



Malta
Further & Higher
Education Authority

EXTERNAL QUALITY ASSURANCE AUDIT REPORT

PROVIDER ACCREDITATION
FOR HIGHER EDUCATION
INSTITUTIONS

MALTA BUSINESS SCHOOL

Carried out between
9 and 10 March 2026

Quality education for
confident futures .

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Abbreviations List

CPD	Continuing Professional Development
ECTS	European Credit Transfer System
EQA/QA audit	External Quality Assurance Audit
IQA	Internal Quality Assurance
KPIs	Key Performance Indicators
MFHEA/the Authority	Malta Further and Higher Education Authority
MQF	Malta Qualifications Framework
NCFHE	National Commission for Further and Higher Education
NQAF	National Quality Assurance Framework for Further and Higher Education
SAR	Self-Assessment Report

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 – Malta Business School</i>	
<i>Induction meeting</i>	<i>9 December 2025</i>
<i>Pre-Accreditation Panel Meeting</i>	<i>19 January 2026</i>
<i>Pre-Accreditation Provider meeting</i>	<i>17 February 2026</i>
<i>Audit visit</i>	<i>9-10 March 2026</i>

Summary of the Conclusions Reached by the Peer Review Panel.

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

The panel made 1 Mandatory Recommendation, to be implemented within 6 months of publication of this report.

The panel made 7 Key Recommendations. Of these, 2 should be addressed within 3 months from the date of publication of this report, 3 within 6 months from the date of publication of this report, and 2 within 18 months from the date of publication of this report.

The panel also made 5 Recommendations.

The panel identified 2 Examples of Good Practice.

List of Recommendations

Mandatory Recommendations

MR1: MBS shall ensure student participation in governance bodies, within six months of publication of this report.

Key Recommendations

KR1: MBS should establish a formal benchmarking process with similar programmes offered by leading foreign higher education institutions when developing new programmes. This should be implemented within six months of the publication of this report.

KR2: MBS should establish and monitor compliance with a policy for the timely return of assessment feedback within six months of the publication of this report.

KR3: MBS should revise programme pages to make explicit reference to the awarding body for each qualification, within three months of the publication of this report.

KR4: MBS should revise regulations and information for applicants and students to make explicit reference to the maximum possible periods of registration and inactivity within three months of the publication of this report.

KR5: MBS should realise the benefits to managing progression and the student experience through more considered use of activity log data and learning analytics on the LMS within 18 months of the publication of this report.

KR6: MBS should make provision to expand the learning resources available for students on ATHE courses and in Year 1 of the BBM within 18 months of the publication of this report.

KR7: MBS should consider making equipment (i.e. laptop loans) available for students with disabilities where required as part of an independent learning plan within six months of the publication of this report.

Recommendations

R1: MBS could strengthen its strategic decision making by making more systematic use of quality indicators. This would contribute to enhancing consistency and transparency.

R2: MBS could ensure that its Privacy Policy is regularly reviewed and aligned with GDPR requirements, with clear articulation of roles and responsibilities for data protection.

R3: MBS could consider updating its contract of service and specifically mention the requirement to be cognizant and abide by the Code of Ethics and policies related to academic integrity.

- R4:** MBS could develop a comprehensive policy governing programme termination, including clear legal safeguards and provisions to ensure students can complete their studies.
- R5:** MBS could include engagement in international cooperation and contribution to the community in a staff performance review.

Good Practice

The consistent application of the Plan–Do–Check–Act (PDCA) cycle demonstrates a structured approach to continuous improvement aligned with established quality assurance principles.

The active alumni networks maintained by the school and their contribution to ongoing professional development for former students.

About the External Quality Audit

About the External Quality Audit

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

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

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

Standards for Accreditation

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

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

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

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

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

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

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

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

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

As part of an enhancement-led approach, the review team will issue recommendations linked to all parts of the operations of the institution. The report therefore distinguishes between:

- Mandatory Recommendations (MR) which are crucial to meet a Standard and shall be implemented within the timeframes decided by the panel and indicated in this report.
- Key Recommendations (KR) which are important to improve a Standard and should be implemented expediently by the institution, within the indicated timeframes*⁵ to address weaknesses.

- Recommendations (R) for improvement which are merely suggestions based on the panel's analyses and observations; these could be implemented by the institution.

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

The Peer Review Panel

The peer review panel was composed of:

Chair of Review Panel:	Milan Pol
Peer Reviewer:	Peter Calleya
Student Peer Reviewer:	Matthew Kitching
Accreditation Coordinators (MFHEA):	Bilyana Boshova, Fiona Mccowan

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.

A number of issues were addressed, including the fitness for purpose and effectiveness of the Internal Quality Assurance (IQA) processes, including an examination of the systems and procedures that have been and are planned to be implemented, together with the documentation that supports them; the compliance of providers with the established regulations and any conditions or restrictions issued by the MFHEA; 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, and more.

Institutional Background and Context

Malta Business School (MBS) was created in 2005 as a provider of adult training programmes to organisations under the company named Allied Consultants Ltd. The following year, the company achieved school recognition status by the Education Authorities. The school was subsequently licensed as a Higher Education Institution by the NCFHE, where the name Malta Business School was also officially recognised. In 2018, MBS passed all quality standards in the first NCFHE (now MFHEA) external quality audit.

MBS has developed a portfolio of courses resulting in the following qualifications: Award Certificates, Diploma Programmes, Certificate Programmes, Bachelor and Master's Degree programmes. While the Bachelor degree and its exit qualifications are 'home-grown', MBS enjoys collaboration agreements and partnerships with other foreign and recognised awarding bodies such as ATHE (Awards in Training and Higher Education), Henley Business School at the University of Reading, and CMI (Chartered Management Institute).

The main target group are adult students; the proportion of Maltese students and foreigners is about 80 Maltese and 20% foreigners. Besides the current ten full-time team members, the school utilises a pool of about 25 freelance tutors to teach various programmes according to need and availability.

MBS seems to be well established in the community as well as internationally.

Analysis and Findings of Panel

Standard 1: Mission and strategic management

Main Findings

MBS has the mission statement that is formulated as follows: "Helping adults achieve their personal and professional development goals to create value for themselves, their organisations and their communities". This is a clear and concise statement. The mission statement explicitly aims at the education ambition of the MBS and also at the contribution to the community. Since research agenda is not dealt with by MBS, the mission statement can also be seen as relatively complex and aligned with strategic plans of the institution.

