



# INTERNAL QUALITY ASSURANCE POLICY DOCUMENT

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Mikael Anton Vassalli College

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## Introduction

The Mikiel Anton Vassalli College, (MAVC) the National College for the Visual and Performing Arts Education, (hereinafter, The College) is named after the enlightened and Maltese reformer and father of the Maltese language. Vassalli's call was above everything else a political one favouring the education of the Maltese masses and the development of Maltese potential in all possible areas and the accessibility to the realms of wisdom and law so that the Maltese nation could arrive at a full consciousness of itself, its duties and identify itself as a nation in its own right.

The MAVC was established on the 19th November 2018 with a specific focus to improve and coordinate the visual and performing art education in Malta and Gozo. The College's vision is for these specialised schools to gain the status of an academic cluster with the focus on the quality of teaching and learning in the visual and performing arts. The College strives to create a synergy between these specialised schools while instilling in its learners an awareness of the economics of culture and creative industries in Malta, especially when one considers that they contribute to 6.4% to the Maltese GDP.

## Mission Statement

The Mission of The College is to provide excellence in the visual and performing arts education by ensuring that the specialised schools within The College gain and maintain the status of an academic cluster with the focus on the quality of teaching and learning in the visual and performing arts. As a college, we strive to create the synergy between these specialised schools.

### 1. Policy for Internal Quality Assurance and Enhancement

The College oversees its modus operandi in the four schools and the Department of Multi-Disciplinary Studies, pertaining to the college, namely:

MAVC, Malta School of Music (Hamrun)

MAVC, Malta School of Art (Valletta)

MAVC, Malta School of Drama & Dance (Blata l-Bajda)

MAVC, Gozo School of Visual and Performing Arts (Xewkija)

MAVC, Department of Multi-Disciplinary Studies

The majority of courses start in October and have a duration of 32/ 64/ 96 weeks. The schedule of courses offers flexibility and different options to cover the different needs of the learners. Lessons are held mainly after school hours and on Saturday mornings.

This Policy Document has been developed in the spirit of the requirements of Legal Notice 296 of 2012 - Further and Higher Education (Licensing, Accreditation and Quality Assurance) Regulations.

The College monitors both internal and external developments in the visual and performing arts education and sees this as a self-critical analysis, which evaluates and enhances its quality assurance procedures. The maintenance and enhancement of the course standards offered within the college depend primarily on the commitment of all staff to constantly evaluate and reflect on the quality of the educational experiences provided for the learners. The principles set out below, in conjunction with the policies and procedures established by the College shall provide important guidelines to all educators in their endeavours to secure the standards for Quality Assurance, and to learners so that they shall have a fruitful learning experience. Quality assurance enhancement shall be achieved through the concerted effort of management and staff of the College in partnership with the learners. All teaching grades within The College are responsible for enhancing the quality of the learning experience of their learners, whilst acknowledging that learners can take responsibility for their own learning. Both learners and internal and external stakeholders are net contributors to the shaping of the College's policies and mechanisms in quality and standards. Accreditation of courses shall be at the forefront of the College's QA policies and procedures. Nevertheless, non-accredited courses and open classes delivered by the College shall enjoy the same quality standard as accredited courses.

### 1.1 Internal Quality Assurance (IQA)

The College's Internal Quality Assurance System, is committed to provide a high-quality educational experience in the visual and performing arts to our learners, grounding its educational framework on contemporary methodologies and research.

Our intention, to enable our learners to achieve their full potential, is in line with the College's commitment of adopting a continuous improvement approach to achieve quality assurance in the schools within the College.

The implementation of a strong quality assurance system is based on our philosophy of providing high standard teaching and learning opportunities, in a consistent manner. Furthermore, the College strives to help each student achieve his/her highest potential in the visual and performing arts education through a number of stimulating, effective and individualized programmes and distinctive opportunities.

## 1.2 The Council of Leaders/ Heads (CoL)

The CoL shall be operated in accordance with the Education Act 2010 (Cap. 327 Art. 55) and monitors quality assurance in line with the College's mission statement. The Council meets regularly and as required to discuss policies, goals, and issues at college level and to serve as a means of consultation between the different schools. The Council also sees to the implementation of this internal quality assurance policy.

The Head of College Network (HCN) also holds informal one-to-one meetings as necessary with the individual Leaders/Heads to meet the demands and the realities of each school.

The HCN is responsible for setting the moral and intellectual tone of the College, setting the agenda for the CoL meetings and overseeing the colleges' finances and curricular matters. The CoL occasionally invites guests to make presentations on topics relevant to the entire visual and performing arts education community.

The CoL has the following **key functions**:

- discuss policies, goals and issues at college level
- serve as a means of consultation between the different schools
- see to the implementation of the internal quality assurance policy

The Council of Leaders/Heads (CoL) is made up of:

- The Head of College Network

- The Education Officer of The College
- The School Leaders/ Heads within The College

### 1.3 The Board of Studies (BoS)

The Board of Studies will oversee the academic standards across The College and ensures that the QA requirements are met. The College adopts a quality assurance culture through continuous improvement, updating and re-evaluating current processes and practices.

The BoS has the following **key functions**:

- to evaluate and improve the academic strategy of The College (to move from leisure /open class /hobby courses to home-grown accredited courses);
- to vet and approve, (i) Master Classes experts, (ii) project proposals, (iii) new study programmes, (iv) external examiners (if and when necessary);
- to confirm the details of candidates awaiting awards / qualifications;
- to follow-up approval (or otherwise) of comparable qualifications, for entry requirements of accredited courses;
- to follow-up students' complaints, appeals and grievances, as may arise in the administration of the respective schools.

The Board of Studies is made up of:

- The Head of College Network
- The Education Officer of The College
- The School Leaders/Heads
- Representatives from the various departments within the respective schools (*depending on the nature of the agenda*)
- *External consultant when necessary*

### 1.4 Educator-led Curriculum Teams

The Educator-led Curriculum Teams will design and develop the academic standards and quality assurance of education across the College, while seeing to the implementation in the

respective department/sector, in consultation with the Board of Studies. This Team meets once per term according to a timetable developed by the respective leaders/heads.

The Educator-led Curriculum Teams have the following **key functions**:

- to ensure homogeneity of study programmes, especially the assessment for learning;
- to discuss pedagogical tools used to create and record concrete evidence of learning;
- to discuss marking schemes and results of individual learners where and when necessary

The Educator-Led Curriculum Team is made up of:

- The School/ Projects Leader (or his/her delegate)
- Educators from the various departments within the respective schools

### 1.5 The School Councils

School Council Elections are held as per Education Act 2010 (Cap. 327 Art. 61) stipulated by the Education Department.

School councils are a forum where teachers and parents/ adult learners can work together for the benefit of the learners and the school.

The School Council has the following **key functions**:

- Administer specific funds and assets of the school;
- Discuss and propose ways on how to improve the school environment which can be carried out and paid for by the respective school;
- Discuss the educational services offered and make suggestions regarding changes or additions to such;
- Organise fundraising educational and cultural activities addressed for learners, other parents and the community;
- Propose to HCN networking opportunities which may lead to an MoU with other entities/educational institutions;
- Work to increase parents' and community's participation and contribution to school activities and discuss how parents may practically help in the educational, material and physical aspects of the school.

The School Council is made up of:

- A president nominated by the Education Minister
- A secretary/treasurer who is the School Leader
- Three representatives elected by and from the teaching staff
- Three representatives elected by and from the parents/guardians whose children attend the particular school. (In the case of MAVC which also caters for post-16 students, the three elected members will be on a rotation basis so that post-16 students elected by and from the students themselves, will also be represented on the Board of Studies.)

