



Malta
Further & Higher
Education Authority

EXTERNAL QUALITY ASSURANCE AUDIT REPORT

PROVIDER ACCREDITATION
FOR HIGHER EDUCATION
INSTITUTIONS

SCHOOL OF BUSINESS AND MANAGEMENT

20th and 21st March 2025

**Quality education for
confident futures .**

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Abbreviations List

CPD	Continuing Professional Development
CRM	Customer Relationship Management
ECTS	European Credit Transfer System
EQA/QA audit	External Quality Assurance Audit
IQA	Internal Quality Assurance
KPIs	Key Performance Indicators
MFHEA/the Authority	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
SAR	Self-Assessment Report
VLE	Virtual Learning Environment

Executive Summary

Overview of the Audit Process

This report is a result of the External Quality Assurance (EQA) 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 is responsible for reaching conclusions on all Standards in line with the Minimal and Performance Indicators as outlined in the *External Quality Assurance Provider Accreditation Manual for Higher Education Institutions*. Through this report, the panel also highlighted areas of good practice 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

<i>EQA Audit Timeline – School of Business and Management</i>	
<i>Induction meeting</i>	<i>27th January 2025</i>
<i>Desk-based analysis</i>	<i>13th February 2025</i>
<i>Pre-accreditation provider meeting</i>	<i>7th March 2025</i>
<i>Audit visit</i>	<i>20th and 21st March 2025</i>

Summary of the Conclusions Reached by the Peer Review Panel

The panel considered 11 Standards. Of these, Standards 5, 6 and 9 were considered fully compliant, Standards 3, 4, 7 and 8 were considered substantially compliant, and Standards 1, 2 and 11 were considered partially compliant. Standard 10 was considered not applicable.

The panel made five Mandatory Recommendations. Of these, one should be addressed within 6 months from the date of publication of this report and four should be addressed within 12 months from the date of publication of this report.

The panel made seven Key Recommendations. Of these, one should be addressed within 3 months from the date of publication of this report, three within 6 months from the date of publication of this report, and three within 12 months from the date of publication of this report.

The panel also made eight Recommendations.

In addition, the panel identified one Good Practice example.

List of Recommendations

Mandatory Recommendations

- MR1:** To qualify for the status of higher education institution, SBM shall, within 12 months from the date of publication of this report, include into its mission, and strategic and operational plans, two pillars of a standard higher education institution - teaching and community reach (provided it will not offer programmes at MQF Level 8).
- MR2:** The focus on two pillars of the higher education institution shall, within 12 months from the date of publication of this report, be accompanied with explicit operational planning, including financial planning.
- MR3:** SBM shall set up the Education Board in a formal manner and ensure its proper functioning. This is to be done within 12 months from the date of publication of this report.
- MR4:** SBM shall implement a procedure to facilitate student and other stakeholder representation in its operations. This is to be done within 12 months from the date of publication of this report.
- MR5:** SBM shall, within 6 months from the date of publication of this report, ensure student academic records are archived and readily available for 40 years after course completion, as per MFHEA guidelines.

Key Recommendations

- KR1:** SBM should, within 6 months from the date of publication of this report, find realistic ways of establishing a student representative platform.
- KR2:** SBM should, within 6 months from the date of publication of this report, finalise an employment handbook and publish it on its website.
- KR3:** SBM should, within 3 months from the date of publication of this report, update the 'News' section on its website as the latest posting is a number of years old.
- KR4:** SBM should, within 12 months from the date of publication of this report, prepare the plan for obtaining practical experience by entering partnerships or collaboration with potential companies/institutions that could provide students with practical experience.

- KR5:** SBM should, within 6 months from the date of publication of this report, introduce career counselling as a positive practice for guiding students towards appropriate employment.
- KR6:** SBM should subscribe to a quality online library to enhance its resources in this area. This will be of benefit to all stakeholders. This is to be done within 12 months from the date of publication of this report.
- KR7:** SBM should, within 12 months from the date of publication of this report, develop more and deeper relations with academic institutions as this will assist them in offering quality higher education.

Recommendations

- R1:** SBM could further work on solving the problem of insufficient communication channels by defining regular weekly meetings among the staff and Head of Institution, as well as a regular monthly meeting among the teaching staff and Heads of Departments based in the UK.
- R2:** SBM could consider requesting key stakeholder feedback on the contents of its website.
- R3:** SBM could consider requesting stakeholder feedback for its course offerings.
- R4:** As the School intends to grow, SBM could consider introducing a formal structure to monitor employment rates and career paths of students.
- R5:** As the recruitment of lecturers increases, SBM could implement a process to facilitate greater interaction to enable them to share best practices.
- R6:** SBM could establish procedures to formally review its policies and procedures as the numbers of academic and non-academic staff and students grow.
- R7:** SBM could introduce new social activities for students such as sports or regular social gatherings after classes.
- R8:** SBM could set up an Alumni Association. This will become a necessity as SBM grows and if higher level programmes are offered.

About the External Quality Audit

About the External Quality Audit

The scope of external quality assurance in Malta is firstly to evaluate the education providers against the indicators included in the *External Quality Assurance Provider Accreditation Manual for Higher Education Institutions* (<https://mfhea.mt/wp-content/uploads/2023/10/EQA-Accreditation-Manual.pdf>), through the analysis of the self-assessment documentation as well as through the information recorded by the peer review panels during the accreditation visits. Secondly, it is in the scope of external quality assurance to evaluate the progress the providers have made since the previous external quality assurance process, aimed at the continuous enhancement of quality and institutional capacity building of the higher education sector in Malta.

Based on this scope, the external quality assurance processes conducted based on the Manual aim to:

- certify the compliance of the providers with the indicators included in the Manual;
- consolidate the internal quality assurance systems at institutional level;
- support the providers in the quality enhancement and continuous development of their operations;
- increase the quality of learning outcomes across the Maltese higher education sector;
- enhance the student learning experience.

Standards for Accreditation

- Standard 1: Mission and strategic management
- Standard 2: Governance, organisational structure and administration
- Standard 3: Quality management
- Standard 4: Integrity, accountability and information management
- Standard 5: Teaching and administrative staff
- Standard 6: Design, monitoring and review of programmes
- Standard 7: Student-centred learning, teaching and assessment
- Standard 8: Student administration and student support services
- Standard 9: Learning resources and facilities
- Standard 10: Research, development and/or other creative activity
- Standard 11: Institutional cooperation, service to society and internationalisation

The Standards and indicators as per the Manual have been drafted in alignment with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The MINIMAL INDICATORS included in the Manual reflect the mandatory level of achievement that providers have to demonstrate compliance with for accreditation purposes and therefore must be met both before the commencement of their operations (at licensing stage) as well as throughout their activities (during every audit process).