MBS has a 5-year Strategy Development Plan which was revised in August-September 2025. This plan is built on thorough internal and external analysis, and its alignment with vision, mission and values of MBS is well visible. There are six strategic priorities in the plan. These priorities can be seen as a relative complex which covers relevant areas of MBS operation and its development. Each priority is well described and elaborated further into the set of goals. Critical success factors, key risks and mitigation strategies, financial projections and estimated capital investments are also a part of the strategy plan. This can be agreed that the plan is well written, measurable, time-bound and achievable.

The Operational Plan of MBS then elaborates further the goals and individual actions that are related to six strategic priorities, formulates KPIs, timelines, defines responsibilities and also a monitoring mechanism.

MBS clearly evidenced that the allocation of its financial resources is done through a transparent budgeting process, and there is clear alignment of this with strategic and operational plans.

MBS has a Business Continuity Plan which deals with business continuity of major educational and administrative processes. It contains a Critical Function Analysis that identifies key areas, defines their Recovery Time Objectives, and outlines mechanisms for prevention, initial action, and recovery, including defined activation triggers and clear lines of responsibility assigned to the Emergency Management Team. The plan also formulates strategies for risk assessment and mitigation.

MBS informed the expert team that its mission statement was first formulated in 2013 and then revised (minor revisions) in 2017 and 2023. The current version was provided to staff and

stakeholders again recently with the request for feedback. MBS claims there is no reason for further revisions now.

The mission statement is published on the MBS's website, and it was proven to some extent that it is recognized and shared by the members of the academic community of MBS.

As already mentioned above, strategic and operational documentation of MBS contains internal and external analyses of the environment affecting the development of the institution. Applied analytical tools include Porter's 5-Forces analysis to assess the attractiveness of the market, a stakeholder analysis (using the Legitimacy-Power-Urgency model), a KSF competitor model, Ansoff's Business Growth Matrix, as well as a Resources and Capabilities (internal) analysis.

MBS planned to organise a symposium for key stakeholders to discuss strategic and operational plans (planned for Q1 2026).

In its Operational Plan MBS provides a mechanism for monitoring progress of all strategic goals. SWOT analyses were presented in relation to each standard.

This can be confirmed that MBS ensures that its strategic and operational plans are effectively cascaded through all levels of management and staff. Work plans are aligned with organisational objectives to ensure achievement of goals. Performance Management Policy, Staff Development & Training Policy, and Recruitment Policy are aligned with this, ensuring that staff members understand their role within the institution and its operation.

Strategic and operational plans of MBS mention online and blended learning; they are especially mentioned in strategic priorities 1, 4 and 6.

Good Practice Identified

None.

Recommendations for Improvement

None.

Judgement:

Fully compliant

Standard 2: Governance, organisational structure and administration

Main Findings

MBS has a selection policy for the Academic Review Board. Management Review Board consists of the top management team (TMT) for the more regular (and less formal) TMT meetings and of the TMT and other stakeholders for the annual Management Review Board meeting. This is dealt with by Management Review Board's policy. MBS is a small institution, and it does not have formulated election or appointment procedures for other positions.

This can be confirmed that persons occupying leadership positions and those sitting on senior governance bodies are qualified and fit for the responsibilities of their roles.

Academic as well as Management Review Boards's policies include provisions for the participation of various stakeholders, including staff, tutors, students, alumni, and industry representatives, besides management.

This was proven during the interviews with people representing different levels of MBS that although MBS is a small institution, it has a clear organisational structure in which governance, decision-making and distribution of responsibilities of all levels and units are clearly defined, in an achievable and realistic manner. The Academic Review Board has the meeting at least once a year, the meeting is formally minuted. Management Review Board meets regularly (top management team), at least once a year there is a more formally arranged meeting of this board. Meeting minutes seem to be used effectively.

MBS does not treat people in different ways based on their gender. Rather, people are chosen based on values, skills and qualifications. MBS has Equality, Diversity and Inclusion Policy (published on its website) which relates to this issue, too. This policy addresses gender balance primarily through equal opportunity, non-discrimination, and fair treatment, rather than by setting numerical gender representation targets or quotas.

In the SAR of MBS, it is written that "student representatives will be full members in annual meetings for both ARB and MRB meetings, as stipulated in both governing bodies' policies." (p. 20) At the moment, it is not yet in evidence.

This can be agreed that the MBS organisational structure is fit for purpose and operates in a coordinated manner for the implementation of the goals described in the strategic plan. The administration is effective in terms of staffing levels and qualifications. At the same time, MBS representatives are actively searching for two new staff members to strengthen the institution's performance.

Staff satisfaction with governance, administration, working conditions, information flow, etc., is monitored regularly, both formally, and - more often - informally. The data are used for improvement efforts. Also, MBS has instituted a Grievance Policy in 2025.

Since almost all courses provided by MBS have an online component, the whole operations of the institution (not a specific managerial post) are set up to cater for this mode.

This can be confirmed that MBS has sufficient resources allocated to cater adequately for the technical infrastructure, training, and systems for online and blended learning. These include resources, transformed physical server-based operation to a cloud-based one, Zoom used for all hybrid and online classes, more than 5 Teams licences, 5 Zoom subscriptions. Learning

Management System "My Journey", and more. Staff members are trained for using these resources.

Good Practice Identified

None.

Recommendations for Improvement

MR1: MBS shall ensure student participation in governance bodies, within six months of the publication of this report.

Judgement:

Substantially compliant

Standard 3: Quality management

Main Findings

The panel notes that MBS has established a formal internal quality assurance (IQA) framework through the Quality Assurance Manual and the Statement of Responsibility for Total Quality Management (TQM). These documents define the scope, structure, and operational parameters of the IQA system, including monitoring, evaluation, and review processes. The TQM Statement further articulates the responsibilities of all staff in contributing to the achievement of total quality and the continuous enhancement of standards. The panel confirms that these documents are publicly available on the website.

The panel finds that roles and responsibilities for quality assurance are defined within institutional documentation and supported by governance structures such as the Academic Review Board and Management Review Board, which provide oversight of academic and operational quality. Mechanisms for data collection, including student feedback, stakeholder input, and internal reviews, are in place. The panel considers these arrangements appropriate.

The panel observes that quality management is integrated within strategic and operational planning. This includes academic areas such as teaching and assessment, as well as administrative operations, governance, and student support. The Strategic Development Plan and Operational Plan include quality-related objectives, actions, and assigned responsibilities, indicating alignment between QA processes and institutional planning. This alignment is a positive feature. However, the systematic use of quality indicators to inform strategic decision-making could be further strengthened.