## 2. Institutional and Financial Probity

### 2.1 Finance and Provider License

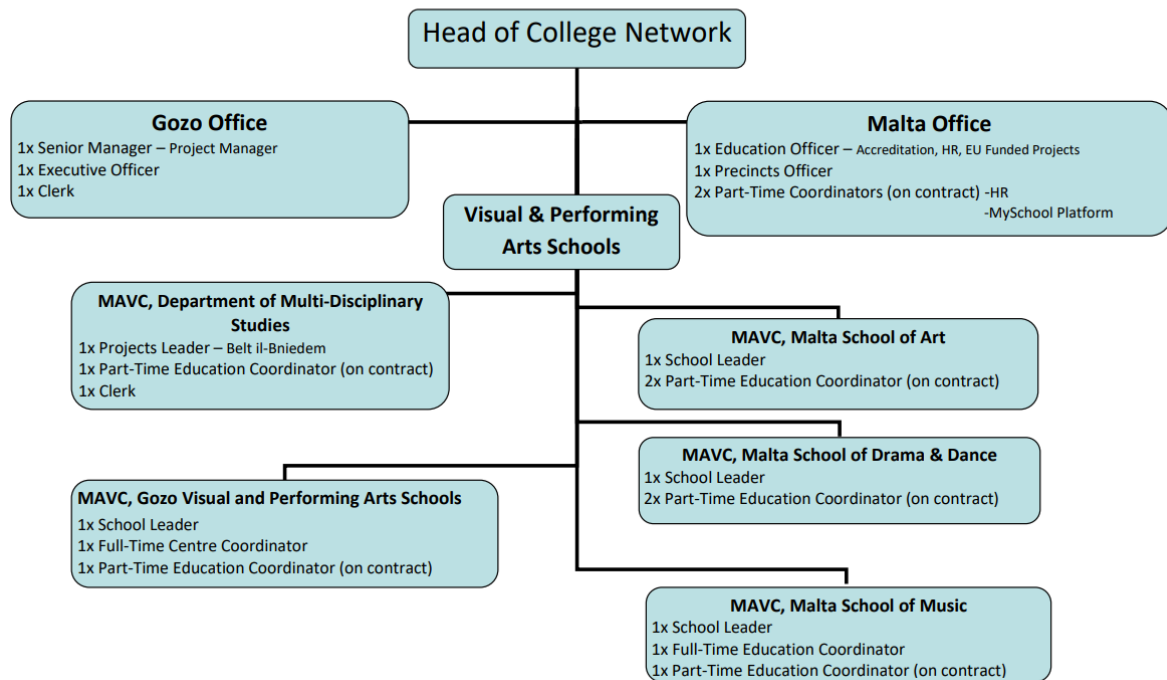
Specifically, Legal Notice 296/2012 specifies that all public further or higher education providers shall be required to undertake external provider and quality audits periodically every five years. Salaries of the employees of the College, full-time teachers and part-time educators are at the charge of the Government payroll.<sup>1</sup> Course fees are established by Legal Notice 327.40. Fees paid by participants for attending courses are deposited with the Central Government revenue.

### 2.2 Leadership and Management

The College has a hierarchical structure (See figure 1) that identifies the Quality Assurance (QA) responsibilities of management and administration that shall be communicated to all staff. The College forms part of the Department for Curriculum, Lifelong Learning and Employability, within the Ministry for Education, Sport, Youth, Research and Innovation.

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<sup>1</sup> <https://legislation.mt/eli/sl/327.40/eng/pdf>



*Fig. 1 Mikiel Anton Vassalli College Organigram*

### 3. Design and Approval of Programmes

#### 3.1 Procedures

Courses are generally demand-led and proposed by the Boards of Studies following reflections and reviews presented during both the community of professional educators (CoPE) meetings conducted by the respective schools and during the School Development meetings<sup>2</sup>. The learners are encouraged to give their feedback at the end of each course undertaken. This feedback will ensure that the design of a given course follows a learner-centred approach.

With regards to the formal processes to ensure the involvement of external stakeholders, each specialized school strives to build and develop stronger links with other stakeholders/organizations (e.g. collaboration with MCAST and Junior College to deliver the practical courses for specialized students; working group based on MOU with the Malta Philharmonic Orchestra; Malta Design Cluster; Heritage Malta; Art Council Malta). In this

<sup>2</sup> <https://education.gov.mt/en/Documents/Sectoral%20Agreement.pdf>

regard, the College will design courses in line with these pathways in the visual and performing arts education so that learners will be able to continue their learning journey in further and higher education.

The outcome of this feedback and the reflections elicited from the CoPE, is to review current courses and/or submit new courses to MFHEA for accreditation, (where applicable), by completion of the relevant MFHEA Accreditation Application.

## 4. Student Centred Learning: Teaching, Learning and Assessment

### 4.1 Teaching, Learning and Assessment

The College shall strive to provide high quality teaching, learning and assessment to learners in the visual and performing arts, presently at MQF Levels 1-5, through more personalised and innovative approaches to education, thereby enabling all learners to achieve their full potential. This shall be achieved through high quality teaching and learning courses, rigorous assessment, feedback and the sharing of good practices. The College shall place at the disposal of all stakeholders all its staff engaged in facilitating, supporting and managing the learning in the visual and performing arts. The 'Teaching, Learning and Assessment Policy and Procedures' shall apply across the board to all learning programmes offered through the College irrespective of type of activity, place of delivery, learning environment, level or the duration of the course.

### 4.2 Aims and Objectives

The 'Teaching, Learning and Assessment Policy and Procedures' shall demonstrate that for each accredited course there is a set of specific objectives based on the needs of the learners and described in terms of learning outcomes, specifically to;

- monitor and improve the progress learners make during their learning programme thereby augmenting their knowledge, skills and competencies; this is done through formative assessment throughout the scholastic year and measured at the end of the course through a formal assessment if applicable.
- increase learner satisfaction; the educators listen regularly to learners in class and during meetings of both a formal and informal nature, where issues arising are dealt with by the School/ Projects Leader or escalated and discussed at the Board of Studies (where necessary);

- Impart lofty standards of teaching, learning and assessment; the School/Projects Management Team conducts class observations and provide feedback to educators. The Educator-led Curriculum Teams shall identify, design, develop and implement both the continuous and the final assessment tools and procedures;
- adopt personalised innovative approaches to teaching, learning and assessment and study modes according to the individual expectations of all learners;
- give support and guidance across all programmes. This is done mainly by the educator, followed by the coordinator and if required by Administrative Staff and the Education Officer at head office;
- Educators shall follow the learning outcomes as delineated within the MFHEA accreditation form, create a scheme of work and keep a record of work;
- effective use of teaching, learning and assessment projects to encourage the sharing and dissemination of good practice. This is informally done on a day-to-day basis through the communication between educators and other staff within the respective schools and through the various professional development sessions, seminars, master classes and meetings organized by the respective schools within the College.

#### 4.3 Educator and Learner Engagement

‘The Teaching, Learning and Assessment Policy and Procedure’ shall ensure that teaching at the schools within the College is inspirational and of the highest quality by:

- ensuring all learners having the opportunity to succeed and be empowered to fulfil their potential;
- developing effective learning skills;
- placing the learner at the centre of the learning process<sup>3</sup>;
- ensuring active promotion of diversity and equality of opportunity;
- developing effective learning skills;

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<sup>3</sup> In order to ensure a learner-centred approach, educators give learners feedback and tools to follow the lesson aims and encourage reflective practice through the continuous assessment and portfolios

- all staff and learners having high expectations and working together to develop high levels of achievement and success;
- providing excellent progression opportunities; by having diverse programmes and course levels within the respective fields in the visual and performing arts education;
- recognising and celebrating success; Certificate giving Ceremonies, Qualifications on Blockcerts, whole College Celebrations, Premiers of new productions by The College;
- using assessment to provide effective learning opportunities through effective feedback, using research to inform and inspire participants.

