Global College Malta

Staff Manual

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Version 2.0 26th August 2021

Approval

The contents of this *Staff Manual* have been approved by Mr Donald Nambudiri, College Principal

Date of Approval

26th August 2021

Distribution List

A digital version of this *Staff Manual* has been distributed to all College staff and is also readily available to all staff on the College's internal shared open access drive.

The College Principal will ensure that a digital or print version of the *Staff Manual* is provided to any new recruits, whether full- or part-time.

One printed copy of the *Staff Manual* is available at the main administration office in the College.

Revisions

Any employee of the College may request revisions to this *Staff Manual*, at any time. Such a request for revisions to be considered to the document may also include requests for new section/s to be included in the *Staff Manual*.

A request for a revision must be made in writing to the College Principal. Such a request for a revision to the *Staff Manual* should specify:

i.   the identified section of the *Staff Manual* it is suggested should be revised;
ii.   a short justification as to why it is considered that the identified section should be revised; and,
iii.   where appropriate, some proposed revised text of the identified section.

Upon receipt of a request for a revision to the *Staff Manual*, the College Principal shall:

i.   give a reference number to the request received;
ii.   acknowledge receipt of the request;
iii.   review the request and, where necessary, involve the expertise of other officers of the company in order to arrive at a decision;

iv. decide on whether or not to approve the request for revision; and,
v. communicate the decision to the employee who requested the revision.

In the event that the request is not accepted, the College Principal is under no obligation to give reasons for this.

There is no time limit for any request for revision to be considered and decided upon, although every effort should be made for such requests to be considered and decided upon in the shortest possible time.

Updates

Any changes to the *Staff Manual*, including changes resulting from requests made by employees that will have been accepted, are to be immediately communicated to all employees on the Distribution List,

Reviews and Updates

This *Staff Manual* will be reviewed by a Review Panel at least every two years, or earlier if considered necessary. The Review Panel may also wish to introduce new sections into the *Staff Manual*.

The Review Panel will include, as a minimum, the College Principal, the College officer responsible for Human Resources, a member of management, and a member of non-managerial staff.

Minutes will be taken of the Staff Manual Review Meeting, and will be signed by all attendees. Minutes will be taken, even if no changes to the *Staff Manual* are made.

Introduction

Welcome to Global College Malta! We are really pleased that you are working with us on our exciting educational journey here in Malta and we hope that you will find your role with us challenging, rewarding and enjoyable. We want you to feel part of the College 'family'.

The purpose of this College *Staff Manual* is to provide useful information and guidance to staff working at the College. The Conditions of Employment that relate specifically to year 2021, are included in the final Appendix to this *Manual*, and while it is accessible to each member of staff, it is Confidential to all other readers of this *Manual*.

The College is conscious that we depend on our staff to act as positive ambassadors for the College and to support the College's strategic objectives through their work in collaboration with others, both within the College and externally. College staff are encouraged to make themselves familiar with the content of this *Manual*. This *Manual* does not, and cannot, address every situation that may arise during your time working with the College. The guidance presented in this *Manual* is presented for information purposes only and is not intended to be, and should not be interpreted as, a contract between the College and any member of staff of the College.

The College's Staff Manual is a living and dynamic document and will, necessarily, change over time to reflect changes in institutional policy and practice and any relevant external policy changes. The College encourages each member of staff to participate in making any changes to this document.

We sincerely hope that you enjoy working with us!

Our Vision and Values – To 'INSPIRE'

Global College Malta is a leading private tertiary education institution which is recognised for providing high quality pre-degree, undergraduate degree, postgraduate degree and short course provision that is student-centered and teaching-focused, preparing all our graduates for success in their chosen profession and helping to stimulate economic vitality and growth in Malta and internationally.

<u>Vision</u>

Through providing an inspiring and creative environment, Global College Malta will enrich the lives of all of its students by providing them with innovative learning opportunities which will allow them to explore, to develop and to realise their full academic and professional potential. In doing so, we will equip our students with the skills that they need to become confident, effective and culturally responsible global citizens.

We will continually strive to: ensure excellence in our teaching and learning; to provide high quality academic and professional programmes which meet and exceed Maltese and international standards; actively promote scholarly work; encourage a dynamic and mutually supportive staff team; and, facilitate high levels of staff-student interaction and support.

We will actively engage in collaborative relationships with industry, commerce, the public and voluntary sectors in Malta and beyond in order to enhance the educational experiences of all our students, thereby helping to enrich our learning, scholarly and social community.

<u>Values</u>

Aligning with the College's founding motto of *'developing people to their true potential'*, we commit ourselves to:

- ✓ Being **Inclusive** and respectful: we will cultivate an inclusive learning community which supports and facilitates the success of all of our students and staff. We will act in an honest, fair, and ethical manner, valuing teamwork, participation, and diversity of ideas and perspectives, thereby creating a culture of openness, trust and professionalism;

- ✓ Continually **Nurturing** both our students and staff to explore and develop their potential, giving them the confidence and skills to grow professionally and personally;

- ✓ Being **Student** focused and responsive: through listening carefully to all of our students, ensuring that their learning journeys reflect their academic and cultural backgrounds and future career aspirations;

✓ Providing study **Programmes** of the highest possible quality and standards which reflect cutting edge global knowledge and meet Maltese and international standards;

✓ Promoting **Innovation**: encouraging, considering, and supporting the development of ideas through individual ingenuity and creativity, thereby creating an environment which stimulates opportunities for growth and change, both for the individual and the Maltese economy and environment;

✓ Being **Recognised** both in Malta and internationally for our work: through our programmes and scholarship we will be recognised and respected for our contribution to the global academic community; and,

✓ **Excellence**: we will serve our scholarly community by delivering consistently high-quality programmes, teaching, service, and scholarship

'I N S P I R E'

College Staff Code of Conduct

1.   It is of the utmost importance that at all times the College maintains public confidence, both in Malta and beyond, in its integrity. The College accordingly expects all its staff to conduct themselves responsibly and at all times in accordance with this guidance when undertaking their duties and when engaged in professional and social activities in the course of College business.

2.   This guidance sets out the expected standards of behaviour for all staff at the College. It covers some of the most important issues which are likely to arise during the course of your employment but is not intended to be exhaustive and should be read in conjunction with the other relevant documents that the College may, on occasion, produce. In certain circumstances, staff may also be bound by other codes of conduct set out by relevant professional or statutory regulatory bodies.

Scope

3.   This guidance applies to all staff employed by Global College Malta.

4.   Line managers should help ensure that their staff are aware of the existence of this guidance and its purpose.

Standards of Behaviour

Relationships with People

5.   College staff should at all times:

- engage honestly, openly, fairly, impartially, diligently and with integrity when dealing with the College's students, colleagues, customers, suppliers and the Maltese public in the course of College business;
- treat others with courtesy, dignity and respect;
- work with colleagues in a collaborative, co-operative and supportive manner; and,
- follow all reasonable instructions given by those supervising or managing their activities and/or work areas.

6.   In order to avoid their interests conflicting, or being perceived to conflict, with the interests of the College and the need to ensure that decisions are taken in a fair and balanced way that can withstand external scrutiny and be free from inappropriate influence, staff should at all times:

- seek to identify any such conflict of interest, declare it to their line manager and manage it as required by the line manager; and,
- declare to their line manager any relationship with a student, particularly where it is of a romantic or sexual nature and comply fully with any consequential arrangements which

are made to minimise any conflict of interest and effects on other staff and students, including those relating to the tutoring, supervision and assessment of the student concerned.

Responsibility for the services staff provide

7.   Staff should at all times:

- act in the best interests of the College and in a way that supports the College to achieve its corporate objectives;
- strive to provide an excellent service to students, colleagues and other individuals and organisations that engage with the College;
- bring to the attention of the appropriate College manager any deficiencies in service provision, following agreed procedures and without fear of recrimination;
- undertake any staff development, training or other activity provided by the College intended to give effect to this guidance; and,
- report to the appropriate College manager any suspected impropriety or breach of College policy or procedure.

Equality

8.   Staff should comply with the College's policies relating to diversity and equality and ensure compliance with relevant Maltese legislation as enshrined in the Equality Bill (2020). Every individual is entitled to be treated with fairness and equity and to work or study in an environment that is free from unlawful discrimination and harassment.

Impartiality and Academic Integrity

9.   The College strives to maintain the highest standards in all the teaching, research and other activities that it undertakes. Staff must not conduct themselves in ways that undermine the academic or ethical standards of the College's awards or the conduct and dissemination of its research and scholarship.

10.   The College is politically neutral and avoids any party political bias. The College does not give support or funding to a political party or individual, and the College cannot be used as a vehicle for the expression of the personal or party political views of any staff member. Staff should not engage in party political activity during work time, using the College's resources or in connection with their work for the College.

11.   The College's academic staff do, however, have freedom within extant Maltese law to appropriately question and test received wisdom, and to put forward new ideas and controversial or unpopular opinions, without placing themselves in jeopardy of their contracts of employment being terminated or any privileges they may have at the College curtailed.

Standards of Probity

External Commitments and Conflicts of Interest

12.   College staff should:

- make their line manager aware of any relationships of a business or private nature they or a family member may have with the College's external contractors or suppliers, or potential contractors or suppliers, in order to avoid a possible conflict of interest arising. Staff should not misuse their position within the College to further their private interests or those of others and orders and contracts must be awarded by merit, fair competition and in accordance with College policies;
- not accept any gift, reward or hospitality from any organisation or individual or have them given to family members or friends as an inducement either for doing something or not doing something in their official College capacity;
- take particular care over any gift from a person or organisation, which has, or is hoping to have, a contract with the College, as benefits from a third party might reasonably be seen to compromise their personal judgement and integrity. Gifts of a trivial or inexpensive nature may be accepted, but more substantial or expensive offerings should be declined; and,
- ensure they are aware of and comply with their contractual obligations to the College and not undertake external work which either interferes with the performance of their professional responsibilities, or that competes or conflicts with the interests of the College.

College resources

13.   College staff should:

- use College resources in a responsible and appropriate manner and for College business only; and,
- not undertake any external work, whether paid or unpaid, on College premises or using College facilities, unless these are hired at the proper commercial rate.

Disclosure of Information

14.   College staff owe a general duty of confidentiality to their employer and should, therefore, at all times:

- maintain the confidentiality and integrity of information to which they have access during the course of their duties;
- not use any information obtained in the course of their employment with the College for personal gain or benefit, nor should they pass it on to others who might use it in such a way; and,

- avoid disclosure of personal data relating to any individual held by the College and use it only for the purposes to which the individual has consented in accordance with the provisions of the European Union's General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR).

15.   If any member of staff witnesses or experiences behaviour, or believes they are being required to act in a way which is contrary to this guidance, they should discuss this with their line manager or the College Principal in the first instance.

16.   In order to facilitate the investigation of any such concerns, the College staff member will be required to submit a signed statement providing details of their concerns and the behaviour that they have witnessed and/or experienced.

17.   Taking any action which could be seen as retaliation against an individual for reporting behaviour which is contrary to this guidance may be regarded by the College as constituting victimisation and will be regarded as a disciplinary offence.

Global College Malta Dignity and Respect Policy

Aims and Purpose

1. Global College Malta is committed to the promotion of equality and the elimination of harassment, bullying and discrimination in all their forms. The College believes that everyone has a right to work and study in an environment where they are treated fairly and with dignity and respect. This guidance applies to complaints of bullying or harassment made against a member of staff of the College.

