



Internal Quality Assurance Policy

Jobsplus

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Internal Quality Assurance Policy

This document describes Jobsplus' Internal Quality Assurance (IQA) Policy, standard operating procedures and supporting evidence gathered through documentary review, stakeholder consultation and analysis of management information and feedback.

1. Introduction

This Internal Quality Assurance (IQA) Policy outlines the framework through which Jobsplus assures and enhances the quality of its training provision.

The policy is aligned with the requirements of the Malta Further and Higher Education Authority (MFHEA) and the National Quality Assurance Framework for Further and Higher Education (2015) - <https://mfhea.mt/wp-content/uploads/2021/03/National-Quality-Assurance-Framework-for-Further-and-Higher-Education-General-Public-1.pdf>; S.L.607.01 - [Malta Qualifications Framework for Lifelong Learning Regulations](#); and S.L.607.04 - [Further and Higher Education \(Licensing, Accreditation and Quality Assurance\) Regulations](#).

Jobsplus' internal quality assurance systems have been established to safeguard the standards of its awards and to remain in line with applicable regulatory requirements and public service service-quality standards. In addition to MFHEA requirements, Jobsplus aligns its service delivery and client-facing processes with Directive 4 – Consolidated Service Quality Standards (Office of the Principal Permanent Secretary) and related updates, including Directive 4.2 – Standards for Service of Excellence offered by the Public Administration to the Public and to Public Employees.

In this context, Jobsplus' IQA arrangements are complemented by public service service-quality standards that regulate how the organisation communicates with and provides services to the public (e.g., timeliness of responses, accessibility of information, and handling of queries and complaints).

Jobsplus recognises that it holds primary responsibility for the quality and standards of its programmes and is committed to maintaining a robust, transparent, and effective internal quality assurance system.

2. Scope

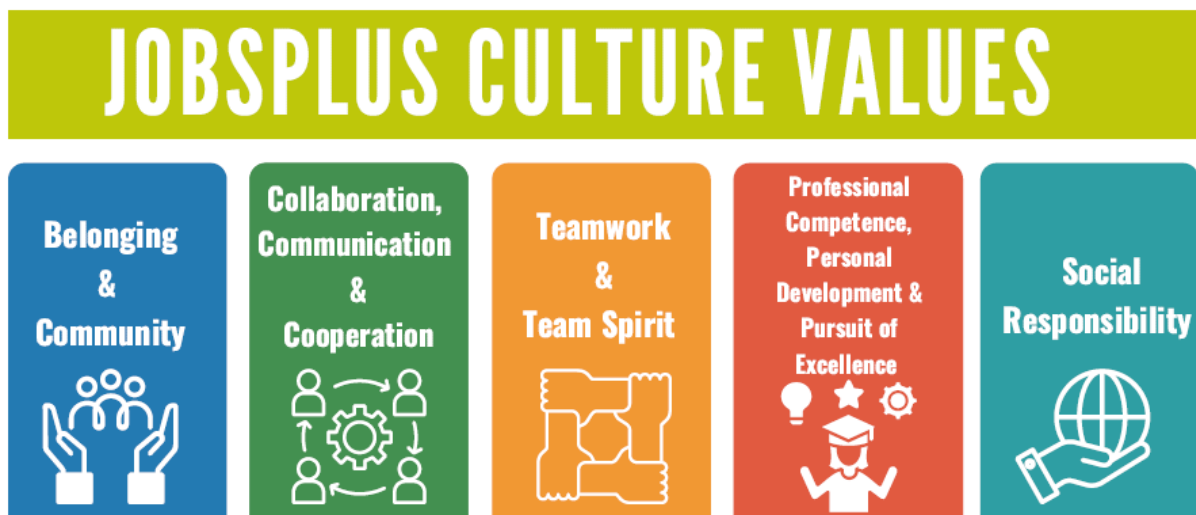
This policy applies to all programmes offered by Jobsplus, across all modes of delivery (accredited versus non-accredited, face-to-face, online and blended). It covers all trainers and relevant administrative staff involved in the planning, delivery, assessment and certification of training, and applies to all trainees and stakeholders who engage with Jobsplus' provision.

