

Implemented by



Policy for Quality Assurance and Continuous Development

*Training Institute on Migration
Capacity Partnership for the
Mediterranean*

ICMPD, 2021

Funded by



Contents

1. Introduction.....	3
2. Key Principles	5
3. Internal Quality Assurance (IQA) System	5
4. Culture of Quality	6
5. The IQA Standards.....	7
5.1.Standard 1: Policy for Internal Quality Assurance	8
5.2.Standard 2: Institutional Probity	12
5.3.Standard 3: Design and approval of programmes	13
5.4.Standard 4: Student-centred Learning, Teaching and Assessment.....	15
5.5.Standard 5: Student admission, progression, recognition and certification	16
5.6.Standard 6: Teaching staff	18
5.7.Standard 7: Learning resources and student support.....	20
5.8.Standard 8: Information Management	22
5.9.Standard 9: Public information.....	22
5.10.Standard 10: On-going Monitoring and Periodic Review of Programmes	23
5.11.Standard 11: Cyclical External Quality Assurance	25
6. Conclusion	25
7. References	26

1. Introduction

The International Centre for Migration Policy Development (ICMPD) as an international organisation implements projects on behalf of its Member States in line with its strategy and for its donors. The Training Institute is a flagship initiative of Malta during its 2021 Chair of ICMPD and receives support from a select number of donors for its establishment and inception.

ICMPD is the sole owner and implementer of the Training Institute.

ICMPD puts quality assurance best practices at the heart of its efforts to ‘Make Migration Better’¹. This is underlined by the adoption and implementation of an organisation-wide Quality Assurance Framework, reinforced by several policies and procedures.

‘ICMPD has a Quality Management System based on the ISO 9001 standards with the aim of meeting its obligations as an international organisation and continuously improving its services.’²

‘ICMPD is committed to supply services of the highest quality to its external and internal stakeholders.’³

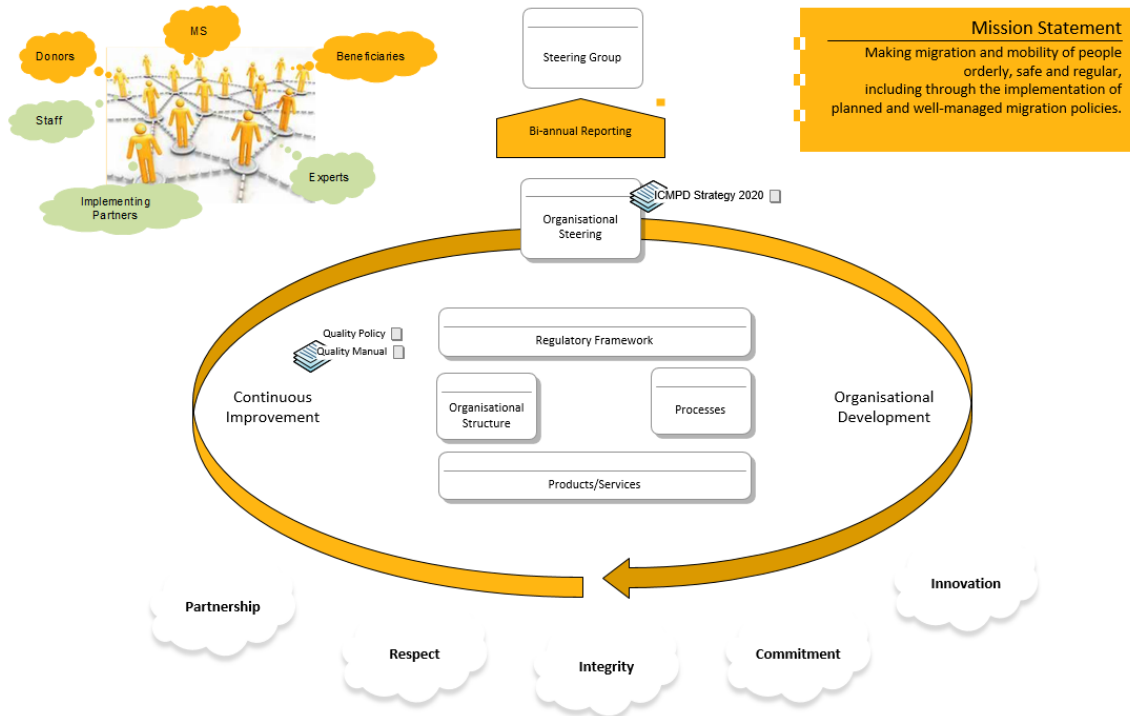
‘Delivering high-quality service in-line with our qualifications, experience, professional commitments and standards, and striving for constant improvement and innovative approaches’.⁴

¹ <https://www.icmpd.org/about-us/about-icmpd>

² Quality Manual, p.1, ICMPD, 2017

³ Quality Policy, p.1, ICMPD, 2015

⁴ ICMPD CODE OF CONDUCT, Appendix 1, p.44



A Quality Assurance culture and its cyclical, never-ending nature is also firmly established within the Training Institute itself, being specifically stated in the *Description of Action*⁵ that contractually defines its creation and operation.

*'Intermediate Outcome 1 (IO1): **Quality**, cost-effective training designed to transfer the methods, tools and practices both at the national and regional level is provided.'*

Quality assurance will be the defining characteristic of the MCP Med TI. Complementing its own and ICMPD internal quality frameworks, the MCP Med will also obtain direct endorsements and accreditations, evidencing independent external parties' confirmation that its performance is legal, appropriate and **compliant with industry requirements**. This will take place at various levels:

- system (the institution itself);
- individual (the trainers and staff);
- product (courses and curricula).'

It is therefore not only an ethical but also contractual obligation of the TI to establish and efficiently implement a vigorous integrated system for Quality Assurance that satisfies the expectations and needs of both donors and partners, fully in line with Legal Notice 243 of 2017 and conforming with

⁵ A legally binding document between the Owner of the Institute, the International Centre for Migration Policy Development (ICMPD) and donor states.

the standards of the National Quality Assurance Framework for Further and Higher Education (2015).

This document features the principles, tools, and procedures the Training Institute will utilise in order to adhere to the highest Quality Assurance standards, ensuring the continuous satisfaction, empowerment, and professional growth of both its learners and instructors.

