

Internal Quality Assurance and Enhancement

Directorate for Lifelong Learning and Employability
Ministry for Education, Youth, Sport, Research and Innovation

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1. Background

The Directorate for Lifelong Learning and Employability (hereinafter the DLE) was established in 2009 within the Ministry for Education and Employment, now the Ministry for Education, Sport, Youth, Research and Innovation (hereinafter MEYR). The DLE's operations focus on the provision of adult learning courses and projects in adult learning. It offers over 100 different course titles within five broad categories that include:

- i. Business, Science and Technology
- ii. Creative Arts
- iii. Humanities and Personal Development
- iv. Languages
- v. Self-Paced Courses

1.1 The DLE's Vision, Mission and Values

The DLE's vision is to foster a culture of lifelong learning that empowers individuals to acquire the knowledge, skills, and competencies needed for active citizenship, personal fulfilment, and employability throughout their lives.

In line with this vision, the DLE's mission as a further education establishment is to develop a robust, inclusive, and quality-driven lifelong learning system. This is achieved by providing diverse and flexible learning opportunities that are accessible to all, with a particular focus on adults at risk of social exclusion and those with low qualifications.

The DLE's efforts are guided by the following core values:

- Inclusivity and Equity
- Quality
- Accessibility
- Empowerment
- Collaboration

These values are aligned with the [Four Pillars on which the Public Service is founded](#): giving a voice to all its customers, designing policies that address their needs and delivering a timely quality service sustained by accountability.

1.2 The DLE's Strategic Goals

The DLE's vision, mission and values are articulated through the [National Lifelong Learning Strategy 2023-2030](#), which is part of the wider [National Education Strategy 2024-2030](#). Within this Strategy, the DLE has three strategic goals:

- Improving educational opportunities for low-skilled and low qualified adults
- Diversifying the methods and opportunities for learning
- Ensuring quality in Lifelong Learning course provision

Through The National Lifelong Learning Strategy, by 2030, Malta has committed itself to achieve the following ambitious targets:

1. To have an employment rate of at least 86.4% of the population aged 20-64;
2. To at least have 57.6% of all adults aged 25-64 to participate in learning every year and;
3. To reduce the percentage of people at risk of poverty or social exclusion (AROPE) in people aged 20-64 by 3.1 percentage points (European Commission, 2022a).

The DLE works towards these targets both through its role as a further education provider and through its designation as the National Coordinator for the European Agenda for Adult Learning.

1.3 The DLE's Provision

As a further education institution, the DLE aims to give adults a second chance to general education, including possibilities of upskilling and reskilling. The provision of courses starts at the Introductory Level, that is Levels A and B of the Malta Qualification Framework (MQF), up to MQF4. The DLE also provides several MATSEC revision classes and preparatory courses for external examining bodies such as ICDL. The DLE also offers non-formal learning opportunities in the form of conversation classes in various languages, foreign culture courses and one-off Active Citizenship Education sessions. Furthermore, the DLE offers various crafts courses, both those aimed at introducing individuals to crafts and open classes, which provide the opportunity for those who have already acquired skills and competence to pool and expand upon their skills.

The DLE operates from Adult Learning Centres in Malta and Gozo, in several Local Councils and other entities within the community such as NGOs. Adult Learning Centres are hosted within facilities that serve as schools for compulsory education in the morning. A list of venues is available in the DLE's Course Prospectus and on the Website.

Most courses start in October and are of duration of 30 weeks, 14 or 8 weeks. Courses are held either in the morning or evening and can be followed either face-to-face, online, or self-paced.

2. Internal Quality Assurance and Enhancement System

The DLE is committed to providing high-quality learning opportunities for individuals beyond compulsory school age, as reflected in its mission to offer learners the best possible educational experience and to support them in achieving their learning goals.

In the spirit of continuous improvement, the DLE operates an integrated Quality Assurance and Enhancement (QAE) system to ensure the delivery of high-quality further education. The DLE maintains the effectiveness of its quality management system by applying the Plan–Do–Check–Act (PDCA) improvement cycle. This involves planning and implementing improvements through the setting of strategic and quality objectives, the design and development of accredited learning programmes, and the enhancement of learner support services (Plan); executing these initiatives (Do); assessing their outcomes through the analysis of objectives, stakeholder feedback, audits, and management reviews (Check); and integrating the resulting improvements into institutional practice (Act).

The QAE system informs the development of all DLE policies and Standard Operating Procedures (SOPs) and guides the ongoing monitoring of their implementation. It also contributes directly to the objectives outlined in the National Lifelong Learning Strategy 2023–2030.

The DLE’s internal Quality Assurance works in tandem with external review mechanisms employed by the MFHEA, which provide an independent perspective on quality and relevance. The DLE recognises the importance of keeping abreast of external developments and best practices in further education. This continuous engagement fosters a self-reflective academic community that routinely evaluates and enhances its QA procedures, thereby promoting a culture of quality and accountability.

The maintenance and enhancement of academic standards depend primarily on the commitment of all staff to regularly evaluate and reflect on the quality of learning experiences provided to participants. The DLE has well-established, comprehensive, and rigorous arrangements for the approval, review, modification, and annual monitoring of its academic provision. Oversight of all quality assurance processes rests with the Academic Board, which ensures alignment with institutional goals, national frameworks, and European standards. Hence, the Academic Board is consulted on draft revisions of the IQA document and to review and endorse or otherwise the updated IQA document.

2.1 Core Principles of the DLE’s Quality Assurance Framework

i. Compliance

All QA activities are designed to meet and exceed the 11 Standards for Internal and External Quality Assurance in Further and Higher Education, as established by the Malta Further and Higher Education Authority (MFHEA). The framework is also aligned with the National Quality Assurance Framework for Further and Higher Education (2015) and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

ii. Formalisation

Transition from informal practices to documented, transparent, and standardised procedures that are clearly understood by all staff.

iii. Holistic Feedback

Establish 360-degree feedback loops involving learners, educators, coordinators, support staff, and management to inform all stages of the quality cycle.

iv. Data-Driven Decision-Making

Use data on learner outcomes, attendance, and feedback to make evidence-based decisions regarding programme development, educator support, and resource allocation.

v. Defined Responsibility

Clearly delineate roles and responsibilities within each stage of the QA cycle to ensure accountability and consistency in implementation.

2.2 Commitment to a Quality Assurance Culture

The DLE's commitment to developing a culture of continuous quality assurance and enhancement through a robust internal quality assurance system. This system focuses on the development, review and delivery, of all academic programmes and DLE procedures using the Plan-Do-Check-Act cycle that underpins operations and decision-making. Internal Quality Assurance is a system of processes and procedures that aims to regularly improve and enhance the quality of DLE's learning programmes and their delivery. The quality of a learning programme lies in its ability to fulfil the expectations of those embarking on the programme, the course participants, and all stakeholders. The DLE has established a Quality Assurance Unit, responsible for day-to-day Quality Assurance processes and an Academic Board that includes Quality Assurance as part of its remit. The Academic Board monitors quality assurance informed by:

- the DLE's vision, mission statement and values;
- the 11 Quality Assurance Standards for further education establishments;
- the Malta Referencing Report (2024).

