INSTITUTE OF TOURISM STUDIES

IN ACADEMIC AFFILIATION WITH THE
EMIRATES ACADEMY OF HOSPITALITY MANAGEMENT

QUALITY ASSURANCE
MANUAL

VERSION 4 – FEBRUARY 2021

TABLE OF CONTENTS

1. INTRODUCTION

In 1987 the Institute of Tourism Studies (ITS) was founded by the Parliamentary Secretariat of Tourism with assistance from the World Tourism Organization. In 2012 the Subsidiary Legislation No. 327.423 of the Laws of Malta provided the requested legal framework for ITS to function as an autonomous body in the field of further and higher education. As from 2017 the Institute of Tourism Studies falls under a new law Cap.566.

The Institute of Tourism Studies provides therefore further and higher education programmes in the tourism and hospitality sector. The programmes offered by the ITS range from a foundation course in Hospitality and Tourism to Certificate programmes, Diploma, Higher National Diploma programmes, Degrees and Masters. The ITS seeks to identify and monitor customer needs and provides the Hospitality Industry with personnel trained who can guarantee an excellent standard of products and services within the industry.

In order to achieve these goals the Institute of Tourism Studies
• Provides training in a comprehensive range of skills
• Develops and enhances the intellectual ability of its students through a wide range of academic subjects
• Teaches generic skills essential for a smooth transition into the world of work
• Carries out high level research on Hospitality and Tourism subjects
• Recreates actual working environments on campus
• Provides opportunities for work experience in the industry

The Institute of Tourism Studies started documenting its QA procedures since academic year 2014/15. The first QA hand book was issued and approved by BOG in the academic year 2014/15. This manual is a revamp of the Quality Assurance Handbook. This edition recognizes the responsibility of the Institute according to the law Cap. 566 and broadens the provision for engagement with external partner and industrial professionals. This manual should be read in conjunction with other Institute documents (Rules & Regulations see appendix 1 separate policies and procedures see appendix 2, ITS law appendix 3, Legal Notices appendix 4). This manual includes (but is not limited to) the following procedure and other specific policy.

The Quality Assurance Manual is structured according to the 11 Standards of Quality Assurance as specified by MFHEA:

1. Policies and Practices
2. Institutional Probity
3. Design and approval of programmes
4. Student-centred learning, teaching and assessment
5. Student admission, progression, recognition and certification
6. Competence of teaching staff
7. Learning resources and student support
8. Information management
9. Public information
10. On-going monitoring and periodic review of programmes
11. Cyclical external quality assurance

The processes in this Quality Assurance Manual are designed to inform each other by providing a body of evidence which is updated and deliberated through academic teams, committees and any other working groups as deemed necessary.

2. QUALITY ASSURANCE POLICY

The **Institute of Tourism Studies (ITS)** is an institution of further and higher education dedicated to creating high quality talent in order to meet the changing needs of the Travel, Hospitality and Tourism Industry.

Consolidated by the Institute of Tourism Cap 566 of the Laws of Malta, the Institute's primary function is to attract and prepare hospitality leaders for the Tourism Sector who are able to deliver excellence and value.

The Quality Assurance Policy defines the ITS approach to Quality Assurance and continuous enhancement with the ITS vision, mission and values. It serves as a guide to the ITS staff, students and external stakeholders. The intent of the Policy is to assure all stakeholders including the public of the integrity and quality of ITS academic activities and management is of the utmost importance to the standing of the Institute of Tourism studies internationally.

Vision and Mission:

Mission Statement

The proposed Mission Statement of the Institute for Tourism Studies is:

"Shaping **Excellence** and **Innovation** in Tourism, through **teaching and learning, quality research**, **advice**, and **realisation** of innovative business concepts"

Where:

- By **Shaping** we mean that we will be proactive and lead the change process in the Tourism Industry;
- By **Excellence** we mean that we shall be at the fore front in ensuring that we create Professionals, Business Concepts and Support Industry in obtaining the highest levels of quality in what they do.
- By **Innovation** we mean that we shall instigate creativity and entrepreneurship and key fundamental attributes in the tourism industry
- By **teaching and learning** we mean that at the core we shall remain committed in providing high quality education and training programmes to our students that are relevant to the current and future needs of the industry.
- By **quality research**, we mean that we will transition from a teaching based institution to become a research lead institution wherein we will strive to generate relevant comprehensive and systematic content, concepts and publications.
- By **advice** we mean that we shall provide support and assistance to the tourism industry in improving its management, standards, processes and systems with a view to enhance excellence and operating and financial performance.
- By **realisation of innovative business concepts**, we mean that we shall assist promising start ups in the Tourism Industry to develop and implement their business ideas

The above mission statement may be effectively communicated to the outside world through the tag line:

RESEARCH | **EDUCATION** | **INNOVATION** | **ADVISORY**

Vision

The proposed vision of the Institute for Tourism Studies is as follows:

"The Institute of Tourism Studies will lead the transformation of ***tomorrow's international tourism industry*** by directing its resources to:

- create ***comprehensive and systematic knowledge*** through ***high quality research***,
- ***develop*** innovative and relevant higher and further education and training programmes ***combining*** technical, generic and behavioural skills.
- deliver such programmes through a ***student centred and inclusive learning environment***, integrating ***theory and practice*** whilst promoting ***modern leadership approaches***
- provide ***expert advice*** to established players
- ***mentor entrepreneurs*** in successfully ***commercialising innovative business concepts*** in the Tourism Industry.

1.1 Creativity

Is key to hospitality, we embrace it in our talent and drive it through our teaching methods and programmes. We promote an international outlook whilst embracing **diversity** between local and foreign cultures. The Institute is a centre for ongoing professional development through **lifelong learning** opportunities for all levels. We perform and solicit practices which are **ethically correct** and **environmentally friendly**.

1.2 Commitment to Quality

The Institute of Tourism Studies is firmly committed to provide learning programmes aimed at guaranteeing exceptional standards of service within the Hospitality Industry. Students' progress is continuously monitored by their respective lecturers' and tutors. The lecturers' feedback is submitted to BOS, in a formal and informal way and is henceforth discussed in this board. Overall performance of students is also recorded in the annual report issued by COO-Academia. Lecturing staff receive specialist training and guidance in methodology and assessment techniques.

The purpose of quality assurance at ITS is to ensure continuous development and accountability to stakeholders. ITS is committed to the principle of continuous enhancement. The aim of the Institute's Academic Quality Assurance (AQA) system is to ensure that a level of excellence in all aspects of the Institute's operations is consistently attained, with the objective of assuring the quality of the students'

holistic learning experience both academically and in areas of social and personal development.

Quality assurance is the means through which ITS commits itself and confirms to its customers and stakeholders alike, that the conditions are in place for students to achieve a high educational standard set at international, national, and institutional levels.

The above is secured through ongoing monitoring by using Monitoring tools as described in this Quality Assurance Manual.

1.3 The Approach

The approach is a PDCA cycle to assure the Quality of its inputs, processes and outcomes and to identify improvements. The plan is created through Inputs, the Do are the processes, the Check are the outputs and outcomes and Act is the improvement as seen in the table.

The Planning stage is what ITS aims to achieve according to the Mission, Vision and Values on which our strategy is built.

The Do is the stage where the ITS plans are carried out in accordance with plans, policies and procedures. Examples are when classes are held, lecturers carry out their work, students learn and achieve the learning outcomes, finances are managed properly, committees meet and other tasks are done.

The Checking is the stage when ITS reviews the progress in achieving the targets and evaluate the effectiveness of the planning and doing. ITS identifies weaknesses or risks by realizing what should happen (plan) and what does happen in practice (do). The checking comes from the tools of Monitoring as described in the QA Manual. Example student feedback.

Act is the stage when ITS uses the results from checking and enhances the system by improving them whether they are plans, policies and procedures. Improvements also refer to how ITS evaluates its own activities. The underneath Table explains the QA Framework based on the PDCA cycle:

ITS QUALITY ASURANCE FRAMEWORK
HOW WE ENSURE AND CONTINUOUSLY DEVELOP QUALITY AT ITS

	PLAN	DO	CHECK	ACT
	Inputs	*Processes*	*Output review tools*	*Improvement tools*
Learning and Teaching	Strategic Plan, L&T plan, Schools Plans Academic governance Academic positional responsibilities Academic policies, including student admission Academic freedom Qualified academic staff Recognition for good teaching Admission criteria for students Program approval mechanisms Academic development support	Learning and teaching activities Assessment of learning Provide learner resources Provide learner support Committee meetings	Monitoring of plans Review of assessment outcomes Retention and completion rates Student evaluations of modules/programs Graduate feedback Internal reviews External reviews, including professional accreditation Benchmarking with other institutions	Staff professional development Staff appraisals Follow up to student feedback Follow up to external reviews
Research	Strategic Plan, Research Plans Research governance Qualified academics Research funding Research partnerships	Prepare proposals or submissions Ethics review Conduct research Supervise research students Present findings	Monitoring of plans Review of ethics clearances Numbers of publications (peer reviewed and other) Number of research grants and contracts Research student outcomes	Staff professional development Improve research students' skills Research management and networking
Management	Strategic Plan, Campus Plans Governance and committee structures Positional responsibilities Policies and procedures Qualified staff Conditions for staff Budgets and financial controls Facilities and ICT Risk management Income generating commercial activities	Perform duties as expected Communicate effectively Manage human resources Observe financial controls Increase qualified staff Ensure staff development Keep records Manage risks	Monitoring of plans Review of policies and procedures External reviews Financial outcomes Financial audit Recruitment	Staff professional development Implement identified improvements
Partnerships and Engagement	Strategic Plan Operational Plans Positional responsibilities MoUs Record-keeping systems	Partnership management meetings MoU activities Engage with communities, alumni	Reviews of MoUs Review community engagement activities Partner feedback Stakeholder feedback	Staff professional development Implement identified improvements Networking

Under this QA Policy as explained above the ITS requires the following QA processes at a minimum to be in place:
• Clear Mission and Vision
• Strategy and its monitoring
• Student admission and enrollment against defined admission criteria
• Appointment of Qualified staff as per calls and job descriptions
• Clear governance and management responsibilities
• Annual Financial Audits (external if required)
• Academic and Administrative policies and procedures as much as collective agreements
• Robust processes for approval of academic programs
• Student questionnaires for evaluation each semester
• Various Stakeholder feedback (example from LITP and IITP)
• Research Management policies and procedures, including requirements for Ethics clearance
• Reviews of professional areas, ex: ICT
• External Independent audit by MFHEA

1.4 Responsibility for QA Policy

The strategy is one that involves everybody in the organisation. The success of a Quality Culture depends entirely on the responsibility of every ITS staff member. The collective effort of all ensures the Quality Culture ITS is aspiring to achieve. Ultimately the responsibility for establishing the Quality Culture rests with the Management Team, namely the CEO, COO-Academia and COO- Corporate Services.

