

STRATEGY OF QUALITY

1. Objectives

The institution recognizes the following objectives with respect to the institution's expectations for student learning:

The target group for the "Master of Information Technology" programme encompasses aspiring professionals seeking comprehensive expertise in cutting-edge IT disciplines. This programme caters to individuals with a keen interest in harnessing the power of data through Advanced Data Analytics, mastering techniques in machine learning, predictive modelling, and big data analytics. Additionally, it appeals to those passionate about safeguarding digital assets and sensitive information through Cybersecurity and Information Assurance, covering areas such as network security, cryptography, and ethical hacking.

Knowledge Objectives:

- Define and describe fundamental concepts and principles in key areas of information technology, including data analytics, cybersecurity, software engineering, and artificial intelligence.
- Identify and analyse emerging trends, technologies, and challenges shaping the field of information technology, demonstrating a comprehensive understanding of the dynamic nature of the industry.
- Recall and recite key theoretical frameworks, models, and methodologies relevant to information technology, providing a solid theoretical foundation for further study and professional practice.
- List and categorise various tools, techniques, and technologies commonly used in information technology, demonstrating awareness of the diverse range of resources available for IT professionals.
- Sequence and explain the stages involved in the software development lifecycle, from requirements gathering and design to implementation, testing, and maintenance.
- Name and identify best practices and industry standards in areas such as cybersecurity protocols, data governance, and software quality assurance, ensuring adherence to established norms and guidelines.
- Describe and differentiate between different types of data analytics approaches, such as descriptive, diagnostic, predictive, and prescriptive analytics, and their applications in various domains.

- Write comprehensive documentation and reports summarising research findings, project outcomes, and technical specifications, effectively communicating complex technical information to diverse audiences.

Outcomes Learning for Skills obtained at the end of the programme

- Apply advanced data analytics techniques to analyse complex datasets and derive actionable insights for informed decision-making in diverse organisational contexts.
- Demonstrate proficiency in designing and implementing robust cybersecurity measures to protect digital assets and sensitive information from cyber threats and attacks.
- Plan and execute software engineering projects using agile methodologies, ensuring the development of scalable, maintainable, and high-quality software solutions.
- Practice deploying and managing applications in cloud computing environments, optimising infrastructure for performance, scalability, and cost-efficiency.
- Design and develop innovative artificial intelligence solutions, leveraging advanced algorithms and models to solve complex problems across various domains.
- Operate and manage IT systems and networks effectively, implementing best practices for system administration, configuration, and troubleshooting.
- Construct and evaluate research methodologies, selecting appropriate methods and techniques for conducting empirical research in information technology.
- Prepare and deliver professional presentations and reports, effectively communicating technical concepts, project outcomes, and research findings to diverse stakeholders and audiences.

In order to accomplish the above, we provide high-quality education in a student-centered environment. We apply a practice-based, innovative teaching method elaborated by the Head of College Mr. Ferenc Galgóczi. The internationally recognized 'Galfschool' methodology is a modern form of education which not only relies on lexical knowledge but provides perspective and teaches students to think in a creative way.

Our courses have been designed to provide practical approach, train ambitious professionals and prepare them for the challenges of working in a business environment. These are the cornerstones of all educational institutions and these are the values that the future of our students and our institution are built upon.

Our programs are designed to arouse students' intellectual curiosity that will help them succeed in the chosen career.

2. Quality assurance and development

The documentation of the quality management system (including processes, auxiliary means) The institution has developed its own quality assurance system based on the guiding principles of ISO 9001. The system also complies with the Standards and Guidelines for Quality Assurance in the European Higher Education Area as approved in Helsinki in 2005.

Education is interpreted as a collaborative partnership between the institution and our students, therefore transparency is seen as one of our most important core values. All academic procedures related to students or academic staff are to be documented and made available to all parties concerned to ensure provision of a standard quality service. Key documents, rules, instructions and relevant internal reports are published on the intranet of the institution. Staff meetings are held regularly in all departments to present and discuss current news and changes.

Our institution's mission is to contribute to society through the provision of education at the highest possible standard. To guarantee this, the institution has determined its quality management system observing the mission of the institution, the nature, the complexity and the responsibility of our institution.