MBS does not have a dedicated quality management unit or staff member assigned exclusively to quality management functions. Quality management oversight is the collective responsibility of senior leadership. The TQM Statement defines the responsibilities of all MBS employees in helping to achieve quality standards. This model is considered proportional to the school's size, however, will need to be reviewed if the school grows to ensure the consistency, continuity, and independence of QA processes.

Senior leadership oversees quality management, with the Head of Programmes mainly responsible for the quality assurance of programmes. Programme delivery is not subcontracted, but some programmes involve partnerships with external academic providers. In such cases, collaboration agreements are in place to ensure quality. The academic and administrative teams share quality responsibilities for data collection, documentation, follow-up actions and systems and resources.

The TQM Statement articulates a clear institutional commitment to quality and continuous improvement, with an emphasis on accountability and stakeholder focus. While total quality management is positioned as a collective responsibility, senior leadership retains a central role in setting expectations and overseeing quality assurance processes.

From the interviews conducted, the panel observed a strong commitment from the senior leadership team to strengthening quality management and fostering a sustainable quality culture within MBS.

Quality management is embedded in institutional planning and continuous improvement cycles. MBS applies the Plan–Do–Check–Act (PDCA) cycle as the central mechanism for continuous improvement, supported by data collection, internal review, and stakeholder feedback. The Panel confirms that evidence provided indicates that the PDCA cycle is actively implemented.

The panel notes a high level of staff engagement in quality assurance processes, reflecting the distributed TQM model. There is a commitment to maintaining and enhancing quality across the school's activities. This approach is considered proportionate to the institution's current size and structure.

The panel finds that student and stakeholder engagement is facilitated through formal feedback mechanisms, stakeholder questionnaires, and participation in governance structures. The very recent establishment of a Student Representative Council is noted as a positive development, providing a more structured channel for student input into the PDCA cycle and internal review processes.

External oversight is further supported through the Academic Review Board, which includes two independent members. The integration of external expertise into governance and programme oversight has the potential to enhance the relevance and quality of provision, provided that resulting inputs are systematically considered and acted upon.

Internal monitoring and review are conducted through the PDCA cycle, with the Management Review Board and Academic Review Board playing key roles in identifying and addressing areas for improvement. These structures support quality enhancement.

Student feedback, stakeholder surveys, external verifier reports and performance indicators are the main source of structured feedback within MBS. These are reviewed by the senior leadership team and governance bodies. Senior leadership also engages regularly with external stakeholders, academic partners, tutors and alumni to discuss the outcomes and relevance of its educational provision. Although such interactions are informal, they do provide additional insights which are then discussed during more formal meetings.

The Quality Manual and Statement of Responsibility for Total Quality Management have been reviewed and updated within the past year. Individual policies are assigned to explicit review cycles. Any required policy updates or procedural improvements resulting from the PDCA process are escalated to the Dean for final approval.

MBS has also engaged an internal quality auditor to ensure that it is adhering to the requirements of the MFHEA and the EQA Standard. The quality auditor also checks that MBS policies are in line with the legal and regulatory requirements in force and that all applicable standards and processes are being adhered to and are effective.

The quality management policy at MBS incorporates arrangements specific to online and blended learning through a set of interrelated policies and procedures that ensure consistency, security, and effectiveness across digital delivery modes. These include the Electronic Devices Policy and IT Acceptable Use Policy, which regulate appropriate conduct and use of technology during online sessions, as well as the Data Protection and Privacy policies, which establish clear guidelines for the recording, storage, and live streaming of classes in compliance with GDPR requirements. In addition, procedures such as the Security Incident Reporting and Response framework support the integrity and reliability of digital systems. Together, these measures

ensure that online and blended learning environments are managed with the same level of quality assurance, oversight, and accountability as face-to-face provision, while addressing the specific challenges associated with digital delivery.

Good Practice Identified

The consistent application of the Plan–Do–Check–Act (PDCA) cycle demonstrates a structured approach to continuous improvement aligned with established quality assurance principles.

Recommendations for Improvement

R1: MBS could strengthen its strategic decision making by making more systematic use of quality indicators. This would contribute to enhancing consistency and transparency.

Judgement:

Fully compliant

Standard 4: Integrity, accountability and information management

Main Findings

The panel finds that the MBS Codes of Ethics for Learners and for Staff and Tutors comprehensively address key aspects of professional and academic conduct. The codes establish clear expectations regarding ethical behaviour, academic integrity, and professional responsibility, including provisions on conflicts of interest, respect, inclusivity, and non-discrimination. The Codes of Ethics are publicly available and easily accessible on the MBS website

The panel notes that the principles set out in the Codes of Ethics are embedded across institutional documentation, including the Student Handbook, Quality Assurance Manual, and Employee Handbook. These documents provide further operational guidance on academic misconduct, confidentiality, and professional conduct. The Employee Handbook is accessible to all staff via the MBS intranet and forms part of their contractual obligations.

The institution publishes programme-related information on its website, including entry requirements, intended learning outcomes, and programme content. This is considered sufficiently clear and accessible to support informed decision-making by prospective students. Additional information is made available upon request.

MBS has established data protection and information management practices aligned with GDPR requirements, as evidenced by its Privacy Policy and related documentation. These outline procedures for data collection, processing, storage, and security, and recognise the rights of data subjects. The panel considers the approach to be structured and comprehensive. However, greater clarity regarding designated responsibilities for data protection (e.g. formal identification of a Data Protection Officer or equivalent role) would further strengthen governance arrangements.

The panel finds that the institution has defined procedures for addressing academic misconduct, including plagiarism and other forms of academic dishonesty. These procedures are supported by formal documentation and contribute to a culture of accountability, with clear processes for investigation, decision-making, and appeals.

The Code of Ethics is effectively communicated through staff onboarding and tutor engagement processes. Staff are required to acknowledge institutional policies upon commencement, and tutors are engaged through contractual arrangements that reference institutional expectations. While explicit reference to the Code of Ethics within contractual documentation could be strengthened, the panel finds that awareness and application of ethical principles are evident in practice. Students are similarly bound by ethical expectations through the Learner Handbook.

Communication within the institution is found to be effective, with evidence indicating that issues concerning staff and students are addressed in a timely and transparent manner.

The panel notes that student-related data, including admissions, assessment records, attendance, and feedback, is appropriately maintained and utilised. Mechanisms are in place

to support students with special needs, including tailored study plans. Where psychological support is required, the institution engages external expertise.