The DLE's Quality Assurance and Enhancement culture aims to:

- Cover face-to-face, online and self-paced course delivery, non-formal and formal programmes, all learning activities offered by DLE, irrespective of duration;
- Guarantee that the quality of the course Programmes is well documented, verifiable and assessable;
- Facilitate access to information, making it clearer and more understandable for course participants, and all stakeholders;
- Promote a process of continuous quality improvement in Learning Programmes;
- Promote accessible Policies and Procedures to guide participants and all stakeholders in the continuous development of the DLE's Quality Assurance System.

3. Institutional and Financial Probity

3.1 Finances

The DLE operates under the Public Service financial control framework. It is funded through a specific line item detailed in the yearly financial estimates (line item 5704), covering its programmes and initiatives. The DLE is committed to seeking additional funding through EU-funded projects. The DLE spends its funds, be they nationally or EU-funded, in line with the Public Procurement Regulations.

Salaries for all full-time administrative staff, part-time educators, and coordinators are included in the Ministry for Education, Sport, Youth Research and Innovation (MEYR) salary estimates, charged directly to the Government payroll.

Course fees, which are established by Legal Notice 605.03 (reflecting the DLE's social objective to offer subsidised courses), are deposited into the Consolidated Fund (Central Government Revenue).

3.2 Provider License

The DLE is a Further Educational Institution licensed by the Malta Further and Higher Education Authority to provide level rated courses ranging from MQF1 to MQF4. Subsidiary Legislation 607.03 specifies that all public further or higher education providers established by Act, regulations or any other law shall be deemed to have a licence, provided that such providers shall be required to undertake external provider and quality audits periodically every five years.

3.3 Organisational Structure

The DLE is one of the Directorates forming part of the Department for Curriculum, Lifelong Learning, and Employability, within the Ministry for Education, Sport, Youth, Research and Innovation (MEYR). The hierarchy, roles and responsibilities, including those of a QA nature, of the DLE’s employees are defined by the DLE’s organigram as well as public administration procedures stemming from the DLE’s position within MEYR.

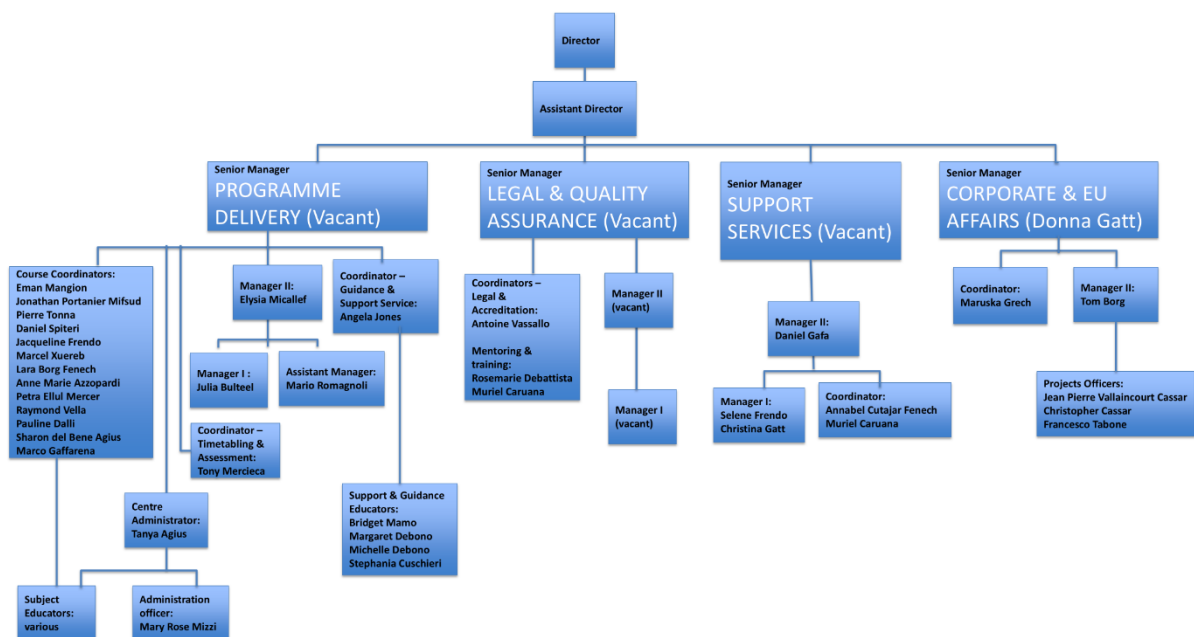


Fig. 1: Directorate for Lifelong Learning and Employability Organogram

3.4 Human Resources

i. Recruitment

The DLE follows the Human Resources policies and procedures established by the People and Standards Division and applicable to the Public Administration, including sectorial agreements between the Government and the Trade Unions. As such, DLE staff (be they academic or administrative/managerial) are considered public officers.

Recruitment of Director and Assistant Director is managed by the Office of the Prime Minister in line with the Manual regarding Headship and Assistant Director Positions.

Recruitment of all other positions is handled through MEYR’s People Management Department, which issue both calls that are internal or external to the public service. Applicants are assessed by a Selection Board to ensure that entry requirements that are commensurate with the role and through

an interview that follows pre-set criteria, with the maximum score being 100%, and pass mark being 50%. Current calls for applications may be seen on edurecruitment.gov.mt. Past calls for applications may be seen on <https://education.gov.mt/vacancies/>. Results of past calls for applications are publicly available, as is the [notification of results](#).

Occasionally, the DLE issues internal calls for applications, enabling its current educators to change or add to their teaching portfolio. At times, the DLE enters into temporary Contracts for Service to meet critical demands. In such cases, applications are received by email on lifelonglearning@gov.mt. In such cases, the same rigorous requirements and selection criteria defined above are employed.

ii. Operations

As public servants, the DLE's staff are regulated by the Public Administration Act (chapter 595 of the Laws of Malta). The Act *inter alia* establishes a code of ethics for public service employees. DLE staff behaviour is further regulated by the [Public Service Management Code and its supporting Manuals](#). Breaches of these documents may be subject to [disciplinary proceedings](#).

iii. Quality Assurance Responsibilities

The Quality Assurance responsibilities of the DLE's staff are found in Annex 1.

4. Design and Approval of Programmes

The Academic Board receives proposals for new courses at concept stage and approves which courses should be developed, as outlined in DLE SOP028 'Academic Board Remit and Responsibilities'. The Academic Board can also demand the prioritisation of the development of certain courses over others.

Programmes are developed by educators or other recognised experts in the field, in line with DLE SOP023 'Course Creation' and DLE SOP010 'Filling in an Accreditation of Education Programmes Form'. These consult with a designated coordinator, who ensures that programme content aligns with institutional standards and completes the MFHEA Accreditation of Programmes Form in accordance with DLE SOP010 'Filling in an Accreditation of Education Programmes Form'. The Academic Board Secretary provides administrative support, receives completed forms, and conducts an initial review to ensure completeness and compliance with submission requirements, in line with the 'Submission and Review Process for MFHEA Accreditation Forms'. The Academic Board reviews all completed Accreditation of Education Programmes Forms, to ascertain that the application form has been clearly and duly filled up to the correct standard, while ensuring alignment with the Referencing Report and course alignment with national and DLE objectives (see DLE SOP010). The Academic Board provides feedback, recommendations, or approval prior to submission to the MFHEA, thereby ensuring that internal quality assurance standards are met throughout the process.

