

Gioya HEI – Follow-up report

STANDARD 1: STANDARDS FOR INTERNAL QUALITY ASSURANCE	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR 1.1. The institution should within six months from the publication of this report, consolidate and develop agreed-upon tangible links between specific QA processes and the outcomes they are bound to measure. This would improve transparency and better inform decision-makers within the institution.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> • Review existing QA processes particularly those relating to Program Development, Learning, Teaching and Assessment, Faculty Performance Review, and Curriculum Monitoring and Development and clearly define KPIs for each process. • Create a matrix linking QA processes to specific measurable outcomes (KPIs). <p>Outcome / Implementation To create Key Performance Indicators (KPI's)for:</p> <ul style="list-style-type: none"> ○ Program Development ○ Learning, teaching & Assessment ○ Faculty Performance Review ○ Curriculum Monitoring & Development <p>Supporting Documentation</p> <ol style="list-style-type: none"> 1. matrix linking QA processes to specific measurable outcomes (KPIs). <p>Status: The specific QA processes have been recently updated and others are still undergoing revision. For this reason, the related KPIs are currently under development and will be made available by November 30.</p>

STANDARD 2: INSTITUTIONAL PROBITY	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation

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STANDARD 3: DESIGN AND APPROVAL OF PROGRAMMES	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR 3.1.</p> <p>The institution should within six months from the publication of this report, develop an updated IQA policy and associated Standard Operating Procedure that details the design, development, and internal approval processes for programmes.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> • Consolidate the existing programme development process and complement this by creating a detailed SOP outlining the entire programme design and approval process. This SOP will be incorporated into GIOYA HEI's IQA Manual. • Ensure that the SOP aligns with current best practices and regulatory requirements, based on insights from internal reviews and external audit feedback. <p>Outcome / Implementation</p> <p>GIOYA HEI addressed this recommendation through the development and approval of the Policy and Procedure for Programme Management (Version 2.0). This policy clearly defines the full programme lifecycle — from concept initiation to design, internal validation, approval, monitoring, and eventual discontinuation. It specifies the documentation to be produced at each stage and the responsibilities of the Academic Council, Senate, and Programme Committee. The policy has been formally endorsed by the institution's governing bodies and is now integrated within GIOYA HEI's Internal Quality Assurance framework, ensuring a structured and transparent process for programme management.</p> <p>Supporting Documentation</p> <ol style="list-style-type: none"> 1. Policy and Procedure for Programme Management (Version 2.0) <p>Status: Completed</p>

<p>KR 3.2.</p> <p>The institution should within six months from the publication of this report ensure that students are actively consulted in the design and review of programmes.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> Review the current process for design and review of programs and identify ways to include both current students and alumni within this process. This could be done by including student and alumni representative/s in this process that provides input into program design and reviews. Another, or an additional option may include structured regular feedback sessions with students to gather insights for program improvements. <p>Outcome / Implementation</p> <p>GIOYA HEI implemented this recommendation through the Policy and Procedure for Programme Management (Version 2.0), which formalises the inclusion of student and alumni representatives in the design and review of programmes. The policy mandates their participation in programme development meetings and feedback cycles and also establishes structured consultation sessions to collect insights from the wider student body. These mechanisms ensure that student and graduate perspectives are consistently incorporated into curriculum updates and programme enhancement initiatives.</p> <p>Supporting Documentation</p> <ol style="list-style-type: none"> Policy and Procedure for Programme Management (Version 2.0) <p>Status: Completed</p>
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STANDARD 4: STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>MR 4.1.</p> <p>The institution shall within six months from the publication of this report develop a more consistent assessment policy that addresses the various types of assessments utilised.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> Create an Assessment Policy detailing the different types of assessments adopted across programmes, including clear implementation guidelines.

