



Malta
Further & Higher
Education Authority

EXTERNAL QUALITY ASSURANCE AUDIT REPORT

PROVIDER ACCREDITATION
FOR HIGHER EDUCATION
INSTITUTIONS

LONDON SCHOOL OF COMMERCE MALTA

Carried out between
28th and 30th April 2025

Quality education for
confident futures .

Contents

Abbreviations List	4
Executive Summary	5
Overview of the Audit Process	5
Summary of the Conclusions Reached by the Peer Review Panel	5
List of Recommendations	6
About the External Quality Audit	8
Standards for Accreditation	9
The Peer Review Panel	11
Specific Terms of Reference	12
Institutional Background and Context	13
Analysis and Findings of Panel	17
Standard 1: Mission and strategic management	17
Standard 2: Governance, organisational structure and administration	20
Standard 3: Quality management	22
Standard 4: Integrity, accountability and information management	24
Standard 5: Teaching and administrative staff	26
Standard 6: Design, monitoring and review of programmes	29
Standard 7: Student-centred learning, teaching and assessment	32
Standard 8: Student administration and student support services	34
Standard 9: Learning resources and facilities	36
Standard 10: Research, development and/or other creative activity	38
Standard 11: Institutional cooperation, service to society and internationalisation	39
Panel Member Signatures	41
Response by the Provider	42
Preamble	42
Response to Mandatory Recommendations Made by the Peer Review Panel	43
Response to Key Recommendations and Recommendations Made by the Peer Review Panel	48
Annexes	62
Annex 1: Review Panel Bio Notes	62
Annex 2: Agenda of the Onsite Visit	64

Abbreviations List

CPD	Continuing Professional Development
ECTS	European Credit Transfer System
EQA/QA audit	External Quality Assurance Audit
HEI	Higher Education Institution
IQA	Internal Quality Assurance
KPIs	Key Performance Indicators
LMS	Learning Management System
LSCM	London School of Commerce Malta
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

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 – London School of Commerce Malta (LSCM)</i>	
<i>Induction meeting</i>	<i>28th January 2025</i>
<i>Desk-based analysis</i>	<i>1st April 2025</i>
<i>Pre-accreditation provider meeting</i>	<i>15th April 2025</i>
<i>Audit visit</i>	<i>28th – 30th April 2025</i>

Summary of the Conclusions Reached by the Peer Review Panel

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

The panel made five Mandatory Recommendations, all five of which should be addressed within 6 months from the date of publication of this report.

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

The panel also made nine Recommendations.

List of Recommendations

Mandatory Recommendations

- MR1:** LSCM shall develop a strategy (at least for three years) and coordinate it with the LSC Group strategy, within 6 months from the date of publication of this report. The strategy shall include the vision and mission, strategic objectives and development directions, main resources, timeframe and responsible units or positions.
- MR2:** LSCM shall develop annual/operational plans for strategy implementation within 6 months from the date of publication of this report. These plans shall specify concrete actions for achieving strategic objectives, identify responsible persons or units, allocate relevant resources, and include time-bound targets. Each activity's progress or success shall be measured by KPIs.
- MR3:** LSCM shall design and implement structured internship or practice-based learning opportunities aligned with intended learning outcomes within 6 months from the date of the publication of this report.
- MR4:** LSCM shall appoint a designated welfare officer to provide structured and visible support for student wellbeing and non-academic services within 6 months from the date of the publication of this report.
- MR5:** LSCM shall develop a comprehensive internationalisation strategy that outlines clear objectives, engagement mechanisms, and methods for monitoring engagement in mobility, international collaboration, and global academic visibility within 6 months from the date of publication of this report.

Key Recommendations

- KR1:** LSCM should develop and publish a standalone Code of Ethics on its campus website within 3 months from the date of publication of this report.
- KR2:** LSCM should formulate and implement a gender balance policy for staff recruitment and promotion, supported by relevant data monitoring, within 6 months from the date of publication of this report.
- KR3:** LSCM should strengthen institutional support for staff development by allocating a dedicated professional development budget, coordinating training plans, and tracking participation within 6 months from the date of publication of this report.
- KR4:** LSCM should develop a formal workload model that recognises teaching, advising, and administrative responsibilities to ensure equitable workload distribution within 6 months from the date of publication of this report.
- KR5:** LSCM should, in cooperation with the University of Suffolk and independently for its own home-grown courses, develop formal mechanisms for graduate employability tracking within 6 months from the date of publication of this report.
- KR6:** LSCM should introduce a formal CPD policy and tracking system to support the ongoing pedagogical development of academic staff within 6 months from the date of publication of this report.

- KR7:** LSCM should develop a formal student engagement and co-curricular activities plan to promote a sense of community and student belonging within 6 months from the date of publication of this report.
- KR8:** LSCM should strengthen the physical library provision, particularly at the postgraduate level, and explore partnerships with local academic libraries to expand access to scholarly materials within 6 months from the date of publication of this report.
- KR9:** LSCM should establish structured partnerships with local and international organisations to support graduate employability and applied learning, and relevance to society within 6 months from the date of publication of this report.

Recommendations

- R1:** LSCM could facilitate student representatives in their efforts to support and engage with their peers.
- R2:** LSCM could enhance transparency by making selected performance reports more accessible to external stakeholders (e.g., summaries on the institutional website).
- R3:** LSCM could ensure that performance appraisal outcomes are systematically linked to professional development planning and that appropriate follow-up actions are implemented.
- R4:** LSCM could enhance local stakeholder engagement (students, employers, alumni) in the design and review of programmes.
- R5:** LSCM could expand the use of real-world or applied assessment tasks across modules to enhance student engagement and employability.
- R6:** LSCM could establish a coordinated strategy to support diverse student groups, including students with disabilities, international students, and working adults.
- R7:** LSCM could implement a space utilisation monitoring framework to support future resource planning and ensure that facilities evolve in step with institutional growth.
- R8:** LSCM could create a structured alumni engagement policy to enhance graduate involvement in programme review, mentoring and institutional outreach.
- R9:** LSCM could create and implement a mechanism to systematically document and evaluate the institution's contribution to the Maltese social, cultural and economic contexts

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 Malta Further and Higher Education Authority (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 Quality Assurance (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:	Dr Maiki Udam
Peer Reviewer:	Dr Vaidotas Viliunas
Student Peer Reviewer:	Mr Gaga Gvenetadze
Accreditation Coordinators (MFHEA):	Ms Sibby Xuereb, Ms Fiona Mccowan and Ms Bilyana Boshova

Specific Terms of Reference

As defined in the MFHEA Quality Audit Manual of Procedures, the panel was responsible for examining how the institution manages its responsibilities to ensure the provision of the quality and standards of the education they offer. In particular, the following issues were addressed:

1. the fitness for purpose and effectiveness of the Internal Quality Assurance (IQA) processes, including an examination of the systems and procedures that have been implemented, together with the documentation that supports them;
2. the compliance of licensed providers with the established regulations and any conditions or restrictions issued by the MFHEA;
3. the governance and financial sustainability of providers, including assurance about the provider's legal status, the appropriateness of corporate structures and the competence of staff with senior management responsibilities.

These areas have, therefore, been identified as lines of inquiry.

Institutional Background and Context

The London School of Commerce Malta (LSCM) is a licensed private higher education institution (Licence No. 2013-FHI-025), operating under the legal entity London School of Commerce Malta Ltd, owned by Globe Education GB) Ltd. It was established in June 2014 and forms part of the London School of Commerce (LSC) Educational Group, which has a long-standing presence in the United Kingdom and internationally. The parent Group, London School of Commerce UK, has more than 15,000 students across its global campuses and over 150,000 alumni from more than 130 countries.

LSCM is located in the Europa Centre in Floriana, a strategic location near Malta's capital city Valletta, within close proximity to transport hubs and cultural landmarks. The campus is urban and compact, and designed to cater primarily to international students, with an emphasis on flexibility and accessibility.

As a Higher Education Institution (HEI), LSCM offers undergraduate and postgraduate degree programmes in business-related fields. It does not have university status, but operates under the validation and awarding authority of UK partner universities—primarily the University of Suffolk—delivering UK-accredited degrees within Malta's regulatory framework.

The institution's core purpose is to provide affordable, high-quality British-style business education in Malta, targeting both local and international markets. Its programmes are structured to accommodate full-time students as well as working professionals via part-time and weekend delivery models.

Currently offered programmes include:

- Bachelor of Arts (Hons) in Business Studies
- Bachelor of Science (Hons) in Financial Accounting (with exemptions toward ACCA)
- Master of Business Administration (MBA) – Full-time and Part-time
- Postgraduate Diploma and Certificate programmes
- Several foundation and diploma-level qualifications in business and accounting

Programmes are validated and quality assured by partner universities, while LSCM is responsible for delivery, academic support, and student engagement onsite. Home-grown programmes are submitted to the MFHEA for accreditation.

The primary target audience consists of international students seeking cost-effective, UK-accredited qualifications, and Maltese-based professionals aiming to advance their careers through postgraduate education. Part-time MBA programmes are especially popular among working professionals seeking to study during evenings or weekends.