2. The College will implement as much of this policy as is practicable and enforce any rights which it may have in respect of incidents of harassment reported against contractors, agents of contractors, visitors or other external parties.

3. The purpose of this policy is to assist in developing an environment in which bullying and harassment are known to be unacceptable and where both College staff and students are able to recognise, challenge, and where necessary, complain about bullying and harassment should it arise, in the knowledge that their concerns will be investigated fairly and appropriately. This policy outlines the procedures to be followed if an individual feels they are being harassed or bullied.

4. Allegations of bullying and harassment will be taken seriously by the College and may lead to disciplinary action being taken against the perpetrator. The College will also take seriously any allegations which are deemed to be malicious and may take disciplinary action against any person making a complaint in bad faith.

5. Harassment is defined by the College as being unwanted conduct related to a relevant characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. Harassment may be (but need not be) related to the protected characteristics of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. The College defines bullying as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.

6. Bullying and harassment may take a variety of forms, be obvious or covert, and may involve a single incident, if sufficiently serious, or a series of incidents. Incidents which may appear trivial when considered in isolation may constitute bullying or harassment when repeated. Differences in individuals' attitudes, backgrounds or cultures can mean that behaviour perceived as harassment by one member of staff may not be considered harassment by another.

7. In deciding whether bullying or harassment has occurred, the key is not the intention of the perpetrator, but whether the perpetrator has engaged in unwanted behaviour which has the purpose or effect of violating the complainant's dignity or creating an intimidating, hostile,

degrading, humiliating or offensive environment for the complainant or someone witnessing it, and it is reasonable to regard the behaviour as having that effect.

8. Bullying should be distinguished from academic debate and from managers making reasonable requests or managing the performance or conduct of their staff.

9. Bullying and harassment may include the following examples (although the following list is not intended to be exhaustive):

   - Sexual harassment may take the form of ridicule, sexually provocative jokes or comments, unwelcome sexual advances or physical contact, displaying or distributing sexually explicit material, demands for sexual favours or assault;

   - Harassment of people with disabilities may take the form of inappropriate personal comments or jokes, or individuals being ignored or ridiculed because of their disability;

   - Harassment on the grounds of race, religion or belief may include jokes or comments about a person's colour, race, nationality, religion or belief, including comments regarding dress, culture or customs which have the effect of ridiculing or undermining a person or fostering prejudice;

   - Harassment on the grounds of sexual orientation may include homophobic jokes or comments relating to a person's sexuality, or threats to disclose an individual's sexuality to others;

   - Harassment on the grounds of age can involve ridicule, jokes or inappropriate comments based on age;

   - Harassment may also take place on the basis of an individual's association with someone who possesses certain characteristic, for example, where inappropriate comments are made about an individual's disabled child;

   - Harassment may also take place where people think an individual possesses a particular characteristic, even if the person does not actually possess that characteristic, for example, where homophobic jokes are made about someone who is actually heterosexual; and,

   - Bullying may include repeatedly ignoring or excluding a person, insulting, abusive or intimidating behaviour, spreading malicious rumours, 'cyber-bullying' (for example, text messages or comments on websites), setting unreasonable deadlines, persistent unwarranted criticism or derogatory remarks. It can be carried out by an individual or a group.

10. Although the terms 'harassment' and 'bullying' are not synonymous, this guidance relates to both issues and the term 'harassment' is used within this document from this point onwards to encompass both.

11. The overriding principles in dealing with concerns or allegations of harassment are that they must be taken seriously, considered carefully, addressed promptly and as far as possible, in confidence.

The responsibilities of College Staff for their own conduct and behaviour

All College staff

12.   Every College member of staff has a responsibility to treat staff colleagues and students with dignity and respect and to behave in a way that is not offensive to others.

13.   College staff also have a responsibility to recognise that other people's views and opinions may not always coincide with their own, and that they may not always agree with decisions made by managers. Such differences of opinion should not reasonably be considered as harassment.

College Managers and Supervisors

14.   College managers and supervisors have a responsibility to carry out their managerial duties and may need to adopt a firm or assertive style in doing so. However, they should take care not to demean, devalue or intimidate staff.

15.   College managers and supervisors also have a responsibility to promote a culture of dignity and respect, free from unacceptable behaviour. Should bullying or harassment occur in a group situation, the person in authority within the group has a responsibility to recognise this and to take prompt action to stop it by making clear that such behaviour is unacceptable and will not be tolerated. Inaction may be seen as an endorsement of such behaviour.

Students

16.   This College policy only applies to students in relation to addressing any complaint they may have against a member of College staff. Expected standards of behaviour for College students are detailed elsewhere in College procedures.

Informal resolution

17.   Many issues of alleged bullying and harassment can be resolved informally. The alleged perpetrator (the respondent) may be unaware that their behaviour is unacceptable to the person alleging harassment (the complainant) and it may be possible to resolve the issue without resorting to a formal procedure.

18.   If a member of staff at the College feels that they have been bullied or harassed should make a written record of the incident(s), including date(s), time(s) and details of anyone who may have witnessed the incident(s), in case this information is needed for future reference.

19.   If an individual identifies a concern with another person's behaviour related to bullying and harassment, where possible they should meet with the individual to discuss the issue, making clear the fact that the behaviour is unwelcome and that the complainant wishes it to stop. The conversation should be informal and constructive, and should take place somewhere where the issue can be discussed confidentially and without interruption. The complainant should be given

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the opportunity to discuss the issues from their perspective and should also allow appropriate opportunities for the respondent to reply. Both the complainant and the respondent are advised to keep a record of their interpretation of this meeting in case it is needed for future reference.

Formal resolution

20. College staff are normally be expected to attempt to resolve their concerns informally before making a formal complaint of harassment. If an individual's attempts to seek informal resolution have not been successful, a formal complaint may be raised. The College also recognises that in particular circumstances it may be appropriate for an individual to address the issue formally without having attempted to resolve it informally.

21. A complainant may be, but need not be, the direct object or recipient of the behaviour complained of. If the complainant is not the direct object or recipient of the behaviour, they must have sufficient direct and detailed knowledge of the behaviour to enable a complaint to be made.

22. A formal complaint of harassment should be made in writing to the College Principal. Any complaint should contain as much detail as possible to aid the subsequent investigation.

23. A formal complaint will be investigated by the College as quickly as possible in a sensitive and impartial manner.

Possible Suspension or Redeployment during the investigation
24. Temporary redeployment of one or both parties may be considered. In such cases, it would normally be appropriate for the respondent to be relocated or redeployed rather than the complainant. However, the complainant may be offered the option of redeployment where appropriate or where it is not practicable to relocate the respondent.

25. In order to relieve the stress or pressure on one or both parties, to prevent the risk of further incidents, to prevent an investigation from being inhibited, or for another appropriate reason, it may be necessary to suspend the respondent pending the outcome of an investigation. Should it be necessary to hold a Disciplinary Hearing, suspension may continue until this is concluded.

26. Suspension under this procedure is not a disciplinary penalty and does not suggest guilt. It is a neutral act enabling the individual to be released from their place of work, pending investigation of the allegations made. As such it is without prejudice to either the individual or the outcome of the investigation.

27. Any decision to suspend a member of College staff will be taken by the College Principal. Wherever practicable, the member of staff will be informed of the suspension at a meeting at which they has the right to be accompanied. A member of College staff suspended from duty will receive written confirmation from the College Principal within three working days of:

- The reason for the suspension;
- The date from which the suspension will operate;
- The likely timescale of the ongoing investigation;
- Confirmation that the suspension is on a without prejudice basis.

28.   Suspension will normally be with pay unless the investigation is into an alleged criminal offence. If a College member of staff is suspended for 28 calendar days or more may appeal against the suspension in writing to the College Principal. The suspension will continue to operate pending the determination of any appeal by the College Principal and the decision will be communicated within seven calendar days of receipt of the appeal. There is no further right of appeal against suspension.

Investigating a Formal Complaint

29.   The College Principal will undertake the investigation. The College Principal will meet with the complainant to ensure that they have a full understanding of the alleged incident(s). The respondent will be informed that if the complaint is upheld, it may lead to disciplinary action.

30.   The College Principal will meet with the respondent to discuss the complaint that has been made and their response to the allegation(s). A written copy of the complaint that has been received will not be made available to the respondent at this stage but the respondent will be provided with sufficient detail to enable them to respond fully to the allegation(s).

31.   Both the complainant and respondent will have the right to be accompanied at any formal meetings and will be entitled to submit any relevant written evidence in support of their case.

32.   The College recognises that the investigation of complaints can be a stressful process for all those involved and will investigate formal complaints as quickly as possible. All parties have a duty to cooperate with the investigatory process and each stage of the formal procedure will be carried out without unreasonable delay. However, it is not possible to prescribe specific timescales for the investigation of formal harassment complaints.

33.   Reasonable notice of any meetings will be given to allow individuals to make arrangements to be accompanied if they wish. All parties must take all reasonable steps to attend meetings arranged in relation to a formal complaint. If a College member of staff is unable to attend a meeting which has been arranged, they should inform the College Principal as soon as possible and an alternative date will be arranged. If a College member of staff fails to attend a meeting without good reason, the College Principal may proceed to investigate the complaint in their absence based on the evidence available or treat the complaint as withdrawn.

Outcome of the Investigation

34.   Upon conclusion of the investigation, the College Principal will be responsible for producing a short report explaining their findings and conclusions and any resultant recommendations. Both

parties have a duty to abide by the findings of the Principal's investigation and it is expected that any recommendations will be implemented as soon as practicably possible. Both the complainant and respondent will be informed of the outcome of the College Principal's investigation as soon as possible and will be provided with a copy of the Principal's short report.

Disabilities and difficulties in putting complaints in Writing

35. The College recognises that putting a formal complaint in writing may not be easy, especially for those whose first language is not English or who have difficulty expressing themselves on paper. In these circumstances, College staff are able to seek help from a colleague if they feel that it is appropriate to do so. The College will make any necessary reasonable adjustments to this procedure for disabled members of staff, including providing assistance, if required, in putting a formal complaint in writing.

Multi-Party complaints

36. Where similar complaints are made by more than one complainant, or if the complaint is made against more than one respondent, the College will investigate the complaints in a way it considers most appropriate to ensure fairness to all parties involved, and may investigate the complaints together or separately.

Malicious or Vexatious Complaints

37. If a complaint is found to be vexatious, malicious, or otherwise made in bad faith, this will be viewed very seriously by the College. The mere fact that a complaint is not upheld does not mean that it has been made in bad faith, however, where it is found that a complainant has been dishonest, has made the complaint for an ulterior motive or with no reasonable belief in its truth, this may be dealt with as a disciplinary matter by the College.

38. Taking any action which could be seen as retaliatory against a complainant or a witness could be construed as victimisation. This is potentially unlawful and will be regarded as a disciplinary offence by the College.

39. As well as being a potential disciplinary offence, certain forms of harassment may constitute criminal offences for which individuals may be liable to prosecution.

40. Where a complainant alleges the commission of a criminal offence, such as making harassing phone calls, assault, indecent exposure or rape, the complainant is advised to report the matter to the Maltese police or other appropriate Maltese authority. In the event that the circumstances of a complaint of harassment give rise to a Maltese police investigation, the College reserves the right to suspend the implementation of this policy pending completion of the police investigation and/or any related prosecution.

41. Confidentiality must be maintained as far as possible at every stage of this policy. Information should be disclosed only if it is strictly necessary so as to safeguard reputations and avoid any

implication of wrong-doing by either party. Unjustified breaches of confidentiality may warrant disciplinary action.

