



The European Graduate School
EST. 1994



European Graduate School

Quality Manual 2021 - 2026

Quality assurance and improvement framework



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1 Introduction

For almost 30 years, the courses and programmes of the European Graduate School have stood for diligence, integrity, clarity and unconditional openness in the acquisition of knowledge.

The continued and sustainable success of the European Graduate School is based on its ability to be permanently adaptable, innovative and dynamic.

The European Graduate School was founded in 1994 with the active support of the Department of Education, Culture and Sport of the Canton of Valais, Switzerland.

The European Graduate School began as an extension of Lesley University Cambridge, Mass. (USA); due to an internal restructuring of the university, the unit became independent. Since then, EGS has continued the rigorous quality standards inherited and adapted from Lesley University. Lesley University is a member of NEASC (New England Association of Schools and Colleges), including renowned universities such as Harvard and Yale.

The EGS was created to be an academic institution designed to function beyond the many constraints of a traditional disciplinary structure while stimulating work that leads to respected and recognised academic degrees. For EGS, education remains a process that is both experimental and transformative, and learning is never separated from critique. Faculty are maximally free from bureaucratic obligations and are encouraged to focus on teaching, which is not only research-oriented but is itself an active form of research. The EGS does not shy away from the demands of professionalism, but it seeks to redefine the conditions for achieving the true meaning of this term. EGS seeks to intervene in a global context in which education is increasingly structured by instrumental goals that favour the development of technical expertise and thwart fundamental questioning. The EGS aims to keep alive a spirit of free enquiry dedicated to supporting the creation of practice and intellectual exchange at the highest level, directed towards the most pressing issues of our time.

- The quality of teaching and research is based on strong values and a clear mission statement.
- The institution's administrative operations support the strategic objectives of the EGS with proven and economical processes and controls.



2 Important principles

The governing body, faculty and staff believe that all quality assessment, improvement and promotion is based on clear and fundamental values.

The European Graduate School today admits around 400 carefully selected students annually in its two departments:

PACT Department (Philosophy, Art and Critical Thinking)

AHS Department (Arts, Health and Society)

The university's mission builds on the European Graduate School's past, drives its current activities and guides its future.

The European Graduate School is committed to active learning, research, artistic and cultural enquiry, and close mentoring relationships between students, faculty and practitioners in the field. The European Graduate School prepares graduates with the knowledge, skills, understanding and ethical judgment to be catalysts that shape a more just, humane and sustainable world.

Four core values guide our mission:

Democracy:

The fundamental purpose of education in a democratic society is to provide opportunities for all to participate fully in the nation's cultural, political and economic life and the world. These democratic ideals are reflected in an academic environment that promotes scholarship, freedom of expression and open exchange of ideas.

Inquiry:

The European Graduate School is dedicated to active, transformative teaching and learning, artistic creativity, critical enquiry and individual development across the lifespan. We create and deliver innovative interdisciplinary programmes, high-quality education, research and scholarship, advocacy and outreach. The university identifies and engages with emerging artistic, professional and educational challenges while expanding educational opportunities that serve local and global communities.



Equity:

We honour, value and respect all individuals and their communities for their unique backgrounds and abilities. The European Graduate School learning communities educate students to provide educational, social, scientific and artistic services that meet the needs of diverse populations and emphasise the importance of social justice.

Community:

Learning is a collective endeavour involving students, educators, families and communities. We believe in the power of the individual - in collaboration - to bring about constructive change. This collective learning emphasises personal identity and integrity as the key to professional competence and effectiveness and recognises each individual's relationship with local, national, global and natural communities.

3 Internal Quality Assurance System (IQA)

The EGS internal quality assurance system aims to enhance the quality of its learning programmes. The quality of a learning programme is founded on its ability to provide adequate solutions to the expectations of all those interested in the educational services offered: Course participants and all stakeholders.

The EGS IQA system regularly collects and analyses essential information - such as the number of course participants completing the courses according to the regular programme or the country of origin of course participants - and plans concrete improvement measures.

The EGS IQA system aims to:

- Ensure that the quality of teaching programmes is well documented, communicated, verifiable and assessable;
- Make information more accessible by making it more transparent and easier to understand for course participants and all stakeholders;
- Promote a process of constant improvement of learning programmes;
- Guarantee in combination with the regulations and established procedures academic and organisational excellence.



3.1 Quality culture

Our society faces challenges that are real - not academic abstractions: low educational attainment, barriers to health care, environmental degradation, substandard housing, the digital divide and growing gaps in income, employment and economic opportunity. In addition, there is growing inequality in life expectancy between high- and low-income individuals and between those with more and less education. Our mission is to work with students and graduates who choose to be part of the solution to these problems.

- The EGS is committed to the humanistic ideal of education; dialogue is at the heart of all quality assessment and improvement. Dialogical learning and improvement are the primary tools of quality assurance at the European Graduate School.
- By recognising the cultural intelligence of all people and respecting differences from an egalitarian point of view, dialogue encourages individuals to create meaning, develop solidarity between different people and create new instrumental dimensions.
- In this way, the European Graduate School can pursue and achieve its strategic goals. Congruence of means and purpose defines the quality guidelines of the European Graduate School.

The dialogue is structured and based on the 5W and 2H approach.

