Policy for Quality Assurance and Enhancement
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1. Introduction

The Institute for Education, serves as a platform to ascertain, implement and support Government policy where it concerns the formation, quality and standards that promote and develop training and the building of skills within the grades of educators and professional in the education sector and within European and international dimensions and to reach all those who are and, or may become involved in the education sectors and within a socio-economic context. (Legal Notice 243 of 2017). The Institute operates an integrated system for quality assurance and enhancement which makes an effective contribution to the achievement of the Institute’s strategic plan and which underpins the academic planning process. The ultimate aim, underpinning this system, is the Institute’s commitment to produce the best possible course participant experience. Such a system must be sufficiently robust to safeguard the standards of the academic awards and clearly articulate with the Legal Notice 243 of 2017 and the National Quality Assurance Framework for Further and Higher Education (2015).

The Institute understands that is crucial to keep abreast of external developments and best practice in further and higher education and sees this as part of being a self-critical academic community which evaluates and enhances its quality assurance procedures to promote that culture. The maintenance and enhancement of the academic standards of the Institute depend primarily on the commitment of all staff to constantly evaluate and reflect on the quality of the educational experiences provided for course participants.

The Institute has well-established, comprehensive and rigorous arrangements for the approval, review, modification and annual monitoring of its academic provision. The key principles set out below, together with the policies and procedures published on the Institute’s website, are important as guides to all staff in their endeavour to secure the standards of the awards and a high quality course participant experience.

2. Key Principles

The main principles underpinning the Institute’s quality and standards policy are:

- Quality assurance and enhancement are best achieved through the fostering of an ethos of critical self-reflection in partnership with course participants;
- Employees and lecturers of the Institute for Education should have responsibility for enhancing the quality of the learning experience of their students, whilst acknowledging that course participants, as adult learners, will take responsibility for their own learning;
- Collegiality and rigorous external peer review are vital means to identify areas for improvement, to foster collaboration and the exchange of best practice;
The benchmarking of its academic standards is at the heart of the Institute’s procedures;
- It is desirable to promote consistency rather than standardisation wherever possible;
- Course participants and other stakeholders are key contributors to the shaping of Institute’s policies and mechanisms in the area of quality and standards;
- All policies and procedures relating to quality and standards should be subject of regular review to ensure their ongoing fitness for purpose in a rapidly changing internal and external environment.

3. Internal Quality Assurance (IQA) System

The Institute’s Internal Quality Assurance System aims to improve the quality of its Learning Programmes. The quality of a Learning Programme lies in its ability to provide appropriate solutions for the expectations of anyone who is interested in the educational services available: course participants and all stakeholders.

The Institute’s IQA System regularly gathers and analyses important information - such as the number of course participants who complete the course in line with the regular programme, or the employment situation of course participants - and based on this, plans concrete improvement actions. It is to all extents and purposes a self-assessment system.

The Institute’s IQA system aims to:
- Guarantee that the quality of the teaching programmes is well documented, verifiable and assessable;
- Facilitate access to information, making it clearer and more understandable for course participants, and all stakeholders;
- Promote a process of continuous improvement in Learning Programmes.

3.1. Quality Culture

The need for a quality culture for higher education in Malta is highlighted in National Quality Assurance Framework for Further and Higher Education (2015). This concept is also highlighted in the European Standards and Guidelines (2015) which is clearly founded upon the development of a quality culture that places the primary locus of improvement within the provider.

Quality culture refers to an organisational culture that intends to enhance quality permanently and is characterised by two distinct elements: on the one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment
towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts. Thus, the cultural/psychological element refers back to individual staff members while the structural/managerial refers back to the institution. These two aspects, however, are not to be considered separately: both elements must be linked through good communication, discussion and participatory processes at institutional level.

The Institute for Education embraces a quality culture, where the actions of its staff and course participants are inspired by a desire to continuously improve their practice, learning experience and outcomes. The Institute for Education strives to foster an academic community of reflective practice that engages, both internally and externally, in an ongoing cycle of quality as an integral component of its striving for excellence in teaching, learning and research.

The Institute’s Quality Assurance is based on the Quality Cycle which is the overarching principle of the National Quality Assurance Framework for Further and Higher Education (2015). The Quality Cycle (Figure 1) informs both the Institute’s learning process of the IQA as well as the developmental perspective of the Institute’s External Quality Assurance (EQA) and its interaction with the IQA. It is the IQA of the Institute that is the primary driver for enhanced quality and output, assisted by the EQA process.

Figure 1: The Quality Cycle

3.2. The IQA Standards

For successful quality provision and learning environments, the Institute’s IQA system is underpinned by the eleven standards for quality assurance. These standards form the basis of the peer review process and incorporate the expectations of the National Quality Assurance Framework for Further and Higher Education (2015) together with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). The Institute for Education considers these standards in a broader context that also includes the Malta Qualifications Framework and the use of the European Credit Transfer and Accumulation System (ECTS) and European Credit System for Vocational Education and Training (ECVET) learning credits as indicated in the Malta Referencing Report (2016).