The main principles shaping Jobsplus' internal quality assurance standards include:

- student-centred learning,
- continuous improvement,
- evidence-based decision-making,
- transparency and accountability,
- stakeholder engagement,
- fitness for purpose,
- consistency and fairness, and
- integrity and ethical practice.

3. Institutional Commitment to Quality

At Jobsplus, our mission is to “bring career prospects closer to the nation by providing innovative digital solutions and an enhanced customer experience. It is a direct evolution of our long-standing role in Malta's labour market, now sharpened and updated to meet modern needs. With a focus on labour mobility, human capital investment, and career development, we are committed to enhancing employment accessibility with modern and targeted services that benefit both jobseekers and employers across the Maltese Islands, whilst creating an empowering work environment for our employees.” - <https://jobsplus.gov.mt/about-jobsplus#>. Indeed, pursuit of excellence is one of Jobsplus culture values.



Jobsplus is committed to delivering high-quality, student-centred training, ensuring alignment with national qualification frameworks, and promoting a culture of continuous improvement. The organisation engages stakeholders within its quality processes and maintains transparency and accountability through clear governance arrangements, documented procedures and evidence-informed decision-making.

Quality assurance is embedded within Jobsplus' strategic planning and decision-making processes.

4. Quality Assurance Principles

Jobsplus' internal quality assurance system is guided by principles that reflect its mandate as Malta's public employment service and the operational realities of delivering both accredited and non-accredited training through face-to-face, online and blended modes. Quality assurance is student-centred and inclusive, aiming to support equitable access, meaningful participation and fair outcomes for a diverse learner population. Arrangements are designed to be fit for purpose and proportionate, while safeguarding standards and compliance requirements applicable to Jobsplus' provision. In this context, Jobsplus' approach to inclusion and non-discrimination is guided by its Equal Opportunities Policy (EOP).

Decision-making and enhancement activity are based on triangulation of quantitative and qualitative information. This includes course participation, retention and success indicators; learner and trainer feedback (including feedback from completers, non-attenders and dropouts); monitoring findings from unannounced spot checks during delivery, assessments and placements; and reviews of course files and records. Jobsplus applies a continuous improvement approach aligned to the Plan-Do-Check-Act (PDCA) cycle, whereby evidence gathered during implementation is analysed, reviewed and translated into actions, including updates to course documentation, assessment instruments, delivery arrangements and learner support measures.

Jobsplus promotes transparency and accountability through defined governance routes, documented procedures and controlled documentation (including the use of reference and revision numbering), ensuring that the latest approved versions of course layouts, learning materials and assessment documentation are in circulation prior to delivery. Stakeholder engagement is embedded within quality processes through systematic collection and use of feedback from trainees, trainers and employers, and through reporting routes that escalate key indicators and improvement needs to senior management. The integrity, consistency and fairness of assessment are protected through quality assurance of assessment papers, monitoring of delivery and assessment practice, defined academic integrity expectations and consequences, and clear routes for appeals and reasonable adjustments.

5. Governance and Responsibilities

Quality assurance at Jobsplus is governed through a clear line of accountability from the Board of Directors and Chairperson to the Chief Executive Officer (CEO) and management and is implemented operationally within the Training and Schemes Division.

The Training Design and Quality Assurance (TDQA) Unit coordinates internal quality assurance arrangements and works closely with Training Coordinators, trainers and other internal units to ensure that approved procedures are implemented consistently and that evidence is used to drive continuous improvement.

5.1 Board of Directors and Chairperson

The Board of Directors and Chairperson provide oversight that Jobsplus' training provision remains aligned to its mandate, corporate objectives and applicable regulatory requirements. The Board receives key performance information and, where required, requests additional reporting or presentations on training performance, quality findings and improvement actions. Through this governance structure, the Board supports accountability for standards, the allocation of resources, and the prioritisation of actions required to enhance learner experience and service quality.