The Academic Board Secretary liaises with the educator and/or coordinator responsible for developing the course to ensure the implementation of the changes to course programmes requested by the MFHEA. The Academic Board Secretary keeps the said Board abreast throughout the entire MFHEA review and accreditation process.

5. Student-Centred Teaching, Learning and Assessment

The DLE is committed to providing high quality teaching and learning for adult learners through personalised and innovative approaches to education, thereby enabling all course participants to achieve their full potential. This is achieved through providing high quality teaching and learning opportunities.

5.1 Commitment to high-quality Teaching and Learning

The DLE is committed to providing high-quality educational opportunities for adult learners, whether they are delivered in-person, online, or through a blended format.

The DLE's Academic Board sets DLE's Policies and Standard Operating Procedures on Learner-Centred Teaching and Learning (see DLE SOP034) which lays the groundwork for the delivery of high-quality teaching and learning that meets the needs of adults enrolled in the course across all modes of learning. These documents apply to educators teaching any of the DLE's courses, irrespective of the type of activity, mode or place of delivery, accreditation status and level, course duration or subject matter.

The Directorate recognizes that effective online learning is more than just sharing resources; it requires a structured, engaging, and pedagogically sound approach. The Directorate integrates its vision for online learning into all strategic and quality assurance documents and has dedicated personnel to support both the technical and andragogical aspects of online learning. The Directorate ensures that all academic staff involved in online and blended learning possess the necessary skills to deliver effective digital instruction. We are committed to providing ongoing professional development in online pedagogy to equip our educators with the latest best practices and tools for creating dynamic and engaging virtual classrooms.

5.2 Commitment to valid and reliable Assessments

At the Directorate for Lifelong Learning and Employability, all learners are expected to adhere to the highest standards of honesty in their academic work. Hence, DLE SOP035 'Academic Honesty' sets a due process procedure for learners accused or suspected of acts of academic dishonesty on work performed within a course or programme. This includes plagiarism and academic malpractice, including the use of generative artificial intelligence. Learners found to have committed acts of academic dishonesty shall be subject to appropriate sanctions as established under this SOP.

Assessment for learning is a key component of the teaching and learning process, with educators employing formative assessment strategies as an ongoing part of their lesson planning and delivery. Furthermore, certification is based on continuous assessment whereby educators are required to employ a mix of centrally-set compulsory assessment tasks and supplementary assessment tasks set by individual educators. Educators are encouraged to use varied assessment methods for the individually-set tasks. The assessment methods employed in accredited courses must align with those listed in the Accreditation of Programmed Form, as approved by the MFHEA. The Academic Board

shall give final approval before assessment tasks are submitted to educators and learners. The assessment process is periodically evaluated by the Academic Board to ensure validity and reliability. An external review may be engaged in this regard.

Educators must provide constructive feedback on all tasks given to help learners understand how to enhance their performance, thereby guiding improvement and encouraging achievement.

5.3 Quality Assurance of teaching and learning

The Directorate engages in educator observation (see DLE SOP013) and mentoring of newly recruited educators (DLE SOP022) to ensure teaching effectiveness (in line with DLE SOP034 'Learner-Centred Teaching and Learning') and that courses are delivered in line with expected standards, not least those defined in the MFHEA Accreditation of Programmes Forms.

The Academic Board is responsible for reviewing and, where necessary, improving SOPs, tools and rubrics related to Teaching and Learning and for overseeing the quality of the educator observation process (including that of new educators). The Academic Board also reviews the feedback provided to educators and from educators with a view to improve processes and practices where required.

DLE is cognizant of its responsibility as an education establishment, whose learning programmes are recognised both nationally and internationally. Hence, DLE SOP035 Academic Honesty integrates a two-tier quality assurance function during assessments, whereby Course Coordinators support educators with invigilation, and the Assessment Coordinator oversees due process and investigates allegations of academic dishonesty.

The Academic Board retains oversight over assessments in line with current national and international quality assurance frameworks and good practice.

6. Student Admission, Progression, Recognition and Certification

6.1 Student Admission

Applications are received online on MySchool, whereby learners sign up using their e-id. Persons wishing to apply in person can call at Servizz.gov offices and Local Council offices, where public officers apply on MySchool on their behalf, after verifying their identity with their ID Card or other official identity document. Applicants are automatically accepted, subject to the settling of any applicable fees. Applications are treated with strict confidence and in line with data protection regulations. Accepted applicants receive an automatic acknowledgment e-mail, which serves as a confirmation of course acceptance and includes all information regarding course commencement. This email should be presented to the educator on the first day of the course.

For Open Classes, the DLE requires learners to submit proof of proficiency in the subject matter. Additionally, the DLE employs initial placement tests for several of its academic courses (see DLE SOP019 and DLE SOP026) to guide learners as to their appropriate level. The DLE offers individual admissions mentoring, both following the placement test and independently of it, through its Guidance and Support Service. As the Directorate deals with adult learners the final decision regarding

which course and/or course level to attend is made by the participants themselves. This decision might differ from the advice given by the DLE's staff.

The SOP on Processing Applications (DLE SOP030) outlines how DLE staff manages other situations, such as applications submitted after the course reached its full capacity or applications for which payment remains outstanding.

Accepted applicants agree to be bound by the DLE's Terms and Conditions and Policies and Procedures as amended from time to time. It shall be incumbent on the DLE to immediately inform current students should any change to the Terms and conditions be done thereto by the Directorate. The enrolment of a course participant may be discontinued, suspended or cancelled if applicant shall be in infringement of the terms and conditions.

6.2 Learner Progression

Within the DLE's vision to foster a culture of lifelong learning, course participants are informed in a timely manner about the time and effort involved to successfully complete their selected course, as well as the support structures available within the Directorate. These details are published in the Course Information Prospectus as well as the Participant Information Sheet and are explained during the induction sessions that take place at course commencement. From learning year 2025/26, the DLE will monitor attendance more closely and follow up on learners who are frequently absent with a view to better understand matters underpinning learner absence, including institutional issues through which the DLE can learn and improve its operations, and to provide timely support to learners. Learners are also informed of their progression opportunities within DLE's course offering, as well as learning pathways available through other education establishments.

Within the National Lifelong Learning Strategy 2023-2030, the Directorate envisages conducting regular tracer studies in the coming years, to determine the effectiveness of the services provided, and learner trajectories after course completion.

6.3 Learner Recognition and Certification

Certification is provided to learners who successfully complete an accredited course offered by the DLE. The Certificate includes the title, MQF level and ECTS of the qualification achieved and learning outcomes reached. Certificates are provided as hard copies, in line with MFHEA direction. In 2025/26, the DLE will pilot the provision of Blockcerts.

No certification is possible for revision courses as these are assessed and certified by third parties, such as ICDL, MATSEC.

Learners who attended non-accredited courses, including revision courses, or who attended accredited courses without successful completion may request a Letter of Attendance showing the title of the course and their percentage attendance.