The phenomenon of the problem:	Explanation
What is the problem?	Goal or objective (to describe the problem, activity, task or project.)
Where did the problem occur?	Location (Describe the area, the place concerned)
When did the problem occur?	Time (Find out the time, date and schedule when the situation took place).
Who do you need to get involved?	The responsible person or team (involvement of persons, external providers, etc.)
Why is this happening?	Root Cause (to find out the reason behind the facts for a situation)
How can we overcome the problem?	Activity or process (method of implementation, deployment, etc.)
How much quantity?	Costs, quantity, personnel



Pointers for dialogue in staff meetings.

- At The European Graduate School, every academic programme connects theory with practice, the classroom with the "real world", the campus with the field placement, and the text with the experience. Our faculty and students are attracted to the European Graduate School because of these connections evident in the lecturers EGS brings to campus and programmes.
- These connections also directly influence the design and sustainability of our campus and academic programmes. European Graduate School campuses and programmes are embedded within larger communities, including working neighbourhoods and engaged communities of professional practice worldwide.



To fulfil the mission of the European Graduate School, ten focus areas are defined.

1. A Singular Focus on Student Success

Student success is our mission. Our students' lives are changed for the better when they earn a European Graduate School degree, and our society is changed for the better by the European Graduate School graduates.

This focus drives our individual and collective efforts. We want our students and graduates to enrol, succeed and graduate on time. We will review retention and graduation rates and assess student learning to inform plans that improve each student's overall experience. Our design and use of a student e-portfolio will provide documentation that drives institutional learning, continuous improvement and accountability.

2. Excellent academic programmes

Our primary relationship with students, alumni and the larger community is through our graduate academic programmes. We will initiate new academic programmes, grow existing programmes, and reconstruct or phase out some programmes on an ongoing basis. These decisions will be informed by our mission, evolving social needs and institutional expertise. We will review multiple sources of information to strengthen academic programmes, enhance student learning and promote excellence in teaching.

3. Committed faculty, staff and administrators

Our staff's workplace is also our students' learning space; therefore, an equitable, creative and supportive workplace is the optimal learning space. We will invest in staff professional development, support faculty scholarship, recruit and retain a diverse range of staff, and engage in progressive shared governance, so the European Graduate School staff appropriately influence their university's future. The intellectual capital of our faculty is our most important resource. We will invest in advocacy and research activities that improve our communities, nation, and the world through our faculty. We will enhance our institutional capacity to participate in knowledge creation and applying that knowledge to real-world challenges.

4. Strong university partnerships

No university is sufficient on its own. European Graduate School mission and programmes are strengthened through partnerships with individuals, institutions and organisations that share our values and enthusiasm for integrating theory and practice. We will support and promote regional, national and international partnerships that connect European Graduate School with other communities, enhance student learning and improve the public good.



5. Dynamic enrolment management

The European Graduate School is tuition and enrolment dependent - similar to most colleges and universities. We will maintain and grow enrolments through improved retention of current students and successful recruitment of new students regionally, nationally and internationally at graduate levels. We anticipate opportunities to serve more adult learners at the Master's level, both on and off-campus, and increase students from underserved countries.

6. Mission-driven technology

Technology is changing how, when and where people learn, work and communicate. We will integrate appropriate technology into all programmes and delivery models, including those that support face-to-face courses, supplement short-term residential courses, support online courses and enhance academic support services. We want every student and staff member to develop the technical skills to succeed in the workplace and lifelong learners. We will also use technology to sustain our learning communities across all campuses, to support our internal administrative processes and to attract new students and staff to that community.

7. Jointly operated facilities

The university's physical infrastructure supports students, faculty and staff in their scholarship, teaching, learning and service. On a sustainable basis, we will develop the university's two-node campus, the St. Elmo Campus and the Saas-Fee Campus, to build our academic community and serve the larger community in which we live and work.

8. Committed alumni of the European Graduate School

Lifelong learning means lifelong access to educational resources, contacts and services. We will use digital technologies to expand educational resources, professional information and opportunities, and professional networking for our alumni worldwide. We will also use alumni as referrals for future students and graduates, as mentors for our students and graduates, and as advisors to faculty in reviewing current and proposed academic programmes.

9. Responsible and visionary management of financial resources

Effective management of our financial resources serves both current and future operations. We will face increasing budgetary pressures related to staffing and health care costs, technology, energy and programme investments. We must limit tuition and fee increases while increasing bursary support for an increasingly diverse student body. Effective management, careful planning and a clear vision are needed to grow our resources, control our spending and fulfil our mission.



The European Graduate School management strives to achieve this through the five-step thought process guiding the implementation of lean techniques:



- Indicate the value from the end customer's point of view by product family.
- Identify all steps in the value stream for each product family and, if possible, eliminate the actions that do not create value.
- Ensure that the value-adding steps happen in a close sequence to flow smoothly to the customer.
- When the flow is introduced, let the clients pull the value from the next upstream activity.
- As value is specified, value streams are identified, wasted steps are removed and flow and pull are introduced. Start the process again and continue until a state of perfection is reached where excellent value is created without waste.

10. Comprehensive friend-raising and fundraising

Befriending and fundraising can transform an institution. We will work with individuals and organisations who share our values, support our mission and are willing to partner, contribute or advise us. A robust and mission-driven university is not driven by tuition fees alone. It is also driven by the spirit and generosity of alumni, friends, foundations and businesses who believe in the mission of the European Graduate School, its programmes, staff and graduates.

