



**External Quality Audit:**

**Follow-up Report**

## Contents

<b>STANDARD 1: STANDARDS FOR INTERNAL QUALITY ASSURANCE .....</b>	<b>1</b>
<b>STANDARD 2: INSTITUTIONAL PROBITY .....</b>	<b>5</b>
<b>STANDARD 3: DESIGN AND APPROVAL OF PROGRAMMES.....</b>	<b>6</b>
<b>STANDARD 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT .....</b>	<b>9</b>
<b>STANDARD 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION .....</b>	<b>10</b>
<b>STANDARD 6: TEACHING STAFF .....</b>	<b>12</b>
<b>STANDARD 7: LEARNING RESOURCES AND STUDENT SUPPORT .....</b>	<b>14</b>
<b>STANDARD 8: INFORMATION MANAGEMENT .....</b>	<b>18</b>
<b>STANDARD 9: PUBLIC INFORMATION.....</b>	<b>18</b>
<b>STANDARD 10: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES .....</b>	<b>19</b>
<b>STANDARD 11: CYCLICAL EXTERNAL QUALITY ASSURANCE .....</b>	<b>20</b>

## Jobsplus – Follow-up report

<b>STANDARD 1: STANDARDS FOR INTERNAL QUALITY ASSURANCE</b>	
<b>JUDGEMENT: Does not meet standard</b>	
<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
<p>R1.1 Conditional Recommendation: In its IQA Policy the Entity shall differentiate between the quality management system (QMS) of the whole organisation and the IQA system of its training provision and clarify the relationship between them. This needs to be in place by the end of 2019.</p>	<p>Since the external quality audit which took place in 2018, Jobsplus undertook a reshuffling exercise, whereby the main services offered to jobseekers or job changers and employers have been incorporated under two divisions. The IQA report has been updated accordingly. The scope behind this reshuffle was for Jobsplus to be more customer focused. The same principle is also adopted within its training courses, whereby the methods of learning are student-centred.</p> <p>Since Jobsplus was set up through an act of Parliament, the Corporation is obliged to abide by the legal obligations bestowed upon it. Offering training opportunities is one of the core services that was laid out in the Employment and Training Services Act chapter 594.</p> <p>As also indicated in the IQA report Jobsplus is governed by a board of directors who represent various stakeholders that are key players in the labour market such as the Malta Employers Association, Chamber of Commerce, Malta Enterprise, Trade Union representatives and so forth.</p> <p>As part of its quality management system, Jobsplus has standard operating procedures including flowcharts that were designed to outline the processes entailed across the various services. While drawing these flowcharts, interdepartmental meetings were also held to link the various divisions. Flowcharts are reviewed periodically (every six months). Internal meetings are also held to ensure that services that run on similar principles use the same definition when measuring an initiative’s inputs, outputs and outcomes.</p> <p>In addition to the above, given that Jobsplus is a public entity, the guidelines and standards that</p>

	<p>are outlined under Directives 4 and 4.1 are applicable.</p> <p>Thus, the Quality Management system of the whole organisation affects the IQA system of its training provision directly or indirectly, as mentioned above. The IQA report emphasises the QA system of its training provision, taking in consideration other Jobsplus' services and departments that interrelate to provide high-quality training.</p>
<p>R1.2 Conditional Recommendation: The Entity shall review its QMS so as to instil a culture of communication, coordination and structured functional permeability between the different sections that in some way impact on training provision, indicating how this is expected to impact positively on the quality of training provision. This needs to be in place by the end of 2019.</p>	<p>As it was reported in Jobsplus' original feedback to the EQA findings, Jobsplus continuously strives to improve the communication and coordination between colleagues and departments. Although there is always room for improvement, no particular communication barriers between colleagues within the same or different departments are observed. Indeed, following the recent reshuffling, the Jobseekers and Employers Services divisions hold regular meetings to further discuss how collaboration can be further enhanced.</p> <p>Coordination does not exist only amongst the divisions that offer the Corporation's core services, but also with other Units too, such as the Labour Market Information Unit which provides data on employment trends, skills held by registering unemployed and their respective job preferences, placements and vacancies and the profile of client groups that make use of Jobsplus' services. The Employer Relations team within the Recruitment Services Unit meet employers on a regular basis and besides marketing Jobsplus' services (including the training initiatives) they also gather feedback on the employers' future training needs.</p> <p>As described in the IQA report, the training services is a clear example of how different sections are interrelated and work together to fully make use of Jobsplus resources and offer a better training service. This also explains why the IQA system of Jobsplus training provision cannot be explained in detail without mentioning the input from different sections.</p>
<p>R1.3 Conditional Recommendation: In its IQA policy the Entity shall clarify what is already in</p>	<p>The Internal Quality Assurance report is a working document that is kept updated.</p>