LSCM maintains academic and operational partnerships with UK-based universities and has an internal network with other campuses of the LSC Group in London, Sri Lanka, Malaysia and other locations. While no formal exchange programmes are active, the institution participates in cross-campus academic coordination and shares resources, such as curriculum updates and quality standards.

LSCM is part of a broader governance framework defined by the LSC Group, which operates an integrated academic and administrative structure across its campuses. The institution's operations in Malta are overseen by a local senior management team that coordinates with the Group-level Executive Management and Academic Board.

The governance structure includes:

- Council – Provides strategic direction and oversight.
- Executive Management Team – Responsible for institutional operations across the Group.
- Extended Senior Management Team – Coordinates academic and administrative leadership.
- Academic Board – Oversees academic quality, programme standards and regulatory compliance.

At campus level, local governance includes a Head of Institution, Academic Programme Leaders, administrative staff, and a Quality Assurance function. Students are represented via the Student-Staff Liaison Committee (SSLC), and their feedback is integrated into quality assurance and programme reviews.

LSCM's mission is to deliver high-quality, affordable and internationally recognised education that supports the academic, professional and personal development of students. The institution aims to contribute to Malta's educational and economic development while maintaining strong alignment with the LSC Group's global objectives.

Although LSCM does not have a standalone written vision statement, its strategic aims are captured in its Business Plan and reflect the Group's commitment to quality, accessibility and internationalisation. The institution values employability, practical skills and adaptability, and tailors its educational services to meet evolving market and student needs.

LSCM is undergoing its second periodic audit. The first audit was conducted in 2018.

Recommendations highlighted in the 2018 audit report and reaffirmed in the current review demonstrate a notable consistency in LSCM's areas for enhancement. Despite changes in categorisation and phrasing, the core priorities remain stable, indicating that while certain improvements may have been initiated many require continued or more robust implementation. The following themes represent areas of continuity between the two evaluation cycles:

- Strategic planning and implementation. Both the earlier and current reports stress the importance of developing a formal institutional strategy, supported by operational or annual plans. These documents are expected to define development directions, allocate responsibilities and resources, and set measurable goals aligned with the institution's mission.
- Graduate employability and labour market alignment. The need to develop mechanisms for tracking graduates' employment outcomes was emphasised in both reports. In addition to collecting systematic data, the institution is expected to foster stronger connections with employers and professional networks to support curriculum relevance and student career prospects.
- Practical learning and internship opportunities. The implementation of structured internship or practice-based learning remains a priority. This area is critical for strengthening student employability and aligning learning outcomes with real-world competencies.
- Student support and wellbeing. Both documents call for improved support structures, including the formalisation of student services and the appointment of dedicated personnel. Establishing visible and clearly defined non-academic support mechanisms is considered essential for enhancing the overall student experience.
- Internationalisation. The importance of a strategic approach to internationalisation is reiterated, with emphasis on setting clear objectives, engaging in mobility and exchange initiatives, and cultivating academic partnerships across borders.
- Academic staff development. Both reports highlight the need for a formal and well-resourced professional development strategy. Institutions are encouraged to provide systematic continuing professional development (CPD) opportunities, track participation, and connect staff appraisal outcomes with developmental planning.

- Workload equity and transparency. The need to create a formal workload model that recognises various academic and administrative responsibilities was noted as a key area for improvement in both evaluations.
- Gender equality in recruitment. The earlier and current reports both identify the absence of a gender balance policy as a gap. A systematic and transparent approach to promoting diversity in staff recruitment and progression remains a relevant recommendation.
- Student engagement and co-curricular activities. Encouraging the development of student societies, peer learning communities, and structured extracurricular programmes is considered vital for fostering a more holistic learning environment.
- Library and learning resources. Both documents highlight the need to strengthen the physical library provision, particularly for postgraduate students, and recommend exploring partnerships with local academic libraries to expand access to scholarly materials.

Taken together, these recurring recommendations point to a stable set of development objectives for LSCM. Their reappearance in the current review suggests that while progress has likely been made in some areas, additional efforts and monitoring are needed to ensure full implementation and long-term institutional consolidation.

Analysis and Findings of Panel

Analysis and Findings of Panel

Standard 1: Mission and strategic management

Main Findings

The London School of Commerce Malta Ltd (LSCM) was established in November 2013 and forms part of the London School of Commerce (LSC) Global Group of colleges. LSCM was licensed by the National Commission for Further and Higher Education (Malta Further and Higher Education Authority, since January 2021) as a Higher Education Institution in January 2014 (Licence No. 2013-FHI-025). LSCM's institutional mission corresponds with the Group's mission and is also aligned with the national policy of Malta. The LSCM mission declares its contribution to the educational, economic and cultural development of Malta and its support for the career aspirations of both national and international students.

According to senior management representatives, LSCM follows a market-driven strategy focused on three main goals: the quality of educational provision, the development of relevant skills for applying acquired knowledge, and the promotion of institutional values. However, LSCM does not currently have a formal strategy document or operational plans.

The LSC Group management plans and makes decisions on the allocation of financial resources for LSC Malta and other Group colleges in Colombo and Kuala Lumpur.

LSC Malta currently operates according to a Business Plan that contains the mission statement, a description of the business environment, and information on tuition and degree-awarding programmes delivered in collaboration with the University of Suffolk (UK). The Business Plan defines the target market, marketing strategy, business development directions

(such as programme expansion and geographic diversification in student recruitment, e.g., Hungary and Germany), partnerships with local businesses, investments in technology infrastructure, expected outcomes and impact, and a general synopsis.

The expected outcomes and impact, as presented in the abovementioned document, are predominantly qualitative rather than quantitative. As a result, they cannot be considered measurable performance indicators. They are also not time-bound and are not linked to the resources required for implementation.

Full-time recruitment for the undergraduate BA Business Studies targets school leavers or individuals with post-school qualifications. The MBA programme targets younger, internationally qualified graduates. LSCM also offers a part-time MBA programme for students able to attend evening or workshop-based classes during weekends. These students are typically employed locally in executive or mid-level positions.

LSCM presented a Cashflow document with key notes and assumptions, including data on fee income, teaching costs, agents' commissions, staff costs, rent and maintenance expenses, depreciation, taxation, tangible assets, trade debtors, and deferred income. No dividends are expected to be declared between 2024 and 2026. However, this data is not directly linked to LSCM's activities, development directions or human resource planning.

LSCM uses several key performance indicators (KPIs): student enrolment numbers, tuition fees collected, turnover, deferred income, and staff costs.

A SWOT analysis has been developed and is aligned with the institutional development directions presented in the Business Plan.

The LSC Quality Handbook (Quality Framework Document), which also guides LSCM in strategic management, outlines all procedures for planning, implementing and monitoring strategic initiatives in detail. The Self-Assessment Report (SAR) and supporting documents (Business Plan, Cashflow, Annual Review 2021, and the Course Annual Monitoring Report by the University of Suffolk) describe the current state of planning, monitoring and reporting systems at LSCM. However, these systems require further improvement.

Good Practice Identified

N/A

Recommendations for Improvement

- MR1:** LSCM shall develop a strategy (at least for three years) and coordinate it with the LSC Group strategy within 6 months from the date of publication of this report. The strategy shall include the vision and mission, strategic objectives and development directions, main resources, timeframe, and responsible units or positions.
- MR2:** LSCM shall develop annual/operational plans for strategy implementation within 6 months from the date of publication of this report. These plans shall specify concrete actions for achieving strategic objectives, identify responsible persons or units, allocate relevant resources, and include time-bound targets. Each activity's progress or success shall be measured by KPIs.

Judgement: Substantially compliant

Standard 2: Governance, organisational structure and administration

Main Findings

The procedure and criteria for appointment of governors and managers is defined in the Quality Handbook, the Academic Regulations and the Staff Handbook. The above procedure and criteria are applied in all LSC Group institutions, including LSCM.

The LSC Quality Handbook clearly describes the structure of the Group management consisting of the Council, Executive Management Team, Extended Senior Management Team and Academic Board. The Handbook defines the LSC Management structure (organigram), decision making, distribution of responsibilities and powers, accountability and communication/reporting procedures between these structures.

LSCM Executive Management Team members and academic and administrative staff are selected by an open tender and interviews by the LSC Group Management. The Academic Board and their sub-committee's composition, nomination procedures and the terms of their office are described in the LSC Academic Regulations.

During the staff selection the respective competence is the main criteria for an appointment. Therefore, an expert panel drew attention that LSCM is missing the gender balance policy.

The Management of LSCM is annually reviewing the effectiveness of the school administrative staff. Local staff satisfaction with governance and working conditions is monitored informally according to the school representatives.

The student representatives are only a few proactive individuals, willing to support their classmates and share their own experiences on an informal voluntary basis. Given their potential, such students can serve as valuable support for the LSCM administration and management.

LSCM has a clearly defined organisational structure with management positions and responsibilities.