The European Graduate School embraces a culture of quality in which the actions of its staff and course participants are inspired by a desire to improve their practice, learning experience and outcomes continuously. The European Graduate School strives to foster an academic community of reflective practice that engages both internally and externally in an ongoing cycle of quality as an integral part of its pursuit of excellence in teaching, learning and research.



The quality assurance of the EGS is based on the quality cycle, which is the overarching principle of the National Quality Assurance Framework for Further and Higher Education (2015). The quality cycle informs both the EGS IQA learning process and the EGS External Quality Assurance (EQA) developmental perspective and its interaction with the IQA. The EGS IQA is the primary driver of improved quality and performance, supported by the EQA process.



Malta Further and Higher Education Authority (MFHEA) The Quality Cycle

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

The IQA Standards

The eleven Quality Assurance Standards underpin the EGS IQA system for the successful quality provision and learning environments. These standards form the basis of the peer-review process and incorporate the National Quality Assurance Framework for Further and Higher Education (2015) expectations together with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015). The European Graduate School considers these standards in a more extended context, including the Maltese Qualifications Framework and the European Credit Transfer and Accumulation System (ECTS), as indicated in the Malta Referencing Report (2016).

The standards for internal quality assurance are:

1. The guideline on internal quality assurance
2. Institutional probity
3. The design and approval of programmes
4. Student-centred learning, teaching and assessment
5. The admission, progression, recognition and certification of students.
6. The teaching staff
7. Learning resources and student support
8. Information management
9. Public information
10. Ongoing monitoring and periodic review of the programmes.
11. Cyclical external quality assurance.



3.2 Institutional probity

All processes, be they financial or academic, are designed to ensure that the European Graduate School as an institution can comply with internal and external requirements and regulations at all times. The European Graduate School has always responded adequately, dynamically and progressively to the changing demands of the last 25 years and has successfully maintained its position as an institution.

The European Graduate School has proven experts at its disposal who support it with advice and action in the increasingly complex questions of regulatory challenges.

3.3 The design and approval of programmes

All programmes at European Graduate School are recognised and linked to the Malta Qualifications Framework (MQF), as the NCFHE/MFHEA accredits all courses. The workload for each course is in ECTS. The courses are learning outcome-based, and each course description contains specific and defined knowledge, skills and competencies that the student shall attain upon successful completion of the course. This approach focuses the activity on the course participant rather than the lecturer. It implies that course participants should be actively involved in planning and managing their own learning and take responsibility for it as they gradually develop as independent learners. This approach automatically leads to a focus on how learners learn and design an effective learning environment. A cascade effect links learning outcomes, selecting appropriate teaching strategies, and developing appropriate assessment techniques.

The Chief Academic Officer and the Deans are responsible for ensuring that the learning dynamics for each course are appropriate. They also ensure that lecturers are fully trained to use diverse and appropriate teaching, learning and assessment methods. The EGS is equipped with access to physical libraries and plans access to online libraries that provide all course participants and lecturers with inquiry-based learning and knowledge building tools and the confidence in searching and processing information.

To enable the smooth progression of course participants, programmes are designed in accordance with the NCFHE Referencing Report (2015). Progression is reviewed at the end of each relevant study section or module to ensure that the student can complete the course within the expected course duration.



3.4 Teaching, learning and assessment

The European Graduate School is committed to providing high-quality teaching, learning and assessment to enable all course participants to reach their full potential. This is achieved through; high-quality teaching and learning opportunities, rigorous assessment and feedback, and best practice sharing. EGS's Teaching, Learning and Assessment Policy and Procedures provide an effective framework for providing high-quality teaching, learning and assessment opportunities. This policy applies to all European Graduate School staff who facilitate, support and manage learning. It applies to all learning programmes offered by the European Graduate School, regardless of the type of activity, delivery location, learning environment, level, or duration.

The learning environment

The European Graduate School is committed to providing a learning environment that helps course participants reach their full academic potential and maximises the availability of places for course participants who are actively engaged in their studies. EGS is committed to helping students complete the programme for which they are enrolled. EGS has fair, transparent and effective processes to monitor student progress, identify students who need additional support and certify successful students. These processes include, but are not limited to, routine attendance checks, monitoring of student performance by lecturers during lectures and at the end of the teaching period, or module reviews of student grade results and progression questions for students who have not met progression requirements.

Evaluation

EGS uses various assessment tools and assessments to understand and support learning and information about learners to improve teaching to enhance the learning experience of course participants. Assessment at EGS is consistent with the objectives of what is taught and learned. Lecturers are encouraged to use various assessment strategies and tasks to assess different learning outcomes and enable and recognise different perspectives on learning. Lecturers are encouraged to use methods such as self-and peer-assessment to increase learners' metacognitive skills so that they can take control and direct their own learning. Lecturers are also encouraged to provide formative feedback in the form of comments on quality and advice on how to improve. Providing quality feedback is an essential part of effective learning as it gives course participants clear guidance on how to improve their learning. When course participants receive quality feedback and have the opportunity to respond to it, learning is enhanced, and examination performance is improved.



Diversity

As the diverse needs of course participants are increasingly recognised, lecturers and all academic staff at EGS are advised to differentiate teaching, learning and assessment strategies and tasks to identify learning needs and address specific needs. This advice aligns with the National Quality Assurance Framework for Further and Higher Education (NCFHE, 2015) and the Malta Referencing Report (2016). Educators at EGS shall use assessment and formative assessment to develop learners' potential from different perspectives. Educators at EGS are always advised to use the information gained to adapt teaching to the course participants' needs and change the traditional assessment form to a more learner-centred and formative one.