2. Key Principles

The main principles shaping the TI's quality assurance policy are:

- Acknowledging that compliance with national and EU academic as well as industry quality assurance standards is essential, while embracing the need for policies to foster an environment where the attainment of quality is pursued for its own sake;
- Policies should demonstrate the Institute's commitment to quality assurance is genuine, effective, sustainable and open to continuous enhancement;
- Policies and mechanisms should be the result and reflect the realities of the Institution's participants and other stakeholders;
- Policies and mechanisms should be flexible but comprehensive;
- Policies and mechanisms should ensure not only that performance can be verifiably assessed but also that improvements can be identified and acted on;
- Policies and procedures should be subject to regular review to ensure they remain 'fit for purpose' in a rapidly changing internal and external environment.

3. Internal Quality Assurance (IQA) System

At an institutional level, ICMPD's Internal Audit Charter and its pursuant directives assure that:

- *the objectives of ICMPD, adopted internal policies, plans, normative documents and legal requirements are implemented accurately;*
- *processes and the internal control system are adequately designed and work effectively;*
- *economic activities are efficiently performed;*
- *assets are adequately secured;*
- *quality in accounting, financial accounting and reporting is assured.*

At an operational level, including the Training Institute, quality assurance mechanisms are supplemented by ICMPD's extensive regulatory framework that include 'Staff Regulations', 'Code of Conduct', 'Document and Information Management Rules', and 'Rules on a Respectful Work Environment free from Harassment, Sexual Harassment, Abuse of Authority and Discrimination' with specific obligations outlined within each project's contractual documentation.

All partners involved in outputs of the Training Institute whether they be formally or informally contracted, foreign or domestic, are required to comply with ICMPD's and the Training Institute's quality standards. The Training Institute is responsible for conducting prior due diligence as well as monitoring and evaluating implementation of all of its providers and partners, taking necessary actions leading from that.

Monitoring and assessment is an ongoing process with staff, partners and individual projects' performance and compliance subject to routine review and both internal and external auditing⁶.

Regular narrative and financial reporting to ICMPD and donors is obligatory with further *ad hoc* reporting engaged in as required.

The Training Institute is further required to report to its Governing Board, made up of partner states and donors, on a biannual basis.

The Training Institute will additionally guarantee that the entirety of its internal processes and procedures are streamlined and implemented in the most sound, efficient, transparent and learning-conducive way. A dedicated member of TI staff, the *Associate Compliance and Quality Assurance Officer* leads the processes to assess, monitor and analyse core Strengths, Weaknesses, Opportunities, and Threats (SWOT) in order to enhance overall performance, constantly adapting and remedying any impediments and/or decrease in performance.

The IQA aims to:

- Facilitate the continuous documentation, monitoring, assessment and improvement of courses delivered with a view to student satisfaction;
- Promote the continuous professional development of instructors and staff;
- Provide a framework for the Institute's continued operation;
- Inform and assure stakeholders of the Institute's commitment to quality.

4. Culture of Quality

The Training Institute is wholly committed to a culture of quality. By this, it means ensuring that 'what', 'how' and 'why' it functions is always guided by a dedication to quality. A true culture of quality blends the establishment of clear institutional guidelines and standards with individual staff and other stakeholders' belief in, and willingness to 'live' them through their actions. Thus a culture of quality exists where the highest levels of quality are not only expected but are achieved because the institute and its staff truly embrace them.

A culture of quality goes beyond simple compliance with regulatory standards and instead complements and enhances that with a focus on quality as a goal in its own right. Quality is a driving factor at all stages of operation from initial planning, through implementation and evaluation, to continuing improvements. Nor is the pursuit of quality confined to isolated aspects of an education provider's work but is instead integrated across all. Just as quality should not only drive the design of programmes themselves but also how they are delivered, assessed and improved; so too must it apply to the support provided to students, its interaction with partners and its accountability to donors.

⁶ ICMPD, as an international organisation and recipient of public funds, undergoes periodic financial audits and results oriented monitoring from EU institutions.

5. The IQA Standards

The IQA aims to:

- Facilitate the continuous documentation, monitoring, assessment and improvement of programmes delivered with a view to student satisfaction;
- Promote the continuous professional development of instructors and staff;
- Provide a framework for the Institute's continued operation;
- Inform and assure stakeholders of the Institute's commitment to quality.

The Internal Quality Assurance of the Training Institute bolsters the eleven standards for Quality Assurance.

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
11. Cyclical external quality assurance.

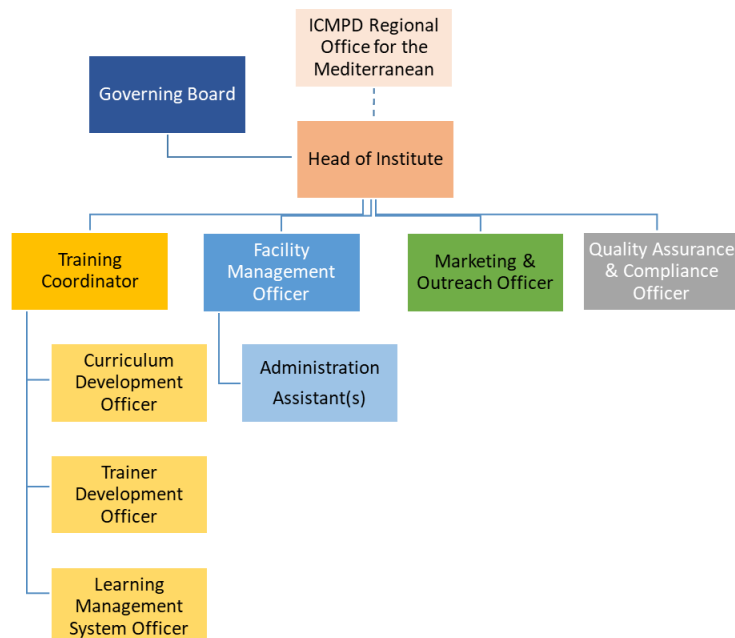
Other applicable standards and frameworks factored in by the Training Institute include:

- The Malta Qualifications Framework (MQF);
- the European Credit Transfer and Accumulation System (ECTS);
- European Credit System for Vocational Education and Training (ECVET).

Programmes will thoroughly comply with all guidance and frameworks provided in the Malta Referencing Report (2016) or its successors.

5.1. Standard 1: Policy for Internal Quality Assurance

The Training Institute's staffing structure is as follows:



The Training Institute will guarantee that the entirety of its internal processes and procedures are streamlined and implemented in the most sound, efficient, transparent and learning-conducive way. A dedicated member of TI staff, the **Associate Compliance and Quality Assurance Officer** leads the TI's quality assurance processes.