<p>place and what is still planned for the future and include a detailed and sustainable implementation timeline for the latter. This needs to be in place by end of 2019.</p>	
<p>R1.4 Conditional Recommendation: The function and remit of the TDQAU shall be reviewed so as to focus on the substantive monitoring, enhancement and review of high quality training provision. Course coordination and administration functions need to be separate from and subject to review by the QA Unit. The entity needs to develop a structure that would verify the quality of training provision by the Entity, this needs to be in place by end of 2019.</p>	<p>The structure referred to is already in place. The course coordination and administration functions are separate from training design and quality assurance. Indeed, one of the QA's main function is to monitor and verify the quality of training provision by Jobsplus. This is also done through visits by the QA during course implementation and assessment sessions. The coordinators' main functions are to book clients for courses, schedule courses with trainers, inform trainees about course schedules and to carry out all administrative duties when the courses are ongoing. The coordinators' work is verified by QA by means of thorough checks on the courses' files for each module and Jobsplus' database that is used by the coordinators.</p> <p>The distinctive roles of the Training Coordination and the Training Design and QA was already outlined in the submitted IQA report on pages 17 and 18.</p>
<p>R1.5 Key Recommendation: The Entity shall have a Multicultural policy that addresses how best to serve its growing non-Maltese client base, whilst ensuring comparability in the level and quality of provision across courses.</p>	<p>As stated, earlier Jobsplus being a public entity it must comply with all policies and directives issued by government. When it comes to equal opportunities, the Corporation follows the Racial and Ethnic Origin Equality Manual that was issued by the National Commission for the Promotion of Equality (NCPE).</p> <p>Over and above this manual, Jobsplus is in the process of drawing an equal opportunities policy for its training provision, which will incorporate multiculturalism amongst other topics. This policy will be drawn by Q4 2021.</p>
<p>R1.6 Key Recommendation: The Entity shall have a detailed non-discrimination policy and procedure.</p>	<p>Jobsplus has a bullying and discrimination policy (HR-030), which incorporates the procedure to be followed when any of its employees feel discriminated.</p> <p>Clients who feel discriminated against can lodge their complaint through Jobsplus' website: <a href="https://jobsplus.gov.mt/privacy-policy/complaints-procedure">https://jobsplus.gov.mt/privacy-policy/complaints-procedure</a>.</p>

	<p>Jobsplus is in the process of drawing an equal opportunities policy for its training provision. The Equal Opportunity Policy will also include information on non-discrimination and complaints, since all these are linked. Once this policy is drafted, it will be included in the Trainee Handbook.</p>
<p>R1.7 Key Recommendation: The Entity shall have a detailed Complaints policy and procedure.</p>	<p>Jobsplus has a bullying and discrimination policy (HR-030), which incorporates the procedure to be followed when any of its employees have a complaint.</p> <p>A complaints procedure for our clients is also in place as previously reported. Clients may lodge a complaint through the following link: <a href="https://jobsplus.gov.mt/privacy-policy/complaints-procedure">https://jobsplus.gov.mt/privacy-policy/complaints-procedure</a>.</p> <p>As mentioned earlier, Jobsplus is in the process of drawing an equal opportunities policy, which will include the complaints policy and procedure. This procedure is also mentioned in the trainees' handbook.</p>
<p>R1.8 Key Recommendation: The Entity shall have a Specific Learning Needs (SLN) policy that affects its strategic thinking as well as training provision and assessment.</p>	<p>Within the Jobseeker Services Division, there is a particular unit that focuses on vulnerable groups including persons with special needs. With respect to persons with disability, Jobsplus also entered into a partnership agreement with the Lino Spiteri Foundation so that services offered are more tailor made and targeted to the needs of this client group. This Division can also refer clients to an occupational therapist and other specialists to help them integrate in the labour market. Assistance is also offered by means of job coaches. The Inclusive Services Unit are also responsible for running courses related to Employability, Life and Communication Skills as well as basic ICT and clerical training. Although these courses are coordinated by the Jobseeker Services Division, however the same quality standards that are applicable for mainstream courses are applied to these courses too. Indeed, the Training Design and QA team within the Employer Services Division perform quality checks on these courses.</p> <p>Should trainees following mainstream courses within the Training Services Unit inform the</p>

	<p>trainer or the Training Coordinator that they have learning difficulties, which could range from dyslexia, learning difficulties or literacy problems, then arrangements may be made to adapt the assessment method such as holding an oral assessment instead of a written assessment or offering the possibility to the individual to bring a learning support educator to help them during the assessment. The cost related to the learning support educator are borne by Jobsplus.</p> <p>As illustrated above although Jobsplus does not have a formal policy, however the practice is already in place. Having said this a formal policy will be drawn by Q4 2021.</p>
R1.9 Key Recommendation: The Entity shall have a Mitigation policy that is linked to the SLN policy but also addresses other categories of learners, and that includes provision for mitigation and adaptation of teaching, resources and assessment where applicable.	Refer to feedback provided under recommendation 1.8 above.
R1.10 Key Recommendation: The Entity shall have a Staff CPD policy that is fit for purpose according to the context of its different categories of staff and guarantees minimum competence.	<p>As it was reported way back in April 2020, these policies are already in place. As per Jobsplus' collective agreement, we have a training and development policy (KM-001 and KM-002) for employees. Moreover, during appraisals managers discuss with staff any training that is needed to enhance both their competences as well as their performance.</p> <p>With regards to part-time trainers, a similar process will be adopted whereby it will be the QA Unit that will be evaluating the trainers' skills and propose training programmes that may further enhance the trainers' ability to deliver training amongst adults. The evaluation will be part and parcel of the quality visits that are held. A formal policy will be drafted by end 2021.</p>