Educators should ensure that all lessons are prepared and delivered to the highest standard. Lessons both within the respective schools and also in the community shall:

- show unambiguous evidence of planning including a complete and comprehensive scheme of work;
- have clearly stated outcomes, appropriate to the level and used to monitor learner progress;
- meet all course / Programme objectives and requirements;
- have strong links between theory, practical and industry practices;
- promote independent learning as necessary;
- be informed by current research and scholarly activity as appropriate;
- have completed up to date Risk Assessments where required;
- follow relevant procedures in relation to Health and Safety;
- use findings from stakeholders' feedback to improve planning and delivery;
- wherever pedagogically possible, more than one teaching and learning method will be included within each lesson;
- provide a teaching schedule that shows the outline plan for the module and provides opportunity for participants to plan ahead;
- promote best practices.

#### 4.4 Participation

It is incumbent on learners to participate in their learning process. They should be active and take as much responsibility as possible for their own learning. Learners should lead whenever possible. They should make informed choices about what, where and how they learn, confident enough to seek help when they come across difficulties. They are to have clear indications as to where best to seek help and quick to access help wherever and in whatever form it is available.

Moreover, at the beginning of each scholastic year, information meetings are held to guide learners in their appropriate learning journey. These specialized schools in the visual and performing arts education also serve as a platform for learners and they are encouraged to take an active role in performing or exhibiting their work in front of an audience.

#### 4.5 Dialogue

Learners are encouraged to communicate through verbal and/or multisensory dialogue. Educators, through personal experience should set standards in questioning and provide quality feedback. Educators should create the conditions in which communication and dialogue can thrive, where self-confidence and respect for others underpin all interaction, where achievement is celebrated, and error welcomed as part of the learning curve.

#### 4.6 Self-Reflection and Personal Capabilities

Thinking should be critical, creative, inquisitive and flexible in order that all may understand and achieve their potential. Learners should be questioning, investigating, seeking after their personal capabilities. All educators within the College should be reflective professionals focused on their own improvement. They are to instil in their learners the urge to make their thinking explicit.

#### 4.7 Assessment for Learning (AFL)

Assessment is an integral part of the learning process. Through ongoing integrated assessment, the Educator should build a comprehensive picture of the progress made and the learning requirements of the learners to plan future work and ultimately enhance learning. Improvement in learning considers any information available of the participant's progression to date. Assessment for learning promotes the active involvement of learners in their own learning by:

- i. sharing their learning intentions with peers;
- ii. becoming aware of the skills and knowledge that are being developed;
- iii. become aware of the learning strategies they are employing;
- iv. providing effective feedback to learners, conscious of the profound influence this can have on the learners' motivation and self-esteem;
- v. sharing their learning journey within the schools and the community at large.

These strategies suggest practical activities during the learning process, which promote assessment for learning in the classroom, thus making it possible for educators to visualize results in real time, thereby enhancing teaching and learning. Educators should have clear knowledge on how AfL can be practiced in the classroom. AfL is not just a concept; it is also a series of techniques that need to be implemented regularly so that educators can build up confidence in themselves and their learners.

Assessment for learning is essentially a continuous process. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment as learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.

On the other hand, assessment of learning is essentially summative assessment. It is about measuring, analysing and reporting performance at the end of a course or module. Assessment of learning provides information about individual skills and knowledge leading to awards/qualifications which are passports to opportunities in life.

#### 4.8 Learning Outcomes and Assessment

The College recognizes that the assessment of learners is one of the critical factors to assure fairness and objectivity of attained results and to maintain credibility of academic standard of the qualifications awarded.

The College shall adopt a consistent and objective approach to academic assessment of learners. The assessment methods shall be formulated to measure the extent of learners' achievement of the relative learning outcomes. All educational programmes shall clearly indicate the type of assessment methods applicable to each module and course and what extent of contribution is expected from learners.

#### 4.9 Grading learners' performance

1. Final course marks/grades should clearly indicate the learner's achievement at the end of the course, through an accumulation of evidence from course work and/or final examination.
2. Grades for individual pieces of assessment shall be awarded based on demonstrated achievement in the task being assessed.
3. Learners' achievement in a piece of assessment should be judged on its own merits (standards-based) rather than judged normatively (i.e. by ranking learners' achievement).
4. The conversion of marks to letter grades shall follow an established common grading scale that is clearly defined on the certificate.

#### 4.10 Formative Feedback and Evaluation on Course Work

Timely formative feedback and evaluation is fundamental to ascertain quality of performance and to sustain the level of the intended outcomes from the educational programmes.

Educators need to give continuous formative feedback to the learners on each assessed assignment. As stated above, this should be timely, clear and constructive so that learners will be able to scaffold on their learning and thus improve their future work. It is important that feedback on assessed work is given to learners before the next assessed task. This is particularly important when the assessment builds on a previous assessment. Learners should receive an indication of the strengths and weaknesses of their work and guidance on how to improve the quality of future work.

Through its Board of Studies, The College shall conduct regular and periodic evaluations that shall constitute an internal audit exercise of its educational programmes, its services and operations. As part of the evaluation, there shall be a review and evaluation of the academic results attained by the learners. Self-assessment evaluation methods and peer-reviewed external evaluations shall be implemented to enable The College to gauge its performance. Internal quality controls on academic courses shall also cater for the assessment of the development and articulation of the learning outcomes and course content.

Feedback from learners is an important as an ongoing monitoring tool to gauge performance, relevance and fit for purpose targets that contribute to the fulfilment of The College's quality

charter. Thus, all learners and/or parents/guardians will be actively encouraged to fill in surveys that aim to establish their extent of the learning experience and the level of satisfaction with service provision at the respective schools.

#### 4.11 Ensuring reliability of Assessment

Assessment should be based on established marking criteria. It should be clear, consistent and reliable, even when the learning outcomes and assessment tasks are clear and closely aligned. It is important to also set marking criteria to identify whether learning outcomes have been achieved, and to what extent. In this aspect, rubrics are very important to achieve this goal. Marking criteria should ensure consistency, both between educators and even with the same educator, as the criteria give a clear indication of what educators should be looking for. Learners should be able to access the marking criteria so they know what the educator is expecting. A uniform marking scheme should be established so that all educators shall be using the criteria in the same way across the board. The College through its respective Board of Studies shall also adopt a very thorough moderation process as regards assessments which shall be reviewed by a second educator to ensure they are consistent.