6.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the process by which education providers recognise and, where appropriate, award credit for learning that has taken place before entry onto a programme of study. Thus far, the Directorate's provision focuses on MQF levels 1-3 or offered any courses comprising various modules and, thus, RPL was not required. As the DLE will eventually venture into the development of modular courses a policy and procedure on RPL shall then be formulated as per MFHEA Recognition of Prior Learning-Definitions, Principles and Guidelines (2021).

7. Teaching Staff

Adult Educators are selected through a call for applications. The calls are drawn up by MEYR's People Management Department and approved by the Public Service Commission. In such cases, applications are received through edurecruitment.gov.mt.

The DLE rigorously employs selection criteria, whereby applicants must be eligible to work in Malta or the EU Member States; be able to communicate in Maltese and English; and hold a recognised Bachelor's degree at MQF Level 6 (minimum 180 ECTS/ECVET credits or equivalent) in the subject area applied for, with at least 1 year of teaching or professional experience. If insufficient eligible applicants apply, the following alternatives may be considered:

- MQF Level 5 (minimum 30 ECTS/ECVET credits) with 1 year teaching or 3 years of professional experience.
- MQF Level 4 (minimum 120 ECTS/ECVET credits) with 2 years teaching or 4 years professional experience.
- 4 years experience as an Educator or 5 years professional experience in the subject area.
- 1 year as a full-time warranted teacher.

Applicants are assessed by a Selection Board. The interview follows pre-set criteria and includes a sample scheme of work or lesson plan or a portfolio of work for VET subjects. The maximum score is 100%, with a pass mark of 50%. Candidates are ranked into Categories A to D based on qualifications and experience, with preference given in order.

Current calls for applications may be seen on edurecruitment.gov.mt.

Occasionally, the DLE issues internal calls for applications, enabling its current educators to change or add to their teaching portfolio. At times, the Directorate enters into temporary Contracts for Service to meet critical demands. In such cases, applications are received by email on lifelonglearning@gov.mt. In such cases, the same rigorous requirements and selection criteria defined above are employed.

Prior to commencing teaching duties, adult educators are provided with the MFHEA Accreditation forms and learning outcomes pertaining to their assigned course. These documents contain information related to the knowledge, skills and competences to be achieved together with assessment methodologies including the weighting and assessment criteria. Adult educators are to use these documents to build their Schemes of Work and lesson plans (see DLE SOP006 'Scheme and Record of Work').

An induction meeting for all adult educators and coordinators working with DLE is held prior to the start of the learning year. Each course is assigned a Course Coordinator, who oversees the smooth-running of the course, including teaching quality and supporting educators and learners who may wish to discuss any concerns in real time. Additionally, the DLE organises paid continuous professional development sessions every year, in line with DLE SOP014 'Continuous Professional Development'. These not only offer a learning opportunity for all staff but also provide an opportunity to meet and discuss any pending concerns. Adult educators are informed of what is expected of them (see DLE SOP034 'Learner-Centred Teaching and Learning') and the success criteria on which they will be monitored (see DLE SOP013 'Educator Observation'). Adult Educators receive feedback that concerns them individually, including being shown and requested to sign written reports concerning observation visits on his behalf.

In addition to the above, new adult educators receive specific induction, observation and mentoring sessions in line with DLE SOP022 'Induction of newly recruited educators'. These efforts aim to better acquaint new educators with DLE policies and procedures and provide additional opportunities for new educators to seek support. Therefore, the induction of newly recruited educators provides opportunities for two-way dialogue aimed to address any arising issues, whether these are voiced by the new educator or identified by DLE Coordinators. New adult educators have a probation period in line with Public Administration regulations.

The Academic Board shall evaluate the observation and induction process and other feedback received by the Directorate in relation to academic matters.

8. Learning Resources and Student Support

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

8.1 Physical Learning Environment

The DLE is committed to providing safe, accessible, and well-equipped learning environments that are conducive to effective teaching and learning. This commitment includes:

- Maintaining clean, tidy, and well-kept facilities;
- Ensuring health and safety standards are upheld;
- Providing adequate resources to support effective teaching, learning, and assessment, and to enable the achievement of intended learning outcomes.

To uphold these standards, the DLE conducts regular health, safety, and accessibility audits in venues that it manages, and ensures that all necessary resources are procured and made available to learners in an organised and timely manner. Currently, the DLE manages the following venues:

Msida Lifelong Learning Centre, Qrejten Street, Msida.

For venues used by the DLE but managed by third parties, the responsibility for audits and maintenance rests with the managing entity. The DLE reserves the right to request evidence that such audits have been conducted, or to require specific works or resources to be provided. If these

requirements cannot be met, the DLE may withdraw from using the venue or offer to undertake the necessary works or procurement directly to safeguard quality and learner welfare.

8.2 Technical Infrastructure

Every educator and coordinator working with the DLE is assigned a corporate email address (@lifelonglearning.edu.mt) to access the DLE's technical infrastructure and communicate with DLE staff and learners. All other staff members are assigned @gov.mt email addresses, and those involved in course provision are also assigned an @lifelonglearning.edu.mt email address.

The Directorate for Lifelong Learning and Employability uses MySchool to receive applications and manage admissions, monitor attendance, upload notes and course material and communicate learners' results of accredited tasks. MySchool allows certain data to be exported for external analysis.

Synchronous online courses are delivered through Microsoft Teams.

Asynchronous online courses (Learning Box) are delivered through MySchool, where all course content is hosted. In the case of asynchronous online courses, programmes are tested for the purpose of delivery by uploading mock course material onto MySchool. The Coordinator responsible for Asynchronous Courses accesses and reviews the test course to verify its quality, in line with DLE's SOP on Asynchronous Course Content and its Review (DLE SOP040).

8.3 Digital Support

MySchool offers training to key personnel within DLE, using a train-the-trainer approach.

Learners and Educators are supported to access and use the DLE digital infrastructure in accordance with DLE SOP029 'Digital Access and Support'. Specifically, learners and educators are offered training prior to starting courses in October and February. Furthermore, throughout the course, learners and educators requiring minor support are assisted by Course Coordinators. Those needing further support are helped by designated office staff.

8.4 Support and Guidance Service

The Guidance and Support Service is a cornerstone of the Directorate for Lifelong Learning and Employability (DLE), reflecting its commitment to inclusive, learner-centred education. This service is designed to empower individuals aged 15 and over to navigate their educational and career pathways with confidence. Whether adults are returning to education, seeking a career change, or simply exploring new opportunities, the service offers personalised guidance, practical support with CV writing and interview preparation, and ongoing follow-up throughout the learning journey. The Guidance and Support Service is not only open to the DLE's learners or prospective learners, but also to the general public, and is offered free of charge.

Additionally, The Guidance and Support Service supports DLE's operations through carrying out initial placement tests and offering ongoing support to persons applying to follow courses in introductory mathematics, English and Maltese; and through counselling learners from all courses whose placement test results indicate that they applied for the incorrect course level. The Guidance and Support Service also carries out needs assessments for persons with learning difficulties and other disabilities and facilitates the adaptation of learning or learning environments to suit their needs.

The operations of the Guidance and Support Service are guided by DLE SOP037 'Guidance and Support Service', which outline structured procedures for learner engagement, referral, and support coordination. The Guidance and Support Service is aligned with national frameworks like the National Career Guidance Network, thereby reinforcing DLE's role in fostering lifelong learning and employability across Malta and Gozo.