<p>Dissertation preparation and assessments should be standardised, fairly applied to all students, and conducted according to established procedures.</p>	<ul style="list-style-type: none"> • Develop a Dissertation Manual and SOP outlining all dissertation stages, from topic selection to submission and defence. • Introduce a standardised format and assessment rubric for dissertations, ensuring uniformity and academic rigour. • Conduct training sessions for faculty on updated assessment standards and procedures. <p>Outcome / Implementation GIOYA HEI fulfilled this recommendation through the introduction of a comprehensive <i>Assessment Policy</i> and an updated set of <i>Dissertation Guidelines (Version 4.5)</i>. The Assessment Policy standardises assessment methods and grading procedures across all programmes, ensuring consistency and transparency. The Dissertation Guidelines clearly outline all stages of the dissertation process, including supervision, submission, and online defence procedures. The Dissertation Assessment Grid ensures uniform evaluation criteria and fairness in grading. Academic staff have been oriented to these updated frameworks, promoting consistent assessment practices institution wide. The Syllabus of any module has a detailed assessment session to provide details to students.</p> <p>Supporting Documentation</p> <ol style="list-style-type: none"> 1. Dissertation Guidelines (Version 4.5) 2. Dissertation Template 3. Bibliographic Style Help 4. Formal Dissertation Request 5. Dissertation Assessment Grid 6. Module Assessment Procedure 7. Module Level Descriptors <p>Status: Completed</p>
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STANDARD 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation

<p>KR 5.1.</p> <p>The institution should, within six months from the publication of this report, revise its Recognition of Prior Learning (RPL) Policy to ensure greater transparency in the recognition of prior formal, non-formal, and informal learning, and to provide clear guidelines for how each type of prior learning is assessed and credited.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> • Review and update the current RPL Policy to align with the MFHEA's Recognition of Prior Learning Guidelines. • Ensure the policy clearly distinguishes between formal, non-formal, and informal learning. • Include defined procedures for Formative RPL, Summative RPL, and Credit Transfer, supported by examples relevant to GIOYA HEI's programmes. • Publish the updated RPL Policy to ensure clarity and accessibility for prospective students. <p>Outcome / Implementation</p> <p>GIOYA HEI fully addressed this recommendation through the development of its Recognition of Prior Learning (RPL) Policy (Revised 2025), which has been formally submitted to and approved by the MFHEA. The policy provides explicit definitions and criteria for recognising formal, non-formal, and informal learning and outlines transparent processes for Formative RPL, Summative RPL, and Credit Transfer. It includes practical examples tailored to GIOYA HEI's target cohort of experienced professionals and clearly defines the roles of the Student Support Team and the Head of Academic Affairs in evaluating applications. The approved policy now forms part of GIOYA's published internal quality framework, ensuring fairness, consistency, and full compliance with national standards.</p> <p>Supporting Documentation</p> <ol style="list-style-type: none"> 1. Recognition of Prior Learning Policy (RPL) (Revised 2025) [Link here: RPL link] <p>Status: Completed</p>
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STANDARD 6: TEACHING STAFF	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation

KR 6.1.

The institution should within six months from the publication of this report, formalise more the feedback loop from professors.

Actions Planned

- Establish structured and formal processes for collecting and analysing feedback from faculty members. This feedback will be wide in scope to address different aspects such as teaching methodologies, curriculum development, and internal processes amongst others.
- Establish a system of formal regular faculty meetings to discuss feedback, plan and implement improvements.

Outcome / Implementation

GIOYA HEI has established a formal and structured feedback system to ensure that faculty perspectives directly contribute to quality assurance and academic development.

Faculty feedback is now gathered through multiple channels, including scheduled faculty meetings, structured questionnaires, and thematic discussion sessions coordinated by the Head of Academic Affairs and the Quality Assurance Office. The Policy and Procedure for Programme Management (Version 2.0) embed this process within programme monitoring and review, ensuring that teaching practices, curriculum content, assessment approaches, and administrative procedures are continuously evaluated based on staff input. Meeting records and follow-up reports are documented and submitted to the Academic Council, where key insights are analysed and used to inform programme revisions, policy updates, and staff professional development initiatives. This system ensures that academic feedback is not only collected but systematically acted upon, closing the loop between teaching practice, programme improvement, and institutional planning.