#### 4.13 Roles and Responsibilities

The QA responsibilities of all Educators at The College are to:

- effectively plan learning and appropriate assessment activities to accurately measure performance against learning outcomes and provide good opportunities for the learner to succeed;
- employ a range of different, learning and assessment strategies to engage learners' interest and ensure that all learners have the opportunity to participate equally in lessons;
- use activities that engage the interest of all learners, share learning objectives with all learners and end lessons with plenary activities where applicable;
- contain frequent checks on learning and understanding through formative assessment for all learners throughout the lessons by providing all learners with regular and constructive feedback that helps them identify how to improve;
- provide feedback that uses and refers to the learner's targets and progress towards them;
- use effective questioning that engages ALL individual learners;

- include open-ended questioning techniques that stretch learners by engaging them in knowledge recall as well as higher order thinking, analytical and evaluative skills;
- provide opportunity for learners to process new material, develop understanding and construct their own meanings;
- track each learner's progress against the planned learning and assessment activities, report progress to the Educator-Led Curriculum Team and intervene where necessary to ensure every learner is on track to achieve;
- build robust and appropriate educator and learner relationships;
- allow the learner to be active and participate in learning;

The responsibilities of all learners participating in courses offered by The College are to:

- engage actively in the learning process and participate according to assessment requirements;
- complete assessment tasks diligently and honestly to provide evidence of learning outcomes;
- meet assessment requirements as specified in the course outline, including submission of work by the due date;
- consult the respective school management team as early as possible about any disability issues;
- discuss any concerns they have regarding their progress in coursework and assessment as early as possible with relevant educators and/or coordinators;
- consult with the educator (in the first instance) and coordinators if personal circumstances are affecting participation or performance in assessment;
- raise any concerns he/she might have regarding the marks for each assessment task promptly, rather than wait until the final grade is awarded in the unit/module;
- access and abide by all policies, procedures and regulations relating to assessment and seek clarification, where necessary;

During a course offered by The College, learners will be asked to submit several different formats of assignments which may include; presentations, portfolios, projects, exhibitions, performances or other types of coursework;

- learners are required to submit their coursework according to the requirements and procedures for submission which need to be clearly specified in programme brochures and/or module guides or on the relevant web portal;
- learners should ensure their portfolios/journals are safely kept and presented as required to the respective educator/coordinator for assessment purposes.

#### 4.14 Submission of coursework

1. All learners are expected to attend for their weekly lessons with their coursework well-prepared. Careless work is not accepted.
2. Young learners need to be prompted to do their work, and they might need someone to sit with them during their study session. Parents'/Guardians' help and cooperation in this matter is highly solicited.
3. Individual feedback by the educator shall be given to learners on the official MAVC portal (MySchool).
4. The educator's feedback shall state what has been achieved or not achieved and suggest possible areas for development.
5. All coursework carry marks for final examinations where applicable.
6. Final marks/grades shall always be subject to internal verification by the SMT in consultation with the respective Educator-Led Curriculum Team.

#### 4.15 Summative Assessments/Examinations

An examination is defined as a formal, timed assessment of any duration that is subject to continuous invigilation.

1. Examination timetables including dates, times and venues shall be communicated to the learners by the respective schools and published in appropriate time on the respective school's official website and communicated with the learners through the official MAVC platform.

2. Attendance at examinations is compulsory and no alternative dates can be arranged unless justified.

3. Learners are responsible for presenting themselves for examination in accordance with the published timetable. Failure to attend without good reason is considered as a sit and attracts the mark of zero (F).

4. Attendance at examinations implies fitness to take the assessment. Learners unable to attend through known extenuating circumstances or those in attendance who subsequently realise extenuating circumstances have affected their performance, should submit a claim with supporting evidence for consideration by the respective School.

5. The HCN is responsible for appointing External Examiner/s. External Examiners should be suitably qualified people who meet the qualifications and expertise with a minimum of 10 years teaching experience and a minimum of 10 years' experience as External Examiner prior to the appointment. The Board of Studies must also consider any potential conflicts of interest. Suitable candidates are nominated by the respective School/ Projects Leader and submitted to the Board of Studies, who will then provide recommendation to the HCN. Appointments are made after consultation with the educators teaching the course or programme, and after having ascertained that the proposed individuals are willing to accept the nomination as External Examiners.

#### 4.16 Preparation of Examination Questions

##### 4.16.1 MAVC, Malta School of Art

The School of Art will not have formal sit-down exam for any of the units.

a. Educators within the different Educator-led Curriculum Teams shall be responsible for preparing draft questions for the presentations and the assignments. These shall be approved by the Board of Studies.

b. Educators shall follow the marking scheme and rubric developed by the Educator-led Curriculum Teams and approved by Board of Studies.

c. The length of presentation and word count of assignments should be set in accordance with the assessment scheme for the course approved by the MFHEA.

d. The titles can be sent by email but also given as hard copy to learners during class. The paper can include name and code of module and unit, titles (at least 3 options for the assignments), deadline of assignment and date and time of presentation.

#### 4.16.2 MAVC, Malta School of Drama & Dance

The Malta School of Drama and Dance will not have formal sit-down exam for any of the units.

- a. For those courses accredited by the MFHEA, the assessments shall be according to the course descriptions and as stated in the syllabus of each individual course. Learners will only progress to the next level upon success in these assessments.
- b. Educators shall follow the marking scheme and rubric developed by the Educator-led Curriculum Teams and approved by the Board of Studies.
- c. The choice of monologues and plays for the final assessments of modules whether devised, original or from a previously published work is the responsibility of the educator in consultation with the learner.

#### 4.16.3 MAVC, Malta School of Music

- a. The team of educators within the Music Theory Department shall be responsible for preparing the written exam paper and prepare the marking scheme and rubric for the written exam.
- b. The different teams of educators teaching performance shall select musical pieces for every respective instrument. The selection of pieces is revised on a yearly basis.

#### 4.16.4 MAVC, Gozo Visual & Performing Arts School

The MAVC, Gozo Visual & Performing Arts School follows the protocols and procedures carried out in the other schools for the respective departments.

#### 4.16.5 MAVC, Department of Multi-Disciplinary Studies

The Department of Multi-Disciplinary Studies makes use of formative, continuous assessment rather than summative assessment.

## 4.17 Conduct of Examinations: Learners

### 4.17.1 MAVC, Malta School of Art

Assessment consists of 10-minute presentations and the handing in of assignment or a portfolio.

- a. Deadlines to hand in portfolio or assignment and date of presentation shall be communicated to learners/ guardians in advance through email and the college platform.
- b. Attendance for presentation is compulsory. Learners who are unable to present the presentation in class because of illness or other valid reasons, must present a medical certificate or other evidence. In this case and whenever possible, an alternative date will be offered. Failure to attend for the presentation without prior notice or a good reason attracts the mark of zero.
- c. On successful course completion learners are given a certificate explaining the qualification achieved, including number of ECTSs, the level, and status of studies pursued.

### 4.17.2 MAVC, Malta School of Drama & Dance

Assessments vary according to level and module as in accordance with the assessment scheme for the course approved by the MFHEA. Assessments vary from ongoing assessments, assessed workshops and the performance of monologues, and plays as well as written assignments and presentation.

### 4.17.3 MAVC, Malta School of Music

Annual examinations are compulsory for the Music Theory Component. The Music Theory exams take place at the end of May / beginning of June.

Performance examinations will be held at the end of each scholastic year in June. Examinations may or may not be public recitals. Examinations may take place on the school premises or in alternative adequate venues. The adjudicating panel will be made up of two examiners and the educator. External examiners may be invited during diploma performance

exams only if and when required (refer to 4.15.5). Learners cannot retake the examination of any unit, specialized or compulsory, if a pass mark has been obtained.

Programmes for recitals and titles for dissertations must be submitted for approval to the Board of Studies by the second week of December. Requests will be processed by the end of January. Recital programmes must have a varied repertoire. Maltese repertoire is highly encouraged. Decisions taken by the Board of Studies are final.

#### 4.17.4 MAVC, Gozo Visual & Performing Arts School

The MAVC, Gozo Visual & Performing Arts School follows the protocols and procedures carried out in the other schools for the respective departments.

#### 4.17.5 MAVC, Department of Multi-Disciplinary Studies

Assessment shall be carried out as per the accredited description of each module.

