Global College Malta – External Quality Audit Follow-up report

STANDARD 1: STANDARDS FOR INTERNAL QUALITY ASSURANCE
JUDGEMENT: A complete quality enhancement cycle is currently not in place at GCM. GCM has several policies aimed at enhancing quality assurance; however these have been recently developed. The panel acknowledges that GCM is a relatively new institution, however, polices need to be enhanced to include detailed procedures and structures to ensure the effective implementation of the institutional QA system. GCM requires improvement to meet Standard 1.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
➤ In order to ensure that GCM develops a robust and effective quality assurance system it is being recommended that students and stakeholders (such as prospective employers) are engaged in the strategic planning of the entity; ➤ GCM needs to provide further detail of its internal quality assurance policies in order to	Since its establishment, the College has worked very hard to embed itself within the Maltese educational and wider community. It has successfully established a deserved reputation for providing high quality learning and teaching (as recognised by the NCFHE audit team in 2016) with very strong student outcomes. By means of example, in respect of its franchise arrangements with British universities many of its students' outcomes have been in the top quartile for all students studying at these institutions. This are highly commendable achievements and ones which have been formally noted by the parent British universities. Alongside this, the College has developed close and effective working relationships not only with its students but also a wide range of organisations across Malta and beyond.

ensure that its QA structures are implemented effectively; ➢ The role of the QAC, that has been very recently formulated, needs to be clearly defined in the overall strategy of GCM; ➢ It is also being recommended that external stakeholders are incorporated within the QAC; ➢ GCM should ensure that its Quality Assurance Manual is also made available to students on the GCM website; and, ➢ GCM should ensure that internal auditing is implemented within the institution in order to ensure that QA structures are followed and implemented.	Following the 2016 audit, the College has undertaken further work to further develop and refine its quality and standards assurance framework, taking into account the helpful observations made by the NCFHE audit team. Students and various stakeholders are now more closely aligned with the work of the College and their views are sought, as appropriate, on relevant programme and strategic issues. Not only has this helped the College in its formulation of forward strategy but it has also served to create a stronger bond and sense of collective community with its students and various partner stakeholder groups. The College recognises, however, that there is always scope for further improvement. The recent appointment of a College Academic Dean (with a Professorship awarded by a prestigious British university) has seen a critical review of the College's academic infrastructure. The College's former *Quality Assurance Manual* has been very extensively revised and extended so that it not only properly covers the range of learning and teaching activities entered into by the College but also, crucially, has an operational framework that mirrors best international quality and standards assurance practice. Alongside the development of a new *Quality and Standards Assurance Manual* and associated procedures and *proformas*, the College has developed several key supporting policies and statements including, by means of example, a *Learning and Teaching Strategy,* a more clearly articulated *Vision and Values Statement,* a *Student Charter,* a *Student Protection Plan,* a more clearly articulated *Higher Education Academic Outcomes Framework* document, and a *Quality and Standards Assurance Overview Document*. Much of this comprehensive operating framework is new and is in the process of being progressively embedded into the day-to-day work of the College. The embedding process is ongoing and the College's upcoming EQA will allow the MFHEA to take stock of the progress that has been made and is being planned in respect of quality and standards assurance of the College's academic activities.

The infrastructure and supporting documentation developed by the College's new Academic Dean is in the process of being made available to all College staff and will be published on the College's web site so that not only can current and prospective students have ready access to the materials but so may the College's many external stakeholders, both in Malta and internationally.

The College has also taken the opportunity to examine its deliberative and executive operational structures. Given the size of the College it was determined that the structures proposed by the College's previous management team (now departed) were overly burdensome and bureaucratic and were not fit for purpose. There has, accordingly, been some realignment of the College's structures. The College's Academic Board has been re-framed and includes teaching and professional support staff together with student representatives. The function of the Board is to exercise oversight of the College's academic activities, including programme review and development. Supporting the College's Academic Board there will be a Quality Assurance Committee whose focus will be on quality and standards assurance and learning and teaching matters. The College's existing Programme Assessment Boards will continue as previously as will Programme Teams. More formalised and focused Stakeholder Liaison Groups are being established with the purpose of garnering feedback on the College's current programme offerings, input on possible future academic developments, and views on more general strategic proposals. Employer organisations, current and former students and other stakeholder groups will be integral members of these Stakeholder Liaison Groups. In addition, the College has a Marketing and Promotion Development Group and an Academic Management Group, both of which are concerned with the executive management of the College. The College has regular Operational Management Group meetings with its parent company based in Dubai.