In detail, the *Associate Quality Assurance and Compliance Officer* is responsible for:

- Leading processes to assess, monitor and analyse core Strengths, Weaknesses, Opportunities, and Threats (SWOT) in order to enhance overall performance, constantly adapting and remedying any impediments and/or decrease in performance;
- Conducting regular and *ad hoc* quality assurance audits across all areas of the TI's operations;
- Advising the Head of Institute and/or other relevant managers on proposed actions to ensure quality assurance compliance;
- Producing compliance content:
 - Conducting desk, primary and secondary research, collecting and analysing information and preparing documents.
 - Formulating analytical and substantive compliance input.
 - Disseminating content through various channels.

Although the *Associate Quality Assurance and Compliance Officer* leads Quality Assurance, all staff will contribute to its achievement to various degrees.

Head of Institute

The *Head of Institute* is responsible for:

- Ensuring the implementation of the Institute's activities according to donor/partner agreements, work plan and budgets in line with ICMPD's rules and business processes;
- Overseeing the production of high-quality outputs and substantive deliverables according to work plan;
- Implementing the budget according to ICMPD's rules and donor agreements;
- Preparing reports in a timely fashion according to donor agreements and ICMPD guidelines;
- Deploying, supervising, assessing and developing the Training Institute's staff;
- Identifying and documenting the Training Institute's lessons learnt and best practices;
- Identifying and formulating ideas and concepts for improvements to and possible expansion of the Training Institute's activities.

Training Coordinator

The *Training Coordinator* is responsible for:

- Planning, organising and coordinating of the Training Institute's activities according to the work plan;
- Coordinating the work of the Training Institute's faculty;
- Adminstrating the Training Institute's training activities according to ICMPD's rules and processes and donor requirements;
- Delivering outputs in a timely and qualitative manner;
- Defining, formulating and producing substantive content according to highest analytical and professional standards with an emphasis on quality;
- Assessing the Training Institute's achievements and generating lessons learnt;
- Communicating the Training Institute's results within ICMPD, as well as to project partners, and other stakeholders;
- Formulating qualitative input to the further expansion of the Training Institute's curriculum.

Curriculum Development Officer

The *Curriculum Development Officer* is responsible for:

- Leading the development, roll-out and evaluation of learning products according to highest analytical and professional standards;
- Conducting research on current trends and data, including use of web-based training tools for the incorporation into the curriculum and proposals made;
- Creating, collecting, collating and evaluating training documents and products;
- Monitoring of course performance and proposals made for any adaptation to the curriculum, as required;
- Contributing to training needs assessments to gauge the effectiveness of the learning products;
- Adminstrating input according to ICMPD's rules and processes and donor requirements, and delivering outputs in a timely and qualitative manner;
- Assessing achievements and generating lessons learnt;
- Formulating qualitative input for new initiatives.

Trainer Development Officer

The *Trainer Development Officer* is responsible for:

- Leading the development, deployment and evaluation of trainers according to the highest analytical and professional standards;
- Supporting and advising on the selection, training, deployment and performance of the Training Institute's trainers;
- Designing and implementing the trainers' professional development process on the basis of needs' assessments;
- Organising and implementing activities according to the Training Institute's work plan and Quality Assurance standards;
- Assessing achievements and generating lessons learnt;
- Contributing qualitatively to the production of the Training Institute's quality outputs and contents;
- Supporting the coordination of implementation with project partners, and other stakeholders.

Associate Facility Management Officer

The *Associate Facility Management Officer* is responsible for:

- Supporting the planning and delivery of services for the Training Institute;
- Supporting the efficient and quality management of the Training Institute's premises;
- Providing logistical support to the Training Institute in a timely and cost-effective manner;
- Supporting the implementation of ICMPD business processes;
- Carrying out consistent and systematic process and documentation controls;
- Implementing administrative processes and payments;
- Administrative and financial reporting;
- Properly administering and managing information within the TI;
- Arranging ICT for the Training Institute in a timely and effective fashion;
- Thoroughly supporting ICMPD's security system and procedures related to the Training Institute and promptly escalating security information.

Learning Management System Officer

The *Learning Management System Officer* is responsible for:

- Providing support to the development, maintenance and operation of the Learning Management System (LMS);
- Designing, maintaining, adapting, and managing data for the LMS;
- Monitoring progress of LMS performance and proposing adaptations;
- Undertaking research on current trends for incorporation into the LMS and proposals made;
- Creating, collating and evaluating user training materials;
- Administering input according to ICMPD's rules and processes, quality assurance practices and donor requirements;
- Assessing achievements and generating lessons learnt;
- Providing qualitative input to formulation of new initiatives.

At an institutional level, ICMPD's Internal Audit Charter and its pursuant directives assure that:

- *the objectives of ICMPD, adopted internal policies, plans, normative documents and legal requirements are implemented accurately;*
- *processes and the internal control system are adequately designed and work effectively;*
- *economic activities are efficiently performed;*
- *assets are adequately secured;*
- *quality in accounting, financial accounting and reporting is assured.*

At an operational level, including the Training Institute, quality assurance mechanisms are supplemented by ICMPD's extensive regulatory framework that include 'Staff Regulations', 'Code of Conduct', 'Rules on a Respectful Work Environment free from Harassment, Sexual Harassment, Abuse of Authority and Discrimination' with specific obligations outlined within each project's contractual documentation.

This framework will be formalised in a series of regulatory documents for the Training Institute specifically. This will include a *Code of Conduct* and a *Student Handbook*.

The commitment to Quality Assurance is reiterated within the Training Institute's Mission Statement:

*'To become a migration governance Centre of Vocational Excellence providing European-inspired **quality assured**, accessible and relevant vocational learning opportunities for primarily non-European migration practitioners throughout the Mediterranean.'*

Academic integrity, the pursuit of education in an honest, transparent and responsible manner, is a key tenet of the Training Institute.

The TI will not tolerate any attempt to cheat, plagiarise, pass off other people's work as their own, or undertake any other unethical behaviour. A detailed policy and procedures on academic integrity will be developed and communicated to all stakeholders including through the *Student Handbook*.

Suitable mechanisms to identify and counter violations to academic integrity will be actively pursued.

The Institute's staff and partners regardless of their formal position will demonstrate all necessary support, both technical and normative, to and for students and stakeholders ensuring a safe, secure and non-judgmental environment that encourages engagement and transference of learning.