Every member of staff has a role in monitoring the quality of their work. As a result, quality assurance is shared responsibility. In support of this, Management will devolve as much authority for decision making as possible, to the point where the action directly imports upon users of our services. In such a case Quality is everyone's responsibility and cannot be delegated. The responsibility for quality and standards is shared by all those who support students' learning.

The administration and other support services have an essential part to play in the assurance of quality, as the work of administration bears directly on quality and standards, in providing learning environments and support services.

Quality Assurance at ITS is a shared responsibility of all staff both academic and administration and support staff. The Quality Assurance Manual is the guideline for all processes at ITS.

Students receive both theoretical and practical exposure throughout the course thus enabling them to be operational as soon as they step into the world of work. The Institute offers programmes of study from MQF Level 2 up to MQF Level 7), for careers as found in the ITS prospectus found in the website. The majority of programmes at ITS involve a compulsory internship program:

Local Internship Programme (Foundation, certificates and Degrees and HND Tour Guiding).

International Internship Programmes (Diplomas and Degrees).

1.5 Related Documents to the QA Policy
The ITS Law Cap 566, the ITS legal notices and the ITS strategy while the Governance underneath is important to carry out the above QA Policy.

Internal Responsibilities of the Internal Quality Assurance

The main accountability and responsibilities within the ITS's internal quality management systems are currently:

1.6 Management Structure
ITS has a Chief Executive Officer, a COO-Academia and a COO-Corporate Services as Top management, directed by a Board of Governors. They are responsible for the quality assurance on a day today basis while the Internal Quality Assurance Committee over sees that the quality is safeguarded through processes, procedures and decisions taken on a daily basis.

1.7 Managers
Managers are responsible for departmental management with their respective teams and report to their respective COOs.

1.8 Academic Co-ordinators
Coordination and monitoring of the implementation of the quality assurance system at the respective department; managing quality assurance procedures in the department, organization and conducting the self-reviews of the department, reporting of the results to the IQAC and the management of ITS.

1.9 Board of Governors (BOG) as per legislation
Establishes internal quality assurance schemes that ensure there is full transparency and a structure of clear operational accountability;

Establishment of the composition of the ITS internal quality assurance committee;

Approves all curricula and syllabi submitted by the BoS and approved by PQVB; Defining the strategic plan;

1.10 Board of Studies (BOS) as per Legislation
Proposes new study programmes and courses for validation by the PQVB; Discusses changes in the current curricula and is the first monitoring point for new programmes;

Makes comments and recommendations on programmes to the PQVB;

1.11 Programme Quality Validation Board (PQVB) as per legal notice
Responsible for the internal approval and accreditation of programmes, ensures that programmes and courses are in line with binding documents and regulations thus making the accreditation decision.

Validating the conditions/implementation of internal and external activities.

Students are represented on the Board of Studies and the Programme Quality Validation Board.

1.12 Internal Quality Assurance Committee as per legal notice:
Developing and monitoring the implementation of ITS's internal QA system according to ITS mission and vision and strategic planning, promoting quality culture within ITS, supporting departments in establishing their department-based quality standards and monitoring these standards; monitoring of self-reviews and evaluation of departmental quality assurance procedures, monitoring of the implementation of recommendations out of the internal self-reviews.

IQAC issues monthly reports as part of ongoing monitoring and an annual self assessment report (SAR).

1.13 Main Boards and Committees
Apart from the structures above The Institute of Tourism Studies has the following: List of Main Boards & Committees: -

• Disciplinary Board
• Exams Board
• Student Cases Board
• Academic Research and Publications board (ARPB)
• Scientific Committee

1.14 Admission and Progression of Students

The Institute of Tourism Studies (ITS) is open to all those who have the qualifications and/ or requirements as indicated in the yearly prospectus and rules and regulations.

ITS is also open to Erasmus students as per the Erasmus Charter. Progression of students is also according to the yearly prospectus.

1.15 Assessment Process

Assessment methods are described in the module templates indicating the learning outcomes to be assessed. The Examination Committee ensures that exam assessment is inclusive and equitable so as to be challenging yet fair with all students.

External examiners and external verifiers are validated by the PQVB in order to participate in various programmes assessment.

1.16 Students Feedback

The students are invited by an e-mail to participate twice yearly in an online anonymous questionnaire about the modules, programmes and other areas. The results are communicated to the staff and students.

1.17 Programme Review

Evaluation is first carried out by the Lecturer. The evaluation report will be passed on to the Academic Co-ordinators, who issue a programme report to their line manager which is finally passed on to the COO-Academia for any required discussion at Board of studies.

1.18 Collective Agreement

ITS has a collective agreement for Academics while the administration and support staff have a separate collective agreement.

1.19 Student Support

Several support services exist for the student. A student can always refer to these support services including guidance and counseling, library, IT Dept, website, student council, accounts department, registrar dept, Erasmus, International office, Internship dept, and student support office to ensure optimum outcome from their studies at the Institute.

1.20 Public Information

All Programmes of study with their respective entry requirements are found on the ITS Prospectus which is also available on the ITS website. ITS also participates

in fairs and other public activities to disseminate information and market the Institute's programmes and activities as well as to promote careers with the tourism and hospitality sector.

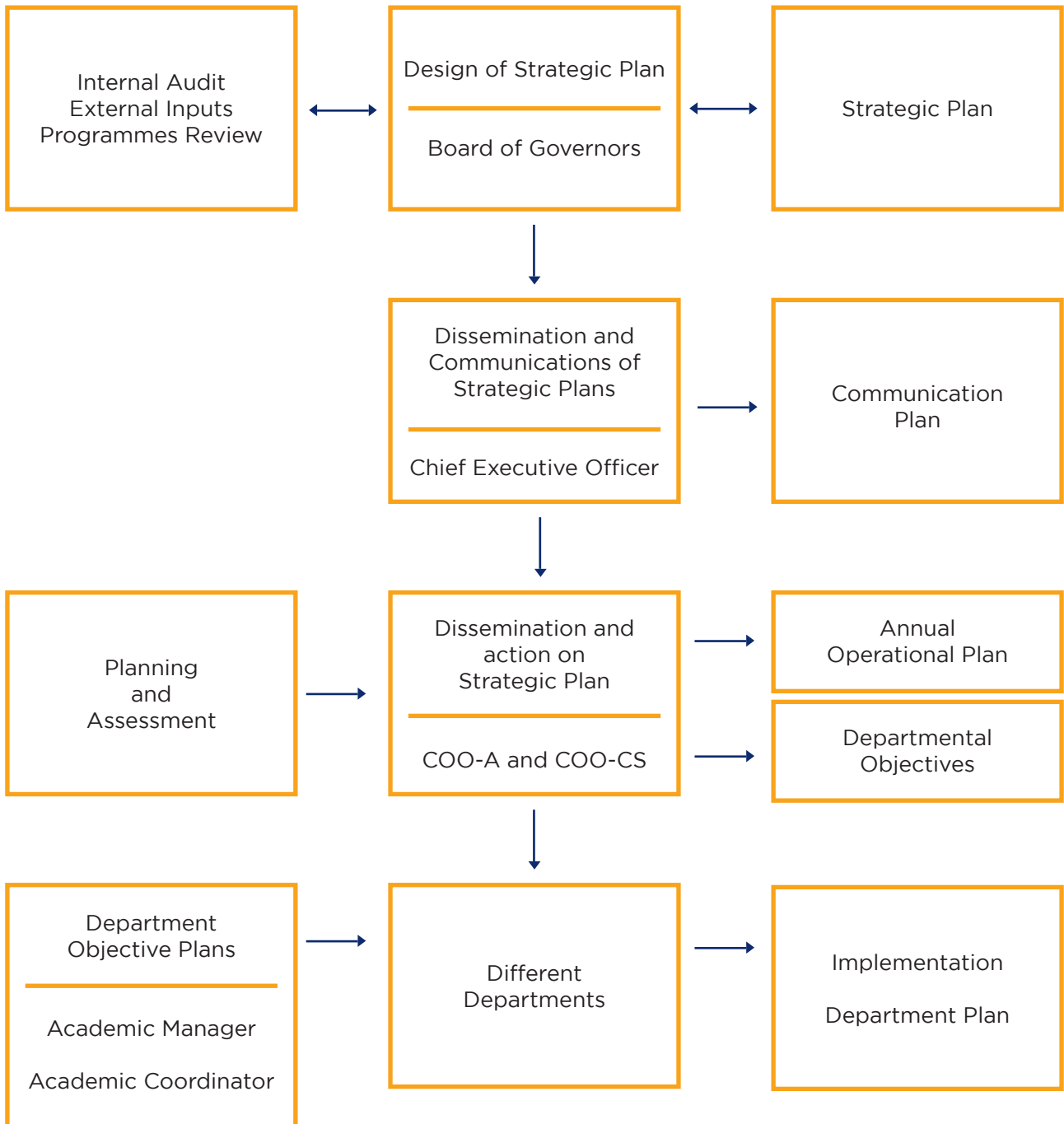### 1.21 Internal Quality Assurance Committee

The establishment of the composition of the ITS Internal Quality Assurance Committee is the responsibility of the Board of Governors as per Legal Notice Cap. 566 Under Functions and Power of Board of Governors as stated in article 10 (1S) "to establish internal quality assurance schemes as required by this Act or by any regulation made thereunder and required auditing procedures for the operations of the Institute".

The Design and Development of the quality Policy and Procedures is based on the strategic plan. The strategic plan is formulated by the Board of Governors after having consulted with the internal audits, program reviews and external inputs. The Strategic Plan is communicated to the Chief Executive Officer (CEO) who in turn formulates a Communication Plan of how to disseminate the Strategy. This is done by informing the COO-Academia and COO- Corporate Services. Both COOs will make quality plans of operations to consolidate the annual plans. The COOs will communicate with the different departments to create objectives to reach their goals.