**STANDARD 2: INSTITUTIONAL PROBITY**

**JUDGEMENT: Meets standard**

<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
N/A	N/A

<b>STANDARD 3: DESIGN AND APPROVAL OF PROGRAMMES</b>	
<b>JUDGEMENT: Meets standard</b>	
<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
R3.1 Key Recommendation: The Entity needs to revise all its courses to be in line with developing course requirements and student needs, and with latest developments in appropriate assessment practices.	<p>In its attempt to keep its courses updated and in line with the needs of the labour market, Jobsplus did revise its already accredited courses, like in the case of:</p> <ul style="list-style-type: none"> <li>- GE Award in Business Accounting</li> <li>- GE Award in Advanced Business Accounting</li> <li>- VET Award in Marketing</li> <li>- Foundation in Employability Skills and</li> <li>- Maltese and English for Foreigners courses.</li> </ul> <p>Jobsplus also takes the initiative to re-evaluate those courses for which a corresponding occupational standard has been issued by MFHEA and following are some examples:</p> <ul style="list-style-type: none"> <li>- VET Award in Childcare (which was submitted for re-accreditation multiple times)</li> <li>- VET Award as Assistant Plumber</li> <li>- VET Award in Plumbing</li> <li>- VET Award as Assistant Tile Layer</li> <li>- VET Award in Tile Laying</li> <li>- VET Award in Plastering</li> </ul> <p>Other courses were updated following a revision in the regulations such as the VET Award in Refrigeration and Air-conditioning.</p>
R3.2 Key Recommendation: The assessment component of such revised courses need to have visible LOs, assessment criteria and rubrics.	<p>Following the feedback received from the peer reviewers Jobsplus undertook an exercise whereby assessment components were revised. In addition, Jobsplus also upgraded the information on each of its courses that is available for the public. The information available on the website besides including the learning outcomes to be achieved by the end of the course, now there is also detailed information on the delivery methodology and the assessment methodology. Following are some examples:</p>

	<p>VET Award in Sales Techniques:  <a href="https://jobsplus.gov.mt/courses/fileprovider.aspx?fileId=27092">https://jobsplus.gov.mt/courses/fileprovider.aspx?fileId=27092</a></p> <p>GE Award in Business Accounting:  <a href="https://jobsplus.gov.mt/courses/fileprovider.aspx?fileId=22990">https://jobsplus.gov.mt/courses/fileprovider.aspx?fileId=22990</a></p> <p>VET Award in Plumbing:  <a href="https://jobsplus.gov.mt/courses/fileprovider.aspx?fileId=22987">https://jobsplus.gov.mt/courses/fileprovider.aspx?fileId=22987</a></p> <p>All other courses may be accessed through the following link: <a href="https://jobsplus.gov.mt/courses/all-course-list">https://jobsplus.gov.mt/courses/all-course-list</a>.</p> <p>With regards to rubrics, wherever it is deemed fit depending on the assessment type or question asked, trainers are asked to provide a breakdown of the marks and how the latter will be allocated. This is applicable in the case of presentation assessments and the literacy oral assessments.</p>
<p>R3.3 Key Recommendation: The Entity needs to formalise its process of systematically taking into consideration stakeholders' feedback in course review and in considering the possibility for new course development.</p>	<p>This is already in place and Jobsplus also has a standard operating procedure for this process.</p> <p>As indicated under standard 1, Jobsplus' Board of Directors represent various stakeholders and social partners. From time to time, the Training Services Unit deliver a presentation to the board to inform them about the training initiatives and based on the feedback received, services are further refined, changed or new initiatives introduced.</p> <p>In addition to the above, each Trainer is asked to fill in a report at the end of the course/module. These reports are all vetted by the Training Design and Quality Assurance Unit and whenever they note a suggestion from the Trainer on how a course/module can be further improved immediate action is taken. A clear example of this are the Business Accounting courses, which were amended following the feedback received from trainers. The same happened with the childcare course, whereby following the feedback received from the Childcare Centre Coordinators, we had further improved upon our course. Example Childcare Centre Coordinators remarked that trainees needed more training on how to plan and prepare for activities. Following such remark, we immediately liaised with the Trainer and agreed that training sessions</p>