Online and blended courses

Due to the recent events, EGS started to offer online courses.

These courses are being run at the moment to be able to continue teaching students without interruption.

The courses have been carefully designed and are currently in the approval process by the Malta Further and Higher Education Authority (MFHEA).

The EGS applies a constructivist, social and collaborative learning paradigm with course participants in online education, using research-based didactic techniques through the effective integration of various online learning tools.

The EGS uses and combines state of the art online tools. These tools comply with the requirements for data protection and security.

Unexpected circumstances

The EGS recognises that students may suffer from a sudden illness or other severe and unforeseeable event or set of circumstances that adversely affect their ability to complete an examination or the results they receive for an assessment. The EGS also recognises that situations may arise where a student wishes to interrupt their studies voluntarily. The EGS is committed to dealing responsibly with justified requests for leave of absence

Recognition of prior learning

The EGS recognises and accredits prior learning. Through this Assessment of Prior Learning procedure, credit is given for learning undertaken before starting a course offered by the EGS or for learning undertaken together with the EGS courses but which is not part of the courses for which a student has applied or is registered.



Admission

To be eligible for admission to a course at the European Graduate School, a candidate must meet both the general entry requirements and the entry requirements for the particular programme of study as indicated in the course outline available on the EGS website. The minimum requirement for a student to be admitted to courses at the EGS is a relevant qualification at an MQF level lower than the MQF level of the course for which they are applying.

3.5 The academic staff/lecturers

EGS strongly encourages academic staff/lecturers to keep up-to-date on current teaching and learning practices and opportunities for continuing professional development (CPD). As EGS teachers are the leading exponents in their fields, one of the main objectives of faculty development is to nurture young talent.

3.6 Research

The EGS guarantees its lecturers freedom in choosing research topics and research methods within the research guidelines and medium-term research priorities decided by the EGS as a whole or by a specific department. Furthermore, the EGS shall enter into commissioning agreements that respect the freedom to publish research results.

The EGS is guided in its research by academic and scientific interests. Research at EGS can be either pure scientific research or applied research. Both aim to exploit findings, whether for the academic teaching world or the professional world. This type of research goes beyond the scope of classical specialised research and arrives at questions that can only be answered in an interdisciplinary way.

Interdisciplinary research projects are, therefore, the rule at the EGS. Researchers at the EGS observe phenomena and issues related to a research focus, illuminate them from the different perspectives of the respective branches of science and explain them by comparing the various theories and research methods.

3.7 Resources

The EGS ethically manages its resources and ensures effective enterprise risk management systems, regulatory compliance, internal controls, and emergency management. The EGS is equipped with all necessary learning facilities and resources, including; wireless internet access and cameras available in each lecture room. In addition, the Saas-Fee campus has a wide range of musical instruments, including a grand piano.



Course participants have access to academic tutors via e-mail or Zoom, which can be an effective support. The assistant to the Dean also provides support and guidance for course participants.

As mentioned above, the EGS employs qualified staff to fulfil its mandate. EGS policies ensure fair redress of grievances. Terms of employment are clear, and remuneration is appropriate to ensure that the institution can attract and retain qualified administrators, clerks and staff. The EGS shall implement effective procedures for the regular evaluation of all staff. The EGS ensures sufficient opportunities for continuous professional development of administrators, staff and personnel.

The European Graduate School is an academic community committed to promoting intellectual inquiry in a climate of academic freedom and integrity. Its academic members are expected to uphold these principles and to show tolerance and respect for others. Accordingly, the EGS condemns all forms of misconduct and is unrelenting in its efforts to ensure that tolerance, dignity and respect are shown to its course participants.

In severe cases, e.g. where the student feels that there has been a breach of protocol, discrimination or unfair treatment by academic and/or administrative staff, cases will be referred to the EGS university executive board, which will assess the case and decide a plan of action. The student may be summoned to appear before the board at some point during the investigation.

EGS continually updates its policies to consider all course participants' needs to ensure that they are academically successful and personally fulfilled. As a result, there is no discrimination and/or difficulty, especially for vulnerable groups such as course participants with disabilities.

EGS demonstrates the effectiveness of its policies and procedures to ensure the reliability of its technology systems, data integrity and security, and the protection of individuals' privacy. EGS establishes and applies clear policies and procedures and monitors and responds to illegal or inappropriate use of its technology systems and resources. In addition, it regularly updates planning and recovery policies and procedures.

3.8 Information management

Student information, courses and progress are tracked through a custom-built, scalable software application (UMIS – short for University Management Information System). From this software, learning progress, assessments and other goal-oriented data can be quickly processed and communicated.

All data is kept encrypted end to end.



Quit		Addresses		Courses		Modules		Programs	
Executions L		Executions D		Enrollments L		Enrollments D		Definitions L	
Details		Fee & Balance		Attestation					
IMC-1	IMC-1 Core Seminar Meets regularly during the Intensive Master Course and uses the group process to develop themes and to integrate the material from the special seminars.								
IMC-1	Philosophy of EXA and Theoretical Foundations I An introduction to philosophical discourse relevant to the Expressive Arts with an emphasis on the phenomenological tradition. Students are encouraged to develop their own perspectives on the field.								
IMC-1	Didactics of Community Art To be able to work with communities is an essential skill for Expressive Arts training. This course will focus on the principles of Community Art.								
IMC-1	Research in Expressive Arts I A seminar focusing on the need for research that is indigenous to the Arts. Research within an arts-based studio framework as well as other research models will be explored.								
IMC-1	Supervisory Skills for Trainers Art-oriented and art-analogue supervision will be used to review students on-going work as therapists, educators and consultants and to explore central themes for future work.								