5.2 Chief Executive Officer (CEO)

The CEO provides executive oversight of the internal quality assurance system and ensure that quality assurance is embedded within organisational planning and decision-making. This includes ensuring that appropriate governance, staffing and resources are in place to deliver and assure training provision; endorsing key decisions where escalation is required; and supporting compliance with applicable legal and regulatory requirements (including data protection and health and safety).

5.3 Head of Division (Training and Schemes) and Unit Manager – Training Coordination

The Head of Division (Training and Schemes) provides strategic direction for training provision and ensures alignment between Jobsplus' mandate, corporate objectives and the training offered. The role approves key decisions relating to training provision (including resourcing decisions and the discontinuation of courses), authorises progression of course design/review work, and signs off final programme documentation and, where applicable, accreditation submissions.

The Unit Manager – Training Coordination oversees operational implementation, including course scheduling and administration, learner and trainer communications, record-keeping through course files, coordination of assessments and certification workflows, and ensuring that procedures are implemented consistently across Training Coordinators.

5.4 Training Design and Quality Assurance (TDQA) Unit

The TDQA Unit coordinates the design, review and updating of courses and programmes and maintains controlled documentation and internal approval routes. The Unit is responsible for

quality assurance checks, including unannounced spot checks during delivery, assessments and placements; review of assessment instruments; and desk-based checks of course records.

For accredited provision, the Unit prepares and manages accreditation and re-accreditation submissions and ensures that material changes are processed through the required internal approvals and, where applicable, MFHEA approval prior to implementation.

The TDQA Unit analyses quantitative and qualitative evidence (including learner and trainer feedback) and issues recommendations and notifications to strengthen practice and support continuous improvement.

5.5 Training Coordinators and Trainers

Training Coordinators are responsible for course scheduling and administration, communications with trainees and trainers, course file and record management, and coordination of assessment and certification workflows in line with approved procedures.

Trainers are responsible for delivering training and assessment, preparing course notes and materials in line with the approved course layout and controlled documentation, correcting assessments and providing progress reporting and feedback on delivery, assessment and course content. Trainers are expected to implement student-centred learning approaches and to support fair and consistent assessment practices, with engagement in monitoring and follow-up activities as required.

5.6 Trainees

Trainees contribute to quality enhancement primarily through structured feedback mechanisms (e.g., end-of-module/course feedback and other surveys) and through raising concerns or complaints through established routes.

6. Internal Quality Assurance System

Jobsplus implements a structured IQA system covering the following areas:

6.1 Programme Design and Approval

Programme and course design, review and approval are coordinated by the TDQA Unit. Requests to design a new course or update existing provision may be triggered by employer and other stakeholder feedback, trainer and trainee feedback, labour market developments, legislative changes, and the publication of National Occupational Standards (NOS). As a general rule, courses are reviewed on a periodic cycle (typically every 2–3 years), with earlier review initiated where monitoring evidence or stakeholder input indicates a need for change. Some courses, particularly those closely linked to legislative requirements or frequently updated standards, may be reviewed and updated more frequently (including annually where required).

When a decision is taken to proceed, the TDQA Unit drafts the course outline/course layout, which sets out objectives and learning outcomes, the target group, duration, delivery and assessment methods, and minimum trainer requirements. Relevant external input (e.g., from employers and subject-matter experts) is sought where appropriate. Internal approvals are applied, with the Head of Division (Training and Schemes) authorising progression through the design/update stages and signing off the final documentation, with escalation to the Chief Executive Officer where required.

For accredited programmes, learning outcomes are aligned to MQF level descriptors and the MFHEA accreditation application is prepared using the latest MFHEA templates; any evaluator feedback is addressed through controlled revisions and resubmission within set deadlines. Material changes to accredited programmes are submitted to MFHEA for approval prior to implementation, and programmes are advertised as accredited only once approval has been obtained. Approved course layouts are also used to quality-check trainer notes/materials against learning outcomes and to support scheduling and allocation of module hours.