42.   All documentation relating to this policy will be treated as confidential and be kept in accordance with the provisions of the European Union's General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). It should be noted that, whilst any penalty remains current, appropriate members of College management will be made aware of conduct issues, including new managers who may not have been involved in the original proceedings.

Global College Malta Staff Grievance Policy

1.   The purpose of this policy is to allow, where appropriate, staff of Global College Malta the opportunity to express grievances relating to their own personal employment circumstances. The College encourages an open and honest relationship with its staff and hopes that most matters of concern to a College member of staff can be resolved quickly by discussion with the immediate line manager in the course of normal day-to-day work. The College actively encourages its staff to raise matters informally before invoking the formal procedures set out in this document. Where a member of College staff raises a formal grievance this procedure seeks to promote settlement as fairly, expeditiously and as early in the procedure as possible.

2.   Grievances are complaints by individual members of College staff concerning matters such as: their terms and conditions of employment, what they might regard as the College's failure to comply with their contractual or statutory rights or some other act or omission that the College has taken or proposes to take in relation to the member of College staff. Grievances may involve relationships with managers or work colleagues or new working practices.

   General Principles
3.   At each formal stage of the College's grievance procedure, the member of staff must explain, in writing, their complaint and say how they think it should be settled. In cases where a grievance involves another member of College staff, that person shall be advised by the College of the substance of the grievance and be given the opportunity to respond.

4.   Arrangements which applied before the grievance was lodged will normally continue to operate until the procedure has been completed. In exceptional circumstances, the nature of the grievance raised by the member of College staff may require a temporary adjustment to their or a colleague(s)' working arrangements. Any such temporary adjustment will be on a without prejudice basis with no detrimental effect on pay.

   Procedure for dealing with Grievances

   Settlement of grievances informally
5.   College staff should aim to resolve most grievances informally with their immediate line manager, giving details of the grievance and stating what reasonable action would, in their opinion, help resolve their concerns.

6.   If the grievance relates to the individual's immediate line manager, the grievance should be raised with the next level of management. The line manager will enquire into the grievance, discuss it with the member of staff and attempt to resolve it informally within seven (7) calendar days of it being raised. The decision will normally be communicated orally to the member of

staff. However, a written record will be kept by the manager that the issue has been raised and dealt with at this stage and this record will be forwarded to the College Principal for filing.

7.   Most grievances are resolved at this stage. If the matter is not resolved, the member of staff may decide to invoke a more formal process of investigation.

Settlement of grievances - formal procedure

8.   The aim of the College's formal procedure is to permit the issue to be addressed and, if possible, resolved as quickly as possible, whilst at the same time giving the aggrieved member of College staff who feels the grievance has not been resolved through the informal route the opportunity to seek a resolution from a higher level of College management. The member of College staff must first ensure that they fully complete informal means of resolution before embarking on a more formal grievance meeting.

i.   **Step 1 – Written** submission
       The member of staff informs the College of their grievance in writing, stating the basis for the grievance and how, in their opinion, the matter should be settled by the College.

ii.   **Step 2 - Meeting**
        The College will write to the member of staff and invite them to a meeting to discuss the grievance. College staff must take all reasonable steps to attend meetings and have the right to be accompanied by a colleague. The grievance will be heard by the next level of College management. Where the grievance is related to the individual's immediate line manager, it will be considered by the next appropriate level of College management.

        The member of College management hearing the grievance may adjourn the meeting for any further investigation that may be necessary. They may interview other members of College staff if appropriate and these members of staff also have the right to be accompanied by a colleague. Once any other members of College staff have been interviewed, it may be appropriate for the manager concerned to meet again with the member of staff raising the grievance. If this is the case, the member of staff and their representative will be invited to a meeting in writing and will be given adequate notice.

        The College will write to the member of staff to confirm the outcome of the meeting and will notify the member of staff of their right to appeal.

iii.   **Step 3 - Appeal**
         Where the grievance has not been resolved at Step 2 above and the member of staff wishes to appeal the decision that has been reached, they should, within seven (7) calendar days of receiving written notification of the decision at Step 2, provide full written details to the College Principal of:

- the grounds for their appeal and what reasonable outcome they seek to resolve their grievance;
- the attempts which have been made to resolve the matter prior to Step 2.

The College Principal will invite the member of staff to a meeting to hear their appeal. Following the meeting the College Principal will inform the member of staff of the College's final decision in writing. The decision reached at Step 3 by the College Principal is final.

Collective Grievances

9. A grievance is a collective grievance if it is being pursued by two or more members of College staff, if the issues raised are common, or substantially common, to each of the grievances. Any meeting held with a view to resolving the grievance shall be attended by the aggrieved members of College staff and follow the same steps as outlined above.

Grievances against the College Principal

10. A grievance raised against the College Principal -Chancellor will be particularly unusual and will arise only if:

- it is brought by a member of staff for whom the College Principal has direct line management responsibility; or
- the nature of the grievance and/or the seniority of the aggrieved College staff member is such that it would be inappropriate for the grievance to be heard either at Steps 2 or 3 of the procedure set out above.

11. If the grievance is against the College Principal, the College staff member should put the grievance in writing to the Head of Study World Education Holding Group in Dubai stating the nature of the grievance and what action should, in their opinion, be taken to resolve the matter. The matter will be examined by the Head of Study World Education Holding Group in Dubai. Their decision will be communicated to the member of College staff in writing within seven (7) days of receipt and will be final.

Difficulties in putting Grievances in writing and disabilities

12. The College recognises that putting a formal grievance in writing may not be easy, especially for those whose first language is not English or who have difficulty expressing themselves on paper. In these circumstances, College staff are able to seek help from a colleague if they feel that it is appropriate to do so. The College will make any necessary reasonable adjustments to this procedure for disabled members of staff, including providing assistance, if required, in putting a formal complaint in writing.

Application of time limits

13. The time limits specified for an aggrieved member of College staff to give notice that they wish to proceed to the next step of the procedure will be strictly applied by the College. There may

be instances when the stipulated time limits may be influenced by matters outside of the College's control and in such circumstances the College will seek to adhere to agreed timescales as far as is reasonably practicable and will keep the member of staff informed.

Unfounded grievances and lack of good faith

14. If a submitted grievance is found to be vexatious, malicious, or otherwise made in bad faith, this will be viewed very seriously by the College. The mere fact that a grievance is not upheld does not mean that it has been made in bad faith, however, where it is found that the member of staff has been dishonest, has raised the grievance for an ulterior motive or with no reasonable belief in its truth, this may be dealt with as a disciplinary matter by the College.

15. Taking any action which could be seen as retaliatory against the individual who has raised the grievance or a witness could be construed as victimisation. This is potentially unlawful and will be regarded as a disciplinary offence by the College.

Confidentiality

16. Confidentiality must be maintained as far as possible at every stage of this policy. Information should be disclosed only if it is strictly necessary so as to safeguard reputations and avoid any implication of wrong-doing by either party. Unjustified breaches of confidentiality may warrant disciplinary action by the College.

17. All documentation relating to this policy will be treated as confidential and be kept in accordance with the provisions of the European Union's General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). It should be noted that, whilst any penalty remains current, appropriate members of College management will be made aware of conduct issues, including new managers who may not have been involved in the original proceedings.

18. Covert recording of any part of the operation of this procedure by audio-visual, tape, electronic or other means, if discovered, will be regarded as a breach of College policy and may result in disciplinary action being taken by the College.

Global College Malta Staff Disciplinary Policy

1. The purpose of the procedure is to help and encourage individuals to achieve and maintain acceptable standards of conduct at work and to provide a framework to ensure consistent and fair treatment for all staff at the College whilst protecting the interests of the College. The policy applies to all staff employed by Global College Malta with the exception of the College Principal.

2. The College expects all its staff to conduct themselves in a reasonable and responsible manner when undertaking their duties and responsibilities and also when involved in professional and social activities during the course of College business.

3. Unsatisfactory performance at work due to misconduct or a combination of misconduct and incapability will be dealt with by the College under this Disciplinary Policy.

4. The College will make every effort to resolve disciplinary matters as speedily as possible and has included in this procedure indicative time limits. However, if it is not possible to adhere to these suggested time limits, they may be amended by the College. In such circumstances, the College will provide the member of staff with an explanation as to the reasons for delay.

5. Where a member of College staff raises a grievance during a disciplinary process, the College will consider whether it is appropriate for the disciplinary process to be temporarily suspended in order for the grievance to be dealt with. Where the grievance and disciplinary issues are related, it may be appropriate to deal with both issues concurrently.

6. All documentation relating to this policy will be treated as confidential and be kept in accordance with the provisions of the European Union's General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). Whilst any penalty remains current, appropriate members of College management will be made aware of disciplinary matters, including new managers who may not have been involved in the original proceedings.

Informal resolution

7. Before pursuing any formal disciplinary action, the College will make every effort to resolve the matter by informal discussions with the individual, if appropriate. Minor lapses from acceptable standards of conduct will usually be dealt with by the individual's line manager, highlighting the standard of conduct and providing clear guidance on the improvements in conduct required. However, informal processes will not be adopted at the expense of taking formal disciplinary action where that is necessary.

8. The individual will be informed that failure to meet the established reasonable standards expected within the agreed timescales could lead, in the future, to formal disciplinary action, as laid out in this procedure.

9.   Notes will be taken of any meeting that is held to try and resolve the matter informally. These notes will be provided to the individual as a record of the meeting in a reasonable time frame following the meeting, but no later than seven calendar days following the meeting. The member of College staff will have the opportunity to confirm or comment on these notes.

10.   If, during a meeting, it becomes evident that the matter is more serious than first assessed, the discussion will be adjourned and it will be made clear to the member of College staff that it is possible that the matter may need to be pursued under the College's formal Disciplinary Procedure. Investigations will normally be carried out by the line manager of the area where the issue has arisen and, if necessary and appropriate, the College reserves the right to bring in someone from another area of the College. The line manager will advise any individuals concerned of the subject matter of the investigation and that it is being carried out in accordance with the College's Disciplinary Procedure. If the line manager needs to speak with witnesses then notes will be taken of the discussion and agreed by the witness(es).

11.   If considered appropriate by the College Principal, the College may suspend the member of staff whilst an investigation is carried out.

12.   Having investigated the facts, the line manager will determine whether or not the matter should progress to a Disciplinary Hearing. If it is determined that a Disciplinary Hearing relating to the issue should be held, the member of staff will be advised of this at least ten calendar days before such a Disciplinary Hearing.

Suspension related to an investigation

13.   In undertaking an investigation the College may decide that it is appropriate to suspend the member of staff. Suspension is not a disciplinary penalty and does not imply that there has been any misconduct or that there is any suggestion of guilt. The College regards any such decision as a neutral act enabling the individual to be released from their place of work, pending investigation of the allegations made. As such it is without prejudice to either the individual or the outcome of the investigation.

14.   Circumstances which may indicate the need for suspension include the following:

- to allow an investigation which might otherwise be inhibited;
- if the member of staff is the subject of criminal proceedings which may make it inappropriate for the individual to remain at work;
- where the presence of the member of staff at the College is likely to be unacceptable to others and/or it may increase the likelihood of further possible misconduct;
- where there is reason to doubt the ability or willingness of the member of staff to work normally while the investigation is ongoing;

- to allow time for a 'cooling down period' for the member of staff and any other parties involved, for their or others' protection, and to prevent them from influencing or being influenced by others.