As noted above, there have been some notable changes and enhancements following the departure of the College's previous management team. As a result of these changes, the College

	believes that it is now in a very considerably stronger managerial and operational position than previously. The key in the next stage of the College's development will be to ensure that the new and revised operational frameworks and systems become firmly embedded in the College's day-to-day operations and psyche and are widely known and understood across the College community. As part of this educational process, it is recognised that publication of key College documents on the Web and in other relevant locations is important. Also important will be the regular 'health check' review of the College's operational systems and procedures. Accordingly, in developing a new *Quality and Standards Assurance Manual* the opportunity has been taken to revise and update the College's periodic review and audit procedures. Process and performance review will become an integral part of the College's quality and standards assurance monitoring processes and will be led by the College's Academic Dean. The College's Academic Dean has extensive international auditing experience having previously overseen such activities at a large British university and also having been the Deputy Director of the UK Quality Assurance Agency Institutional Review activity (both in the UK and internationally). Where appropriate, the College may engage external individuals (either from Malta or internationally) to contribute an additional independent perspectives to such reviews. More generally, the recent advent of improved online discussion fora such as Zoom and Microsoft Teams now presents an opportunity for the College to secure external input in a way that wasn't previously viable. The opportunities presented by technological and cultural evolution are being explored further. In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 2: INSTITUTIONAL PROBITY

JUDGEMENT:

The financial statements presented by GCM show that the company's liabilities have been exceeding its assets and thus it has been accumulating losses for the years 2014 and 2015. The accumulated losses indicate the existence of a material uncertainty that may cast significant doubt about the company's ability to continue as a going concern. However, the President & Group CEO of Study World Education assured the panel that they are committed to the success of GCM and the continuance of GCM as a going concern. The management and the finance unit continuously pointed out throughout the audit visit that they are confident that the support from their Head office in Dubai will not decrease or stop. Consequently, they maintain that their students are not at risk of being unable to continue pursuing their studies at GCM. During the audit visit it was noted that no procedures on the selection criteria for headship positions were presented.

GCM requires improvement to meet standard 2.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
➢ GCM should consider setting up a written down policy for the selection criteria / process of its headship positions; and, ➢ GCM should consider developing a student contract on the terms of giving assurances to	In establishing the College in Malta it understandably took a period of time to develop a standing and status as a recognised higher education provider. In this establishment phase student numbers were starting from a very low base and the costs of building acquisition, equipping and programme delivery were not in harmony with the income derived from students fees. This was carefully modelled and foreseen by the College and its parent company when the decision to establish an institution in Malta was taken. Nonetheless, the NCFHE audit team was correct to identify a

the student should the College ever encounter any difficulties which would hinder is operations. Such assurance should include a student agreement which makes provisions for refund procedures and default conditions. Furthermore GCM should consider having an agreement with another institution to take on their students if the College ever encounter any difficulties which would hinder is operations.	potential risk to student interests at that particular point in the College's evolution. In part, the College guarded against this by virtue of the terms of the validating agreement that it entered into with its UK partner university prior to 2015 which would have seen that university assume responsibility for the College students studying on its programmes.

Since the NCFHE audit was undertaken, student numbers have shown steady and healthy growth, reflecting the growing knowledge and strong reputation for quality demonstrated by the College. After its establishment phase, the College is now operating a healthy operational surplus and is continuing to invest substantially in its future in Malta. The College does not, therefore, believe that the anxieties expressed by the NCFHE audit team remain valid.