The PERFORMANCE INDICATORS included in the Manual reflect the mandatory level of achievement that providers have to demonstrate compliance with during the audit process in order to have their accreditation confirmed. Therefore, performance indicators must be met, starting with the first audit that a provider undergoes five years after the commencement of its operations as well as throughout their entire licensing period.

Where applicable, additional indicators have been developed in the context of online provision through the *Guidance for Quality Assurance for Online Learning Providers in Malta*.

The peer review panels are nominated by the MFHEA. Each panel shall have a minimum of three members: a Chair, between one and five experts, and at least one student. The panel has the duty to gather, verify and exchange information and supporting elements so as to be able to check the statements made in the self-assessment documentation, as well as during the accreditation visits, and to formulate their own assessments on the performance of the provider against the Standards included in the present Manual. The peer review panels shall discuss and exchange the collected evidence, verify the comprehensiveness and interpretation of the data, and analyse various sources in order to come to a consensual, coherent and consistent conclusion through triangulation and cross-referencing. All peer review panel members are required to sign a Declaration of Interest Form prior to starting work on the external quality assurance process.

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.

Peer review panels will consider the indicators included in the Manual when determining the judgement for each Standard. The judgement for each Standard will be expressed as follows:

- Fully compliant - The institution is entirely in alignment with the Standard, which is implemented in an effective manner.
- Substantially compliant - The institution is to a large extent in alignment with the Standard, the general principles of which are followed in practice.
- Partially compliant - Some parts of the Standard are met while others are not; the implementation of the Standard is not effective enough.
- Non-compliant - The institution fails to comply with the Standard.

As part of an enhancement-led approach, the review team will 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 within the timeframes decided by the panel and indicated in this report.
- Key Recommendations (KR) which are important to improve a Standard and should be implemented expediently by the institution, within the indicated 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.

The Quality Assurance Committee (QAC) considered this report and forwarded it, along with the accreditation decision, to the MFHEA Board for endorsement.

The Peer Review Panel

The peer review panel was composed of:

Chair of Review Panel:	Milan Pol
Peer Reviewer:	Peter Calleya
Student Peer Reviewer:	Milica Kavedžič
Accreditation Coordinators (MFHEA):	Fiona McCowan and Giacomo Annese

Specific Terms of Reference

Since this is an SBM request for a Change in Licence Category, the panel evaluated the activities of SBM according to the MFHEA's Accreditation Standards for Higher Education Institutions. However, SBM is now an institution exclusively providing further education programmes, moreover, offering no homegrown programmes (all programmes are accredited in the UK by OTHM Qualifications).

It is understandable that SBM is currently focusing on further education. The panel agreed that SBM is solidly prepared for its mission as a further education provider. However, a possible change to Higher Education Institution would have to be supported by a number of changes in the functioning of SBM in the future. These changes should necessarily concern the mission, strategic and other plans, and pedagogical and all other activities typical for higher education institutions.

Institutional Background and Context

World Learning Limited (Company Reg. No. C92577) trades as The School of Business & Management (SBM). SBM is licensed to operate as a Further Education Institution by the Malta Further and Higher Education Authority (MFHEA), under licence No. 2021-015.

The purpose of this establishment is “to offer recognized British university qualifications to Home/EU/International students, the courses which are recognized qualifications in Malta and could provide a learning path towards university.” (SAR, p. 3)

Currently SBM is a further education provider, and it offers on its website NCUK - International Foundation Year, and six OTHM Level 3 (EQF/MQF Level 4) programmes, which include Diploma in Business Studies, Diploma in Fashion and Textiles, Foundation Diploma for Higher Education Studies, Foundation Diploma for Accountancy, Foundation Diploma in Health and Social Care, and Foundation Diploma in Information Technology. Not all programmes have students (Diploma in Business Studies, for instance). Currently, programmes in Business, IT, and Health and Social Care are realised.

Students come from abroad, mostly from some countries of Africa and Asia.

SBM is a small entity now and it operates in close cooperation with its mother organisation based in the UK. This is evident from the organisational structure (the CEO is also based in the UK), but also, for instance, in the arrangement of the Malta-based teaching staff (three part-timers) and their support by lead teachers who are also based in the United Kingdom.

SBM is trying to gradually integrate into a broader context of Malta, as seen from its efforts to develop relevant external links.

Analysis and Findings of Panel

Analysis and Findings of Panel

Standard 1: Mission and strategic management

Main Findings

The mission statement of SBM is formulated in the SAR as follows: “Creating learning environments where every student can achieve their full potential.” The website of SBM elaborates on this by stating: “The Mission of the School of Business & Management (SBM) is to offer affordable, quality, and recognized qualifications in Malta which could provide a Learning Path towards university.”

The SAR provides the vision statement of the SBM as follows: “Our vision is to be a leading college for progression and employability. As our Higher Education facilities continue to grow, we want to be a leading provider of flexible, affordable, career-relevant university education.” On SBM’s website the vision of SBM stresses the importance “to build a diverse and inclusive community. SBM embodies a culture of inclusion where all individuals feel respected, valued and supported, are treated fairly, are provided with a work-life balance and given an opportunity to excel in their chosen careers.” (website)

The mission statement of SBM clearly aims at the education agenda of SBM, which seems to be relevant for the provision of further education programmes. The other two pillars (research and the so-called third role), typical for higher education institutions, are not dealt with. This is understandable in case of research, provided SBM will not have a plan to conduct programmes at MQF Level 8. The mission statement and vision statement appear to be positively related. Also, there is an alignment between the mission statement and strategic planning, on the level of further education provisions.

The Strategic Plan of SBM is a 3-page document which stresses three objectives: (1) Increase enrolment by 25% for the upcoming academic year; (2) Enhance brand reputation; and (3) Improve student satisfaction and retention rate based on student feedback. They all seem to be clearly linked with the education agenda of SBM.

Under the heading Strategy and Operational Implementation (Strategic Plan of SBM) there are 15 aims, some of which are focused on marketing and advertising of the programmes, and others on development of external relations of SBM (including sponsorship to relevant events to demonstrate the institution's commitment to social responsibility), implementation of a feedback mechanism within SBM, support of professional development of staff, and student support services improvement.

The Operational Plan of SBM mentions four Key Performance Indicators (KPIs): (1) To acquire larger premises to accommodate our growing student population (June 2024 to June 2025), (2) To upgrade our Further Education License to a Higher Education Licence, in order to increase our offering and offer current and future students a better choice of learning pathway (February to June 2024), (3) To grow the academic cohort either through current members of staff taking on full-time roles and also by starting a recruitment process for further faculty members (July to December 2024), and (4) To grow the student population by 25% per year (September 2024 to July 2025).

Financial projections of SBM for 2024-2026 do not make explicit links to individual strategic objectives and operational plans.

The institutional plans seem to be focused on continuity of education processes, although in its Business Plan this is only generally stated.

The Business Plan also states that "A contingency budget provides a safety net against unforeseen challenges, underscoring our commitment to prudent financial management and long-term sustainability." Possible risks and mechanisms for their prevention are not explicitly dealt with, neither are the strategies for risk assessment and mitigation.