The Board of Governors are entrusted with designing a Strategic Plan for the Institute of Tourism Studies

This strategic plan is disseminated by the Chief Executive Officer, who makes a communications plan. The communication must first reach the COOs after planning and assessing the situation at ITS. The action on strategic plan must formulate an annual operational plan and state the department objectives. The department objective plans must be communicated through Academic Coordinators in order to have the department plans implemented (in diagram A below).

DIAGRAM A

The Internal Quality Assurance Committee is responsible for a yearly Institutional Audit (SAR) based on 11 standards to attain the mission and vision of the institution, the system capacity and the ITS programmes.

Regular meetings are held across all sectors as shown below: (All these meetings are minuted).

TABLE 1

Meetings	Period	Responsibility	Circulation of Minutes
Board Of Governors	Six Weeks (Minimum) As per current Legislation enforced from time to time	Chairman	BOG Board Members only CEO
Board Of Studies	As per current Legislation enforced from time to time	Chief Operation Officer - Academia	All BOS BoardMembers, and IQAC
PQVB	As per Legal Notice	Chief Operating Officer - Corporate Services	All PQVB members, COO-A, IQAC and CEO
Disciplinary Board	As required	Chair	All Board of Governors, CEO, Registrar and IQAC
Examinations Board	As required	Chair	COO-Academia, Registrar and IQAC
Student Cases Board	As required	BOG Member	IQAC
IQAC	As per IQAC Legal Notice	Head of IQAC	All IQAC Committee Members
Scientific Committee	As per Legal Notice	COO-Corporate Services	All CommitteeMembers, CEO and IQAC
ARPB meetings	Meeting as Required	COO-Academia	All committee members IQAC Registrar

TABLE 1

1.22 Meetings

All meetings as per Table 1.

The IQAC receives a copy of all meeting minutes except those of Board of Governors and CEO. The two Boards that are important to assist top Management in Academic affairs are the BOS and the PQVB. The functions of BOS is well explained in the Law article11, 12 (BOS) while the PQVB has its own Legal Notice. The IQAC also has its own Legal Notice and meets once weekly.

The Institute of Tourism Studies is in compliance with National Legislation and with its Governance structure. The Governing Bodies of ITS are stated in the Legislation Cap. 566. The ITS integrity is also found in the Recruitment Process as established through the Collective Agreements.

1.23 Complaints and Appeals

For complaints and appeals please refer to complaints policy and procedure P004 and training restaurants complaint policy and procedure P044.

1.24 Monitoring Tools of the Internal Quality Assurance

IQAC plans, guides and monitors Quality Assurance and Quality Enhancement activities of the institution. It channels and systematizes the efforts and measures of an institution towards academic excellence. IQAC recommends to BOG and CEO intervention strategies to remove deficiencies and enhance quality. The procedures/tools adopted by the IQAC to monitor the programmes and activities of the institution are as underneath.

Tools of Monitoring:

- Yearly self assessment reports
- Executive Management meetings
- External stakeholders feedback
- COOs Annual reports
- Complaints, Appeals and Grievances
- IQAC/student council meetings
- Self Reviews of Modules/Programme reports
- Student Questionnaire result reports
- Performance Appraisals
- Board and Committees Meeting minutes
- Calendar

1.25 Internal Quality Audit

To ensure consistency and objectivity across the Institute, the internal quality assurance committee (nominated by the board of governors) will inspect areas and procedures, and check that systems are in place and adequately implemented. The internal quality assurance committee will produce reports as a result of their observations on a monthly basis (when required) to the Board of Governors and Chief Executive Officer.

1.25.1 Features of the Quality Assurance Committee

ITS has a Quality Assurance Committee serving both the purpose of internal auditing and to ensure that ITS meets the recommendations and stipulations as required through an external audit.

The Institute Review is purposely done to:

• Satisfy itself that its policies, especially their relation to the implementation of quality assurance are being implemented.

• Evaluate the cumulative effect on the quality and standard of provision of progressive changes to programmes.

• Evaluate the Institute's strategic plan and balance of Programme.

• Evaluate the links with the Industry.

• Provide a mechanism to identify and disseminate good practices in quality assurance and programme delivery.

• The terms of Reference for the Review are embedded in the Quality Assurance legal notice to be carried out by IQAC.

It will specifically look into:

How ITS addresses its Strategic Plan including policies of Quality Assurance, admission, learning, teaching, research and assessment strategy, as well as current and proposed committee reporting Structures; compliance with Health and Safety Policies, Institute's level of engagement with Industry and resource allocation.

STANDARD 2

Institutional Probity

The Institute of Tourism Studies is organised as underneath: (Diagram C)
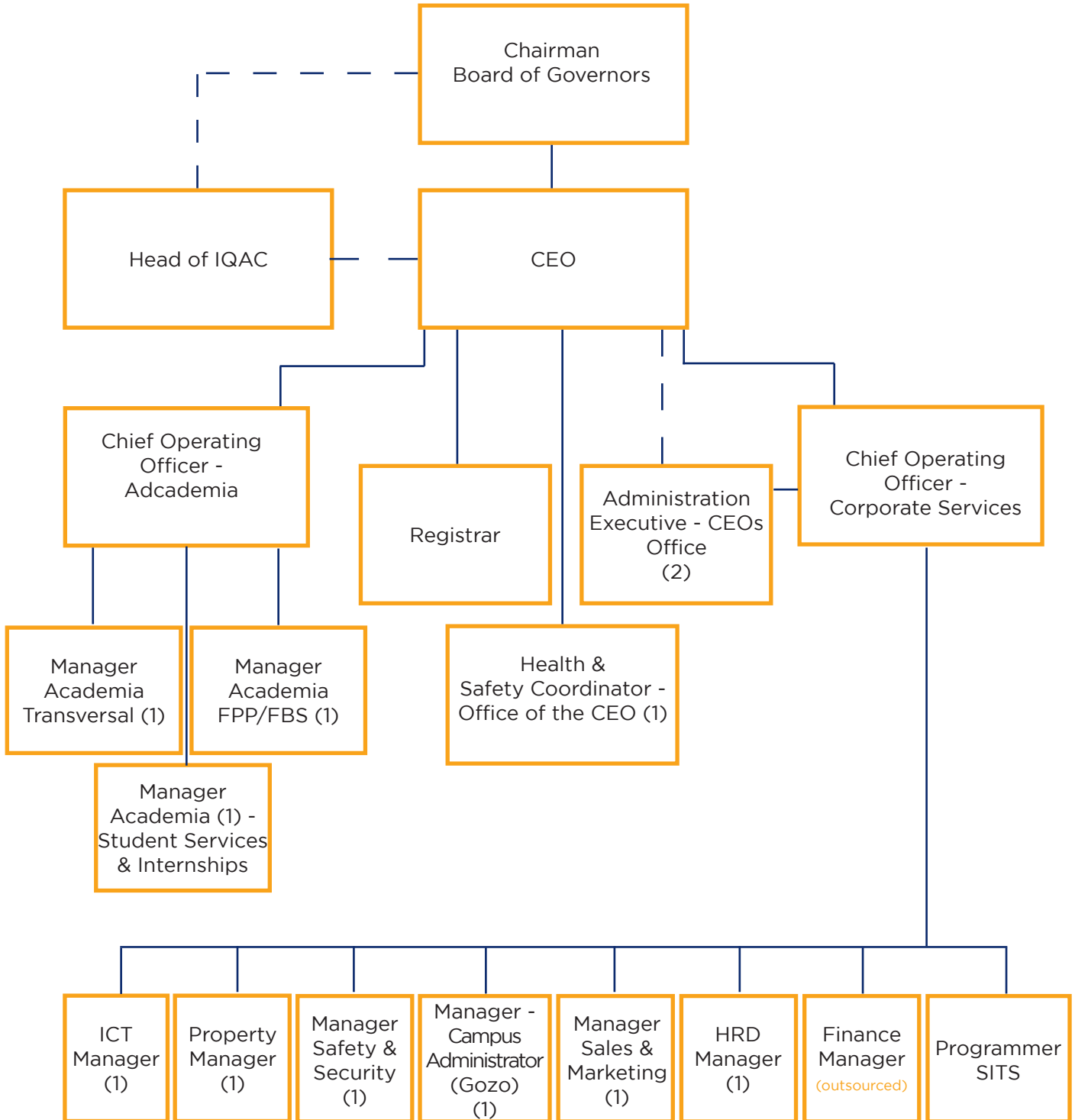
The Board of Governors is the governing body of the Institute of Tourism Studies responsible for policies (see appendix 3) while the Chief Executive Officer is responsible for the day to day running procedures with the office support of Administrative officers. The COO-Academia is in charge of the Academic nature of the Institution while the COO- Corporate Services is responsible for all the support staff and the daily running of the corporate departments. To further enhance the managerial support ITS has Managers of Departments, the Registrar, an IT manager and HR manager. Since ITS also has a satellite campus in Gozo the day to day running is entrusted to the Campus Administrator. The IQAC is an autonomous body as seen in the Legal Notice link.

As regards to academic area the Institute of Tourism Studies currently has several areas regarding Hospitality and Tourism as found in the ITS prospectus on the website. The educational model used at ITS is as according to MFHEA referencing report February 2016 pages 38, 56 and 59. The Progress chart may be found in the ITS prospectus on the website.

Financial Resources/Management

ITS is a government entity and its financial operation is managed and regulated under the official Maltese Government Financial Policies. The budget is allocated following budget proposal made by the ITS Management and passed on through the Ministry of Tourism and the Ministry of Finance respectively. The budget at ITS is administered through the use of the Unit 4-Business world Accounting software. The yearly budget is broken down and split into different votes of ITS. The responsibility for the budget lies with the Chief Executive Officer.

2.1 Staff Recruitment

The Institution has organigrams as seen in Diagrams with specified units and positions appropriate to its functions. ITS employs qualified Lecturing Staff as per MUT Collective Agreement and qualified administrative and technical staff as per GWU agreement. The Institution plans its academic calendar in the month of April involving all units, divisions and departments under the guidance of the COO-Academia along with the Curriculum Office. The academic calendar is made available to all staff and students on the website.

ITS also has a recruitment process in line with Policies and procedures of Public service and also in accordance with collective agreements in force. ITS also has proper criteria in place for the progression of Academic staff. The roles and responsibilities of every staff member is found in the job descriptions as recorded in the personal files in the personnel section headed by Human Resources Manager. There is also a justified work load distribution based on the time required by the staff. The COO-Academia distributes fair contact hours according to the MUT

Collective Agreement. There is also an effective appraisal system which promotes accountability of lecturers.