Subsequent to the NCFHE audit, and in addition to producing a *Student Charter*, the College has developed a *Student Protection Plan* which seeks to protect the interests of all its students in the event of a catastrophic failure. Alongside this, the College has recently developed a *Risk Management Policy and Strategy* and accompanying *Risk Register*. The College's *Risk Register* covers strategic, financial, quality and standards, student experience, and staffing matters and has allowed College management to secure a comprehensive overview of the key risks facing the institution and, crucially, determine appropriate mitigation measures where circumstances may dictate.

The College has developed a new and comprehensive *Staff Manual*. The *Staff Manual* is a wide-ranging document for all staff at the College and includes exemplar job descriptions and selection criteria for both academic and professional support staff. The College has also developed job descriptions for the College's Chief Operating Officer and Academic Dean. |

	In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 3: DESIGN AND APPROVAL OF PROGRAMMES
JUDGEMENT: The programme design and development of GCM follows the approval process of NCFHE and as a result the expected student workload, learning outcomes, assessment methods and teaching and learning strategy are aligned with the standards expected and with the Malta Qualifications Framework. GCM meets Standard 3.

Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
➢ As part of the overall quality enhancement cycle, GCM should develop a formalised structured process for the design and development of programmes. In order to ensure that the process developed is effective, students and prospective employers are to be involved at the design	As noted above, the College has undertaken a substantial and fundamental review of its systems and processes and has produced a new *Quality and Standards Assurance Manual.* Section 2 of the *Manual* deals with the Approval, Modification and Discontinuation of the College's academic provision. The views of students and external interest groups are, as appropriate, sought as part of these processes.

stage before submitting its programmes to NCFHE for programme accreditation; and, ➢ GCM should develop an action plan for future programme reviews.	Under the College's new *Quality and Standards Assurance Manual*, action planning forms part of the College's annual programme monitoring procedures and the College also has a process of periodic review. The College's recently appointed Academic Dean will oversee these processes. In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

JUDGEMENT:

GCM has managed to develop a student-centred learning culture allowing teachers and students to be empowered. This is done through different pedagogical approaches through seminars, tutorials, case studies, role plays, computerised business, simulation games, guest speakers, site and company visits. Their main goal is to use interactive lectures through discussions and promote team building skills. Student academic support through mentoring and individual student consultation is an asset of the institution.

GCM meets standard 4.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation

➢ GCM is to involve students in the academic board for more student-centred learning. To date students have not been involved in the process of the academic board. Student representatives are ideal representatives in collecting students' ideas and feedback and to intervene at the academic board; ➢ GCM is to develop a more systematic and formalised approach to collect students' feedback; and, ➢ GCM should consider investing in their student support services in order to cater for a larger student population.	Reflecting its wish to maintain a strong and cohesive learning community, the College has reviewed the ways in which it variously engages with its students. Since the 2016 NCFHE audit a number of changes have been made aimed at strengthening the student voice. The College's revised *Quality and Standards Assurance Manual* and accompanying *Student Charter* and *Quality and Standards Assurance Overview Document* capture these strengthening modifications and enhancements. College students have reacted positively to these changes. Informal feedback obtained during the course of day-to-day teaching interactions are supplemented by more formal engagements through module and programme feedback mechanisms and staff-student liaison events. College students have reacted positively to these changes. As noted above, student representatives are actively encouraged to attend appropriate College's deliberative committees. The College has continued to invest in its various student support services, this investment taking into account the growth and changing needs of its student population. In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

JUDGEMENT:

GCM applies consistently pre-defined regulations and procedures related to student admission, progression, recognition and certification.

GCM meets Standard 5.	
Recommendation (as per EQA Report)	**Take-up and Implementation of Recommendation**
➢ Recognition of prior learning needs to be defined, and definitively assessed. The panel recommends clearly defined criteria should be established to ensure consistency and fairness; and, ➢ An integrated ERP IT system which incorporates admissions, student records and accounting is necessary for improving the College infrastructure	As part of the new College Academic Dean's review of the College's academic quality and standards assurance systems and processes, a revised and strengthened policy and set of accompanying procedures have been introduced in respect of the Accreditation of Prior Learning. In assessing achievement and the potential to succeed on the College's higher education programmes, or in differentiating between prospective students with broadly equivalent knowledge, skills and experience (including recognition of prior learning), the College gives very careful consideration to the different ways in which required or desirable characteristics might be demonstrated, and the variety of ways in which learning can take place. For example, learning can be experiential (for example, acquired through the workplace) as well as formal. The College ensures that prospective students have appropriate opportunities to show how they have achieved the intended learning outcomes for the award of a qualification or credit. In turn, the College ensures that the assessment of students is robust, valid and reliable and that the award of qualifications and credit are based on the achievement of the intended learning outcomes. The principles underpinning the College's Policy on the *Accreditation of Prior Learning* are to: promote lifelong learning; support widening participation; and to develop student employability. Accompanying the College's new *Policy on the Accreditation of Prior Learning*, the institution has produced a *Student Guide on the Accreditation of Prior Learning*, a form to be completed by