Supporting Documentation

1. Staff Consultation on CPD Needs Report and Plan
2. Policy and Procedure for Programme Management (Version 2.0)
3. GIOYA Report on Review of Academic & Quality Oversight (2025)
4. GIOYA Report on Student Data (2024)
5. Faculty Meeting Records (2024–2025 Academic Year) (*on request*)

	Status: Completed
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STANDARD 7: LEARNING RESOURCES AND STUDENT SUPPORT	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>MR 7.1.</p> <p>The institution should within three months from the publication of this report, look into providing access to various research platforms that allow for gated research, especially at the thesis level.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> • Investigate different alternatives to provide access to gated library and/or research platforms and assess their fit with GIOYA HEI's mission, programmes, and resources. • Partner and/or subscribe with academic publishers to provide access to gated library and/or research and/or specific journal databases. • Update student and faculty resources and guide them on using these platforms for research. <p>Outcome / Implementation</p> <p>GIOYA HEI has taken steps to strengthen research accessibility by expanding the range of academic resources available to both students and faculty. Following an internal review of suitable research platforms, the institution partnered with selected digital libraries and databases that align with GIOYA's focus on professional and applied research. Access to these resources has been incorporated into the dissertation and research process outlined in the Dissertation Guidelines (Version 4.0), which guide students on how to locate, evaluate, and reference peer-reviewed academic material. Faculty and students have been informed of these resources through updated handbooks and online guidance, ensuring equitable access to research tools that support high-quality academic work at dissertation level.</p> <p>Supporting Documentation</p> <ol style="list-style-type: none"> 1. Dissertation Guidelines (Version 4.0) 2. Updated Student and Faculty Resource Guides

	<p>(Resource Guides are available in Moodle platform, etc. E.g. it links to library, https://research.ebsco.com)</p> <p>Status: Completed</p>
<p>R 7.1.</p> <p>The institution could consider offering CPD opportunities to its staff, especially on topics related to online-based education.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> • Conduct an internal exercise to identify possible gaps or interests among faculty for CPD sessions, particularly on online-based education and emerging technologies such as AI. • Plan and deliver targeted CPD sessions addressing identified needs and opportunities for pedagogical enhancement. <p>Outcome / Implementation</p> <p>GIOYA HEI conducted an internal consultation exercise with academic staff to identify training needs related to online and blended learning, digital tools, and the integration of AI in education. Based on the results, a series of CPD sessions were designed and delivered focusing on online pedagogy, assessment in virtual environments, and the use of digital technologies to enhance learning. Participation was recorded, and feedback was gathered to inform future CPD planning. The process has since been embedded within the institution's staff development framework to ensure that professional growth and innovation remain ongoing priorities.</p> <p>Supporting Documentation</p> <ol style="list-style-type: none"> 1. Staff Consultation on CPD Needs Report and Plan 2. CPD Activity Records and Attendance Logs (2024–2025) (on request) <p>Status: Completed</p>

STANDARD 8: INFORMATION MANAGEMENT

JUDGEMENT:

**Recommendation
(as per EQA Report)**

**Take-up and Implementation of
Recommendation**

KR 8.1.

The institution shall within three months from the publication of this report, add a data field to its student IMS related to any particular needs that a student may have (including relevant formal policy on vulnerable groups).

Actions Planned

- Modify the student IMS to include data fields for students' specific and/or special needs at enrolment stage.
- Establish a formal process to inform relevant faculty and administrative members of staff of any special needs of particular students so that these may be taken into consideration throughout the student journey.

Outcome / Implementation

GIOYA HEI has met this recommendation by introducing a specific section within its Student Application Form where applicants can indicate any particular or special needs. This ensures that such information is collected at the enrolment stage and immediately referred to the Student Support Manger for appropriate follow-up. The procedure guarantees that students requiring additional assistance are identified early, and that relevant academic and administrative staff are informed, with due regard for confidentiality and GDPR compliance. This measure effectively fulfils the recommendation by embedding a clear mechanism for identifying and supporting vulnerable students across all programmes.

Supporting Documentation

1. Updated Student Application Form (e.g. the Bachelor Application Form ITA)
2. Record of Student Support Procedures (Internal Reference)

Status: Completed

KR 8.2.

The institution shall, within one month from the publication of this report, analyse student data to inform managerial decisions.

Actions Planned

- Conduct a detailed analysis of student data to identify trends in demographics, engagement, progression, and outcomes.
- Use findings to inform managerial decisions and strategic planning.
- Submit a formal report outlining results and proposed improvements.

Outcome / Implementation

GIOYA HEI addressed this recommendation through a structured internal data analysis and review process supported by two complementary reports.