Responsibility in digital and online environments is addressed through institutional policies, including the Employee Handbook, Code of Ethics, and Quality Assurance framework. These are complemented by the Privacy Policy and its appendix on Online Users, which provides detailed provisions on data processing, access controls, retention, and security across digital platforms. Together, these demonstrate alignment with GDPR requirements and establish safeguards for the responsible use of digital systems.

The panel finds that MBS utilises digital systems, including its LMS, CRM, and online communication platforms, to support teaching, learning, and administration. These systems generate data which is analysed and used to inform monitoring and continuous improvement processes. Data processing is governed by institutional policies ensuring lawful, secure, and controlled use, in line with expectations on integrity, accountability, and information management.

Good Practice Identified

None.

Recommendations for Improvement

R2: MBS could ensure that its Privacy Policy is regularly reviewed and aligned with GDPR requirements, with clear articulation of roles and responsibilities for data protection.

R3: MBS could consider updating its contract of service and specifically mention the requirement to be cognizant and abide by the Code of Ethics and policies related to academic integrity.

Judgement:

Fully compliant

Standard 5: Teaching and administrative staff

Main Findings

The panel observed that MBS has a comprehensive and coherent suite of policies available to staff through its formal documentation framework, including the *Quality Assurance Manual*, *Employee Handbook*, and a range of standalone policies. These collectively address recruitment, staff rights and responsibilities, *performance evaluation, promotion, and professional development*. The *Employee Handbook* serves as a central reference point, outlining expectations, responsibilities, and support mechanisms, while the *Quality Assurance Manual* consolidates key staff-related procedures, including recruitment, induction, duties, development, and performance monitoring.

The panel noted that MBS has established clear, structured, and transparent recruitment processes through its *Recruitment Policy*. Recruitment is merit-based, aligned with organisational needs, and incorporates vacancy review, job specification development, and both internal and external recruitment pathways. The *Equality, Diversity and Inclusion Policy* further supports these processes by ensuring non-discrimination and equal opportunity, reinforcing fairness.

MBS ensures that tutors are selected based on appropriate academic qualifications and relevant professional expertise. The panel confirms that tutors possess both practitioner experience and the necessary qualifications in line with MFHEA requirements.

MBS operates a blended staffing model, including a pool of freelance tutors engaged through service contracts. Tutors undergo a structured induction process, and the institution provides ongoing development through tutor meetings, training sessions, and guidance. Standardised teaching materials are provided, and quality is monitored through peer observation, student feedback, and internal verification of assessments. The panel considers that appropriate mechanisms are in place to ensure that tutors remain up to date and that any issues are addressed in a timely manner.

The student–staff ratio is appropriate for the scale of operations and supports the effective delivery of training. Tutors are able to provide adequate guidance, meaningful interaction, and personalised attention to students. The emphasis on student-centred learning and small-group interaction further supports this. The panel considers that the staffing arrangements contribute to an effective learning environment.

Workload expectations are defined through role descriptions, employment contracts, and performance management processes. Workload and outputs are monitored through structured appraisal cycles. Based on evidence from interviews, the panel considers workload allocation to be proportionate and manageable given the scope and intensity of provision.

MBS demonstrates a structured approach to staff development through its *Staff Development and Training Policy*, which aligns individual development with organisational goals and provides access to a range of formal and informal learning opportunities. Full-time staff may attend institutional courses free of charge, subject to certain conditions. Staff confirmed participation in both internal and external training activities. The panel considers that the institution demonstrates a clear commitment to the continuous professional development of its staff.

Performance evaluation processes are clearly defined through the *Performance Management Policy* and include goal setting, ongoing feedback, and formal annual appraisals. These processes are transparent and communicated in advance. The panel also noted ongoing formal and informal engagement with tutors, including observation and review of student feedback. Overall, these mechanisms are considered effective in monitoring performance and supporting quality enhancement.

Recruitment processes are based on open competition and merit, supported by defined job descriptions and competency-based criteria. Recent recruitment practices were done through online advertising and professional referrals. The panel considers that recruitment practices are fit for purpose.

Structured onboarding processes are in place for both academic and administrative staff. Tutor induction and staff orientation are defined in the Quality Assurance Manual and reinforced through the *Employee Handbook*. Evidence from interviews confirmed their implementation. The panel considers that these arrangements ensure staff are adequately familiarised with institutional expectations and quality assurance processes.

Teaching staff are evaluated through student feedback, internal monitoring, and performance review processes. Feedback and observation outcomes are shared with tutors to support reflection and improvement. The Panel considers that these mechanisms provide an adequate basis for evaluating teaching effectiveness.

Formal evaluation processes include annual appraisals incorporating self-assessment, managerial review, and student feedback. This provides a multi-source evaluation framework. The panel notes that no significant issues requiring escalation have arisen in practice.

Performance evaluation is embedded within a continuous improvement cycle. Development needs are identified during appraisals and followed up through ongoing feedback and monitoring. The panel considers that this supports effective performance enhancement.

MBS promotes a culture of collaboration and knowledge sharing and supports staff through access to training, mentoring, and coaching. Development activities are aligned with both individual and institutional objectives. Evidence provided demonstrates active engagement in professional development.

MBS maintains a small and relatively stable staff complement. Staff turnover is low in absolute terms and is managed effectively through structured recruitment processes. The panel considers that turnover does not adversely affect the student experience or institutional stability.

The panel observed that induction processes include exposure to online teaching practices. Staff are expected to support student engagement and monitor participation through established systems. The Panel considers that appropriate mechanisms are in place to support student tracking and engagement.

MBS delivers programmes through online, blended, and face-to-face modes. Tutors are selected with relevant expertise, and the *Staff Development and Training Policy* provides a framework for training in teaching delivery, including online and blended learning. The panel

notes that training in these areas has been provided and considers the arrangements appropriate to the mode of provision.

Good Practice Identified

None.

Recommendations for Improvement

None.

Judgement:

Fully compliant

Standard 6: Design, monitoring, and review of programmes

Main Findings

The existence of formalised policies governing programme design is primarily demonstrated through the *Course Design and Review Policy* and the *Quality Assurance Manual*, which outline both initial design and ongoing review processes. These documents provide a structured framework covering programme conception, approval, delivery mode, and review cycles, including alignment with MQF/EQF requirements.

Programme design is centrally coordinated, with defined responsibilities assigned to senior management, ensuring accountability and consistency across provision. Structured approval processes and internal review mechanisms, including Academic Review Board oversight, further support effective implementation. The panel notes that the School's relatively small structure facilitates communication and operational flexibility, supporting implementation in practice.