The operation of the institution is continuously monitored, evaluated and improved by the management of the Institution. We provide education on the basis of regular planning, acting and evaluating as modelled below:

- *Act*: Actions to continually improve performance and process.
- *Plan*: Identification of the aspects and impacts by implementing goals and objectives.
- *Do*: Implementation of the objectives including training and operational control measures.
- *Check*: Monitoring processes and reporting results.

This closed loop management system applied by our institution enables us to operate in a well-controlled way where new ideas, possible required actions are planned based on practical feedback rather than invented as a result of accidental decisions. This system facilitates the capacity to minimize shortfalls.

b. Institutional mission statement

The mission of the institution is to ensure the quality, effectiveness and continuous development of its education, to provide excellent teaching and service. The Institution educates students and develops knowledge in areas of importance to Malta and to the world.

The Institution aims to provide a wide range of learning opportunities at a high standard, as well as convertible professional skills. The final objective is to improve the study experience and to increase the competitiveness of the institution..

To achieve all these, the excellence of the institution's staff is crucial.

The Institution aims to assist the students regarding employment, to ensure quality of the educational service, the connected services and other supporting operational processes. The Institution keeps the target audience in mind and designs the courses to fit the learners rather than the other way around.

Providing equal educational opportunity is an institutional priority. For the students the institution offers course book and note supply, e-library.

c. Andragogic guiding principles

We have effectively incorporated the andragogic principles in our courses. The institution offers master program and specialized vocational education in online, long-distance education and the institution issues the respective degrees and certificates. Our online learning programs offer a number of advantages and freedom for the adult students.

We offer training programs applying the following andragogic concepts:

- We maximize our students' participation and provide them with the biggest freedom possible. We provide transparent information and we offer them choices and a reliable feedback system to be able to stay involved in the process.
- The students learn effectively only when they are free to direct their own learning and have a strong motivation to develop a new skill or acquire a particular type of knowledge. We try to avoid telling them what to do.
- The students see experience as a primary basis for the learning activities. We aim to realize an experience-based education. We offer courses which support students in undertaking practice-based research into their workplace activities and their findings tend to be highly applicable within their organization.
- The students are more interested in learning subjects that have immediate relevance and impact to their job and personal life. They will learn only what they feel they need to learn. We offer courses with knowledge and skills applicable in real life.
- The students are problem-centered rather than content-oriented. Therefore during our classes, we aim to focus on problem solving, we start with a problem and seek solutions.

3. Learning contents

a. Quality requirements regarding the arrangement of learning contents

The Institution considers as the starting point of curriculum development the determined learning objectives. Learning contents are thus defined on the basis of the learning outcomes (and not vice versa) following set criteria:

- Identification of the knowledge (ideas, concepts) which should be included in the material to enable students to achieve the set outcomes.
- Determination of the skills students should acquire by the end of the course.
- Setting of the appropriate balance of content (knowledge/skills).
- Determination of the target audience.
- Evaluation of the significance of the content (how essential or basic is it to the discipline).
- Evaluation of the validity and accuracy of the content.
- Evaluation of the utility of the content (how it will benefit students in professional practice and real life).
- Clarification of the learnability of the content in terms of time availability, selection making choices and exclusions.

The set learning contents are then arranged on the basis of three main principles:

- Determination of a logical structure in organizing the material starting from less to more complex levels of knowledge.
- Integration of the material to enable students to connect the new information to the content of other courses and to real life situations.
- Keeping an international orientation to prepare students for performing in an international and multicultural environment as well as strengthening their skills and their attitude to demonstrate a positive understanding of diversity in the world.

In order to strengthen and improve studies and teaching, the institution uses regular evaluations and monitoring as well as constantly develops the learning contents to respond to the always changing demands.

b. Quality requirements regarding the profile of teaching staff

The institution prioritizes professional experience and teaching skills over qualifications. Sound relevant experience is required in the field of the courses taught by the teachers, certainly the respective academic recognition is a strong asset. Minimum master's degree in Information Technology, Computer Science, or a closely related field is required for all

teaching staff together with 5 years experience within the field. is required for any teaching position. Preference will be given to candidates with a doctoral degree (Ph.D.) in Information Technology or a related discipline.