The Training Institute fully implements ICMPD's 'zero tolerance' policy against harassment, sexual harassment, abuse of authority and discrimination, whether it occurs at the workplace or away from it, during or outside of working hours.' It applies 'as far as possible, to all persons working for ICMPD, including local representatives, interns, consultants and experts.'⁷

All partners involved in outputs of the Training Institute whether they be formally or informally contracted, foreign or domestic, are therefore required to comply with ICMPD's and the Training Institute's quality standards. The Training Institute is responsible for conducting prior due diligence as

⁷ ICMPD, Rules on a Respectful Work Environment free from Harassment, Sexual Harassment, Abuse of Authority and Discrimination, 2020

well as monitoring and evaluating implementation of all of its providers and partners, taking necessary actions leading from that.

While obliged to adhere to such standards, all partners and stakeholders are also protected by them.

Student and other stakeholders' feedback will be incorporated into the TI's policies, procedures and codes on a rolling basis.

5.2. Standard 2: Institutional Probity

ICMPD, as an international organisation and recipient of public funds, undergoes periodic financial audits and results oriented monitoring from EU institutions. The 'Rules governing the financial framework of ICMPD', hereinafter referred to as Financial Framework Rules

Monitoring and assessment is an ongoing process with staff, partners and individual projects' performance and compliance subject to routine review and both internal and external auditing.

Regular narrative and financial reporting to ICMPD and donors is obligatory with further *ad hoc* reporting engaged in as required. Specific reporting schedules are determined by individual donors.

The Training Institute is further required to report to its Governing Board, made up of partner states and donors, on a biannual basis.

A budget plan is an integral aspect of contracting between ICMPD and donors. These budgets are reviewed on a quarterly basis and forecasts prepared on a bi-annual basis. Necessary amendments to budgets are conducted within these processes.

Funding is confirmed for set periods as per the donors' criteria. Long-term financial sustainability of the TI will be achieved through a combination of renewed donor involvement, monetising of the Training Institute's products, resources and services, functioning as specialist support to other international projects, and merchandising. Details of this will be clarified within a Sustainability Model document to be produced within the first six months of the Training Institute's operation.

The selection of legal representatives and persons occupying headship positions within the Training Institute will be compliant with ICMPD's **recruitment rules and regulations that guarantee fairness and transparency**.

Procedures are summarised below:

- A job profile (JP) is prepared and classified based on the *Job Profile Template* and *Job Evaluation Standard*;
- A vacancy announcement is published on ICMPD's website with additional outreach via various suitable geographic/sector-specific outlets;
- Candidates meeting the mandatory requirements as per the approved JP are short-listed and subsequently endorsed by ICMPD's HR unit in accordance with the "*Principles of Shortlisting*";
- Shortlisted candidates are assessed through an interview, which is conducted according to the *Interview Guidelines*. Where applicable, a suitable test may be utilised as an assessment tool;
- The most suitable/qualified candidate is selected after conducting a compulsory reference check.

Selection criteria are summarised below:

- Substantive knowledge of migration issues.
- Substantive knowledge in the technical field of educational institutions.
- Experience in the management of teams and experts.
- Professional training in project cycle management.
- Proficiency in (verbal/written) English.
- Master's degree in International Development/International Affairs/Law.
- A minimum of 15 years of experience in International Development and Capacity Building.

Legal representatives and persons occupying headship positions are subject to a yearly mandatory performance review to ensure their ongoing suitability and adequate performance.

5.3. Standard 3: Design and approval of programmes

As an EU Further Education Institution, many of the Training Institute's courses will result in accredited educational awards for successful participants. These will carry fully transferrable academic/vocational credits under the European Credit Transfer and Accumulation System (ECTS) and/or European Credit System for Vocational Education and Training (ECVET). Where not already recognised by partner states⁸ educational authorities, the national validation of these qualifications will be actively pursued. Where formal EU accreditation is not possible (for example due to course duration), separate national and/or industry endorsement/validation will be sought.

The Training Institute will function as a cross-thematic training provider and an expert educational resource for its Partner States, flexibly developing 'formal', 'non-formal' and 'informal' training programmes and a regional trainer network to deliver them in response to needs and capacities identified by them. As such, the Training Institute will seek to operate as a Centre of Vocational Excellence (CoVE).

Maximising both their relevance and ownership, individual training products will be developed based on the themes identified and the specific needs and parameters clarified by technical working groups of subject experts, as endorsed by the Governing Board. All products will be designed according to the *NCFHE Referencing Report (2016)* and will remain under the direction of the Governing Board.

Trainings offered will emphasise ICMPD's thematic areas of expertise in operational and thematic subject matters and concentrate on practical, job-related knowledge, skill and competence acquisition. Thematic focus will be initially limited but will progressively expand as capacities develop and precise needs are increasingly identified across the spectrum of migration governance.

Following direction of the Governing Board and/or needs identified by the Training Institute, courses and associated material will either be developed entirely in-house by the Training Institute's staff or partner state experts; by procuring/repurposing existing courseware in compliance with copyright regulations; or contracting external providers to create original material.