Good Practice Identified

N/A

Recommendations for Improvement

R1: LSCM could facilitate student representatives in their efforts to support and engage with their peers.

Judgement: Fully compliant

Standard 3: Quality management

Main Findings

LSCM has established a structured and coherent quality management system that meets the requirements outlined in Standard 3. The institution's quality management policy is articulated through a comprehensive suite of documentation, including the LSCM Quality Handbook, the Academic Regulations, and various governance and procedural instruments. The Quality Handbook is publicly accessible and forms the foundation of the institution's internal quality assurance (QA) framework.

The Quality Handbook and Academic Regulations describe the quality cycle, including planning, implementation, monitoring and review phases. The Academic Board, chaired by a senior academic, holds overarching authority for academic standards and QA across the institution. It is supported by permanent subcommittees such as the Programme Development, Design and Approval Committee (PDDA) and the Student-Staff Liaison Committee (SSLC), ensuring systematic integration of QA activities into institutional governance.

Quality assurance is embedded in strategic and operational planning across both academic and non-academic domains. Adequate staffing and administrative support, including a Head of Quality and designated QA roles, underpin the system. QA responsibilities are clearly defined at programme, campus and institutional levels.

Given LSCM's delivery of programmes validated by UK university partners, its QA system is dual-layered. Validating institutions retain oversight of academic processes, while LSCM applies its QA procedures to pre-award stages and institutional operations. Responsibilities are clearly defined contractually.

Leadership actively promotes a quality culture. QA audits, bi-annual reviews and training opportunities for staff reflect a commitment to continuous improvement. The CEO and Academic Board are engaged in advancing quality values.

QA processes are operationalised through Programme Management Committees (PMCs) and SSLCs, with both academic and administrative staff participating in reviews. Performance data—student feedback, staff appraisals, progression and completion rates, and external examiner reports—are systematically collected. Benchmarking occurs against internal and external comparators.

The institution employs evidence-based quality enhancement. Trends are analysed to inform decision-making, such as curriculum redesign based on student satisfaction. Procedures are reviewed regularly and adjusted in response to internal and external developments.

Good Practice Identified

- A robust governance structure with well-defined roles and responsibilities for quality assurance at all levels.

Recommendations for Improvement

R2: LSCM could enhance transparency by making selected performance reports more accessible to external stakeholders (e.g., summaries on the institutional website).

Judgement: **Fully compliant**

Standard 4: Integrity, accountability and information management

Main Findings

LSCM does not have a publicly available Code of Ethics as a standalone policy document. The institution declares (in the SAR) that, as an Associate College of the University of Suffolk, it adopts the ethics policy of its parent institution. The LSC Staff Handbook (Equal Employment Opportunity) sets out the principle of equal opportunity in employment and fair behaviour among all staff and students. Incidents of harassment, bullying or discrimination are investigated and, where appropriate, disciplinary actions are taken. No person is treated less favourably on the grounds of the protected characteristics identified in the Equality Act 2010, namely: sex, race, disability, age, gender reassignment, religious belief, sexual orientation, marital status, pregnancy or trade union membership or non-membership. However, it is recommended that a standalone Code of Ethics be drafted and published on the LSCM website, as this is one of the accreditation indicators.

The LSC Group has a Data Protection and Data Security Policy (2024), which defines information management regulations and ensures adherence to GDPR provisions. The LSCM Student Information System (SIS), together with discussions with respective staff members, convinced panel members of the adequacy of sensitive data protection.

The LSCM administration proactively communicates with students and staff regarding ethical expectations, institutional intolerance for cheating and plagiarism, and the prevention of academic misconduct. The LSC Ethics Committee oversees this process. Turnitin is used to detect plagiarism. Cases with high similarity scores are investigated by academic managers, who may interview students if necessary. Dishonest use of AI tools is primarily identified during the marking process, followed by further investigation, including oral interviews with the suspected student.

LSCM maintains, retains and archives all necessary student information and records across the entire LSC Group, including Malta. The SIS, developed by the LSC Group, contains all essential information about students, including:

- Admission records, student personal information, all communication with administration, and proof of assessment;
- Information regarding the visa;
- Course participation, academic records, success rates;
- Students' satisfaction records.

The abovementioned system does not include data on the employment and career trajectories of graduates.

The academic and administrative community is informed in a timely manner about all decisions that affect them.

Good Practice Identified

- LSC Group has a comprehensive Information System for all campuses, including Malta.

Recommendations for Improvement

KR1: LSCM should develop and publish a standalone Code of Ethics on its campus website within 3 months from the date of publication of this report.

Judgement: Fully compliant

Standard 5: Teaching and administrative staff

Main Findings

LSCM has developed a structured framework for managing its teaching and administrative staff. This includes policies on recruitment, appointment, staff responsibilities, performance evaluation and professional development. These policies are outlined primarily in the Staff Handbook (Appendix 3), which is accessible to all personnel, thereby fulfilling the requirement under Standard 5.1.

Staff recruitment is carried out through open competition, as confirmed during the site visit and supported by documentation. The process is described as transparent and merit-based, with clear attention to appropriate qualifications. In alignment with Standard 5.3, academic teaching staff generally hold qualifications at least one level higher than the courses they teach. Exceptions—such as industry experts or doctoral candidates—are handled on a justified basis.

Despite the small size of the institution, the staff body reflects a broad international composition and includes a number of practitioners actively engaged in industry. This practice enriches classroom delivery and enhances the relevance of academic content. However, there is currently no institutional policy or data monitoring tool addressing gender balance within staff recruitment or retention, which remains a recommended area for future development.

LSCM employs both full-time and part-time academic staff. While part-time lecturers are included in feedback and quality assurance processes such as peer review and module evaluations, the institution does not appear to offer structured support for their professional development. Session-based teaching staff are expected to stay current with pedagogical and subject-area developments independently. The onus is largely placed on individuals, rather than facilitated through centrally coordinated initiatives.

The student-to-staff ratio at LSCM is within acceptable limits when compared to European best practices. Teaching loads are described in the Staff Handbook, but the workload model is relatively static and does not systematically account for variations in preparation, marking, or student support needs across different programmes or levels. Staff indicated they often undertake responsibilities beyond their core duties, including academic advising and pastoral care, without formal workload recognition.

Although staff are expected to complete 40 hours of professional development annually, the institution provides minimal institutional support to facilitate this goal. The Staff Handbook and Quality Handbook outline professional development in principle, but there is no central budget, coordinated training plan, or record of uptake beyond individual initiative. This

situation contrasts with the requirement of Standard 5.7, which calls for a strategic and resourced approach to development.

Performance appraisal is conducted annually and combines self-assessment, student feedback and managerial evaluations. These processes are documented and taken seriously by management, contributing to accountability. However, the outcomes of performance reviews are not always systematically linked to professional development opportunities, and there is limited evidence of follow-up procedures for monitoring improvements as stipulated in Standard 5.13.

While LSCM encourages good practice informally—such as peer observation—there is no platform or institutional process for systematic knowledge sharing or dissemination of innovations in teaching or administration. Likewise, there are no formal mechanisms for tracking the long-term impact of professional development activities, as would be required by Standard 5.14.

Newly appointed staff receive informal orientation from colleagues and senior staff. While this appears effective in a small institution, the absence of a structured induction programme limits consistency and may lead to gaps in awareness of institutional procedures or expectations.

Staff turnover at LSCM remains relatively low and well within the threshold set by Standard 5.15. Nonetheless, the institution has no formal succession planning or contingency framework to mitigate the potential impact of staff departures on student experience or academic continuity.

Good Practice Identified

- Industry-engaged teaching staff who contribute practical expertise to academic content.
- Diverse academic staff profile, contributing international perspectives.

Recommendations for Improvement

- KR2:** LSCM should formulate and implement a gender balance policy for staff recruitment and promotion, supported by relevant data monitoring within 6 months from the date of publication of this report.
- KR3:** LSCM should strengthen institutional support for staff development by allocating a dedicated professional development budget, coordinating training plans, and tracking participation within 6 months from the date of publication of this report.

- KR4:** LSCM should develop a formal workload model that recognises teaching, advising and administrative responsibilities to ensure equitable workload distribution within 6 months from the date of publication of this report.
- R3:** LSCM could ensure that performance appraisal outcomes are systematically linked to professional development planning and that appropriate follow-up actions are implemented.

Judgement: **Substantially compliant**

Standard 6: Design, monitoring and review of programmes

Main Findings

LSCM operates within a transnational higher education framework in partnership with UK degree-awarding bodies, most notably the University of Suffolk. This arrangement shapes the institution's role in programme design and quality assurance, which is executed through a collaborative model. LSCM aligns well with most of the requirements of Standard 6, although there is room to strengthen local stakeholder involvement and formal mechanisms for tracking graduate outcomes.

LSCM has formalised procedures for programme design, described in Section 5 of the Quality Handbook and further detailed in the Academic Regulations (Appendix 2). The actual programme design responsibilities rest predominantly with the awarding body, especially for the undergraduate and MBA programmes, but LSCM plays a role in module contextualisation and delivery planning.