	intending students seeking the *Accreditation of Prior Certificated Learning*, a form seeking the *Accreditation of Prior Experiential Learning*, and a form seeking *Entry with Advanced Standing.* The College's APL procedures are overseen by the College Academic Dean and College Registrar. The College has invested considerable time and effort in seeking to improve its student records system. Working closing with an external software provider a new and updated system is in the process of being rolled out and should be fully operational in late summer 2021. The new system will have additional functionality compared with earlier College student records systems and will improve efficiency, effectiveness and data security, particularly having regard to recent European Union GDPR Regulations. In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 6: TEACHING STAFF

JUDGEMENT:

GCM has a policy of the selection criteria of their academic and non-academic staff. The institution also has a policy of staff induction, which incorporates both the academic and the non-academic staff. The policy is mainly a two-day programme which management follows in order to help new members of staff familiarise themselves with the organisation and structure of the institution. The college developed a CPD Teaching Excellence

Award to develop and enhance effective teaching and learning practice of GCM teaching staff. The majority of teaching staff at GCM are employed on a part-time basis. However, senior management confirmed that they are in the process of recruiting 3 full-time lecturers.

GCM meets Standard 6.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
➢ GCM should consider employing more full-time teachers; ➢ It is highly recommended that GCM encourages all its teaching staff attend and actively participate in continuous professional development to up-skill their pedagogical competences. This could be achieved by offering the CPD free of charge to its lecturers; and, ➢ GCM should consider having a document accompanying their selection processes which stipulates the selection criteria on modules to be taught, establishing student-lecturer rapport, pedagogy and effective English communication skills.	The College keeps under active review the complement of staff that it uses to deliver its teaching programmes. At all times, the College seeks to ensure that the teachers delivering its programmes have appropriate expertise and are knowledgeable in their subject areas. In a number of discipline areas, having active practitioners helping to deliver programmes can add real world and real time current experience. Some such practitioners are not always available or willing to be employed on a full-time basis. Nevertheless, the College acknowledges the observation made by the NCFHE audit team and would wish to reassure the MFHEA that it continues to actively monitor the overall effectiveness and robustness of its various delivery teams. Staffing matters form part of the College's *Risk Register*. The College prides itself on the quality and standards of its teaching and, as noted above, seeks to ensure that it uses the best possible staff to deliver its programmes. That it has been successful in doing this is reflected in the strong student outcomes achieved by the College and the high levels of student satisfaction. The College encourages its teaching and professional support staff to keep under review and update their skills, as appropriate. The College supports appropriate cases for individual or group development.

	In recruiting staff to teach on its programmes the College sets out clearly the attributes that it is seeking in its teaching staff. These attributes are carefully explored as part of the selection process and at periodic intervals subsequently. The College's recently revised and updated *Staff Manual* provide further more detailed guidance on the selection criteria and attributes of different types of staff employed by the College. In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 7: LEARNING RESOURCES AND STUDENT SUPPORT

JUDGEMENT:

GCM has appropriate funding directed towards learning and teaching activities. In particular, the learning resources for both teachers and students are in place and used to good effect.