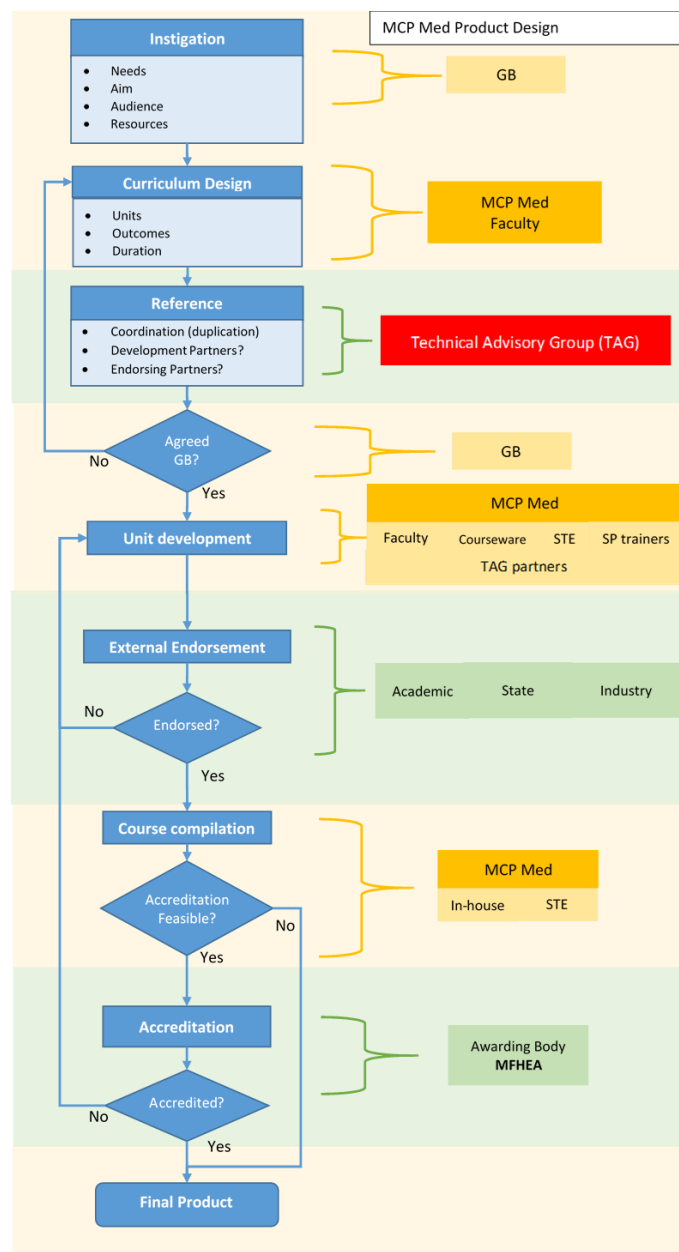
Training design and content will, where relevant, factor in previous or associated tutor and student experiences and feedback. The Training Institute will produce a *Teaching, Learning and Assessment*

⁸ Indicatively: Jordan, Lebanon, Libya, Morocco, and Tunisia

Policy that will include a commitment to the creation of high quality training programmes delivered in accessible ways that facilitate, support and manage learning. Mechanisms to obtain, analyse and use feedback will include: written feedback sheets, formal and informal discussions, review of course performance indicators, and other criteria (please refer to *Standard 4: Student-centred Learning, Teaching and Assessment*).

The programme design process will include a review stage conducted by external and stakeholder subject-matter experts (a Technical Advisory Group) that will varyingly include EU agencies such as EASO and Frontex as well as state, academic or commercial experts.

This process is summarised as:



Courses will be learning outcome based with each course description including specific and defined knowledge, skills and competences that the course participant would gain after the successful completion of the training. Furthermore, forms of/and resources necessary for the assessment will also be included.

Detailed students' records to be retained by the Training Institute will facilitate the identification of suitable educational progression or complementary opportunities offered by the TI.

The TI will also engage in a wider Community of Practice that will see partnerships and cooperation with other educational institutions and bodies being established. This collaborative mechanism will allow the TI to both receive students from other institutions and offer opportunities to its own there.

The *Curriculum Development* and the *Trainer Development* Officers under the technical guidance of the *Training Coordinator* are responsible for ensuring that content and learning dynamics are appropriate for every programme.

The *Trainer Development* Officer under the technical guidance of the *Training Coordinator* will further ensure that trainers are fully trained/qualified to utilise different and appropriate teaching, learning and assessment methodologies as well as being suitably competent in their field. This will include the establishment of a trainers' professional development process that will guide, monitor and endorse individual trainers' continuing professional development and assure their competence.

5.4. Standard 4: Student-centred Learning, Teaching and Assessment

Assessment

Participant progress will be monitored through consideration of attendance, behaviour, in-class contributions, and engagements outside of the classroom with additional assistance proactively offered to those who may be in need. However, as different programmes have differing learning outcomes, assessment indicators utilised by the TI will vary. These include but are not limited to:

- Course attendance;
- Practical application through observation, quizzes, group work, discussions, etc. focusing on issues including:
 - Pertinence of questions asked;
 - Solid analytical processing;
 - Correct use of equipment;
 - Active engagement in discussions, practical exercises and general Q/A sessions;
 - Correct use of terminology.
- Written examinations (covering theoretical, practical or both aspects as required).

Criteria and modes of assessment will be included in course descriptions and communicated to students and/or their representatives in hard or soft copy as part of the advertisement and selection processes. Where relevant, these will also be provided online on the Institute's website.

Assessments will be developed by permanent TI staff in Malta with clear guidance on their application provided to tutors/invigilators. The TI staff will ensure their familiarity with the use of different assessment/examination methods via ongoing study, research and communication with other training providers and engagement in relevant fora.

At the end of every programme, trainees will be provided with a scoresheet breaking down their final grade along with a certificate of attendance issued as per MFHEA guidelines. Students will be informed of their right to appeal their scores within 1 week after the course completion.

Appeals will be initially handled directly by the instructor. Should a student not be satisfied with the instructor's decision, s/he will be entitled to appeal further in writing to a secondary review panel made up of members of the TI staff faculty. This panel will consist of at least two of the following staff: *Training Coordinator, Associate Compliance and Quality Assurance Officer, Trainer Development Officer, and Curriculum Development Officer*, who will study the case and determine if regrading is justified. The faculty's findings must be endorsed by the *Head of Institute* and communicated to the student in question in writing within two weeks. No further appeal is possible.

Complaints/appeals against other decisions made or actions taken by the TI regarding inclusion/exclusion of students, course scheduling, or any other aspect impacting the learning process will be dealt with by a two-person panel of TI's permanent staff with findings/decisions endorsed by the Head of Institute within two weeks. No further appeal is possible.

All assessment and appeals' records will be archived as per the 'Student Records' policy.

The TI accepts that extenuating circumstances can occur that affect the learning of students.

These circumstance include but are not limited to:

- *Force majeure*;
- Illness/medical treatment;
- Urgent family reasons;
- Operational duties requiring trainees' re-deployment.

In the event of an extenuating circumstance preventing the completion of an assessment required for the successful completion of a course, the Training Institute will, **if practical**, find an alternative suitable method to assess the student learning or reschedule the assessment.

The Training Institute will evaluate on a case-by-case basis student absences and will assess eligibility to resume courses in a just, fair and transparent way.

Following an acceptable absence, students will be allowed to resume attendance, granted said absence does not exceed 40% of the total required learning hours of a particular course. The TI commits to developing an *Extenuating Circumstances Policy* identifying potential extenuating circumstances and the appropriate mechanism to apply enabling the institution to make fair and quick decisions pertaining to the rescheduling of assessments and resumption of courses.