Programmes are designed with reference to the Malta Qualifications Framework (MQF) and the Malta Referencing Report, ensuring local alignment. They include credit volume based on ECTS, appropriate qualification descriptors, and mapping of intended learning outcomes across knowledge, skills and competences. Course structures are consistent with recognised practice, including the use of elective components in some pathways. Documentation identifies programme leaders, module tutors and administrative support roles, though there is less emphasis on defining who provides technical or pastoral support to students.

Despite meeting formal criteria, several components of Standard 6.3 are not consistently realised in practice. For example, while learning outcomes are clearly defined, student workload estimation and tutor-student interaction expectations vary across modules. The involvement of employers and graduates in the programme design phase remains limited and informal.

Programmes are designed in response to market needs and are strongly business-oriented, including fields such as accounting, management and international hospitality. This is consistent with the LSC Group's strategic focus on employability and professional development, as outlined in the LSC Malta Business Plan 2024. Comparative analyses with similar programmes in the UK are undertaken, largely at the level of the awarding institution.

However, while programmes are broadly aligned with market demand, there is no local policy that requires labour market analysis or PEST (political, economic, social and technological) scanning as part of new programme proposals. Stakeholder engagement in programme

design (Standard 6.6) remains largely informal and driven by discussions among academic staff rather than by a structured consultation process.

LSCM maintains formal procedures for the monitoring and review of programmes, with institutional input structured around the Academic Board and Programme Management Committees. Programme review cycles are typically aligned with the awarding university's timelines (approximately every 24–30 months), and include analysis of:

- student progression and completion data,
- student and employer feedback (where available),
- external examiner reports,
- teaching staff reflections and internal module reviews,
- programme self-assessment reports.

The distinction between major and minor programme modifications is understood and communicated to relevant staff. However, there is limited local autonomy to implement changes independently. All substantial modifications must be routed through the university partner, which may cause delays in responding to emergent issues identified by students or faculty.

The review process is compliant in principle with Standard 6.9, but relies heavily on feedback from internal actors. Systematic graduate or employer surveys are not currently in place. In particular, graduate tracking is underdeveloped, and no institution-wide data is collected regarding employment outcomes or longer-term student impact.

Students are involved in programme monitoring through SSLCs, and occasional focus groups. However, there is no formal involvement of students in programme (re)design activities, as required by Standard 6.3(m). Some lecturers report informal engagement with students to gather feedback on specific modules, but this is not consistently captured in formal design or review documentation.

Policies for programme discontinuation exist and follow the guidelines of the awarding body. The institution has provisions in place to protect students' legal interests and enable the completion of studies in the case of programme closure.

Good Practice Identified

- Collaborative delivery model that ensures consistent programme quality across LSC Group campuses.

Recommendations for Improvement

KR5: LSCM should, in cooperation with the University of Suffolk and independently for its own home-grown courses, develop formal mechanisms for graduate employability tracking within 6 months from the date of publication of this report.

R4: LSCM could enhance local stakeholder engagement (students, employers, alumni) in the design and review of programmes.

Judgement: Fully compliant

Standard 7: Student-centred learning, teaching and assessment

Main Findings

LSCM applies student-centred teaching and learning approaches consistently across its academic provision. Course delivery is structured around active learning, with most assessments based on coursework. Students described assessment tasks as both challenging and relevant. Teaching is conducted in small-group settings, which promotes interaction and facilitates timely feedback. Students report that lecturers are accessible and supportive, both during lectures and outside class hours, including via email and through the learning management system (LMS).

Lecturers undergo classroom observation before teaching and are provided with training in teaching methods and assessment standards. Assignments are scaffolded with pre-assignment tutorials that help students understand expectations and receive formative feedback. Learning outcomes, assessment criteria and rubrics are clearly communicated. Students confirmed they receive timely and constructive feedback.

Assessment procedures are formalised and include second marking and the use of Turnitin, which incorporates AI-detection functionality. Students understand the academic appeals process, which is publicised and explained during induction. Student progress is monitored, and underperforming students are offered targeted support.

Despite these strengths, the institution does not provide internships or structured work-based learning. This limits opportunities for experiential learning and practical skill application. In addition, while academic staff receive induction training, there is no formal CPD policy or structured system to track continuous pedagogical development. Engagement with industry or professional bodies in curriculum development remains limited.

Good Practice Identified

- Integration of academic progress monitoring with a responsive follow-up mechanism to support underperforming students.
- Structured academic induction and assessment training provided to teaching staff prior to course delivery.

Recommendations for Improvement

- MR3:** LSCM shall design and implement structured internship or practice-based learning opportunities aligned with intended learning outcomes within 6 months from the date of publication of this report.
- KR6:** LSCM should introduce a formal CPD policy and tracking system to support the ongoing pedagogical development of academic staff within 6 months from the date of publication of this report.
- R5:** LSCM could expand the use of real-world or applied assessment tasks across modules to enhance student engagement and employability.

Judgement: **Substantially compliant**

Standard 8: Student administration and student support services

Main Findings

LSCM demonstrates a well-organised and transparent approach to student administration. Admissions criteria are clearly defined and effectively communicated to prospective students. During the site visit, staff involved in admissions and registry functions were observed to be professional, responsive and student-oriented. For MBA applicants, where a significant time gap exists since prior study, relevant professional experience is considered as part of the entry assessment. This maintains academic suitability and enhances cohort motivation.

Students receive comprehensive information during induction, including programme handbooks, institutional policies, and LMS guidance. The LMS is functional and accessible and is widely used by staff and students to support teaching and learning. Academic misconduct policies are clearly documented and well-communicated. Students demonstrated awareness of procedures regarding plagiarism and breaches of conduct. Teaching staff are approachable and provide academic support as needed.

Despite these strengths, LSCM lacked a dedicated welfare officer at the time of the review. The post was vacant and a candidate search was actively ongoing. In the interim period student wellbeing responsibilities were distributed informally among academic and administrative staff, although there was no clear, formal distribution of the responsibilities. While academic support is available and effective, the student experience is largely confined to classroom interaction. Students reported limited extracurricular or community-building opportunities. This restricts holistic student development.

Support for diverse learners—such as international students, part-time students, and those with specific needs—appears adequate but is not structured within an overarching strategy. Coordination across administrative and academic services remains informal.

Good Practice Identified

- LMS and communication systems are used effectively for administrative and academic coordination.

Recommendations for Improvement

MR4: LSCM shall appoint a designated welfare officer to provide structured and visible support for student wellbeing and non-academic services within 6 months from the date of publication of this report.

KR7: LSCM should develop a formal student engagement and co-curricular activities plan to promote a sense of community and student belonging within 6 months from the date of publication of this report.

R6: LSCM could establish a coordinated strategy to support diverse student groups, including students with disabilities, international students and working adults.

Judgement: **Substantially Compliant**

Standard 9: Learning resources and facilities

Main Findings

LSCM provides a stable and supportive learning environment with appropriate infrastructure and digital resources to meet the requirements of Standard 9. The institution has taken clear steps to ensure compliance with national regulations while promoting accessibility and continuous improvement in its resource base. However, some limitations persist in the scope of library provision and space utilisation monitoring.

The institution has been operating from leased premises in the Europa Centre since its establishment in 2014. These premises are maintained in accordance with Maltese regulations and provide a secure and professional environment for learning. Classrooms are equipped with essential technology, including projectors, whiteboards and internet access. Students and staff indicated general satisfaction with the cleanliness, maintenance and functionality of the physical environment.

Facilities are accessible to individuals with mobility needs, with ramps and elevators available. While there are currently no students requiring extensive accommodation, the institution expressed readiness to address future needs. However, no formal policies exist for the use of assistive technologies for students with sensory impairments.

A modest physical library is available onsite and is supplemented by digital resources and materials uploaded to the LMS. Prescribed texts are accessible either electronically or via lecturer-provided materials. However, the physical library holdings are limited, especially for research-oriented postgraduate study. The institution does not currently participate in inter-library networks or partnerships with Maltese academic libraries.

Library opening hours extend beyond class time, and digital resources are available 24 hours a day, 7 days a week. The LMS is user-friendly and supports online access to course materials and learning support.

LSCM's IT infrastructure is modern and reliable. Classrooms are digitally equipped, and both staff and students have access to up-to-date software and learning platforms. An internal IT team provides ongoing technical support. Training is offered to staff on the use of digital assessment tools and teaching technologies. Automated backups and offsite storage systems are in place to ensure continuity and data integrity.

There is no formalised system for monitoring space utilisation. While facilities are currently sufficient for the number of enrolled students, anticipated growth may necessitate a more strategic approach to space planning. Classroom ergonomics could also benefit from periodic review, particularly for long sessions or diverse learner needs.

Good Practice Identified

N/A

Recommendations for Improvement

KR8: LSCM should strengthen the physical library provision, particularly at the postgraduate level, and explore partnerships with local academic libraries to expand access to scholarly materials within 6 months of the publication of this report.