15. Wherever practicable the member of staff will be informed of suspension at a meeting at which they have the right to be accompanied. A member of staff who is suspended from duty will receive written confirmation from the College within three working days of the decision being taken. Where the member of staff has been suspended, the College shall be at liberty at any time to disable the individual's access to the College's computer network and to refuse access to any College premises or property.

16. On completion of the investigation, the member of staff be informed in writing by the College of how the matter is to proceed and whether the suspension is to continue until a Disciplinary Hearing. Suspension will normally be with pay unless the investigation is into alleged criminal offence(s).

Formal procedure

17. The College Principal, or their nominee, will chair any disciplinary hearing.

18. The member of College staff against whom the allegations have been made will be entitled to receive at least ten calendar days' notice in writing of the date, time and location of the Hearing. The notice will provide details of who will be involved, the nature of the complaint being made against them and any witness statements and documentation that will be relied upon, including any evidence that would be of benefit to their defence.

19. The member of staff against whom the allegations have been made must provide the College Principal or their nominee with copies of any written witness statements and other evidence intended to be relied upon as evidence at the Hearing. Any such information must be provided at least four clear calendar days in advance of the Hearing. Documentation which has not been made available within these timescales shall not be admitted to the Hearing other than in exceptional cases and with the agreement of the College Principal or their nominee.

20. Members of staff and students of the College may be required to attend the Hearing where they are witnesses.

21. The member of staff has the right to be accompanied by a representative at the Hearing. If the member of staff wishes, the representative is permitted to address the Hearing in order to help put the individual's case, sum up the case and respond on the individual's behalf to any view expressed at the Hearing and to confer with the individual during the Hearing. Any such representative is not permitted to answer questions on behalf of the member of staff.

22. During the Hearing, adjournments may be requested by either the College or the member of staff and these will not be refused unreasonably. Where such a request is denied, the Chair of

the Disciplinary Hearing will provide an explanation. The Chair of the Disciplinary Hearing may also adjourn the proceedings to request further information, relating to either party's case.

23. The member of staff should take all reasonable steps to attend a Hearing. If the member of staff is unable to attend a Hearing on the date and time that has been agreed, they should inform the College Principal or their nominee in advance as soon as possible. If the member of staff fails to attend through circumstances outside their control and which were unforeseeable when the meeting was arranged (for example, illness), an alternative date, time and place for the Hearing will be arranged. If the member of staff is unable to attend either the original or alternative Hearing on the date and time agreed, without good reason, a decision may be taken based on the evidence available in the absence of the member of staff.

Following a Disciplinary Hearing

24. The following are possible outcomes at the conclusion of the Disciplinary Hearing. Depending on the seriousness of the alleged offence, more than one of such outcomes may be adopted and in particular a warning may be combined with one or more other outcomes:

- A decision to take no action;
- A warning appropriate to any misconduct found to have occurred;
- Recommendation for retraining or counselling;
- Recommendation for transfer to another area of the College's operations;
- Dismissal.

25. The Chair of the Disciplinary Hearing will write no later than seven calendar days after the Hearing to confirm the outcome of the Hearing.

Appeal against the outcome of a Disciplinary Hearing

26. A member of College staff who is subject to disciplinary action under the College's formal procedure will have the right to an appeal against a disciplinary decision. Any appeal has to be made by the member of College staff within seven calendar days of receipt of written confirmation of the outcome of the Hearing. An appeal can be made on the following grounds:

- Perceived unfairness of the judgement;
- Severity of the penalty;
- New evidence coming to light. The reasons why this evidence was not made available to the original Hearing must also be given. The College reserves the right to refuse the appeal where insufficient reason is given; and/or,
- Procedural irregularity.

27. Any appeal will be considered by the College Principal and their decision will be final.

Criminal offences

28.   Criminal charges or convictions will not be treated as automatic reasons for dismissal of a member of College staff. However, the College will need to assess whether the charge or conviction makes the member of staff unsuitable for their continued employment at the College. The College reserves the right to proceed with disciplinary action independently of any police investigation or outcomes of such investigation.

Wellbeing and Mental Health

1.   The College recognises that its staff are its most valuable resource and is committed to providing a safe and healthy working environment.

2.   The College recognises that mental health and well-being at work can be affected by pressures and demands both internally at work and from external pressures such as home or social impacts. The College accordingly seeks:

-   to identify potential sources of workplace stress and to take such action as is reasonably practicable to eliminate or reduce their effects; and,
-   to support individuals in effectively managing their mental health

What is Mental Health?

3.   The World Health Organisation defines mental health as *"a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community"*. WHO stresses that mental health *"is not just the absence of mental disorder"*.

Work-related Stress

4.   A symptom of a negative mental health state is stress related illness. Stress is the adverse reaction people have to excessive pressures or other types of demand placed upon them. It arises when they perceive that they are unable to cope with those demands. It is not a disease in itself, but if stress is intense and goes on for some time, it can lead to mental or physical ill-health, such as depression, nervous breakdown or heart disease.

Recognising symptoms of negative Mental Health Behaviour

5.   Work-related stress may affect individuals physiologically and behaviourally. Potential outcomes of work-related stress can include lower levels of self-esteem, job satisfaction and motivation as well as higher blood and cholesterol levels, depression, ulcers and heart disease.

6.   It is important to note that a particular symptom of mental health illness is not necessarily an indication of stress/depression. Conditions such as heart disease or alcohol dependency can occur in both those who are subject to stress and those who are not. However, some physical consequences of stress can be life-threatening, for example high blood pressure and heart disease. Less life-threatening symptoms include insomnia, a feeling of constant fatigue, headaches, skin rashes, digestive disorders, ulcers, colitis, loss of appetite, overeating, cramps, inability to concentrate, difficulty in remembering and poor judgement, motivation and creativity.

7. Individual members of College staff are encouraged to support colleagues who appear to be showing any signs of negative psychological or behavioural symptoms and, where considered appropriate, to seek assistance from their line manager.

    College strategy

8. The College aims to provide a positive work environment which is conducive to the health and wellbeing of all its staff, and to ensure that all its staff receive adequate support to reduce mental health related illnesses in the workplace.

9. In having regard to the mental health and well-being of its staff, the College will have regard to the following workplace factors:

    i.   **Demand** – The ability of a member of staff to cope with the demands of their job. This includes issues like workload, work patterns and the work environment.
    ii. **Control** – The ability of a member of staff to have an appropriate say over how work is done.
    iii. **Support** – The ability of a member of staff to have adequate support from colleagues and their superiors.
    iv. **Roles** – The ability of a member of staff to understand their role and responsibilities.
    v.   **Relationships** – The ability to create a working environment where staff are not subjected to unacceptable behaviours. Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.
    vi. **Change** – The ability of a member of staff to have an appropriate input into proposed organisational changes. Includes how organisational change (large or small) is managed and communicated in the College.

10. The College will, so far as is reasonably practicable, support its managers in identifying, eliminating or reducing work place stressors for College staff. Where appropriate to do so, the College will help support staff in managing their mental health and wellbeing and maintaining resilience.

11. The College will seek to manage effectively any difficulties that may occur, including the return to work of College staff who have had mental health related illness.

Staff development

1.   Global College Malta seeks to encourage and support its staff to obtain further qualifications, training and experience in order to carry out their roles at the College more effectively and to assist them in developing their future careers.

2.   The College is fully committed in trying to ensure that its staff, irrespective of role or grade, are given the relevant knowledge, skills and experience to enable them to perform their work effectively and to develop their expertise and potential. The College recognises that its staff are the most valuable asset and their expertise, skills, knowledge, commitment and capacity to change are fundamental to the achievement of current and future institutional goals. Moreover, the efficient and effective functioning of the College and the achievement of its organisational aims depends critically upon the contribution of all categories of staff.

3.   From the perspective of the College member of staff, the purpose of the College's support for staff development and training is to ensure that they can develop both personally and professionally and are able to perform to the highest standards. The College accepts its responsibility to encourage and support personal development and training and actively seeks to maintain a highly skilled, highly motivated and professional workforce and to foster a supportive environment conducive to learning and development.

4.   The objectives of the College's staff development aspirations are to:

- train and develop College staff to achieve optimum effectiveness within their posts;
- develop a multi-skilled workforce capable of operating flexibly and responding rapidly to changes in business and organisational needs or skills requirements;
- enhance the performance of existing post holders;
- ensure that the most effective use is made of the abilities of College staff by developing their skills and capabilities for the benefit of the College and their individual future careers; and,
- foster commitment to the College using staff development to express the core values of the institution, especially those concerned with the pursuit of excellence, professionalism, quality and the belief in an open and consultative management style.

Staff development priorities

5.   Some staff development priorities arise through the identification of individual development needs, the opportunity to enhance individual strengths, and/or career aspirations; others are determined by the direction in which the College is seeking to develop. Consideration of the College's overall priorities and any other relevant environmental characteristics is made when planning for and facilitating staff development to ensure that the College has the appropriate mix of skills and capabilities to achieve its objectives.

6.   An important component of the College's system of staff development is the process of induction and review.

Staff Induction

7.   The College regards the induction of new members of staff and existing members of staff who have a substantial change of duties, as a key element in its staff training and development portfolio. Staff induction includes a number of activities aimed at developing awareness of the College and its operations together with an opportunity to meet with key members of the College community. The College's induction arrangements are continually reviewed in the light of experience, feedback from new members of staff, and evolving human resource practices.

Performance and development planning

8.   All College staff will periodically take part in a Performance and Development Planning meeting which provides an opportunity for staff and line managers to:

- review the work undertaken by the College staff member and their achievements;
- acknowledge the individual's achievements and contribution to College goals;
- acknowledge where progress may not have been made and identify any obstacles that may have affected the outcome;
- discuss and agree developmental goals and achievements for the period ahead;
- clarify and agree whether there are any specific training or development activities needed to support the achievement of agreed goals; and,
- consider the individual's preferred learning style which may influence the way in which development is planned

Support for academic development

9.   The College may determine that it is appropriate for a member of staff to undertake a Global College Malta programme of study. In such circumstances, the College may offer support to enable the member of staff to do this.

10.   Any financial support for approved programmes of study will normally cover tuition, registration and examination fees relating to the programme of study within those financial and time limits set by the College. This support normally **excludes** payment for text books, equipment, writing-up fees (for PhD theses) and all travel costs. Some programmes may require specialist materials, facilities or equipment and these additional costs are not covered by the College fee waiver. The member of staff will be required to meet these additional costs. Any financial support provided by the College will cover one academic year at a time. Approval in one year does not automatically ensure financial support in subsequent years.

11.   Staff who leave the College part way through their programme of study and who as an ex-employee of the College wish to carry on to complete their qualification must:

- Register as a student;
- Assume the responsibility for the payment of fees from the commencement of the next module for which, prior to the date of their leaving the employment of the College, they have not attended any class, seminar, workshop, etc. in connection with the module; and,
- The amount of fees will be the relevant fee applicable at that time. Any discount previously allowed in respect of the individual's prior status as a member of College staff will cease to apply.

12. It is expected that a member of staff would normally complete doctoral level studies within a (total) six year registration period. Beyond that period, the responsibility for funding will rest with the individual member of staff. For Master's level studies the anticipated period of (total) registration would normally be three years. Beyond that period, the responsibility for funding will rest with the individual member of staff. For those members of staff undertaking a first degree or equivalent, the support will be determined on the basis of the extent of part-time study required to complete 30 ECTS credits each year. Beyond the period required to complete 90 ECTS credits (the general requirement in most undergraduate programmes) or equivalent, that is six years, the responsibility for funding will rest with the individual member of staff.

