



Malta  
Further & Higher  
Education Authority

# **External Quality Assurance**

## Audit Report

### **BUSY BEE TRAINING INSTITUTE**

Carried out on

3<sup>rd</sup> November 2023

**mfhea.mt**

Quality education for  
confident futures .

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## Abbreviations List

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BBTI	Busy Bee Training Institute
CPD	Continuing Professional Development
ECTS	European Credit Transfer System
EOA/QA audit	External Quality Assurance Audit
FHE	Further and Higher Education
GDPR	General Data Protection Regulation
IQA	Internal Quality Assurance
MFHEA	Malta Further and Higher Education Authority
MQF	Malta Qualifications Framework
NCFHE	National Commission for Further and Higher Education
NQAF	National Quality Assurance Framework for Further and Higher Education
RPL	Recognition of Prior Learning
SAR	Self-Assessment Report

## Executive Summary

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Busy Bee Training Institute (BBTI) is a Further Education Institution licenced (licence number: 2018-009) by MFHEA in 2018 to provide homegrown courses primarily related to hospitality, within the training rooms situated at the Busy Bee Group Offices (Central Business District), Mdina Road, Birkirkara.

Initially BBTI offered two MQF Level 1 courses, however, recently the institution added a third MQF Level 2 course.

The mission and vision of BBTI is *to enhance the competence of internal staff and the general public in the Food and Beverage industry, thus contributing to the development of quality Food and Beverage service*. BBTI is highly committed to the advancement of individuals pursuing a career in the hospitality (specifically food and beverage) industry. The courses offered by BBTI provide both theoretical knowledge and practical skills thus ensuring competent personnel in the hospitality sector. In this manner, the institution's courses are positively contributing to the economy through an enhanced skilled workforce in the hospitality industry.

The institution is governed by two Directors and run by a Head of Institution. The current Head of Institution is relatively new to the role, however, he is seeking to become familiar with the MFHEA Standards and to the QA process related to Further Education. The panel notes that in the transition from the former Head of Institution to the latter Head, considerable data records related to QA processes were lost and/or could not be retrieved.

The panel also notes that the evidence of many QA documents and processes presented during the audit indicates that the QA implementation aligned to the MFHEA Standards is primarily a recent endeavour aligned to the start of the tenure of the current Head of Institution.

## Overview of the Audit Process

This report is a result of the External Quality Assurance process undertaken by an independent peer review panel. The panel evaluated the documentation submitted by the educational institution and conducted an onsite audit visit. The panel was responsible for reaching conclusions on Standards 1 and 3 – 11. As outlined in the External Quality Audit Manual of Procedures, the MFHEA sought external expertise to evaluate and reach a

conclusion on Standard 2. Through this report, the panel also highlighted areas of good practice (where applicable) which, in its view, make a positive contribution to academic standards and quality of education that are worthy of being emulated and disseminated more widely.

Timeline:

Initial meeting: 28<sup>th</sup> August 2023

Site visit: 16<sup>th</sup> October 2023

Pre-audit meeting: 18<sup>th</sup> October 2023

Audit visit: 3<sup>rd</sup> November 2023

## Summary of the Conclusions Reached by the Peer Review Panel

On the basis of the findings documented in the report, the panel concludes that BBTI meets Standards 5, 7, 8 and 11, requires improvement to meet Standards 2, 3, 6 and 9 and does not meet Standards 1, 4 and 10. The recommendations in the report are meant to improve all Standards and enhance good practice across the institution.

The panel made 11 Mandatory Recommendations, 8 Key Recommendations and 8 Recommendations. One Mandatory Recommendation needs to be implemented within four weeks from the date of report publication; seven Mandatory Recommendations need to be implemented within 16 weeks from the date of report publication and the remaining three Mandatory Recommendations need to be implemented within 20 weeks from the date of report publication. Two Key Recommendations need to be implemented within 12 weeks from the date of report publication; five Key Recommendations need to be implemented within 16 weeks from the date of report publication, while the remaining Key Recommendation needs to be implemented within 20 weeks from the date of report publication.

# About the External Quality Audit

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## Aims and Objectives of the EQA

Quality assurance in Malta is underpinned by six principles that determine the remit and function of the National Quality Assurance Framework for Further and Higher Education, and the relationship between internal and external quality assurance to enhance learning outcomes.

- i. The Framework is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and enriched by the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET) perspective.
- ii. The Framework contributes to a national culture of quality through:
  - increased agency satisfaction and numbers of service users,
  - an enhanced international profile and credibility of providers in Malta,
  - the promotion of Malta as a regional provider of excellence in further and higher education.
- iii. The Internal Quality Assurance (IOA) is fit for purpose.
- iv. The External Quality Assurance (QA audit) is a tool for both development and accountability. The QA audit shall ensure that the internal quality management system of the provider is:
  - fit for purpose according to the provider's 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 2014-24,
  - implemented with effectiveness, comprehensiveness and sustainability.
- v. The Quality Improvement Cycle is at the heart of the Framework.
- vi. The integrity and independence of the QA audit process is guaranteed.

The QA audit provides public assurance about the standards of further and higher education programmes and the quality of the learning experience of students. It presents an opportunity for providers to demonstrate that they adhere to the expectations of stakeholders with regard to the programmes of study that they offer and the achievements and capabilities of their students. It also provides a focus for identifying good practices and for the implementation of institutional approaches to the continuous improvement in the quality of educational provision.

The MFHEA has a responsibility to ensure that a comprehensive assessment is conducted for all higher education providers in Malta. The QA audit provides an opportunity to assess the standards and quality of higher education in Malta against the expectations and practices of provision across the European Higher Education Area and internationally.

The QA audit examines how providers manage their own responsibilities for the quality and standards of the programmes they offer. In particular, the following issues are addressed:

- The fitness for purpose and effectiveness of internal quality assurance processes, including an examination of the systems and procedures that have been implemented and the documentation that supports them.
- The compliance with the obligations of licence holders with established regulations and any conditions or restrictions imposed by the MFHEA.
- The governance and financial sustainability of providers, including assurances about the legal status of the provider, the appropriateness of corporate structures and the competence of staff with senior management responsibilities.

The QA audit benchmarks the QA system and procedures within an institution against 11 Standards:

1. Policy for quality assurance: entities shall have a policy for quality assurance that is made public and forms part of their strategic management.
2. Institutional and financial probity: entities shall ensure that they have appropriate measures and procedures in place to ensure institutional and financial probity.
3. Design and approval of programmes: self-accrediting providers shall have appropriate processes for the design and approval of their programmes of study.
4. Student-centred learning, teaching and assessment: entities shall ensure that programmes are delivered in a way that encourages students to take an active role in the learning process.
5. Student admission, progression, recognition and certification: entities shall consistently apply pre-defined and published regulations covering all phases of the student 'life-cycle'.
6. Teaching staff: entities shall assure the competence and effectiveness of their teaching staff.
7. Learning resources and student support: entities shall have appropriate funding for their learning and teaching activities and sufficient learning resources to fully support the students' learning experiences.