SBM is currently a small entity, and it is not clear to what extent the mission statement and strategic plan were developed in a participatory process. Students were surely not a part of this.

SBM has presented a SWOT analysis of its main activities. Planning of its further activities is done to some extent with regard to this performance analysis.

Good Practice Identified

Nil.

Recommendations for Improvement

- MR1: To qualify for the status of higher education institution, the SBM shall, within 12 months from the date of publication of this report, include into its mission, and strategic and operational plans, two pillars of a standard higher education institution - teaching and community reach (provided it will not offer programmes at MQF Level 8).
- MR2: The focus on the two pillars of the higher education institution shall, within 12 months from the date of publication of this report, be accompanied with explicit operational planning, including financial planning.

Judgement: Partially compliant

Standard 2: Governance, organisational structure and administration

Main Findings

SBM has an organisational chart in which the CEO is at the top position. The Head of Institution is the main executive person in SBM; her position also includes the responsibility for quality assurance. The CEO and the COO are based in the UK, however, as they stated during the interviews, they are “very involved in the Malta Operation”.

Other high-level positions include the legal representative and the director of admissions and marketing. SBM also has several units in its organisation chart, covering teaching and related activities as well as administration services.

The procedures for selection of the new staff are described in the Recruitment Flow Chart. The persons occupying leadership positions are qualified for their jobs, as they are described now.

The organisational chart indicates governance, decision-making and distribution of responsibilities at different levels and units of SBM. Responsibilities of individual staff are described in a separate document that was provided.

In the SAR an important function is attributed to the Education Board, however, this body is not part of the organisational chart and from the interviews, it was confirmed that it is still not set up and operating in a formal manner. So far, according to the leaders of SBM, due to its relatively small size, it currently operates informally, without representation of students and other relevant stakeholders.

More structured monitoring of staff satisfaction is in its very early stages at SBM. The student representative platform (student council) is not established which can be seen in connection with specifics of the student body at SBM. According to SBM representatives, students are not really interested in investing their time and energy into this activity. They are all studying lower-level qualifications and the majority study and work as they have 20 hours a week permits.

Good Practice Identified

Nil.

Recommendations for Improvement

- MR3: SBM shall set up the Education Board in a formal manner and ensure its proper functioning. This is to be done within 12 months from the date of publication of this report.
- MR4: SBM shall implement a procedure to facilitate student and other stakeholder representation in its operations. This is to be done within 12 months from the date of publication of this report.
- KR1: SBM should, within 6 months from the date of publication of this report, find realistic ways of establishing a student representative platform.

Judgement: Partially compliant

Standard 3: Quality management

Main Findings

SBM has prepared an Internal Quality Assurance (IQA) document comprising the Quality Handbook and the SBM Education Regulations. This document is published and available on SBM's website and scheduled for revision in September 2025. It outlines the application and formal interpretation of the Quality Handbook and Quality Framework.

Additionally, the document which provides the information on the responsibilities of SBM staff was provided to the panel; still, it is noticeable that SBM's setup is small, therefore, the roles with respect to quality management are not strictly defined and in practice are mainly informal.

The Head of Institution plays a key role in SBM's QA system and is responsible for Internal Quality Assurance and overseeing all QA processes and communication within the institution. During the onsite interview, the panel learnt that SBM is dedicated to fostering and promoting a quality culture. Additionally, the involvement of staff in this process was evident. To further enhance QA processes, SBM has engaged an external consultant based in Scotland. Even though SBM shows strong dedication, their SWOT analysis indicates that SBM faces challenges with insufficient communication channels for feedback and suggestions for quality improvement, which was confirmed during the interview as well.

The responsibilities of both teaching and administrative staff were explained clearly during the interviews. However, the employment handbook has not been finalised yet.

It is important to note that the lead teachers are based in the UK, not in Malta. Nevertheless, from the interviews it emerged that teachers communicate regularly and are committed to improving their practices.

While formal procedures for ensuring academic integrity have not yet been adopted, it is clear from the formal policies and from the interviews that plagiarism detection software is in place and is regularly used.

SBM has established procedures for conducting student satisfaction surveys, and the panel was shown examples of the surveys and their results during the interview. In addition to formal feedback, student feedback and concerns are also gathered through direct communication with the Head of Institution.

SBM has a Complaints Policy and Procedure in place. During the interviews, it was confirmed that staff, students and lecturers knew about this. However, it has not been used to date.

The panel interviewed the Administrative Officer who regularly gathers and tracks students' data and files the information. This is considerably sufficient.

Additionally, SBM's Wellbeing Officer maintains regular contact with students regarding their needs and support. For this purpose, SBM has developed a Health, Safety and Wellbeing Policy and Procedure.

Bearing in mind that SBM currently has a small number of students and three lecturers, it is to be taken into consideration that quality management is conducted in a more informal manner.

Good Practice Identified

Nil.

Recommendations for Improvement

- KR2: SBM should, within 6 months from the date of publication of this report, finalise an employment handbook and publish it on its website.
- R1: SBM could further work on solving the problem of insufficient communication channels by defining regular weekly meetings among the staff and Head of Institution, as well as a regular monthly meeting among the teaching staff and Heads of Departments based in the UK.

Judgement: Substantially compliant

Standard 4: Integrity, accountability and information management

Main Findings

SBM has a comprehensive set of policies in place which, together with its Internal Quality Assurance (IQA) document and stated values, cover all aspects of a code of ethics. These ensure SBM functions in accordance with best practices for maintaining honesty, integrity and professionalism.

All policies and the IQA document are publicly available on SBM's website.

The IQA serves as a guide and defines the standards for all matters related to student-centred learning, with specific sections on student welfare, teaching staff, staff development, administrative duties, the learning environment and resources, equal opportunities, diversity and governance. SBM adopts a zero-tolerance approach to academic fraud which includes cheating in a written assessment and committing plagiarism.

Policies and procedures are also in place for student complaints, academic appeal, assessments, course review and student support, amongst others.

SBM makes use of a virtual learning environment (VLE) based on Moodle for all academic requirements. Access to the VLE is given to students upon enrolment and also to teachers. All resources required for the academic journey, including lecture notes, assessments, a virtual library, anti-plagiarism software and the student handbook, can be found on the VLE. The latter is also used as a direct mode of communication with students.

A customer relationship management (CRM) database is used for all administrative records of the students.

SBM benefits from using very advanced VLE and CRM systems through its parent company.

The management of the public website is UK based. It contains all the required information about SBM and its course offerings. The latter includes course objectives, learning outcomes, MQF level, number of credits, duration and fees.

The website also has useful details for international students about studying in Malta and applying for a student visa. A 'Gallery' section showcases the various activities and events undertaken by SBM. The 'News' section is outdated.