Programme design is aligned with the School's mission of supporting adult learners in achieving personal and professional development and enhancing employability. A strong emphasis on practical application, work-based learning, and transferable skills reflects responsiveness to labour market needs. Programme needs are identified through market surveys, client requests, the alumni tracer study, and both formal and informal stakeholder feedback.

The panel notes that the programme design process reflects the majority of the characteristics expected by MFHEA, including the definition of ECTS and workload, clear target audience and entry criteria, and learning outcomes distinguishing knowledge, skills, and competences. Learning dynamics emphasise interactive, student-centred and peer-learning approaches, including synchronous online engagement. Assessment methods are clearly defined and supported by internal verification processes, and provision for elective components is included.

Minimum tutor requirements are established, and roles for course design, delivery, and technical support are clearly identified. Programmes are aligned with MQF/EQF and referencing reports, include consultation with external stakeholders, and are structured to enable progression. Student involvement is present, and formal institutional approval structures are in place. Overall, the Panel considers these requirements to be substantially met, supported by a comprehensive programme design template. Stakeholder and student involvement at the design stage could, however, be more formally embedded, although the Student Representative Council is expected to contribute to this once fully operational.

Programme documentation confirms a structured approach combining classroom teaching, self-study, research, and work-based learning, ensuring coherence and progression across modules. The integration of work placements and practical components aligns well with programme objectives and labour market relevance. The balance between theoretical knowledge and practical application is appropriate.

The panel notes that there is no evidence of formal comparative analysis or benchmarking against similar programmes offered by leading higher education institutions. However, indirect benchmarking is evident through the Academic Review Board, internal and external stakeholder feedback, and academic partnerships with recognised international entities.

MBS engages with stakeholders through governance structures such as the Management Review Board and Academic Review Board, which include external representatives. Employer input is reflected through corporate training requests and industry-aligned programme content. Internal stakeholders are actively involved in programme design and delivery, while student feedback mechanisms are well established and contribute to programme review.

The institution has formalised policies and procedures governing programme monitoring and review, primarily articulated within the *Quality Assurance Manual* and supported by policies on feedback and internal verification. These outline processes for ongoing monitoring, internal review, feedback collection, and periodic evaluation. Programme monitoring is embedded within a broader quality assurance framework aligned with continuous improvement principles and overseen by governance structures, including the Academic Review Board. The panel finds that these processes are implemented in practice.

MBS seeks to ensure that programmes remain aligned with institutional strategic goals, professional standards, sector developments, and student needs. Monitoring and review mechanisms include the Management Review Board and Academic Review Board, classroom observations, feedback from tutors and students, and consultation with external stakeholders. Overall, monitoring practices are operational and effective.

Issues identified through tutor observations and feedback are addressed in a timely manner by the leadership team, with involvement of the Management Review Board and Academic Review Board as required. Monitoring also considers admissions patterns, progression, completion rates, and student achievement. No external examiners are involved for homegrown courses, however, for the Bachelor in Business and Management, MBS has an endorsement and double qualification with the Chartered Management Institute (CMI) UK.

Processes for ongoing programme review and updates are established through the *Course Design and Review Policy* and *Quality Assurance Manual*. Minor issues related to programme delivery are addressed directly by the leadership team and support staff, while more substantial changes are managed through formal structures.

Programme monitoring and review involve both internal and external stakeholders. Academic and administrative staff contribute to feedback collection and review activities, while external engagement is facilitated through the Academic Review Board, which provides independent academic input. Student involvement is well embedded through formal and informal feedback mechanisms.

The *Quality Assurance Manual* includes provisions for programme termination, indicating that this aspect has been considered within the quality framework. The Learner Terms and Conditions set out the respective rights, responsibilities and obligations of both MBS and its students and also covers programme termination.

MBS demonstrates a well-developed approach to online and blended learning. Programmes are designed with specific pedagogical considerations, including synchronous delivery, peer interaction, and digital skill development. Online platforms support interactive learning, collaboration, and continuous engagement. Learning outcomes, delivery methods, and assessment are adapted to the digital environment, with emphasis on authenticity, flexibility,

and skills development. The panel considers that MBS effectively addresses the requirements of online and blended provision.

Online and blended programmes are subject to the same quality assurance processes as face-to-face provision, including feedback collection, internal review, and internal verification, adapted to capture digital learning experiences.

Good Practice Identified

None.

Recommendations for Improvement

KR1: MBS should establish a formal benchmarking process with similar programmes offered by leading foreign higher education institutions when developing new programmes. This should be implemented within six months of the publication of this report.

R4: MBS could develop a comprehensive policy governing programme termination, including clear legal safeguards and provisions to ensure students can complete their studies.

Judgement:

Substantially compliant

Standard 7: Student-centred learning, teaching, and assessment

Main Findings

The panel found that MBS has a clear and effective approach to facilitating student-centred learning, teaching and assessment. The institution informed the panel that learning experiences at MBS are structured to accommodate different learning styles and to balance professional and personal commitments and studies, allowing for flexible learning paths through a range of delivery modes, including face-to-face, online, blended, and hybrid formats. Learners can attend live sessions (for example via Zoom) or access the recordings asynchronously. The institution also stated that they offer flexibility in pace and timing, for example, by offering extensions, break in studies or a deferral to rejoin a later cohort. In specific cases they also offer the opportunity of flexible learning schedules depending on the learner's needs and on a case-by-case basis as an alternative completion timeline. The panel heard from students that the combination of online and face-to-face sessions are well organised and support smooth transition through the programme. Students also confirmed that the use of technology is well integrated into the curriculum to facilitate effective learning.

Staff and students articulated the School's approach to active learning through case studies, problem-solving activities, collaborative projects, and reflective assignments to foster critical thinking and applied understanding. A significant portion of students are already in employment during their studies and spoke about the application of learning in their professional settings.

Students receive ongoing support from tutors through formative feedback, responses to queries and in the form of dissertation supervision. The staffing model at MBS relies on extensive use of part-time visiting lecturers. The panel was informed by part-time academic staff that there are no minimum expectations for tutorial support beyond scheduled teaching sessions and dissertation support. Students also reported that response times from staff to any query varied according to their other commitments. Although the institution informed the panel that out of class tutorial support was timetabled twice per week, this conflicts with the evidence provided by academic staff that there were no minimum expectations and coincides with reports from students of variable responsiveness from staff. The panel considered it necessary that the institution ensure effective implementation of its out-of-class and tutorial support.