- a) In the case of presentations, the student shall be informed of the deadline with sufficient time to ensure he/she can complete said presentation. If a student has an issue with any of the presentations these should be communicated to the tutor before the presentation takes place.
- b) For the placement in a production the student shall be mentored by the approved artist / crew member taking part in that production. The artist/crew member shall give regular and detailed feedback to the Project Leader about the performance of each student. Where there are any issues with the performance of a particular student/s the Project Leader shall contact the student and give appropriate feedback after due discussion about the issue.
- c) Practical assignments must be handed not later than the deadline assigned by the tutor.

### 4.18 Conduct of Examinations: Schools and Examinators

#### 4.18.1 MAVC, Malta School of Art

The School of Art will not make use of invigilators or any classroom exam settings for the presentation.

#### 4.18.2 MAVC, Malta School of Drama & Dance

Examinations in the form of performances will be assessed by 3 examiners (including the main educator) as approved by the Board of Studies and will be carried out in front of an invited audience which may include producers and directors.

#### 4.18.3 MAVC, Malta School of Music

Annual examinations are compulsory for the accredited music courses. Only a pass mark of 65% in the annual exam allows the learner to be promoted to the successive year.

- The performance exams take place in June / July.
- The Music Theory exams take place at the end of May/ beginning of June.

The annual performance exams are conducted by a board of 2 or 3 examiners. Diploma performance exams may include an external examiner appointed by the Board of Studies. The student's educator may sit in for the examination as observer.

#### 4.18.4 MAVC, Gozo Visual & Performing Arts School

The MAVC, Gozo Visual & Performing Arts School follows the protocols and procedures carried out in the other schools for the respective departments.

#### 4.18.5 MAVC, Department of Multi-Disciplinary Studies

The Department of Multi-Disciplinary Studies shall not make use of written examinations for MQF Level 3. However, the department is in the process of developing MQF Level 4 and MQF Level 5 in this area and might include written examinations.

### 4.19 Resits

#### 4.19.1 MAVC, Malta School of Art

Each unit will be considered completed if the learner archives at least 50% in the assessment.

Learners who have completed at least 2/3 of the units during each year will be allowed to continue the qualification in the same level the following year. Learners will be given the possibility to complete any unit they failed to complete within 5 years starting from the date of the certificate issued.

#### 4.19.2 MAVC, Malta School of Drama & Dance

Each unit will be considered completed, if the learner archives at least 50% overall in the assessment. Learners must successfully complete all modules programmed for that year in order to progress.

#### 4.19.3 MAVC, Malta School of Music

Learners who are unable to sit for an exam need to inform the school administration immediately. Resits are not carried out at the School of Music, however situations are treated on a case-by-case basis. A failing mark from 45 - 64 allows the learner to repeat the year. Learners who obtain 44 marks and below will be requested to terminate the music course.

- Learners who miss their exam because of illness must present a medical certificate to the school office. In this case and whenever possible, an alternative date to sit for the exam in the same June / July session will be offered.
- Learners who, for a valid reason cannot sit for the performance annual exam and wish to repeat the year, must ask for and be granted permission by the Centre Administration in accordance with the educator.
- Learners who, for a valid reason (with supporting documents), miss the performance annual examination and need to sit for the exam in the following November session must be granted permission by the School Leader.

Learners who repeat a year and fail examination for the second time, are automatically excluded from the school.

Diploma learners who fail in their exams, (obtaining only 1 – 64 overall marks) will be allowed to do a resit in September. This can happen with one, two or all three modules. This means that should the learner fail all 3 modules in a year, s/he will be allowed to take a resit in all 3 modules in September. The maximum mark the learner can obtain in a resit is 65.

If the learner fails one resit, s/he will be allowed to repeat the year for this unit/module. If the unit/module is not offered the following year, s/he will have to wait until the unit is offered again. If the learner fails two resits the course will be terminated. In the case of failing only one resit and repeating this unit/module, marking of the examination will be issued with Pass or Fail. If the student fails the unit/module after repeating it, the course will be terminated.

A learner who is repeating a unit/module can continue with the other units/modules. However, Performance II, Chamber Music II and Composition Techniques II require a pass in the corresponding modules Performance I, Chamber Music I and Composition Techniques I, before the student can progress in these units.

In the Diploma in Musicology, a pass in Harmony and Counterpoint together with History and Analysis is required for the learner to proceed with the module of Research and Editing/Dissertation.

If the diploma course is terminated before completion, modules that have a pass mark will remain valid should the student decide to commence the diploma again following an audition. A transcript listing the unit/modules with a pass mark will be issued upon request (even if the course is terminated).

#### 4.19.4 MAVC, Gozo Visual & Performing Arts School

The MAVC, Gozo Visual & Performing Arts School follows the protocols and procedures carried out in the other schools for the respective departments.

#### 4.19.5 MAVC, Department of Multi-Disciplinary Studies

Each module will be considered completed, if the learner achieves at least 50% in the assessment.

Learners who have completed at least 2/3 of the modules during each year will be allowed to continue the qualification in the same level the following year. Learners will be given the possibility to complete any unit they failed to complete within 5 years starting from the date of the certificate issued.

#### 4.20 Appeals

Grievances about decisions of award of grades or qualifications must be submitted in writing to the respective School Leader/ Projects Leader. Submissions must be lodged within one month of receipt of results. The grievant may be required to submit additional information and to participate in a hearing.

The school shall endeavor to resolve grievances in an objective manner and should the need arise, escalate the matter to The Board of Studies in order to evaluate complex cases and provide recommendations to The HCN. The decision issued by The HCN will be communicated to the grievant in writing and is considered to be final. Complaints which are deemed to be frivolous or not adequately supported by documents or evidence will be rejected.

#### 4.21 General Complaints/suggestions

If, for any reason, a learner feels dissatisfied with The College's services or perceives a shortcoming in the level of expected service, he/she is strongly encouraged to raise the matter in writing, either through email or by a letter addressed to the HCN. The College aims to tackle all complaints in a fair manner and shall strive to seek conciliatory resolution of complaints whilst upholding the confidentiality of the complainant.

### 5. Learner Admission Progression, Recognition and Certification

#### 5.1 Enrolment of new course participants

Regulations covering all phases of participant admission, progression, recognition and certification shall be consistently pre-defined and applied in a transparent manner. Courses held by the College are mainly part-time courses delivered in the evening although some courses are delivered during the day. Information on dates of opening of applications for courses, mode of application coupled with payment procedures, calendar dates for delivery of courses and any terms and conditions covering the whole course shall be made available in goodtime on the College's website, at the Customer Care Ministry for Education Floriana and at the offices of Local Councils in Malta and Gozo. This information should also be included in the College's Prospectus. If the College wishes to reserve the right to inform prospective applicants that it may change, amend or remove a course from the list of courses due to a very small number of applicants, lack of teaching personnel, regulatory, legal and

compliance requirements, a declaration on all media to this effect should be made clearly available in the terms and conditions.

The College shall process applications according to established criteria ensuring, transparency and accountability. Applications submitted online are accepted automatically and the acknowledgment e-mail received by the applicant includes all details and serves as receipt which is to be presented on the first day of the course.

Successful course applicants shall agree to be bound by the College's Terms and Conditions, Policies and Procedures as amended from time to time. The enrolment of a course participant may be discontinued, suspended or cancelled if applicant shall be in infringement of the terms and conditions.

Course participants must be enrolled and show evidence of having paid the application fee or having been exempted from payment of such fee, on the first day of the course session to participate in classes.

## 5.2 Progression of Participants

The College's mission statement promotes a culture of continuous quality assurance and enhancement of education amongst all learners. Its vision for these specialised schools is to gain the status of an academic cluster with the focus on the quality of teaching and learning in the visual and performing arts.