The GIOYA Report on Student Data (2024) provided a comprehensive analysis of feedback collected from students, faculty, governance representatives, and administrative staff. It included quantitative data on course organisation, quality of teaching, student satisfaction, assessment, and institutional support, identifying areas of strength and those requiring improvement. Building on these findings, the GIOYA Report on Review of Academic & Quality Oversight (2025) examined how this information should be used to enhance internal decision-making. The review summarised institutional responses to the data and documented how the analysis informed programme evaluation, teaching practices, and student support mechanisms.

Both reports together demonstrate that GIOYA HEI has formalised the systematic use of student and staff data to inform managerial and academic decisions. The process has been integrated within the institution's regular quality assurance cycle, ensuring that data-driven insights now play an active role in continuous improvement and strategic planning.

Supporting Documentation

1. GIOYA Report on Student Data (2024)
2. GIOYA Report on Review of Academic & Quality Oversight (2025)

Status: Completed

STANDARD 9: PUBLIC INFORMATION**JUDGEMENT:****Recommendation
(as per EQA Report)****KR 9.1.**

The institution should within six months from the publication of this report, harmonise the Student Handbook published on the internet and the Moodle materials accessible to students in line with what was accredited by MFHEA (in terms of ECTS).

Take-up and Implementation of Recommendation**Actions Planned**

- Review and update the Student Handbook and Moodle content to reflect the latest updated policies and procedures, in particular those elements which require MFHEA approval such as ensuring the correct ECTS value to programmes offered.

Outcome / Implementation

GIOYA HEI conducted a harmonisation exercise to align the Student Handbook and Moodle course spaces with MFHEA-accredited programme structures and ECTS allocations. Discrepancies in module titles, ECTS values, and progression notes were identified and corrected; module descriptors on Moodle now mirror the accredited programme specification.

Supporting Documentation

1. Updated Student Handbook [Link here: [Student Handbook](#)]
2. Updated Moodle module
(old moodle link:
<https://gioyahei.moodlecloud.com/login/index.php>
;
new moodle link:
<https://club.gioya.edu.mt/login/index.php>

Status: Completed

KR 9.2.

The institution should within six months from the publication of this report, clearly document and publish in the Student Handbook more details on the Double Degree offered by the University of Torino.

Actions Planned

- Update the Student Handbook, including any online material, with detailed information regarding the Double Degree programme.
- Particular attention will be given to clarifying the conditions, specific modules, and respective number of ECTS delivered at the University of Torino and any modules and their respective ECTS delivered elsewhere.

Outcome / Implementation

GIOYA HEI has updated its Student Handbook and online information materials to clearly outline the structure, conditions, and ECTS distribution of the Double Degree collaboration with the University of Torino. The revised section specifies which modules are delivered under GIOYA HEI and which are completed at the University of Torino, including corresponding ECTS allocations and academic progression requirements. The updated information ensures transparency for current and prospective students and aligns the published details with the accredited programme documentation submitted to the MFHEA.

Supporting Documentation

1. Updated Student Handbook (Double Degree section)
Website link to Student Handbook [Link here: [Student Handbook](#)]

Status: Completed

<p>R 9.1.</p> <p>The institution could involve students and academic staff in evaluating and enhancing the website content.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> • Conduct an internal review to determine the feasibility and effectiveness of updating internal feedback efforts from faculty and students to include a section on GIOYA’s official website and its content. <p>Outcome / Implementation</p> <p>GIOYA HEI implemented this recommendation by introducing an annual feedback process adding dedicated questions to the Google Forms distributed to students and academic staff. The forms gather suggestions and comments on information available on GIOYA’s official website. Feedback collected is reviewed by the Quality Assurance Office and used to plan website content updates and improvements. This process has been established as a recurring yearly exercise, ensuring continuous stakeholder engagement in maintaining the relevance and quality of public information.</p> <p>Supporting Documentation:</p> <ol style="list-style-type: none"> 1. Google Form updated with Website Feedback (updated Teacher Form Link) 2. Report on Review of Academic & Quality Oversight (2025) (in appendix) 3. Faculty Meeting Records (2024–2025 Academic Year) (<i>on request</i>) <p>Status: Completed</p>
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STANDARD 10: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation
<p>KR 10.1.</p> <p>The institution should within six months of publication of this report develop an action plan which addresses in detail the monitoring, evaluation, and fine-tuning of its study programmes.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> • Review in detail the current monitoring and evaluation of GIOYA’s study programmes, taking into consideration the results from the latest internal audits and the MFHEA external audit. • Identify ways to effectively improve the monitoring, evaluation, and updating of already accredited programmes. • Create a formal action plan that outlines when and how regular monitoring and evaluation for all programmes will be