MBS informed the panel that assessment criteria, marking schemes and rubrics, are communicated to students in advance and at the start of their studies and each module through course outlines and assessment briefs, set up on the learning management system. Each assessment includes explicit marking criteria that detail the expectations for achievement at each level (Fail, Pass, Merit and Distinction). These are initially discussed during the induction phase. Tutors then discuss these requirements with students at the start of each module to promote clarity and shared understanding. Information regarding assessment, including processes for mitigating circumstances and academic appeals are set out in the MBS Learner Handbook. Students confirmed that this is the consistent practice across the institution.

MBS stated that assessment tasks are mapped to learning outcomes and tutors follow established marking schemes. Judgements are verified through a robust internal moderation process to ensure fairness and comparability of results across cohorts and delivery modes.

Internal verification includes random sampling, peer review of marked work, and calibration meetings where tutors discuss grading standards in the case of any issues of misalignment. Assessment outcomes are monitored and reviewed regularly through data analytics, enabling the institution to identify trends in learner achievement and engagement. The panel verified this practice and found that staff across the institution were clear about their responsibilities.

The MBS Assessment Guidelines for Learners are comprehensive and regulate the procedures for extensions, penalties for late submission, grading, resubmissions and academic misconduct. The procedure for academic appeals is set out in detail in the Appeals Policy. The policy specifies the grounds on which an appeal may be made, the criteria used to assess the appeal, and the remedies available in cases where an appeal is upheld. The panel found both regulations were fit-for-purpose.

The panel did hear from students that owing to the institution's staffing model it can take extended periods of time for some assessment grades and feedback to be returned. Staff gave varying responses about the School's policy regarding turnaround times for assessment feedback. In some instances, students had completed the next piece of assessment before receiving feedback, preventing them from acting on it to improve future work. The panel therefore recommends that MBS establishes and monitors a policy for the return of assessment feedback.

The responsibilities for staff supervising dissertations are clearly set out in the Dissertation Handbook for Supervisors. Supervisors are expected to provide academic guidance, support independent research, monitor progress, offer timely feedback, and ensure that students adhere to ethical and academic standards. These responsibilities are communicated to both supervisors and students, ensuring clarity. Robust assessment arrangements are in place for dissertation, including double marking, and handbooks also include the assessment rubric. In addition, dissertations on the BBM programme are externally verified by CMI. The panel found that staff and students were clear about the regulations pertaining to dissertations and the institution's stated approach was being implemented consistently.

With respect to the oversight of assessment, the Dean and the Head of Programmes both have a background in teaching and a qualification in education (B.Ed. Hons.). Furthermore, the Head of Programmes has a Level 7 Post Graduate Certificate in Educational Management. Both provide oversight on the management of assessment.

MBS has an established Work Placement Policy that regulates placement modules within the Bachelor's Degree in Business Management. The policy sets out learner responsibilities and guidance on assessment. The panel considered that the policy could be strengthened by setting out the equivalent responsibilities of the School and the work placement provider, as well as detailed support arrangements for students while on placement.

Students provide feedback on teaching, learning and assessment through a variety of mechanisms, including systematically through surveys at the end of each unit, semester and/or programme. Feedback is considered by the Academic Review Board and Management Review Board and may lead to adjustments to teaching methods, learning materials and programme organisation. Students confirmed that their feedback is listened to and acted upon and cited changes to the timing of assessment as an example.

With respect to online learning, MBS informed the panel that digital platforms are used to facilitate meaningful student-to-tutor and student-to-student interaction through discussion forums, live sessions, and collaborative projects activities. Learning tasks are designed to engage students in real-world applications, critical reflection, and knowledge construction, ensuring that online and blended delivery remains interactive, participatory, and aligned with the intended learning outcomes. MBS informed the panel that staff receive training and support to strengthen their online pedagogy, including recent training on the dynamics of artificial intelligence and student use in assessment.

Good Practice Identified

None.

Recommendations for Improvement

KR2: MBS should establish and monitor compliance with a policy for the timely return of assessment feedback within six months of the publication of this report.

Judgement:

Substantially compliant

Standard 8: Student administration and student support services

Main Findings

MBS produces and publishes comprehensive details regarding the different programmes, admissions procedures, tuition fees, and other essential information on its official website. In addition, prospective students are encouraged to request further information directly, with the option to schedule a convenient meeting time to discuss their specific interests and needs. To enhance responsiveness, MBS has integrated an automated system that ensures that any enquiry about one or more courses triggers the immediate delivery of a tailored email containing the requested information. The panel found that programme pages contain detailed information about the duration and modality of provision, as well as providing an overview of course content and articulating learning outcomes. The panel did consider that programme pages could be more explicit about the nature of partnerships with awarding bodies, so there was absolute clarity about who issued each respective award. Students confirmed that they were able to access the information they required to make an informed decision and that queries were responded to promptly.

MBS maintains an Admissions and Registration Policy. Further to the published entry criteria, prospective applicants are asked to fill in an application form (and/or provide other documentation) as necessary and/or according to the programme of studies. Applications are checked by the admissions team who have the final say on the eligibility of an applicant onto a programme of studies. The policy includes a process for applicants to appeal admission decisions.

MBS maintains a comprehensive suite of policies related to all phases of the student lifecycle, including admission, assessment, progression, suspension and termination of student status, mobility, recognition, certification and qualification award. Beyond the Admissions and Registration Policy, these are set out in the Quality Assurance Manual, Assessment Guidelines for Learners, RPL Policy and MBS Code of Ethics and Academic Misconduct Policy. These provide clear regulatory guidance for students and staff regarding the proper process for admission, requirements to progress and reasons and process for suspending and terminating studies and issuing awards.

The panel found that there is a clear and detailed agreement between the institution and the student, which protects the student rights and lawful interests, and this is set out in the Learner Terms and Conditions. The institution informed the panel that the Quality Manual and Learner Terms and Conditions regulate student inactivity and ensure sustained academic engagement. The panel found evidence of this and also confirmed that acceptance letters detail a student's period of registration. However, the panel considered that regulations and information for applicants and students could be revised to make explicit reference to the maximum possible periods of registration and inactivity.

The panel determined that MBS has comprehensive policies and procedures in place to address academic misconduct, including plagiarism, collusion, falsification of data, and other breaches of academic integrity. These are clearly detailed in the MBS Academic Misconduct Policy, which outlines definitions, reporting procedures, investigation processes, and potential sanctions.