	<p>should focus on this aspect and more practical exercises are to be presented to our learners.</p> <p>Other important players in training deliver are the learners themselves. Learners are invited to fill in an evaluation sheet at the end of the course/module (the latter is applicable if training is delivered by different trainers). Through these forms, the QA Unit evaluates the trainees' feedback and based on the feedback further course/module amendments are implemented.</p> <p>Jobsplus also has a direct link with employers. As identified earlier, the Employer Relations Unit hold one-to-one meetings with employers and besides marketing our services, this Unit also seeks feedback on anticipated training needs. The link with other stakeholders, namely employers will be further facilitated by means of webinars as well as the direct contact Jobsplus has with employers through its Employer Relations Unit.</p>
<p>R3.4 Key Recommendation: The QA Unit needs to have access to expertise in adult learning and assessment in course design (in the context of the recommended review of TDQAU in Standard 1).</p>	<p>In 2019, the Training Design and Quality Assurance Executives attended courses on formative and summative assessments that were delivered by the Institute for Education. As part of these courses, the Executives enhanced their skills on effective questioning techniques and development of assessment criteria. Following these courses, the team is in the process of developing new success criteria for our homegrown courses. Given the new internal human capital linked with the experience of trainers whose primary employment is in the teaching field, Jobsplus may continue improving upon its training design and ensuring that assessments are fit for purpose.</p>
<p>R3.5 The ERU could maximise its opportunity for direct communication with employers to also explore training needs not currently catered for by the Entity.</p>	<p>This is an ongoing process, that is already in place. Jobsplus has also issued a tender to develop a forecasting tool, which will enable the Corporation to determine employers' future training needs. In the meantime, and as highlighted earlier Jobsplus also intends to host a number of webinars with employers to primarily promote its current courses but also to understand which new courses employers would like us to offer.</p> <p>As was reported in our initial feedback, Jobsplus also invested in a very valuable tool which is the Occupational Handbook and which is very useful in the process of designing new courses or re-</p>

	<p>designing existing courses. The information detailed in this handbook was obtained by means of desk-based research, online questionnaires and consultation meetings with various sectorial stakeholders (the state, educational institutions, private enterprise and other social partners).</p> <p>The occupational handbook is also available on Jobsplus' website and may be accessed through the following link: <a href="https://jobsplus.gov.mt/job-seekers-mt-MT-en-GB/guidance-services/occupational-handbook-2018">https://jobsplus.gov.mt/job-seekers-mt-MT-en-GB/guidance-services/occupational-handbook-2018</a>.</p>
--	--

#### STANDARD 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

**JUDGEMENT: Requires improvement to meet standard**

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
R4.1 Conditional Recommendation: The TDQAU shall undertake a comprehensive review to check the validity, reliability and fitness for purpose of all end-of-module and end-of-course assessment, including practical and portfolio assessment, and related procedures and mechanisms. This review should take into consideration the nature of the course, the characteristics of learners, and the MQF level. This needs to be concluded by the end of 2019.	<p>A checklist (with reference number TCQA 362) was created to facilitate the review of the assessment methods used across courses. Through this checklist the Training Design and Quality Assurance Unit can evaluate whether an assessment is fit for purpose.</p> <p>Following this exercise, Jobsplus updated all course descriptions that are available on the website.</p>
R4.2 Key Recommendation: The Entity shall foster and support possibilities for tutors to meet, liaise, and/or communicate to share good practice and resources, and to norm teaching and assessment.	<p>Such possibilities are already available and in place. As mentioned in earlier comments, some courses were re-designed and re-submitted for accreditation following feedback by tutors. In some cases, it was the tutor who came forward with suggestions. In other cases, Jobsplus requested feedback from tutors. Moreover, before introducing changes to any courses/modules Jobsplus invites trainers that offer the same course/module for a meeting. An example of this is the introduction of the oral component for the English literacy courses.</p> <p>Trainers are also reminded about this mechanism during the QA information sessions that take place after recruitment, nonetheless, to better address this recommendation Jobsplus</p>

	sent an email to trainers to formalise the collaboration that is expected by them.
R4.3 Key Recommendation: The Course Notes and course assessment should be based on, and reviewed against, the course summaries provided on the Entity website.	As per Jobsplus initial feedback to the EQA, this recommendation is already in place. Moreover, following the EQA findings Jobsplus has undertaken an exercise and upgraded the information on all our courses on the website.
R4.4 Key Recommendation: The assessment of portfolios needs to be systematized through the use of scoring rubrics.	With regards to courses that were re-submitted for accreditation following the EQA findings, Jobsplus actioned this recommendation already. Once all other courses will be reviewed and evaluated, Jobsplus would have completed the actions needed with respect to this recommendation.
R4.5 Key Recommendation: Learners should be informed of their assessment results within a set timeframe. Additionally, learners should receive timely formative feedback in an assessment-for-learning context.	As was formerly reported, results are issued within 2 to 3 weeks.  Since assessments are held after each module, learners receive feedback on the assessment's outcome within a short span of time. Moreover, trainees who fail the assessment have the possibility to ask for a revision of paper (applicable for those who attained a mark between 34 and 44) and to do a resit.
R4.6 Key Recommendation: The Entity needs to ensure that the language of assessment is in line with its Mitigation and its Multicultural Policies as discussed in Standard 1.	As highlighted earlier this policy will be formulated by Q4 2021.