The standards for internal quality assurance are:

1. Policy for Internal Quality Assurance
2. Institutional probity
3. Design and approval of programmes
4. Student-centred learning, teaching and assessment
5. Student admission, progression, recognition and certification
6. Teaching staff
7. Learning resources and student support
8. Information management
9. Public information
10. On-going monitoring and periodic review of programmes

3.3. Approval of Courses

All programmes at the Institute are recognised and pegged to the Malta Qualifications Framework (MQF) since all courses are accredited by the NCFHE. The workload for each course is in ECTS. The courses are learning outcome based and each course description includes specific and defined knowledge, skills and competences that the course participant would gain after the successful completion of the course. The adoption of this approach focuses activity on the course participant and away from the lecturer. It implicates that course participants should be actively involved in the planning and management of their own learning and take more responsibility for this as they progressively develop as independent learners. This produces an automatic focus on how learners learn and the design of effective
learning environments. There is a cascade effect that links the use of learning outcomes, the selection of appropriate teaching strategies and the development of suitable assessment techniques.

The Senior Manager Programme Development and the Education Officer Programme Development are tasked to ensure that learning dynamics are appropriate for every course. They also ensure that lecturers are fully trained to utilise different and appropriate teaching, learning and assessment methodologies during courses. The Institute is equipped with physical and online libraries which provide a model for inquiry learning and building knowledge and confidence in seeking and processing information for all course participants and lecturers. Through the online library, course participants and lecturers can access a vast range of journals, eBooks and case studies. The Institute’s libraries are a fundamental resource for supporting course participants’ learning, and a key support for all lecturers.

To enable a smooth course participant progression, professional leaning programmes are designed according to the NCFHE Referencing Report (2015). At the end of each relevant period of study or module, progression is reviewed to ensure that the course participant is in a position to complete the course (refer to the Course Participants’ Progression and Certification Policy) within the expected course duration.

3.4. Teaching, Learning and Assessment

The Institute for Education is committed to providing high quality teaching, learning and assessment to enable all course participants to achieve their full potential. This is achieved through; high quality teaching and learning opportunities, rigorous assessment and feedback and the sharing of good practice. The Institute’s ‘Teaching, Learning and Assessment Policy and Procedures’ provides an effective framework for the delivery of high quality teaching, learning and assessment. This policy relates to all the Institute for Education staff engaged in facilitating, supporting and managing learning. It applies to all learning programmes offered through the Institute for Education irrespective of; type of activity, place of delivery, learning environment, level or the duration of the course.

3.4.1. The learning Environment

The Institute for Education seeks to provide a learning environment designed to help course participants achieve their fullest academic potential, and to maximise the availability of places for course participants who actively engage with their studies. The Institute is committed to
provide support to assist course participants to complete the programme in which they have enrolled. The Institute has fair, transparent and effective processes to monitor course participant progression, to identify course participants who may need additional assistance, and to enable the certification of successful course participants. These processes include but are not limited to routine attendance audits, lecturers monitoring course participant performance during lectures, and at end of teaching period or module reviews of course participant grade outcomes and progression issues for course participants who have not met course progression requirements.

3.4.2. Assessment

The Institute adopts a variety of assessment tools, and using assessment to understand and support learning, as well as using learner information to improve teaching as critical in enhancing the course participant’s learning experience. Assessment at the Institute (refer to the Teaching, Learning and Assessment Policy and Procedures) is consistent with the objectives of what is taught and learnt. Lecturers are encouraged to use a variety of assessment strategies and assessment tasks to allow a range of different learning outcomes to be assessed and different perspectives of learning to be facilitated and acknowledged. Lecturers are encouraged to adopt strategies such as self and peer-assessment to increase learners’ metacognitive abilities so that learners can take control and manage their own learning. Lecturers are also encouraged to provide formative feedback in the form of comments on quality and advice on how to improve. The provision of quality feedback is an essential part of effective learning as it gives clear guidance to course participants on how to improve their learning. When course participants are provided with quality feedback and are given the opportunity to act upon it, learning is enhanced and assessment performance is improved.

3.4.3. Diversity

As course participants’ diverse needs have got more recognized, lecturers and all academic staff at the Institute are advised to differentiate teaching, learning and assessment strategies and tasks to identify learning needs and use them to cater for specific needs (refer to the Equal Opportunities Policy). This corroborates with the National Quality Assurance Framework for Further and Higher Education (NCFHE, 2015) and Malta Referencing Report (2016). Educators should use assessment to develop the learners’ potential in different perspectives. Basically, educators at the Institute are always advised to use the information obtained to adapt teaching to the needs of the course participants and to change the traditional form of assessment to a more learner-centred and formative one.
3.4.4. Online and Blended Courses

The Institute offers online/blended courses since it believes in the strengths online/blended learning which lie in course participant empowerment, flexibility, accommodation, customization, collaboration, and creation. Course participants are empowered through online/blended learning since; they are free to access materials whenever and wherever they want and this allows course participants to learn in a way in which they are successful; and they can make choices on how to explore content, which is accommodating to different learning styles. The Institute employs a constructivist, social, and collaborative learning paradigm with course participants in online education by applying research-based pedagogical techniques through effective incorporation of various online learning tools.