The Institution has mechanisms in place for interaction among the staff-mostly through meetings. Clear channels of communication are as outlined in the Diagram A, while the Share- Point System is a good management information system.
The Institution also allocates a budget for staff development programmes sufficient to provide in-house and off-site training. ITS also earmarks a specific budget allocation for IT infrastructure, including software required for quality teaching and learning and the IT department monitors its utilization. The Institution also secures funds to support students with financial problems.

2.2. Cover Applicable
Students and staff in all ITS campuses are covered by an insurance.

STANDARD 3 – DESIGN AND APPROVAL OF PROGRAMMES

3. CURRICULUM DESIGN & DEVELOPMENT PROCESS
A demand for a particular programme or module can be proposed to ITS from various stakeholders, including the industry, the lecturer, the student or government agencies. This demand is seen to by the Curriculum Office to analyse the structure of this demand and assist in its structuring if necessary. The Curriculum Office will give the preliminary approval for a full development process by writing a proper module template. The resourcing for this module is also included before presenting to the Board of Studies. If the Board of Studies approves it will pass on to the PQVB for approval and if approved it will become part of the database after approval of Board of Governors.

Since Malta (including the Institute of Tourism Studies) is a Bologna Process signatory it abides by a workload of credits as explained in Figure 2 Diagrammatic Representation of the Education system in Malta as in the referencing Report 4th revised edition February 2016 (page 38) by MFHEA. The mechanisms to ensure this are the Curriculum Office, the Board of Studies and the Program Quality Validation Board.   ITS ensures that any recent knowledge gained in these areas are transferred to all necessary stakeholders mostly lecturers (through CPD's) in order to continuously design or enhance the courses with the latest developments.

```
┌──────────────────┐
│     Demand       │
│   Evaluation     │
└──────────────────┘
         │
         ▼
┌──────────────────┐         ┌──────────────────┐
│   Structure of   │ ──────▶ │    Programme     │
│     Demand       │         │      Intent      │
└──────────────────┘         └──────────────────┘
         │
         ▼                    ┌──────────────────┐
┌──────────────────┐ ──────▶ │      Action      │
│   Preliminary    │         │       Plan       │
│  Approval / PQVB │         └──────────────────┘
└──────────────────┘
         │
         ▼
┌──────────────────┐ ──────▶ ┌──────────────────┐
│   Development    │         │    Programme     │
│    Process       │         │  Specifications  │
└──────────────────┘         └──────────────────┘
         │
         ▼
┌──────────────────┐
│   Resourcing     │
└──────────────────┘
         │
         ▼
┌──────────────────┐
│   BOS Approval   │
└──────────────────┘
         │
         ▼
┌──────────────────┐ ──────▶ ┌──────────────────┐
│  PQVB Approval   │         │      PQVB        │
│                  │         │     Report       │
└──────────────────┘         └──────────────────┘
         │
         ▼
┌──────────────────┐
│    Database      │
└──────────────────┘
```
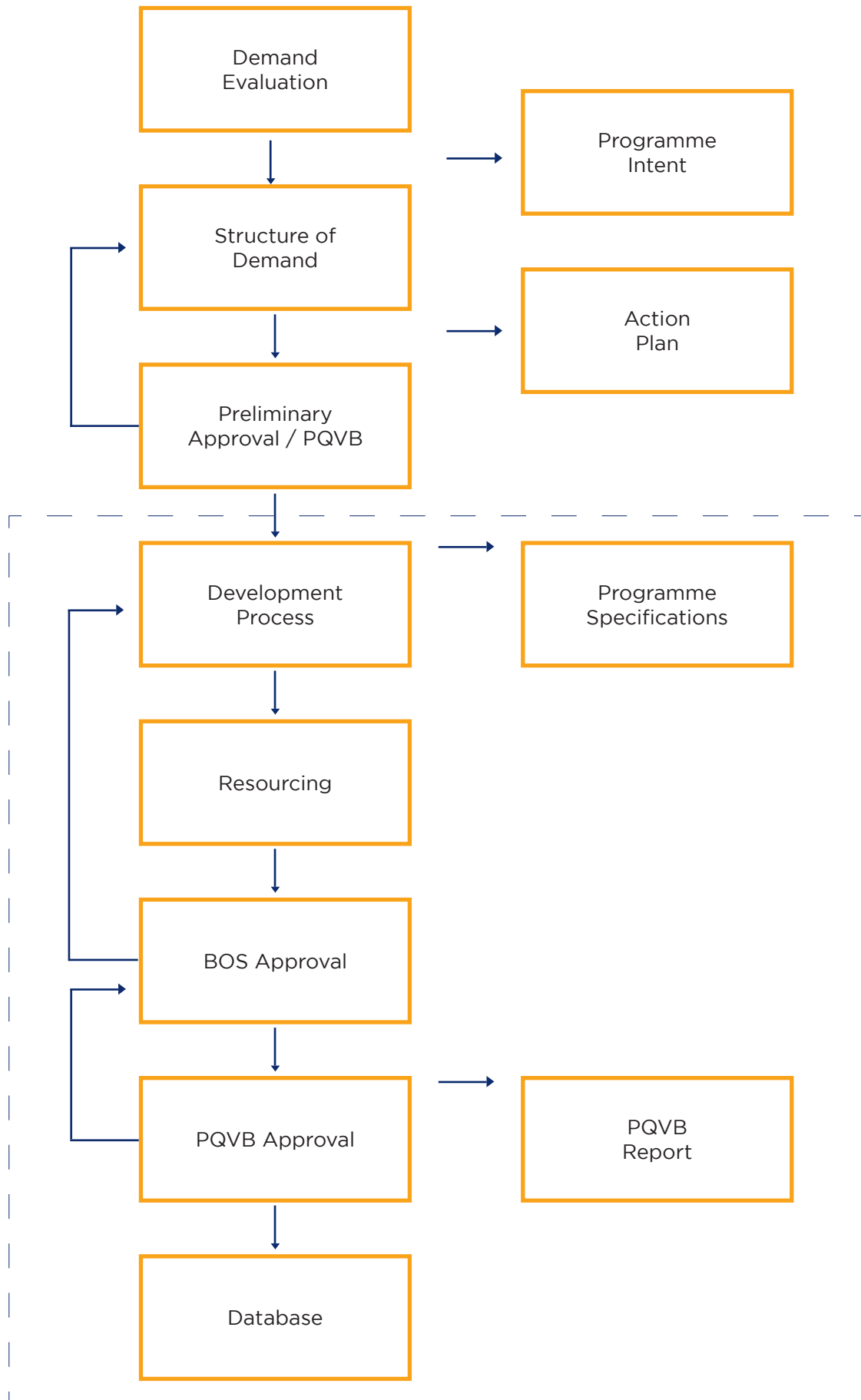
3.1 Programmes Proposals

The modules are built on the framework according to the MFHEA referencing report and has been designed to meet further and higher education needs. ITS uses ECVET and ECTS based on 25 hours per unit credit and ratio of 7 contact hours per one ECTS. This is important as ITS collaborates with other educational institutions and partners who value the same credit system.

3.1a Curriculum Development &Research

For programmes proposal form A is required. The proposal form with its contents is to be forwarded to the Curriculum Office for pre-screening. The Curriculum Office will present the forms with a report to the program/module originator to evaluate academic contents and curriculum in the context required. If not appropriate the program/module will go back to the originator for amendment or otherwise. Then if the proposal is accepted by BOS it will be sent to PQVB to evaluate the proposal in terms of ITS strategy. The proposal, once validated by PQVB will proceed to the BOG to evaluate the proposal in terms of cost and staffing issues and any other criteria. (e.g. in line with tourism policy and adequate resources)

3.1b Programme Proposal

For new programmes, the proposal must be based on the following 3 points:

1. Academic
2. Strategic
3. Resources

- Academic refers to the content and the curriculum design of the department.
- Strategic refers to the program being in line with the ITS policy and strategy.
- Resources refers to factual information about the requirements of space, cost and human resources and any other resources as might be required.

Programme design is according to MFHEA referencing report page 59 for levels 2 to 5. For Level 6 and 7 the MQF level descriptor are the guidelines. The programme will be according to the mission and vision of ITS, built with ECTS with appropriate learning outcomes and types of assessment.

3.2 Time for Validation Program

The Quality Assurance Committee must be informed at all times with a copy of the minutes of the BOS. The new proposals sent to the BOS should not take longer than six weeks for discussion at BOS level. If the BOS does not find the proposal as adequate it will have to inform the proposer immediately. If the Board of Studies accepts the proposal it should inform the PQVB immediately. The PQVB will meet within six weeks of receiving communication from BOS to validate or otherwise

the proposal and send it to BOG. If the proposal is not validated PQVB will need to inform BOS immediately. BOS will need to send the proposal back to the proposer and procedure has to start again if necessary. All programs must be aligned to the MFHEA latest referencing report.

3.3 Validation of a New Programme

The validation process is a two-way process. The new designed program suggested either by lecturers, departments or the industry undergoes scrutiny by the Board of Studies and after to the Programme Quality Validation Board before it is passed on to the Board of Governors.
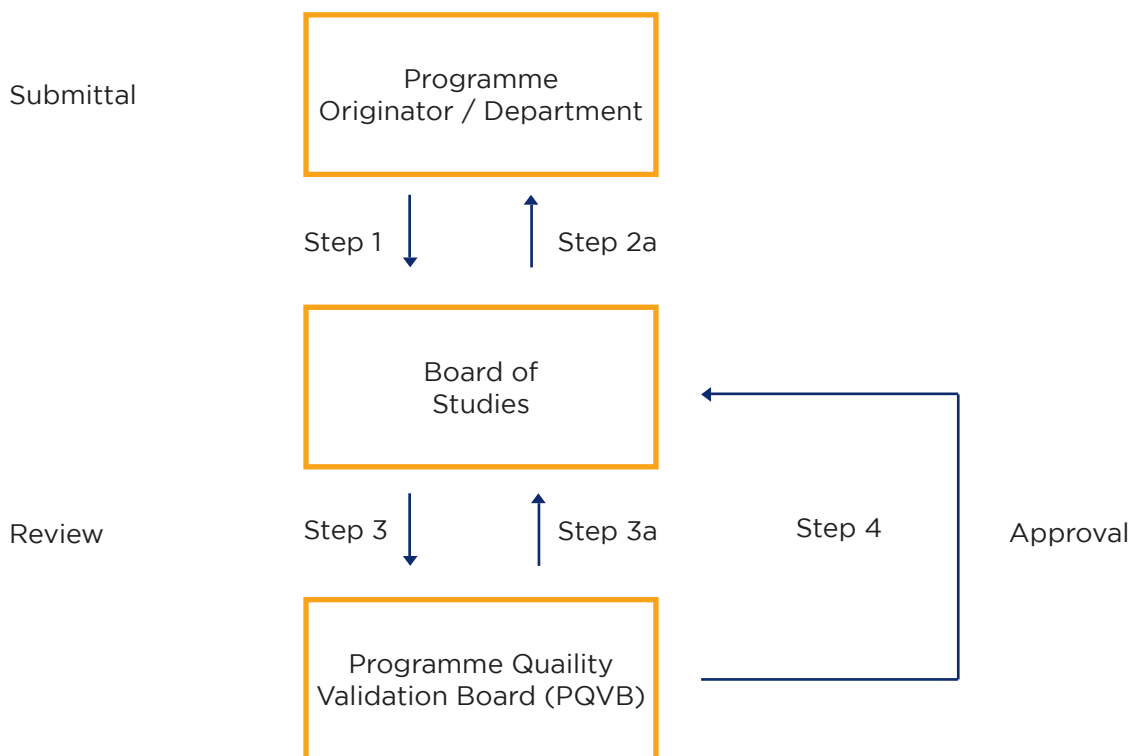
3.3a Steps for Programme Approval by PQVB