13. Where fees have been waived but the member of staff fails to complete within the appropriate registration period and thereafter wishes to continue with the course on a self-funded basis the College may consider offering a staff discount.

14. Where a commitment to funding is made this will only be honoured whilst the member of staff remains an employee of the College.

15. Financial support will not normally be available for re-sitting an examination or repeating a year of study.

Study Leave
16. Study leave may be granted to staff to attend tutorials, undertake examinations and for appropriate preparation for examinations or assessment. Where study leave is granted, reasonable arrangements must be agreed in advance with the appropriate College line manager and such arrangements will be determined in the context of operational demands of the post holder and other College resourcing requirements. Study leave remains at the College's discretion.

17. All employees should be made aware that attendance to complete their qualification could take them above their normal working hours. The College will make no special provision for this circumstance.

18.   In respect of the College's teaching staff, the concept of study leave as a form of remission from teaching duties is not appropriate owing to the flexibility inherent within the professional contract of employment for lecturing staff.

Continuation of studies

19.   At the end of each year of study, College staff must produce documentary evidence of completion or satisfactory progress. Approval of continuing College support for the subsequent year of study for the same course/qualification will be conditional upon the provision to the College of appropriate documentation confirming satisfactory progress.

Unsuccessful completion or termination of a Global College Malta programme of study

20.   Where fees have been discounted or waived by the College for a programme of study (in other words, where the member of staff has not been required to pay anything towards the cost of their studies) they will not be required to reimburse the College in respect of any costs incurred.

Global College Malta – The Recruitment of College Staff

The College considers its staff to be its most important resource and recognises the importance of recruiting and selecting staff with the appropriate skills and attributes to support the achievement of the College's goals and objectives. The College aims to ensure that the recruitment and selection process is conducted in a manner which is objective, efficient and effective, and which promotes diversity and equality.
The purpose of this guidance is to provide a framework which promotes good practice in recruitment and selection, ensures compliance with our legal obligations and supports managers in appointing the best person for the role.

This guidance applies to the recruitment and selection of all staff at the College. All College staff involved in any stage of the recruitment and selection of staff should be aware of and adhere to the contents of this guidance.

The College is committed to the promotion of diversity and equality and the elimination of discrimination in all its forms. The College will ensure that all job applicants and members of staff are treated as individuals, fairly and with respect. Selection decisions will be made solely on the basis of a candidate's aptitude, competence and potential to fulfil the requirements of the role, irrespective of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marital, partnership, parental or carer status, or socio-economic background.

Recruitment and selection will be conducted in a professional manner in compliance with current Maltese employment legislation.

If a member of staff involved in the recruitment process has a close personal or family relationship with an applicant they must declare this as soon as they are aware of the individual's application. It would normally be necessary for the member of staff to avoid any involvement in the recruitment and selection process.

Recruitment and Selection Procedure

Before advertising a vacancy

All new and replacement posts must be formally approved by the College Principal before a vacancy can be advertised. Prior to obtaining approval for a new vacancy, careful consideration should be given to whether there is a clear business case for the post, whether the duties of the post could be allocated to other colleagues, whether the role should be changed in any way, and the skills and attributes required to do the job.

In addition, prior to advertising a vacancy externally, the College Principal should also give due consideration to whether or not to make an internal call, in order to attempt to fill the vacant post.

Job Description and Person Specification
A job description and person specification must be prepared in respect for any role where approval has been granted by the College Principal to recruit to. Where the post is a replacement post it is a good opportunity to review the existing job description and update where necessary. Job descriptions should, where possible, be written in the format attached as an appendix to these guidelines.

Particular consideration should be given to the essential and desirable selection criteria for the role, detailed in the person specification, as short-listing will be based on these criteria. For academic posts, a Master's degree or doctorate is normally sought, although it is recognised that in professional disciplines this may lead to recruitment difficulties. In such instances essential qualifications will be determined by reference to industry norms and will be appropriate to the seniority of the role.

For academic posts, a candidate with a minimum of one MQF level above the programme being delivered is normally sought, although it is recognised that in professional disciplines this may lead to recruitment difficulties. In such instances essential qualifications will be determined by reference to industry norms and will be appropriate to the seniority of the role.

Advertising
The College advertises its own vacancies and does not usually make use of recruitment or executive search agencies except in very exceptional circumstances and with the agreement of the College Principal in discussion with Study World in Dubai. All advertisements will normally be given a closing date of at least 10 working days from the date of publication.

All advertised posts will be made available on the College's email site to promote opportunities to current employees. All externally advertised posts will be advertised on the College's website, which has been found to attract a strong pool of applicants. Depending on the nature of the post, additional advertising may be required and more specialist websites may be used subject to financial approval. The College may occasionally advertise in the press where this is deemed to be cost-effective.

Selection
Short-listing
Short-listing of applications must be based on the essential and desirable selection criteria specified in the person specification for the role. Details of whether or not individual applicants meet the selection criteria must be recorded on a short-listing matrix to enable feedback to be provided, if necessary, to unsuccessful applicants. A shortlist of up to 6 candidates should normally be sufficient to enable a successful candidate to be appointed.

Selection Arrangements

It is recommended that a range of selection methods are used to assess whether candidates meet the essential and desirable criteria for the role and to enhance the College's ability to select the right candidate. These methods may include, by means of example:

Sample Teaching Session	Essential for academic posts where assessment of teaching skills and the ability to inspire an audience are essential. Sessions may be delivered to an audience of staff and/or students or the interview panel.
Presentations	Appropriate for managerial posts where communication or presentation skills are particularly important. Presentations may be delivered to the interview panel or a separate presentation panel.
Computer Skills Tests	Appropriate for professional support roles in the College and other roles where IT skills are particularly important.
Other selection exercises	These may include role plays, 'in-tray' exercises or other exercises which have particular relevance to the role.

Candidates who have indicated on their application form that they have a disability will be asked whether any reasonable adjustments need to be made to enable them to participate fully in the selection process.

The selection panel will be provided with electronic copies of the short-listed candidates' application forms and other interview documentation at least two working days prior to the interview date.

Interviews
All interviews will be conducted by a selection panel of two to three individuals. Panels should be gender balanced where possible. Usually, the selection process will take place in one session. If a candidate cannot attend the event for any reason, there is no obligation to re-schedule the interview.

Selection panels for lecturing posts will normally be chaired by the College Academic Dean.

Interview questions should be competency based and designed to assess the criteria detailed in the person specification. A question bank is available for selection panels to use and the structure of the interview should be consistently applied to all candidates (attached as an appendix to these guidelines).

Notes should be taken during each interview so that interviewers can refer back to these when assessing candidates against the selection criteria and making decisions. The form should contain sufficient constructive information to enable appropriate feedback to be given to unsuccessful candidates confirming the reasons that they were not selected.

References
Two satisfactory written references must be received before an offer of employment can be made by the College, one of which must normally be from the candidate's current or most recent employer. One reference will usually be sufficient for internal applicants.

Offers of Employment

On receipt of satisfactory references, the College will make a conditional offer of employment and determine the appropriate starting salary. Once the successful candidate has formally accepted the offer of employment a potential start date will be agreed with the individual.

If an offer of employment is to be made to a person from outside the European Economic Area then, depending on the individual's visa/immigration status, it may be necessary for the individual to obtain a Maltese work permit.

Unsuccessful candidates will be notified of the outcome of the interviews via email, although this process can occasionally be delayed whilst satisfactory references are obtained for the successful candidate. Feedback may be provided to unsuccessful candidates upon request, normally by the chair of the selection panel.

Notwithstanding all or any of the statements in this section, there may be instances where the College Principal shall consider recruiting a particular individual to a specific post, and/or head-hunting a person with the required qualifications and experience.

Written records and confidentiality

All documentation related to the College's recruitment and selection processes should be kept confidential at all times in accordance with the provisions of the European Union's General Data Protection Regulation (Regulation (EU) 2016/679) (GDPR). Documentation should be retained for 12 months from the closing date of the vacancy in order to provide feedback to unsuccessful applicants if requested, or in case a complaint is made and evidence is required for an internal investigation. Copies of identity documentation must be destroyed for unsuccessful candidates following interview.

Any complaints from applicants regarding the College's recruitment and selection activities should be addressed to the College Principal who will ensure that the complaint is investigated and a response is provided to the complainant.

Appendix 1 – Outline Job Description Template

JOB DESCRIPTION

1. JOB TITLE:

2. JOB PURPOSE:

3. ORGANISATION CHART:

4. RELEVANT BACKGROUND INFORMATION:

5. WORK PERFORMED AND/OR KEY RESULT AREAS:

Please provide outline information on the role based around the following areas:

5.1   Knowledge and Experience

5.2   Communication skills required

5.3   Leadership and collaborative working skills

5.4   Decision making requirements

5.5   Need to plan and organise themselves and others

5.6   Innovation and Improvement

5.7   Sensory and Physical demands of the role

5.8   Any special work environment requirements

5.9   Teaching and Learning Support (if appropriate)

5.10   Any other work factors

PERSON SPECIFICATION		
Job Title:		
Criteria	**Essential/Desirable**	**Method of identification**
What qualifications are needed to undertake the role:		
What experience would it be useful to have to undertake the role:		
How will the role contribute to delivering academic and service excellence:		

What skills will the individual need in order to manage their own activities and inspire others:		
What skills will the individual need in order to be able to work with others:		
What kind and level of organisational and stakeholder awareness will the individual need:		

Essential Requirements are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will be rejected at the shortlisting stage.

Desirable Requirements are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Method of identification is where the selection panel will match the candidate's skills and abilities to the required criteria outlined (e.g. application form, interview, test, presentation…)

Appendix 2

JOB DESCRIPTION - Guidance Notes

1. JOB TITLE:	The title by which the job is known

2. JOB PURPOSE: This should provide a short statement of why the job exists. It should allow readers to immediately focus on the position's overall job in the College.

3. ORGANISATION CHART: Please provide a chart to illustrate how the job fits into the organisation of the College. It should make clear:
a) The line manager's job title.
b) The job titles of colleagues reporting to the same line manager.
c) The job titles of any individuals reporting directly to the post holder

4 BACKGROUND INFORMATION: Please provide information on the background of the College work area to help put the job in context (no more than 2-3 paragraphs).

5. WORK PERFORMED AND/OR KEY RESULT AREAS:

Please use these sections to provide examples of what will be required for effective performance in the job.

5.1 Knowledge and Experience

Describe the relevant knowledge needed to carry out the job, however acquired, whether this is technical, professional or specialist. This may include the need for sufficient experience to carry out basic, day-to-day responsibilities; the need for a breadth or depth of experience to act as a point of reference for others; and the need to act as a leading authority in one's field or discipline. Consider:
▪ What knowledge and experience, however gained, does the role holder need to carry out the role holder's basic day to day responsibilities?
▪ How does the role holder apply the knowledge and experience?
▪ How long did it take to obtain the required knowledge and experience?
▪ How did they develop that knowledge and experience?
▪ How often does the role holder need to update that knowledge and experience?
▪ Who routinely goes to them for advice or guidance?