8. Information management: entities shall ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.
9. Public information: entities shall publish information about their activities which is clear, accurate, objective, up to date and readily accessible.
10. Ongoing monitoring and periodic review of programmes: entities shall implement the 'Quality Cycle' by monitoring and periodically reviewing their programmes to ensure their continuing fitness for purpose.
11. Cyclical external quality assurance: entities should undergo an external quality assurance audit by, or with the approval of, the MFHEA on a cyclical basis, according to the MFHEA guidelines, once every five years.

Peer review panels essentially ask providers the following question about their arrangements for quality management:

'What systems and procedures are in place and what evidence is there that they are working effectively?'

The approach to quality assurance can be encapsulated in a number of key questions which providers should ask themselves about their management of quality.

- What are we trying to do?
- Why are we trying to do it?
- How are we trying to do it?
- Why are we doing it that way?
- Is this the best way of doing it?
- How do we know it works?
- Could it be done better?

Answers to these questions should form the basis of the provider's critical assessment of and response to the self-evaluation questionnaire.

The approach of the QA audit is not simply about checking whether providers adhere to the regulations; it examines how providers are developing their own systems in addressing the expectations of sound management of educational standards and the quality of their learning and teaching provision. It does not involve the routine identification and confirmation of criteria – a 'tick-box' approach – but rather a mature and reflective dialogue with providers about the ways in which they discharge their obligations for quality and the identification of existing good practices.

## The Peer Review Panel

The peer review panel was composed of:

<b>Chair of Review Panel:</b>	Ms Desiree Scicluna Bugeja
<b>Peer Reviewer:</b>	Dr Mario Caruana Grech Perry
<b>QA Managers (MFHEA):</b>	Mr Giacomo Annese and Mr Jurgen D Amato

## Specific Terms of Reference

The review team decided that, as part of an enhancement-led approach, it would issue recommendations linked to all parts of the operations of the institution. The report therefore distinguishes between:

- Mandatory recommendations (MR) which are crucial to meet a Standard and **shall** be implemented before the established timeframes (as stipulated for each Mandatory Recommendation).
- Key recommendations (KR) which are important to improve a Standard and which **should** be implemented expediently by the institution, within the stipulated timeframes, to address weaknesses.
- Recommendations (R) for improvement which are merely suggestions based on the panel's analyses and observations; these **could** be implemented by the institution.

## Institutional Context

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BBTI provides the following three homegrown Award qualifications, namely:

1. Award in Introduction to Food & Beverage Service MQF Level 1 – 5 ECTS
2. Award in Bartending Operations MQF Level 1 – 5 ECTS
3. Award in Basic Coffee Making Skills MQF Level 2 – 2 ECTS.

The first two Award qualifications were accredited in 2017 while the third Award was accredited in 2023. The duration of the two MQF Level 1 courses is five days while the third MQF Level 2 course lasts six days.

The Award in Introduction to Food & Beverage Service is split into five modules with 1 ECTS each. Similarly, the Award in Bartending Operations is split into five modules, each equivalent to 1 ECTS. The Award in Basic Coffee Making Skills comprises 1 module equivalent to 2 ECTS.

The accredited MQF Level 1 Introduction to Food & Beverage Service was delivered three times, namely, in November/December 2018, October 2022 and June 2023. The Bartending Operations course was held twice, namely, in November/December 2017 and October/November 2022. The Award in Basic Coffee Making Skills was held once in October/November 2023. All three Award qualifications include both theory-based sessions and a practical hands-on component. During the practical sessions, course participants are supervised and mentored by the lecturer and/or job Supervisors from within the Busy Bee Catering establishments.

Currently courses at BBTI are mainly available to the employees within Busy Bee establishments. The courses are held in person and in small group numbers (not exceeding ten participants) to ensure individual attention, a hands-on approach and effective teaching and learning. The panel is informed that BBTI plans to extend these accredited courses to the general public, too.

## Analysis and Findings of Panel

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### Standard 1: Policy for Quality Assurance

*Policy for quality assurance: entities shall have a policy for quality assurance that is made public and forms part of their strategic management.*

#### Main Findings

BBTI presented two documents related to QA, namely, the Quality Assurance document (compiled in July 2023) and the Policies and Procedures document (undated document). Both documents are uploaded on the institution's official website. The QA document approved by the Directors and Head of Institution highlights the commitment of the institution towards the development of quality within the Food and Beverage service. The document states that QA is a shared responsibility between the institution's Directors, the Head of Institution and the QA Consultant with input from staff members and administrators.

The document focuses on a PDCA (Plan, Do, Check, Act) cycle that is applied to teaching and learning, management and administration. The panel notes that this process is not documented. The QA document presents the Organigram with the role of QA placed within the QA Consultant role. The panel is aware that BBTI has recently (June 2023) engaged the services of the QA Consultant. The QA Manual document highlights the individual duties of the Directors, the Head of Institution, the IT Department and Administration but fails to include the duties of the QA Consultant. The duties within each role are primarily of a management and administrative nature and overall lack reference to the QA procedural implementation. The role of the QA Consultant is listed in the Self-Assessment Report (SAR) that states: the role of the contracted QA Consultant is *to consult BBTI on matters that are required by BBTI and to assist the Institute to reach all standards including oversight of operations by entering in discussions with the Head or Directors as required from time to time.* In this context the QA duties and responsibilities are not well identified and the documents fail to reflect the stipulated shared responsibility approach.

The Policies and Procedures document includes a list of 15 Policies listed hereunder:

1. Admission Policy
2. Academic Calendar Policy
3. Award Visibility Assessment Policy
4. New Awards Policy
5. Plagiarism Policy

6. Credentials Policy
7. Mitigating Circumstances Policy
8. Practical Policy
9. ICT Policy
10. Ethics Policy
11. Discrimination Policy
12. Equal Opportunities Policy
13. Recruitment Policy
14. Academic Integrity and Freedom Policy
15. Complaints on Assessment Policy.

The Policies are very brief and, overall, of a very generic descriptive nature. Some policies fail to highlight the specific procedures in place to guide the authentic QA process implementation and record keeping. One typical example is the Mitigating Circumstances Policy – the policy procedure highlights communication from the course participant to BBTI. The Policy fails to highlight the details of whom will process the mitigating circumstances request, how the request is processed and recorded, the timeframes for the decision communication and what possible outcomes are available for the mitigating circumstances. This lack of detail is reflected across the other policies too.