5.5. Standard 5: Student admission, progression, recognition and certification

A student profile for each course will be created, clarifying minimum educational, vocational experience and/or personal competence (such as linguistic) requirements. Although linguistic

proficiency and a basic educational competence will be prerequisites, specific qualifications and/or work experience will be dependent on the individual course being taught. Student profiles will be transmitted to the Governing Board and to relevant Southern Partner Country national actors. The nomination of students will be primarily done by the Governing Board (or its technical advisers). In such cases, suitability and compliance with the non-academic criteria will be provisionally assumed however, proof that students satisfy academic standards will still be required by the TI. All students from other sources will be required to provide evidence of both academic and non-academic compliance. A failure to do so or the subsequent emergence of evidence that students lack the necessary competences, grounds for possible refusal of admission/continuation.

In cases where courses will be offered to a wider audience without the involvement of the Governing Board members, student profiles will be clearly advertised on the TI's website and proof of compliance required from applicants.

All programmes will commence with a brief induction to both the institute and the programme. Delivered by the instructor either in-person or using pre-prepared materials including visual aids this will include information on relevant administration and logistics, health & safety and expected standards of behaviour.

The collection, monitoring and management of information pertaining to student progression will be implemented through the Learning Management System (please refer to Standard 8: Information Management) through the creation of individual student files.

These will include:

- Programmes completed;
- Programmes commenced/ongoing;
- Assessments (scoresheet);
- Complaints/appeals (if applicable);
- Other relevant information/notes

Respective instructors are responsible for gathering student progression data and transferring them to the *Learning Management System Officer* so they can be administered into the system. Collected data will be aggregated/disaggregated as necessary for meaningful analysis.

Because the TI caters for diverse audiences from different countries and educational/professional backgrounds, recognising prior learning cannot be implemented in an objective/transparent fashion. The TI therefore does not recognise prior learning.

Upon programme completion, the TI will provide its students with documentation both in hard copy and electronic formats confirming the following details:

- Context of programme;
- MQF level;
- Number of learning credit earned after successful completion;
- Content and status of qualifications gained;
- Transcript (score sheet) and certificate of completion.

The issuing of certificates and transcripts will be in line with MFHEA communication to licenced education providers (number MFHEA/03/2021 (March 2021))⁹ and will include:

- The type and level of qualification awarded;
- The institution that issued the qualification;
- The content of the course and results gained.

5.6. Standard 6: Teaching staff

The selection of teaching staff will be compliant with **ICMPD's and the Malta Further and Higher Education Authority's (MFHEA) recruitment rules and regulations.**

As ICMPD is an international organisation subject to internal and external auditing, the processes as stipulated in the rules and regulations are clear, fair and transparent.

Recruitment procedures are summarised below:

- A job profile (JP) is prepared and classified based on the *Job Profile Template* and *Job Evaluation Standard*;
- A vacancy announcement is published on ICMPD's website with additional outreach via various suitable geographic/sector-specific outlets;
- Candidates meeting the mandatory requirements as per the approved JP are short-listed and subsequently endorsed by ICMPD's HR unit in accordance with the "*Principles of Shortlisting*";
- Shortlisted candidates are assessed through an interview, which is conducted according to the *Interview Guidelines*. Where applicable, a suitable test may be utilised as an assessment tool;
- The most suitable/qualified candidate is selected after conducting a compulsory reference check.

Guiding principles¹⁰ for recruitment are summarised as follows:

1. 'Full and Open Competition
2. Excellence
3. Objectivity
4. Transparency
5. Diversity
6. Non-Discrimination.
7. Confidentiality

[...] Applicable ICMPD rules and recruitment procedures, HRM¹¹ carries out a compliance review for all recruitment processes.'

The selection of instructors employed on a short-term basis (considered 'experts') will be compliant with ICMPD's *Rules on Individuals Engaged on Special Service Agreements (SSAs) and Expert Rules and Procedure*.

General requirements for the TI's teaching staff include:

- A minimum of 3 years of position-relevant work experience in the field of migration;
- Substantive knowledge of migration issues;

⁹ Article 23 of Subsidiary Legislation 607.03, as amended by Legal Notice 150 of 2015 and Act II of 2020.

¹⁰ Rules on Recruitment of Staff and Personnel, ICMPD.

¹¹ Directorate of Human Resource Management, ICMPD.

- Recognised EU-accredited qualification/award in training/teaching (EQF/MQF level 4 or above);
- Prior experience in delivering programmes on the particular subject they are delivering at a similar or higher level: 100 classroom delivery hours required;
- OR**
Operational experience in implementing the particular subject they are delivering within a specialist unit (minimum of 1 year);
- OR**
Recognised EU-accredited qualification in the particular subject they are delivering (EQF/MQF level 5 or above);
- Proven experience in migration vocational training design, delivery, and evaluation;
- Experience in the Mediterranean region;
- Solid communications skills;
- Excellent command of (verbal/written) English, French or Arabic.

The Training Institute's permanent teaching staff are subject to a yearly mandatory performance review as per ICMPD's Staff Regulations to ensure their ongoing suitability and adequate performance.

'All actions, [...] shall be included in the individual's HR folder and Management by Objectives (MbO) performance evaluation.'¹²

During the process, feedback on performance is provided and areas of further development agreed between the reporting manager and staff member. A suitable Continuing Professional Development Plan is consequently put in place. It is the responsibility of both the reporting manager and staff member to ensure that training needs identified are met through the attainment of new skills via (formal or informal) training. The TI will also have the facility to invest in the development of its core staff in this regard through the provision/facilitation of workshops, conferences, participation in formal courses by other providers or any other means when possible.

In addition to any CPD provided by the TI, all staff, including part-time and teaching will be encouraged to initiate self-sought CPD sessions during or outside normal working hours.

All teaching staff both part-time and permanent will also be subject to routine monitoring by one of the faculty members; namely the *Training Coordinator*, *Trainer Development Officer*, or *Associate Compliance and Quality Assurance Officer*. Monitoring of trainers may be conducted through direct observation, virtual attendance or submission of recordings.

New tutors or existing instructors delivering a new topic are subject to a probation period during which the delivery of at least two courses will be monitored. This is to certify the tutor's ability to efficiently deliver and to adjust potential shortcomings based on feedback. Monitoring will include issues such as:

- Suitability of delivery style;
- Facilitation of student input and interaction;
- Timekeeping and logistics;
- Achievement of learning outcomes;
- Subject-matter competence;
- Professionalism and proper representation.