5.2 Communication skills required

Illustrate the range of oral and written (including electronic) communication required and who it is with e.g. colleagues, service users and people external to the College. Give examples of what the role holder will be talking or writing about in order to indicate the complexity of the information involved. Please also indicate the frequency with which each type of communication occurs. Consider:

▪   Who does the role holder need to communicate with to carry out the job?
▪   What type of information is exchanged and how (written/verbally)?
▪   Why is it important and how often does it happen? (It is essential to make this clear).
▪   Who is the originator of the material?
▪   Ensure the complexity of the communication is clear

5.3 Leadership and collaborative working skills

Describe the team(s) that the role holder works in and what his/her role is within them. (Team is defined as more than two people who work together to achieve a common purpose.) Consider:

▪   In which team(s) is the role holder mainly involved?
▪   What it is the function of these team(s) and what are they working to achieve?
▪   Who is in the team and what is the role holder's main function in it?
▪   Who is responsible for setting the direction of the work of the team?
▪   How are team members encouraged and motivated?
▪   Does the role holder have line management/ supervisory responsibility?
▪   How you would expect the role holder to work collaboratively with others, play a positive role in teams, establish themselves, and develop relationships across the College?

5.4 Decision making requirements

Give examples of the types of decision that the role holder takes and the impact that they have. Consider:

▪   What authority does the role holder has to make decisions without the agreement of others (i.e. what decisions do they make independently)?
▪   What decisions do they make with other people (i.e. what decisions do they make collaboratively)?
▪   What decisions does the role holder contribute to by providing advice or making recommendations to others?
▪   The ability to make reasonable, timely and rational decisions within the appropriate context may need to be reflected in the person specification.

5.5 Need to plan and organise themselves and others

This section should illustrate what responsibility the role holder has for the organising, prioritising and planning of time and resources, be they human, physical or financial. This may include planning and organising one's own work, planning work for others on day to day tasks or on projects, carrying out operational planning and planning for future years. Consider:

- What does the role holder plan and organise? Do they work to a set pattern? Are they able to determine the order of tasks?
- Do they have responsibility for resources (e.g. people, equipment, money, etc)? Give details of the planning and organising required.
- What is the time scale?
- How is progress monitored?
- How would you expect the role holder to motive themselves?
- The strategies, methods and skills by which you would expect this role holder to direct their own activities toward the achievement of goals and objectives.

5.6 Innovation and Improvement

Give examples of the role holder's responsibility for identifying or developing options and selecting solutions to problems. This may include using initiative to select from available options; resolving problems where an immediate solution may not be apparent; dealing with complex problems; and anticipating problems which could have major repercussions. Consider:

- What are examples of typical problems?
- How often does this type of problem occur?
- What does the role holder do about them?
- What options does the role holder consider and how does the role holder select the best course of action?
- What type of problems would require the role holder to generate new or creative approaches?
- How does the role holder need to analyse problems to develop innovative and workable solution?
- How does the role holder identify opportunities for innovation to improve service delivery?

5.7 Sensory and Physical demands of the role

Describe the sensory and physical aspects of the job required to complete tasks. This may include physical effort, co-ordination and dexterity, using aural evidence to assess next actions; applying skilled techniques and co-ordinating sensory information; and high levels of dexterity where precision or accuracy is essential. Consider:

- Does the role holder use any tools or equipment?
- Is the role holder required to lift, carry or handle large or heavy objects?
- Is any assistance given by others or in the form of special equipment?
- Does the role holder work in cramped, confined or difficult spaces or awkward positions?

▪ How long did it take to learn or develop the skills and how were they acquired?

5.8 Any special work environment requirements

This section should describe the impact the working environment has on the individual and their ability to respond to and control that environment safely. This may include such things as the temperature or noise, and the work position. Consider:

▪ Where does the role holder work? (for example, office, teaching rooms).
▪ Does the role holder have to take any special measures to reduce the risk or control the environment before or while working there?
▪ Who is responsible for the health and safety of the people working there and decides that it is safe to work?
▪ Is the role holder required to lift, carry or handle large or heavy objects? If so, how often?

5.9 Teaching and Learning Support (if appropriate)

Illustrate the provision of help, assistance and service to students, visitors, members of staff and other users of the College. This may include reacting to requests for information or advice; actively offering or promoting the services of the institution to others; and setting the overall standards of service offered. Remember, the College wants to employ someone who is always striving to provide the best quality service to internal and external customers and someone who can build genuine and open long term relationships in order to continually improve service standards and exceed expectations. Consider carefully what needs to go into the job description and person specification to reflect this. Consider:

▪ What service does the role holder provide and to whom?
▪ Does the role holder actively offer the service or does the customer contact the role holder, i.e. is the service provided reactive or proactive? (It is essential to make this clear).
▪ Does the role holder review and adapt the standard of service depending on the customer needs? How is this review conducted and how often?
▪ Does the role holder set the overall standards for the service and decide which services will be offered?
▪ How much of an understanding of the customer/ stakeholder requirements are needed?

5.10 Any other work factors
These statements should be included in each job description:
▪ To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.
▪ To behave in ways that are consistent with fair and equal treatment for all.
▪ To comply with all the College's Health and Safety policies.

Appendix 3 – Global College Malta
Exemplar Job Description for a Lecturer

JOB DESCRIPTION

1. JOB TITLE: Lecturer

2. JOB PURPOSE:

- To provide a supportive learning environment for students to develop graduate level and subject specific skills.
- To participate in the delivery of undergraduate and postgraduate programmes.
- To develop and implement teaching and learning initiatives.

3. ORGANISATION CHART:

4. BACKGROUND INFORMATION: Insert relevant details.

5. WORK PERFORMED AND/OR KEY RESULT AREAS:

    5.1   **Knowledge and Experience**

    Qualifications
- Will normally be required to hold or achieve a Masters level or equivalent professional qualification.

    Experience
- Must develop suitable expertise to deliver lectures in relevant subject area.

    Skills/Attributes
- An ability to keep abreast of, and lead developments in, teaching specific to the subject area.
- An ability to support students both academically and pastorally.
- Organisational and administrative skills.
- IT skills.
- An ability work as part of a team.

    5.2   **Communication skills required**

- To facilitate students' learning through lectures, tutorials and seminars.
- To produce high quality teaching and learning material to support and develop student learning at undergraduate level and at postgraduate level, as required.

- To write and publish research papers on occasion.
- To contribute to the writing of course validation documents as required.

5.3   Leadership and collaborative working skills

- To act as module leader as required.
- To collaborate with academic colleagues on programme development and curriculum changes.

5.4   Decision making requirements

- In the context of the role-holder's teaching duties, to make independent decisions on the content of individual learning activities and marking for student assessment purposes, and to provide advice to colleagues on such matters.
- To sit on student selection panels as required.
- To make collaborative decisions with programme teams on the content of taught and research programmes at undergraduate and/or postgraduate levels.
- To provide advice on issues to other members of the College's teaching team to influence operational decisions within the immediate work area.

5.5   Need to plan and organise themselves and others

- To act as module leader as required.
- To contribute to programme organisation.
- To plan and manage own teaching and tutorials.

5.6   Innovation and Improvement

- To deal with problems including, by means of example, students' academic progress and personal issues.

5.7   Sensory and Physical demands of the role

- Standard office environment and equipment reflecting the needs of classroom and placement activities as appropriate.

5.8   Any special work environment requirements

- To be responsible for the health and safety of students in their immediate working environment, reporting any health and safety concerns to the College Principal.

5.9   Teaching and Learning Support

- To design inductions to modules and programmes for students, adapting delivery to suit learners' need.
- To design and deliver one-off lectures or workshops as required, providing feedback on performance.
- To develop and design course content and materials, ensuring compliance with the quality standards and regulations of the College.
- Develop and research own teaching materials, methods and approaches with guidance and ensure that content, methods of delivery and learning materials meet defined learning objectives.
- To conduct seminars and tutorials, introducing new methods of delivery where required.
- To assess students overall performance, through setting/ marking programme work, practical sessions, supervisions, fieldwork and examinations, providing appropriate feedback to students.
- To challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- To supervise the work of students, provide advice on study skills and help them with learning problems.
- To enhance the quality of taught and research programmes at under-graduate and/or postgraduate levels.
- To seek ways of improving performance by reflecting on teaching design and delivery by obtaining and analysing peer observation feedback, student feedback, and external examiner feedback to maintain high quality learning and teaching.
- To research teaching materials and to identify and utilise current best practice in the relevant subject area.
- To conduct subject specific research and scholarship as appropriate.
- To build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- To be an active member of relevant College committees.

5.10   Any other work factors

- To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.
- To take responsibility for upholding and complying with the College's equality and diversity principles and for behaving in ways that are consistent with fair and equal treatment for all.
- To comply with all College Health and Safety policies.

PERSON SPECIFICATION		
Job Title: Lecturer		
Criteria	**Essential /Desirable**	**Method of identification**
Qualifications:		
Good first degree in relevant subject	Essential	Application Form
Masters level qualification	Desirable	Application Form
Membership of a relevant professional body	Desirable	Application Form
PhD or willingness to achieve this within an agreed timescale	Desirable	Application Form
Proven Experience:		
Must have suitable expertise to deliver lectures in the relevant subject area	Essential	Application Form/ Interview
Previous teaching experience in higher education	Desirable	Application Form/ Interview

Proven and sustained track record of contribution to the development of policy and practice in teaching and learning support	Desirable	Application Form/ Interview
Demonstration of an advanced level of subject knowledge and of being an externally regarded teacher or scholar	Desirable	Interview
An ability to keep abreast of, and lead developments in teaching and scholarship specific to the subject area, demonstrated through for example attendance at conferences, external contacts and, where appropriate, publication of research	Essential	Interview
Delivering academic and service excellence:		
An ability to support students both academically and pastorally	Essential	Interview
Managing self and inspiring others:		
An ability to lead and/or work as part of a team	Essential	Interview
Good organisational and administrative skills	Essential	Interview
IT skills	Essential	Interview
Working together:		
Ability to work with colleagues in a team	Essential	Interview
Organisational and stakeholder awareness:		
Understanding of the College and its operations and philosophy	Desirable	Interview

Essential Requirements are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

Desirable Requirements are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Method of identification is where the selection panel will match the candidate's skills and abilities to the required criteria outlined (i.e. application form, interview, test)

Appendix 4 – Global College Malta
Exemplar Job Description for a member of the College's Professional Support Staff

JOB DESCRIPTION

1. JOB TITLE: Professional Support Staff

2. JOB PURPOSE:

- To provide support to the College's learning and teaching activities
- To support the development and promotion of the College

3. ORGANISATION CHART:

4. BACKGROUND INFORMATION: Insert relevant details.

5. WORK PERFORMED AND/OR KEY RESULT AREAS:

5.1 Knowledge and Experience

- The role holder will have sufficient knowledge or expertise to work on day to day issues in their own area without direct or continuous reference to others.
- See person specification, below, for more details.

5.1 Communicating Effectively

- Responsible for answering routine enquiries on a daily basis related to the work of the College.
- Explaining detailed College procedures or similar on a daily basis and acting as a point of expertise.
- To take minutes at committees/ working groups/ formal meetings on a regular basis

5.2 Leadership and collaborative working skills

- The role holder is expected to work as an effective member of the College professional support team, with responsibility for co-ordinating the work of the other members of the team.

5.3 Decision making skills

- When responding to queries, to take independent decisions on how to respond to queries, processes to direct to and who to refer queries to.
- To make collaborative decisions with colleagues within the administrative team on changes to operational processes affecting administrative operations across the College.
- To provide advice to their line manager to enable them to take a decision on purchasing, for example teaching materials or office furniture.

5.4 Need to plan and organise themselves and others

- To work autonomously to plan and prioritise own work and the work of the other members of the administrative team.