The panel notes that the QA Manual as well as the policies listed in the Policies and Procedures document fail to include the engagement of external stakeholders. Furthermore, the overall involvement of external stakeholders in the IQA system is also lacking in the authentic implementation process. The engagement of internal stakeholders is implied through the documents.

The strategic vision of BBTI is still vague with no clear action, budget and time plans in place to detail the way forward for the potential broadening of courses and opening of courses to the public. During the interviews, the panel was informed that BBTI would like to extend the repertoire of courses to include themes like *Cake Decoration* as well as *Language Proficiency* courses, however, no authentic plans, timelines and budget forecasts were presented.

### **Good Practice Identified**

Not Applicable.

## Recommendations for Improvement

- MR1 BBTI shall review and update the QA Manual to consolidate the duties of QA management and responsibility, within 16 weeks from the date of report publication.
- MR2 BBTI shall review, update and consolidate the Policies and Procedures document to strengthen the policies listed, within 16 weeks from the date of report publication.
- MR3 BBTI shall develop a detailed plan highlighting the strategic priorities, with the engagement of stakeholders, for the next five years, within 20 weeks from the date of report publication.
- KR1 BBTI shall identify and consult external stakeholders in the QA process, within 20 weeks from the date of report publication.

## Conclusion

BBTI does not meet Standard 1.

## Standard 2: Institutional Probity

*Institutional and financial probity: entities shall ensure that they have appropriate measures and procedures in place to ensure institutional and financial probity.*

### Main Findings

The Busy Bee Training Institute Limited, hereinafter also abbreviated to BBTI, registration number C-87634, is a limited liability company that was established in 2018, and which is a fully-owned subsidiary of Busy Bee Limited (registration number C-6186).

Given the structure of the group, we have dealt with both companies from a compliance perspective with a clear emphasis on BBTI. We will be referring to the company or companies interchangeably throughout this report.

A review of the memorandum and articles of association of the company shows that the main objective of the company is stated as the provision of tuition and training services related to the catering industry. Thus, the company is compliant with requirements in this respect.

The company provided us with an official list of employees as registered with Jobsplus under the umbrella of another group company, Busy Bee Finance plc, and as such is considered to be compliant with this Authority's requirements.

From a purview of the documentation provided, it transpired that the company is compliant in terms of the submission of income tax returns and VAT returns, and it did not have any pending liabilities with the fiscal authorities in respect of income tax and VAT.

The company was also fully compliant with regard to the submission to the Malta Business Registry of annual audited financial statements and annual returns up to the years 2022 and 2023, respectively. Unfortunately, the company did not provide us with evidence that they are compliant in respect of the submission of annual beneficial ownership information to the Malta Business Registry. The holding company is also compliant in respect of the submission of annual audited financial statements and annual returns.

Busy Bee Training Institute Limited provided us with the signed audited financial statements for the year 2022. From a purview and analysis of the performance of the company, it transpired that the company has reported a loss in its last audited financial statements but was profitable in the prior year. Furthermore, an analysis of the financial position of the company

showed that it had adequate cash resources and its equity base turned negative only in 2022. Its liquid and current ratios were also in a negative range. These factors led the auditors to opt for an emphasis of matter regarding going concern of the company in their audit report. The company's future is therefore dependent on the continuing financial support of the parent company. The Directors/shareholders of the company have also presented us with a letter of support stating that they will not call any amounts due to them until the financial position of the company permits this and that they will continue to support the company financially to meet its obligations and liabilities as they become due, if necessary. A purview of the audited financial statements of the holding company resulted in a positive picture of the financial strength of the group and thus supports this declaration. Thus, we concluded that the company has adequate financial resources to meet unexpected challenges. No financial budgets were presented to us during this review.

BBTI stands as a unique, compact educational institution, primarily focusing on the Food and Beverage sector. Its ethos revolves around offering comprehensive, hands-on training courses, aiming to provide theoretical and practical skills in areas related to the mother company (Busy Bee). This institution prides itself on its specialised curriculum, designed to equip employees (course participants) with the necessary expertise to excel in the dynamic and rapidly evolving Food and Beverage industry.

Functioning as an independent corporate entity, BBTI holds the capability to form contractual relationships with various private and public organisations. This autonomy in operations allows for a tailored approach to education and business engagements. The governance of BBTI is entrusted to a Board of Directors (BOD), tasked with the critical responsibility of financial oversight.

The leadership structure of BBTI presents a Head of Institution, who also occupies roles as a Director and a major shareholder. The panel notes that the Head of Institution lacks a formal background in educational administration and leadership. Indeed, none of the management team within the institution has experience or qualifications in the field of education (specifically Further and Higher Education (FHE)). The panel notes that this gap has prompted the Head of Institution to seek training, acknowledging the need for specialised skills to effectively manage and lead educational programmes.

### **Good Practice Identified**

The Directors and Head of Institution are very well established within the field of Food and Beverage thus facilitating and driving the institution's specialised courses.



## Recommendations for Improvement

- MR4 BBTI shall strengthen the institution's leadership with the engagement of professional/s with an educational background, preferably in FHE, within 20 weeks from the date of report publication.
- KR2 BBTI should provide to the MFHEA evidence of the up-to-date submission of beneficial ownership information to the Malta Business Registry in respect of the company, within 12 weeks from the date of report publication.

## Conclusion

BBTI requires improvement to meet Standard 2.

## Standard 3: Design and Approval of Programmes

*Design and approval of programmes: self-accrediting providers shall have appropriate processes for the design and approval of their programmes of study.*

### Main Findings

BBTI initially developed two homegrown courses accredited by the MFHEA in 2017. At a later stage, in 2023, the institution developed a third course arising from the training needs evident in the Food and Beverage service within the Busy Bee establishments. The three courses are designed and developed to meet the industry needs. This industry-driven course development facilitates an integration of theoretical knowledge with the practical applications and experiences relevant to the current needs of the sector. This approach is also highly conducive to facilitating career development of the course participants and easy assimilation in the work environment. The hospitality experience of the institution's Directors and Head of Institution is an asset to course development. Indeed, the panel notes that the Directors and Head of Institution are highly aware of the training needs within the Food and Beverage sector.

The panel notes that the development of courses is aligned to specific Learning Outcomes and pegged to ECTS. The process of course development is highly dependent on internal stakeholders with no engagement of external stakeholders and/or curriculum specialists. The panel understands that in the recently accredited course development, the lecturer and Head of Institution were the main contributors. The course participants' contribution is minimal and mainly limited to general feedback about interest in themes for new courses. Although the accredited courses are strongly oriented towards current or future employees in the Food and Beverage sector, there is a general lack of structured engagement of present or potential course participants, as well as employers in the field, during the course design and development stages. Insufficient partnership with other employers was also evident from the lack of such interview participation by an external stakeholder during the audit visit.