3.4.5. Extenuating Circumstances

The Institute recognises that course participants may suffer from a sudden illness or other serious and unforeseen event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for an assessment. In such cases the extenuating circumstances regulations and procedures (refer to the Extenuating Circumstances Policy and the Extension of Studies Policy) may be applied. These regulations are designed to ensure the fair and consistent treatment of all course participants. The IfE also recognizes that situations may arise when a course participant may want to voluntarily interrupt his or her academic studies. The IfE is committed to handling reasonable requests for leaves (refer to the Leave of Absence Policy) in a responsible manner. A course participant who is granted a voluntary leave while on academic and/or disciplinary status will return to that same status.

3.4.6. Recognition of Prior Learning

The Institute recognises and accredits prior learning (refer to the Recognition of Prior Learning Policy). Through this process credit is awarded for learning undertaken prior to the commencement of a course offered by the Institute or learning completed together with, but not a part of the Institute’s courses for which a course participant has applied or is registered (refer to the Admission Regulations)

3.5. Admission

To be eligible for admission to a course at the Institute for Education, a candidate must satisfy both the General Entrance Requirements and the requirements for entry to the particular programme of study as indicated in the course outline available on the IfE website. The minimum requirement for a course participant to be admitted for courses at the Institute is generally a relevant qualification at one MQF level lower than the MQF level of the course they apply for.
3.6. The Academic Staff/Lecturers

The Institute strongly encourages the academic staff/lecturers to be aware of up-to-date teaching and learning methodologies as well as of Continuing Professional Development (CPD) opportunities. While lecturers do need to keep abreast with updates and development in their own specific fields of expertise, they are also expected at the same time to enhance their knowledge and skills in teaching and learning approaches as well as managerial and leadership skills in an academic setting. The Institute firmly believes that CPD in its broadest sense encompasses all those activities that help academic staff/lecturers to improve their capacity to become more effective instructors, as well as perform other parts of their multifaceted tasks. The Institute is therefore committed to provide academic staff/lecturers with regular CPD opportunities such as in-house workshops, discussions with other professionals in their field, attending and presenting in seminars and conferences (local and abroad), participating in accredited and non-accredited courses (local and abroad), phase sessions, yearly INSET organised by the Institute etc. Academic staff/lecturers are strongly encouraged to make use of the physical and online libraries through which a vast range of journals, eBooks and case studies can be accessed. All academic staff/lecturers should be committed to continuous improvement.

3.7. Research

The Institute’s academic staff/lecturers are encouraged to conduct action research, which enhances the Institute’s high reputation, as a research-led institution. Publication of articles in refereed journals is also highly encouraged. The Institute for Education recognises that research and education go hand-in-hand. Teaching staff can improve their practices by taking the time to conduct research. Research can help teaching staff to understand what works and why, what the short and long-term implications are, provide a justification and rationale for decisions and actions, help to build a repertoire to help deal with the unexpected, identify problems. The Institute is liaising with the Research Department within the Ministry for Education and Employment to access all the research being held within compulsory education.

3.8. Resources

The Institute administers its resources in an ethical manner and assures effective systems of enterprise risk management, regulatory compliance, internal controls, and contingency management. The Institute is equipped with all the necessary learning facilities and resources including; a physical library with new books added regularly; a virtual library through which a vast range of journals, eBooks and case studies can be accessed; wireless internet access
which is available at the Institute and at our centre and an Interactive Whiteboard and an All-in-One computer which are available in each lecture room. The Institute’s facilities are constructed and maintained in accordance with legal requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns.

Course participants have access to academic tutors via email which can be an effective means to providing support. Support and guidance to course participants is also provided by the Senior Manager Programme Development, Education Officer Training and Development or the Manager Centre Administrator.

As indicated previously, the Institute employs qualified personnel to fulfil its mission. The Institute’s policies provide for the fair redress of grievances. Terms of employment are clear, and compensation is adequate to ensure that the institution can attract and retain qualified administrators, employees, and staff. The Institute employs effective procedures for the regular evaluation of all personnel. The Institute ensures sufficient opportunities for continuous professional development for administrators, employees, and staff.

The Institute for Education is an academic community committed to fostering intellectual inquiry in a climate of academic freedom and integrity. Its academic members are expected to uphold these principles and to exhibit tolerance and respect for others. Accordingly, the Institute condemns all forms of misconduct and works incessantly to assure that its course participants are accorded tolerance, dignity and respect. In case of serious matters such as when the course participant feels that there has been a breach of protocol, acts of discrimination or unfair treatment by academic and/or administrative staff, cases are brought to the Institute’s Academic Board which assesses the case and decides a plan of action. The course participant may be called to appear before the Board at some stage during the investigation.

The Institute is continuously updating its policies to take into consideration all course participants’ needs in order to ensure that every course participant is academically successful and personally fulfilled and that no discrimination and/or difficulties are encountered especially by vulnerable groups such as course participants with disabilities. The Institute demonstrates the effectiveness of its policies and procedures in ensuring the reliability of its technology systems, the integrity and security of data, and the privacy of individuals. The Institute establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate uses of its technology systems and resources. It regularly updates planning and recovery policies and procedures.
3.9. Information management

Information about course participant population which are already in employment including prevalence of vulnerable groups (refer to the Equal Opportunities Policy), their participation, retention and completion and the information gathered is used to improve courses and programmes. As a responsible institution, the Institute believes it has a duty to follow-up promptly on matters of non-attendance so that course participants can be supported and given every opportunity to succeed. The Institute for Education, for its part, will continue to build excellence in academic practice and course participant engagement across the institution in order to provide a friendly and welcoming learning community.