	<p>conducted and how these will be updated or improved.</p> <ul style="list-style-type: none"> • Set clear criteria for minor versus major programme modifications, together with relative processes to ensure these are effectively implemented. • Consolidate these actions in a dedicated policy and process for programme monitoring and review. • Such policy will be published and included in GIOYA HEI’s IQA Manual. • Deliver an internal CPD session to communicate and train the parties involved in this new consolidated policy. <p>Outcome / Implementation GIOYA HEI addressed this recommendation comprehensively through the development and approval of the Policy and Procedure for Programme Management (Version 2.0). As outlined under KR 3.1 and KR 3.2, this policy defines the framework for programme design and stakeholder consultation. It has now been expanded to include the monitoring, evaluation, and review stages, thereby covering the full programme lifecycle. The policy clearly sets out responsibilities, timelines, and documentation requirements; distinguishes between minor and major programme changes; and establishes regular review cycles to ensure continued quality and relevance. Following its adoption, an internal CPD session was delivered to academic and administrative staff to familiarise them with the new processes. The policy is included in the institution’s Internal Quality Assurance Manual and is published internally for ongoing reference.</p> <p>Supporting Documentation</p> <ol style="list-style-type: none"> 1. Policy and Procedure for Programme Management (Version 2.0) 2. Internal Quality Assurance (IQA) Manual (<i>At its plenary session of October 24, 2025, the Academic Senate decided to substantially revise the IQA Manual and has entrusted a Quality Committee with carrying out an in-depth review. Therefore, the currently available version should be considered as “under revision.”</i>) 3. Evidence of internal session delivered to academic and administrative staff
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	<p>on programme monitoring and review procedures. (on request)</p> <p>Status: Completed</p>
<p>R 10.1. GIOYA HEI could go ahead with its plans to develop a separate policy for programme monitoring and review. This dedicated policy should provide relevant stakeholders with a clear and concise outline of the processes involved, fostering better understanding and alignment with expectations.</p>	<p>Actions Planned</p> <ul style="list-style-type: none"> • Consolidate existing practices into a dedicated policy for programme monitoring and review. • Ensure the policy clearly outlines the full process, responsibilities, and timeframes. • Include this policy as part of the IQA Manual and communicate it to all relevant staff through CPD and internal updates. <p>Outcome / Implementation</p> <p>GIOYA HEI implemented this recommendation through the introduction of the Policy and Procedure for Programme Management (Version 2.0), which serves as the dedicated policy governing all aspects of programme monitoring, evaluation, and review. This document consolidates previously dispersed procedures into one coherent policy, ensuring that responsibilities, timeframes, and reporting mechanisms are clearly defined and understood by all stakeholders. It describes how programme performance is tracked, reviewed, and improved based on data analysis, staff feedback, and student input, creating a transparent and consistent review framework. The policy has been formally approved by the Academic Council and incorporated within the institution's IQA Manual. To ensure its effective implementation, GIOYA HEI held an internal CPD session introducing staff to the new structure, documentation templates, and reporting timelines associated with programme monitoring and review.</p> <p>Supporting Documentation</p> <ol style="list-style-type: none"> 1. Policy and Procedure for Programme Management (Version 2.0) 2. Staff Consultation on CPD Needs Report and Plan 3. Evidence of internal session delivered to academic and administrative staff on programme monitoring and review procedures. (on request) 4. Updated IQA Manual (<i>At its plenary session of October 24, 2025, the</i>

	<p><i>Academic Senate decided to substantially revise the IQA Manual and has entrusted a Quality Committee with carrying out an in-depth review. Therefore, the currently available version should be considered as “under revision.”)</i></p> <p>Status: Completed</p>
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STANDARD 11: Cyclical External Quality Assurance	
JUDGEMENT:	
Recommendation (as per EQA Report)	Take-up and Implementation of Recommendation