3.9 Public information

Information on selection criteria, main objectives, learning outcomes, MQF level, total learning hours, number of ECTS, teaching methods, assessment procedures and suggested reading are included in each study unit/module description available on the EGS website. Newsletters are also sent to all students and alumni to inform them about all courses at EGS.

- The European Graduate School maintains several dedicated social media channels that make the latest information or lectures available to an interested public.

3.10 Ongoing monitoring and review of the courses

To ensure the effective implementation of its quality management system, the European Graduate School follows the quality cycle "Plan-Do-Check-Act". The EGS implements this cycle by planning the required changes by setting strategic and qualitative objectives, designing and developing accredited learning programmes and developing services to support course participants (Plan); implementing the changes (Do); verifying that the implemented changes have the desired effect by analysing the results of strategic objectives, internal and external feedback, internal and external audits and management reviews (Check or Study); and institutionalising the changes (Act).



Figure 2: The quality cycle approach Plan, Do, Check, Act

EGS reviews the courses every 12 months to align them with the educational needs of the division. Feedback from course participants is considered as part of the review process. The Deans of the respective divisions analyse the feedback. Through these reviews, EGS courses continue to provide course participants with learning experiences that are transformative, inspiring and intellectually challenging.

- The focus lies in improving courses and programmes to have topics and foci that spearhead the current academic discussion.

4 External Quality Assurance (EQA) System

The European Graduate School is subject to external review every five years by the National Quality Assurance Agency, ensuring that EGS meets national expectations for the quality of the student experience.

The National Quality Assurance Framework guides the EGS framework for managing academic quality and further and higher education standards (2015). EQA ensures that the EGS complies with relevant national regulations while providing important external insights into the effectiveness of its IQA procedures. The EQA can be conducted at the institution or programme level.

The EGS EQA process serves as a tool for development and accountability to stakeholders. It is developmental as it gives providers access to independent data and recommendations to promote excellence. It also ensures accountability to stakeholders, including course participants and employers, and the achievement of national goals in further, higher and formal adult education.

The EGS ensures that the internal quality management system is:

Fit for the purpose;

- Complying with standards and regulations and contributing to the development of a national quality culture;
- Contribute to the fulfilment of the overall objectives of Malta's Education Strategy 2014 - 2024,
- Implemented with effectiveness, comprehensiveness and sustainability.



Figure 3: The relationship between the IQA and the EQA

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



5 Roles and responsibilities in quality assurance

Decisions are made according to the guidelines of the decision matrix.

5.1 The board of trustees of the European Graduate School Foundation

The role of governance falls to the Board of Trustees of the European Graduate School Foundation. Its main task is to monitor the financial situation of the European Graduate School. The board is to ensure that the management meets the legal requirements of the institution in the various locations where it has to report to the authorities (this includes the United States, as the institution is also subject to the U.S. Department of Education). Issues concerning the accreditation status of the institution are relevant here. The Board of Trustees takes care of the institution's relations with authorities such as the City of Valetta, Saas-Fee, or the Canton of Valais. It must also make sure that the management fulfils its general duties and is responsible for appointing the board members. In traditional academic contexts, the board also plays a vital role in fundraising and development (including developing the university's assets).

The tasks listed below are not exhaustive of the functions of the Board of Trustees.

- Establishing the expected standards for the achievement of the Foundation's purpose.
- Check and approve the budget.
- Check the plausibility of monthly reports and take note of them;
- Take note of interim financial statements
- Approves the financial statements
- Review of the financial strategy

5.2 Chief Academic Officer

The **Chief Academic Officer** is responsible for:

for maintaining and enhancing the culture of high academic excellence at the European Graduate School. The faculty and curriculum and teaching support staff report directly to the CAO, who has primary authority and accountability for the school's academic performance. The CAO provides leadership and implements the vision and strategic direction for the European Graduate School's curriculum, instruction, assessment and school improvement initiatives. He oversees the professional development of all faculty and oversees the academic management of the school. In addition, the CAO collaborates with the President of the Foundation and other academic school directors in evaluating, modifying and developing best teaching practices that lead to higher student achievement and character development.

This position reports to the President of the Foundation.



- The Chief Academic Officer oversees all teaching, assessment and curriculum development at the school, including the following duties:
- Building great academic leaders and teachers of:
- Support the school leadership in ensuring a high-quality implementation of the school's pedagogical approach, including standards, assessments, teaching guidelines and school culture.
- Lead staff to achieve high performance through goal setting and assessment, as well as coaching and feedback based on university-wide academic goals, teaching priorities and individual development

Advise, support, celebrate and mentor individual teachers to improve teaching through:

- a. Evaluate school performance data to make holistic and individual recommendations for improvement;
 - b. Conduct consistent lesson observations with feedback/modelling/coaching;
 - c. Facilitate curriculum design and assessment of the unit and lesson plans;
 - d. Promote continuous, high-quality assessment as a means of evaluating students Performance;
 - e. Work with the President of the Foundation to implement, evaluate and refine a comprehensive professional development programme for teachers;
 - f. Guide staff to set and achieve ambitious goals for the individual, the class and the institution.
- Grade-level targets.
- g. Communicating and promoting expectations for high performance to faculty and students
 - h. Appropriately recognising and rewarding excellent performance and effectively addressing poor performance
- Research, evaluate, design and/or supplement academic curriculum for all subjects and grade levels based on successful models and approaches and purchase curriculum materials such as textbooks.