From the interviews, the panel noted that no official feedback from tutors, students, alumni or other stakeholders was ever sought about the content of the website. All updates are done by the UK team in consultation with SBM Management when necessary.

When a prospective student is interested in a qualification, a very detailed application, which is found on the website, needs to be filled in. After it is submitted, the application is vetted and followed up by the Admissions and Marketing team. If the prospective student has the necessary requisites and meets the criteria, then an interview is scheduled to assess the level of English and ensure the course applied for is the right one.

The application form contains a specific section about any special needs. SBM has the facilities and policies to cater for students with special needs; however, to date has not had any such students.

SBM abides by the required information management regulations. It has policies in place to cover data protection, data retention and IT security. Student data throughout the academic journey is kept and robust procedures are in place for storage and backup. All GDPR requirements are adhered to. However, there is no evidence that student academic records are archived and readily available for 40 years, as per MFHEA guidelines.

SBM closely monitors course participation, attendance, retention and success rates. Student feedback after each module / course is requested and any issues are immediately addressed.

SBM currently has a small number of students and engages three lecturers on a contract basis. All courses are classroom based. In this context, from the interviews the panel verified that students and lecturers are aware of all SBM policies dealing with ethical issues and academic integrity. Students are informed of their responsibilities and expected level of conduct during the course induction. Details are also found in the student agreement and student handbook. Both formal and informal communication is open and ongoing. SBM does not have a formal structure in place to monitor employment rates and career paths post studies. However, this is done in an informal manner as the small numbers of students keep in touch with SBM following their studies.

Good Practice Identified

Nil.

Recommendations for Improvement

- MR5: SBM shall, within 6 months from the date of report publication of this report, ensure student academic records are archived and readily available for 40 years after course completion, as per MFHEA guidelines.
- KR3: SBM should, within 3 months from the date of publication of this report, update the 'News' section on its website as the latest posting is a number of years old.
- R2: SBM could consider requesting key stakeholder feedback on the contents of its website.
- R3: SBM could consider requesting stakeholder feedback for its course offerings.
- R4: As SBM intends to grow, it could consider introducing a formal structure to monitor employment rates and career paths of students.

Judgement: Substantially compliant

Standard 5: Teaching and administrative staff

Main Findings

SBM does not employ full-time teachers as all are engaged on a service-contract basis. At present it only has a small complement of teaching staff who are all highly qualified professionals that lecture elsewhere.

SBM has a comprehensive set of policies for all employees. The responsibilities are detailed in the IQA and any bilateral agreements. All teachers undergo an induction process where this is explained. A specific meeting was held late last year where SBM management explained its new and updated policies to all teachers. These ensure the academic integrity of its teaching staff.

Recruitment of staff follows a clearly defined and transparent process as outlined in the Recruitment Flow Chart.

After reviewing all documentation provided including CVs and carrying out interviews with relevant stakeholders, the panel is satisfied that SBM recruits academic staff in a proper manner. All teachers undergo a formal interview process to ensure suitability for the role and ensure they have the right level of qualifications and experience to deliver their respective courses.

Teachers are supported academically by Heads of Department who are all UK based and responsible for OTHM accreditation. Regular meetings are held whereby course content, assessments and student performance are discussed and any actions agreed. Teachers can also suggest changes to the delivery of the course. A meeting is also held when the course is finished to assess how it went and see if any improvements can be made. Besides the formal meetings, communication is ongoing through the online portal.

The appraisal process is in place, although at the moment only in development stages. Student feedback is also gathered in a structured manner and if any issues arise, these are immediately addressed on a case-by-case basis. SBM has drafted a policy for classroom peer observation. However, this has not been used yet.

Continuing professional development (CPD) is offered to teachers through online seminars. Specific sessions were held on updating course material and use of AI and plagiarism.

Teacher communication with students is ongoing. This is done directly during and after lectures and through the VLE.

Given the small academic staff complement who are all part-timers, teachers do not have any opportunity to interact amongst themselves and discuss and share best practices.

The panel observes that all teachers are committed and dedicated to their work and are approachable and available to students to facilitate learning. This was confirmed by the course participants, alumni and SBM staff.

Administrative staff are also given training as a form of CPD. A session was recently delivered on filing. A staff appraisal policy has been drafted and is due to be implemented. Employees will also be able to conduct a self-assessment to showcase strengths and identify areas for improvement.

SBM staff are always available to assist both teachers and students with any requirements and technical issues.

The panel notes that given the small academic and non-academic staff complement and current number of students, policies and procedures for the level of programmes that are currently provided are adequate. However, as SBM grows and more students and additional staff are recruited, these policies will need to be reassessed.

Good Practice Identified

Nil.

Recommendations for Improvement

- R5: As the recruitment of lecturers increases, SBM could implement a process to facilitate greater interaction to enable them to share best practices.
- R6: SBM could establish procedures to formally review its policies and procedures as the numbers of academic and non-academic staff and students grow.

Judgement: Fully compliant

Standard 6: Design, monitoring and review of programmes

Main Findings

SBM does not offer homegrown courses; it only offers courses already accredited and offered in the UK. The courses are developed by the UK parent company and in line with OTHM.

Therefore, taking into consideration the specifics of this situation, SBM Malta is in regular contact with the parent company from the UK. Additionally, the current three lecturers on a contract basis are in regular contact with lead teachers from the UK.

The panel was informed that the Course Review Policy and Procedure is adopted and in place.

Additionally, SBM introduced the collaboration with the NC UK and the University of Wolverhampton.

If they decide to have homegrown courses, this standard has to be evaluated again.

In conclusion, bearing in mind the specificity of the situation, it is not easy to apply general indicators when accessing this standard.

Good Practice Identified

Nil.

Recommendations for Improvement

Nil.

Judgement: Fully compliant

Standard 7: Student-centred learning, teaching and assessment

Main Findings

SBM is committed to student-centred learning, which is achieved through small student groups, ensuring each student receives appropriate support from the teaching staff. Additionally, as mentioned in the SAR, SBM offers flexible course start dates to accommodate potential delays due to visa issues or other personal circumstances. This was confirmed during the interviews.

Teaching is conducted face-to-face, currently with three teachers, across courses in Business, IT, and Health and Social Care.

To ensure the integrity of teaching and assessment, SBM has developed several policies, including the Assessment Policy, Every Student Matters document, Internal Verification Policy, and Appeal Procedure. As confirmed during the interviews, the complaint and appeal procedure is in place but has not been used.

Given the fact that the lead teachers are based in the UK, there is additional pressure on the current staff. However, both teachers and students expressed satisfaction with the current curriculum and course organisation during the interviews. Student evaluation is based on assignments and presentations, which was also stated during the interviews.

The panel was informed that students at SBM typically spend 8 to 12 months completing the programme. According to current regulations, students are allowed to work up to 20 hours per week during their studies.

Heads of departments collect feedback from students and discuss student performance with the onsite teaching staff. It was noted that students face cultural barriers, which is considered a primary challenge.