¹² Staff Regulations, ICMPD, 2021

The need for subsequent monitoring of trainers will be decided based on the assessment made during the initial probation period. Regardless of this, all trainers will be monitored at least once a year.

As part of the monitoring process, a feedback form is completed by the monitoring officer, with comments and remarks shared (verbally) with the instructor. Failure to achieve expected standards will generate a Corrective Action Report clarifying the areas needed for improvement and timeframes for completion. This report will be provided to the instructor. Pending their fulfilment of the requirements, the instructor in question will not be deployed for training.

The Training Institute acknowledges the importance of research and the role it plays in enhancing education. Members of the faculty, teaching staff, and students will all be equally encouraged to conduct and contribute to research as necessary to expand their existing knowledge and tackle areas of needed development. The Institute will make itself available to external researchers where possible. This falls in line with the importance ICMPD attaches to research demonstrated by its establishment of a global Research Section¹³ that boasts a vast electronic library featuring migration governance related publications.

5.7. Standard 7: Learning resources and student support

The Training Institute will ensure adequate resources including physical, virtual, and support services are available to learners in order to provide them with the best learning experience possible.

These include but are not limited to:

- An accessible (including for those with disabilities), state-of-art training facility for in-person learning fully compliant with Health and Safety Regulations;
- A combined computer-based teaching and distance learning classroom equipped with an interactive whiteboard, computers, webcams, flipcharts and wireless internet access, amongst other needed tools and equipment;
- A comfortable break room equipped with a kitchenette and food storage facilities;
- Access to both physical and electronic libraries of custom-made, quality assured learning products and reference material;
- Dedicated members of faculty whose core mission is to support the learners at the different stages of their learning experience.

The Training Institute will also establish cooperation agreements with other training providers throughout the region that will include the possibility for the TI's students to utilise resources there.

The Institute will be equipped with a physical library with access to online resources as well which provide a model for inquiry learning and building knowledge and confidence in seeking and processing information for all course participants and lecturers. The Institute's libraries will be a fundamental resource for supporting course participants' learning, and a key support for all trainers.

Several members of permanent TI staff will be tasked with the responsibility of ensuring access to resources to **all** your students as follows:

¹³ <https://www.icmpd.org/our-work/policy-and-research>

Permanent staff member	Area of responsibility	Additional comments
<i>Associate Facility Management Officer</i>	Physical resources linked to the use of the training facilities	Additional support provided by the <i>Project Assistant</i>
<i>Learning Management System (LMS) Officer</i>	Virtual resources including access to the LMS	With the support of ICMPD's specialist ICT unit
<i>Curriculum Development Officer</i>	Learning resources including physical and virtual reference material and books	With the support of the <i>Training Coordinator</i>
<i>Associate Compliance and Quality Assurance Officer</i>	Quality Assurance resources including access to the TI's rules, regulations, policies and procedures to be abided by	
<i>Training Coordinator</i>	All of the above	It is the responsibility of the <i>Training Coordinator</i> to report lack of needed resources to the Officer in charge and <i>Head of Institute</i> should need be.

As the TI aims to operate as a Centre of Vocational Excellence (CoVE), it acknowledges its responsibility to cater for a diverse student population including mature, part-time, and employed students when planning for resources and student support. Hence it will ensure that all resources as mentioned above are made available to **all** students equally. Should additional resources, whether physical, technical or human be needed, it is the responsibility of the above-mentioned staff members to highlight and report the need in writing to the responsible member of staff. The TI will, when possible, provide said services.

As the TI is a learning community rather than merely an educational service provider, support to all its students, especially those who encounter difficulties in their studies is a priority. Some measures have already been described in *Standard 4: Student-centred Learning, Teaching and Assessment*. Others will be tailored on a case-by-case basis on the understanding that students are not impersonal units but instead valuable assets. The key to this is maintaining open communication channels and providing a nurturing, and trusted environment where students and staff are equally encouraged to speak up and voice their needs. This message will be communicated to students who will be prompted to refer to the instructor who will provide the needed support. Should that not be sufficient, the instructor will refer to the relevant staff member responsible for the issue (for example, additional reference material needed: request directed towards the *Curriculum Development Officer*).

Information about the available resources and support available to students will be published on the TI's website and included in pre-attendance documentation. At the beginning of each programme, students will also be informed of this. Should they require additional information, they will be referred to the *Associate Facility Management Officer* who will attend to their query.

In order to ensure that support and administrative staff are fit for purpose they are subject to the same performance review mechanisms and processes as teaching staff (refer to Standard 6: Teaching staff) including routine monitoring and a yearly mandatory performance review. Similarly, they will benefit from the same opportunities for professional development.

5.8. Standard 8: Information Management

The Training Institute will develop its own bespoke, entirely adaptable learning management system (LMS). In addition to incorporating a virtual learning environment (VLE), the system will allow complete administration of all of the TI's training activities including data collection, collation and analysis.

The Training Institute will have a full-time staff member specifically allocated to designing, maintaining, adapting, and managing data for the LMS, the *Learning Management System Officer* while overall information management and administration will be under the *Associate Facility Management Officer*.

Methods of data collection may include both physical and virtual formats. The data collected will include, but not be limited to:

- Student population including profile of students in the different courses;
- Students' participation, retention and success rates;
- Participation rate of vulnerable groups;
- Student satisfaction;
- Employment rates and tracer studies.

Data may be disaggregated to more fully understand and cater for students and other stakeholders as well as to further the improvement of learning products.

Students and staff involvement in data gathering and analysis and/or any related follow up activities will be included where applicable.

All the data compiled through the LMS will be made widely available within the TI to inform management decision making.

Data handling procedures will be fully compliant with the General Data Protection Regulation 2016/679. Only students' names, surnames and education records for the purpose of issuing education transcripts or certificates will be archived in physical and/or electronic forms as per the Training Institute's *Student Records'* document for 40 years. Data will be kept in an anonymized manner following the retention period which is of 4 years from the date of graduation.

5.9. Standard 9: Public information

External (non-ICMPD) communications will be governed by ICMPD's Principles of Communication featured in the Communications Toolkit and formalised within a Communications and Visibility Policy to be developed and led by the TI's *Marketing and Outreach Officer* with supplementary support from ICMPD communications' staff.

The *Marketing and Outreach Officer* will additionally be in charge of ensuring that all public information shared whether online or in hard copy is accurate, clear and up-to-date by reviewing it on a quarterly basis/as needed, and making necessary changes. S/he will also make sure that the information is in line with MFHEA requirements, other regulatory restrictions, and reflects local needs and sensitivities. When possible, published information will be made available in English, French and Arabic.