R7: LSCM could implement a space utilisation monitoring framework to support future resource planning and ensure that facilities evolve in step with institutional growth.

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)

Main Findings

Standard 10 is not applicable to LSCM.

Good Practice Identified

N/A

Judgement:

Standard 11: Institutional cooperation, service to society and internationalisation

Main Findings

LSCM demonstrates a limited but functional level of internationalisation, primarily through its academic partnership with the University of Suffolk and the international composition of its student body. The collaboration ensures alignment with UK academic standards and provides students with access to University of Suffolk policies and oversight.

This affiliation forms the core of the institution's transnational education model. The majority of students at LSCM are international, with a significant concentration from Asia. Students are generally well-supported in the admissions and induction process, and academic communication is facilitated in English, which is the language of instruction.

Despite these strengths, LSCM lacks a formal internationalisation strategy. There is no institutional policy that outlines specific goals, priorities or operational plans for global engagement. No examples of staff or student participation in international exchanges, Erasmus+ mobility, collaborative research projects, or joint academic ventures initiated by LSCM were reported or documented. Furthermore, there is no structured mechanism to monitor or evaluate the effectiveness of internationalisation activities beyond recruitment.

With regard to service to society, the institution claims to contribute to the economic and educational development of Malta, particularly through the recruitment of international students and employment of local staff. However, there is no documentation or structured evaluation mechanism to demonstrate societal impact. No community engagement initiatives, formal stakeholder collaboration, or active involvement of employers and civic organisations were reported. Stakeholder engagement appears to be minimal and unstructured. Employers, professional bodies or civic partners are not involved in curriculum design, programme review or quality assurance.

Likewise, there is no formal alumni engagement policy. While it was noted during the audit that a small number of alumni are informally involved in marketing and student recruitment, there is no evidence of systematic alumni tracking, outreach or structured opportunities for graduates to contribute to academic or institutional development.

The institution's limited scope of institutional cooperation and lack of strategic frameworks in both internationalisation and societal engagement reflect a narrow interpretation of its responsibilities within the broader higher education landscape. These gaps constrain the institution's ability to fulfil its role as a globally connected and socially embedded provider of higher education.

Good Practice Identified

N/A

Recommendations for Improvement

- MR5:** LSCM shall develop a comprehensive internationalisation strategy that outlines clear objectives, engagement mechanisms, and methods for monitoring engagement in mobility, international collaboration, and global academic visibility within 6 months from the date of publication of this report.
- KR9:** LSCM should establish structured partnerships with local and international organisations to support graduate employability and applied learning, and relevance to society within 6 months from the date of publication of this report.
- R8:** LSCM could create a structured alumni engagement policy to enhance graduate involvement in programme review, mentoring and institutional outreach.
- R9:** LSCM could create and implement a mechanism to systematically document and evaluate the institution's contribution to the Maltese social, cultural and economic contexts.

Judgement: Partially Compliant

Panel Member Signatures

The Audit Report is compiled by the peer review panel:

Chair of Review Panel: Dr Maiki Udam



Peer Reviewer: Dr Vaidotas Viliunas



Student Peer Reviewer: Mr Gaga Gvenetadze



Response by the Provider

Preamble

The London School of Commerce, Malta (LSCM) wishes to thank the MFHEA and, in particular, the members of the Peer Review Panel for their thorough analysis of initial documentation and for their insightful and professional approach to the Review of the School in 2024-25. Preparing for the Review provided an opportunity for LSCM to reflect on its procedures and practices for monitoring and maintaining standards and for enhancing the quality of the student learning experience. A series of meetings with the Review Panel in April 2025, documented in this Report provided further opportunity for LSCM to reflect on practices, processes and procedures and to consider ways in which things can be further improved in the future.

LSCM was pleased to have been deemed fully compliant in respect of Standards 2, 3, 4, 6 and 9 and substantially compliant and thus in keeping with the spirit of Standards 1, 5, 7 and 8. Modest changes in respect of the substantially compliant areas should ensure full compliance. In respect of the partially compliant Standard 11, LSCM is fully accepting of the Panel's findings, understands the reasons for the finding and will focus on improving, especially as regards its abilities to document and thus clearly demonstrate its achievements in this area. LSCM was also pleased to see Good Practice be identified in relation to the majority of the Standards reviewed (3, 4, 5, 6, 7, 8) and will maintain its focus on these Standards going forward with a view to continuing to enhance student experience in these areas.

LSCM has consulted widely internally both as regards the Report's recommendations and its considered formal responses to these. LSCM very much looks forward to improving further its performance, student outcomes and experience in the months and years to come, working in partnership with the MFHEA, the University of Suffolk (where relevant) as well as with LSC Group, as LSCM continues to grow in terms of its independent capacity within the Group.

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: LSCM shall develop a strategy (at least for three years) and coordinate it with the LSC Group strategy, within 6 months from the date of publication of this report. The strategy shall include the vision and mission, strategic objectives and development directions, main resources, timeframe and responsible units or positions.	<p>ACTION</p> <p>LSCM to co-ordinate the production of a single, unified strategy document, drawing together pre-existing strands from a variety of disparate sources no later than the start of 2026, to coincide with the start of the LSCM financial year. Strategy document to include all components identified and prescribed by the Peer Review Panel.</p> <p>DETAILED PLAN</p> <p>Strategic objectives and development direction to be established (having regard to vision and mission) by 03/11/25. Responsible persons LSCM Head of Institution, LSC Director of International Development and LSC Chief Operating Officer, reporting to Board of Directors.</p> <p>Resourcing and timelines to be overlaid on to plan by 28/11/25 (undertaken in conjunction with MR2). Responsible persons LSCM Head of Institution, LSC Director of International Development and LSC Chief Accountant, reporting to Board of Directors.</p> <p>Review and finalise along with MR2 by 31/12/25.</p> <p>PROGRESS</p> <p>Responsible persons identified (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of interim deadlines and of Action overall by 02/01/26.</p>	New Year 2026 (02/01/2026)
MR2: LSCM shall develop annual/operational plans for strategy implementation within 6 months	<p>ACTION</p> <p>LSCM to co-ordinate the production of a single, unified strategy implementation document / operational plan for 2026, drawing together pre-existing strands from a variety of disparate sources,</p>	New Year 2026 (02/01/2026)

<p>from the date of publication of this report. These plans shall specify concrete actions for achieving strategic objectives, identify responsible persons or units, allocate relevant resources, and include time-bound targets. Each activity's progress or success shall be measured by KPIs.</p>	<p>to coincide with the start of the LSCM financial year. Strategy implementation document / operational plan to be 'SMART' and to sit within the over-arching strategy document as described in MR1 above and to include all components identified and prescribed by the Peer Review Panel in MR2.</p> <p>DETAILED PLAN</p> <p>Concrete actions to be identified for 2026 to operationalise MR1 above (month of November 2025). Responsible persons LSCM Director of Studies, LSCM Senior Marketing Manager & LSC Programme Leaders.</p> <p>Resourcing and timelines to be overlaid on to plan by 12/12/25 (undertaken in conjunction with MR1) and KPIs to be established. Responsible persons LSCM Head of Institution, LSC Chief Accountant & LSC Chief Operating Officer.</p> <p>Review and finalise along with MR1 by 31/12/25.</p> <p>Implementation from 01/26 with review and 2027 plan to follow in 12/26.</p> <p>PROGRESS</p> <p>Responsible persons identified (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of interim deadlines and of Action overall by 02/01/26.</p>	
Standard 2:		
Standard 3:		
Standard 4:		
Standard 5:		
Standard 6:		

Standard 7:		
<p>MR3: LSCM shall design and implement structured internship or practice-based learning opportunities aligned with intended learning outcomes within 6 months from the date of the publication of this report.</p>	<p>ACTION</p> <p>At the time of this response, work has commenced in this area (MR3) and will continue, having regard to the structures of the Maltese visa system and restrictions which impinge upon non-EU / international students as regards employment (paid or unpaid) at all times.</p> <p>LSCM proposes that MR3 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will also address KR7, KR8, KR9, R1, R4, R5, R8, R9.</p> <p>DETAILED PLAN</p> <p>Develop network of organisations for internship opportunities (September - December 2025). Responsible persons LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>Design detail of internship system (January & February 2026). Responsible persons LSCM Director of Studies, LSCM Senior Marketing Manager, LSCM Head of Institution & LSC Chief Operating Officer.</p> <p>Incorporate into Student & External Engagement Plan (March 2026). Responsible persons LSCM Head of Institution & LSC Chief Operating Officer.</p> <p>Promote to students, from March 2026. Responsible persons LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>Place students, from April 2026. Responsible persons LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>PROGRESS</p> <p>Meeting with first internship organisation held 19/09/25. First draft of agreement in preparation, 25/09/25.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of interim steps in accordance with the above deadlines (12/25, 02/26, 03/26) with students placed by April 2026. Review in 12/26.</p>	<p>Easter 2026 (02/04/2026)</p>