During the interviews with students, it was evident that they were satisfied with the course organisation and teaching staff. However, most students expressed concerns about the lack of practical experience, which they considered a negative aspect. Additionally, students suggested that organising cultural and social activities would help them integrate more easily into the group.

The panel was informed that students receive a questionnaire to evaluate course organisation, and the data collected indicates that the majority of students have provided positive feedback.

While students are familiar with the complaint and appeal procedure, no one has used it.

Currently, the enrolled students are all third-country nationals, mostly from African countries. When the panel asked why they chose a particular SBM study programme, they cited positive recommendations from colleagues who had previously completed the course, as well as the appeal of studying in Malta.

Good Practice Identified

Nil.

Recommendations for Improvement

KR4: SBM should, within 12 months from the date of publication of this report, prepare the plan for obtaining practical experience by entering partnerships or collaboration with potential companies/institutions that could provide students with practical experience.

Judgement: Substantially compliant

Standard 8: Student administration and student support services

Main Findings

SBM provides information on its website about the institution, the range of programmes offered, admission procedures, and all other relevant details for prospective students, as confirmed during the interview.

As outlined in the SAR, SBM has developed several policies to support students, including the Health, Safety, and Wellbeing Policy, Admissions and Retention Policy, and Every Student Matters Policy.

SBM's Marketing Manager is responsible for the students' admissions process, with support from the administrative staff.

Since most students come from foreign countries, SBM's staff provides extensive support throughout the admissions process. SBM conducts interviews with students before enrolment and has prepared an information pack to assist new students.

During the interview, it was stated that students were satisfied with the information provided on SBM's website prior to enrolment as all the requirements were clearly specified.

After enrolment, each student signs a student agreement with SBM, which protects their rights and interests.

The CRM System is used to collect data on students and maintain detailed profiles for all enrolled individuals. Additionally, the database system that allows monitoring of students' progress is introduced.

During the interviews, it was noted that the online application system students use is flexible and informative.

During the interview with alumni, it was clear that the information provided before enrolment was accurate. While they were generally satisfied with the course, many are still in the process of seeking employment.

While formal procedures for ensuring academic integrity have not yet been adopted, it is clear from the formal policies and from the interviews that plagiarism detection software is in place and is regularly used.

The panel was introduced to the fact that students mentioned that extracurricular activities should be included as those would help them integrate smoothly into the group.

Additionally, the lack of career counselling is also noted, which is quite important for fostering adequate choice of career for students.

Good Practice Identified

Nil.

Recommendations for Improvement

KR5: SBM should, within 6 months from the date of publication of this report, introduce career counselling as a positive practice for guiding students towards appropriate employment.

R7: SBM could introduce new social activities for students such as sports or regular social gatherings after classes.

Judgement: Substantially compliant

Standard 9: Learning resources and facilities

Main Findings

SBM has all the necessary resources and provides the required support to ensure a positive and beneficial learning experience for students.

The current premises were recently moved into and have the necessary infrastructure and facilities to deliver physical classes in a professional manner. IT and technical support are provided to both tutors and students. As SBM intends to grow and offer more classes at a higher level, it is at an advanced stage of negotiations to move to larger premises with more facilities.

Information about SBM, its facilities and resources are provided to staff and students upon enrolment and during induction.

As SBM's student population mainly consists of international students who are third country nationals, these are provided with information about Maltese customs and culture, and practical information about living and studying in Malta. This is also available on the website. Student support to obtain visas and fulfil requirements of Government Agency Identità is also available.

SBM also offers facilities for students with special needs. There is a specific section in the application form to highlight any special needs students may have. Policies, such as that related to Equal Opportunities, are also in place to cover this. To date, SBM has not had any such students.

Through its Health, Safety and Wellbeing Policy, SBM adheres to local legislation regarding Occupational Health and Safety which lays down a general duty of care on employers to ensure health and safety at all times. This is also included in the student and staff handbooks.

All courses are conducted physically at the premises of SBM. An open-door policy is in place to ensure communication is open and ongoing. Every effort is made to accommodate any particular needs or personal commitments students may have by being flexible and offering assistance and support when needed. The Student Support Programme and Every Learner Matters document reflect this.

Students of SBM have access to a VLE where all material related to the course can be accessed, assignments uploaded, and formal communications submitted. Students also have access to the handbook, policies and procedures, and other resources such as anti-plagiarism software via this learning platform. Lecturers and students confirmed that this platform had the necessary functionality to facilitate and assist in the academic journey.

SBM has a centralised library which students can use. However, as the courses on offer are of lower academic levels, students mainly rely on course notes, presentations and readings provided by the lecturers. As SBM grows it will need to enhance its library resources.

All the necessary policies on Data Protection and IT Security are in place, together with robust data backup systems on dedicated servers supported by the UK based parent company.

The panel visited the SBM premises and facilities and experienced the learning resources available and found them to be adequate and sufficient. From the interviews conducted, lecturers, students and staff are also satisfied with these.

Good Practice Identified

As the SBM has a lot of international students who are third country nationals, it is noteworthy that besides policies and procedures related to SBM, academic courses and student obligations, practical information about living and studying in Malta is also given. This contributes to facilitating a better student journey.

Recommendations for Improvement

KR6: SBM should subscribe to a quality online library to enhance its resources in this area. This will be of benefit to all stakeholders. This is to be done within 12 months from the date of publication of this report.

Judgement: Fully compliant

Standard 10: Research, development and/or other creative activity
(applicable only to universities and providers that deliver programmes at MQF level 8)

Good Practice Identified

N/A

Recommendations for Improvement

N/A

Judgement: N/A

Standard 11: Institutional cooperation, service to society and internationalisation

Main Findings

SBM forms part of a larger network of educational institutions with the parent organisation based in the UK. This determines to some extent the international dimension of the SBM's activity as it provides only courses that were developed and accredited in the UK.

The CEO and the COO are also UK-based and current activities and plans are coordinated with the parent organisation. It is also focussed on attracting students and corporate partners from different countries. These are mainly third country nationals.

In its Business Plan, SBM identifies market niches for higher education programmes as follows: "Individuals interested in pursuing postgraduate studies to deepen their understanding of a specific subject area; Executives and Business Leaders, looking into enhancing their qualifications and career prospects through practical degree programmes aligned with industry needs and trends".

SBM has ambitious plans for internationalisation mainly in terms of extending its reach to attract students from Latin America and the Middle East. This is supported by marketing plans, activities and a network of agents. With regard to the latter, SBM participates in international marketing events and discusses the programmes it offers with agents and provides them with the latest and most up-to-date information available which they can share with prospective students to enable them to make an informed decision. In general, SBM plans budgetary allocations for its external relations mainly in this direction.

Considering the study programmes available and other institutional activities, local employers and members of professions are currently only indirectly involved with SBM.