The learner is informed about the progression requirement from one level to the other up to completion of the course. The learner needs to have a clear idea of the time and effort involved to successfully complete the selected course. She/he should be informed of the obligations required from him/her and of the support structures available. These details are published yearly in the Prospectus as well as on the MAVC website.

The College shall provide the necessary continuous professional development to all Educators so that they can effectively support learners. The College shall ensure that all accredited courses<sup>4</sup> are supported with the necessary documentation. This will allow learners to be

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<sup>4</sup> Through MFHEA

informed of the value of such certification and facilitates transferability. The Educator shall monitor and assess learners' progress and should encourage further participation and progression.

### 5.3 Certification

On successful course completion, learners shall be given a certificate, including a transcript of the modules covered during the studies pursued, with the number of ECTS achieved and graded with Distinction, Merit or Pass depending on the final global mark as follows: Distinction (85%-100%), Merit (75% – 84%), Pass (65% – 74%). This certificate will be issued by the end of the calendar year, corresponding to the year of completion of the course, as a Blockcert Credential.

### 5.4 Recognition of Prior Learning<sup>5</sup>

Recognition of Prior Learning (RPL) is a generic term for the process by which Education providers recognise and, where appropriate, award credit for learning that has taken place before entry onto a programme of study.

The College is committed to increasing the diversity of its course participant population by presenting no unnecessary barriers in its admissions selection processes to prospective course participants in the visual and performing arts education. [The Recognition of Prior Learning Policy and Procedures](#) sets out the process by which evidence of prior learning can be fairly and consistently assessed for the purpose of admission to any course offered by the College.

## 6. Teaching Staff

### 6.1 Selection of Educators: Eligibility Requirements

The College boasts of a professional cohort of educators. Educators are teachers/supply teachers or Part-Time Educators within the Ministry of Education, Sport, Youth, Research and Innovation.

Educators are selected following a public call for applications.

By the closing time and date of this call for applications, applicants must be:

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<sup>5</sup> Adapted from: National Qualifications Authority of Ireland, June 2005

(i) a. citizens of Malta; or

b. citizens of the other Member States of the European Union who are entitled to equal treatment to Maltese citizens in matters of employment by virtue of EU legislation and treaty provisions dealing with the free movement of workers; or

c. citizens of any other country who are entitled to equal treatment to Maltese citizens in matters related to employment by virtue of the application to that country of EU legislation and treaty provisions dealing with the free movement of workers; or

d. any other persons who are entitled to equal treatment to Maltese citizens in matters related to employment in terms of the law or the above-mentioned EU legislation and treaty provisions, on account of their family relationship with persons mentioned in paragraph (a), (b) or (c); or

e. third country nationals who have been granted long-term resident status in Malta under regulation 4 of the “Status of Long-Term Residents (Third Country Nationals) Regulations, 2006” or who have been granted a residence permit under regulation 18(3) thereof, together with family members of such third country nationals who have been granted a residence permit under the “Family Reunification Regulations, 2007”.

The advice of the Department of Citizenship and Expatriate Affairs within the Identity Malta Agency should be sought as necessary in the interpretation of the above provisions.

The appointment of candidates referred to at (b), (c), (d) and (e) above would necessitate the issue of an employment licence in so far as this is required by the Immigration Act and subsidiary legislation. Jobsplus should be consulted as necessary on this issue.

(ii) able to communicate in Maltese and/or English language;

(iii) in possession of a recognised Masters qualification at MQF Level 7 (subject to a minimum of 60 ECTS/ECVET credits, or equivalent with regard to programmes commencing as from October 2008), in the subject/area applied for or a professional comparable qualification;

(iv) In the absence of applications from eligible applicants according to paragraph (iii) above and/or in the absence of a sufficient number of successful candidates, eligibility shall be extended to applicants in possession of a recognised Bachelors qualification at MQF Level 6

(subject to a minimum of 180ECTS/ECVET credits, or equivalent with regard to programmes commencing as from October 2003), in the subject/area applied for or a professional comparable qualification;

(v) In the absence of applications from eligible applicants according to paragraph (iii) and (iv) above and/or in the absence of a sufficient number of successful candidates, eligibility shall be extended to Salary pegged to the position Duties Eligibility Requirements.

Applicants in possession of a recognised qualification at MQF Level5 (subject to a minimum of 60ECTS/ECVET credits or equivalent, with regards to programmes commencing as from October 2003) in the subject/area applied for or a comparable professional qualification and have three (3) years of teaching experience in a formal setting.

## 6.2 Selection Procedure

Eligible applicants will be assessed by the Selection Board to determine their suitability for the position.

## 7. Learning Recourses and Student Support

The College recognises that all course participants are entitled to a coherent high quality Student Support that identifies concerns and puts in place appropriate support mechanisms to facilitate the achievement of their learning aspirations.

### 7.1 College Commitment

The College is committed to provide learning environments and course provision accessible to all learners. The College provides inclusion for all learners with special educational needs, disabilities and learning difficulties. All forms of discrimination, intentional or otherwise, on the grounds of social circumstances, age, gender, race, religion, cultural beliefs, disability or sexual orientation are equivocally inadmissible. Furthermore, the College is committed to keeping all learners safe whilst removing the barriers to learning. It ensures that all learners can achieve their full potential through the provision of appropriate care, guidance and support. The College is committed to provide each learning venue with;

- An induction for all learners and staff working in the area,
- A clean, tidy and well-maintained environment,

- A safe environment following established health and safety procedures,
- Access to resources that enable effective teaching, learning and assessment to take place and appropriate learning outcomes to be achieved,
- Opportunities for teaching and learning to be discussed in appropriate meetings with good practice and techniques being shared,
- Information regarding learners with learning difficulties and disabilities and necessary adjustments, including access arrangements for assessments, is the responsibility of all staff and these shall be recorded in a register at the hands of the Senior Management Team (SMT).
- Support for teaching staff through appropriate Continuous Professional Development (CPD) opportunities for teaching staff.

The College's learner support commitment shall cover the learner's educational life cycle, from initial interest and enquiry, through application and enrolment, to duration of study and progression from all schools/projects within the College.

## 8. Information Management

The College shall maintain an appropriate data management system whereby such data as the number of learners and contact information, eligible participants, participants' attendance, progression, and retention rates, assessment, pass data and dropouts are kept. Feedback from learners and educators shall be gathered and analysed. Specific tracer studies may be commissioned to understand better the long-term effectiveness of the course programmes. (Appendix D)

This policy applies to records documenting the entire learners' course lifecycle from enquiries for course application, applications, enrolment, attendance and attainment, advice and support services, fees, payments, and exemptions thereof, complaints and disciplinary proceedings, appeals and awards. This policy and its procedures sets out the required standards for the collection, management, security and retention of learners and their respective records, including assessments, in all formats, for the purposes of analysis of data on the learner population, retention and success rates, learner satisfaction, together with

roles and responsibilities of personnel entrusted with protection and use of such information for the improvement and enhancement of the quality of education provided by the College.

### 8.1 Purpose

This policy and its procedures aim to set out consistent, auditable standards for the management and analysis of records relating to learners, enrolled and former learners, including assessments, while ensuring their confidentiality, integrity and availability to authorised users for as long as records are required.

This policy is intended to help the College to meet its duty of quality education and care to its learners while complying with its legal obligations including the Data Protection Act Chapter 440 of the Laws of Malta, and the upcoming General Data Protection Regulation (GDPR) or any other Act and Subsidiary Legislation within which the College operates. Records must be effectively and consistently managed for all applicants and all learners of the College, in accordance with this policy. As the College operates through the schools of visual and performing arts in Malta and one in Gozo, the remit of this policy shall include such venues.