The institution aims to provide education at a high standard and therefore puts strong emphasis on the careful selection and the continuous training of teachers.

The process for hiring and promoting academic employees aims to ensure transparency and meeting the demand of providing high quality education. Criteria for the appointment of all academic staff include strong customer service skills, high level of ownership in terms of individual teaching responsibilities and strong cooperation skills. Teachers are expected to be experienced experts of their field, whether through significant academic background or professional assignments. All appointment, promotion and titles are granted by the Head of the institution.

Our institution pays close attention to continuous training of our teachers to support them and to keep them up-to-date, well informed and motivated. Performance appraisal meetings are also held on an individual basis twice a year following the assessment periods. Heads of Departments are responsible for initiating and conducting these meetings. The aim of annual and midterm reviews is, on the one hand, to give encouragement and guidance for better results, and, on the other hand, to set goals and discuss the next year's teaching schedule. The meeting essentially involves a dialogue on assignments, goal-setting and professional development.

c. Methodical didactical concept

Based on the andragogic principles described above and keeping our target audience in mind, we offer training programs applying the following concepts:

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- The students learn effectively only when they are free to direct their own learning and have a strong motivation to develop a new skill or acquire a particular type of knowledge. We try to avoid telling them what to do.
- The students see experience as a primary basis for the learning activities. We aim to realize an experience-based education. We offer courses which support students in undertaking practice-based research into their workplace activities and their findings tend to be highly applicable within their organization.

- The students are more interested in learning subjects that have immediate relevance and impact to their job and personal life. They will learn only what they feel they need to learn. We offer courses with knowledge and skills applicable in real life.
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4. Evaluation of the courses

a. Proceeding, auxiliary means and instruments for the evaluation

The institution's goal is to constantly improve the quality of the courses through effective course evaluation and to gain the most effective student feedback possible on courses and lecturers.

Teaching evaluation is intended to obtain students' opinion toward the course and the teacher. The Head of Department is responsible for developing the teaching evaluation questionnaire in which students are requested to grade their study experience against set criteria. (This process is anonymous.)

They are also given an opportunity to answer a few open-ended questions on positive and negative aspects of the course and the teaching, identifying areas for improvement and recommending solutions. The questionnaire has three parts concerning the teaching, the course itself and the administration.

The teaching evaluation is administered electronically twice a semester (midterm and final), following the assessment period. In shorter courses, only a final teaching evaluation is administered.

b. The planned steps for improvement

Oriented to the needs, the institution's assessment system is now based on a centralized survey administration with a standard set of questionnaires and a consistent approach towards student feedback.

The results of the evaluation are published to teachers and academic staff immediately following the administration. Since it is of high importance to our institution to be more accountable to our students on teaching quality, we also provide them clear feedback in form of a summary evaluation.

Teaching evaluation results are reviewed by the Head of Department, they are responsible for taking immediate actions on the relevant areas for improvement.

Our primary goal is to keep the students at the heart of the system and to convey them detailed and transparent information. In order to improve the provision of feedback to students and to raise their involvement in the evaluation process, we are planning to make moves from end-of-module evaluation to mid-module evaluation. This would enable students to be more engaged in the feedback process and to see the improvement and the actions taken as a result of their feedback already when still attending the course.

c. Evaluation results of applied learning opportunities

Both the academic programs and the admission criteria pertaining to the courses are audited at the end of each academic year, allowing sufficient time for the review of the procedures for the subsequent academic year. The internal audit is undertaken by the Assessment Committee and the Heads of Departments and entails a thorough review of the content and validity of the programs against the forecasted student intake and against the foreseeable labour market requirements.

5. Lesson planning

a. Quality requirements to lesson plans

Our Institution aims to provide the most effective and student-based education possible. For this, a carefully planned, deliberate and controlled way of teaching is essential. Our lecturers are thus encouraged to prepare and apply lesson plans on a regular basis in accordance with set requirements. Teachers are expected to use the template stored on our intranet system. This also enables possible substitutes to understand the concept in case of emergency.