GCM meets Standard 7.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
➢ Current practice to identify students needing extra support in the English language is	

currently being noted by the lecturer or the student support service, the students are then directed to the Director of the English Language School, but the panel recommends a review of the current practice of the individual consultation session which is available once a month. GCM should consider formalising accessibility to current ad hoc help and support and thus provide these sessions more than once a month	The College has carefully reviewed the arrangements that it has in place to support those students whose first language may not be English. The first part of this strengthened awareness is the more rigorous testing of English Language skills as part of the student admissions process. In addition to written English skills, live interviews may be held with prospective students where concerns or anomalies may exist in respect of the candidature. The College also offers a number of support programmes including a Foundation programme accredited by the NCFHE/MFHEA. In addition, College teaching and professional support staff work closely with any students who may be experiencing challenges with their studies, be that in respect of their English Language skills or other matters. Student feedback in this area is supportive and strong. In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 8: INFORMATION MANAGEMENT

JUDGEMENT:

GCM has a basic system of collecting data within their institution; this is mainly the responsibility of the Academic Administration Office. Through this office a Microsoft Excel Sheet is developed to have a brief overview of the student population. The Academic Administration Office stated that the collection of this data is time-consuming, especially as all the data on the student has to be inputted manually. The panel notes that there is a very high commitment towards improving the data collection of GCM. However, it recommends, that data collection should be accompanied with data analysis as this would help the institution to improve its existing mechanisms and programme of studies.

GCM requires improvement to meet Standard 8.	
Recommendation **(as per EQA Report)**	**Take-up and Implementation of Recommendation**
➢ The introduction of a coherent information management system will ensure that data is collected in a more automated manner, resulting in the Administrative Academic Office becoming more effective in data collection and analysis; and, ➢ Data collection should be accompanied by data analysis as this would help the institution improve its existing QA mechanisms.	As noted above, the College has further developed its management information systems since the 2016 NCFHE audit. Following rigorous critical stress testing a completely new software solution has now been purchased and developed by the College and has been successfully installed and is in the process of being implemented. It will be fully operational by the end of summer 2021. The College is fully confident that the information management framework that is now being operated by the institution is fully robust, accurate and secure. The system is fully compliant with the European Union's General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). The College has also revised and updated its *Student Records Policy and Procedures* document. Alongside important improvements to its management information system, the College will be able to more effectively and routinely interrogate the data held in the new system so as to help in the enhancement of institutional quality and standards, for example through its annual programme monitoring processes and programme development systems. This is an area which the new College Academic Dean and College Registrar are keen to develop and enhance, working closely as appropriate with College teaching staff and professional support staff. It is recognised that some additional work is needed in this area.

STANDARD 9: PUBLIC INFORMATION

JUDGEMENT:

The media being used to promote GCM are: its own website, brochures, leaflets, TV advertisement and social media. GCM has made extensive use of social media within Malta and abroad by guiding people to its website. GCM is also building an international network of agents to promote the college abroad. The panel noted that learning outcomes are not made available in the media mentioned above and information on the programme and its learning outcomes is given to students in the form of module descriptors/course delivery documents before the start of their course as these are uploaded onto the students' Moodle account. The panel thus observed that learning outcomes are only made available once the student is enrolled with the institution.

GCM requires improvement to meet standard 9.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
➢ All information contained in promotional material of GCM in relation to each course / programme is made readily accessible through online mechanisms. In particular the intended learning outcomes of each programme are to be included on the website.	The College engages in a continual process to review the information that it makes available to current and prospective students and other stakeholders. Immediately following the 2016 NCFHE audit, changes were made to the information that was made available regarding its programmes. All the College's programme offerings make clear a range of information regarding the programme of study ranging from what modules will be studied and what attributes and skills successful students following the programme will graduate with. Alongside other providers, the MFHEA regularly monitors the College's web presence and where any possible anomalies are identified then these are brought to the attention of the College's Marketing Team.