9. Information Management

This policy applies to records documenting the entire participants' course lifecycle from enquiries for course application, applications, enrolment, attendance and attainment, advice and support services, fees, payments, and exemptions thereof, complaints and disciplinary proceedings, appeals and awards. This policy and its procedures sets out the required standards for the collection, management, security and retention of course participants and course applicant records, including assessed work, in all formats, for the purposes of analysis of data on the student population, retention and success rates, student satisfaction, employment rates and tracer studies, together with roles and responsibilities of personnel entrusted with protection and use of such information for the improvement and enhancement of the quality of educational courses provided by the Directorate.

9.1 Purpose

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

This policy is intended to help the Directorate to meet its duty of quality education and care to its participants while complying with its legal obligations including the Data Protection Act Chapter 586 of the Laws of Malta, and the General Data Protection Regulation (GDPR) or any other Act and Subsidiary Legislation under which the DLE operates. Records must be effectively and consistently managed for all applicants and all participants of the Directorate, in accordance with this policy. As the DLE operates through Learning Centres throughout Malta and one in Gozo, the remit of this policy shall extend to such venues.

9.2 Overarching Objectives and Standards

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

- To maintain accurate, up to date and comprehensive records for each applicant, enrolled and former participants to meet the Directorate's operational and evidential needs;
- To maintain an audit trail of the services provided to each participant and applicant as evidence of fair and consistent practice;
- To promote consistency and reduce duplication of information within information systems;
- To control access to and use of confidential personal information, to protect the privacy of individuals and manage institutional risk;
- To maintain records in a format and structure appropriate to the Directorate's operational, legal admissibility and preservation requirements;
- To allow all relevant information about an individual to be retrieved readily to meet the Directorate's needs, to facilitate the individuals' rights of access to their own personal information under the Data Protection Act and other legislation and to comply with the requirements of internal and external audit and accreditation requirements;
- To follow consistent policies to retain records only as long as they are required for the above purposes, and to destroy time-expired records as soon as they are no longer needed and ensure that records of permanent archival value are promptly transferred to the DLE's Archive in a format appropriate to their long-term access and preservation. The Directorate retains a core record of each participant permanently for analytical and planning purposes.

9.3 Collection of Data

Data on participants shall be collected primarily on applicants' application process through the media established by the Directorate for participants' course application. Methods of data collection shall include *inter alia* feedback forms, attendance sheets and dropout lists.

Relevant information for analysis purposes can additionally be obtained from the following;

- Key performance indicators;
- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;
- Learning resources and student support available;
- Career paths;
- MFHEA and NSO yearly statistics for further education.

9.4 Storage of Records

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

9.5 Lines of Responsibility

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

10. Public Information Policy (Related to Adult Learning)

The DLE's Public Information Policy vis-à-vis the services rendered to Adult Learning courses shall provide assurance to the Public that control measures are in place for any information published in relation to adult learning services offered by the Directorate. This policy covers information that refers to course Participants and Programmes, both published in electronic or printed format. Subject to the provisions of the Data Protection Act Chapter 586 of the Laws of Malta , and the Data Protection Regulation in the spirit of Transparency the DLE shall publish information accessible by both internal and external audiences so that a clear impression of the operations of the Directorate in conjunction with Adult Learning in Malta shall be manifestly visible.

10.1 Aims

The Directorate commits itself to reaching the quantitative and qualitative targets for Lifelong Learning indicated in the Malta National Lifelong Learning Strategy 2023-2030.

"The National Strategy for Lifelong Learning 2023-2030 built on 3 pillars, comprising 16 measures and 50 actions, has a social mission at its core and aims to improve the lives of those most vulnerable through a diverse range of LL opportunities. The strategy, in fact, will play a key role in reaching national targets to increase both the employment rate and the participation of adults in learning, whilst reducing the rate of people at risk of poverty and/or social exclusion."^[11]

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

- o Relevant
 - o Fit for purpose
 - o Accountable
 - o Transparent
 - o Continuously Evaluated
 - o Accessible
 - o Permissible at Law
- i. To strive and ensure that the published information enables the public to make informed judgements and learned decisions.
 - ii. To ensure that published information promotes clear and effective two-way communication and engagement.

10.2 Accessibility

- i. All information published shall be provided in permissible formats, and on request, according to the needs of individual/s.
- ii. Requests for alternative formats can be made to the DLE's Customer Care, who shall ensure requests are met, provided these are reasonable and cost effective and within legal parameters.

10.3 Reviews, Responsivities, Development

- iii. Reviews of the DLE's policies and procedures concerning Adult Learning shall be completed annually following consultation with all stakeholders and public feedback.

- iii The DLE shall be responsible for authorizing review and the final approval of all policy and procedures in line with its remit.
- iii Staff development shall be an on-going process particularly following significant changes and/or amendments to a policy, procedure or strategy.

10.4 Information and Publishing Media

The DLE's Information concerning Adult Learning is disseminated through the following:

- The DLE's website;
- Letter Circulars which are distributed to all State and Non-State
- Directorates, Colleges, School and Sections;
- Internal and external advertising i.e., posters, flyers, banners, newspaper adverts;
- Press releases;
- Social Media.

10.5 Communication with the press/media

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

11. Ongoing Monitoring and Periodic Review of Programmes

11.1 Institutional Review

Institutional review within the DLE is coordinated by the Quality Assurance Unit as part of its commitment to continuous improvement and accountability. Regular internal review meetings with the various units to evaluate operational effectiveness, identify good practices, and determine areas requiring enhancement. These discussions focus on identifying key strengths, challenges, and areas for improvement for employed systems or undertaken initiatives.

In line with DLE SOP021 and DLE SOP033 on 'Learner Feedback' and 'Educator Feedback' respectively, the DLE receives feedback and complaints from learners, educators and the general public by email or through the [Suggestions Form on the DLE website](#). These can be submitted all year round and are processed by the Complaints and Grievances Board in line with DLE SOP012 'Complaints and Grievances'. Additionally, the DLE seeks feedback from learners annually through the end-of year feedback survey. The DLE seeks feedback from educators through the mid-year feedback meetings and end-of-year feedback and self-reflection form. Feedback from these sources are then passed on to the Academic Board or the Complaints and Grievances Board, depending on their nature.

Based on these various sources of feedback, the Quality Assurance Unit compiles a report aligned with the eleven NQAF standards, which is circulated among relevant staff members for follow-up action on the agreed recommendations. The Quality Assurance Unit monitors the implementation of the recommendations through progress reports.

11.2 Programme Review

Programme review at the DLE is overseen by the Academic Board, which is inter alia responsible for 'the approval, periodic review, and ongoing monitoring of all programmes' (see DLE SOP028 'Academic Board Remit and Responsibilities'). The Academic Board prioritises programmes for review. Course reviews are carried out using the Course Review Template, which is endorsed by the Academic Board. They are informed by research, stakeholder feedback, and, where appropriate, collaboration with national and international institutions active in adult education (see DLE SOP021 and DLE SOP033 on 'Learner Feedback' and 'Educator Feedback' respectively). This includes research to identify sectoral needs and to ensure relevance to adult learners and the labour market (see DLE SOP023 'Course Creation').