Step 1: Programme Originators/Departments submit to the Board of Studies the Module Proposal Form, with details of the proposed programme. The function of the Board of Studies at this stage is to provide programme originators with any assistance which may be required in the development of the Module.

Step 2: The Board of Studies refers the Module Proposal Form to the PQVB for approval, if in line with requirements (Step 3); or to the programme originators for amendment as necessary (Step2a).

Step 3: The PQVB approves the Proposal Form (Subject to receipt of a positive recommendation from the Board of Studies) (Step 4) or returns the proposal to the Board of Studies for amendment (Step3a).

DIAGRAM F

Submittal

| Programme Originator / Department |

Step 1 ↓   ↑ Step 2a

| Board of Studies |

Review

Step 3 ↓   ↑ Step 3a   Step 4   Approval

| Programme Quaility Validation Board (PQVB) |

3.4 ITS Programme Validation System

The discussion of the new designated Programme is done at Board of Studies who in turn, if agreed, pass it on for scrutinization and validation by the PQVB. The PQVB will look at the program to see if it is consistent with the ITS development plan and with the existing policies and strategic plan. The programme must satisfy a niche market and that it's learning outcomes meet the requirements of the industry or professions. The academic standards with reference to the MFHEA referencing report must be in line. Therefore, the level must be appropriate.

Programme design is built through a student-centred approach by using learning outcomes and competencies with ECVET and ECTS. Moreover student representation on BOS and PQVB ensure that students are also involved. The student questionnaires and focus groups continue to consolidate a student – centred approach.

Moreover, lecturers help in student centred learning by pedagogically using problem solving, critical thinking and reflection thinking in their lectures both in a theoretical and practical aspect. Group work also enhances student centred learning.

The programme is also presented to the Scientific Committee who are representatives of ITS and the Industry. In this manner expertise is at hand and institutionalized through the Scientific Committee to ensure that the programme satisfies a niche market.

The learning outcomes of a programme are also discussed with the industry and in the future with sectoral skills council. The Curriculum Office along with the Board of Studies and the Programme Quality Validation Board ensure that all is according to the requirements of industry or profession. ITS has the Scientific Committee, the Board of studies and the PQVB to ensure all this.

The PQVB chairperson makes sure that all prior documentation is ready. The PQVB chairperson ensures that copies of the program documents are distributed to the members of the Board in adequate time prior to the meeting for validation.

The key questions PQVB asks are the following (not limited to):

• The arrangements for excess, transfer and progression are they in accordance with the institute and MQF/EQF?
• Is there appropriate use of student's centred learning, teaching and assessment strategy which recognize the needs of diverse student groups?
• Is the program consistent with the ITS development plan, existing quality and strategy?
• Does the program satisfy a market?
• Does the learning outcomes meet the appropriate requirements?
• Is the program appropriate according to the MFHEA referencing report?
• Are there sufficient resources to run the program/module?
• Are the entry requirement clear and appropriate?

3.5 Programme Modification
In order to ensure that programs taught within the institute remain adequate within the time of delivery, modules and programmes can be amended and approved on a regular basis with specific time frames and are to be validated by the PQVB.

3.6 Programme Documentation
Programme Documentation is the responsibility of the COO-Academia. Programmes are well documented and any changes to the programmes are noted. (recorded in SharePoint). The programmes are documented in files at the office of the COO-Academia and also on Share point. The first time a programme is documented it is recorded as REV A. When there is a change it will be recorded as Rev B and so on when changes are made.

Every 5 years the institute of Tourism Studies will go through an internal review of its Programmes to prepare for an externally validated programme audit.

3.7 Programme Implementation
Once a programme is validated and endorsed by the Board of Governors the Programme can be included in the Prospectus.

3.8 Discontinuation of a Programme/Module
A programme/Module is discontinued when:

- A new programme/module replaces the old one.
- Changes occur in the direction of the profession, and the programme/module profile does not meet the needs of the market.
- If funding is discontinued or according to ITS exigencies.

3.9 Academic Partnerships
- Academic Partnerships are formal arrangements in which ITS works with other institutions, organization or business to provide teaching, supervision, support facilities for students, or for the institution.
- Academic Partnerships include Memorandum of Understanding, student exchanges, internships, Erasmus mobility and more.
- The Purpose of Academic Partnerships include but are not limited to, the internationalization of the curriculum and research and collaboration.

The Erasmus Programme is there to complement the students' studies and enhance their cultural experience at ITS. It provides a European perspective to the local context for the students. Hence the scope of this mobility is in line with the expectations and targets of the course followed at ITS.

Communication is primarily held with the Internship Office at ITS whereby information is exchanged about the students who prefer to proceed with their internship supported by EU funds. The Erasmus Mobility Office holds Information meetings for the students whereby they are informed about the funds they will receive, documents they need to submit at application stage, and before, during and after mobility. Students are informed that the documents they need to compile for the end of the mobility will be sent to them during the mobility period.

Such documents are sent via email together with an explanation of what needs to be done and students are encouraged to return a scanned copy whilst still abroad so that any necessary amendments can be done. Furthermore, during the mobility period communication, via email and/ or telephone calls is made with

the students to ensure all is well. Communication is also held with the Internship Office at ITS as necessary.

The traineeship is part of the student's curriculum followed at ITS where hands-on training enhances the theory learnt before mobility. Communication is exchanged with the Internship Office as this is the first stop the students have for their mobility abroad. The Internship Office confirm that the training programme the students will do is related to their course at ITS.

From feedback received from student such a mobility helps them enhance future employability, experience different learning practices, build a personal and professional network, mix with people from different cultures and manage time and finances. Upon their return from abroad, students are asked about the experience, and from feedback received the areas mentioned above are enhanced.

3.10 Establishing New Academic Partnerships

The criteria for establishing new Academic Partnerships is the responsibility of the COO-Academia. To approve an Academic Partnership the partner must have a sound financial business plan, and strength of the potential market. The procedure is for the COO-Academia to set meetings with the partner.

STANDARD 4

4. Student – Centred Learning, Teaching and Assessment

Student support systems facilitate learning. The Rules and Regulations of students approved by the Board of Governors have an impact on student learning.

The lecturer in charge of the subject designs the module including the assessment method. The lecturer will plan and prepare the activities the student must engage in. The lecturer also motivates the student during the semester and guides him accordingly to achieve the credits. Feedback is given to the student in a timely manner whether written or verbal. Students receive timely feedback through the inclusion of formative assessment and through informal comments during lectures to the students.

All learning programmes are based on competences, knowledge and skill. This is in line with the MFHEA. Students form part of the process in designing Programmes as they are represented both on the Board of Studies and the Programme Quality Validation Board. Coordinators also directly support students. In the programmes students are supported by the Academic Coordinator and learning coaches where applicable.

The PQVB also looks on learning, teaching and assessment methods to endorse this standard. The ITS makes sure that pedagogical methods are the latest and include methods for diverse student's needs. The pedagogy used ensures clear communication with particular sensitivity to address language barriers.

All Lecturers use different details, presentations, practical demonstration and more to make the content not only understandable but memorable. Lecturers engage students as active participants in the learning process by encouraging questions and criticism. Lecturers make use of different services of information and communication technologies.

The ITS programmes are also designed to develop independent learning skills. The ITS also engages Learning Coaches to enhance the Pedagogical methods so that students get the best benefit of these methods. Moreover, practical skills are part of the student's workload and they are also exposed to work based learning as part of the pedagogical method. Therefore, methods include practical sessions, discussions, direct teaching, student power point presentations, portfolios etc. Even assessment methods include ongoing modes like assignments, tasks, role plays and practical assessments.

4.1 Learning Agreement
The Institute has set out an agreement with its students relating to student entitlements, and Institute expectations.

4.1.a The Institute will provide students with: -
- An induction to the Institute and their chosen programme of study.
- Learning and core skills support on an ongoing basis.
- Equal opportunities for all through an environment which seeks to eliminate discrimination between individuals and groups on the basis of gender, race, disability, sexual orientation or age.
- A system for complaints and appeals is in place. Please refer to Policy A 34.

4.1.b Students will be expected to: -
- Attend all classes and timetabled activities, be punctual, and explain any absence or illness.
- Take responsibility for their own learning, with support from their Lecturers.
- Conduct themselves in a way which ensures the rights of all users, as defined in the Equal Opportunities Policy.
- Complete all work assignments and assessments on schedule and to the best of their ability.
- Take responsibility for entering and attending examinations (where appropriate) and assessments at the required time and place.

- Notify the registrar in writing of the reason for leaving a programme.
- Leave the programme at any time if, after discussion, it is agreed that their continued presence is not in their own interest, or in the interest of the Institute.
- Return all books on loan on completion of the programme.
- Promptly inform the institute of any changes in circumstances.

4.2 Measuring Student Achievement

- Prior learning and experience of students are taken into account.
- Assessments are of appropriate type and standard to test the agreed aims and objectives.
- Students are provided with assessment schedules, rules and regulations.
- Assessed work is sequenced evenly throughout the course.
- Progress is regularly monitored, recorded and evaluated.
- Workplace assessments are integrated and co-ordinated effectively.
- Assessments are marked with helpful comments and returned within agreed
- deadlines. Appropriate and timely feedback to ensure student's learning growth.
- Lecturer's comments are helpful and supportive.
- Assessments are consistent and fair and comply with internal and external verification procedures.
- Academic Appeals Procedure is made aware to students according to the Rules and Regulations.