Acknowledging more recent changes in the way in which people engage with digital media, the College is actively reviewing the structure and content of its web presence and how it uses various |

	social media changes. Its objective is not only to make information about the College more accessible to a wider audience both in Malta and beyond but also to make such materials more engaging and interactive. It is hoped that these changes will further stimulate interest in and support for the College. In undertaking this process, the College is in active discussion with its web platform provider. Arising from these interactions, the College has recently revised and updated its web presence. As part of its Information Management Strategy, the College has recently developed a new section of its Quality and Standards Assurance Manual which specifically deals with public information produced in respect of the College. The section of the *Manual* outlines the College's expectations with respect to the formal information that is published by the College, either in electronic or printed form. The purpose of the guidance is to try and ensure that the quality of information that is made available to the College's various stakeholders (both internal and external) is accurate, fit for purpose, accessible and trustworthy. The guidance aims to ensure, so far as is practicable, that external audiences to the College are able to form an accurate impression of the College and are able to make informed decisions about its programmes of study and other activities. In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 10: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

JUDGEMENT:

The Academic Board at GCM is responsible for the periodic review of programmes. During the desk-based analysis the panel noted that no policy on the review of the programme was provided by the College. The panel noted that this may be a reflection of the institution's informal set-up in the design and approval of its programmes (refer to standard 3).11 A number of the quality assurance mechanisms are new and have been recently implemented. Others are still in the formative stages of development and require further monitoring and refinement. As yet, there is no evidence available to demonstrate the effectiveness of the quality assurance system or its components. A process defining and explaining how programmes are monitored and evaluated is not present as part of the QA policy. The continuing fitness for purpose of programmes requires the ongoing and periodic review of programmes as part of an overall quality assurance cycle.

GCM requires improvement to meet standard 10.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
➢ As part of the QA cycle, it is being recommended that GCM develops a systematic process and action plan in order to monitor and review programmes by: - Considering student's views on the programmes - Addressing employers expectations on programme outcomes - Ensuring that the relationship between input and output standards of the programmes is achieved - Involve external stakeholders as part of the programme reviews GCM should	As has been noted above, in recent times following the departure of the previous management team the College has made a series of improvements to its quality and standards assurance procedures aimed at providing enhanced assurance that its programmes are operating as intended and meet the expectations of the Malta Qualifications Framework and associated output standards. These modifications promote enhanced student engagement and externality to ensure that all of the College's programmes remain of a high quality, relevant and current, have excellent outcomes and stimulate strong demand. As part of the modifications that have been made, a periodic review process has been established, the root of which is a critical self-evaluation process. The details of the College's procedures for the evaluation, monitoring and review of the College's academic provision are set out in Section 4 of the College's revised *Quality and Standards Assurance Manual* alongside Sections 1 and 2 of the *Manual* which deal with, respectively, the design of the College's academic provision and the design, modification and discontinuation of the

consider developing a policy for institutional and programme self-evaluation; and,	College's academic provision. Together, these three sections of the new *Manual* address the matters raised by the 2016 EQA team. The College's revised *Quality and Standards Assurance Manual* also addresses a series of matters related to annual and periodic programme review so as to ensure that programmes remain academically valid, provide exceptionally good student learning experiences and are economically viable.
➤ GCM needs to ensure that, in the future, all programmes are reviewed at least every 5 years. This should be accompanied by realistic planning cycles and resources.	In the light of the foregoing, the College according believes that the recommendations made by the 2016 NCFHE External Quality Audit Team have been addressed.

STANDARD 11: Cyclical External Quality Assurance
JUDGEMENT: GCM meets Standard 11.

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
No Recommendations were made by the EQA.	Global College Malta warmly welcomed the external review of its quality assurance arrangements conducted by the National Commission for Further and Higher Education (NCFHE) in December 2016. Not only was the audit process helpful and supportive it also, crucially, enabled the College to reflect critically on the journey it had taken to that point and importantly help frame subsequent enhancement steps for the College community.

	Since receiving the final agreed Report, the College has reviewed carefully the helpful findings made by the NCFHE team and has taken steps to further embed the elements of good practice found by the audit team as well as address those areas where the NCFHE believed that further development would be beneficial. Recent managerial changes at the College and accompanying appointments have provided further opportunities for review and enhancement. The external review process conducted by the NCFHE was, and remains, a helpful and formative one and the College remains most grateful for the care with which the audit team sought to develop its understanding of the College, the journey that it had taken to that point and its aspirations for the future. The December 2016 audit report has been extremely helpful in shaping the nature and pace of that development and the College is accordingly indebted to the NCFHE/MFHEA.