The panel adds that the QA Manual and the Policies and Procedures document fail to identify and list the stages of course development including, among other steps, training needs identification, identification of programme content, assessment design and institutional approval processing. The Policies and Procedures document does not include a policy related to course development.

The panel notes that BBTI ensures adequate academic qualifications and competence of the trainers/lecturers to deliver the accredited courses. BBTI does not have a structured course evaluation process and relies primarily on feedback from course participants through the feedback questionnaire form.

### **Good Practice Identified**

Not Applicable.

### **Recommendations for Improvement**

- MR5 BBTI shall design and develop a policy related to course development and review, with the structured engagement of internal and external stakeholders, and adequate procedures for implementation and recording, within 20 weeks from the date of report publication.
- R1 BBTI could start the structured and strategic planning for the development of other accredited courses to provide a smooth and broader progression for course participants.

### **Conclusion**

BBTI requires improvement to meet Standard 3.

## Standard 4: Student-centred Learning, Teaching and Assessment

*Student-centred learning, teaching and assessment: entities shall ensure that programmes are delivered in a way that encourages students to take an active role in the learning process.*

### Main Findings

The panel notes that BBTI plans and designs courses to nurture skilled competent workers primarily within its catering establishments. In this manner, the courses and training provided are highly relevant and aligned to current industry procedures, practices and standards. The panel notes that the courses are offered free of charge to the employees within the Busy Bee establishments. Furthermore, course participants are allocated time during their shift work to participate in the training sessions thus facilitating their continuing professional development opportunities. If course participants are on their off day, they are assigned time-in-lieu to make up for the course hours. In this way, BBTI invests in its workforce and offers adequate opportunity for career enhancement and advancement.

The BBTI course lectures include both theoretical and practical sessions. The courses provide adequate knowledge and room for hands-on practice. This balance of theory and practice ensures course participants gain the necessary skills to become professional food and beverage servers.

The lectures are held within the BBTI training room which is adequately equipped for small group sessions. The practical sessions and demonstrations are initially held at the training room with the necessary equipment. Following course completion, practice is held within the Busy Bee Cafeterias. The course participants keep a record of the practice hours (referred to as supervised training sessions) through a *Skills Log-book*. The Log-book includes the dates and hours of practice. Each entry is endorsed by the course participant and a Supervisor. The practice emphasises mastery of specific skills related to each Module within the Award qualification. The Log-book includes space for Supervisor's comments. However, the panel notes that this section is often left blank, with no written feedback from the Supervisor.

The training delivery includes a balance of lecture presentations, discussions, use of AV resources, demonstrations and hands-on practice. Since the groups are relatively small and not exceeding ten participants, there is room for one-to-one individual attention, verbal feedback by the lecturer and personal tailor-made guidance.

The panel observes that the assessment across the three Award qualifications courses is primarily through a multiple-choice test. Such tests are prepared by the lecturer through *Microsoft forms*. The multiple-choice questions are aligned to the Learning Outcomes of each module. The panel notes that once compiled, the lecturer forwards the compiled test to the Head of Institution, however, no formal and professional verification of the tests is in place.

The course participants can take the test up to three hours after the last module lecture. Course participants take the test through a personal digital device. Once completed, the test is submitted online. The panel notes that the tests lack proper instructions to candidates. Furthermore, the panel observes that the number of alternative answers to the questions varies from four to three or two.

The panel notes that the Policies and Procedures document includes a *Complaints on Assessment Policy* which briefly stipulates the procedure for filing a complaint. The panel stresses that the policy lacks details of how complaints are investigated. Furthermore, the panel adds that BBTI lacks formal QA procedural guidelines for assessment planning, developing and implementation. The Quality Assurance document section related to *Student-centred Learning, Teaching and Assessment* describes assessment procedures in a generic manner and fails to provide detailed step-by-step procedural guidelines of assessment planning, developing, verification, scoring and grading. The panel observes that the Policies and Procedures document includes a *Plagiarism Policy* – however, this is not applicable for the courses and assessment currently delivered by BBTI.

The panel is aware that for the practical assessment related to the *Basic Coffee Making Skills* Award, the training Supervisor (in this case, the Barista) assesses each individual course participant on the art of making *Espresso, Cappuccino* and *Café Latte*. The assessment forms an integral part of the final assessment grading. A *Skills Practical Assessment Sheet* is used to gauge the course participants' skills. This sheet is in a *Pass* or *Fail* format for specific skills related to the three coffee drinks listed above. The panel notes that no guided rubric is in place to guide the assessor in scoring each skill. The sheet includes space for comments, i.e., written feedback. The panel notes that the sheets include written feedback by the assessor, however, the feedback is of a generic nature, mainly highlighting what is right or wrong, with no suggestions for improvement.

### **Good Practice Identified**

BBTI encourages and facilitates employee course participation by providing favourable conditions thus enabling continuing professional development.

## Recommendations for Improvement

- MR6 BBTI shall structure the assessment procedure to safeguard assessment validity and reliability through the development of a well-structured comprehensive assessment policy, within 16 weeks from the date of report publication.
- MR7 BBTI shall structure the assessment rubric of the *Skills Practical Assessment Sheet* used for the practical component of courses to include clear criteria performance levels for scoring, within 16 weeks from the date of report publication.
- MR8 BBTI shall update the *Complaints on Assessment Policy* to identify the procedures adopted to investigate complaints, within 16 weeks from the date of report publication.
- R2 BBTI could train Supervisors to mentor course participants during their practical hours' service and to provide adequate verbal and written feedback to course participants conducting practice hours under their supervision.

## Conclusion

BBTI does not meet Standard 4.

## Standard 5: Student Admission, Progression, Recognition and Certification

*Student admission, progression, recognition and certification: entities shall consistently apply pre-defined and published regulations covering all phases of the student 'life-cycle'.*

### Main Findings

The panel observes BBTI has a brief formal policy for student admission to follow courses within the institution. The current process involves the Administrative Secretary who directly emails prospective course participants, all of whom are employees of the main company, to enrol in courses. The EQA audit revealed that the admission is capped at ten students per course to minimise disruption to the company's daily operations. The BBTI Administrative Secretary is responsible for overseeing admissions, student progression, and the issue of certification.

The audit highlighted the absence of a student handbook, which is considered a fundamental requirement for educational institutions. Such a handbook should encompass vital information, including the list of courses, language of instruction, quality assurance processes, policies on academic integrity and inclusion, attendance regulations, assessment and grading systems, and health and safety guidelines. Despite the brevity and basic level (MQF Levels 1 and/or 2) of the courses, the necessity of a handbook remains paramount.