Standard 8:		
MR4: LSCM shall appoint a designated welfare officer to provide structured and visible support for student wellbeing and non-academic services within 6 months from the date of the publication of this report.	<p>ACTION</p> <p>At time of the EQA audit visit the Welfare Officer post was vacant. LSCM shall appoint a suitable candidate to this role by no later than the start of 2026, to coincide with the start of the LSCM financial year.</p> <p>DETAILED PLAN</p> <p>Advertise role (10/25). Responsibility of LSCM Director of Studies & LSC HR.</p> <p>Interview and offer (11/25). Responsibility of LSCM Director of Studies & LSC HR.</p> <p>Successful candidate to start (01/26). Responsibility of LSCM Director of Studies & LSC HR.</p> <p>PROGRESS</p> <p>Job description updated (09/25).</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of interim steps in accordance with the above deadlines with Officer in place by 01/26.</p>	New Year 2026 (02/01/2026)
Standard 9:		
Standard 10:		
Standard 11:		
MR5: LSCM shall develop a comprehensive internationalisation strategy that outlines clear objectives, engagement mechanisms, and methods for monitoring engagement in mobility,	<p>ACTION</p> <p>LSCM is, in many ways, the embodiment of the LSC Group's internationalisation strategy. It is an international institution, recruiting international students and enabling them to access international qualifications.</p> <p>LSCM itself does not however, as the Peer Review Panel have noted, have a fully developed document encapsulating its (as opposed to LSC Group's) internationalisation strategy and shall codify the same by the deadline noted. Implementation of the</p>	Easter 2026 (02/04/2026)

<p>international collaboration, and global academic visibility within 6 months from the date of publication of this report.</p>	<p>institution's international work shall continue unabated in the meantime but may be modified in light of the new strategy document.</p> <p>LSCM proposes that MR5 sits within a wider "Internationalisation" plan, guided by MR1 and MR2 above and which will also address KR9, R9.</p> <p>DETAILED PLAN</p> <p>Development of strategy following completion of MR1 (January and February 2026). Responsible persons LSCM Head of Institution & LSC Director of International Development, reporting to Board of Directors.</p> <p>Finalisation of "Internationalisation" plan, 31/03/26. Responsible persons LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>Changes to implementation from 01/04/26. Responsible persons LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>Review of strategy in December 2026. Responsible persons LSCM Head of Institution & LSC Director of International Development.</p> <p>PROGRESS</p> <p>Responsible persons identified (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of interim deadlines and of Action overall by 02/04/26.</p>	

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:		
R1: LSCM could facilitate student representatives in their efforts to support and engage with their peers.	<p>ACTION</p> <p>LSCM Student Representatives did meet with the Peer Review Panel, however LSCM acknowledges that the structured Student Representative system has not been fully revived following the Corona virus and that whereas some Student Representatives provide such support it is not entirely consistent.</p> <p>See also KR7. LSCM proposes that R1 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will also address each of MR3, KR7, KR8, KR9, R4, R5, R8, R9.</p> <p>DETAILED PLAN</p> <p>Student Representatives in place, March 2026. Responsible persons LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>Finalisation of "Student & External Engagement" plan, 31/03/26. Responsible persons LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>PROGRESS</p> <p>Responsible persons identified (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 02/04/26.</p>	Easter 2026 (02/04/2026)

Standard 3:		
R2: LSCM could enhance transparency by making selected performance reports more accessible to external stakeholders (e.g., summaries on the institutional website).	<p>ACTION</p> <p>LSCM intends, on completion, to make public, via its website, the results of MR5, KR1, KR2, R9.</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution, LSCM Senior Marketing Manager & LSC web team.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 02/04/26.</p>	Easter 2026 (02/04/2026)
Standard 4:		
KR1: LSCM should develop and publish a standalone Code of Ethics on its campus website within 3 months from the date of publication of this report.	<p>ACTION</p> <p>LSCM acknowledges that its Ethics documentation is not available within a single source and intends to create such a document from currently disparate sources and to publish the single source document (see R2 also).</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager in conjunction with LSC Chief Operating Officer & LSC Senior Academic Manager.</p> <p>PROGRESS</p> <p>Responsible persons identified (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 02/01/26.</p>	New Year 2026 (02/01/2026)

Standard 5:		
<p>KR2: LSCM should formulate and implement a gender balance policy for staff recruitment and promotion, supported by relevant data monitoring, within 6 months from the date of publication of this report.</p>	<p>ACTION</p> <p>LSCM fully supports equality of opportunity and will formulate a gender balance policy, having close regard to the law so as to avoid any inadvertently discriminatory outcomes, which may result in illegality as a result of the implementation of KR2.</p> <p>LSCM acknowledges that there are more male than female academic staff. This was also the case at the last Review and has not changed because of the stability of staffing and longevity of tenure.</p> <p>LSCM notes that of the four most senior roles within the institution, three are held by females. The gender pay gap within the institution is currently weighted against males.</p> <p>LSCM will, nonetheless, formulate a gender balance policy (and implement where confident that it is legal to do so).</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution, LSC Chief Operating Officer & LSC HR.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 02/01/26.</p>	<p>Easter 2026 (02/04/2026)</p>
<p>KR3: LSCM should strengthen institutional support for staff development by allocating a dedicated professional development budget, coordinating training plans, and tracking participation within 6 months from the</p>	<p>ACTION</p> <p>LSCM staff development, carried out in accordance with the Staff Handbook, shall be further codified no later than the start of 2026, to coincide with the start of the LSCM financial year.</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager in conjunction with LSC HR, LSC Chief Accountant, LSC Senior Academic Manager & LSC Programme Leaders.</p>	<p>New Year 2026 (02/01/2026)</p>

<p>date of publication of this report.</p>	<p>PROGRESS</p> <p>Initial action has been for partner training programme (University of Suffolk) to be made available to all LSCM employees (09/25) including</p> <ul style="list-style-type: none"> - AI-themed sessions - Assessing group work - Assessment & feedback lifecycle - Diversity & inclusive cultures - Flipped & blended learning - Lesson planning - Managing & removing barriers to engagement - Personal academic coaching - Progressive learning in practice - Standard-setting theory - Stretch and challenge <p>External teacher training on informed classroom decision-making booked for December 2025 (trainer to deliver on campus).</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 02/01/26, by means of internal training, external training offered by partners and paid-for external opportunities. Review in 12/26.</p>	
<p>KR4: LSCM should develop a formal workload model that recognises teaching, advising, and administrative responsibilities to ensure equitable workload distribution within 6 months from the date of publication of this report.</p>	<p>ACTION</p> <p>LSCM workload distribution, carried out in accordance with the Staff Handbook shall be further codified no later than the start of 2026, to coincide with the start of the LSCM financial year.</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution & LSCM Director of Studies in conjunction with LSC HR, LSC Chief Accountant, LSC Senior Academic Manager & LSC Programme Leaders.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Operational model per Panel's Key Recommendation</p>	<p>New Year 2026 (02/01/2026)</p>

	4 in 2026. Review in 12/26.	
R3: LSCM could ensure that performance appraisal outcomes are systematically linked to professional development planning and that appropriate follow-up actions are implemented.	<p>ACTION</p> <p>LSCM performance appraisal outcomes, linked to professional development in accordance with the Staff Handbook, shall be further codified no later than the start of 2026, to coincide with the start of the LSCM financial year.</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution & LSCM Director of Studies in conjunction with LSC HR, LSC Chief Accountant, LSC Senior Academic Manager & LSC Programme Leaders.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Operational system per Panel's Recommendation 3 in 2026. Review in 12/26.</p>	New Year 2026 (02/01/2026)
Standard 6:		
KR5: LSCM should, in cooperation with the University of Suffolk and independently for its own home-grown courses, develop formal mechanisms for graduate employability tracking within 6 months from the date of publication of this report.	<p>ACTION</p> <p>LSCM (and its partner the University of Suffolk) shall adapt Graduate Outcome tracking methods and metrics currently employed by the partners within the UK for application to LSCM Graduates.</p> <p>See also KR9, R5, R9.</p> <p>DETAILED PLAN</p> <p>December 2025, to build distribution list of Graduates (from January 2025 forwards). Responsible person is LSCM Academic Administrator.</p> <p>To review, in partnership, Graduate Outcomes metrics and mechanisms and adapt accordingly. Responsible persons are LSCM Head of Institution, LSC Chief Operating Officer, LSC Senior Academic Manager & University of Suffolk colleagues.</p> <p>PROGRESS</p>	Easter 2026 (02/04/2026)