The Head of Institution is involved in the pedagogical committee of the international non-profit-making European Trade Union Institute (ETUI). SBM is a member of Education First, the Chamber of Commerce and Mediterranean Tourism Foundation and actively participates in the various activities to promote SBM. However, such participation does not always get projected into teaching and internship opportunities in a systematic manner.

The setting up of the proposed Advisory Board with industry stakeholders could facilitate internship and employment opportunities.

SBM does not have a structure in place for alumni as some students just completed their studies. However, there are plans to set up an Alumni Association.

The SBM does not share resources with the broader community. However, SBM does organise various community activities with teacher and student involvement.

Promotion criteria and staff performance reviews do not contain engagement in international cooperation and contributions to the community. The impact staff have on society is not visibly taken into account when evaluating their work.

A Memorandum of Understanding (MoU) with the University of Wolverhampton is at an advanced stage. Through this agreement, SBM students will be allowed to undertake their final year of studies at the University in the UK if they so wish.

In conclusion, the panel appreciated the cooperation of the provider during the Audit process. This was needed, since the initial SAR and documentation submitted only provided partial information about SBM's operations and activities in different areas. The additional documents requested and discussions with staff and other stakeholders assisted in clarifying matters.

Good Practice Identified

SBM meets its international agents at marketing events and discusses the programmes it offers and provides them with the latest and most up-to-date information available which they can then share with prospective students to enable them to make an informed decision.

Recommendations for Improvement

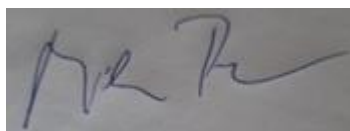
- KR7: SBM should, within 12 months from the date of publication of this report, develop more and deeper relations with academic institutions as this will assist them in offering quality higher education.
- R8: SBM could set up an Alumni Association. This will become a necessity as SBM grows and if higher level programmes are offered.

Judgement: Partially compliant

Panel Member Signatures

The Audit Report is compiled by the peer review panel:

Chair of Review Panel: Milan Pol

A handwritten signature in black ink, appearing to read 'Milan Pol', written on a light-colored background.

Peer Reviewer: Peter Calleya

A handwritten signature in black ink, appearing to read 'Peter Calleya', written on a light-colored background.

Student Peer Reviewer: Milica Kavedžič

A handwritten signature in black ink, appearing to read 'Milica Kavedžič', written on a light-colored background.

Response by the Provider

Preamble

School of Business and Management acknowledges and appreciates the comprehensive external audit conducted by the Malta Further and Higher Education Authority (MFHEA) as part of the higher education institutional accreditation process. The outlined recommendations in the report provide valuable insights into current practices and areas for enhancement.

The audit has served as a constructive exercise in evaluating the institution's institutional readiness, academic governance, quality assurance mechanisms, and overall alignment with the eleven standards of higher education provider accreditation. SBM is encouraged by the recognition of its strengths and remains committed to addressing the identified areas for improvement in a timely and effective manner.

This action plan outlines the strategic response to the recommendations provided, reflecting dedication to continuous improvement and the delivery of high-quality higher education. SBM views this process as an opportunity to strengthen its institutional foundations and ensure long-term sustainability and academic excellence.

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:		
<p>MR1: To qualify for the status of higher education institution, the SBM shall, within 12 months from the date of publication of this report, include into its mission, and strategic and operational plans two pillars of a standard higher education institution - teaching and community reach (provided it will not offer programmes at MQF Level 8).</p>	<ul style="list-style-type: none"> Upgrade the Mission and Vision Statements to reflect the two pillars of Higher Education on the website, in the QA Manual and the Business Plan. 	Done
	<ul style="list-style-type: none"> IT and Marketing Department to update the website with new Mission and Vision Statement to reflect the two pillars of Higher Education. 	Done
	<ul style="list-style-type: none"> The Chief Academic Officer together with the QA Manger will update the Internal Quality Assurance Document. The Finance Department will review the Business Plan to include the new Mission and Vision Statement. 	Done
	<ul style="list-style-type: none"> The Chief Academic Officer together with the Marketing Department shall publish the pedagogical statement. 	September 2025
	<ul style="list-style-type: none"> The Marketing Department shall focus on strategic outreach initiatives and campaigns. These have to be featured on the website as campaigns or news. 	September 2025
	<ul style="list-style-type: none"> The QA Manager will update the pedagogical statement and Community Outreach plans in the Internal Quality Assurance Document. 	September 2025

<p>MR2: The focus on the two pillars of the higher education institution shall, within 12 months from the date of publication of this report, be accompanied with explicit operational planning, including financial planning.</p>	<ul style="list-style-type: none"> • A new detailed and approved Budget is being drawn up by the Finance Office to reflect the KPIs of New Premises, expansion, marketing and trips, amongst others. • Detailed Planning for community outreach/ marketing trips, regular meetings/ educational board meetings, etc. is being drawn up by the Strategic Planning Team. This action and the previous one shall be overseen by the Chief Academic Officer. 	<p>Done</p> <p>September 2025</p>
<p>Standard 2:</p>		
<p>MR3: SBM shall set up the Education Board in a formal manner and ensure its proper functioning. This is to be done within 12 months from the date of publication of this report.</p>	<ul style="list-style-type: none"> • Following internal meetings, a decision was taken to convene the first formal meeting at the start of the new term after summer break, and thereafter quarterly. This will be conducted face to face where possible or online for practicality. The Chief Academic Officer shall be responsible for the overseeing of the Education Board. • A calendar will be set up and shared with parties involved. • HR Department to oversee that vacant positions will be filled. The QA Manager shall oversee the process of recruitment. 	<p>Done</p> <p>Done</p> <p>September 2025</p>
<p>MR4: SBM shall implement a procedure to facilitate student and other stakeholder representation in its operations. This is to be done within 12 months from the date of publication of this report.</p>	<ul style="list-style-type: none"> • The Associate Dean of Students Success shall convene a formal Sstudent council and include several incentives to participating students to generate interest and participation, starting in September. • A calendar will be set up and shared with the parties involved. • The Dean Teaching and Learning shall convene two forums annually for our industry partners, Chamber of SMEs, the Malta Chamber of Commerce, MHRA, Education First and any other relevant stakeholders. 	<p>September 2025</p> <p>September 2025</p> <p>November 2025</p>

	<ul style="list-style-type: none"> The IT Department shall incorporate a new tab and search engine into the website, sharing job opportunities for students and alumni from our industry partners. 	September 2025
Standard 3:		
Standard 4:		
MR5: SBM shall, within 6 months from the date of publication of this report, ensure student academic records are archived and readily available for 40 years after course completion, as per MFHEA guidelines.	<ul style="list-style-type: none"> The Admissions Manager shall update the data policies to comply with 40-year record retention and together with the IT department ensure that CRM systems support long-term archiving. 	Done
Standard 5:		
Standard 6:		
Standard 7:		
Standard 8:		
Standard 9:		
Standard 10:		
Standard 11:		