The panel also noted that the Administrative Secretary conducts a brief induction session for course participants at the start of training, which includes a schedule overview. Given the short duration of the courses, BBTI does not maintain detailed records of student progression and acknowledges the lack of a pathway from Level 1 to Level 2 courses.

Upon course completion, students receive a certificate detailing the credits earned and the MQF Level of the course; all certificates are signed by the Head of School. Although there are no formal graduation ceremonies, photographs of successful candidates are in place. BBTI maintains records of both potential and current learners, who are employees of the main company. However, data retention has been limited to the past year and a half due to data loss during the transition from the previous to the current Head of Institution. BBTI stores all relevant hard copy documents in designated cupboards at the main company's office premises.

The panel notes that the institution lacks a recognition of prior learning (RPL) policy. Notwithstanding that such a policy is not necessary at this stage, BBTI can find such a policy handy if courses are extended and are open to the general public.

## Good Practice Identified

Not Applicable.

## Recommendations for Improvement

- KR3 BBTI should develop and maintain a comprehensive student handbook, a pivotal resource that would guide and inform students throughout their educational journey, within 12 weeks from the date of report publication.
- R3 BBTI could plan, design and develop an RPL policy/guidelines.

## Conclusion

BBTI meets Standard 5.



## Standard 6: Teaching Staff

*Teaching staff: entities shall assure the competence and effectiveness of their teaching staff.*

### Main Findings

The panel notes that BBTI seeks to engage lecturers that are expert professionals with a background in the Hospitality sector. Indeed, the *Recruitment Policy* within the Policies and Procedures document states that *BBTI handpicks its staff by looking at the CV, the qualifications which need to be with specific knowledge for the job and the years of experience plus reputation.* Nonetheless, an interview is still held, following which a Service Agreement is drawn up.

The panel notes that, currently, one part time lecturer delivers all three Award qualification courses. The lecturer has vast experience and the necessary qualifications related to hospitality. BBTI also takes the opportunity to engage additional specific experts in the field/s related to the course. One such example is the engagement of a barista in the practical component of the *Basic Coffee Making* course. BBTI seeks to liaise with the lecturer and other professionals to facilitate lecture timetabling.

The lecturer is aware of the course participants' diversity and seeks to use pedagogical approaches that suit the needs of the class mix. The panel notes that the lecturer creates interactive sessions, with the active engagement of course participants, through questioning, discussion and relevant use of AV resources.

The panel is aware that BBTI has no continuing professional development (CPD) plan for lecturing and academic leadership staff. The lecturer participates in relevant CPD through the main employment opportunities within a local vocational institution.

The lecturer compiles a Self-Assessment evaluation sheet following each module. The Self-Assessment sheet focuses on *Content details* and *Programme details*. The lecturer uses a score of 1 to 4 (ranging from unacceptable to very good) to assess each criterion within both components. The Self-Assessment form includes a section for other comments related to course feedback and recommendations. The panel was presented only one recent such Self-Assessment sheet. The panel adds that the Self-Assessment form is generic and lacks details related to class practice such as questioning, use of resources, assessment planning and classroom skills.

The panel is aware that the Head of Institution visits the lecturer in class during training sessions. The panel was presented one report of appraisal held in July 2023. The appraisal report is mainly in a question-and-answer format and reflects a general lack of educational background on behalf of educational leadership. The panel adds that the appraisal report is more focused on the lecturer's response to the set of questions rather than authentic feedback based on class observation. It focuses on the goals set and achieved as well as the goals for the future. The report also includes a score grid for a set of criteria ranging from academic knowledge to lecture planning, communication skills, problem solving, decision making and team working. The score is from 1 to 10 – 1 implying poor conduct to 10 excellent conduct. The report also includes one question related to action for improvement. However, the panel notes that the report fails to indicate a timeline and an action plan for enhancing professional performance.

Course participants evaluate the lecture delivery in terms of programme, teaching sessions, assessment, programme support and other general matters. Course participants are requested to compile the course evaluation feedback sheet soon after course completion. The panel notes that no structured feedback analysis by the administration is in place. Any form of analysis is unstructured and non-documented.

### **Good Practice Identified**

Not applicable.

### **Recommendations for Improvement**

- KR4 BBTI should design and develop a professional *Lecturer Observation Form* and start implementing a structured follow-up action procedure, within 16 weeks from the date of report publication.
- KR5 BBTI should develop and implement a comprehensive CPD Plan covering both content and Further Education themes for both lecturers and educational leaders, within 16 weeks from the date of report publication.
- KR6 BBTI should amend the Lecturer's Self Review form to include a broader and more detailed class practice perspective, within 16 weeks from the date of report publication.

### **Conclusion**

BBTI requires improvement to meet Standard 6.

## Standard 7: Learning Resources and Student Support

*Learning resources and student support: entities shall have appropriate funding for their learning and teaching activities and sufficient learning resources to fully support the students' learning experiences.*

### Main Findings

The panel acknowledges that the facilities provided for the limited number of courses at BBTI are sufficient. These include a well-equipped training room and suitable facilities for practical sessions. The panel is informed that BBTI provides the latest model equipment for the hands-on practical sessions.

All courses are conducted in person, and course participants are granted dedicated time away from their work duties for these sessions. While there is no physical or online library available, BBTI contends that textbooks are unnecessary as all course-related information is provided during teaching sessions. The lecturer, taking initiative beyond the basic requirements, supplies additional materials and resources to enhance student learning, understanding and achievement. The panel notes that an online resource repository will surely assist course participants in their self-study.

Student support at BBTI is primarily managed by the Administrative Secretary, with academic assistance tailored by the lecturer to accommodate the needs of all students, including mature and vulnerable individuals. However, there are no formal guidelines for student support. The tutor's availability is limited to in-class sessions, where occasionally one-on-one support is provided to clarify fundamental concepts, as needed. The panel recognises the lecturer's significant role in not only facilitating the learning experience but also in contributing to the holistic personal development of the course participants. Feedback from course participants' interviews highlights the lecturer's effectiveness in helping them achieve the set educational goals and expectations. The panel notes that a number of foreign employees participating in the courses face language proficiency difficulties. In this context, the panel is informed that BBTI plans to develop basic language courses to facilitate learning for foreign employees taking up the BBTI courses.

### Good Practice Identified

Not Applicable.