Building a great university:

1. support the President of the Foundation in developing a strategic plan and scalability of the existing teaching model to ensure excellence and high standards as the university expands to serve more students.
2. ensure that curricula are aligned with national and state standards and assist in creating curricula that allow for efficient and effective pacing, sequencing and lesson planning.
3. the implementation of the university's academic priorities. Regular and ongoing review of assessment tools and analysis of performance for effectiveness in improving student achievement.
4. represent the university to various audiences and support all necessary functions for the management and success of the university.



5. Assist in managing all resources at the University site, including establishing and maintaining a budget that ensures financial viability, planning for future needs and ensuring compliance with reporting requirements.
7. maximise the European Graduate School's ability to support students' academic and socio-emotional development.
9. supervise all university activities, e.g. dances, concerts, orientation programmes, plays, musicals, field trips and other special events.
10. ensure that good practice is shared across the university.
11. build systems and relationships that harness the diversity of staff, promote constructive ideological conflict to harness the expertise, power and influence of staff to realise the university's vision for success.
12. set awareness of the professional needs, problems and interests of staff to create cohesion and facilitate distributed leadership and shared decision-making.
13. prepare formal reports to the Board of Trustees and the Charter Unit on student academic performance.
14. work in the student recruitment and admissions team.
- 13) A strong belief in the mission and educational model of the European Graduate School
- 14) Willingness to do whatever it takes to help our students achieve academic excellence.
- 15) Willingness to do whatever it takes to ensure the success of the university.

5.3 The Deans of the Divisions

The **Deans** are responsible for:

- Recruitment in supervision and cooperation with the Student Advisory Service, the Administrative Offices, the Social Media Person and the module providers.
- Ensure that we get enough new students each year and that enrolled students are well looked after.
- Answering enquiries, e-mails, phone calls, skypes, meetings.
- Maintain contact with module providers, as well as actively recruit new module providers.
- Cooperation with universities and module providers
- Maintaining and promoting, as well as initiating new partnerships. Whether by e-mail, on-site at spring symposia, via invitations to teaching events and lectures
- Study guidance in cooperation with the study advisor, virtual or on-site
- Advise and support faculty members in their various roles, such as dissertation supervisors
- Academic programme
- Annual update in cooperation with the Administrative Offices
- Timetables and travel plans for the Spring, Summer and Fall School
- Create synergies with the CAGS/Ph.D. programme where possible.



- Implementation of the Spring, Summer, and Fall School
- Inviting the teaching staff
- Preparation and control of mandates
- Financial support for students
- Awarding of Matching Scholarships in cooperation with Administrative Offices
- Work studies in collaboration with the Leuk office and assistance
- Create and adhere to the budget
- Review documents and assign tasks
- Admission of students
- Coordination and supervision of the M.A. programme - CAGS/Ph.D. programme AHS
- Encourage young faculty members
- Invite and train as T.A. during the summer schools
- Evaluate the Summer Schools Ensure that they are implemented
- Participation in the meetings of the university management
- The organisation of faculty meetings and staff days before and during spring, summer and autumn schools
- Graduation ceremony
- Planning, address, implementation in cooperation with the Rector Emeritus, the Hotel Allalin, the Assistance and the Leuk Office
- Website
- Ensuring content is updated in collaboration with the webmaster
- Assignments to the digital director for the visual part (videos, photos)
- Social media
- Support for the social media person
- Support of the Alumni Representative

5.4 Head of Compliance Desk

The **Head of Compliance Desk** is responsible for:

- the support of the management in complying with applicable legal norms, market standards and internal regulations. This support typically consists of identifying, assessing, advising, recommending, monitoring and reporting compliance risks.
- Creating a compliance culture in the institution that supports compliance.
- Ensuring that the Compliance Department can reach the management at short notice;
- A careful analysis of the institution-specific compliance risks is the central basis for the compliance function's organisation and activities. Neither the institution management nor the compliance function can monitor compliance with all legal provisions applicable to the institution and its group companies at home and abroad.



- With the international orientation of the institution presented here, foreign requirements must also be taken into account.
- The compliance function is to be informed about misconduct. It is determined in consultation with the management when ad hoc information (significant risks for the institution) is to be provided. The compliance function then proposes appropriate measures to the management to remedy the crisis situation (remediation).
- In addition, the compliance function advises the specialised departments and business units in critical decision-making situations. In principle, the decision-making authority remains with those responsible in the specialist departments and business units.
- The compliance function advises the departments and business units on the "design" of the relevant control activities. It may only carry out controls to a limited extent, which must be precisely defined in terms of reference. Only in these cases does the compliance function have the right to intervene in the affairs of the specialised divisions and business units.
- The task of the compliance function is not limited to a mere observer role. It is always the task of the compliance function to report observed changes in the compliance risk landscape of the institution and concrete compliance violations to the management to develop suitable (counter)measures together with the management or according to the given task and job description.
- The Compliance function can and shall participate in committee meetings and other external and internal meetings to the extent necessary to fulfil its duties. Employees of the compliance function may attend other meetings relevant to the institution's compliance on their responsibility, if necessary, after prior confirmation by the management.
- The compliance function shall have unrestricted access to all employees who have information relevant to the activities of the compliance function.
- The work of the compliance department should be documented both in its own interest and in the interest of the institution.