## **STANDARD 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION**

**JUDGEMENT: Requires improvement to meet standard**

<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
R5.1 Conditional Recommendation: With immediate effect, no further variations from established admission procedures and parameters that discriminate between different kinds of trainees undertaking the same course are to be considered before the appropriate QA structures that are fit for purpose as discussed in Standard 1 are in place.	Admission procedures are being followed. Applicants who are not in possession of the entry requirements, are invited to sit for a pre-assessment in the respective subject/s and will be deemed eligible to join the course upon passing the pre-assessment.  The peer reviewers made this remark in relation to the VET Award Care Workers for the Elderly

	<p>whereby according to the entry requirements set by Jobsplus and approved by MFHEA a trainee should be able to communicate in English and Maltese. The ability to communicate in Maltese was not imposed on foreign trainees. Perhaps in this case the course requirement conflicted with Jobsplus' role as Malta's public employment agency. Nevertheless, Jobsplus commits itself to abide by the entry requirements set in the application for accreditation and where changes are needed MFHEA will be informed accordingly. In the meantime, Jobsplus is in the process of re-evaluating the VET Award Care Workers for the Elderly and it will be re-submitted for accreditation.</p>
<p>R5.2 Key Recommendation: The Employment Advisors and the TDQAU are to improve and formalise ongoing communication so as to have a common understanding of literacy competence required to undertake courses with profit.</p>	<p>The reading exercise by the employment advisors is no longer being held and clients are being referred to the pre-assessment administered by the Training Services Unit.</p>
<p>R5.3 Key Recommendation: Employment advisors need to have standardised procedures in consultation with the TDQAU so as to check for literacy and numeracy competence.</p>	<p>For each course offered by Jobsplus, when booking a client, the employment advisors have full access for the course's entry requirements which are visible at the application process stage. Clients are being referred to the pre-assessment administered by the Training Services Unit.</p>
<p>R5.4 Key Recommendation: The induction given to trainees by the Coordinators is to be standardised so as to ensure that all trainees are exposed to all key aspects.</p>	<p>Jobsplus confirms that the information provided at the beginning of each course is standardised. During this brief induction the coordinators explain the registration process, attendance, transport procedures, assessment procedures, and other basic information.</p> <p>In the meantime, Jobsplus is formulating a trainees' handbook, which can be disseminated amongst trainees on the first training session and will also be made available on Jobsplus website. Trainees' Handbook will be finalised by end 2021.</p>
<p>R5.5 Key Recommendation: During the induction, Coordinators are to make available the course summary for those who request it, that would include the main LOs, assessment</p>	<p>The enhanced information sheets are all available on Jobsplus website, hence accessible at any time by the learners or the public. In the</p>

details, possible progression and any other relevant information.	introductory session Training Coordinators refer to the website.
R5.6 Key Recommendation: The application form for prospective trainees is to be further developed in order to include reference to SLN and not only to disability. Such student profiling would aid the student to have a better learning experience, especially if tutors are informed of the various learning needs of the students <i>a priori</i> .	Since the EQA, Jobsplus has revised its registration form and removed the section pertaining to disability. This section was removed due to GDPR regulations. Another change is that this form is now also available as an online form. The section pertaining to learning needs was not included as it is deemed as not pertinent on a course registration form which is filled in on the first training session. Moreover, if one had to look at the registration forms of other entities, none of these contain questions related to learning needs or learning styles.  Jobsplus has a dedicated Unit that offers training for persons with special need.
R5.7 The entity may consider issuing a receipt on notification of placement on course list. For example, this could be generated automatically once on-line applications are possible.	Jobsplus increased the facility for individuals to apply for courses online ( <a href="https://jobsplus.gov.mt/courses">https://jobsplus.gov.mt/courses</a> ).  Jobsplus issues acknowledgement letters to all prospective learners that book for a Jobsplus' course.

## STANDARD 6: TEACHING STAFF

### JUDGEMENT: Requires improvement to meet standard

Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
R6.1 Conditional Recommendation: With immediate effect, the Entity needs to ensure that any new course provision is in line with the minimum tutor qualification requirements as approved by the NCFHE.	The peer review had made this comment with respect to the literacy courses as the trainers' requirements did not mirror the requirements enlisted on the application for accreditation. In the last call, Jobsplus updated the requirements to reflect the applications for accreditation.
R6.2 Conditional Recommendation: The tutors' contract needs to clearly state that the hourly remuneration for service is also inclusive of all preparation and assessment-related duties. This needs to be in place by the next cycle of recruitment and cover all tutor provision from that point on.	Trainers' contracts have been amended as per peer reviewers' recommendation.