### 8.2 Overarching objectives and standards

The following common objectives shall apply to the management of all learners and their records and associated information;

- To maintain accurate, up to date and comprehensive records for each learner, enrolled and former learners to meet the College's operational and evidential needs;
- To maintain an audit trail of the services provided to each applicant and learner as evidence of fair and consistent practice;
- To promote consistency and reduce duplication of information within information systems;
- To control access to and use of confidential personal information, to protect the privacy of individuals and manage institutional risk;
- To maintain records in a format and structure appropriate to the College's operational, legal admissibility and preservation requirements;
- To allow all relevant information about learners to be retrieved readily to meet the College's needs, to facilitate the learners' rights of access to their own personal information under the

Data Protection Act and other legislation and to comply with the requirements of internal and external audit and accreditation requirements;

- To follow consistent policies to retain records only as long as they are required for the above purposes, and to destroy time-expired records as soon as they are no longer needed and ensure that records of permanent archival value are promptly transferred to the College's Archive in a format appropriate to their long-term access and preservation. The College retains a core record of each learner permanently for analytical and planning purposes.

### 8.3 Collection of Data

Data on learners shall be collected primarily on applicants' application process through the MAVC platform (MySchool) established by the College for learners' course application. Methods of data collection shall include inter alia feedback forms, attendance sheets and dropout lists. Relevant information for analysis purposes can additionally be obtained from the following;

- Key performance indicators;
- Profile of the learner population (including vulnerable groups/individuals);
- Learner progression, success and drop-out rates;
- Learners' satisfaction with their programmes;
- Learning resources and learner support available;
- Career paths;
- MFHEA yearly statistics for further and higher education.

All data is provided by the learners themselves and teachers/educators, and all data is gathered on the college platform. Moreover, the school administrators have access for quick reports which contribute in the data analysis and any related follow-up activities.

### 8.4 Storage of Records

Data on Participants shall be stored in the College's electronic data management systems and at the Malta Information Technology Agency (MITA)

## 8.5 Lines of Responsibility

Responsibilities for collection, monitoring, management and analysis of Data on Participants shall be the responsibility of the College as delegated to its appropriate staff.

## 9. Public Information Policy

The College's Public Information Policy vis-a-vis the services rendered to visual and performing arts courses shall provide assurance to the Public that control measures are in place for any information published in relation to learning services offered by the College. This policy covers information that refers to learners and programmes, both published in electronic or printed format. Subject to the provisions of the Data Protection Act Chapter 440 of the Laws of Malta, European Union Directives and Regulations, and in the spirit of Transparency the College shall publish information accessible by both internal and external audiences so that a clear impression of the operations of the College in conjunction with the learning of the visual and performing arts in Malta shall be manifestly visible.

### 9.1 Aims

The College commits itself to improve and coordinate the visual and performing arts education in Malta and Gozo to enable these specialised schools to gain the status of an academic cluster with the focus on the quality of teaching and learning in the visual and performing arts. The College strives to create a synergy between these specialised schools particularly through the Multi-Disciplinary Department.

The College shall regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards being offered. Different media will be utilised in its promotion to ensure that information reaches out to as wide an audience as possible.

This information shall be:

- Relevant
- Fit for purpose
- Accountable
- Transparent

➤ Continuously Evaluated

➤ Accessible

➤ Permissible at Law

- i. To strive and ensure that the published information enables the public to make informed judgements and learned decisions.
- ii. To ensure that published information promotes clear and effective two-way communication and engagement.

## 9.2 Accessibility

1. All information published shall be provided in permissible formats, and on request, according to the needs of individual/s.
2. Requests for alternative formats can be made to the College's Customer Care, who shall ensure requests are met, provided these are reasonable and cost effective.

## 9.3 Reviews, Responsivities, Development

1. Reviews of the College's policies and procedures concerning teaching and learning in the visual and performing arts shall be completed annually following consultation with all stakeholders and public feedback.
2. The College shall be responsible for authorizing review and the final approval of all policy and procedures in line with its remit.
3. Staff development shall be an on-going process particularly following significant changes and/or amendments to a policy, procedure or strategy.

## 9.4 Information and Publishing Media

1. The College's Information concerning the visual and performing arts education is disseminated through the following:

➤ The College's website;

➤ Letter Circulars which are distributed to all State and Non-State Directorates, Colleges, School and Sections;

- Internal and external advertising i.e. posters, flyers, banners, newspaper adverts;
- Press releases;
- Social Media.

### 9.5 Communication with the press/media

1. No individual member of staff has the authority to speak to or contact the media or respond to requests without prior authorization in writing from the HCN.
2. All requests for communication/divulgence of information with the press or media are to be directed to the HCN.
3. Press releases and circulars of the College can only be authorised and issued by the HCN.

## 10. Ongoing Monitoring and Periodic Review of Programmes

The College shall promote a culture of continuous development and review of programmes. In order to achieve this, the College shall establish an internal quality system to ensure the delivery, monitoring and review of its programmes. Success criteria for programme delivery shall be disseminated amongst all staff members dealing with the academic element of teaching and learning, in particular with, coordinators and educators. Learners shall be provided with the entry requirement and assessment criteria of the respective course which they wish to follow.

Educators shall be provided with the learning outcomes related to the knowledge, skills and competences to be achieved, together with assessment methodologies including the weighting and assessment criteria. They shall also be informed with the success criteria on which they will be monitored. The Educators awaiting either a confirmation of appointment or progression shall have access to all feedback that concerns him/her and shall have to acknowledge, and sign written reports concerning observation visits on his behalf.

All newly appointed part-time educators are selected following an interview process governed by the PSC and subject to a probation period of three months. During the induction phase the School Administration shall conduct in-class support visits.

The College shall have formal mechanisms for the approval, periodic review and monitoring of its programmes. These include networks with other institutions directly linked with the visual and performing arts education both nationally and internationally. Feedback shall be obtained from coordinators, learners and educators by the end of each scholastic year. The assessment process is periodically evaluated by the Board of Studies to ensure validity and reliability. External review and second assessors shall be engaged in this regard. Research shall be undertaken prior to the design and approval of the academic programmes to be offered. Every effort shall be made to include all stakeholders in the research process in order to ensure ongoing monitoring and review of the relevance and quality of such programmes.

## 11. External Quality Assurance

### 11.1 Reviews, Responsibilities, Development

1. Reviews of the College's policies and procedures concerning the visual and performing arts education shall be completed annually following consultation with all stakeholders and public feedback.
2. The College shall be responsible for the authoring, reviewing and the final approval of all policy and procedures.
3. Staff development shall be an on-going process particularly following significant changes to a policy, procedure or strategy.

Legal Notice 296/2012 provides that all public further or higher education providers established by the Act or any regulations thereunder or any other law shall be deemed to have a license. Provided that such providers shall be required to undertake any provider and programme quality audits that are required in accordance with regulation 37(1) of this legal notice. External provider audits and cyclical quality audits are provided by or with the approval of the MFHEA periodically every five years.

External Quality assurance examines the fitness for purpose and effectiveness of the IQA processes used by the provider, including an examination of the system's structure, the documentation it produces, and the evaluations of quality conducted by the entity. External Quality assurance examines the compliance of educational institutions with obligations of licence holders under the above-mentioned regulations, where applicable, as well as any

conditions or restrictions imposed by the MFHEA. It includes appropriate investigatory mechanisms to ensure financial probity, and where the provider is a body corporate, to ensure that the members of the body corporate, the legal representative and the persons occupying a headship position are fit and proper persons to deliver further or higher education programmes.

