

# GLOBTER INTERNATIONAL COLLEGE

## QUALITY ASSURANCE POLICY / FRAMEWORK / MANUAL

### Institutional arrangements for quality management in the Maltese higher and further education context

This document sets out the quality management system of Globter International College (GIC), including governance, responsibilities, instruments, reporting arrangements, continuous improvement mechanisms, and provisions for online and blended learning.

#### Document Control

Document title	Quality Assurance Policy / Framework / Manual
Institution	Globter International College (GIC)
Document type	Institutional quality policy and operational framework
Applies to	All academic and administrative units, staff, students, committees, and approved partners
Primary context	Maltese higher and further education institution
Review cycle	Annual monitoring with full formal review every two years, or earlier if required

#### 1. Purpose and Policy Statement

Globter International College is committed to maintaining a robust and transparent quality management system that safeguards academic standards, supports student success, and promotes the continuous enhancement of all institutional activities.

This policy is a public institutional document. It describes the organisation of the College's quality assurance arrangements, the processes and instruments used to monitor performance, the responsibilities of academic and administrative units, and the manner in which evidence is collected, analysed, reported, and used for improvement.

The policy is designed for the Maltese institutional context and is intended for the College's higher and further education provision. It is not written as an English language school policy for British or Irish market conditions; instead, it addresses institutional quality assurance across governance, academic operations, student support, administration, and digital delivery.

#### 2. Scope

This manual applies to the whole range of the College's activities, including programme design and approval, admissions, teaching and learning, assessment, student support, library and information services, internship arrangements, partnerships, staffing, complaints and appeals, information management, and institutional planning.

It applies to all modes of delivery, including face-to-face, online, and blended learning, and extends to activities delivered in cooperation with external partners, subcontractors, workplace settings, franchise or representative arrangements where relevant.

#### 3. Quality Principles

The College quality management system is guided by the following principles:

- Quality assurance is integrated into institutional strategy, operational planning, and decision-making.
- Responsibilities for quality management are clearly assigned across leadership roles, committees, academic units, administrative offices, staff, students, and approved partners.

- Quality processes cover the full student life cycle and the full institutional life cycle, including planning, implementation, monitoring, review, and enhancement.
- Evidence-based decision-making is supported by regular data collection, reporting, benchmarking, self-assessment, and stakeholder feedback.
- Students and external stakeholders are actively engaged in the design, implementation, monitoring, and improvement of institutional quality arrangements.
- The College promotes a quality culture based on shared responsibility, transparency, accountability, and continuous improvement.

#### 4. Organisation of the Quality Management System

The quality management system forms part of the institutional strategic management framework. It links the mission, strategic plan, operational plan, risk management arrangements, programme policies, student support arrangements, and committee structures into a defined cycle of planning, implementation, assessment, review, and enhancement.

Quality oversight is exercised through institutional governance and leadership structures, supported by a designated quality function and relevant committees. Quality management is therefore not limited to a single office; it is distributed across the institution while coordinated centrally.

##### 4.1 Main quality management structures

Structure / Role	Primary quality responsibility	Typical outputs
Board / Governing Body	Approves institutional policies, reviews strategic performance, receives quality reports, and ensures accountability.	Approved policies, strategic review minutes, action decisions
Principal / Senior Leadership	Leads implementation of the quality system, allocates resources, and ensures improvement actions are carried out.	Management reports, approved plans, follow-up actions
Quality Assurance Function / Officer	Coordinates the quality framework, reporting cycles, self-assessment, evidence management, and policy review.	Annual quality reports, audits, survey summaries, improvement plans
Academic Committees / Programme Structures	Monitor programme performance, assessment, student progression, external input, and curriculum enhancement.	Programme reports, assessment reviews, action logs
Administrative and Student Support Units	Monitor the quality of services, information flows, student support, and operational processes.	Service reports, response times, survey feedback, corrective actions
Students and External Stakeholders	Provide structured feedback and input into quality monitoring and enhancement.	Survey data, meeting feedback, consultation records

#### 5. Responsibilities for Quality Management

Quality responsibilities are clearly defined for departments, schools, programme teams, administrative offices, and leadership positions. Each unit is expected to understand its contribution to quality management and to participate actively in monitoring and improvement.

Students are recognised as important participants in quality assurance. They contribute through representation, surveys, meetings, feedback mechanisms, and participation in review processes.

- Leadership positions ensure that quality requirements are translated into realistic plans, implemented consistently, and reviewed through evidence and meeting records.

- Academic staff are responsible for programme delivery, learning resources, assessment quality, student feedback, and enhancement actions within their areas.
- Administrative staff are responsible for reliable records, student-facing information, service quality, process integrity, and timely reporting.
- The designated quality role maintains the institutional quality calendar, coordinates surveys and self-evaluations, consolidates evidence, and reports outcomes to management and committees.
- Students, employers, alumni, and other stakeholders contribute feedback and recommendations that inform institutional decisions and quality improvements.

## **6. Core Quality Assurance Processes**

### **6.1 Planning and approval**

The College defines quality objectives through its mission, strategy, annual operational planning, and unit-level plans. Programmes and major services are developed and approved through documented procedures, with clear criteria, role allocation, and records of decisions.

### **6.2 Monitoring and review**

The institution operates regular monitoring of academic and administrative performance. This includes programme monitoring, student progression and completion analysis, assessment review, complaints and appeals tracking, student service evaluation, staff development review, and monitoring of risk and compliance issues.