<p>R6.3 Key Recommendation: New tutors need to have an appropriate introductory training programme that goes beyond the present administrative induction, and that ensures that all tutors have sufficient competences with respect to key issues such as assessment, SLN and multicultural context.</p>	<p>Jobsplus ensures that selected tutors have sufficient competences mentioned in this recommendation at the recruitment stage. Such criteria have substantial mark weighting in the selection process.</p> <p>This will be emphasised in the special learning needs policy that is being drafted.</p>
<p>R6.4 Key Recommendation: Current tutors, especially those without teacher training, are to be given core CPD on the points mentioned above. The provider needs to set up systems that ensure that tutors remain au courant with developments in their subject or craft.</p>	<p>Most of the tutors' occupation is fully related to the subject they deliver hence they have to remain up-to-date with their subject i.e. accountants and auditors delivering accounting subjects, health care professionals delivering care subjects, self-employed in construction delivering construction related subjects, environmental health practitioners delivering food handling and so on. Jobsplus shall encourage its tutors to participate in CPD and to identify training courses relevant for their role. Moreover, as highlighted earlier the QA team will be requested to evaluate the trainers' andragogical skills and suggest training that could be beneficial for trainers.</p>
<p>R6.5 Key Recommendation: Given the emphasis on core and supplementary CPD in these recommendations, the Entity needs to consider what type of contractual relationship with tutors would best ensure quality of provision through CPD, given the nature of tutors' service.</p>	<p>This recommendation is linked to the one before it and to others that refer to trainers' CPD. The contractual relationship between Jobsplus and the Trainer is already established in the contract that is signed by both parties.</p>
<p>R6.6 Key Recommendation: Tutors need to be actively involved in the identification of their own training needs, and in provision that capitalises on sharing of good practice, standardisation and other in-house expertise where applicable.</p>	<p>Jobsplus agreed with the involvement of trainers in sharing of good practice and as mentioned earlier Jobsplus encourages its trainers to work together.</p>
<p>R6.7 Key Recommendation: The Entity need to set up systems for the systematic sharing of good practice in assessment, andragogy and resources between tutors, especially of same subject.</p>	<p>Presently trainers especially those delivering training in the same subject have a good working relationship with each other. Whenever changes are adopted all are consulted and are given the opportunity to discuss and share their views.</p>
<p>R6.8 Key Recommendation: Tutors need to be given substantive feedback on spot-checks in a systematic manner, and by the revitalised TDQAU that was discussed in Standard 1.</p>	<p>This is an ongoing exercise and when course visits are carried out, tutors are informed of the findings in a systematic manner.</p>

## STANDARD 7: LEARNING RESOURCES AND STUDENT SUPPORT

**JUDGEMENT: Requires improvement to meet standard**

<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
<p>R7.1 Conditional Recommendation: The Entity shall itself start providing services for the identification of SLN to its learners so as to facilitate their access to learning. This needs to be in place by the end of 2019.</p>	<p>As highlighted earlier, Jobsplus has a specialised unit dedicated for vulnerable persons which also include persons with learning difficulties. Persons who have a learning difficulty due to their disability do not follow mainstream courses but are generally trained by the Inclusive Employment Services Unit that offers job coaching and mentoring facilities. The Job Bridge training centre houses a number of fully equipped training rooms, computer lab and a well-equipped common area for both trainers and trainees.</p> <p>Moreover, the VASTE programme, which is co-financed by ESF, is mainly aimed at offering training opportunities that facilitate the transition into employment of persons with disability or persons with a troubled social background.</p> <p>Having said the above, vulnerable persons can also follow mainstream courses, in fact recently a person with physical disability followed the VET Award for Call Centre Agents by means of online learning and the for the assessment he used a special keyboard that helped him undertake the assessment with no difficulties.</p> <p>As indicated earlier Jobsplus can also make access arrangements for assessments and in those instances where a learning support educator is needed, Jobsplus sponsors the cost related to this service.</p>
<p>R7.2 Key Recommendation: The Entity needs to enhance its teaching and learning provision so as to cater for SLN learners in its courses.</p>	<p>See comment above.</p>
<p>R7.3 Key Recommendation: In line with the review of the TDQAU in Standard 1, TDQAU executives staff are to be up-skilled, receive regular CPD and be empowered to give substantive feedback to tutors and to have effective oversight on all substantive issues</p>	<p>This is an ongoing endeavour.</p> <p>Jobsplus has an internal policy with respect to employees' CPD. During performance appraisals, managers fill in a learning needs analysis template to indicate the training that is</p>