5.5 Director Organisation and Business Development

The ***Director Organisation and Business Development*** is responsible for:

- Assist in the preparation and implementation of EGS strategic and business plans to achieve EGS objectives while monitoring EGS strategic and operational plans within approved budgets;
- Identify general efficiencies that lead to identifiable cost savings,
- Develop a procedures manual containing all regulations and procedures necessary for the efficient delivery of high-quality professional development by the European Graduate School;
- Review the organisational performance of the EGS;



- Setting priorities for more efficiency;
- Develop and implement the EGS strategic plan;
- Review of the administrative policy;
- Motivating employees;
- Implement the recommendations from the internal and external quality assurance audits;
- Promote a culture of quality among EGS staff while building administrative and financial capacity among staff;
- Strive for standardisation and simplification in all procedures related to the EGS;
- Handle sensitive and confidential information appropriately and with discretion;
- Analyse and synthesise data from a variety of sources and present the resulting information in a clear summary;
- Assist in the preparation and implementation of the EGS strategic and business plans to achieve the EGS objectives.
- Identify opportunities for developing new learning programmes and initiatives in response to identified needs in the educational provision at each level and coordinate the development of such programmes.
- Fill, organise and maintain information files and shared information systems, both electronically and on paper.
- Show initiative in identifying new sources of information as they become necessary and/or available.
- Liaise with other public bodies regarding the provision of data and coordination of activities with EGS-relevant implications;
- Keep abreast of international developments by following published literature, attending relevant conferences, training and workshops, and networking with peers to share this knowledge with staff within EGS and the education community, and translating this knowledge into ideas and projects that further enhance the work of EGS;
- Ensure those information sessions are organised as required to ensure that all EGS stakeholders are fully informed and familiar with the regulations, procedures and policies affecting the EGS.
- To be well informed and up to date on all matters related to national and international projects and all national and international obligations affecting this field.



5.6 Head of the Finance Department

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

- Set up proper accounting and reporting
- Account plan
- Software
- Determination of the chart of accounts, selection of accounting and software
- Preparation of the budget for the following year -
- The budget for the next year is adopted in the autumn;
- Presentation of the budget to the Board of Trustees;
- Check that the budget is being adhered to.
- May instruct the university management to complete the detailed budget;
- Can instruct budget managers to justify budget variances.
- Produce a monthly financial report, including commentary.
- Define meaningful, reliable key figures;
- Deliver the monthly reports to the Foundation Board on time;
- May instruct the administration to provide the required figures.
- The interim financial statements correspond to the actual annual financial statements with a deviation of 10%.
- May instruct the administration to carry out the necessary work.
- Annual financial statements incl. audit
- Timely preparation;
- Compliance with legal requirements related to accounting, social security and other regulations;
- Expeditious implementation of the audit
- Presentation of the annual financial statements to the SR
- May instruct the administration to carry out the necessary work.
- Discusses tuition fees, cash management, currency matters etc., with university management.
- Assuming responsibility for relevant financial and business risks.
- Oversee all purchasing and payroll activities.
- Develop and implement strong internal controls in all aspects related to financial management, risk management and asset control.
- Develop and maintain systems of internal control to safeguard the financial assets of the organisation.
- Oversee the compilation and preparation of the financial statements and reports of the EGS.
- Develop and assist in developing financial plans, forecasts, and other finance-related areas, including collecting, interpreting, and preparing data for reports and recommendations.
- Ensure that all financial activities are focused on sustainability.



5.7 Head of the Human Resources Department

The *Human Resources Manager* is responsible for:

- Assist in the preparation and implementation of EGS strategic and business plans to achieve EGS objectives while monitoring EGS strategic and operational plans within approved budgets;
- Develop procedures, including all regulations, concerning H.R. that are necessary for the efficient implementation of high quality continuing education by the European Graduate School;
- Promote healthy relationships between staff and management through mediation, handling labour disputes and guiding department heads on staff issues.
- Achieving employee results by communicating work expectations; planning, monitoring and evaluating work results; coaching, counselling and disciplining employees; initiating, coordinating and enforcing systems, policies and procedures;
- Carry out special projects by organising and coordinating information and requirements; planning, organising and meeting deadlines; monitoring results;
- Achieving financial targets by anticipating requirements; presenting information for budget preparation; planning expenditure; monitoring costs; analysing variances;
- Contribute to team performance by achieving related outcomes as required;
- Minimising risk by complying with local labour laws and regulations, constantly staying up to date, and considering the changing needs of employers and workers.
- Collect and analyse employee data and maintain accurate and complete employee records;
- Implement the recommendations from the internal and external quality assurance audits;
- Strive for standardisation and simplification in all procedures related to the EGS;

5.8 Campus Coordinator (part-time)

The campus Coordinator is responsible for:

- Be in contact with the students
- The organisation of graduation ceremonies, preparation of room and drinks
- Instruct and supervise working students
- Responsible for the Dissertation and Thesis Library
- Liaising with learners and professionals as needed and obtaining regular feedback as required;
- Ensure that lectures start and end on time;