The Academic Board evaluates programme updates and completed MFHEA Accreditation of Programmes Forms prior to submission to MFHEA.

In line with DLE SOP038 'Course Rationalisation and Closure', the Academic Board also determines which of the DLE's current programmes will be removed from the DLE Prospectus for the forthcoming learning year.

12. External Quality Assurance

The DLE is subject to five-yearly external review by the Malta Further and Higher Education Authority, which verifies that it meets nationally set standards. This is aligned with Legal Notice 296/2012, which provides that *"all public further or higher education providers established by the Act or any regulations thereunder or any other law shall be deemed to have a license...Provided that such providers shall be required to undertake any provider and programme quality audits that are required in accordance with regulation 37(1) of this legal notice."*

External Quality Assurance (EQA) examines alignment with the National Quality Assurance Framework for Further and Higher Education (2015), including the effectiveness of the DLE's Internal Quality Assurance processes. The EQA ensures that the internal quality management system is fit for purpose at institution and/or programme level; compliant with standards and regulations and contributing to the development of a national quality culture; contributing to the fulfilment of relevant national strategies; and implemented effectively. The EQA includes appropriate investigatory mechanisms to ensure financial probity, and where the provider is a body corporate, to ensure that the members of the body corporate, the legal representative and the persons occupying a headship position are fit and proper persons to deliver further or higher education programmes.

Appendix 1: Roles and Responsibilities in relation to Internal Quality Assurance

Below are the quality assurance functions and responsibilities of the various roles within DLE.

Senior Leadership

Director

- disseminating an ongoing service of excellence founded on the four-pillar framework by giving a voice to all its customers, designing policies that address their needs and delivering a timely quality service sustained by accountability;
- valuing and empowering the team to deliver a service of excellence to all customers forged on commitment to quality standards, integrity, respect, loyalty, trust, quality, impartiality and non-discrimination;
- providing strategic and professionally informed direction in the overall development and management of all aspects related to research, innovation in education and lifelong learning;
- participating in the coordination and preparation of the Ministry's Annual Financial Estimates and conduct preliminary analysis of estimate proposals;
- monitoring, supporting and ensuring conformity in the implementation of relevant policy directions issued by the Ministry for Education, Youth, Sport, Research and Innovation or any other competent authority;
- establishing and managing the DLE's Internal Quality Assurance system;
- promoting a culture of continuous improvement within the Directorate by analysing feedback from participants and adult educators and implementing necessary changes;
- ensuring the quality of adult teaching and learning within the Directorate and in the field of adult teaching and learning in Malta;
- overseeing the design, development, marketing, and assessment of training programs to ensure they are verifiable, documented, and meet quality standards;
- coordinating with the Malta Further and Higher Education Authority (MFHEA) and other stakeholders;
- chairing the DLE's Academic Board, the Complaints Appeals Board;
- ensuring transparency through accurate and accessible information regarding DLE's programmes and initiatives, and about the adult education field in Malta.

Assistant Director

- promoting a service of excellence founded on the four-pillar framework by giving a voice to all its customers, designing policies that address their needs and delivering a timely quality service sustained by accountability;

- valuing and empowering the team to deliver a service of excellence to all customers forged on commitment to quality standards, integrity, respect, loyalty, trust, quality, impartiality and non-discrimination;
- Implementing and managing change to enhance the provision of a service of excellence;
 - Monitor the implementation of the Lifelong Learning Strategy and update policy and action plans as required.
 - Collect, analyse and disseminate evidence about adult learning and conduct research and publish reports within the field of lifelong learning including adult learning, literacy and basic skills.
 - Initiate, design, and manage pilot programmes based on national needs and objectives to adopt new, innovative approaches in lifelong learning which focus on learning outcomes and learner responsibility and autonomy.
 - Promote a culture of learning to learn and make sure that learning is flexible, diverse and that goes beyond traditional schooling, including various forms of education and training, formal and informal.
 - Promote the production of educational and resource materials for lifelong learning programmes, as well as ensuring the appropriate training of educators in the field of adult learning;
 - Collaborate with the University of Malta, MCAST, ITS, Foundation for Educational Services, Institute for Education, the State Colleges and other public and private service providers of adult education services in order to promote lifelong learning through the development and coordination of policies.
 - Establish national networks that promote lifelong learning and coordinate efforts to improve the standards and quality in the adult learning sector.
 - Work effectively and collaboratively with lifelong learning providers to offer evidence-based policy direction and guidance.
 - Work closely with civil society, including but not restricted to employers, in order to identify gaps in lifelong learning and to propose solutions.
 - Work closely with MFHEA to see how to exploit the benefits of mechanisms that are being developed by that entity in order to facilitate the recognition of prior learning among adult learners.
 - Actively engage in the European Commission's work for the development of adult learning policy and participate in international networks and research in lifelong learning.
 - Contribute towards the preparation of the Directorate's Business Plans, including financial estimates and HR plans and follow-up continuously on the status of projects and other initiatives, with a view to provide for appropriate reporting, monitor resource allocation and funds absorption, alert and take appropriate action when implementation does not follow established plans and, ultimately, ensure successful delivery.

Academic Board

- Provide advice to the Directorate community on quality assurance policy and processes for teaching and learning in course programmes;
- Have responsibilities in relation to quality assurance of learning programmes (including course structure and coherence), assessment and examination policies, processes for course management, learning support, course participant progress and course participant transition into courses;

- Develop appropriate qualitative and quantitative measures of performance of teaching and learning, considering national and international recommended practices, and overseeing, monitoring and reviewing their use;
- Advising the Director of the Directorate on priority areas for evaluation and quality assurance of academic programs and associated course participant support programs, and making recommendations on areas of teaching and learning for evaluation;
- Reviewing and evaluating quality in teaching and learning of all learning programmes, and making recommendations on actions to improve the quality of teaching and learning in those learning programmes;
- Advising and making recommendations on modifications to the structure, content, method of presentation and delivery of learning programmes in response to quality assessments received in the previous year to ensure that these programs are of the highest possible quality;
- Evaluating systems and structures at the Directorate in the development and use of measures to encourage adoption of good practice in learning programmes.

Quality Assurance Unit

Senior Manager (Quality Assurance)

The QA responsibilities of the Senior Manager (Quality Assurance) are:

- ensuring that the policies and provisions laid down in the Education Act, as well as other policies and provisions of the DQSE, are adhered to in both the State and non-State sectors;
- providing advice, input, support, and monitoring in connection with curriculum development, management, e-Learning, and quality assurance development, management, and implementation at Directorate, College, school, and other educational institution levels, in both the State and non-State school sectors;
- advising, supporting, and monitoring educational programmes;
- assisting in the professional development of staff;
- collecting and maintaining relevant data and statistics;
- developing and promoting quality assurance policies, procedures, and tools to be used within the DLE;
- evaluating and reporting on the work of all DLE Units and actions;
- evaluating and ensuring the quality and standards of teaching and learning within the DLE;
- contributing towards the organisation and provision of professional development;
- advising on the choice of textbooks, equipment, teaching aids, and other educational resources;
- gathering, analysing, researching, and evaluating data and using it to plan and manage services, projects, and systems;
- conducting investigations and resolving complaints received by DLE;
- representing the DLE in fora relating to programme development, adult learning, and quality assurance;
- participating in the DLE Academic Board and Complaints and Grievances Board;
- overseeing the work of the Quality Assurance Unit and ensuring alignment with the strategic objectives of the Directorate;
- leading the preparation and coordination of internal and external quality audits;
- providing high-level guidance to Managers II and Manager I in implementing QA processes and

ensuring consistency across units;

- preparing periodic reports and recommendations for senior leadership and relevant authorities regarding quality standards, compliance, and continuous improvement.