Staff and students confirmed that academic tutors help to facilitate student progress, through the provision of formative feedback and pastoral support. Students also cited the demonstrable careers support, including embedded into the curriculum, that helps to facilitate graduate employment career progression. The latter is particularly important to students considering the significant number who are already in employment. The panel heard that MBS maintains engaged alumni networks and, for graduates of the Henley MBA programme, regular 'top-up talks' provide useful opportunities for students to hear from industry experts and maintain their connection with MBS. The institution does not operate art or sport facilities as part of a social programme; instead, in keeping with the profile of the student body, much of the social interaction takes place around these networks and guest talks.

The institution does recognise that currently psychological and counselling support is outsourced. The panel considers that in keeping with the institution's considered growth strategy, it would be beneficial to consider how proportionate internal support in this area could be introduced.

MBS collects relevant statistical data and a range of student feedback to monitor and review its support provision. This data is scrutinised by the Academic Review Board and Management Review Board to support evidence-based decision making. Students confirmed that their views are acted upon and that such feedback has helped to inform the subject matter at guest talks, for example.

In addition to on campus support, students can access assistance through the LMS, this includes direct channels to individual tutors and members of staff as well as discussion boards, recorded sessions and support materials.

The institution primarily monitors online participation through attendance at scheduled teaching sessions on Zoom. Although the LMS has functionality to provide activity log data and learning analytics these are not yet being fully utilised. The team considers this is an area that the School can enhance its practice to support progression and the overall learning experience.

Students confirmed that orientation included an induction to the LMS and the institution's digital resources as well as guidance as to who to contact in the event of a problem. Although a third-party provider is responsible for hosting the School's systems, members of MBS staff serve as the first point of contact for IT and technical queries. Students informed the panel that this operates effectively.

Good Practice Identified

The active alumni networks maintained by the school and their contribution to ongoing professional development for former students.

Recommendations for Improvement

KR3: MBS should revise programme pages to make explicit reference to the awarding body for each qualification, within three months of the publication of this report.

KR4: MBS should revise regulations and information for applicants and students to make explicit reference to the maximum possible periods of registration and inactivity within three months of the publication of this report.

KR5: MBS should realise the benefits to managing progression and the student experience through more considered use of activity log data and learning analytics on the LMS within 18 months of the publication of this report.

Judgement:

Substantially compliant

Standard 9: Learning resources and facilities

Main Findings

MBS has been operating from the same premises on Psaila Street in Birkirkara for the past 13 years. The premises are under MBS's lawful possession through a long-term lease agreement, which has recently been renewed for a further period of 15 years. Two years ago, the institution added a third floor to the lease to expand its built environment. MBS informed the panel that premises and facilities possess all required planning authority permits and comply with current local legislations. The panel viewed the premises and confirmed that classrooms have adequate lighting, HVAC and free access to Wi-Fi to facilitate connectivity. Overall, the campus was well maintained with functional furniture to facilitate student centred learning.

The premises are equipped with a disability ramp and functioning lift which facilitates access to all educational floors for anyone in need of using a wheelchair or other walking aids. MBS have procedures in place to enable students to disclose disabilities, including learning disabilities. On disclosure, the specific needs of each individual with any form of disability are drawn up and agreed with the person to develop a clear understanding of the level of support that MBS can provide. Staff and students were clear about this process.

All MBS learning resources and facilities are available to learners online through the LMS on a 24/7 basis. Further to this and based on the particular awarding body, BBM students in years 2 and 3 have access to the CMI online database and learning resources (Management Direct). Furthermore, MBS Henley students have access to the ARC online (Academic Resource Centre). The institution does recognise that there are comparatively fewer resources available for students on the ATHE courses and in Year 1 of the BBM. The panel considered that the institution would benefit from considering how it could expand the number of learning resources available to these students. Resources are predominantly available in English in accordance with the language of delivery, with a more limited range Maltese resources available.

Students primarily make use of their own IT resources and technical support is readily available from MBS staff. Lecturers receive basic guidance to assist them with the use of Zoom, Teams and the LMS. Staff confirmed that they have the assistance necessary to support effective delivery of their teaching.

To ensure continuity of service all critical educational software and virtual learning platforms utilise automated procedures embedded in cloud-based and virtualised architecture. This infrastructure incorporates failover and load-balancing protocols which automatically shift services to redundant equipment in case of single-point hardware or software failure, ensuring minimal downtime for learners. The institution also follows a multi-tiered backup system governed by the Business Continuity Plan (BCP). The institution's data management system ensures real-time mirroring and version-controlled storage of all students' academic data and critical systems through Microsoft OneDrive's secure cloud environment. Further to this, daily backups are conducted via Acronis to independent off-site servers. These arrangements were verified with the institution's third-party provider of systems.

The institution maintains a Physical Workshop Calendar to record all scheduled in-person sessions. In practice, the panel found that owing to the significant proportion of online and blended delivery there is no effective strain on the School's physical facilities.

For intensive, full-day (8-hour) workshops, the institution provides fully ergonomic chairs to ensure learner comfort and focus. In standard 3-hour sessions the School utilizes well-maintained classrooms with seating optimized for shorter durations. Furthermore, all teaching spaces employ collaborative classroom setups to actively facilitate group learning and peer engagement, supplemented by a dedicated breakout room for professional networking during breaks. This setup was verified by the panel during the onsite visit.

The panel noted that the institution has a suitable policy infrastructure in place to govern learning resources and facilities. This includes a Website Policy and Procedures, Privacy Policy, IT Acceptable Use Policy, Health and Safety Policy, GDPR Compliance Statement, Data Protection Policy, Access Rights Policy and Procedure and Security Incident Reporting and Response Procedure. Particularly notable was the MBS Netiquette Policy and Procedure designed to regulate the online learning environment and interactions between different students in the course of their learning and between students and staff.

The panel found that resources are accessible and scalable in accordance with service level agreements and licences and students do not need to purchase resources in order to engage with their studies.

Good Practice Identified

None.

Recommendations for Improvement

KR6: MBS should make provision to expand the learning resources available for students on ATHE courses and in Year 1 of the BBM within 18 months of the publication of this report.

KR7: MBS should consider making equipment (i.e. laptop loans) available for students with disabilities where required as part of an independent learning plan within six months of the publication of this report.

Judgement:

Substantially 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

N/A

Good Practice Identified

N/A

Judgement:

N/A

Standard 11: Institutional cooperation, service to society and internationalisation

Main Findings

This can be confirmed that MBS includes in its strategic priorities, objectives pertaining to institutional cooperation, service to society, and internationalisation. Also, there are clear indicators defining the institutional priorities in these areas.

MBS clearly allocates parts of the budget towards activities related to this strategic priority and its goals. Budgetary allocations seem to be sufficiently covering planned activities.