- Ensure that the venue is well organised and prepared for the courses;
- Work with the Dean to develop timetables for courses;
- Ensure order and discipline and promote a healthy relationship between staff and the learning community;
- Provide professional organisational support for lecturers;
- Supervise the cleanliness of the centre and ensure the proper maintenance and upkeep of the centre's building, facilities and equipment;
- Support the auditing process of course participants' files and/or projects;
- Maintain a detailed inventory of the campus and its resources and amenities in accordance with prescribed regulations;
- Be proactive on health and safety issues;
- Developing and improving systems to improve care;
- Full participation in creative meetings and development discussions;
- Respond to system and organisational changes as needed;
- Adhering to set budgets when purchasing equipment or services, e.g. booking activities for learners;
- Obtaining a selection of offers when purchasing equipment or services, analysing data, making recommendations;
- Reporting on expenses;
- Coordination of all offers for the purchase of equipment, maintenance, services, etc.
- Ensure that the Head of Finance approves all expenditure
- Compliance with the financial policy regarding petty cash and the procedure for staff costs.
- Organise support for disabled students or teachers, i.e. transport.

5.9 Manager System Administrator (external)

- The Manager System Administrator is responsible for:
- Participate in technical research and development to enable continuous innovation within the infrastructure;
- Ensure that system hardware, operating systems, software systems and associated procedures are consistent with the organisation's values and empower employees and partners;
- Development and maintenance of installation and configuration procedures;
- Participation in and compliance with system standards;
- Researching and recommending innovative, preferably automated approaches to system administration tasks;
- Conduct regular security surveillance to identify possible intruders;
- Perform regular file archiving and clean-up as required;
- Maintaining operational, configuration or other procedures;
- Conduct periodic performance reporting to support capacity planning;
- Support lecturers in the development of online courses;



- Assist in the development of blended courses, webinars, forums, etc.;
- Identify general efficiencies that lead to identifiable cost savings, in collaboration with the Senior Manager Quality Assurance;
- Develop a procedures manual containing all regulations and procedures necessary for the efficient delivery of high-quality professional development by the European Graduate School;
- Checking compliance with regulations of the European Graduate School;
- Setting priorities for more efficiency;
- Providing leadership for heads of department;
- Develop and implement the EGS strategic plan virtually;

5.10 Central Administrative Offices

The **Head of the central administrative Offices** is responsible for:

Review cases that fall outside the scope of the approved policies and procedures and recommend appropriate action to management;

- Prepare financial audit
- Advise management on the operational requirements of the unit/section and related areas of experience/competence;
- Dealing with specific enquiries and complaints;
- Create and maintain databases;
- Attend meetings to support middle management as required;
- They act as secretary for boards, committees, commissions and have to write reports, take minutes and deal with correspondence;
- Monitor workflow and ensure timely procedures are effectively followed;
- Ensuring the smooth running of day-to-day operations;
- Ensure efficiency and effectiveness in the management of the EGS budget;
- Ensure that records and statistics relating to the EGS are accurate and up to date as required by the CEO;
- Ensure compliance with financial and procurement regulations;
- Ensure that the EGS Administrative offices are fully equipped and regularly resourced.
- Continuously support the EGS administration in updating the inventory database in line with the accrual accounting inventory system and eFinance;



5.11 Registrars / Assistants to the Deans

The *Registrars / Assistant Deans* are responsible for:

- Passing on the necessary information to prospective students before enrolment
- Advice on the student's individual choice of course
- Organise introductory talks with the deans for admission
- Answer questions about career opportunities

5.12 Academic staff/lecturers

The **academic staff/lecturers** are responsible for:

- Use timely assessment and feedback approaches that promote independent, reflective learning;
- Obtain feedback from course participants on their learning programme via the feedback form with each learning programme;
- Tracking each student's progress against the planned learning and assessment activities, reporting progress to the Dean and intervening when necessary to ensure each student is on track;
- Analysis of student performance data, each time a learning programme runs, by completing a course monitoring form;
- Analysis of feedback from course participants and externals on their learning programme, each time a learning programme is running, via the completion of a course monitoring form;
- Adapt their teaching methods and/or learning programmes in the light of this and other sources of information relating to learning and teaching quality;
- Commitment to one's own learning through self-reflection, reviewing and evaluating one's teaching through various methods, including feedback from course participants and peers.

5.13 Course participants

The **course participants** are responsible for:

- Actively engage in the learning process and participate according to assessment requirements;
- Provide thoughtful, honest and timely feedback to EGS and its staff on the quality of teaching and EGS services
- Careful and honest completion of assessment tasks to demonstrate learning outcomes;



- Fulfilment of assessment requirements as stated in the course schedule, including submission of work by the agreed due date;
- Discuss any concerns they have about their progress on coursework and assessment as early as possible with the relevant lecturers and/or the Dean/Training and Development Officer;
- Consultation with the lecturer (in the first instance) and Dean if personal circumstances affect attendance or performance at assessment;
- Raise any concerns they have about the marks for each assessment task immediately, rather than waiting until the final mark for the unit is awarded;
- Adherence and compliance with all policies, procedures and regulations relating to assessment and seek clarification where necessary.

6 References

- Malta Referencing Report (2016) NCFHE, Ministry for Education and Employment, Malta.
- National Quality Assurance Framework for Further and Higher Education (2015), NCFHE, Ministry for Education and Employment, Malta.
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (2015), Brussels, Belgium.
- MQF (2007) NCFHE, Ministry for Education and Employment Malta