6.2 Teaching, Learning and Assessment

Jobsplus promotes student-centred learning and ensures that delivery and assessment arrangements are implemented consistently across provision. Trainers receive onboarding through an information session and a Trainers' Handbook, which sets out expectations for delivery standards, learning materials, assessment arrangements and record-keeping. To support consistency across deliveries, Jobsplus maintains a controlled, single approved set of course notes, while allowing trainers to adapt delivery methods to respond to learner needs.

The TDQA Unit conducts random unannounced spot checks during sessions, assessments and placements. These observations are documented and followed up where shortcomings are identified, including through recommendations for targeted continuing professional development. Assessment instruments are quality assured through a structured process, whereby trainers provide question pools or full assessment papers with model answers and marking schemes, which are reviewed and approved by the TDQA Unit; papers are distributed via Training Coordinators for trainer feedback within a defined timeframe. Online delivery is facilitated primarily through Microsoft Teams, while online assessments may be conducted through Exam.net using controlled access arrangements.

Academic integrity is supported through invigilation arrangements, seating/room adjustments for in-person assessments, defined consequences for cheating, and case-by-case follow-up for suspected copying or inappropriate use of AI tools. Formal routes are available for assessment

appeals and resits, including revision of scripts by the TDQA Unit or another assessor where applicable, and certification outcomes reflect both assessment performance and attendance requirements. Where learning difficulties or disability are documented, reasonable adjustments may be implemented (e.g., extra time, enlarged font, computer/oral assessments, and Learning Support Educators arrangements in specified cases), with requests encouraged early to allow appropriate planning.

6.3 Student Admission, Progression and Certification

Jobsplus manages admissions and registration through multiple routes designed to support accessibility and responsiveness. Courses may be scheduled as published schedules for direct booking through the website, as closed/bespoke employer bookings, or through a waiting-list mechanism for courses that run less frequently. Learners may register through:

- Employment Advisors (for registering unemployed),
- regional offices and the training complex,
- online booking,
- email/telephone contact, and
- employer nominations.

Entry requirements are published on course listings and are also embedded in internal systems to support eligibility checks.

Training Coordinators review applications and may request supporting documentation (e.g., qualifications) where required. Borderline eligibility decisions, including cases where equivalence through relevant experience or comparable qualifications is considered, are escalated for review by the TDQA Unit.

Learners receive pre-course communication (typically at least four weeks prior to the start date) covering the schedule, venue and delivery mode, trainer details, assessment information, transport arrangements and access to the Trainees' Handbook. Induction is supported through a standard presentation delivered at the first session to ensure consistent information is provided.

Training Coordinators maintain course files (physical or digital) with specified contents, including checklists, feedback forms, trainer progress reports, registration and attendance records, assessment marks/results, certificates/result slips and supporting documentation. Certification decisions are implemented in line with defined attendance and assessment conditions and outcomes are recorded in the system. Records are retained to support requests for replacement certificates and verification of awards based on the learner's academic record.

When it comes to progression, trainees have the possibility to choose other relevant training programmes as well as for the unemployed and inactive individuals they may complement the skills acquired through the course with Jobsplus schemes that offer a placement opportunity with an employer. Through this mechanism, trainees will be increasing their chances of finding employment.

6.4 Staff Competence and Development

Jobsplus maintains processes to support staff competence, fair recruitment and ongoing development. Trainers are engaged through a rolling/open call published on the Jobsplus' website. Applications are logged, subject to preliminary checks, and then vetted and shortlisted for interview. Shortlisting incorporates structured scoring criteria (including qualifications, work experience and training delivery experience) to support consistency, fairness and transparency and to reduce subjectivity in recruitment decisions.

Trainer contractual conditions, rates and working arrangements are defined within contracts and aligned with applicable public sector approvals, while quality assurance expectations are reinforced during onboarding. Trainer performance is monitored through unannounced TDQA visits, with written reports and follow-up visits where necessary. Escalation measures are applied where shortcomings persist, including restricting a trainer from further delivery to protect learner experience and institutional standards. Continuing professional development is encouraged and incentivised (for example through the recognition of evidenced CPD within recruitment scoring), and the TDQA Unit monitoring tools may identify development needs and recommend CPD topics; where appropriate, Jobsplus may support targeted training interventions.