A variety of tools will be utilised to raise awareness of and establish communication with prospective students and stakeholders including the general public. These will include:

- Media/press releases;
- Printed materials like banner, leaflets, generic and programme-specific factsheets, etc.
- Online and other media advertising campaigns;
- Video production;
- Social media use;
- Conferences targeting national and international stakeholders, beneficiaries, and the general public.

Programmes offered to the general public will be published on the TI's website and will include the following information:

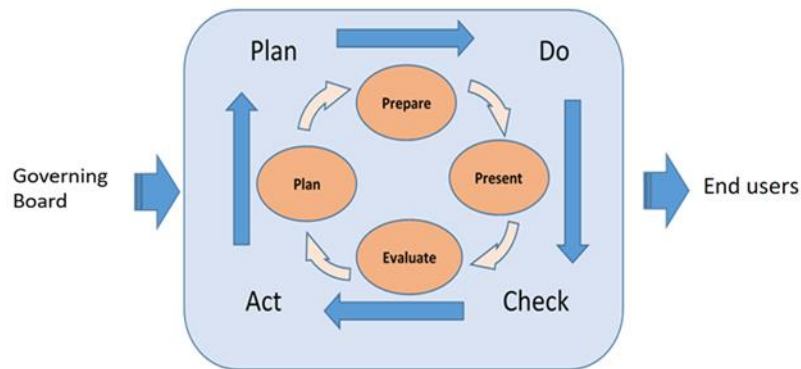
- Learning outcomes;
- Target audience;
- Pre-requisites;
- Qualification level and number of ECTS;
- Teaching modality (live, online, hybrid);
- Language;
- Assessment and passing grades;
- Schedule;
- Names and brief bios of course instructors;
- Further/complementary learning opportunities.

Hence, the TI will publish enough information for prospective students to make informed choices and will include channels to contact the Institute directly online, by email or telephone (address and phone number will be featured on the website).

The TI will obtain student feedback on public information in terms of relevance, comprehensiveness and clarity via end of course evaluation sheets, the 'Help us Improve' box and informal/oral feedback and questions.

5.10. Standard 10: On-going Monitoring and Periodic Review of Programmes

The TI will adopt a Plan-Do-Check-Act (PDCA) cycle methodology linked to a classical training cycle process approach. It is applied to both institutional and programmes. This is summarised in the image below:



For programmes, this requires that the TI **PLAN** by identifying subjects with prepared clear objectives, inputs and outcomes in response to needs for improvement; **DO** by delivering the programmes ideally initially in a realistic trial environment; **CHECK** by assessing the impact of the course against expectations; and **ACT** by adapting, adopting or abandoning elements of the course. **Importantly, this process is cyclical.**

Instructors and teaching staff of the Training Institute will be responsible for actively contributing to the ongoing monitoring of the programmes they deliver. They will be asked to reflect on the suitability and efficiency of not only the material used, but also teaching approaches and methods, reinforcement tools, student engagement, passing rates, amongst other factors. They will record and submit to the *Training Coordinator* and *Curriculum Development Officer* their findings highlighting not only elements that need addressing, but also achievements and lessons learned.

As an integral aspect of this, programmes will also be subject to ongoing review based on student, end-user, Governing Board, donor, implementing partner and/or Training Institute management feedback.

For institutional and policy application, the TI will **PLAN** by identifying approaches and standards along expected demands and standards in response to published guidelines, regulatory frameworks and operational experience influenced by feedback and reviews; **DO** by implementing those policies and practices; **CHECK** by assessing the outcomes of those policies through internal review and acceptance of external feedback; and **ACT** by adapting, adopting or abandoning elements of policies.

Monitoring and assessment is an ongoing process with staff, partners and individual projects' performance and compliance subject to routine review and both internal and external auditing. Regular narrative and financial reporting to ICMPD and donors is obligatory with further *ad hoc* reporting engaged in as required. Specific reporting schedules are determined by individual donors. The Training Institute is further required to report to its Governing Board, made up of partner states and donors, on a biannual basis.

Albeit various stakeholders will take part in monitoring the Institute's inputs/outputs and will provide feedback, the TI's attaches primary importance to its students, as their satisfaction and academic development directly influence what and how programmes are delivered. Formal evaluation forms will be compiled at the end of each programme, analysed and archived. Feedback forms will include:

- Level and accuracy of course content;

- Relevance;
- Accessibility;
- Teaching methods and reinforcement tools;
- Instructor performance;
- Modes of assessment;
- Logistics (including support services provided to students);
- Duration.

Student employers, here applicable, will also be approached as part of the evaluation process to determine actual impact on operational effectiveness following training.

This process will be supplemented by an annual formal process where courses will additionally be considered at a macro level against the TI's broader objectives and business goals. While the monitoring and evaluation of policies will mainly fall under the responsibility of the *Training Coordinator* and *Associate Compliance and Quality Assurance Officer*, the *Curriculum Development Officer* will be in charge of leading the process for programmes. Actions and recommendations taken as a result will be communicated to the TI's faculty during a management meeting and to representatives of the Governing Board during its bi-annual meeting.

These processes will not only ensure continuous quality provision but also highlight good practices and lessons learned.

5.11. Standard 11: Cyclical External Quality Assurance

The Institute's commitment to quality is subject to an MFHEA audit every five years. The publicly available findings of these audits will identify good practices as well as recommendations for improvement at institutional and/or programme levels. The Institute commits to abide with such recommendations and publish action plans for their effective implementation.

6. Conclusion

The Training Institute is a new and ambitious concept that aims to redefine the principles that have shaped capacity development for decades. It rejects the simplistic donor-beneficiary dynamic instead favouring a meaningful partnership between the provider, students and stakeholders – joint leadership, shared responsibility. For the TI therefore Quality Assurance isn't merely a tick in a box exercise but rather the cornerstone that shapes every aspect of its work.

The TI makes a promise to its students, staff, partners, donors and stakeholders to always be a driver of Partnership, Accessibility and Quality...

7. References

Legal Notice 243 of 2017.

Malta Referencing Report (2016) NCFHE, Ministry for Education and Employment, Malta.

National Quality Assurance Framework for Further and Higher Education (2015), NCFHE, Ministry for Education and Employment, Malta.

References pertaining to ICMPD's internal and external documents have been retrieved from the *Document Matrix*, ICMPD, 2021.