4.3 STAFF/Student Relationships

- Good working relationships between staff/students are consistently maintained.
- Students are encouraged to be mutually supportive.
- ITS staff foster high standard of behaviour.
- Lecturers respond to individual/group student's needs.
- Students are consulted in course design and assessment.
- Race, gender and disability issues are handled with confidence and sensitivity.

STANDARD 5

5. Student Admission, Progression, Recognition and Certification

ITS is open to all those who have the required qualification as outlined in the prospectus. Students can also progress from one level to another as stipulated in the rules and regulations and by filling in the appropriate forms. ITS gives full information in the Rules & Regulations which are found on the website and other relevant documents.

In the design of an educational programme the Institute of Tourism studies includes the application dates and the information sessions dates in the yearly Prospectus.

The content of the Prospectus is the responsibility of the COO-Academia and the Registrar. Student enrolment and admissions is the responsibility of the Registrar's Office.

The Prospectus is made public both on the ITS website and printed in hard copies. The Marketing office is responsible for the design and production of the prospectus. The international office works in tandem with the Registrar's office to attract foreign students.

The Registrar processes the applications and informs all students whether they have been accepted or not. Students that indicate in their application that they need extra support are referred to the Learning Support committee which it operates according to Policy A32. The Registrar may also refer a borderline application to the Admissions Board for consideration. The Registrar also processes the progression applications, results and the certification. All students graduating from LEVEL 4 upwards receive the Diploma Supplement. All other students receive a transcript. All operations related to the graduation falls under the responsibility of the Registrar.

STANDARD 6

6. Competence of Teaching Staff

The Policy of the Board of Governors is to provide continuous professional development as compulsory to all lecturers at the Institute of Tourism Studies, and that it forms part of the Collective Agreement. The Human Resources Department is responsible for documenting all the evidence of CPD's.

The Policy of the Board of Governors is to have qualified Lecturers with one Level up from the level that they lecture. When this is not possible for any reason the Lecturer must be at the same level and possesses adequate experience in the subject matter. In special cases the ITS may directly identify and appoint experts in the particular field.

ITS ensures the lecturer's competency in the field through a selection process. Firstly, adverts are issued publicly. Secondly interviews are carried out to those applicants who meet the required qualifications stipulated in the call as regulated by the Collective Agreement.

Staff is selected in line with the ITS Lecturer's Collective Agreement

6.a The Process Includes: -
- Recruitment which includes publicising the process and applications.
- Assessing candidates and conducting interviews.
- Assessing interviews and communicating results.
- Visiting Lecturing staff is selected on demand basis (for full time or part-time programmes).

6.b Training of Academic Staff:
Internal training is based on appraisals and/or the needs analysis done by the Human Resources office and the Top Management.

Individuals can also apply for specific cases of training by writing directly to the COOs accordingly.

All training must be approved by the Chief Executive Officer after consulting with COOs accordingly.

CPD's are recorded at the Human Resources department in the Personal files and also on an excel sheet.

The Institute's staff Training and Development Practice is to offer appropriate training and Development to all staff within the resources available and in the context of the requirements identified within the Strategic Plans of the institute, and also of individual need, highlighted through any report or other areas.

6.1 Training and Development
The Institute recognizes that it must ensure the maximum utilization of human resources and that this cannot be achieved unless employees at all levels are trained to carry out their jobs in the most effective manner, and that all individuals who show potential are developed to maximize their performance.

The Institute training and development Practice seeks to offer training and development to all staff within the resources available, and in line with the business requirements of the institute.

The Institute aims to ensure that all staff have the knowledge, skills and experience to satisfactorily meet the required standards of job performance.

6.1.a The Objectives of the Policy are: -
- to assist with continually improving the service provided by the Institute.
- to induct new staff members.
- to increase efficiency and general competence of staff.

- to enhance job satisfaction.
- to develop staff potential.
- to re – skill staff where necessary.

6.2 Implementation
Staff training and development will be undertaken on a systematic and planned basis to take account of the present and future needs of the institute, and in conjunction with the Institute Appraisal Policy.

Each year the Institute will allocate financial resources that can be used for CPDs

6.3 Internal CPDs
Where possible, in – house facilities and expertise will be used for on the job training: -
This will be provided by colleagues. All members of staff will be expected to co-operate in training newcomers.

6.4 Induction
All employees are entitled, on joining and when transferring to a new area of the Institute, to participate in the Institute Induction Programme. Direct Line Managers will be responsible for ensuring that staff under their control complete the Induction programme within eight weeks of joining or transferring.

6.5 In – House Courses
The Institute encourages staff to use the facilities available to take internal courses, to improve their skills and update their knowledge. Academic staff can make use of Erasmus funds for this purpose too.

6.6 External Courses and Conferences
Should there be a need for staff to attend external training courses and conferences, application should first be made in writing to CEO. Applications will be examined carefully, taking into account the Institute's overall business objectives, and any possible disruption to the operation as a result of the absence of the staff member. If the course is considered relevant, the applicant has the necessary ability and application to complete the course, and the operation of the Institute will not be unduly affected.

If authorised, employees will be expected to attend the course of study regularly and conduct themselves in a manner that would be expected from a representative of the Institute. Additionally, on their successful return from training employees are to report the activity briefly and disseminate knowledge gained to colleagues.

6.7 Appraisal Policy

6.7.a Scope
The Appraisal Policy will apply to all full Academic staff. This appraisal will take into consideration: progression, promotion, sabbatical and approval of CPD initiatives by lecturing staff.

6.7.b Aims
The aim of the Appraisal Policy is to improve the service that the Institute offers to its customers by ensuring that Institute staff are appropriately employed, trained, and are able to reach their full potential. It will operate fairly and equitably for all staff.

6.7.c Objectives
• That all staff have an agreed job description.
• That appraisees and appraisers undergo appropriate training before participating in the process.
• That agreed outcomes from the yearly meeting will be recorded on the appropriate form.
• That a monitoring report is produced on a yearly basis.

6.7.d Training
All participants will undergo training on the appraisal process prior to entering the scheme. This will include: -

• understanding of the operation of the scheme including aims and objectives
• understanding the Institute Equal Opportunities Policy
• carrying out the appraisal interview
• completing the necessary paperwork
• determining the outcomes from the appraisal process, including the setting of desirable objectives
• understanding the Institute Appeals and Grievance Policies

6.7.e Appraisal Cycle


```
                          Appraisal Survey
        PGC

                                              COO-A /
                                              Academic
   Feedback                                   Manager




        Follow-up
        Observation                           Observation

                    Feedback
```
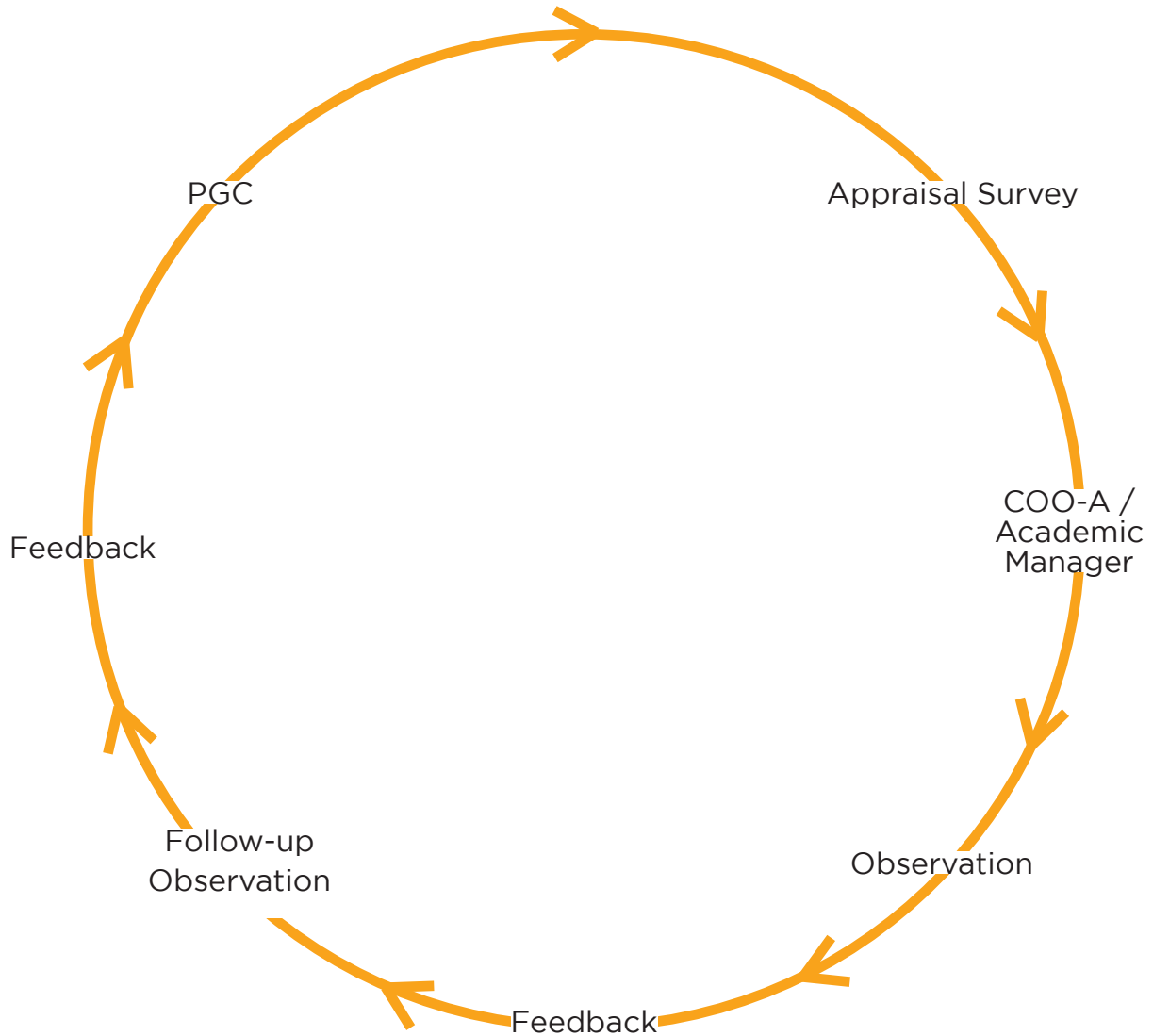
6.7.f Appraisers
- The length of the appraisal cycle will be one year
- Appraisers will be appraised by their direct line manager. However, the appraiser's direct line manager will also review the completed appraisal form to ensure equity, and that the staff development needs are met.
- All appraisal meetings will take place in an appropriate confidential room.
- Appraiser and appraisee will both prepare for the meeting. The appraiser will complete a standard preparation form prior to the interview, which should be given to the appraisee at least 10 working days prior to the interview.