When selecting trainers Jobsplus puts emphasis on the need for the trainer to have relevant work experience. This will ensure that the examples and/or case studies presented during the course reflect current work practices that will prepare better our learners for the labour market.

6.5 Learning Resources and Student Support

Jobsplus provides learning resources and student support through dedicated training facilities and structured learner assistance. Training is delivered through face-to-face, online and blended modes in line with learning outcomes, supported by facilities including classrooms, computer labs and workshops. Each classroom has either an interactive whiteboard or a normal whiteboard, air-conditioning and internet access. Facilities and equipment adequacy are monitored through the TDQA Unit spot checks, which include observations on classroom set-up, ventilation and the functioning of equipment; issues are recorded and followed up through maintenance actions. Moreover, to ensure the health and safety of trainees using our workshops, Jobsplus has a contract for service with professional engineers who inspect and certify the adequacy of our equipment on a quarterly basis.

Training Coordinators act as the main point of contact for learners and trainers, supporting administration, communications and coordination of assessment and certification workflows. Learning material is distributed to trainees at the beginning of the course, which is supplemented by additional material that is provided by the trainers throughout the course.

Jobsplus also implements support measures to facilitate participation, including free transport services and relevant subsidy schemes communicated at course start and via the website. Inclusive support includes accessible premises and the implementation of reasonable arrangements for learners with documented needs, with learners encouraged to contact Training

Coordinators early to enable planning. Persons who book for an online course but do not have access to internet or lack computer facilities are offered the possibility to use our premises and follow the online course from there. This service is offered at no charge.

6.6 Information Management

Jobsplus manages information relating to learners and courses through a central system, which captures demographic information, educational attainments, course enrolments, attendance and outcomes. Access is controlled and updates to client profiles are logged.

Routine analysis and reporting draws on indicators such as numbers of courses organised, enrolments, withdrawals and dropouts, completions and success rates, and accreditation activity, alongside other operational metrics.

Trainee feedback is collected through end-of-module/end-of-course feedback forms and is complemented by targeted feedback instruments for persons who do not show up for the course and dropouts; results are compiled into periodic feedback reports for internal use.

To support oversight and consolidated reporting, the Training Services function shares routine datasets and summaries with internal labour market information/analysis functions on a periodic basis (including monthly datasets on trainees starting and completing training). In addition, the TDQA Unit compiles periodic feedback reports (including quarterly reports) that are disseminated to Training Coordinators and used to identify trends and required actions. Key indicators and management information are escalated through periodic management reporting to senior management and, where required, the Chairperson and Board. Annual reporting also consolidates training activity and performance information for transparency and accountability.

Core academic records required for certification verification and re-issuing are retained to support long-term certificate requests, while personal data that is no longer required for operational, legal or reporting purposes is minimised and disposed of securely in line with data retention requirements. Jobsplus processes personal data according to the Data Protection Act 2018 (Ch 586) and General Data Protection Regulation (EC/679/2016). Data is not disclosed to third parties unless such data is required to provide employment and training services in accordance with Jobsplus' obligations within Act XXXIX of 2018; or it is required under any other specific Law.

6.7 Public Information

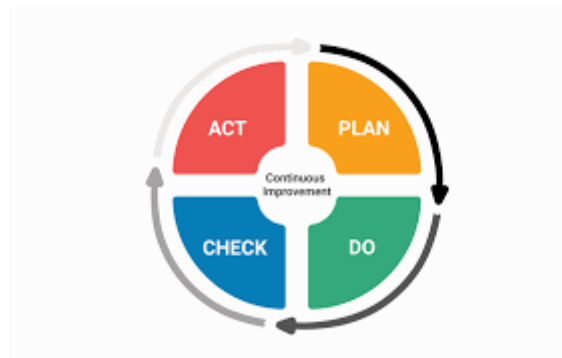
Jobsplus supports transparency and informed learner choice through the publication of standardised public information. Course information is published in a consistent format and includes entry requirements, objectives/competences, delivery mode, duration, assessment methodology, MQF level and number of ECTS (where applicable), and Training Coordinator contact details.