## Recommendations for Improvement

- KR7 BBTI should develop a formal document establishing clear procedures outlining the range of methods and strategies used to support course participants, within 16 weeks from the date of report publication.
- R4 BBTI could plan and develop basic language courses to enhance language proficiency of foreign course participants.
- R5 BBTI could invest in an online repository of relevant course material pertinent to its course offerings, enhancing the accessibility and enrichment of its educational content.

## Conclusion

BBTI meets Standard 7.

## Standard 8: Information Management

*Information management: entities shall ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.*

### Main Findings

BBTI utilises SAP Business One/Shire platforms, adopted from the main company, for managing course participant-related information. Additionally, basic software like Microsoft Excel is employed for data collection, primarily overseen by the Administrative Secretary. This digital data is supported by hard copies securely filed. The Administrative Secretary maintains basic demographic data on course participants, including gender, age and country of origin, but lacks information on participant satisfaction rates, employment outcomes and career trajectories. The panel observed that significant data loss over the past four years impedes the assessment of BBTI's historical data management practices prior to July 2023.

The institution keeps records of assignments, assessments, evaluation sheets and certification in both digital and physical formats, managed by the administration. During the EQA, details on GDPR compliance were not explicitly discussed, except for a general statement about adherence to data protection laws. The administrative team has access to students' results and evaluation forms to assess the success of programmes. Attendance is meticulously recorded, with full participation expected from course participants.

The audit visit revealed that course-related information is primarily stored in hard copies. BBTI explained that most course participants engage in short-term courses, limiting the scope for extensive alumni tracer studies. The panel suggests that BBTI should not only focus on data collection but also on data analysis to enhance its quality assurance mechanisms. Such an approach would not only improve the institution's profile but could also facilitate greater access to the public sector.

### Good Practice Identified

Not Applicable.

## Recommendations for Improvement

- R6 BBTI could develop a systematic approach to data collection complemented by thorough data analysis.
- R7 BBTI could develop and implement a process of collecting and tracking information from successful course participants about their career paths.

## Conclusion

BBTI meets Standard 8.

## Standard 9: Public Information

*Public information: entities shall publish information about their activities which is clear, accurate, objective, up to date and readily accessible.*

### Main Findings

The panel notes that while BBTI's online portal, seamlessly integrated into the main company's website ([www.busybee.com.mt](http://www.busybee.com.mt)), offers easy navigation with its simple design, it remains basic in functionality. The site effectively displays a well-structured calendar of courses and application details, facilitating a smooth experience for prospective course participants. However, the enrolment process for external applicants is not clearly defined, as BBTI primarily relies on internal email communication for course participant recruitment (as outlined in Standard 5). Although the website comprehensively lists course details, including ECTS credits, MQF level and learning objectives, it falls short in providing thorough information on key aspects such as admission criteria, pedagogical approaches, assessment strategies, success rates and avenues for advanced learning.

Furthermore, BBTI utilises social media channels like Facebook and Instagram to advertise its courses, but no specific examples of these promotional efforts were made available during the audit. The absence of detailed programme brochures, which could offer an in-depth view of the courses, is also noticeable. While feedback from enrolled course participants suggests no significant issues with the information available prior to admission, BBTI has not actively engaged in gathering systematic feedback to assess the impact and utility of the course information provided to learners.

### Good Practice Identified

Not Applicable.

### Recommendations for Improvement

MR9 BBTI shall enhance its website's course information, ensuring it encompasses all details (a to f) mandated by the MFHEA for comprehensive and transparent communication, within 4 weeks from the date of report publication.

KR8 BBTI should create an effective tool or mechanism to systematically assess the perceived usefulness of the provided course information among its participants, within 16 weeks from the date of report publication.

## Conclusion

BBTI requires improvement to meet Standard 9.



## Standard 10: Ongoing Monitoring and Periodic Review of Programmes

*Ongoing monitoring and periodic review of programmes: entities shall implement the 'Quality Cycle' by monitoring and periodically reviewing their programmes to ensure their continuing fitness for purpose.*

### Main Findings

The panel notes that the QA processes are highly centred around informal monitoring input of the main internal stakeholders, namely the Head of Institution and Administrative Secretary. External engagement in course review is negligible. The panel notes that the institution claims competitiveness by other professionals and/or entrepreneurs in the field that inhibits external stakeholder engagement.

The panel notes that the student feedback questionnaires include general feedback about the programme and a question about ways for course improvement. The panel adds that it was not presented any documented evidence of student feedback analysis. The panel is informed that BBTI is planning to start scheduling focus groups engaging course participants in IQA and course review. However, the panel adds that, to date, BBTI has not yet established, implemented or recorded procedures of student engagement in the analysis of programme review.

The institution holds an annual monitoring meeting, after which the yearly SAR is compiled. Indeed, the recently engaged QA Consultant assisted the institution in conducting the annual IQA meeting and, from the feedback gathered then, compiled the SAR. During the interviews, the panel noticed the QA Consultant emphasised that the role is *to provide oversight of operations by entering in discussion with the Head of Institution and/or Directors*. In this context, the role of QA management is peripheral with no consolidated IQA process responsibility and implementation evident within the other roles of the organigram. The QA document stipulates that the quality assurance is a shared responsibility, however, fails to specify the QA-related roles in the duties aligned to the organigram roles.

The panel notes that no Award qualification course has been structurally reviewed so far.

### Good Practice Identified

Not Applicable.

## Recommendations for Improvement

- MR10 BBTI shall establish, implement and record procedures to engage course participants, employers and other stakeholders as part of the ongoing monitoring and programme review, within 16 weeks from the date of report publication.
- MR11 BBTI shall review the QA document to identify the QA duties of the different members within the organigram, within 16 weeks from the date of report publication.

## Conclusion

BBTI does not meet Standard 10.

## Standard 11: Cyclical External Quality Assurance

*Cyclical external quality assurance: entities should undergo an external quality assurance audit by, or with the approval of, the MFHEA on a cyclical basis, according to the MFHEA guidelines, once every five years.*

### Main Findings

The panel notes that this was the institution's first cycle of MFHEA audit. The panel is aware that BBTI adopted a collaborative, positive approach to the EQA process. Indeed, it is evident that BBTI considered the audit experience as an excellent opportunity for further enhancement.

Notwithstanding the relatively short time since the Administrative Secretary and the Head of Institution were appointed in the specific roles within the institution, they took the challenge and sought ways to learn from each step of the process. Furthermore, during the entire process, they kept liaison with MFHEA officers and requested the necessary guidance to provide the necessary information.

The panel notes that the institution sought the services of a QA Consultant prior to embarking on the EQA process and SAR compilation. Indeed, the panel is informed that the IQA and SAR compilation were guided by the QA Consultant together with the main engagement of the Head of Institution and the Administrative Secretary. The panel adds that the SAR lacks detail of the QA implementation practices. The panel recommends that for future audits, the IQA meetings and SAR compilation be consolidated. BBTI could strengthen the SAR reporting process by consolidating the IQA procedure and then substantiate a more detailed, comprehensive narrative.