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

Action plan		
Recommendations	Actions to be taken to address the recommendations	Date for completion
Standard 1:		
Standard 2:		
KR1: SBM should, within 6 months from the date of publication of this report, find realistic ways of establishing a student representative platform.	<ul style="list-style-type: none"> The Chief Academic Official shall convene a formal student council and include a number of incentives to participating students in order to generate interest and participation, starting in September. A calendar will be set up and shared with the parties involved. 	<p>October 2025</p> <p>Done</p>
Standard 3:		
KR2: SBM should, within 6 months from the date of publication of this report, finalise an employment handbook and publish it on its website.	<ul style="list-style-type: none"> The HR Department together with the Chief Academic Officer shall finalise and publish a Staff Handbook on the Institution's Website. 	October 2025
R1: SBM could further work on solving the problem of insufficient communication channels by defining regular weekly meetings among the staff and Head of Institution, as well as a regular monthly meeting among the teaching staff and Heads of		

Departments based in the UK.		
Standard 4:		
KR3: SBM should, within 3 months from the date of publication of this report, update the 'News' section on its website as the latest posting is a number of years old.	<ul style="list-style-type: none"> This has been discussed and implemented. A minimum monthly submission will be uploaded on the website. 	<p>Done</p> <p>Ongoing</p>
R2: SBM could consider requesting key stakeholder feedback on the contents of its website.	<ul style="list-style-type: none"> The IT Department shall add a question about the website in the Student Feedback Form. The IT Department shall create a feedback form regarding the user friendliness of the website for any student enquiries. The Chief Academic Officer shall include this on the agenda of the Industry Partner forum. 	<p>Done</p> <p>Done</p> <p>September 2025</p>
R3: SBM could consider requesting stakeholder feedback for its course offerings.	<ul style="list-style-type: none"> It will be addressed in the Stakeholder/ Industry partner forums. This will be the responsibility of the Chief Academic Officer. 	September 2025
R4: As SBM intends to grow, it could consider introducing a formal structure to monitor employment rates and career paths of students.	<ul style="list-style-type: none"> This is already being done by the marketing team. A more formal structure and record keeping are to be created and implemented such as graduate tracking surveys and other regular surveys with alumni by the Associate Dean Student Success and Graduate Outcome. 	<p>Done</p> <p>December 2025</p>
Standard 5:		
R5: As the recruitment of lecturers increases, SBM could implement a process to facilitate	<ul style="list-style-type: none"> The Quality Manager shall ensure that the appraisal policies facilitate peer observations. All documents and procedures are being revised accordingly. 	September 2025

greater interaction to enable them to share best practices.	<ul style="list-style-type: none"> The Chief Academic Official will ensure that these are implemented as the cohort of teachers increases. The Dean Teaching and Learning is to ensure that any CPD taken by academic staff will be cascaded to peers. 	October 2025 September 2025
R6: SBM could establish procedures to formally review its policies and procedures as the number of academic and non-academic staff and students grow.	<ul style="list-style-type: none"> The QA Manager set review dates for all Policies and procedures. Prior to the MFHEA review, an internal audit was carried out and the reviews were completed. A schedule and the internal audit documentation were sent in advance of the pre-audit. Review of Policies and procedures will be added as an agenda item to the Education Board Meetings by the Chief Academic Official. 	Done Done Done September 2025
Standard 6:		
Standard 7:		
KR4: SBM should, within 12 months from the date of publication of this report, prepare the plan for obtaining practical experience by entering partnerships or collaboration with potential companies/ institutions that could provide students with practical experience.	<ul style="list-style-type: none"> The Chief Academic Officer and the Dean Teaching and Learning will set up meetings with local companies, possibly with the help of lecturers who are in the industry, to start the process of exploring work experience placements. The Chief Academic Officer and the Dean Teaching and Learning shall liaise with the Malta Chamber of Commerce, MHRA and the Malta Chamber of SMEs (SBM is a member) to enable meeting with companies who can offer their services to SBM's students. The Dean Teaching and Learning shall incorporate appropriate Work Experience Opportunities will be into the planning of the new Academic Year. 	October 2025 October 2025 October 2025

Standard 8:		
<p>KR5: SBM should, within 6 months from the date of publication of this report, introduce career counselling as a positive practice for guiding students towards appropriate employment.</p>	<ul style="list-style-type: none"> The Chief Academic Official has already been in contact with Jobs Plus to explore possibilities of having a Jobs Plus official to give career counselling to SBM's students. The proposal is being discussed internally at Jobs Plus. SBM is waiting for the final decision to take the necessary action. An alternative is the introduction of career counselling by having a visiting career counsellor whenever necessary. The session will be included in the students' timetable thus providing opportunities to all students. The Dean Teaching and Learning shall ensure that this session will be included in the timetable. 	<p>September 2025</p> <p>October 2025</p>
<p>R7: SBM could introduce new social activities for students such as sports or regular social gatherings after classes.</p>	<ul style="list-style-type: none"> The Marketing Team shall prepare and publish a social calendar on the website and other channels of communication. 	<p>Done</p>
Standard 9:		
<p>KR6: SBM should subscribe to a quality online library to enhance its resources in this area. This will be of benefit to all stakeholders. This is to be done within 12 months from the date of publication of this report.</p>	<ul style="list-style-type: none"> The Chief Academic Official ensured that an annual subscription to JSTOR has been obtained and approved by Management to include materials in the Business IT and Health and Social Care Genres. This will be included in the revised Budget by the Finance Department. Students have access to Resources on the UK Awarding Body sites once they have been registered. Appropriate articles will be uploaded to the Library Tab on the CRM. 	<p>Done</p> <p>Ongoing</p> <p>September 2025</p>

Standard 10:		
Standard 11:		
<p>KR7: SBM could, within 12 months from the date of publication of this report, develop more and deeper relations with academic institutions as this will assist them in offering quality higher education.</p>	<ul style="list-style-type: none"> • Currently SBM has regular dealings and relationships with NCUK, OTHM, The University of Wolverhampton and Buckinghamshire New University. • Any seminars from MFHEA or any other parties, will be documented and disseminated to staff and students by the Dean Teaching and Learning and the QA Manager. 	<p>Ongoing</p> <p>Ongoing</p>
<p>R8: SBM could set up an Alumni Association. This will become a necessity as SBM grows and if higher level programmes are offered.</p>	<ul style="list-style-type: none"> • This is part of the marketing team's work and is already being done. • A more formal association should be set up and activities planned, even virtually, as many Alumni will no longer be residing in Malta. The Marketing Team shall be responsible for this. • Meetings will be documented and stored on CRM. 	<p>Ongoing</p> <p>October 2025</p> <p>October 2025</p>

Annexes

Annex 1: Review Panel Bio Notes

Chair of the Panel:

Dr Milan Pol is Professor of Education and, in 2014-2022, he was Dean of the Faculty of Arts of Masaryk University (Brno, Czech Republic). At this faculty he is head of the doctoral programme of Educational Sciences. Dr Pol's professional interests are leadership in education and evaluation in education. In the field of evaluation, he has been invited to evaluations arranged by ENQA and has been the head or the member of evaluating panels such as QAA (UK), FINEEC (Finland) and SQAA-NAKVIS (Slovenia). He participates frequently in institutional/programme evaluations in higher education internationally (Estonia, Georgia, Kosovo, Kazakhstan, Malta, Romania, Slovakia, UAE, and more). In 2010-2016 Dr Pol was a member of the Accreditation Commission of Slovakia. He is author of numerous publications (<https://www.muni.cz/en/people/75-milan-pol/publications>) and works as editor-in-chief of *Studia Paedagogica*, a Scopus-databased journal. Dr Pol is a former chair (2004-2005, 2022-2023) of the European Network for Improving Research and Development in Educational Leadership and Management (ENIRDELM). In 2023, he was awarded an honorary doctorate at the University of Latvia.