	<p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Operational system per Panel's Key Recommendation 5 in 2026. Review in 12/26.</p>	
<p>R4: LSCM could enhance local stakeholder engagement (students, employers, alumni) in the design and review of programmes.</p>	<p>ACTION</p> <p>LSCM acknowledges that such engagement is expected both by the MFHEA and University of Suffolk, however has at times been ad hoc and will be undertaken in a more standardised and structured manner in future.</p> <p>See also KR7, KR8, R1, R5, R8, R9.</p> <p>LSCM proposes that R4 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will also address MR3, KR7, KR8, KR9, R1, R5, R8, R9.</p> <p>DETAILED PLAN</p> <p>Advanced draft of guidance summary (based on existing policies of LSCM, LSC and University of Suffolk) to be complete no later than 27/02/26. Responsible persons LSCM Head of Institution, LSCM Director of Studies & LSC Senior Academic Manager.</p> <p>Finalisation of "Student & External Engagement" plan, 31/03/26. Responsible persons LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Clear, workable synopsis of disparate sources of information and requirements complete and available no later than 31/03/26.</p>	<p>Easter 2026 (02/04/2026)</p>
<p>Standard 7:</p>		
<p>KR6: LSCM should introduce a formal CPD policy</p>	<p>ACTION</p> <p>LSCM staff development, carried out in accordance</p>	<p>New Year 2026 (02/01/2026)</p>

<p>and tracking system to support the ongoing pedagogical development of academic staff within 6 months from the date of publication of this report.</p>	<p>with the Staff Handbook shall be further codified no later than the start of 2026, to coincide with the start of the LSCM financial year.</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution & LSCM Director of Studies in conjunction with LSC HR, LSC Chief Accountant, LSC Senior Academic Manager & LSC Programme Leaders.</p> <p>PROGRESS</p> <p>Initial action has been for partner training programme (University of Suffolk) to be made available to all LSCM employees (09/25) including</p> <ul style="list-style-type: none"> - AI-themed sessions - Assessing group work - Assessment & feedback lifecycle - Diversity & inclusive cultures - Flipped & blended learning - Lesson planning - Managing & removing barriers to engagement - Personal academic coaching - Progressive learning in practice - Standard-setting theory - Stretch and challenge <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 02/01/26, by means of internal training, external training offered by partners and paid-for external opportunities. Review in 12/26.</p>	
<p>R5: LSCM could expand the use of real-world or applied assessment tasks across modules to enhance student engagement and employability.</p>	<p>ACTION</p> <p>As noted in Recommendation 5, real-world and applied assessments are in use at LSCM, however their expansion, working with both students and external stakeholders will not only improve quality through enhancing engagement and employability, but also serve to bolster standards in an era where we see the rise of AI.</p> <p>See also KR9 and R4.</p> <p>LSCM proposes that R5 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will also address MR3, KR7, KR8, KR9, R1, R4, R8, R9.</p>	<p>Easter 2026 (02/04/2026)</p>

	<p>DETAILED PLAN</p> <p>Greater use of innovative assessments has been rolled-out by LSC and the University of Suffolk in the UK, including many more timed assessments undertaken on-campus under invigilated conditions (but not necessarily traditional unseen exams, e.g. production of advertising materials or students given a case study a week in advance, which they can annotate in English, but where the questions pertaining to the case study are seen only once in the room, etc.). Review of LSCM assessments (UG & PG) and recommendations for (a) immediate adaption, within the bounds of existing module descriptors and (b) recommendations for changes to modules through MFHEA / University of Suffolk processes to be undertaken in January and February 2026. Responsible persons LSCM Head of Institution, LSCM Director of Studies, LSC Senior Academic Manager and LSC Programme Leaders.</p> <p>In March 2026, where possible, appropriate adaptations to be planned and approved for introduction from April 2026. Responsible persons LSCM Head of Institution, LSCM Director of Studies, LSC Senior Academic Manager & LSC Programme Leaders and University of Suffolk.</p> <p>Finalisation of "Student & External Engagement" plan, 31/03/26. Responsible persons LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>From April 2026, roll-out of implementation and planning for more significant changes requiring approvals from MFHEA / University of Suffolk going forward. Responsible persons LSCM Head of Institution, LSCM Director of Studies, LSC Senior Academic Manager, LSC Programme Leaders and University of Suffolk.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above. Although LSCM has not been involved thus far in work to design-out scope for AI use in assessment, the previous work undertaken in the UK by LSC and University of Suffolk provides a solid base on which to build.</p> <p>MEASURABLE OUTCOME</p>	
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	New assessments in place (where possible) from Easter 2026 plus plan for longer-term revisions to programmes where these are more significant.	
Standard 8:		
KR7: LSCM should develop a formal student engagement and co-curricular activities plan to promote a sense of community and student belonging within 6 months from the date of publication of this report.	<p>ACTION</p> <p>LSCM very much welcomes the opportunity to engage meaningfully with Student Representatives and individual members of the student body as a whole, to re-establish fully the means of engagement, which have become less formalised since the Corona virus period.</p> <p>See also R1 and R9.</p> <p>LSCM proposes that KR7 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will also address each of MR3, KR8, KR9, R1, R4, R5, R8, R9.</p> <p>DETAILED PLAN</p> <p>In tandem with R1 above, once all Student Representatives are in place (March 2026), to work with them to develop a plan for activities, initially for a four-month period through to the end of July 2026. Responsible persons LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>Finalisation of "Student & External Engagement" plan, 31/03/26. Responsible persons LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Student-led activity programme in place from April 2026.</p>	Easter 2026 (02/04/2026)
R6: LSCM could establish a coordinated strategy to support diverse student groups, including	<p>ACTION</p> <p>LSCM is fully committed to equality of opportunity but acknowledges that there is no co-ordinated strategy document as described in Recommendation 6 available within a single source.</p>	Easter 2026 (02/04/2026)

<p>students with disabilities, international students, and working adults.</p>	<p>LSCM therefore intends to create such a document from currently disparate sources.</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager in conjunction with LSC Chief Operating Officer & LSC Senior Academic Manager.</p> <p>PROGRESS</p> <p>Responsible persons identified (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 02/04/26.</p>	
<p>Standard 9:</p>		
<p>KR8: LSCM should strengthen the physical library provision, particularly at the postgraduate level, and explore partnerships with local academic libraries to expand access to scholarly materials within 6 months from the date of publication of this report.</p>	<p>ACTION</p> <p>LSCM welcomes the Peer Review Panel's recommendation to expand partnership and intends to pursue the partnership route, having purposefully relocated the under-utilised physical stock to a smaller, purpose-designed space in 2024-25. LSCM does however acknowledge the need for access to such materials as identified by the Review Panel.</p> <p>See also R9. LSCM proposes that KR8 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will also address each of MR3, KR7, KR8, KR9, R1, R4, R5, R8.</p> <p>DETAILED PLAN</p> <p>Scope out potential partnership libraries and short-list, by Christmas 2025, LSCM Director of Studies.</p> <p>Approach to potential partners and negotiations, from January 2026, LSCM Director of Studies.</p> <p>Agreements in place by 31 March 2026, LSCM Director of Studies.</p> <p>Finalisation of "Student & External Engagement" plan, 31/03/26. Responsible persons LSCM Head of</p>	<p>Easter 2026 (02/04/2026)</p>

	<p>Institution, LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>Promotion to students, from April 2026, LSCM Director of Studies and academic colleagues.</p> <p>PROGRESS</p> <p>Responsible persons identified (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of interim deadlines and of Action overall by 02/04/26.</p>	
R7: LSCM could implement a space utilisation monitoring framework to support future resource planning and ensure that facilities evolve in step with institutional growth.	<p>ACTION</p> <p>As above (KR8), LSCM undertook a significant expansion in space to enhance utilisation in 2024-25, working in conjunction with architects and other associated professions.</p> <p>At the time of writing and considering current student number projections, LSCM believes that the new space will continue to serve the student body's needs (as well as those of the staff) appropriately, for the duration of 2025-26. That said however LSCM shall implement a space utilisation monitoring framework for application from academic session 2026-27.</p> <p>RESPONSIBILITY FOR ACTION</p> <p>LSCM Head of Institution, LSC Chief Operating Officer & LSC Chief Accountant.</p> <p>PROGRESS</p> <p>Responsible persons identified (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 03/08/26.</p>	Summer 2026 (03/08/2026)
Standard 10:		
Standard 11:		
KR9: LSCM should establish	ACTION	Easter 2026 (02/04/2026)

<p>structured partnerships with local and international organisations to support graduate employability and applied learning, and relevance to society within 6 months from the date of publication of this report.</p>	<p>This work will be undertaken as part of MR3 and MR5, however see also KR7, R5 and R9.</p> <p>LSCM proposes that KR9 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will also address each of MR3, KR7, KR8, R1, R4, R5, R8, R9.</p> <p>LSCM proposes that KR9 sits within a wider "Internationalisation" plan, guided by MR1 and MR2 above and which will also address MR5, R9.</p> <p>DETAILED PLAN</p> <p>Integrated within MR3 and MR5.</p> <p>Incorporate into Student & External Engagement Plan (March 2026). Responsible persons LSCM Head of Institution & LSC Chief Operating Officer.</p> <p>Finalisation of "Internationalisation" plan, 31/03/26. Responsible persons LSCM Head of Institution, LSCM Director of Studies & LSCM Senior Marketing Manager.</p> <p>PROGRESS</p> <p>Meeting with first local organisation held 19/09/25.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of Actions by 02/04/26. Review in 12/26.</p>	
<p>R8: LSCM could create a structured alumni engagement policy to enhance graduate involvement in programme review, mentoring and institutional outreach.</p>	<p>ACTION</p> <p>LSCM very much welcomes the opportunity to engage meaningfully with the alumni to re-establish fully the means of engagement (LSC Connect) which have become less formalised since the Corona virus period.</p> <p>See also KR9, R4 and R5.</p> <p>LSCM proposes that R8 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will also address each of MR3, KR7, KR8, KR9, R1, R4, R5, R9.</p> <p>DETAILED PLAN</p>	<p>Easter 2026 (02/04/2026)</p>