In order to collect information about course participant satisfaction, the Institute has introduced mid-course feedback sessions for long/short courses where course participants have the opportunity to give feedback about their course. Mid-Course participant feedback is very important to the Institute as it is an assessment technique designed to elicit formative feedback from course participants during the course, when it can be acted on to improve the course and course participants’ learning. Gathering course participant feedback at mid-course is optimal for the Institute to get the pulse of the course - to find out what course participants are thinking about the lecturers, the course material, and their own learning - when it is not too late to make adjustments if necessary. Course participants’ appreciate the Lecturers’ concern about their learning and the opportunity to express their responses to the course. Through these reviews the Institute’s professional learning programmes/courses will continue to offer course participants learning experiences that are transformational, inspiring, and intellectually challenging.

3.10. Public information

Information on selection criteria, main objectives, learning outcomes, MQF level, total hours of learning, number of ECTSs, teaching methodologies, assessment procedures and suggested readings are included in every study unit/module description available on the Institute’s website. Letter Circulars are also sent to all educators to inform them about all the Institute’s courses.

All professional learning programmes/courses are weighed in terms of ECTS and are in full accordance with the Malta Qualifications Framework and the European Qualifications Framework. Mid-Course Feedback Sessions and course participant questionnaires mentioned previously are used to verify that the actual workload is in accordance with that indicated in the description in order to ensure that the professional learning programmes/courses are fully in compliance with their accreditation by the NCFHE.
3.11. On-going monitoring and review of courses

To ensure the effective implementation of its quality management system, the Institute for Education adopts the ‘Plan-Do-Check-Act’ Quality Cycle approach. The Institute implements this cycle by; planning the required changes through setting of strategic and quality objectives, design and development of accredited learning programmes and development of course participant support services (Plan); making the changes (Do); checking through the analysis of results of strategic objectives, internal and external feedback, internal and external auditing and management review whether the implemented changes have the desired effect (Check or study); and institutionalizing the changes (Act).

![Figure 2: The Plan, Do, Check, Act Quality Cycle Approach](image)

The Institute reviews courses every 18 months to be in line with the Directorates, Colleges and Schools’ educational needs. The course participants’ feedback is taken into consideration as part of the review process. Feedback is analysed by the Institute’s Academic Board. Training Needs Analysis and School Development Plans and collaboration with the Quality Assurance Department within the Directorate for Quality and Standards in Education within the Ministry for Education and Employment is highly valued and is also taken into consideration when designing and reviewing the course. The Institute ensures that the courses are at an acceptable standard in terms of content, progression and delivery, that the assessment system is fair and is operated equitably, and that the awards are of an appropriate standard, nationally and internationally. Through these reviews the Institute’s courses will continue to offer course participants learning experiences that are transformational, inspiring, and intellectually challenging.
4. **External Quality Assurance (EQA) System**

The Institute for Education is subject to five-yearly external review by the National Quality Assurance Agency, which ensures that the Institute meets national expectations for the quality of the course participant experience.

The Institute’s framework for managing academic quality and standards is informed by the National Quality Assurance Framework for Further and Higher Education (2015). The EQA ensures that the Institute is compliant with relevant national regulations, whilst providing vital external insight on the effectiveness of its IQA procedures. The EQA may be at institution or at programme level.

The Institute’s EQA process serves as a tool for development and accountability towards stakeholders. It is developmental as it gives providers access to independent data and recommendations to promote excellence. It also ensures accountability to stakeholders, including course participants and employers, and the fulfilment of national goals in further, higher and adult formal education. The Institute ensures that the internal quality management system is:

- Fit for purpose according to courses and service users;
- Compliant with standards and regulations and contributing to the development of a national quality culture;
- Contributing to the fulfilment of the broad goals of Malta’s Education Strategy 2014 - 2024,
- Implemented with effectiveness, comprehensiveness and sustainability.

![Figure 3: The relationship between the IQA and EQA](source: National Quality Assurance Framework for Further and Higher Education (2015), NCFHE, Ministry for Education and Employment, Malta.)
5. Roles and Responsibilities in Quality Assurance

5.1. The Chief Executive Officer

The Chief Executive Officer is responsible for:

- Being responsible for the executive and administrative affairs and the organisation of the Institute;
- Being responsible for the administrative control of its officers and its employees;
- Implement the function of the Institute;
- Developing strategies, policy and regulations required for the implementation of the purposes of the Institute;
- Providing information and give advice to the Institute on any matter.