Peer Reviewer:

Mr Peter Calleya has been a financial services professional for over 38 years and is currently Head of Client Tax Reporting and Analytics for HSBC Bank Malta. Previous roles included Head of Governance and Head of Strategic Planning for HSBC Malta and Senior International Marketing Manager for HSBC Europe. He is also a Visiting Senior Lecturer at the University of Malta where, since 2007, he has lectured various courses from Diploma and Bachelors to Masters level and also served as an examiner, paper-setter and reviewer. Since 2003 Mr Calleya has been elected for consecutive terms to the Board of Directors of the Institute of Financial Services (ifs Malta) and has been serving as President since 2023. He has also been re-elected to a fifth consecutive three-year term to serve on the Board of Directors and Executive Committee of the Brussels-based European Banking and Financial Services Training Association (EBTN) for 2023-2025. Mr Calleya holds an MBA (Bangor), MA Marketing (Melit.) and BA (Hons) Business Management (Melit.). He is also a Chartered Banker, Chartered Marketer and Fellow of both the London Institute of Banking and Finance and Chartered Banker Institute (UK). Mr Calleya is a peer reviewer with MFHEA and has been working with the Authority for a number of years, forming part of panels in several audits.

Student Reviewer:

Ms Milica Kavedžić is an expert in higher education quality assurance, currently serving as the Deputy Director of the Agency for Control and Quality Assurance of Higher Education (ACQAHE) in Montenegro. In this role, she ensures that Montenegro's higher education system complies with European Standards and Guidelines (ESG), manages international relations, and leads research initiatives to enhance the national education framework. As Montenegro's representative in the Bologna Follow-up Group (BFUG), Ms Kavedžić contributes to the ongoing monitoring and development of the Bologna Process. Her career includes diverse roles such as Officer for International Relations at ACQAHE, Advisor to the Deputy Prime Minister, and PR Manager at the Montenegrin Pavilion at Expo Milano. Ms Kavedžić also has extensive experience in project management, having successfully developed EU funding applications, overseen project implementation, and managed reporting processes.

Ms Kavedžić holds a degree in Economics from the University of Montenegro, where she graduated as the top student in her class. She has participated in exchange programmes at the Vienna University of Economics and Business and is currently pursuing postgraduate studies to further expand her expertise in economics and quality assurance.

Annex 2: Agenda of the Onsite Visit

Audit Agenda: Change in Licence Category:
School of Business and Management (SBM)

Date: 20th and 21st March 2025

Venue: School of Business and Management (SBM), Beach Complex, SBM, 95 St
George's Road, St Julian's STJ 3206

Panel: Prof. Milan Pol, Mr Peter Calleya, Ms Milica Kavedžić
Officers: Ms Fiona McCowan & Ms Sibby Xuereb (MFHEA Officers)

Day 1

08:30 – 09:00 Panel and officers arrive at School of Business and Management (SBM)

09:00 – 10:00 Meeting with CEO and Director of Operations
(Mr Zahid Bhatti and Mr Abdullah Mushtaq)

10:00 – 10:15 Panel discussion

10:15 – 11:00 Meeting with Head of Institution/responsible for Quality Assurance
(Ms Pauline Fenech)

11:00 – 11:15 Panel discussion

11:15 – 12:00 Heads of Department, Health and Social Care, Business Studies, and IT
(Mr Amreen Khalid, Mr Syed Fakhar Abbas and Ms Yasmeen Mansour)
Mr Syed Fakhar Abbas will meet online

12:00 – 12:15 Panel discussion

12:15 – 12:45 Lecturers in Health and Social Care, Business Studies, and IT
(Ms Mary Mifsud, Mr Derek D'Amato (online), Mr Andrew Caruana)

12:45 – 13:15 Students currently enrolled in courses:

We currently do not have any Business Studies Students

Uzochi Acho
Diploma in Information Technology

Mr Elijah Ifeloju Kalejaiye
Diploma in Information Technology

Mr Chinedu Innocent Nwankwo
Diploma in Information Technology

Mr John Ngwa
Diploma in Information Technology
NOT AVAILABLE ON THE DAY

Mr Philip Ndango
Diploma in Information Technology

Mr Nkwelle Samuel Nnoko
Diploma in Information Technology

Mr Chibuike Samuel Ibe
Diploma in Health and Social Care

Ms Frida Mpeh Orock
Diploma in Health and Social Care

Ms Eucharaia Chinemerem Omang
Diploma in Health and Social Care

13:15 – 14:00	Working lunch
14:00 – 14:15	Tour of premises with Centre Manager (Mr Ali Mahmood)
14:15 – 14:30	Panel discussion
14:30 – 15:15	Meeting with Director of Admissions and Marketing/Marketing and Admissions Manager (Mr Nabeel Sheikh and Ms Victoria Shchopova)
15:15 – 15:45	Panel discussion and conclusion of Day 1

Day 2

08:30 – 09:00	Panel and officers arrive at School of Business and Management (SBM)
09:00 – 09:30	Meeting with Head of Resources (Mr Ashok Kumar)
09:30 – 10:00	Meeting with Administration Executive (Ms Sana Asghar)
10:00 – 0:15	Panel discussion
10:15 – 11:00	Meeting with IT/CRM/Website and Social Media/Office automation (Mr Sharjeel Mahmood and Mr Abdul Faheem Bhatti) online
11:00 – 1:15	Panel discussion

11:15 – 12:00	Alumni Three students confirmed so far
12:00 – 12:15	Panel discussion
12:15 – 12:45	External Stakeholders Ms Nanette McCulloch – External Verifier at SBM Mr Charles Zammit – Education First Chairperson online Mr Stefan Bajada – The Malta Chamber of Commerce online Ms Mona Khalilieh – MHRA at SBM
12:45 – 13:45	Working lunch
13:45 – 15-45	Panel discussion/preparation of initial findings
15:45 – 16:15	Presentation of initial findings



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