The panel notes that since the new institution leadership and administration have been in place since very recently and there is lack of documentation evidence from previous years, the audit triangulation was challenging. Most of the replies during interviews focused on the recent months, with lack of detailed information about implementation of QA processes during previous years.

## Recommendations for Improvement

R8 BBTI could enhance the IQA process and reporting that will facilitate a more comprehensive SAR account.

## Conclusion

BBTI meets Standard 11.

## Response by the Provider

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### Preamble

The Busy Bee Training Institute (BBTI) would like to thank the Malta Further and Higher Education Authority (MFHEA) for conducting the preparation for this External Quality Assurance audit in a timely manner which helped BBTI prepare the necessary documentation and evidence requested.

However, BBTI has some concerns on the way the Audit Panel came to certain statements in the final report and also the judgements given.

Standard 1 - BBTI completely disagrees with the judgement since standard 1 is a summary of the other standards plus the management of quality through the PDCA cycle for all standards. Since BBTI met many standards and needs improvement in others then it cannot be concluded that the first Standard actually does not meet standard. The judgement would have been more appropriate as needs improvement. Some contents are not called for in standard one, for example, about cake decoration programme since this is an Institutional audit and an audit is done for the past five years - what actually has been done. This is also evidenced from the fact that in already published audit reports some institutions which have more MRs and KRr in the recommendations than BBTI, have been given a needs improvement judgement.

Standard 3 - Reference is made to external stakeholders. The audit panel failed to take into consideration that so far BBTI has only provided these accredited awards for its internal employees after noticing gaps. Moreover, BBTI Awards are bound by the guidelines of the sectoral skills council who are external stakeholders and by getting accreditation from MFHEA who are external stakeholders. This gives suspicion that the audit panel had a tick box approach, rather than a fit for purpose of quality approach.

Standard 4 - Reference to student centred. The fact that the awards are written with learning outcomes and the assessment is adequate as accredited by MFHEA itself is already an indication that it is student centred. The fact that teaching is observed in the classroom as indicated to the audit panel shows that quality in regards to ongoing monitoring is part of the culture. Hence, BBTI cannot agree with the harsh judgement and in our opinion it would have been more fair to state that it needs improvement.

Standard 9 - Reference to website information. It is clearly evidenced with the audit panel's comments that BBTI were audited against Higher Education standards and not audited by the Further Education standard guidelines. This is because the MR9 Recommendation refers to "a to f" which is only found in the Higher education document and not in the Further Education guidelines.

Despite the above BBTI remarks BBTI remains committed to enhance the Institution and is presenting the action plan underneath to meet the recommendations.

## Response to Key Recommendations and Recommendations Made by the Peer Review Panel

Action plan		
Recommendations	Actions to be taken to address the recommendation	Date for completion
Standard 1		
KR1: BBTI shall identify and consult external stakeholders in the QA process, within 20 weeks from the date of report publication.	By September 2024, BBTI would have identified its internal and external stakeholders and will carry out meetings for information purposes with them.	June 2024
Standard 2		
KR2: BBTI should provide to the MFHEA evidence of the up-to-date submission of beneficial ownership information to the Malta Business Registry in respect of the company, within 12 weeks from the date of report publication.	(attached) done.	May 2024
R1: BBTI could start the structured and strategic planning for the development of other accredited courses to provide a smooth and broader progression for course participants.	We are currently evaluating the market demand and identifying key areas where additional accredited courses could benefit our participants. This planning process will involve assessing industry trends, consulting with subject matter experts and ensuring that any new courses align with our institution's mission and quality standards.	31 September 2024
Standard 4		
R2: BBTI could train Supervisors to mentor course participants during their practical hours' service and to provide adequate verbal and written feedback to course participants	At BBTI we recognize the critical role that supervisors play in shaping the practical learning experiences of our participants. We will explore the development of a training program to enhance their mentoring skills and feedback techniques.	31 December 2024

conducting practice hours under their supervision.		
Standard 5		
KR3: BBTI should develop and maintain a comprehensive student handbook, a pivotal resource that would guide and inform students throughout their educational journey, within 12 weeks from the date of report publication.	Done (handbook was created) by internal stakeholders under the guidance of the QA Consultant.	
R3: BBTI could plan, design and develop an RPL policy/guidelines.	We decided not to develop an RPL policy.	
Standard 6		
KR4: BBTI should design and develop a professional <i>Lecturer Observation Form</i> and start implementing a structured follow-up action procedure, within 16 weeks from the date of report publication.	This is going to be discussed in September 2024 by internal stakeholders.	Sept 2024
KR5: BBTI should develop and implement a comprehensive CPD Plan covering both content and Further Education themes for both lecturers and educational leaders, within 16 weeks from the date of report publication.	A calendar of CPDs is being prepared by our QA consultant by end of October 2024.	October 2024



KR6: BBTI should amend the Lecturer's Self Review form to include a broader and more detailed class practice perspective, within 16 weeks from the date of report publication.	BBTI has reviewed the self review form by involving internal stakeholders including the Lecturers – done.	May 2024
Standard 7		
KR7: BBTI should develop a formal document establishing clear procedures outlining the range of methods and strategies used to support course participants, within 16 weeks from the date of report publication.	This is included in the students handbook - as above.	
R4: BBTI could plan and develop basic language courses to enhance language proficiency of foreign course participants.	BBTI has submitted its application for the Maltese language course which will be delivered to foreigners.	17 July 2024
R5: BBTI could invest in an online repository of relevant course material pertinent to its course offerings, enhancing the accessibility and enrichment of its educational content.	We will take into consideration to develop such a repository ensuring that it is user-friendly, secure and aligned with our educational standards.	01 January 2025
Standard 8		
R6: BBTI could develop a systematic approach to data collection complemented by thorough data analysis.	We will take into consideration to implement a more structured approach to gathering and analyzing data across all areas of our operations through an excel sheet.	01 January 2025

R7: BBTI could develop and implement a process of collecting and tracking information from successful course participants about their career paths.	We will explore ways to establish a systematic process for gathering this information. This may involve surveys or follow up interviews.	01 January 2025
Standard 9		
KR8: BBTI should create an effective tool or mechanism to systematically assess the perceived usefulness of the provided course information among its participants, within 16 weeks from the date of report publication.	BBTI supplies students with a questionnaire after termination of course.	Already in place
Standard 11		
R8: BBTI could enhance the IQA process and reporting that will facilitate a more comprehensive SAR account.	BBTI will implement these enhancements to strengthen our quality assurance process and will use the standard SAR template.	01 January 2025