5.5 Innovation and Improvement

- To resolve standard and non-standard problems that arise, with reference to the line manager.
- To put new approaches or preventative measures in place to avoid reoccurrence of problems.

5.3 Liaison and Networking

- To provide information to members of staff in the wider College or stakeholders
- As appropriate, an active member of formal College committees/ meetings/ working groups to share best practice and information

5.4 Sensory and Physical Demands

- Standard for office work

5.5 Any special work requirements

- To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.

- To take responsibility for upholding and complying with the College's equality and diversity principles and for behaving in ways that are consistent with fair and equal treatment for all.

- To comply with all College Health and Safety policies.

PERSON SPECIFICATION		
Job Title: Professional Support Staff member		
Criteria	**Essential /Desirable**	**Method of identification**
Qualifications:		
Strong school qualifications	Essential	Application form/ certificates
Degree or equivalent	Desirable	Application form/ certificates
ECDL	Desirable	Application form/ certificates
Proven Experience:		
Relevant experience within an administrative role.	Essential	Application form/ interview
Experience of working in a higher education environment	Desirable	Application form/ interview
Computer literacy	Essential	Application form/ interview/ Test
		Interview/ Test
Skills in data analysis	Desirable	

Delivering academic and service excellence: Attention to detail	Essential	Interview/ test
Managing self and inspiring others: Experience of co-ordinating the work of others	Desirable	Application form/ interview
The ability to prioritise own and others work and use resources effectively.	Essential	Application form/ interview
Working together: High level communication skills.	Essential	Application form/ interview
The ability to work effectively with others as a competent team member and co-ordinator.	Essential	Application form/ interview
Organisational and stakeholder awareness: Ability to solve problems in accordance with procedures.	Essential	Interview/ Test

Essential Requirements are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

Desirable Requirements are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Method of identification is where the selection panel will match the candidate's skills and abilities to the required criteria outlined (i.e. application form, interview, test)

Appendix 5
Global College Malta – Exemplar Job Description for a Professor

JOB DESCRIPTION

1. JOB TITLE: **Professor**

2. JOB PURPOSE:

- The role holder is required to be a leading authority in their subject or profession, with widespread professional and public recognition. They will help in the development and implementation of the College's research and scholarship strategy and co-ordinate research activity within their specific subject area and show leadership and influence in developing an academic or other intellectual community.

3. ORGANISATION CHART:

4. BACKGROUND INFORMATION:

- The College will ensure that professorial titles are awarded on merit. Evidence of exceptionally high academic standing is required and the College will give consideration both to internal and external criteria including research, professional standing, teaching, and academic leadership. Candidates will be expected to have made a recognised, sustained contribution to their field and/or discipline, and normally to have developed an impressive profile of research and appropriate publications or other outputs of national and international standing in addition to evidence of innovative curriculum development, a distinguished record of teaching, and proven academic and institutional leadership

5. WORK PERFORMED AND/OR KEY RESULT AREAS:

   5.1 Knowledge and Experience

- Help lead and support the development and implementation of the College's research and scholarly development strategy to significantly increase the amount and diversity of research income and research outputs.
- Help lead and coordinate research activity in the subject including determining relevant research objectives and preparing research proposals.
- Help promote and facilitate recruitment and supervision of increased numbers of Doctoral, Post-Doctoral research Fellows and PhD students.
- Supervise postgraduate research students and contribute to their generic training needs.
- Help lead in the relevant field of research specialism and continue to gain peer esteem in a national and international context.
- Inspire colleagues across the College to realise their research potential, to act as a referee and contribute to peer assessment.
- Develop new avenues of research including leading bids for research grants, contracts and/or consultancies and other additional funds.
- Identify gaps in existing international research knowledge, formulating questions that are of significance and developing new methodologies.
- Continue to update knowledge and understanding in field or specialism and seek practical application of research findings.

5.2 Communicating Effectively

- Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.
- Be routinely involved in complex and significant negotiations both within the College and with external bodies in Malta and beyond.
- Prepare and submit proposals and applications to external bodies e.g. for funding and accreditation purposes.
- Provide advice to external bodies as appropriate.
- Deliver presentations at national and international conferences and similar events.

5.3 Leadership and collaborative working skills

- Play a major role in developing a sustainable research ethos within the College and facilitate the development and involvement of lecturing staff and emerging researchers.

5.4 Decision making skills

- To make decisions independently in undertake own workload.
- To make decisions collaboratively with the research team.
- To provide advice and guidance to the College Academic Dean as appropriate.

5.5 Need to plan and organise themselves and others

- Help lead and work with others as part of a research community, ensuring staff are suitably qualified to work within the area.
- Take responsibility for the operational planning and organisation of research projects; co-ordinating the relevant staff and managing the project.
- Plan and deliver research, consultancy or similar programmes and ensure that resources are available and efficiently deployed.
- Act as principal investigator and project leader
- Contribute to the organising and deployment of resources within own areas of responsibility.

5.6 Innovation and Improvement

- Initiate new and original solutions to problems by developing creative approaches to respond to teaching and research challenges.

5.7 Liaison and Networking

- Liaise with colleagues to develop and promote research across the College.
- Lead and develop internal and external networks to foster collaboration, share ideas and promote the subject, for example lead collaborative partnerships with other educational institutions or other bodies
- Participate in institutional decision making and governance
- Act as an ambassador to promote the work of the College in the subject area both nationally and internationally.
- Contribute to the management of quality, audit and other external assessment.

5.8 Teaching and Learning

- Develop innovative approaches to the learning experience and the College curriculum; originate content and methodology to teach students both during specific or specialised lectures as well as part of a series of lecturers within a particular academic discipline or specialism, teaching across the breadth or depth of the subject.
- Transfer knowledge including practical skills, methods and techniques.
- Monitor performance, give feedback and guidance as well as challenging thinking and fostering debate; encourage the development of intellectual reasoning and rigour.

5.9 Sensory and Physical Demands

- As expected for office based research.

5.10 Any special work requirements

- The holder will be required to undertake other duties and responsibilities, commensurate with the grade of the post, properly directed by the College Academic Dean. These variations will not change the general character of the post or level of responsibility entailed.
- This job description is a guide to the work the role holder will be required to undertake. It may be amended from time to time, to meet changing circumstances in the College, by mutual agreement.

- To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.
- To take responsibility for upholding and complying with the College's equality and diversity principles and for behaving in ways that are consistent with fair and equal treatment for all.
- To comply with all College Health and Safety policies.

PERSON SPECIFICATION		
Job Title: College Professor		
Criteria	**Essential /Desirable**	**Method of identification**
Qualifications:		
Normally a good first degree and a postgraduate degree at Doctorate level or equivalent professional experience in a relevant specialism.	Essential	Application form
Membership of appropriate academic and professional networks	Essential	Application Form
Evidence of national professional standing (e.g. Nationally recognised Fellowship or similar nationally recognised accolade or national /international professional body/subject association position).	Highly desirable	Application Form
Proven Experience:		
Normally a national and international record of excellence in research and publication or exceptionally, experience in the candidates' field regarded as equally appropriate	Essential	Application form
Demonstrable experience of developing an academic or other intellectual community and evidence of impact.	Essential	Application form, interview

Demonstrable experience of **some** of the following: • successful institutional leadership and management activities, educational innovation and strategy at a nationally recognised level, • learning method development, • pedagogic research, • promotion of staff development, • innovative curriculum development, • leading successful income generation/funding bid applications and project teams, • external activities (such as external examiner; validation; or quality assessor/auditor roles)	Essential	Application form, interview
A record of successful supervision of postgraduate research students.	Essential	Application form, interview
Externally recognised, leading authority in the subject area with a considerable national or international reputation.	Essential	Application form
Possess in-depth understanding or own specialism to enable the development of new knowledge, innovation and understanding within the field.	Essential	Application form, interview
Possess a thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues.	Desirable	Application form, interview
Effective interpersonal skills to interact with, engage and inspire students, staff and others.	Essential	Interview
The proven ability to attract research grants, contracts and/or consultancies.	Essential	Application form, interview

The ability to conduct high quality research in a relevant specialism.	Essential	Application form, interview
Delivering academic and service excellence: A demonstrated ability to uphold high academic values and have a recognised academic standing	Essential	Application form, interview
Managing self and inspiring others: A recognised leader	Essential	Application form, interview
Working together: A demonstrated ability to work closely and successfully with others.	Essential	Application form, interview
Organisational and stakeholder awareness: An awareness of the College and its activities.	Desirable	Application form, interview

Essential Requirements are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

Desirable Requirements are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Method of identification is where the selection panel will match the candidate's skills and abilities to the required criteria outlined (i.e. application form, interview, test)

Appendix 6 – Global College Malta

Exemplar selection interview questions

The College aims to have a positive impact upon the lives of its students and staff, beyond the provision of education services, so as to develop well-rounded, caring individuals who are both intellectually and emotionally capable of serving and improving the Maltese and international communities and the societies within which we all live, study and work.

The College recognises that a quality, distinctive and rewarding student learning experience can only be achieved through the combined efforts of its staff at all levels who are individually and collectively committed to this purpose. Therefore, the College seeks to attract and develop high quality staff who understand the importance of their individual contribution and who demonstrate the values of the College in their daily working lives.

The College is committed to the promotion of diversity and equality and the elimination of discrimination in all its forms. The College will strive to develop fully the talents and potential of all its staff and students by ensuring that each is treated as an individual, fairly and with respect solely on the basis of their aptitude, ability and potential to fulfil the requirements of a job, irrespective of age, disability, full-time or part-time status, gender, gender expression or identity, marital, partnership, parental or carer status, race, nationality, colour, ethnic or national origin, religion or belief or non-belief, sexual orientation, pregnancy or maternity, or socio-economic background.

To help ensure that someone is qualified for the job and that they will perform to the standards set by the College, the following guidance has been prepared. What follows is for guidance purposes only and is intended to assist with the interview process and not restrict it.

Structure of the job interview
It is important to open the interview with generic questions. The aim of these opening questions is to put the candidate at ease and build rapport with them. Examples of these questions could be:

- Did you find the College okay?
- Is this your first visit to the College?
- Start off by telling us a little bit about yourself.
- What skills, knowledge and experience do you think you can bring to this role?

Depending on the role, it is important to include questions related to their particular job:

- Leadership and Management
- Teaching, Learning and Research
- Professional and Technical

- Administrative and Professional Support Services

However, it is also important to note that there may be questions that you feel are suitable outside of the job to which the role is associated and you are encouraged to choose questions that you feel apply to the role. What follows is an interchangeable question bank and must been seen as a guide and not a restricted group of specific questions.

Leadership and Management Staff

- How do you ensure that you are satisfied with your team's performance in terms of delivering high quality service?
- What do you do to find out about both your internal and external customer needs?
- Can you think of a time when you have successfully led a team in turning around a complaint and the team received praise?
- How do you reward staff who receive positive feedback for delivering a high quality standard of service?
- How do you utilise both positive and constructive feedback to improve service delivery?
- Can you provide an example of a time when you consulted closely with either an internal or external stakeholder to formulate a value adding initiative?

- What was the most significant change you have brought about in your current or previous role?
- How do you manage change?
- Can you provide an example on how you have personally managed, or were affected by some change that you needed to disseminate and conduct within your team?
- Can you give an example of a time when you had to motivate and develop a team in a changing work environment?
- Can you describe how you have brought about business change through your own skills, knowledge and experience?
- Can you give an example of when you have challenged the way your current company/College does things or challenge something that you feel needs to change in order to improve service delivery?

