Malta Further and Higher Education Authority

Follow-up External Quality Assurance Review Report

St Vincent de Paul Training Centre

4th May, 2026

1. Introduction

This follow-up EQA review report has been prepared based on a decision by the Quality Assurance Committee (QAC),. The purpose of this report is to assess the extent to which St Vincent de Paul Training Centre (SVP) has addressed the recommendations arising from the EQA audit and self-reported in the institution's follow-up report submitted in 2022 and later updated in 2026.

This evaluation is based solely on a desk-based review of the documentation submitted by the provider. The analysis therefore focuses on the reported implementation and effectiveness of actions taken since the EQA audit exercise. As part of this process, the reviewer examined the institution's follow-up submissions, supporting evidence, and publicly available information, including content published on the SVP's official website.

Given the desk-based nature of this exercise, the reviewer had no direct visibility of how the documented processes and improvements are being implemented in practice. The findings presented in this report inform MFHEA regarding the extent of progress made and the provider's compliance with the relevant Standards.

2. Methodology

This follow-up EQA review report for SVP Training Centre was prepared using a self-evaluation, desk-based methodology. Its purpose is to evaluate the progress made in addressing the recommendations outlined in the External Quality Assurance (EQA) audit report (October, 2020), as well as those presented in the institution's follow-up report submitted in 2022 and updated in 2026.

The methodology involved a systematic mapping exercise, whereby each recommendation from the EQA audit report was reviewed and aligned against corresponding actions taken by the Training Centre and included in the follow-up reports by SVP. Evidence was primarily drawn from internally developed documentation including the Internal Quality Assurance Policy (IQAP), Standard Operating Procedures (SOPs), contextual analyses, and supporting appendices. The reviewer also consulted the SVP official website to gather additional supporting evidence and to verify information presented in the follow-up report submitted. This included reviewing publicly available documentation, programme information, and any relevant institutional policies or updates that contributed to a more comprehensive understanding of current practices.

The approach focused on:

- Reviewing the existence and completeness of documented policies and procedures;
- Demonstrating structural and procedural alignment with MFHEA Standards;
- Cross-referencing recommendations with documented changes and additions to the quality assurance framework.

The follow-up report relies on documentary evidence only and does not include on-site verification, direct observation, or independent stakeholder validation. As such, conclusions are based on the presence and stated implementation of systems and processes, rather than on measured impact or operational effectiveness.

3. Progress Against Standards

STANDARD 1 Internal Quality Assurance

Code	Recommendation	Follow-up status	Issues, notes and evidence required
MR 1.1	SVP Training Centre (TC) needs to publish a robust QAP including all policies, procedures, and processes.	The development and publication of the IQAP (Quality Manual) demonstrates a clear response to the recommendation. The scope appears comprehensive, covering policies, procedures, and processes.	Although the IQAP is formally documented, the follow-up report primarily evidences its existence rather than its effective implementation. On a desk-based review, there is insufficient explicit evidence to demonstrate application of the IQAP within routine operational practices.
MR 1.2	SVP TC shall further develop QAP	Stakeholders are identified within both the IQAP and the contextual	

	to include the participation of all stakeholders, including tutors, students and other educational institutions.	analysis; however, there is no clear evidence of structured mechanisms—such as committees, formal consultations, or systematic engagement processes—that demonstrate stakeholder input into quality assurance decision-making. Although the report mentions management review meetings and Training Centre meetings, it is not evident whether these forums include representation from students, tutors, or other key interested parties.	
MR 1.3	SVP shall clearly assign and document the responsibility for the QA function	Roles and responsibilities are outlined in Section 1 of the IQAP, meeting the requirement for documented accountability.	
MR 1.4	An organogram shall be developed specific to the TC	A Training Centre–specific organogram is referenced and documented.	
KR 1.1	Report a process of internal review	Annual contextual analysis indicates a cycle of review.	There is an opportunity to further strengthen the

	in order to ensure that QA processes are reviewed and revised regularly		process by more clearly showing how review findings lead to documented actions and improvements. This could be achieved by including explicit references to review reports or action plans.
KR 1.2	Internal processes and procedures at the TC need to be documented as SOP.	Multiple SOPs are clearly listed and aligned with core QA functions.	

STANDARD 2 Institutional Probity and Administration

Code	Recommendation	Follow-up status	Issues, notes and evidence required
KR 2.1	SVP TC should invest in increasing the capacity of human resources	The recruitment of an additional Training Centre Coordinator directly addresses capacity concerns.	
KR 2.2	Develop a detailed organigram outlining the roles and responsibility at both management and administrative levels	A Training Centre–specific organogram is referenced and documented.	

STANDARD 3 Design and Approval of Programmes

Code	Recommendation	Follow-up status	Issues, notes and evidence required
KR 3.1	SVP TC needs to have procedures for the design and approval of programmes included in the QAP.	Formal procedures are now embedded within the IQAP (Appendix 13).	
R 3.1	The TC need to involve participation of external stakeholders to identify the training needs.	Stakeholders are clearly identified, however there is an opportunity to further enhance the process by strengthening evidence of their active engagement in informing programme design through for example consultation activities or outcomes of needs analyses.	Illustration of how stakeholder input informs programme modifications would help demonstrate the value of these contributions.