5.2. Senior Manager Quality Assurance

The Senior Manager Quality Assurance is responsible for:

- Assisting in the preparation and delivery of the Institute’s strategic and business plans to achieve the Institute’s objectives while monitoring the strategic and operational plans of the Institute within approved budgets;
- Identifying general efficiency gains leading to identifiable cost savings in the quality assurance process;
- Ensuring that the Institute develops appropriate measures and procedures to ensure institutional and financial probity;
- Developing a quality assurance policy including all regulations and procedures required for the implementation of high quality professional development by the Institute; Such policy is made public and forms part of the strategic management.
- Preparing clear, accurate, objective, up-to-date information related to quality assurance policy which is eventually is made accessible to the general public on the Institute website;
- Establishing verification processes and regulations and follow such regulations to ensure learning programmes reach high quality standards;
- Examining yearly the fitness for purpose and effectiveness of the internal quality assurance processes;
- Examining the regulatory compliance of the Institute;
- Review the organisational performance of the Institute for QA;
- Establishing priorities for quality improvement to ensure that Institute’s mission is successfully achieved;
- Developing and monitor the implementation of the Institute’s QA Policy through the establishment and monitoring of quality standards and practices, the coordination of self-reviews, peer reviews in line with the NCFHE Internal Quality Assurance Standards;
- Publishing an annual report on the previous academic year;
- Monitoring the implementations of recommendations included in internal and external quality assurance audits;
- Promoting a quality culture among Institute staff while building capacity on quality assurance among both staff and participants;
- Developing strategies for the implementation of the objectives of the Institute;
- Regulating and generally supervise the work of the Institute in accordance with national and international requirements and standards;
- Keeping updated with international developments and translate such knowledge into ideas and projects that further improve the work of the Institute;
- Liaising with NCFHE for accreditation of learning programmes at appropriate MQF levels;
- Seeking standardisation and simplification in all procedures related to the Institute;
- Ensuring that all learning programmes are developed and delivered using a variety of methodologies and assessment tools to ensure a learner centred approach;
- Establishing and monitoring structures for the admission, progression, recognition and certification of participants into learning programmes according to the predefined and published regulations;
- Assuring the competence and effectiveness of the Institute teaching staff by monitoring that the teaching staff has the competences as required by the validated learning programme and establishing feedback procedures during and after every learning programme;
- Organizing and manage a diverse range of assignments and projects with high efficiency, yet thorough attention to detail and follow through;
- Handling sensitive and confidential information appropriately and with discretion;
- Analysing and synthesize data from a wide variety of sources, and present the resulting information in a clear summary.

5.3. Senior Manager Administration and Finance

The **Senior Manager Administration and Finance** is responsible for:

- Assisting in the preparation and delivery of the Institute’s strategic and business plans to achieve the Institute’s objectives while monitoring the strategic and operational plans of the Institute within approved budgets;
- Identifying general efficiency gains leading to identifiable cost savings in collaboration with the Senior Manager Quality Assurance;
- Ensuring that the IfE develops appropriate measures and procedures to ensure institutional and financial probity;
- Developing a manual of procedures including all regulations and procedures required for the efficient implementation of high quality professional development by the Institute for Education;
- Examining the regulatory compliance of the Institute for Education;
- Reviewing the organisational performance of the Institute;
- Establishing priorities for greater efficiency;
- Providing instructional leadership to department managers;
- Developing and implementing the Institute’s strategic plan;
- Reviewing administrative policy;
- Developing and implement budgets;
- Preparing financial reports;
- Motivating staff;
- Implementing the recommendations included in internal and external quality assurance audits;
- Promoting a quality culture among IfE staff while building capacity on administration and finance among staff;
- Seeking standardisation and simplification in all procedures related to the Institute;
- Handle sensitive and confidential information appropriately and with discretion;
- Analysing and synthesizing data from a wide variety of sources, and present the resulting information in a clear summary;
- Maintaining contact with the Chief Executive Officer by giving regular updates on the activities related to quality assurance and make proposals that enable the Institute to achieve better performance and improve accountability.

5.4. Senior Manager Programme Development and the Education Officer Training and Development

The Senior Manager Programme Development and the Education Officer Training and Development are responsible for:

- Assisting in the coordination and preparation of the Institute’s Annual Financial Estimates and conduct preliminary analysis of estimate proposals while assisting in the setting of the strategic direction and the administration of the Institute’s Budget.
- Assisting in the preparation and delivery of the Institute’s strategic and business plans to achieve the Institute’s objectives.
- Developing a short, medium and long term schedule for courses to be developed by the Institute.
- Co-ordinating the development of different college/school/entity based national and international programmes of continuing professional development to be offered by the Institute in line with national educational policies and targets, college/school/entity development planning and active labour market policies after a training needs analysis is held.
- Identifying opportunities for the development of new learning programmes and initiatives in response to identified needs in educational service provision at each level and co-ordinate the development of such programmes while liaising with NCFHE for the accreditation of such training programmes.
- Identifying potential international partners to take part in international projects and liaise with Senior Manager EU Programme Implementation for the development of projects that include CPD and go through the process of accreditation with NCFHE.
- Assisting in the costing of proposed national and international projects.
- Holding regular meetings and communication with local learning programmes developers, experts in areas required for professional development and/or project partners’ organisations;
- Holding regular meetings with the Quality Assurance Department within the DQSE to get the required information with regards to needs of the different schools and educational entities as identified by the internal review.
- Using data generated through TNA to inform planning of the continuing professional development and be in a position to perform research.
- Developing a structure that provides all the required information about the courses/sessions to participants or prospective participants as per Internal Quality Assurance document of the NCFHE.
- Being the contact person for international projects and liaise with international partners and/or European Union Programmes Agency for all requirement of the effective and efficient implementation of the project. This can include: organising meetings and co-ordinating work related to the implementation of intellectual outputs while assisting in all the project procurement procedures and contractual obligations, ensuring that awarded projects are implemented in line with project regulations, ensuring adherence to public procurement regulations, publicity requirements, reporting requirements and any other regulations of relevance to the project. effectively communicating training support/project’s deliverables in a timely and clear fashion and track project milestones and deliverables of the project and oversee quality control throughout the project life-cycle; drafting and delivering progress reports, and any required documentation on the commitment of expenditures and performance of the project;
- Managing information resources, including identification and selection of sources of information for the purpose of research, and provide concrete recommendations for the development of courses and toolkits and for the development of online digital courses.
- Populating, organizing, and maintaining information files and shared information systems, both electronic and paper.
- Showing initiative in identifying new sources of information, as they become necessary and/or available.
- Liaising with other public bodies concerning the supply of data and the coordination of activities with implications relevant to the Institute;
- Keeping updated with international developments through following the published literature, attendance of relevant conferences, training sessions and workshops and networking with peers to transmit such knowledge to staff within the Institute and to the educational community, and translate such knowledge into ideas and projects that further improve the work of the Institute;
- Ensuring that information sessions are organised as required with a view to ascertaining that all stakeholders of the Institute are fully informed and conversant with regulations, procedures and policies pertaining to the Institute.
Keeping well informed and up-to-date on all matters in all areas related to national and international projects, and on any national or international obligations affecting this area.

Maintaining contact with the Chief Executive Officer by giving regular updates on the activities of national and international projects and advise the Chief Executive Officer on any matter they may refer to him/her or on any matter which he/she considers necessary or expedient.

5.5. Head of Finance

The **Head of Finance** is responsible for:

- Defining standards, policies, procedures, measures and enhancements to support the Institute in achieving its financial goals effectively.
- Assessing the benefits of all prospective contracts and advise the Chief Executive Officer and involved stakeholders on programmatic design and implementation matters.
- Leading in the planning and preparation of the annual budget of the Authority.
- Formulating financial targets and budgets in accordance with the strategy set out in the Institute’s Business Plan.
- Providing direction and leadership to the finance unit.
- Ensuring that the Institute’s financial functions are managed according to legislation, policies, procedures, financial regulations and international accounting standards.
- Establishing and maintain policies and procedures directed towards having a stable cash flow.
- Ensuring the provision of timely, complete and accurate information and reports to assist management in effective decision making and sound strategic planning.
- Taking ownership of relevant financial and business risks.
- Overseeing all purchasing and payroll activity.
- Develop and implement strong internal controls in all aspects pertaining to financial management, risk management and asset control.
- Developing and maintaining systems of internal controls to safeguard financial assets of the organization.
- Being responsible for procurement.
- Supervising the compilation and preparation of the Institute’s financial statements and reports.
- Developing and assisting in the development of financial plans, forecasts and other finance related areas including the gathering, interpretation and preparation of data for reports and recommendations.
- Ensuring that all financial activities are directed towards sustainability.
- Monitoring banking activities of the Institute.
5.6. Human Resources Manager

The Human Resources Manager is responsible for:

- Assisting in the preparation and delivery of the Institute’s strategic and business plans to achieve the Institute’s objectives while monitoring the strategic and operational plans of the Institute within approved budgets;
- Developing procedures including all regulations pertaining to the area of HR required for the efficient implementation of high quality professional development by the Institute for Education;
- Promoting healthy relationships between staff and management through mediation, handling labour disputes and guiding department managers through employee issues.
- Conducting employee training and orientation, administer a benefits programme, analyse compensation and other competitive data and prepare budgets;
- Maintaining administrative staff by recruiting, selecting, orienting, and training employees; maintaining a safe and secure work environment; developing personal growth opportunities;
- Accomplishing staff results by communicating job expectations; planning, monitoring, and appraising job results; coaching, counselling, and disciplining employees; initiating, coordinating, and enforcing systems, policies, and procedures;
- Providing communication systems by identifying needs; evaluating options; maintaining equipment; approving invoices;
- Completing special projects by organizing and coordinating information and requirements; planning, arranging, and meeting schedules; monitoring results;
- Providing historical reference by developing and utilizing filing and retrieval systems;
- Improving programme and service quality by devising new applications; updating procedures; evaluating system results with users;
- Achieving financial objectives by anticipating requirements; submitting information for budget preparation; scheduling expenditures; monitoring costs; analysing variances;
- Maintaining continuity among corporate, division, and local work teams by documenting and communicating actions, irregularities, and continuing needs;
- Maintaining professional and technical knowledge by attending educational workshops, benchmarking professional standards; reviewing professional publications; establishing personal networks;
- Contributing to team effort by accomplishing related results as needed;
- Reporting to CEO and Senior Manager Administration and Finance regarding HR costs and activities.
- Mitigating risk by keeping organisations compliant with local labour laws and regulations while staying on top of all applicable labour legislation, as well as the shifting needs of the employers and employees.
- Supervising staff, payroll, wellness plans, recruitment and placement specialists and training and development personnel;
- Collecting and analysing employee data and maintain accurate and complete employee records;
- Implementing the recommendations included in internal and external quality assurance audits;
- Promoting a quality culture among IfE staff while building capacity on administration and finance among staff;
- Seeking standardisation and simplification in all procedures related to the Institute;
- Handling sensitive and confidential information appropriately and with discretion and statistics pertaining to Human Resources;
- Maintaining contact with the Chief Executive Officer by giving regular updates on the activities related to quality assurance and make proposals that enable the Institute to achieve better performance and improve accountability.