Persons interested to follow Jobsplus' courses may even book the courses directly from the website. On the marketplace one can book directly to a scheduled course or in those instances where no schedule exists, the person registers him/herself on our waiting list.

On the website, a trainee can access the trainees' handbook, which contains all relevant information on the rules and responsibilities, attendance and assessment requirements, routes for appeals and complaints, academic integrity expectations and data protection information.

6.8 Ongoing Monitoring and Periodic Review

Jobsplus undertakes ongoing monitoring and periodic review through a structured quality cycle (Planning → Implementation → Evaluation → Review), coordinated by the TDQA Unit with input from Training Coordinators, trainers, trainees and employers. Monitoring and review are informed by evidence including trainers' progress reports, trainee feedback, the TDQA Unit spot check reports (including visits to sessions, assessments and placements), desk-based course file checks and relevant labour market intelligence.



6.8.1. Institutional Review

Jobsplus collects feedback from trainees and trainers, and the scope of this feedback is to outline both Jobsplus strengths and weaknesses. Data is reviewed and analysed by the TDQA Unit. The analysed feedback is collated into a report, which is disseminated amongst training coordinators. The report also puts forward recommendations on how our administration may be improved. Likewise, the TDQA Unit carries out a review of a sample of course files to ensure that proper documentation is maintained throughout the course implementation and all procedures have been followed. The feedback generated through these mechanisms may bring forward changes to the procedures. All changes are reflected in the respective Standard Operating Procedures or by means of notifications sent to training coordinators by email. Controlled documentation is maintained with reference and revision numbering.

6.8.2 Training Programme Review

Jobsplus' training programme review is done periodically every three years, however there are instances where reviews take place earlier and for some courses updates are done on a yearly basis. As illustrated below, Jobsplus adopts a continuous improvement cycle coordinated by the TDQA Unit, with input from different stakeholders including MFHEA for accredited training provision.

- **Planning / Initiation:** A review is triggered by trainee/trainer feedback, employer input, changes in legislation or National Occupational Standards (NOS), and course performance indicators (e.g., low uptake/dropouts). The TDQA Unit scopes the change and drafts updates to the course outline/layout (objectives, content, duration, delivery and assessment). Stakeholder feedback is sought prior to accreditation/reaccreditation where applicable.
- **Implementation / Monitoring in delivery:** During and after delivery, evidence is collected through Trainer Progress Reports, Trainee Feedback Forms, the TDQA Unit spot checks, desk-based course file checks, Training Coordinator feedback, and internal discussions. Monitoring checks verify alignment to approved course documentation and identify delivery/assessment or content improvements.
- **Evaluation / Decision-making:** The TDQA Unit analyses the evidence and proposes improvements such as changes to programme duration, learning outcomes, delivery methodology (including online/blended), learning materials, assessment instruments, and entry requirements. The report indicates a structured periodic review cycle, with earlier review triggered by significant feedback, regulatory/NOS updates, or labour market shifts.
- **Review / Approval and control:** Changes are implemented through internal approvals and controlled documentation (reference and revision numbers) and communicated via QA notifications and Training Coordinator briefings. For accredited programmes, material changes are submitted to MFHEA and not implemented prior to approval, while minor changes may be actioned internally.

6.9 Complaints and Appeals

Formal procedures are maintained for handling complaints and appeals. These procedures are designed to be transparent, fair and timely, and to ensure that outcomes and next steps are communicated appropriately. Where complaints relate to allegations of discrimination, bullying, harassment or victimisation, Jobsplus addresses these in line with its Equal Opportunities Policy (EOP), alongside the applicable complaints procedure.