## Response to Mandatory Recommendations Made by the Peer Review Panel

Action plan		
Mandatory Recommendations	Actions to be taken to address the recommendations	Date for completion
Standard 1:		
MR1: BBTI shall review and update the QA Manual to consolidate the duties of QA management and responsibility, within 16 weeks from the date of report publication.	Done (in QA manual) A meeting between internal stakeholders and QA consultant was carried out early May.	May 2024
MR2: BBTI shall review, update and consolidate the Policies and Procedures document to strengthen the policies listed, within 16 weeks from the date of report publication.	Done (updated). An internal stakeholders meeting was held early May and updated as on website for public knowledge.	May 2024
MR3: BBTI shall develop a detailed plan highlighting the strategic priorities, with the engagement of stakeholders, for the next five years, within 20 weeks from the date of report publication.	BBTI will organise a top management meeting in September 2024 to discuss way forward, BBTI will engage necessary stakeholders since now it is opening its courses to the public. The strategic priorities will be identified.	September 2024
Standard 2:		
MR4: BBTI shall strengthen the institution's leadership with the engagement of professional/s with an educational background,	The leaders will be attending CPDs directly related to Education. These will be carried inhouse by experts in Education. Moreover BBTI representatives will be attending MFHEA's seminars and CPDs in the current year 2024.	MFHEA CPDs for Institutions between September to December 2024

preferably in FHE, within 20 weeks from the date of report publication.		
Standard 3:		
MR5: BBTI shall design and develop a policy related to course development and review, with the structured engagement of internal and external stakeholders, and adequate procedures for implementation and recording, within 20 weeks from the date of report publication.	Done (as can be seen in Policies and Procedures) Meeting as above in early May.	May 2024
Standard 4:		
MR6: BBTI shall structure the assessment procedure to safeguard assessment validity and reliability through the development of a well-structured comprehensive assessment policy, within 16 weeks from the date of report publication.	Done (in QA Manual) As above a meeting was held between internal stakeholders and QA consultant to determine and finalise it. QA Manual is public knowledge.	May 2024
MR7: BBTI shall structure the assessment rubric of the <i>Skills Practical Assessment Sheet</i> used for the practical component of courses to include clear criteria performance levels for scoring, within 16 weeks from the date of report publication.	MR 7 - Done. This was revised by Top management and Lecturer to create the appropriate Rubric.	

MR8: BBTI shall update the <i>Complaints on Assessment Policy</i> to identify the procedures adopted to investigate complaints, within 16 weeks from the date of report publication.	Done (in QA Manual)	
Standard 5:		
Standard 6:		
Standard 7:		
Standard 8:		
Standard 9:		
MR9: BBTI shall enhance its website's course information, ensuring it encompasses all details (a to f) mandated by the MFHEA for comprehensive and transparent communication, within 4 weeks from the date of report publication.	Done.	
Standard 10		
MR10: BBTI shall establish, implement and record procedures to engage course participants, employers and other stakeholders as part of the ongoing monitoring and programme review, within 16 weeks from	The ongoing monitoring in the QA manual is being revised to reflect this recommendation. The revision is being done by all internal stakeholders and guided by QA consultant.	September 2024

the date of report publication.		
MR11: BBTI shall review the QA document to identify the QA duties of the different members within the organigram, within 16 weeks from the date of report publication.	This has been revised in the QA manual.	May 2024
Standard 11:		

## Annexes

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### Annex 1: Review Panel Bio Notes

In the setting up of the review panel for Busy Bee Training Institute, the MFHEA sought to maintain a high degree of diligence in the process of selection of the members of the peer review panel. The panel sought to be composed of specialists in quality assurance to act as external peers, professionals and practitioners of quality assurance frameworks, as well as students who, prior to the audits, attended professional training seminars organised by the MFHEA.

The following bio notes present the profiles of the members of the peer review panel. The bio notes are correct as at the time the QA audit was carried out, on 3 November 2023.

#### **Chair of Review Panel: Ms Desiree Scicluna Bugeja**

Ms Scicluna Bugeja currently holds the position of Assistant Director within the Department of Examinations (Ministry for Education, Sport, Youth, Research and Innovation). She is responsible for the administration of a range of local public examinations. Ms Scicluna Bugeja previously held the role of Assistant Director for STEM Education and was the Education Officer for Biology. Ms Scicluna Bugeja has a keen interest in educational assessment and evaluation and lectures undergraduate and qualified educators re quality and standards in educational practices. Further to the initial degree in teacher education, she attained a postgraduate diploma in Youth Studies and a Master's in Education (Educational Evaluation & Assessment). Ms Scicluna Bugeja is a qualified MFHEA EQA peer review expert and a Committee Member of the European Schoolnet (EUN).

#### **Peer Reviewer: Dr Mario Caruana Grech Perry**

After reading for his undergraduate degree in Health Sciences at the University of Malta (1995-1999), Dr Caruana Grech Perry started his career in nutrition and dietetics by successfully completing a Post-graduate Diploma in Nutrition and Dietetics in 2002 at the same University. Being interested in the field of dietetics, he then pursued an intensive two-year Masters programme in dietetics, between 2002-2004, at Queen Margaret University, Edinburgh, including registration as a dietitian. He was the first registered dietitian in Malta and has over 18 years of experience working in both public and private sectors. A doctoral qualification was awarded in 2011 after publishing several peer-reviewed articles. He is currently working as a lecturer at the University of Malta.

## Annex 2: Agenda of the Onsite Visit

# EQA Audit Agenda: BBTI (Busy Bee Training Institute)

**Date: 3<sup>rd</sup> November 2023**

**Venue: Medina Road Birkirkara**

1 day	Meeting	Names
08.30	Internal panel meeting	
9.00 (45 m)	Meeting 1: <b>Head of Institution</b>	Luke Friggieri
9.45	Internal panel meeting	
10.00 (45 m)	Meeting 2: <b>Administrative staff</b>	
10.45	Internal panel meeting	
11.00 (45 m)	Meeting 3: <b>QA</b>	
11.45	Internal panel meeting	
12.00 (45 m)	Meeting 4: <b>Trainer</b>	
12.45	Internal panel meeting and lunch break	
13.45 (60 m)	Meeting 5 <b>Students/Alumni (focus group)</b> <ul style="list-style-type: none"><li>• <b>Food &amp; Beverage Service</b></li></ul> and <ul style="list-style-type: none"><li>• <b>Basic Coffee Making Skills</b></li></ul>	
14.45 (90 m)	Any additional meeting - Final internal meeting	
16.15	Initial findings presentation	
16.30	Close	





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