5.7. Manager Centre Administrator

The **Manager Centre Administrator** is responsible for:

- Liaising with learners and professionals as required and collect periodic feedback as required;
- Ensuring that the lectures start and finish on time;
- Ensuring that the venue is well organised and prepared for the courses;
- Submitting assignment pack to the Senior Manager Programme Development;
- Cooperating with the Senior Manager Programme Development to develop time tables for courses;
- Ensuring order and discipline and promoting a healthy relationship between the staff and the learning community;
- Offering professional organisational support to the lecturers;
- Monitoring the Centre’s cleanliness and seeing to the proper maintenance and servicing of the centre’s building, facilities and equipment;
- Preparing annual development plans for the Centre in cooperation with the staff and the learning community;
- Supporting the auditing process of course participants’ files and/or projects;
- Ensuring that data entry is completed accurately and within the required timescale;
- Keeping a detailed inventory of the Centre and its resources and amenities according to prescribed regulations;
- Being proactive in matters relating to health and safety;
- Developing and improving systems to enhance provision;
- Undertaking MIS work as required, e.g. attendance recording, data input, etc.
- Collecting any material from lecturers which requires uploading and liaise with the Systems Administrators and the Senior Manager Programme Development, about such material;
- Managing and analyse course participants’ feedback to elicit a report which includes recommendations;
- Ensuring that the Institute’s policies and procedures, as well as other policies and provisions of MEDE are adhered to;
- Developing systems for recording and reporting as required;
- Participating fully in creative meetings and discussions towards development;
- Responding to system and organisational changes as required;
- Working statistics for each course;
- Adhering to set budgets when purchasing equipment or services, e.g. booking activities for learners;
- Obtaining a selection of quotes when purchasing equipment or services, analyse data, make recommendations;
- Reporting on spending;
- Coordinating any quotes for purchasing equipment, maintenance, services, etc.
- Ensuring all expenses are authorised by the Senior Manager Programme Development and Senior Manager Administration and Finance;
- Complying with the finance policy in relation to petty cash and staff expense procedure.

5.8. Manager System Administrator

The **Manager System Administrator** is responsible for:

- Participating in technical research and development to enable continuing innovation within the infrastructure;
- Ensuring that system hardware, operating systems, software systems, and related procedures adhere to organisational values, enabling staff and Partners;
- Being accountable for the systems used at the Institute for Education. Responsibilities on these systems include SA engineering and provisioning, operations and support, maintenance and research and development to ensure continual innovation.
- Developing and maintaining installation and configuration procedures;
- Contributing to and maintaining system standards;
- Researching and recommending innovative, and where possible automated approaches for system administration tasks;
- Performing daily system monitoring, verifying the integrity and availability of all hardware, server resources, systems and key processes, reviewing system and application logs, and verifying completion of scheduled jobs such as backups;
- Performing regular security monitoring to identify any possible intrusions;
- Performing daily backup operations, ensuring all required file systems and system data are successfully backed up to the appropriate media, recovery tapes or disks are created, and media is recycled and sent off site as necessary;
- Performing regular file archival and purge as necessary;
- Upgrading and configure system software that supports GIS infrastructure applications or Asset Management applications per project or operational needs;
- Maintaining operational, configuration, or other procedures;
- Performing periodic performance reporting to support capacity planning;
- Performing ongoing performance tuning, hardware upgrades, and resource optimization as required.
- Configuring CPU, memory, and disk partitions as required;
- Maintaining data centre environmental and monitoring equipment.
- Assisting in the preparation and delivery of the Institute’s strategic and business plans to achieve the Institute’s objectives while monitoring the strategic and operational plans of the Institute within approved budgets;
- Assisting lecturers in the development of online courses;
- Assisting in the development of blended courses, webinars, forums etc.;
- Identifying general efficiency gains leading to identifiable cost savings in collaboration with the Senior Manager Quality Assurance;
- Ensuring that the IfE develops appropriate measures and procedures to ensure institutional and financial probity;
- Developing a manual of procedures including all regulations and procedures required for the efficient implementation of high quality professional development by the Institute for Education;
- Examining the regulatory compliance of the Institute for Education;
- Establishing priorities for greater efficiency;
- Providing instructional leadership to department managers;
- Developing and implementing the Institute’s strategic plan virtually;
- Implementing the recommendations included in internal and external quality assurance audits;
- Promoting a quality culture while building capacity;
- Seeking standardisation and simplification in all procedures related to the Institute;
- Handling sensitive and confidential information appropriately and with discretion.