The panel can also confirm that MBS invites representatives of important stakeholders in both the Management Review Board, and the Academic Review Board (one of the members from these circles).

MBS has signed agreements with different partner institutions. Monitoring processes are based on adhering to the conditions in the agreements, whether rules or KPIs.

There is evidence that MBS contributes to the development of the community's wellbeing. It is done in different ways. Students, tutors and staff participate in these activities. On a national level, in 2025 MBS has organized two masterclasses, one online and one face-to-face, free to attend by the general public, and offered free coaching sessions to students and alumni.

MBS has mechanisms established to support cooperation with international higher education institutions, networks, and organisations. They mainly, but not exclusively, relate to institutions with which MBS cooperates in providing degree programs.

This was evidenced that MBS has agreements and memoranda signed with relevant international partners and organisations.

MBS maintains regular contact with alumni. A focus on alumni is being adopted through Strategic Priority 2 and translates into Strategic Goal.

This cannot be confirmed that engagement in international cooperation and contributions to the community are included in promotion criteria and staff performance review. This needs to be seen, however, that MBS's staff complement is too small to formalize such criteria within its structure of career advancement, which is inherently informal.

Good Practice Identified

None.

Recommendations for Improvement

R5: MBS could include engagement in international cooperation and contribution to the community in a staff performance review.

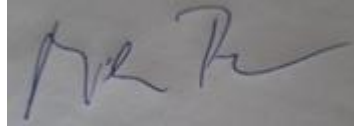
Judgement:

Fully compliant

Panel Member Signatures

The Audit Report is compiled by the Peer Review Panel:

Chair of Review Panel: Milan Pol

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

Peer Reviewer: Peter Calleya

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

Student Peer Reviewer: Matthew Kitching

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

Annexes

Annex 1: Review Panel Bio Notes

Chair of the Panel:

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

Peer reviewer:

Peter Calleya has been a financial services professional for over 40 years and is currently Head of Client Tax Reporting and Analytics for the Malta subsidiary of an International Bank. Previous roles included Head of Governance, Head of Strategic Planning and Senior International Marketing Manager. He is also a Visiting Senior Lecturer at the University of Malta where since 2007 he has lectured various courses from Diploma and Bachelors to Masters level and also served as an examiner, paper-setter and reviewer. Since 2003 he has been elected for consecutive terms to the Board of Directors of the Institute of Financial Services (ifs Malta) and has been serving as President since 2023. He has also been re-elected to a sixth consecutive three-year term to serve on the Board of Directors and Executive Committee of the Brussels-based European Banking and Financial Services Training Association (EBTN) for 2026-2028. He holds an MBA (Bangor), MA Marketing (Melit.) and BA (Hons) Business Management (Melit.). He is also a Chartered Banker, Chartered Marketer and Fellow of both the London Institute of Banking and Finance and Chartered Banker Institute (UK). Mr Calleya is a peer reviewer with MFHEA and has been working with the Authority for a number of years, forming part of panels in several audits.

Student reviewer:

Mr Matthew Kitching is currently a PhD student in Higher Education at Lancaster University, focusing on international quality assurance and student leadership and development.

Additionally, he serves as Deputy Chief Executive Officer at Buckinghamshire New University, where he oversees a broad range of student support services including advice, representation, sport, volunteering, and civic engagement. He holds board positions at several European quality assurance agencies, such as the European Council for Business Education, where he manages accreditation standards, site visits, and peer reviewer training, and EQ-Arts, where he acts as a researcher on a European-funded project examining urgent and emerging skills needs in the creative industries. He has extensive experience conducting programme audits for various quality assurance agencies across five continents and reviewing materials related to inclusive education programs, including serving as a panel secretary responsible for reports.

Annex 2: Agenda of the Onsite Visit

EQA Provider Accreditation Visit Audit Agenda:

Malta Business School

(Re-accreditation, Higher Education Institution)

Date: 9th and 10th March 2026

Venue: Level 3, Sean Building, Psaila Street, Birkirkara

Day 1. 9th March Time and Duration	Meetings	Names of Attendees	In-person or online
8.30 (30 m)	Arrival at the venue, MFHEA EQA panel preparation meeting	MFHEA, EQA panel	
9.00 (60 m)	Meeting with the Head of Institution (Owner & Dean)	Mr Lorenzo Mulè Stagno	In-person
10.00 (15 m)	Internal panel meeting	MFHEA EQA panel	
10.15 (60 m)	Meeting with General Manager		In-person
11.15 (15m)	Internal panel meeting	MFHEA EQA panel	
11.30 (60 m)	Head of Programmes		In-person
12.30 (60 m)	Working Lunch and Panel Discussion	MFHEA EQA panel	

13:30 (45 m)	Programmes Coordinator/Admin Support		In-person
14:15 (15 m)	Internal panel meeting	MFHEA EQA panel	
14.30 (60 m)	<i>Current Students including the Student Representative Council (SRC)</i>		Online
15:30 (15 m)	Internal panel meeting	MFHEA EQA panel	
15:45 (30 m)	Internal Quality Auditor		Online
16:15 (5m)	Closure of day one/ internal panel meeting	MFHEA EQA panel	

Day 2. 10th March Time and Duration	Meetings	Names of attendees	Comments
8.30 (30 m)	Arrival at the venue, MFHEA EQA panel preparation meeting	MFHEA, EQA panel	
9.00 (30 m)	Office Manager		In-person
9.30 (15m)	Internal panel meeting	MFHEA EQA panel	
9.45 (45 m)	Academic Review Board (ARB)		Online
10:30 (15 m)	Internal panel meeting	MFHEA EQA panel	
10.45 (45 m)	Tutors		Online
11:30 (15 m)	Internal panel meeting	MFHEA EQA panel	
11:45 (15 m)	External Stakeholder on the LMS –Keen		Online
12:00 (15 m)	Internal panel meeting	MFHEA EQA panel	
12:15 (45 m)	Alumni		Online
13:00 (60 m)	Working Lunch and Panel Discussion	MFHEA EQA panel	

14.00 (60 m)	Meeting with External Stakeholders in education. Henley Business School at the University of Reading. Chartered Management Institute (CMI) Awards for Training and Higher Education (ATHE)		Online
15:00 (15 m)	Internal panel meeting	MFHEA EQA panel	
15:15 (30 m)	Sales & Marketing Manager		In-person
15.45 (60 m)	Final internal panel meeting	MFHEA EQA panel	
16.45 (15 m)	Conclusion of the on-site visit	Peer Review Panel and Head of Institution	In-person



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