related to quality from course and resource design, to provision, to assessment.	<p>needed by staff to further enhance their competences.</p> <p>The Training Design and QA team has recently followed two courses by the Institute for Education: Award in Summative Assessment and Award in the use of effective questioning techniques and development of success criteria.</p>
R7.4 Key Recommendation: CPD for TDQAU staff needs to include indicators on the quality of the lessons as well as administrative indicators during on-site inspections.	Refer to former comments in relation to CPD.
R7.5 Key Recommendation: Employment Advisors are to be trained in the appropriate and efficient use of standardised procedures to measure literacy competence as mentioned in Standard 5.	Employment Advisors are no longer performing literacy tests. As per previous comments, a system is already in place to measure literacy competence. This is administered by the Training Services Unit.
R7.6 Key Recommendation: The Entity needs to develop a CPD policy for administrative staff supporting training provision that includes recommendations 7.3 – 7.5.	Already in place, kindly refer to former comments related to staff CPD.
R7.7 Key Recommendation: Course notes need to be developed on the basis of the course LOs summarised in the course descriptions available on the website.	This is already in place as course notes are developed and evaluated according to the LOs approved by MFHEA and summarised on the website. Notes are reviewed periodically, and trainers are often encouraged to upgrade them.
R7.8 Recommendation: Food and beverage facilities, which cater for both staff and learners, should be sustainably upgraded.	Recommendation noted. Tender for the provision of vending machines is in the process of being issued.
R7.9 Key Recommendation: An IT technical support service needs to be on call to service ICT break-downs in real time and minimise learning disruption.	<p>At Jobsplus Training Complex a staff member is responsible for all technical support service requirements in the premises. The main responsibility is to overlook all maintenance and technical support requirements and to immediately report and follow up with in-house maintenance and IT personnel and contractors.</p> <p>Moreover, Jobsplus has an internal ICT Unit that assists the Training Services Unit whenever network problems or hardware malfunctions are encountered.</p>
R7.10 Key Recommendation: Wi-Fi needs to be made available for all tutors and learners, so that it can be used for preparation as well as a teaching/learning tool.	Internet access on trainers' PC in all classrooms has been introduced. The infrastructure for Wi-Fi access points has been carried out too. Jobsplus also invested in upgrading a good number of its projectors.

<p>R7.11 Key Recommendation: All workshops and classrooms are to be equipped with health and safety equipment as per the applicable legislative HSE parameters.</p>	<p>This is continuously monitored as per previous comment regarding maintenance and technical support requirements within the Training Complex.</p> <p>Jobsplus Training Complex is protected using automated smoke detectors, an automated alarm system, exit signs and hand-held fire extinguishers.</p> <p>All workshops and classrooms are equipped with health and safety equipment as per the applicable legislative HSE parameters. A first aid box is also found in every workshop. The Personal Protective Equipment (PPE) required in each workshop is shown on the relevant mandatory signage of each workshop.</p> <p>In line with Health and Safety regulations, within the training complex there are staff who are trained as first aiders, fire fighters and fire wardens.</p>
<p>R7.12 Key Recommendation: The student guidelines need to be enhanced as a student handbook, to include student rights and obligations.</p>	<p>Trainees' handbook has been kept updated and more recently it was decided to re-vamp it totally and as indicated in other sections of this report it will be completed by end 2021.</p>
<p>R7.13 Key Recommendation: Tutors must have sufficient information on learners' SLN and disabilities to be able to adapt their teaching and resources accordingly.</p>	<p>As mentioned earlier courses for persons with disability are generally run by the Job Bridge Training Centre within the Jobseeker Services Division.</p>
<p>R7.14 The Entity needs to consider the provision of popular courses in central or northern sites to accommodate learners.</p>	<p>Jobsplus already considered this option and was given access to a central/northern site such as Local Councils or other public entities. The intention is to acquire access to more sites. Moreover, whenever the Corporation is approached by an employer who wishes to train his/her employees, the trainer is generally asked to deliver the training at the employers' premises. Employers welcome such an approach as it helps them encourage their employees to follow training. Following the outbreak of Covid-19, Jobsplus launched online courses as an alternative mode for its course delivery.</p>
<p>R7.15 The entity needs to consider introducing air-conditioning that is fit for purpose in all indoor learning spaces.</p>	<p>This is in place.</p>

<p>R7.16 The Entity has to consider upgrading the computer hardware and software used by learners.</p>	<p>This has been done throughout 2019.</p>
<p>R7.17 The Entity may consider introducing student representatives in the longer courses.</p>	<p>Considering the short duration of Jobsplus courses, this recommendation is not deemed feasible.</p> <p>Moreover, in the case of registering unemployed (which do not represent the majority of trainees trained), these are represented by the Employment Advisors with whom the Training Services team coordinate and communicate on a daily basis.</p> <p>Trainees are also encouraged to fill in an evaluation sheet at the end of the course/module to voice what they liked and disliked about Jobsplus' course. There is also the complaints procedure for those trainees who prefer to submit a complaint in an anonymised manner. In addition, the Labour Market Analysis Unit also conducts customer service surveys on a periodic basis and such feedback is used to assess the quality of training and identify areas for improvement if any.</p>
<p>R7.18 The Entity should consider informing students and employers earlier than three weeks before the start of a course as is current practice.</p>	<p>Jobsplus does not agree with such a recommendation because even with a shorter notification period, there are still persons who do not show up for the course.</p> <p>Having said the above, with the introduction of the online facility to apply for the course, an interested individual will immediately view the training schedule while registering for the course.</p> <p>Courses that have already been scheduled are put on display and clients can apply online. In 2021, a change in strategy has been adopted whereby the number of courses displayed has increased to reach more clients and inform the public beforehand of any planned courses.</p> <p>In the case of employers, schedule is agreed upon between all parties since it is our practice to try to accommodate the employers' needs especially in those circumstances where</p>

	trainees work on shifts.
--	--------------------------

<b>STANDARD 8: INFORMATION MANAGEMENT</b>	
<b>JUDGEMENT: Meets standard</b>	
<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
R8.1 Key Recommendation: The data gathered needs to be better used for strategic decision-making.	Recommendation has been taken on board and more data analysis is taking place.
R8.2 The Entity should consider having the student feedback forms filled in on-line and in real time.	Recommendation has been taken on board and the evaluation sheet has been transformed into an online form.  The physical questionnaire will still be used in those instances where trainees are not digitally literate.

