
- Supporting the co-ordination of practice placement, micro-placement, dissertation modules and any other module/workshop/session that is delivered in an alternative manner;
- Co-ordinating and attending sessions being delivered in different IfE centres;
- Monitoring the cleanliness of IfE centres;
- Collecting and processing feedback;
- Answering queries about the programmes offered by the IfE;
- Assisting in the co-ordination of events and projects organised by the IfE;
- Supporting course participants in accessing all lectures whether online or face to face;
- Supporting course participants in queries that might emerge;
- Assisting lecturers and monitoring online content uploaded by lecturers;
- Assisting in the vetting of applications as required by the Admissions department;
- Accessing, recording and analysing information to create reports as required;
- Ensuring the confidentiality and security of data and files in their possession;
- Liaising with other co-ordinators to ensure that the required resources, premises and personnel, are made available for the programmes under their responsibility;
- Taking initiatives to simplify processes in order to increase efficiency;
- Being proactive and forward looking in the area of co-ordination of programmes;
- Being available to assist in the delivery of programmes including weekends as required;
- Developing and conducting regular meetings with course participants to disseminate information related to their programmes;
- Participating in staff meetings, team training and continuous professional development, as required;
- Assisting the IfE's Senior Management in prioritising and implementing the tasks required;
- Undertaking any other tasks required by the Course Coordination Management;
- Taking the initiative to simplify processes whilst observing the IfE's policies, processes and procedures.



## 5.20 Course Participants

The Course Participants are responsible for:

- Engaging actively in the learning process and participate according to assessment requirements;
- Providing considered, honest and timely feedback to the IfE and its staff on the quality of teaching and IfE services;
- Completing assessment tasks diligently and honestly to provide evidence of learning outcomes;
- Meeting assessment requirements as specified in the course outline, including submission of work by the due date;
- Consulting with the Course Coordinators and the Admissions Department as early as possible about any disability issues;
- Discussing any concerns they have regarding their progress in coursework and assessment as early as possible with relevant lecturers, the Course Coordinators and the Admissions Department;
- Consulting with the lecturer (in the first instance), the Course Coordinators and the Admissions Department, if personal circumstances are affecting participation or performance in assessment;
- Raising any concerns they may have regarding the marks for each assessment task promptly, rather than wait until the final grade is awarded in the unit;
- Accessing and abiding by all policies, procedures and regulations relating to assessment and seek clarification, where necessary.

## 6. Relevant Documents

- [Admission Regulations](#)
- [Programme Design and Monitoring Policy and Procedures](#)
- [Extenuating Circumstances Policy](#)
- [Equal Opportunities Policy](#)
- [European Standards and Guidelines](#) (2015)
- [Extension to Duration of Studies Policy](#)
- [Information Technology Acceptable Use Policy](#)
- [Internal Verification Policy](#)
- [Leave of Absence Policy](#)
- [Legal Notice 243 of 2017](#)
- [Malta's Education Strategy 2014 - 2024](#),
- [Malta Referencing Report](#) (2016)
- [National Quality Assurance Framework for Further and Higher Education](#) (2015)
- [Recognition of Prior Learning Policy](#)
- [Teaching, Learning and Assessment Policy and Procedures](#)

## 7. Version History

Originator	Approver	Version	Date	Changes Done
QA Dept.	QAC	1.0	14/05/2017	Initial Release
QA Dept.	QAC	1.1	2/07/2018	Included links to all policies
QA Dept.	QAC	1.2	19/03/2019	Updated article 5
QA Dept.	QAC	1.3	5/10/2019	Updated articles 3.3, 3.4.3, 3.6,3.8 and article 5
QA Dep	QAC	2.0	28/02/2023	Updated articles 1, 2, 3.3, 3.4, 3.4.1, 3.4.2, 3.7, 3.8, 3.9, 3.11, 5.11 and 6 New articles included: 3.4.5, 5.2, 5.4, 5.9, 5.10