## Appendix A – Mikiel Anton Vassalli College to focus on the Visual and Performing Arts

MINISTERU GHALL-EDUKAZZJONI  
U X-XOGHOL



MALTA

MINISTRY FOR EDUCATION AND  
EMPLOYMENT

Uffiċċju tas-Segretarju Permanenti

Office of the Permanent Secretary

### MEMORANDUM

**To:** Directors General, CIO, CEOs, Chairpersons, Heads, Directors, Heads of College Network, Officials in the Ministry for Education and Employment and Entities under the remit of the same Ministry.  
**From:** Permanent Secretary  
**Reference:** MEMO 06/2018  
**Subject:** Mikiel Anton Vassalli College to focus on Visual and Performing Arts  
**Date:** 19<sup>th</sup> November 2018

#### Mikiel Anton Vassalli College to focus on Visual and Performing Arts

Following a review of the functions carried out by Mikiel Anton Vassalli College, it has been decided that the college will, with immediate effect, focus on its work as a network of specialised schools offering lifelong learning provision in the visual and performing arts. This will enable the college to concentrate on this important sector and strengthen the lifelong learning provision in this regard.

The Schools forming part of Mikiel Anton Vassalli College are now the following:

- o the Malta School of Music
- o the Malta School of Art
- o the Malta School of Drama
- o the Gozo Visual and Performing Arts School

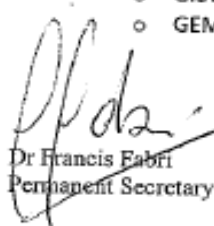
Due to the unique contribution of the College to the lifelong learning provision offered by the Ministry for Education and Employment, following discussion and agreement between the different education departments and directorates, it has been decided that Mikiel Anton Vassalli College will, with immediate effect, fall under the remit of the Department of Curriculum, Lifelong Learning and Employability (DCLE). Mr Victor Galea, the Head of College Network for this College, will therefore now report directly to the Director General of this Department.

#### Post-secondary schools

The schools working in the post-secondary sector and which formerly formed part of Mikiel Anton Vassalli College also give a strong contribution beyond the compulsory education sector to the lifelong learning provision of the Ministry for Education and Employment. For this reason, these schools will now fall directly under the remit of the Department of Curriculum, Lifelong Learning and Employability (DCLE). The Heads of these schools will now report directly to the Director General of this Department who will liaise with other directorates accordingly.

The schools concerned are:

- o Sir M A Refalo Sixth Form, Gozo
- o Giovanni Curmi Higher Secondary, Naxxar
- o GEM 16+, Gzira

  
Dr Francis Fabri  
Permanent Secretary

Great Siege Road, Floriana VLT2000

## Appendix B – Transfer of Programmes to Mikiel Anton Vassalli College

MINISTERU GHALL-EDUKAZZJONI  
U X-XOGHOL



MINISTRY FOR EDUCATION AND  
EMPLOYMENT

MALTA

*Direttorat għar-Ricerka, it-Tagħlim Tul il-Hajja u l-Innovazzjoni*

*Directorate for Research, Learning and Innovation*

18th November 2020

To the Accreditation Officer  
NCFHE

### **Re: Transfer of Programmes to Mikiel Anton Vassallo College**

Dear Sir/ Madame,

Kindly note that the Directorate for Research, Lifelong Learning and Employability (DRLLE), is no longer delivering the programmes in School of Music, courses MQF Lv1 - MQF Lv5, and School of Drama and Dance, course MQF Lv5. These programmes have been transferred, with all their rights, to be delivered by the Mikiel Anton Vassallo College (MAVC) through the School of Music and the School of Drama and Dance respectively.

Thank you and best regards,

  
**Alexander Farrugia**

*Director*

Directorate Research, Lifelong Learning  
and Employability

Ufficiċju tad-Direttur	-	Office of the Director,
Ir-Ricerka, it-Tagħlim Tul il-Hajja u l-Innovazzjoni	-	Research, Learning and Innovation
Ministeru għall-Edukazzjoni u x-Xogħol	-	Ministry for Education and Employment
Room 125, Triq l-Assedju l-Kbir, il-Furjana VLT 2000	-	
Tel: 2598 2443	-	Fax: 2598

## Appendix C – Authorisation of use of Premises

Il-Prinċipal tal-Kulleġġ  
Kulleġġ Mikiel Anton Vassalli  
Direttorat għall-Kurrikulum,  
Tgħallim tul il-Hajja u Impjegabbiltà



*The College Principal  
Mikiel Anton Vassalli College  
Directorate for Curriculum,  
Lifelong Learning & Employability*

25<sup>th</sup> February 2021

This is to confirm that Mikiel Anton Vassalli College was established on the 19<sup>th</sup> November 2021 (MEMO 06/2018) attached for ease of reference, is a network of Specialised Schools for the visual and performing arts education in Malta and Gozo. The Schools forming part of this network are:

MAVC, Malta School of Music  
MAVC, Malta School of Art  
MAVC, Malta School of Drama & Dance  
MAVC, Gozo Visual & Performing Arts School  
Malta Visual and Performing Arts School (in transition to join MAVC from STMC)

The legal function of the Colleges is referred to in Chapter 327 of the Education Act specifically Part V reading specifically on Colleges of State Schools 49-62: "With an aim of improving the quality, standards, operation, initiatives and educational achievements in State schools, there shall be established those Colleges, in such manner as it may from time to time appear to the Minister to be necessary in Malta and in Gozo, ..."  
<https://legislation.mt/eli/cap/327/eng/pdf>

The same Education Act, and specifically Part V on Colleges of State Schools include also:  
Legal personality and juridical representation of the Colleges. Added by: XIII. 2006.12  
Functions of the College. Added by: XIII. 2006.12  
Functions of the College Principal. Added by: XIII. 2006.12  
Partnership within Colleges. Added by: XIII. 2006.12  
Autonomy of Colleges. Added by: XIII. 2006.12

**Victor Galea**  
Head of College Network  
Mikiel Anton Vassalli College

Mikiel Anton Vassalli College  
Office of the College Principal  
t: 2598 3710 e: mavassalli.college@ilearn.edu.mt

**Gozo Office:**  
Zona Industrijali, Triq Jean De La Valette,  
Xewkija XWK 3000

**Malta Office:**  
32, Joseph Abela Scolaro Street,  
Hamrun HMR 1304

## Appendix D – Student Records Retention Policy

**Il-Prinċipal tal-Kulleġġ  
Kulleġġ Mikiel Anton Vassalli  
Direttorat għall-Kurrikulum,  
Tgħallim tul il-Ħajja u Impjegabilità**



**The Head of College Network  
Mikiel Anton Vassalli College  
Directorate for Curriculum  
Lifelong Learning & Employability**

### **Student Records Retention Policy**

The Mikiel Anton Vassalli College shall abide by its Retention Policy on the collection of data on learners. The data shall be collected primarily on applicants' application process through the media established by the College for learners' course application. Methods of data collection shall include inter alia feedback forms, attendance sheets and dropout lists. Relevant information for analysis purposes can additionally be obtained from the following;

- Key performance indicators;
- Profile of the learner population;
- Learner progression, success and drop-out rates;
- Learners' satisfaction with their programmes;
- Learning resources and learner support available;
- Career paths;
- NCHFE yearly statistics for further and higher education.

Data on Participants shall be stored in the College's electronic data management systems and at the Malta Information Technology Agency (MITA).

Responsibilities for collection, monitoring, management and analysis of Data on Participants shall be the responsibility of the College as delegated to its appropriate staff.