Manager II (Quality Assurance)

The QA responsibilities of the Manager II (Quality Assurance) are:

- participating in the design of courses, whether solely or in conjunction with other stakeholders, with a view to ensuring the delivery of a quality service;
- carrying out research into the different subjects proposed for accreditation;
- liaising with the relevant experts in the field to establish learning outcomes and course programmes;
- facilitating the compilation and submission of the accreditation forms for various subject areas at different MQF levels;
- developing feedback tools, collecting data, and analysing and reporting data of a qualitative and quantitative nature;
- conducting investigations in relation to complaints and mediating between parties where applicable;
- participating in DLE Boards and working groups as applicable;
- assisting in the external quality assurance audit;
- keeping oneself updated with the latest developments in programme accreditation;
- supporting and assisting colleagues in queries related to programme accreditation;
- representing the DLE in fora relating to programme development, adult learning, and quality assurance;
- contributing to the periodic review of accredited programmes and making recommendations for their improvement;
- mentoring and supporting the Manager I (Quality Assurance) in the execution of QA processes;
- drafting, vetting and reviewing reports and documentation to support accreditation, audit, and compliance processes;
- identifying and proposing improvements to QA policies, procedures, and documentation templates in line with national and European standards.

Manager I (Quality Assurance)

The QA responsibilities of the Manager I (Quality Assurance) are:

- acting as the contact person between the Directorate for Lifelong Learning and Employability and the Malta Further and Higher Education Authority or any other relevant authority on matters related to the accreditation of training programmes;
- acting as Secretary to the Academic Board and the Complaints and Grievances Board;
- providing administrative, technical, and logistical support to the Quality Assurance Unit;
- supporting the Quality Assurance Unit with administrative and reporting duties;
- keeping a database of all accredited subjects;
- conducting desk research;
- assisting with data collection and analysis;

- assisting in the external quality assurance audit;
- preparing minutes, correspondence, and records relating to QA activities;
- maintaining up-to-date records of QA documentation, including accreditation files, audit reports, and monitoring data;
- liaising with course coordinators and educators to collect information required for QA and accreditation purposes;
- drafting preliminary QA reports and summaries under the guidance of the Manager II or Senior Manager (QA).

Legal and Accreditation Coordinator

- Ensure that all Directorate programmes and services comply with national and international accreditation standards, regulations, and frameworks (including MQF).
- Monitor and support the preparation and submission of accreditation documentation, ensuring accuracy, completeness, and compliance with regulatory requirements.
- Review and advise on legal matters related to programme design, delivery, and assessment to minimise risks and ensure compliance with legislation.
- Support the Directorate in interpreting and applying relevant laws, regulations, and policies to programme delivery and operational activities.
- Conduct audits or reviews of programme documentation, policies, and procedures to ensure alignment with accreditation requirements and QA standards.
- Collaborate with educators, coordinators, and QA units to ensure learning outcomes, assessments, and course content meet accreditation and regulatory standards.
- Provide advice and guidance to management on risk mitigation, legal compliance, and accreditation matters.
- Maintain up-to-date knowledge of changes in legal requirements, accreditation frameworks, and best practices in adult education QA.
- Prepare QA-related reports on accreditation and legal compliance, including recommendations for corrective actions or improvements.
- Participate in the development and review of internal policies and QA manuals to ensure alignment with accreditation and legal requirements.
- Promote a culture of compliance, quality, and continuous improvement across all programme and service areas.

Quality Assurance Coordinator

- developing and updating policies and procedures for the Directorate's services;
- maintaining and monitoring the implementation of the Internal Quality Assurance Manual across all centres and programmes;
- observing teaching, learning, and assessment in real time to monitor quality and adherence to programme requirements;
- mentoring and supporting new or less experienced educators, including follow-up observations where performance concerns arise;
- overseeing the development of learning outcomes and programmes with educators to ensure alignment with MQF standards;

- analysing data on attendance, retention, learner feedback, and achievement to identify areas for improvement;
- designing and refining tools for gathering feedback and consulting learners, educators, and centre coordinators to evaluate programme quality;
- liaising with centre coordinators and administrative staff to ensure smooth delivery of classes;
- monitoring assessment practices to ensure fairness, transparency, and compliance with approved procedures;
- contributing to continuous professional development initiatives and promoting good practice, equality, diversity, and health and safety across centres;
- preparing reports and records of observations, feedback, and follow-up actions to support quality monitoring and audits;
- advising management on quality-related matters in policy and practice.

Programme Delivery Unit

Senior Manager (Programme Delivery)

- Deliver programmes and activities in compliance with Directorate QA policies, the Malta Qualifications Framework (MQF), and internal standards.
- Oversee and approve course timetables to ensure optimal scheduling, resource utilisation, and alignment with learner needs.
- Monitor and troubleshoot course delivery issues in real time, including educator performance, learner engagement, and operational challenges.
- Ensure the accuracy and fairness of assessments, including pre-course placement tests, continuous assessments, and final evaluations.
- Conduct level checks and placement assessments prior to course commencement to ensure learners are appropriately placed in programmes suited to their skills and learning needs.
- Collaborate with educators and coordinators to maintain consistency and quality in course delivery across all centres and modalities (in-person, blended, online).
- Ensure adequate allocation and maintenance of physical and digital resources, learning spaces, and equipment required for effective programme delivery.
- Analyse learner performance data, attendance, retention, and achievement trends to identify areas for improvement in programme delivery.
- Develop and implement corrective measures and process improvements to enhance course delivery quality and learner outcomes.
- Support the development and implementation of educator professional development initiatives related to programme delivery and assessment best practices.
- Ensure adherence to health, safety, accessibility, equality, and diversity standards within all learning environments.

- Prepare reports on programme delivery performance, including operational issues, resource utilisation, and assessment outcomes, for senior management and QA units.
- Coordinate with other units to ensure continuous improvement, alignment of practices, and compliance with Directorate-wide policies.
- Act as a point of escalation for complex operational, learner-related, or educator-related issues affecting programme quality.
- Promote a culture of quality, accountability, and continuous improvement in programme delivery, ensuring that all staff understand and adhere to QA standards.