<b>STANDARD 9: PUBLIC INFORMATION</b>	
<b>JUDGEMENT: Needs improvement to meet standard</b>	
<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
R9.1 Conditional Recommendation: The Entity's core information on its website, including with respect to training, needs to be accessible also to Maltese-dominant users. This needs to be in place by the end of 2020.	Trainees' handbook is being translated to Maltese and it will be concluded by end 2021.  Given that English is one of Malta's official languages it has been decided that Jobsplus' website will remain in English.
R9.2 Key Recommendation: The Entity needs to expand the course descriptions on its website to include information in the specific methods of assessment, the pass-mark and pass rates, and on possible progression that is available to potential applicants.	Recommendation completed, kindly refer to website.
R9.3 Key Recommendation: The Entity is to systematically collect and process feedback from its stakeholders on the fitness for purpose of the website and how to improve its user experience.	This is being done.  As mentioned earlier, the facility to book for a course online has been enhanced and Jobsplus will be also upgrading its website so that training will be given a better exposure.  Jobsplus, in partnership with other local service providers, will be developing a catalogue so that

	through Jobsplus' website a trainee can access information about all courses that are being offered locally. The first phase of this catalogue is work in progress, however there is no end date to this project as it is an ongoing task.
R9.4 Key Recommendation: The website user experience flow need to be altered to make key information more efficiently accessible.	This is being done.
R9.5 Key Recommendation: The website needs to be enhanced to allow for prospective learners to register their interest through the website, especially since most are employed and so will not have Employer Advisor hand-holding.	Implemented but further updates are planned and will be launched in the coming months.
R9.6 Key Recommendation: When applications are processed by phone or at a job centre, the Entity needs to provide information on the course, by handout or email.	Recommendation already in place.
R9.7 Key Recommendation: Signage on the Entity's premises must exclusively bear the current name of the Entity, i.e. "Jobsplus".	Done.
R9.8 Key Recommendation: Course descriptions need to be available during the course induction sessions.	Recommendation already in place.

## STANDARD 10: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

**JUDGEMENT: Requires improvement to meet standard**

<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
R10.1 Conditional Recommendation: The Entity needs to develop a mind-set of continuous improvement as a learning provider in line with the Quality Cycle principle of the <i>National Quality Assurance Framework for Further and Higher Education</i> . An integral part of this process is the overhaul of the present QA function within the TDQAU as discussed in Standard 1. This needs to be in place by the end of 2019.	Jobsplus needs to follow country specific recommendations from the European Commission, national strategies and policies as well as regulations related to lifelong learning. This already implies that the Training Services Unit needs to keep evolving and updating itself. This also goes along with the quality cycle which requires a plan, an implementation phase, an evaluation and an action that results from the former stages.  The adaptability concept is also enshrined in Jobsplus' vision that meets the need of a changing economy.
R10.2 Conditional Recommendation: As part of this process, the entity shall have a 5-year plan	As mentioned throughout this report, reviewing of courses is an ongoing process. Courses are kept updated based on feedback received from

in place to review all its courses, by the end of 2019.	employers, stakeholders, jobseekers, data, forecast, etc.
R10.3 Conditional Recommendation: The Entity needs to commission external review/s of the effectiveness and fitness for purpose of its provision in view of the new policy direction as recommended in previous Standards. These review/s need to be finalised by the end of 2020.	Same comment as per recommendation 10.2.
R10.4 Key Recommendation: The Entity needs to review and enhance the communication and coordination between the various sections that contribute to the review of its training provision.	While Jobsplus does not perceive these communication barriers, however this is an ongoing process.  It is also expected that with the recent reshuffling the communication and collaboration between divisions will be strengthened further.
R10.5 Key Recommendation: The Entity is to systematically involve all its stakeholders in course review.	This is already being done and the intention is to maintain such system and improve where necessary.
R10.6 Key Recommendation: The Entity needs to strengthen and shorten the feedback loop between learners, the TDQAU, tutors and Course Coordinators at end of courses.	As per previous comments on this matter there are no such delays or bureaucratic channels.
R10.7 In the review of courses, the Entity could formalise which curriculum standards and/or frameworks it is making reference to, taking as its starting point EQF/MQF tools, formats and frameworks.	Reference to these frameworks was included in the IQA report on page 14.

### **STANDARD 11: CYCLICAL EXTERNAL QUALITY ASSURANCE**

**JUDGEMENT: Meets standard**

<b>Recommendation (as per EQA Report)</b>	<b>Take-up and Implementation of Recommendation</b>
N/A	N/A