- The Appraisal Cycle starts with the filling of a lecturer's Self-Reflection from which is submitted to the COO Academia and the Academic Managers.
- The lecturer will meet with the COO-Academia and/or Academic Manager to discuss the self-reflection form and agree on areas of focus.
- The COO-Academia and/or Academic Manager will complete an announced observation, and this will be followed by feedback.
- COO-Academia and/or Academic Manager will hold another follow-up observation/s in the rest of the academic year, and this will again be followed-up with feedback.
- Following this process the lecturer will complete the Professional Growth Conversation form to identify areas of growth for the following year.

The appraisal will be in the form of a meeting at the end of each academic year. The meeting will have the purpose of identifying and recording agreed outcomes on a standard form.

Any areas of disagreement will also be recorded. The form recording the outcomes will be completed by the appraiser and signed by both parties before passing to the appraiser's direct line manager. Copies will be kept by both appraisee and appraiser. The appraisal form will then be passed to Human Resources Manager/ Academic Manager within 10 working days of the appraisal interview taking place.

6.7.g Lecturing staff
Where a specific arrangement needs to be made to observe an individual in the performance of their job, then agreement will be made between both parties before this takes place. In the case of observation of teaching staff, this will be undertaken by his superior.

6.7.h Appraisal documentation
The record of the agreed outcomes and any disagreement should be retained. Documentation to be completed in a standard format during the appraisal process included: -
- A pre – meeting preparation form.
- A record of the appraisal, with agreed outcomes in a standard format.

6.7.i Outcomes
To ensure credibility, agreed outcomes must be deliverable and achievable. The agreed outcomes should be actioned within one year.

6.7.j Queries or Concerns
Any queries or concerns about the Appraisal Policy should be addressed in the first instance to the individual's line manager. If there are valid reasons why the

appraisee feels that an appraisal conducted by their direct line manager may not be fair and unbiased, this should be taken up with the appraiser's direct line manager, who may carry out the interview if the reasons are considered legitimate.

6.8 Professionalism

6.8.1 Demonstrate sound knowledge of subject area.

6.8.2 Plan and record each learning session.

6.8.3 Be punctual, appropriately dressed and have relevant resources at each lecturing session.

6.8.4 Demonstrate a caring, positive and helpful approach to all institute clients, visitors and enquiries.

6.8.5 Make effective contributions to systematic quality improvement.

6.8.6 Collegiality and support to the colleagues.

6.8.7 Abide by the ITS Ethics Policy.

6.9 Lecturing Style and Practice

6.9.1 Energetic and enthusiastic attitude.

6.9.2 Good working relationship with students.

6.9.3 Apply a wide range of teaching methods.

6.9.4 Lecturing methods encourage student and group awareness, confidence building, leading to personal development and independent learning.

6.9.5 Different learning needs are assessed, recognized and provided for.

6.9.6 Effective input on study skills.

6.9.7 Practical works underpinned by theory.

6.9.8 Work placements are integrated with coursework.

6.9.9 Key skills are developed and integrated effectively.

6.9.10 Research.

STANDARD 7

7. Learning Resources and Student Support

As from the start of the semester the students are informed by Registrar about necessary learning resources that they need to purchase while other resources are supplied by the Institute of Tourism Studies. General other material like multimedia, food etc. are provided by ITS depending also on methodologies used and the content.

Learning Resources are determined from the self-review reports and the Departmental Reports. Then COOs provide appropriate information to address the Learning Resources. The Chief Executive Officer will approve according to procurement regulations, any required resources according to the financial Budget as well.

The library is also an important Learning Resource which supports students.

7.a Guidance/Counselling

7.a.1 Attention is paid to personal and social development of student.

7.a.2 Individual help is given to student's duty lectures and outside timetabled lectures.

7.a.3 Guidance is given to students on how to improve performance.

7.a.4 Student attendance is carefully monitored, and supportive action is taken on poor performance.

7.a.5 Counselling skills are used.

7.a.6 Students' activities during work placement are monitored.

7.a.7 Registrar and International office communication with employees and other sponsors.

7.a.8 The Guidance Office provides careers education and guidance.

7.b Learning Resources Practice

Aim

It is the intention of the Institute to make available to both staff and students, a range of the most relevant and up – to – date software, hardware and other learning resources feedback is given by lecturers as self-assessment of each module. Responsibilities

7.b.2 It is the responsibility of all staff and students to treat the learning resources available in a manner which:-

• maintains the security of individual I.T. areas and Institute systems.
• does not damage or corrupt any of the resources made available at any time.

If any breach of the above conditions occurs, the individual responsible may be restricted from accessing any, or all, of the resources until it can be demonstrated that there will be no further misuse or abuse in the future.

Furthermore, the individual concerned may be required to reimburse the Institute for any costs incurred from loss of security, damage or corruption of learning resources, facilities and equipment.

STANDARD 8

8. Information Management

The registrar's office collects data and keeps track of the profile of all students. Participation, retention and success rates are part of the data collected through a SITS system operated by the Registrars Department. The data is used internally as necessary, as it gives a clear picture to the Top Management, academic departments and also programmes results which are part of evaluation. Academic departments can use this data for discussion in their meetings.

The Institute of Tourism Studies carries out tracer studies through the curriculum and research office. The first tracer study of ITS has been carried out in 2017. The tracer studies will be done on a two-year basis. The research will then be interpreted accordingly and communicated internally to Top Management.

The ITS collaborates with other stakeholders to carry out tracer studies, example the MFHEA 2015 tracer studies.

8.a The Institute of Tourism Studies, through the Scheduling office and Assistant Manager Curriculum and Research will issue the following;

8.a.1 Retention Rate: quotient between students who pass the subject and students enrolled.

8.a.2 Success Rate: quotient between students who pass the subject and students enrolled.

8.a.3 Attendance monitoring.

8.a.4 Continuous assessment: quotient between students who follow the continual assessment and student enrolled.

8.a.5 Graduation Rate: percentage of students that finish their studies in the expected time or with one extra year out of their entrance cohort.

8.a.6 Drop-out rate: Number of students who drop out from each department and the total number of dropouts per academic year.

8.a.7 Work placements.

8.a.8 Weekly hours of Lecturing staff

8.a.9 Assessment patterns

8.1 Programme Portfolios

It is the responsibility of the Academic Managers to maintain their programme portfolios so that they are up – to – date and include all the necessary items. A copy of the portfolios should be given to the COO-Academia, who will be responsible for monitoring the accuracy of information included in the portfolios and initiating the replacement of inaccurate information where necessary.

8.1.a The following items should be kept in the programme portfolios in the following order: -

SECTION 1
- Staff organisation chart
- Staff job descriptions
- Staff CVs
- Staff training status summary
- Minutes of team meetings
- Observation reports
- Student questionnaire results

SECTION 2
- Course specification and syllabus
- Schemes of work
- Academic Calendar
- Timetables
- RPL procedures (if applicable)
- Programme induction procedure

SECTION 3
- Assessment plans
- Copies of assessments
- Records of student progress
- Diagnostic test results (if applicable)
- Tutorial records (if any)

8.3 Data Collection of Students

Timeline
March to September applications for next academic year. CEO and COOs are in constant touch with the status of applications through a live update system on our Evision platform. The data includes also the number of students awaiting payment of registration fee and the number of students who started an application but did not continue.

Sept - New Academic year starts; data collection starts for current year and continues throughout the whole academic year for all courses full time and part time.

Throughout the whole academic year all departments are constantly updated on student resignations and dropouts with a live shared document on which all stakeholders are kept up to date.

January – All attendances are calculated in percentages and checked against regulations for assessment purposes for examinations end semester 1

January / February – Major Jobs+ report is requested, prepared and sent

Mar - Major NSO statistics report which includes all details imaginable is prepared and sent to NSO, CEO.

May – All attendances are calculated in percentages and checked against regulations for assessment purposes for examinations end semester 2

June/July – All final results are inputted, calculated and issued. Internal applications for progression are processed and checked against results.

September – November – preparation for graduation, include calculations, verifications, issuance of Blockcerts, preparation of transcripts and diploma supplements

STANDARD 9

9. Public Information

The Institute of Tourism Studies has two key processes for publishing information:

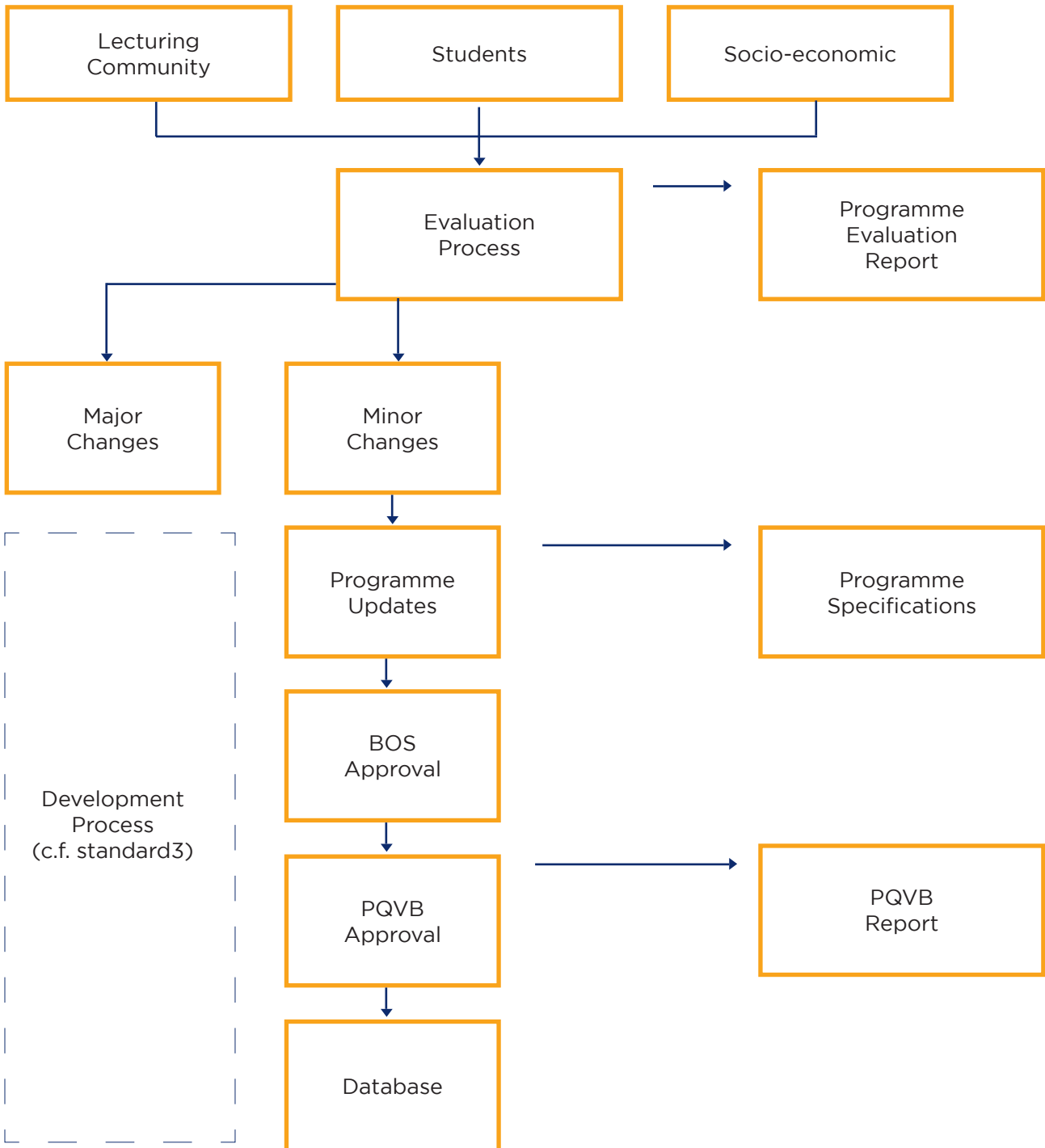1. The website: www.its.edu.mt
2. Social media
3. Printed Material

All Departments are responsible for correct and up to date information to be communicated to the Marketing Department to be uploaded accordingly.

The design, planning and management of ITS programmes and services are found both on the website, social media and printed material.

STANDARD 10

10. On-Going Monitoring and Periodic Review of Programmes

CURRICULUM REVIEW PROCESS

```
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│    Lecturing     │   │     Students     │   │  Socio-economic  │
│    Community     │   │                  │   │                  │
└──────────────────┘   └──────────────────┘   └──────────────────┘
              │                  │                  │
              └──────────────────┼──────────────────┘
                                 ▼
                        ┌──────────────────┐        ┌──────────────────┐
                        │    Evaluation    │──────▶ │    Programme     │
                        │     Process      │        │    Evaluation    │
                        └──────────────────┘        │      Report      │
                   │             │                  └──────────────────┘
                   ▼             ▼
        ┌──────────────┐   ┌──────────────┐
        │    Major     │   │    Minor     │
        │   Changes    │   │   Changes    │
        └──────────────┘   └──────────────┘
                                 │
  ┌ ─ ─ ─ ─ ─ ─ ─ ─ ┐           ▼
  │                 │   ┌──────────────┐        ┌──────────────────┐
                        │  Programme   │──────▶ │    Programme     │
  │                 │   │   Updates    │        │  Specifications  │
                        └──────────────┘        └──────────────────┘
  │                 │           │
                              ▼
  │                 │   ┌──────────────┐
      Development       │     BOS      │
  │   Process       │   │   Approval   │
     (c.f. standard3)   └──────────────┘
  │                 │           │
                              ▼
  │                 │   ┌──────────────┐        ┌──────────────────┐
                        │     PQVB     │──────▶ │      PQVB        │
  │                 │   │   Approval   │        │     Report       │
                        └──────────────┘        └──────────────────┘
  │                 │           │
                              ▼
  │                 │   ┌──────────────┐
                        │   Database   │
  └ ─ ─ ─ ─ ─ ─ ─ ─ ┘   └──────────────┘
```

The Lecturing Community does Module self-assessment reports to its Managers of departments and COO-Academia. The students fill in questionnaires regarding the modules. The Scientific committee is also presented with the full programme to review. These three actions provide an evaluation process which results in a Programme Evaluation report. In the report one can have Minor Changes or Major changes to a module or a programme. If there are Major Changes this will have to go through the Development, process as explained in Standard 3 , if it is a minor change it will be just a programme update which still needs to go through BOS and PQVB for approval and to be included in the database after BOG approval.

10.1 Performance Review
The yearly Academic Performance Review starts with a self-review of each module delivered by each lecturer – this is done following the end of each academic year. The self-reviews are submitted by the academic staff through an online survey system. The results are processed by the curriculum and research officer and sent to the respective Manager who in turn will prepare a Departmental Report. All Departmental Reports are submitted to the COO- Academia (copied to IQAC). The COO - Academia will in turn write an end-of academic year report. The COO –Corporate Services will do a yearly report as well.

10.2 Action Planning

10.3 Evaluating Lecturing
• Students.
• Lecturer.

Evaluation of lecturing involves collecting evidence. ITS does this in a two-way process; by students filling in questionnaires after every semester and by Lecturer's self-reviews after every semester. The student questionnaire results are handled by the research executive officer who presents the results to the COO-Academia and copied to IQAC. The outcome of the self reviews by lecturers are distributed to all academic staff including Executive Management and IQAC through a regular COO-Academia news.

10.4 SAMPLING
The IQAC will quality assure the verification carried out on exam papers and coursework according to Policy EV 27.

10.5 Guidance on Course Team Meetings

10.5.a Each Academic Coordinators falls under an Academic Manager for developing and operating the programme. Academic Manager has the following duties:-

*   Planning functions
*   Management and supervisory duties
*   Evaluation tasks

Coordinators Department meetings contribute to the continuous review of course performance. The frequency of team meetings depends on a number of factors. They may need to be as often as once a week, or in some cases as little as twice a term. Team meetings are likely to be more effective if attention is given to ensuring appropriate participation, to preparation of the agenda and to obtain the intended outcomes.

10.5 The Participants

10.6.a The participants in course team meetings should include:-
full time course members
part – time course members
student representatives (where appropriate)

10.6 The Agenda

10.6.a The following points outline the preparations required for team meetings:-
*   circulate the agenda and other information in advance of the meeting
*   restrict the agenda to between six and eight items
*   agree in advance that meetings will last one or two hours
*   aim to finish at the agreed time

10.6.b The agenda for a team meeting should be influenced by:-
*   The current action plan
*   the standards of teaching and the promotion of learning
*   the check list below

10.7 Checklist for Team Meetings
For each possible agenda item, the Academic Coordinator organising the meeting should ask themselves 'am I happy with this area?' If the answer is no, then this suggests that the item should be included on the agenda. If the answer is yes, what evidence is there to support your belief?

10.8 The Outcomes

10.8.a The outcomes of a team meeting should include:-
• an identifiable achievement or achievements
• a set of minutes

10.8.b The minutes should be:
• held in the course file
• copied to the COO-Academia
• copied to the team members

10.9 Programme Reviews by Departments Size of the Agenda
Restrict the agenda to between six and eight items.

If preparations for the meeting reveal more issues, include the most important items on the agenda and defer detailed discussion of the other items, but agree to include them in the action plan for resolution at a later date.

10.10 The Outcomes

10.10.a The outcomes of the meetings should include:-
• a completed self-assessment report
• an action plan (see below)
• a set of minutes
• a list of issues for consideration by the Boards of Studies

10.10.b The outcomes should be:-
• held in the course file
• copied to COO-Academia
• copied to team members

10.11 Producing an Action Plan
The action plan is the most important outcome of the programme review. The action plan lists those aspects of the course which need to be improved and outlines how this will be done.

10.11.a Action plan checklist
The action plan should be divided in to the following headings: -
• Student survey
• course information
• admissions and guidance and support
• course structure

- learning methods and materials
- assessment methods
- student achievement
- human resources
- physical resources
- staff development

The action plan should include all the objectives and tasks resulting from the review process. Each objective should have one or more associated tasks.

It should be clear which people are responsible for each task. Each task should have a specific completion date.

The action plan should be split into short, medium and long – term sections.

Implementation of the student surveys

The above questionnaire should be presented to the students at the end of Semester 1 and end of Semester 2.

Surveys should be completed by the students on the programme.

Survey summaries should be completed and the Report is to be passed to COO-Academia who disseminates to all academic staff.

The report should be copied to the Chief Executive Officer and IQAC.

The follow-up of the report is a discussion between the COO-Academia and Academic Coordinators. Any recommendation should be passed on to the necessary stakeholders.

10.11.b Stage One – Entry Questionnaires
Used to highlight: -
- Registrar informs students that they can go online for completing questionnaire according to academic calendar.
- Reports are issued according to the Academic Calendar.

10.12 Programme Monitoring and Review
Opportunities for changes to a programme/module maybe identified at any time, however the formal process involves several inputs from lecturers, students, boards and committees. The review of programmes is done on a 5 (five) year cycle allowing students to be informed beforehand of the time frame of a running

programme by the COO-Academia. The review can reapprove the existence of the programme. The steps to be followed include coordination of programme and Academic Coordinators meeting, data on retention and application and industry practice (report for scientific committee).

STANDARD 11

11. Cyclical External Quality Assurance

The Institute of Tourism Studies is subject to an external quality audit by the Malta Further and Higher Education Authority every 5 years. The audit is carried out on 11 standards and judged as follows:

- Exceeds Standards
- Meeting Standards
- Needs Improvement
- Does Not Meet Standards

Following this EQA audit, an EQA follow up action plan is formulated to address the results of the audit. This action plan forms part of the strategic planning document for Executive management.

ITS Malta Campus
Institute of Tourism Studies, Aviation Park, Aviation Avenue, Ħal Luqa LQA 9023, Malta

T: +356 2379 3100 **| E:** registrar@its.edu.mt

ITS Gozo Campus
Institute of Tourism Studies, Triq l-Isqof Buttigieg, Qala QLA 1042, gozo

T: +356 2379 3400 **| E:** registrar@its.edu.mt

www.its.edu.mt