STANDARD 4 Student centred Learning, Teaching and Assessment

Code	Recommendation	Follow-up status	Issues, notes and evidence required
KR 4.1	SVP needs to have procedures on	Procedures are documented within SOP-05.	Implementation appears coherent and

	the student complaints and appeals		aligned with student-centred principles.
R 4.1	SVP needs to have procedures on the assessments and student feedback mechanisms	Student feedback mechanisms are clearly explained and embedded in SOP-05.	

STANDARD 5 Student Admission, Progression, Recognition and Certification

Code	Recommendation	Follow-up status	Issues, notes and evidence required
MR 5.1	SVP TC needs to have formal and documented process related to student admissions, progression, recognition, and certification which are made public.	Processes are documented and publicly referenced within SOP-01.	
KR5.1	SVP TC needs to have an appropriate data management system to process, collect, monitor, and manage student information and progression	Secure storage measures are clearly in place, however, there is an opportunity to further enhance the system by demonstrating how stored data is used systematically to support monitoring and informed decision-making.	

STANDARD 6 Teaching Staff

Code	Recommendation	Follow-up status	Issues, notes and evidence required
KR 6.1	SVP TC needs to have a policy outlining a clear, fair, and transparent process for the recruitment and professional development of staff	SOP-03 provides a transparent and structured framework.	
KR 6.2	KR 6.2 SVP TC needs to have a formal system of observation and evaluation of teaching to monitor the delivery of teaching and learning and provide tutor feedback to improve teaching methods and improve the student learning experience	Spot checks and informal meetings are a good foundation. Introducing a formal observation framework with clear documentation and follow-up actions would help improve consistency and reduce subjectivity.	
KR 6.3	SVP TC needs to ensure that student feedback on teaching and learning is analysed to enhance the learning experience.	Feedback is collected, analysed, and documented.	
R 6.1	SVP TC needs to develop action	A training matrix demonstrates	

	plans for the professional development of the teaching staff including CPD opportunities	planned CPD activity.	
R 6.2	SVP TC should consider the creation of a formal induction process among new teaching staff.	Induction processes are documented within the IQAP.	

STANDARD 7 Learning Resources and Student Support

Code	Recommendation	Follow-up status	Issues, notes and evidence required
KR 7.1	The QAP should also include any student arrangements and support given if any difficulties by the student arise	Support mechanisms are documented within SOP-01.	
R 7.1	To consider enhancing its WIFI provision	Clear infrastructure improvements are evidenced.	

STANDARD 8 Information Management

Code	Recommendation	Follow-up status	Issues, notes and evidence required
KR 8.1	Start making use of student data collected	Data is being collected and securely stored,	

		providing a strong foundation. There is an opportunity to enhance the process by showing how this data is analysed to identify trends and support QA-driven decision-making.	
KR 8.2	Should have a retention policy stating for how long, where, and how to dispose of student information	Retention is documented within the IQAP.	
KR 8.3	Invest in a learning management system to assist staff and students to perform tasks professionally	The response in the Follow-up report 2026 highlights programme accreditation and partnerships, which is valuable context. There is however an opportunity to further strengthen the learning environment by implementing a dedicated LMS to support digital teaching, learning, and assessment.	

STANDARD 9 Public Information

Code	Recommendation	Follow-up status	Issues, notes and evidence required
MR 9.1	All information on the current courses are to be updated on SVP Website, including credits, teaching, learning and assessment procedures	Course information updated and aligned with MFHEA requirements.	

STANDARD 10 Ongoing Monitoring and Periodic Review of Programmes

Code	Recommendation	Follow-up status	Issues, notes and evidence required
MR10.1	The monitoring, and periodic review process of all courses shall be documented and formalised in the QAP	Annual review is stated in the IQAP.	The process could be strengthened by providing clearer evidence of systematic programme-level review outputs and the resulting improvement actions.
R10.1	SVP should develop further the evaluation system used to gather feedback from students and establish feedback system for tutors and external stakeholders to capture a broader range of	Feedback from multiple stakeholders is being collected, which provides a strong basis for improvement.	There is an opportunity to further enhance the process by more clearly showing how this feedback informs strategic decisions or programme changes

	views and perspectives.		

Overall Conclusion

The follow-up report shows meaningful progress in strengthening documentation, structure, and the formalisation of QA processes, particularly through the development of the IQAP and the SOP framework. These developments provide a strong foundation for a robust and cohesive quality system.

To continue building on this progress, there is an opportunity to further demonstrate implementation and impact across some standards. In particular, the system would benefit from stronger evidence of:

- **Active stakeholder engagement and its influence on decisions**
- **Systematic use of data to support enhancement**
- **Deployment of digital systems such as an LMS and analytics tools**

Enhancing these areas will help ensure that the documented processes translate into consistent practice, measurable improvement, and greater overall effectiveness.

Veronica Montebello
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