Msida Lifelong Learning Centre Administrator, Adult Learning Centre Coordinators and Online Learning Coordinators

- Ensuring all courses and programmes comply with Directorate QA policies and the Malta Qualifications Framework (MQF).
- Monitoring teaching, learning, and assessment processes in real time to maintain high standards.
- Conducting observation visits for educators, including follow-ups for those requiring additional support.
- Mentoring and supporting new or less experienced educators to ensure effective teaching and learner engagement.
- Reviewing and contributing to the development of learning outcomes, course content, and learning programmes with educators.
- Analysing data on learner participation, retention, achievement, and satisfaction to identify areas for improvement.
- Developing and using tools to gather feedback from learners, educators, and centre staff to inform programme enhancements.
- Participating in internal QA audits and contributing reports on programme and centre performance.
- Supporting continuous professional development initiatives for educators and staff.
- Ensuring adherence to equality, diversity, and health and safety standards in all learning and operational activities.
- Liaising with centre coordinators, administrative staff, and management to ensure smooth delivery of programmes.
- Facilitating learner feedback and addressing complaints in line with QA procedures.
- Promoting a culture of quality, accountability, and continuous improvement among staff and learners.
- Reporting QA findings and recommendations to the Senior Manager (Quality Assurance) or relevant management.
- Supporting the standardisation of procedures and practices across centres and online programmes to ensure consistency in quality.
- For physical centres, coordinators additionally oversee operational aspects like timetabling, premises cleanliness and maintenance and ensuring adequate resources.
- For online courses, coordinators ensure accessibility, platform functionality, and effective online learner engagement.

Guidance and Support Service Coordinator

- Ensure that all guidance and support services provided to learners comply with Directorate QA policies and established standards.
- Monitor and evaluate the effectiveness of learner guidance interventions, counselling sessions, and support programmes.
- Conduct observations, audits, and reviews of guidance sessions to ensure that practices are consistent, ethical, and aligned with professional standards.
- Develop and implement tools for collecting feedback from learners, educators, and support staff to evaluate the quality and impact of guidance services.
- Analyse data on learner engagement, progress, retention, and satisfaction to identify trends, gaps, or areas for improvement in support services.
- Collaborate with educators and coordinators across centres and programmes to ensure guidance interventions are integrated with learning outcomes and programme objectives.
- Support the development and continuous professional development of guidance staff to maintain high-quality delivery of services.
- Provide advice and recommendations to management on improving the quality, accessibility, and relevance of guidance and support services.
- Ensure adherence to equality, diversity, and confidentiality standards in all guidance and support activities.
- Prepare reports on the effectiveness of guidance services, highlighting strengths, weaknesses, and recommended actions.
- Promote a culture of quality, accountability, and continuous improvement within the Guidance and Support Service.
- Contribute to internal QA audits, policy updates, and strategic planning related to learner support and wellbeing.
- Liaise with external agencies, stakeholders, and community partners to benchmark best practices and enhance the quality of guidance provision.

Assessment Coordinator

- organising the assessment procedure of all accredited programmes and courses offered by the Directorate;
- being responsible for the logistical organisation of assessments, the drawing up of assessment tools, the implementation of assessments, the keeping of records, and the issuing of the relative certificates;
- keeping well informed and up to date on all matters relating to accreditation and programme design, and on any national or international obligations affecting this area;
- investigating cases of academic dishonesty, preparing relevant reports, and recommending appropriate actions in line with institutional policy;
 - informing and advising the Academic Board on matters related to the development, implementation, and continuous improvement of assessment processes;
 - collaborating with educators and programme coordinators to ensure that assessment methods are fair, transparent, and aligned with learning outcomes;
 - ensuring that all assessments comply with the Directorate's quality assurance policies and with

MFHEA or other relevant standards;

- maintaining version control and documentation for all assessment instruments and rubrics;
- verifying that assessment materials are reviewed and approved through the proper channels before implementation;
- participating in internal and external audits related to assessment processes;
- collecting and analysing assessment data to identify trends in learner performance and inform programme improvement;
- preparing periodic reports on assessment outcomes, success rates, and identified areas for development;
- presenting assessment data and analysis to the Academic Board and Quality Assurance Unit for review and action;
- promoting consistency in assessment criteria and grading across programmes;
- contributing to the periodic review of assessment tools and procedures to maintain validity, reliability, and consistency across programmes;
- maintaining confidentiality and integrity in all assessment-related processes and documentation.

Support Services Unit

Senior Manager (Support Services)

- Ensure that all customer care and digital support services comply with Directorate QA policies, internal standards, and relevant legislation.
- Monitor the quality, timeliness, and accuracy of support provided to learners, educators, and other stakeholders.
- Develop, implement, and maintain standard operating procedures (SOPs) for customer care and digital support to ensure consistency and efficiency.
- Analyse service data (response times, resolution rates, user feedback) to identify trends, gaps, or areas for improvement.
- Conduct periodic audits of support interactions, digital systems, and processes to ensure adherence to established quality standards.
- Liaise with educators, coordinators, and administrative staff to resolve complex queries or operational issues that impact service quality.
- Support the development and continuous professional development of staff providing customer care or digital support, including training on policies, procedures, and quality standards.
- Ensure that digital platforms, communication channels, and support tools are maintained, accessible, and user-friendly.
- Ensure compliance with data protection, confidentiality, and accessibility requirements in all interactions and digital systems.
- Collect feedback from users (learners, educators, and staff) to inform improvements in service delivery and digital tools.
- Prepare QA-related reports on customer care and digital support performance, providing recommendations to senior management.
- Promote a culture of quality, responsiveness, accountability, and continuous improvement within the support services team.

Corporate and EU Affairs Unit

Senior Manager (Corporate & EU Affairs)

- Ensure all corporate processes (procurement, payments, contracts, marketing, branding, and HR matters) comply with Directorate policies, Public Procurement Regulations, the Public Service Management Code (PSMC), government financial rules, and internal QA standards.
- Monitor the quality, accuracy, and timeliness of procurement, payment processing, overtime claims, allowances, and other HR-related transactions.
- Ensure that marketing and branding materials are consistent with Directorate guidelines, approved messaging, and quality standards.
- Review and approve content and campaigns to maintain professional standards and institutional credibility.
- Develop and implement procedures to ensure that corporate operations are auditable, transparent, and compliant with internal QA requirements.
- Analyse operational data (procurement timelines, budget utilisation, campaign effectiveness, HR compliance) to identify areas for process improvement.
- Coordinate with other QA units to ensure that suppliers, contractors, and outsourced services meet quality, compliance, and service standards.
- Support continuous improvement initiatives in corporate operations, including staff development, workflow optimisation, and policy updates.
- Ensure adherence to data protection, confidentiality, and ethical standards in all corporate functions.
- Prepare QA-related reports on corporate functions and provide recommendations for management.
- Promote a culture of quality, accountability, and compliance within the corporate affairs team.

All other clerical and executive staff

- uphold accuracy, transparency, and accountability in all their work;
- ensure that records, correspondence, and data are complete, up to date, and compliant with QA and data protection policies;
- contribute to the continuous improvement of administrative processes by identifying inefficiencies and proposing enhancements;
- cooperate fully with internal and external quality assurance audits and reviews;
- maintain confidentiality, integrity, and consistency in all documentation and communications;
- participate in staff development and self-reflection activities to enhance the quality of their work;
- promote consistency and quality in service delivery through teamwork and adherence to established standards and procedures;
- demonstrate professionalism, courtesy, and commitment to quality in all interactions with learners, staff, and the public;
- provide timely and accurate information to educators, staff, learners and the public;
- support the creation of a culture of quality and continuous improvement across the Directorate.