Major functions and units undertake periodic self-assessment. These exercises consider strengths, weaknesses, opportunities, risks, trends over time, and progress against previous action plans.

### **6.3 Reporting and enhancement**

Performance reports are compiled regularly and used to drive improvements at institutional, unit, and programme level. Reports may include KPI outcomes, survey findings, progression and retention data, completion rates, graduate or employer feedback, complaints themes, action-plan status, and resource issues.

Improvement actions are documented, assigned to responsible persons, scheduled, and followed up in a defined review cycle.

### **6.4 Third-party and partner provision**

Where activities are delivered through external providers, workplace settings, subcontracted arrangements, local representatives, or collaborative partners, the College applies appropriate quality assurance requirements. These include due diligence, approval, documented responsibilities, monitoring, reporting, and explicit reference to quality procedures applicable to the local representative or partner.

## **7. Quality Instruments and Sources of Evidence**

To support evidence-based quality management, the College uses a range of instruments and data sources, including:

- quality policies, regulations, manuals, handbooks, and standard forms
- committee agendas, minutes, decisions, and action trackers
- programme self-assessment reports and annual monitoring reports
- student surveys, staff surveys, alumni feedback, and employer or stakeholder consultation
- admissions, progression, retention, completion, and achievement data
- complaints, appeals, misconduct, plagiarism, and disciplinary statistics
- library usage, electronic database access, IT support data, and student support service metrics

- internal audits, peer review observations, benchmarking exercises, and external feedback

## 8. Student and Stakeholder Engagement

The College actively engages students and external stakeholders in the design, implementation, and review of quality management structures and processes.

Student input is collected through class representation, committees, surveys, appeals and complaints information, induction and exit feedback, meetings with staff, and targeted consultations relating to learning resources, assessment, admissions, facilities, and student support.

External stakeholders, including employers, industry partners, professional representatives, community partners, alumni, and placement providers, are engaged through advisory discussions, formal meetings, surveys, programme review input, partnership evaluations, and consultation on labour market relevance and graduate attributes.

## 9. Data Collection, Analysis, and Use

The College collects data through multiple instruments and from a variety of stakeholders. Data is consolidated, checked for reliability, and analysed to identify patterns, risks, successes, and areas requiring intervention.

Where relevant, trend analysis and benchmarking are used to support interpretation. The results of data analysis are used for quality management, policy development, operational decision-making, resource planning, and service enhancement.

Appropriate summaries of quality findings are made available within the institution to support transparency, shared ownership, and improvement activity.

## 10. Quality Culture and Continuous Improvement

The College seeks to strengthen a quality culture characterised by shared responsibility and collective ownership of institutional values and quality objectives.

Quality management is embedded into normal planning and operations rather than treated as a separate or isolated activity. Leadership, staff, and students are expected to participate in review cycles, reflect on performance, and contribute to improvement.

All quality policies, procedures, and arrangements are reviewed regularly and updated when evidence, risk, stakeholder input, or strategic changes indicate that revision is needed.

## 11. Quality Management Cycle

Stage	Main activity	Typical evidence	Output
Plan	Set strategic and operational objectives; approve policies and targets.	Strategic plan, operational plan, KPIs, budgets, risk register	Approved annual priorities
Implement	Deliver programmes, services, support, and committee actions.	Timetables, teaching plans, service logs, committee records	Operational delivery
Monitor	Collect data and feedback; check compliance and performance.	Surveys, dashboards, reports, statistics, minutes	Monitoring findings
Review	Evaluate outcomes, identify gaps, and discuss corrective actions.	Self-assessment reports, annual reviews, audit findings	Improvement decisions
Enhance	Implement improvements and reallocate resources	Action plans, revised procedures, staff	Documented enhancement

	where needed.	development, resource updates	
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## 12. Online and Blended Learning Arrangements

The quality management policy includes arrangements specific to online and blended learning. The College therefore ensures that digital provision is reflected in strategic and operational planning, programme design, learning support, staff development, student communications, and quality review.

The organisational structure includes responsibility for the management and oversight of online and blended learning from an educational point of view, together with adequate technical support, infrastructure, staff guidance, and student-facing information.

Quality monitoring of digital provision includes review of learner engagement, access to online resources, technical support requests, virtual learning environment use, communication channels, online assessment arrangements, and student satisfaction with remote support services.

## 13. Review, Approval, and Publication

This policy is approved through the College's formal governance arrangements and is made available as a public institutional document.

The designated quality function coordinates the review of this manual. Proposed amendments may arise from strategic planning, self-assessment, risk review, stakeholder feedback, audit outcomes, changes in regulatory expectations, or operational experience.

A controlled version of the document shall be maintained, and superseded versions shall be archived in accordance with College document control arrangements.

## Appendix A: Indicative Evidence Map

Area	Indicative evidence
Quality governance	Quality policy, governance minutes, committee membership, role descriptions
Academic quality	Programme reviews, assessment reports, moderation records, student achievement data
Student voice	Survey templates, consolidated survey data, student representative minutes, action plans
Service quality	Admissions statistics, library metrics, IT support logs, complaints summaries
Improvement activity	Quality improvement plan, self-assessment reports, follow-up records
Online provision	VLE/LMS data, online support procedures, digital learning review notes