- How do you think your team would describe you?
- Can you describe a situation where a project/piece of work was not going according to plan? How did you go about ensuring that you remained positive and maintained buy in from your team?
- Can you describe how you build relationships with key players both internally and externally in order to gain support?

- Can you provide an example of when you have planned workload and tasks in a systematic way?
- Can you describe how you did this bearing in mind your own priorities in conjunction with the team and the College's objectives to ensure completion by the set deadline?
- Can you provide an example of when you have used your persuasion and influencing skills within the team in order to achieve results and gain support?
- How do you ensure that you are always consistent and confident in your own opinions and decisions whilst ensuring you maintain commitment from your team?

- Give me an example of when you have managed a team to reach a common goal.
- Can you provide an example of a time when you have had to encourage others to contribute to the effectiveness of a team you were leading?
- Can you describe an occasion where you have utilized the various expertise within a team in order to reach team objectives?
- Can you provide an example of when you have understood the different strengths your team members have?
- Can you explain how you have nurtured them as well as develop others towards a common goal, whilst still respecting individual views within a team?
- Have you an example of a time where you have built relationships both internally across different working areas and externally in order to create opportunities for team work?
- How did you ensure you delivered the overall College objectives as well as develop people?
- During team meetings, can you describe what facilitation skills you use to keep meetings on track but also ensure that everyone has a say where necessary and feel involved?

- Tell me of a time when you suggested something to a team which was not initially accepted. Did you manage to change other people's minds, if so how?
- Can you demonstrate how you vary your communication approach according to the audience that you are addressing?
- Describe a situation when you had to communicate a message to someone, knowing that you were right and that they were wrong and reluctant to accept your point of view.
- Can you recall an occasion where you encouraged and welcomed strategic or operational input from a team/individual in order to meet set objectives?
- How do you ensure that all communication affecting your team is clear, focussed and disseminated amongst all team members?
- Can you provide an example where you have displayed a high degree of honesty and integrity within as team in order to build personal credibility and trust?

Teaching, Learning and Research Staff

- Can you provide an example of how you have dealt with an angry or upset student to ensure their student experience is not affected?
- How do you respond to negative / constructive feedback from dissatisfied students?
- Can you describe an occasion where you performed an action outside your remit to ensure a student/s could learn more effectively?
- How do you relate to students to ensure you provide the best possible service?
- Can you describe an occasion where you adopted a different approach to a student or colleague, having realised your first approach was ineffectual?
- Can you describe how a previous research project contributed to improving the module content within a particular field of study?

- If you were starting a research project again today, how and what would you change to ensure the desired objectives were met?
- Can you provide an example of when you have been asked to carry out some teaching at short notice in an area you were not fully conversant in? How did you go about embracing this change?
- In your teaching experience, can you recall an occasion where you have had to reschedule your timetable to incorporate changes to your modules?
- Can you describe how you have helped students to be positive about changes within their area of study?
- Tell me about a time when you were very much opposed to a change that affected your working practices/modules. How did you get through this?
- Can you think of a time when your research has led you down a path you were not expecting which meant you had to make changes to a particular piece of work that you were delivering?

- Can you provide an example of a time when a student/peer questioned your material and how you handled this whilst ensuring you remained positive and credible?
- Can you tell us how you ensure you always remain consistent and confident in your own opinions?
- Can you recall an occasion where you have used a variety of influencing styles to suit your audience, possibly introducing experts or peers to influence others as appropriate?
- How do you encourage students/audience to share your passion for your area of expertise?
- Can you describe to us how you build relationships with key players both internally and externally in order to gain support?
- Could you tell us about an occasion where you have thought about what desired impact is required and how you have gone about planning and preparing a suitable approach?

- Can you provide an example of how you have created enthusiasm within a team which has resulted in a 'can do' approach?

- Can you describe a time when you have been personally self-motivated which has been noted by others and inspired them?
- Can you recall a time where you developed a real passion for an idea and how you went about developing your knowledge for the benefit of yourself and possibly others?
- Describe a work situation in which you can demonstrate that you encouraged the motivation of another person.
- In your experience, what drives people to go the extra mile and do whatever it takes to get the job done?
- What in your experience drives a team to give their best, most successful performance?
- Can you give an example of when you have witnessed this within a team you have led?

- In order to maximise learning, how do you create an environment of enthusiasm in order to ensure the students/audience strive to achieve or where possible exceed set goals?
- Can you provide an example of when you have displayed a real appetite for growth within an area of research and been passionate about learning new things?
- How do you ensure that you keep up to date with your area of specialism in order to provide up to date knowledge to your students/audience?
- Can you provide an example of when you have successfully achieved an agreed objective and the impact this had on your motivation within your role?
- Can you recall a difficult student related issue that you have recently overcome? How did you overcome this?
- Tell us about a time when you delivered a lecture/spoke at a conference and you did not receive the desired response from your audience. How did you deal with this at the time and once you reflected after the event?

- Can you tell us how you go about involving yourself in external groups and other relevant sectors?
- How has this been of benefit to you and the College/business?
- Can you provide an example of when you have created an opportunity to work with peers across other areas in order to deliver set objectives?
- What was the outcome of this?
- How do you encourage more reserved students to involve themselves in group discussion to ensure that everyone has the opportunity to share an opinion or idea?
- Can you describe what facilitation skills you use in order to ensure effective use of time and to maximise learning opportunities?
- Can you recall a time where you have worked collaboratively on a piece of research and responded positively about this collaboration?
- Can you provide an example of when you have nurtured a relationship and valued different skills, expertise and values with a positive outcome for both parties?

- What is your preferred communication style with students to ensure that their learning is a priority?
- Can you recall a time when your chosen method of communication failed to reach all of the audience? How did you tailor that approach differently to ensure understanding?
- Can you tell us about a time when you openly encouraged a strong sense of inclusion and took others views in to account that were different to your own?
- How do you ascertain whether your audience are responsive to the information you are delivering to them?
- Can you recall a time where something was not communicated well regarding changes to a module/ programme within your team and the impact this had on you and the students you were teaching? How did you resolve this?
- Can you provide an example of when you had to adapt your teaching in order to take into account cultural differences, behaviours or perspectives?

Professional and Technical Staff

- How do you keep yourself updated with the latest information related to your role (area of expertise) to ensure methods remain current and effective?
- Can you give me an example of a particularly difficult customer you had to deal with and how you used your skills to successfully overcome the problem you had?
- How do you ensure this feedback improves the service to customers?
- Can you give an example of a time when things happened in work to dampen your enthusiasm? How did you motivate yourself to ensure this did not impact on service delivery?

- Tell me about a time when you experienced a major change to your normal work practices. How did you handle it?
- How do you ensure communication remains clear and consistent in the context of change?
- What process do you utilize in order to ensure you listen and identify the real problem that customers have?
- Have you ever had to introduce a new idea or procedure to people within your current role? How did you go about this?
- How have you gone about informing colleagues and initiating a change in process due to the knowledge you have linked to your association and membership of a Professional body?

- How do you think your team would describe you?

- Can you describe a situation where a project/piece of work was not going according to plan? How did you go about ensuring that you remained positive and maintained buy in from your team?
- Can you describe how you build relationships with key players both internally and externally in order to gain support?
- Can you provide an example of when you have planned workload and tasks in a systematic way?
- Can you describe how you did this bearing in mind your own priorities in conjunction with the team and the College's objectives to ensure completion by the set deadline?
- Can you provide an example of when you have used your persuasion and influencing skills within the team in order to achieve results and gain support?
- How do you ensure that you are always consistent and confident in your own opinions and decisions whilst ensuring you maintain commitment from your team?

- Can you provide an example of a time when you have been set a goal and you have strived to exceed this goal?
- Can you recall the last time you put yourself forward to develop your skills and learn something new? Why was this important to you?
- Describe a situation where you have been self-motivated to complete a task or goal, and this has been seen by others and inspired them to take part or complete their own tasks/goals.
- Can you tell us about a time when you feel you really added value to a project/task? What difference did this make to the overall outcomes?
- How do you ensure you keep yourself up to date with what is going on in the wider environment (internal and external)? How does this support you in your role?
- Can you provide an example of when a project/task you were asked to complete did not go according to plan. How did you resolve this to ensure the overall objectives were met and that you worked positively without giving up?

- Can you recall a time when you have been positive about working collaboratively with colleagues?
- Within your previous roles, how have you gone about building alliances and relationships in order to fulfil your role? Have you ever encountered any issues in doing this and if so, how would you deal with this?
- Give us an example where you worked in a dysfunctional team. Why was it dysfunctional and how did you attempt to change this?
- Can you give an example of a time when there has been conflict within your team? What did you do to help resolve the situation?
- Can you recall a time when a new member of staff started in your team? How did you build relationships with them?

- Within previous positions, have you ever had to adopt a variety of roles as well as your own? Are you confident in taking on new roles when necessary?

- Can you tell us about a situation where your communication skills made a difference to a situation?
- Can you give us an example where your listening skills proved crucial to an outcome?
- Can you tell us what place empathy plays in your work? Can you give an example where you needed to show empathy?
- Can you talk us through your experience of minute taking within a meeting? How do you overcome any barriers to collating the relevant points made?
- Can you tell me about someone with whom you have found it difficult to communicate with? What caused this difficulty and what did you do to overcome this?
- Can you describe a time where you have stepped in to clarify understanding of others in order to avoid misinterpretation?

Administrative and Professional Support Service Staff

- Can you give an example of when you have provided, what you consider to be, excellent customer service?
- Describe a time when you had to ask questions and carefully gather information in order to understand the exact nature of an individuals' issue or problem.
- What steps did you take to resolve the issue?
- Describe a situation in which you anticipated, identified, and met a customer's needs. How did you know about the customer's need?
- Think of a time you delivered quality service even though you had deadlines to meet and were extremely busy. How did you ensure a quality outcome?
- Can you explain how you process negative feedback to try and bring about positive customer service in the future?
- Can you tell us about a situation where you found it difficult to understand the needs of a student/colleague?
- How did you resolve this in order to ensure service delivery was not affected?

- Give me an example of when you initiated a change in process or operations in order to improve service delivery.
- Describe a time where you initiated a change and explain how you created buy in for the change.
- Can you describe a time where you had to adjust to an unfamiliar situation?
- Within a fast paced environment, change can happen regularly. How do you maintain flexibility in your role to allow for changing circumstances?

- Can you describe a time where you envisaged the need to change a process or plan and how you went about taking the initiative to change this?
- Can you tell me about a recent situation where you were involved in a change process?
- Can you describe a time when you and the team you work with were significantly impacted by a change. How did you prepare for this change and what was the outcome?

- Describe a situation in which you inspired trust and respect amongst your peers.
- Can you recall a time where you had to display a level of adaptability and tolerance during a time of uncertainty or change?
- Can you provide an example of a time when your opinion has differed to that of others? How do you remain consistent and confident in your own opinions, whilst ensuring that you are not being obstructive unnecessarily?
- Can you explain how you vary your influencing styles to suit others (e.g. students, peers, teaching staff)?
- Within your role, have you experienced times where you have had to respond quickly to challenging situations? How do you ensure you have done this with a high level of self-motivation even when the demand of the challenge is increasing?
- Can you describe a time when you have had to plan and prioritise your workload, whilst ensuring the team and College's objectives are completed on time?

- Can you provide an example of a time when you have been set a goal and you have strived to exceed this goal?
- Can you recall the last time you put yourself forward to develop your skills and learn something new? Why was this important to you?
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