	<p>October to December 2025, to review distribution lists of Graduates (from inception of LSCM 2025 forwards). Responsible person is LSCM Academic Administrator.</p> <p>Communicate with Graduates, using a 'Happy New Year' message and seeking feedback from them on alumni engagement, January 2026. Responsible person LSCM Academic Administrator.</p> <p>To review feedback from Graduates and, in the month of February 2026, to draft a policy position for consultation with staff, students and Graduates. Responsible persons are LSCM Head of Institution & LSCM Senior Marketing Manager, LSC Chief Operating Officer, LSC Senior Academic Manager.</p> <p>Incorporate into Student & External Engagement Plan (March 2026). Responsible persons LSCM Head of Institution & LSC Chief Operating Officer.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of interim deadlines and of Action overall by 02/04/26.</p>	
<p>R9: LSCM could create and implement a mechanism to systematically document and evaluate the institution's contribution to the Maltese social, cultural and economic contexts.</p>	<p>ACTION</p> <p>This document will be produced as part of MR5, insofar as LSCM's contribution to Malta is, in large measure, international in nature (however see also MR3, KR9, R4, R5).</p> <p>LSCM proposes that R9 sits within a wider "Internationalisation" plan, guided by MR1 and MR2 above and which will also address MR5, KR9.</p> <p>LSCM proposes that R9 sits within a wider "Student & External Engagement" plan, guided by MR1 and MR2 above and which will address each of MR3, KR7, KR8, KR9, R1, R4, R5, R8.</p> <p>DETAILED PLAN</p> <p>October to December 2025, to review LSCM's contribution to Maltese social and cultural context. Responsible persons are LSCM Head of Institution,</p>	<p>Easter 2026 (02/04/2026)</p>

	<p>LSCM Director of Studies and LSC Chief Operating Officer.</p> <p>January and February 2026, following financial year end to evaluate the institution's contribution to the economic context (quantitative, approximate). LSCM Head of Institution, LSCM Senior Marketing Manager, LSC Chief Accountant & LSC Chief Operating Officer.</p> <p>Incorporate into Internationalisation Plan (March 2026). Responsible persons LSCM Head of Institution & LSC Chief Operating Officer.</p> <p>Incorporate into Student & External Engagement Plan (March 2026). Responsible persons LSCM Head of Institution & LSC Chief Operating Officer.</p> <p>PROGRESS</p> <p>Responsibilities allocated (09/25), per above.</p> <p>MEASURABLE OUTCOME</p> <p>Achievement of interim deadlines and of Action overall by 02/04/26</p>	
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Annexes

Annex 1: Review Panel Bio Notes

Chair of the Panel:

Dr Maiki Udam is an experienced expert in quality assurance within higher education, with extensive leadership roles in both national and international capacities. Currently, as the Head of the Department of Study Quality at the Estonian Education and Youth Board, she oversees key areas including high school exams, PISA, and the support system for students with special educational needs. Her role also includes responsibility for academic recognition (Estonian ENIC/NARIC).

Previously, Dr Udam served as the Head of Higher Education at the Estonian Quality Agency for Education, where she developed and implemented evaluation processes for higher education institutions and led the revision of the Estonian Qualifications Framework.

As an Independent Consultant, Dr Udam contributed to various international quality assurance projects, including strategies for lifelong learning and vocational education in Belarus, and quality assurance in higher education projects in Kosovo and Tajikistan. She has also evaluated quality agencies in several countries, including France, the UK and Egypt.

With a doctoral degree in Quality Assurance in Higher Education, Dr Udam's expertise spans strategic planning, external reviews and institutional accreditation, making her a respected figure in shaping educational quality standards both in Estonia and abroad.

Peer Reviewer:

Dr Vaidotas Viliūnas is an independent expert in Higher Education. Before, he worked as a Policy and Project Officer at the European Association of Institutions in Higher Education (EURASHE) during 2018-2021. He also used to work at several universities in Lithuania: Kaunas University of Technology, University of Management and Economics, Vytautas Magnus University, and Marijampole UAS where he held academic and top management positions. Dr Viliūnas was the Vice-President of the European University Foundation Campus Europea during 2007-2011. He delivered lectures on Project Management at Lithuanian and foreign Universities (2006-2018). During 2016-2018, Dr Viliūnas represented the Rectors' Conference of Lithuanian UAS at the General Assembly of EURASHE. He took part in the evaluation of several HEIs in Armenia, Georgia, Malta, Slovakia, Estonia and Romania. Currently, Dr Viliūnas is a Senate member of Kazimieras Simonavicius University, a Board member of HE Higher Education Ranking and member of EURASHE Quality Assurance Community of Practice.

Student Reviewer:

Mr Gaga Gvenetadze has a diverse academic background, which includes a Bachelor's degree in Psychology from Tbilisi State University, two Master's degrees in Global Governance, Intercultural Relations, and Peace Process Management from Siena, and an Education Administration degree from Ilia State University. Mr Gvenetadze, now pursuing a PhD in Applied Social Psychology at Tbilisi State University, has been invited as an expert in Higher Education Quality Assurance by several European agencies. He has actively participated in national and international evaluations and, as a coordinator for the national quality assurance agency, has helped to participate in the development of Georgia's quality assurance system. Mr Gvenetadze has been a member of ESU's QA Student Experts Pool since 2021, and he has also worked as a student representative for the Higher Education Authorisation Council of Georgia. His interests include quality assurance, international student acculturation, diversity and sustainability in higher education.

Annex 2: Agenda of the Onsite Visit

Onsite Audit Visit Agenda: London School of Commerce Malta (LSCM) Date: 28th, 29th and 30th April 2025

Venue: Europa Centre, St Anne Street, Floriana FRN9020, Malta

Day 1 - 28th April

08.30 – 09.00	Arrival and preparation
09.00 – 10.00	Meeting with Head of Institution
10.00 – 10.15	Panel discussion
10.15 – 11.15	Meeting with Head of Quality and Senior Academic Manager (QA)
11.15 – 11.30	Panel discussion
11.30 – 12.30	Meeting with students following programmes awarded by University of Suffolk: - Bachelor of Arts (Hons) Business Studies – level 6 (180 ECTS) - Master of Business Administration – level 7 (90 ECTS)
12.30 – 13.30	Working lunch
13.30 – 14.30	Meeting with lecturers lecturing programmes awarded by University of Suffolk: - Bachelor of Arts (Hons) Business Studies – level 6 (180 ECTS) - Master of Business Administration – level 7 (90 ECTS)
14.30 – 14.45	Panel discussion
14.45 – 15.30	Meeting with alumni
15.30 – 15.45	Tour of premises
15.45 – 16.30	Conclusions of Day 1

Day 2 - 29th April

08.30 – 09.00	Arrival and preparation
09.00 – 09.45	Meeting with senior managers
09.45 – 10.00	Panel discussion
10.00 – 11.00	Meeting with Director of Studies
11.00 – 11.15	Panel discussion
11.15 – 12.00	Meeting with programme leaders
12.00 – 12.15	Panel discussion
12.15 – 13.15 LSCM:	Meeting with students following programmes awarded by - Post-Graduate Diploma in Business Management level 7 (60 ECTS) - Post Graduate Certificate in Business Principles level 7 (30 ECTS)
13.15 – 14.15	Working lunch
14.15 – 15.15	Meeting with lectures lecturing programmes awarded by LSCM: - Post-Graduate Diploma in Business Management level 7 (60 ECTS) - Post Graduate Certificate in Business Principles level 7 (30 ECTS)
15.15 – 15.30	Panel discussion
15.30 – 16.15	Meeting with external stakeholders
16.15 – 16.45	Conclusions of day 2

Day 3 - 30th April

08.30 – 09.00	Arrival and preparation
09.00 – 09.45	Meeting with Admissions
09.45 – 10.00	Panel discussion
10.00 – 10.30	Meeting with a representative/s from the University of Suffolk (online)
10.30 – 10.45	Panel discussion
10.45 – 11.45	Meeting with student support: <i>International Relations / Career Guidance / Library Staff / IT Support Staff / Student Welfare</i>
11.45 – 12.00	Panel discussion
12.00 – 12.30	Virtual tour of online platform and data management system
12.30 – 13.00	Meeting with Marketing
13.00 – 13.10	Panel discussion
13.10 – 13.30	Meeting with student representatives
13.30 – 15.30	Working lunch and panel discussion on initial findings
15.30 – 15.45	Presentation of initial findings



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