In order to effectively meet the needs of a course, our lecturers are required to integrate the following components in their lesson plans:

- the goal of the lesson (keeping in mind the objectives of the course and the main focus of the given unit),
- as a result of participating in the lesson students will understand (ideas),
- as a result of participating in the lesson students will know (terminology, facts),
- as a result of participating in the lesson students will be able to (skills),
- the teaching content to be delivered and explored throughout the lesson, questions to be explored (introduction and presentation of the topic),
- the learning activities,

- the auxiliary materials, resources needed,
- an assessment
- and finally a summative evaluation, feedback on the lesson plan.

The lesson plans have to be elaborated in accordance with the following criteria:

- a clear identification of the students (their knowledge, their background information on the material),
- usage of multiple student interaction patterns (on their own, in pairs, in big groups),
- clear planning of timeline (from warming up through guided practice to questions),
- interactivity and a student-based teaching
- involvement of students by providing clear information on the lesson goal,
- assessment of students' progress throughout the whole lesson and proceeding accordingly,
- closing the lessons with a short conclusion leaving students time to think over what they have learned and also to ask questions or to give feedback on the lesson.

b. Teaching and learning methods in the lesson planning

We focus on the special needs of our students and plan our lessons to fit the learners rather than the other way around.

- Our curriculum is more application based and it focuses on real life.
- We work with well planned lessons which help students to keep control over what learning will occur, how learning will be conducted, and why learning is important. We offer them explanation as to why they need to learn something before learning it.
- Our lessons offer a large quantity of experience.
- We educate through problem solving and discussion.
- We provide transparency.
- Because of their prior experiences, adults tend to develop mental habits and biases and thus may have difficulties with adopting new ideas and alternate ways of thinking. We put a great emphasis on communication and brain storming during our lessons.
- Students have the possibility to stay involved in the process during the lesson and pose questions to teachers.
- Students assess our programs through electronic evaluation and their opinion is taken into consideration in future lesson planning which enables them to be engaged in the decision making.
- With this, we aim to strengthen students' internal motivation and self-confidence.

6. Activities of continuing education and task of development

- a. Procedure to identify individual requirements for continuing education and development.

Our Institution poses strong emphasis on the identification of the requirements of the target audience as our continuing education courses are based thereon. Panel discussions are held and surveys are conducted on a regular basis for students to discover their needs. We also aim to identify talented students by providing them with supplementary assignments and supporting them in finding work placement or internships.

- b. Procedure to identify the institutional requirements for continuing education and development

The institution offers a great variety of courses designed for students and makes efforts to provide the necessary circumstances for continuing education. The Institution has sufficient human and physical resources to administer and monitor the continuing education courses.

- c. Internal concept of continuing and further education

The institution converges, with strong commitment to andragogic principles, the qualification, the postgraduate course, the scientific research, the connected services and the consultation in given specialties.

The MSc Diploma issued by the institution is designed specifically to support in undertaking practice-based research into their workplace activities. The knowledge gained from this research is practical in that the participant is placed at the center of their research investigation, and their findings tend to be highly applicable within their organization.

It provides participants with the opportunity to enhance their professional capabilities at an advanced level through the study of elective modules. These capabilities will feed into, and be evaluated through, the participant's research project.

It focuses on developing participants' individual capabilities as reflective practitioners, and through this enhancing their capability for undertaking high-level, practice-based research within their own workplace.

- d. Plan of recurrent tasks

The institution uses the Microsoft Office, Moodle and Google applications to plan the recurrent tasks. It is the management's responsibility to define, to monitor and to allocate tasks and events that repeat at set intervals. They follow the periodicity of these tasks by generating occurrences in these systems and by assigning further project members for the

task. This enables the managers and the employees to keep recurrent task management transparent and up-to-date and to work together in an effective and time-efficient manner.

7. Concept of feedback

The institution's primary goal is to provide excellent training and to constantly improve the quality of the education. For this, effective feedback system is essential. Students as stakeholders have the opportunity to provide feedback to teachers immediately. They attend interactive lessons in a collaborative environment where their active participation is required - this enables them to react and give feedback immediately. They also have a few minutes at the end of each lesson for discussion with the teacher.

Students are also given the opportunity to evaluate the lessons at the end of the course through an electronic evaluation sheet. This is a forum where they can express their opinion, suggestions or concerns regarding the course and the teachers.