5.9. Administrative Officer

The Administrative Officer is responsible for:

- Scrutinising cases that do not fall within the scope of approved policy and procedures, and recommending appropriate action to management;
- Advising management on the operational requirements of the unit/section and related areas of experience/expertise;
- Dealing with specific queries and complaints;
- Implementing departmental policy over a wide range of activities/services rendered by the department under the direction of management;
- Creating and maintaining databases;
- Compiling, drafting and proofreading documents for the consideration of management;
- Attending meetings to support middle management as required;
- Acting as secretary to boards, committees, commissions and be required to write reports, to keep minutes and to deal with correspondence;
- Heading an office within a department section and be responsible for identifying training needs;
- Monitoring workflow and ensuring timely procedures are being effectively adhered to;
- Ensuring the smooth day to day conduct of business;
- Being familiar with pertinent legislation, such as, the public administration act (PAA) and the public service management code (PSMC)/related manuals and procedures;
- Supporting the Institute in the management of financial and administrative management;
- Providing input in the preparation and the formulation of the Institute’s business plan and the implementation of such plan;
- Ensuring efficiency and effectiveness in the management of the Institute’s budget;
- Ensure that records and statistics related to the institute are accurate and up to date, as required by the CEO;
- Ensuring timely processing of financial records linked to projects partly financed through EU structural and other programme funds.
- Ensuring compliance with financial and public procurement regulations;
- Formulating accurate specifications in connection with calls for quotations/tenders for the procurement of services and goods, in full observance of the relevant government legislation, financial procedures and policies;
- Liaising effectively, where applicable, with the Senior Manager Administration and Finance so as to ensure the efficient procurement procedures related to the upkeep and maintenance of the institute;
- Being responsible to monitor quotations, LPOs, invoices and contracts for ensuring correct payment;
- Being responsible in following up LPOs and commitments made for better public funds management;
- Ensuring the Institute is fully equipped and regularly resourced.
- Providing continuous support to the Institute’s administration to update the inventory database in line with the accrual accounting inventory system and eFinance;
- Conducting school and college inspections and checking inventory updates;
- Supervising and recording transfer lists of inventory items from schools and sections within the education departments and MEDE and recording them in the relative inventory databases;
- Inserting updated inventory lists into the general database for subsequent submission to the finance and administration directorate;
- Making sure that asset labels are centrally printed and sent to schools;
- Submitting updated general databases to the national audit office and the treasury department.
5.10. Course Co-ordinators

The Course Co-ordinator is responsible for:

- Ensuring the course modules developed by the learning programme development experts are cohesive and complimentary to each other and that the pedagogy and assessment used is in line with the Institute’s policies;
- The administration, smooth running of the course, maintaining all records of the course and liaising with the Senior Manager Programme Development and with the Manager Centre Administrator;
- Developing time-tables, sending documents and communicating with lecturers and course participants, inputting of attendance, adherence to policies, informing course participants of results;
- Ensuring lecturers and course participants adhere to deadlines for submission of assessment tasks;
- Co-ordinating of practice placement and/ or internships;
- Collecting and analysing feedback.

5.11. Academic Staff/Lecturers

The Academic Staff/Lecturers are responsible for:

- Using approaches to timely assessment and feedback that foster independent, reflective learning;
- Gathering course participant feedback on their learning programme via the feedback form each time a learning programme runs;
- Tracking each course participant’s progress against the planned learning and assessment activities, report progress to the Senior Manager Programme Development and intervene where necessary to ensure every course participant is on track to achieve;
- Analysing course participant performance data, each time a learning programme runs, via the completion of a Course Monitoring Form;
- Analysing course participant and external feedback on their learning programme, each time a learning programme runs, via the completion of a Course Monitoring Form;
- Adjusting their teaching methods and/or learning programmes in the light of these and other sources of information relating to learning and teaching quality;
- Committing to their own learning through self-reflection, review and evaluation of their teaching, through a range of methods, including course participant feedback.
5.12. Course Participants

The Course Participants are responsible for:

- Engaging actively in the learning process and participate according to assessment requirements;
- Providing considered, honest and timely feedback to the Institute and its staff on the quality of teaching and Institute services;
- Completing assessment tasks diligently and honestly to provide evidence of learning outcomes;
- Meeting assessment requirements as specified in the course outline, including submission of work by the due date;
- Consulting the Senior Manager Programme Development/Education Officer Training and Development as early as possible about any disability issues;
- Discussing any concerns they have regarding their progress in coursework and assessment as early as possible with relevant lecturers, the and/or the Senior Manager Programme Development/Education Officer Training and Development;
- Consulting with the lecturer (in the first instance) and Senior Manager Programme Development/Education Officer Training and Development, if personal circumstances are affecting participation or performance in assessment;
- Raising any concerns they may have regarding the marks for each assessment task promptly, rather than wait until the final grade is awarded in the unit;
- Accessing and abiding by all policies, procedures and regulations relating to assessment and seek clarification, where necessary.

6. References

Legal Notice 243 of 2017