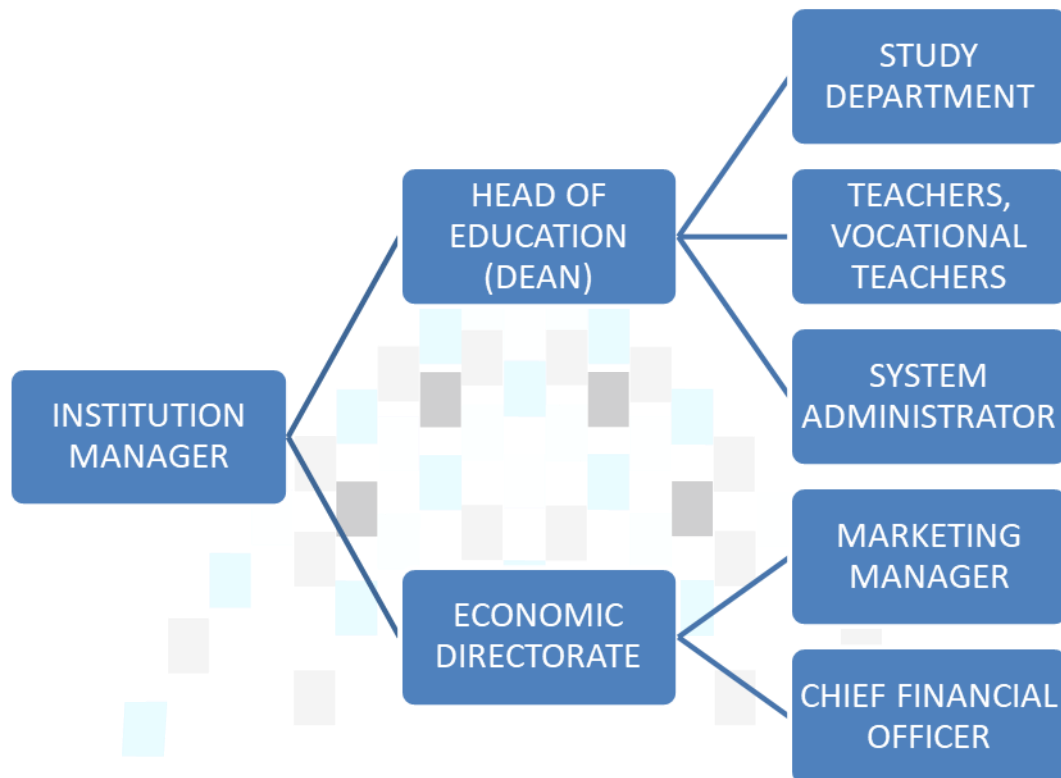
a. Applied instruments (checklists, information sheets)

Beyond the informal conversation during the lessons, students are expected to answer an electronic questionnaire twice a semester (midterm and final), following the assessment period. In shorter courses, only a final teaching evaluation is administered. The results of the evaluation are published to teachers, to the academic staff and to the students immediately following the administration and, if necessary, immediate actions are taken for improvement.

b. Planning of classroom online visits

In order to maintain the high quality of our education, a well centralized monitoring system has been elaborated. Class room online visits are organized on a monthly basis. The Head of the Department is responsible for personally discovering the possible weaknesses and providing feedback to teachers in regular meetings to support them in improving their performance.

8. Alfred Nobel Business College – Organogram



9. Quality standards

The institution aims to ensure the quality, effectiveness and continuous development. Our Institution observes the following quality standards to accomplish the above by ensuring:

- e-library with study area for students as well as
- up-to-date books, notes and materials, journals and periodicals (digital based),
- course books and notes edited by the Institution.

10. Concept of controlling

The institution as a for-profit private higher education institution endeavors to reinforce and develop the competitiveness of the institution. It aims to ensure the most beneficial use of the available internal resources and to maintain and develop the financial profitability of the operation. A separate financial unit is responsible for controlling and manages the process through regular planning, acting and evaluating as modelled below:

The available resources (financial support and the estimated incomes) are allocated taking account of the set objectives and are continuously monitored subsequently and re-allocated accordingly.

29. February 2024