Jobsplus is committed to providing a high-quality educational experience to learners, supported by excellent academic and administrative support services. Jobsplus recognises that issues may arise, and learners can express their concerns or dissatisfaction. When such cases arise, Jobsplus encourages learners to bring forward such concerns and assures its learners that they will not be disadvantaged in any way for bringing any concerns to our attention. Complaints should relate specifically to one or more of the following:

- Failure of Jobsplus to meet obligations.
- Misleading or incorrect information on Jobsplus' website and any other information provided by Jobsplus.
- Concerns or issues relating to the delivery of a programme, teaching, supervision and/or administration.
- Poor quality of facilities, learning resources or services provided directly by Jobsplus.
- Complaints involving other organisation or contractors who are providing a service on behalf of Jobsplus.
- Complaints relating to allegations of discrimination, bullying, harassment, or victimisation by members of staff or other learners.

Such complaints can either be sent to the Training Coordinator by email or on our generic email training.jobsplus@gov.mt or jobsplus@gov.mt.

You can also seek assistance through the Help Hub page of our website <https://jobsplus.gov.mt/help-hub#>, where you can also be assisted by an AI Chatbot.

6.10 Continuous Improvement

Jobsplus implements a structured approach to continuous improvement, supported by action planning, monitoring and review. Improvements are prioritised and implemented on the basis of evidence, performance information and stakeholder feedback.

6.11 External Quality Assurance

Jobsplus is a licensed Further Education Institution by MFHEA. As part of being a licensed provider Jobsplus undergoes an external quality assurance process. The outcomes of external reviews are analysed and used to inform our enhancement, including updates to procedures, monitoring tools and improvement actions.

7. Quality Assurance Cycle

Jobsplus operates a continuous quality assurance cycle aligned to the Plan–Do–Check–Act (PDCA) approach. The cycle is applied across key academic and administrative processes, including programme design and approval, course scheduling and administration, delivery, assessment, certification, learner support, monitoring and reporting. The purpose of the cycle is to ensure that risks to quality are identified early, evidence is used consistently, and improvements are planned, implemented and evaluated in a controlled manner.

Plan: training needs and priorities are identified through stakeholder input, requests from internal units, and feedback from trainees and trainers. The TDQA Unit scopes changes and prepares course documentation and, where applicable, accreditation/re-accreditation submissions, supported by internal approvals.

Implement: training is delivered in line with approved course layouts and controlled documentation, with Training Coordinators managing learner communications, course files, attendance and assessment logistics.

Monitor and Check: implementation is monitored through quantitative indicators (e.g., enrolments, attendance, retention, completion and success rates), qualitative feedback (trainee feedback forms, trainer progress reports, employer/trainee surveys) and quality assurance checks. The TDQA Unit conducts unannounced spot checks during sessions, assessments and placements and undertakes desk-based checks of course files and records to verify adherence to procedures and identify risks or emerging issues.

Review and Improve: evidence is analysed and triangulated by the TDQA Unit and discussed with the Head of Division Training and Schemes and Unit Manager Training Coordination to determine improvement needs and corrective/preventive actions. Outputs include periodic feedback and monitoring reports shared with Training Coordinators, management information and key indicators escalated to senior management. Improvements may include revisions to course content and learning materials, adjustments to delivery arrangements, updates to assessment instruments, enhancements to learner communications and administrative tools, and updates to SOPs and controlled documentation (with reference/revision numbering). Where changes affect accredited provision, approvals are sought through the applicable MFHEA processes before implementation.

8. Publication and Transparency

Jobsplus promotes transparency and informed choice by making key information available to trainees, employers and other stakeholders through its website and other official communication channels. This IQA Policy is published and communicated internally to staff and trainers and is made available to trainees and stakeholders on the website. In addition, Jobsplus publishes standardised public information on its training offer, including course objectives/competences, entry requirements, delivery mode (face-to-face/online/blended), duration, MQF level and ECTS/credit information where applicable, assessment methodology, schedules for courses open for booking, and contact details for Training Coordinators.

Public information is reviewed and updated on an ongoing basis, and at minimum prior to publishing new schedules/open bookings and following approved course updates. For accredited provision, any changes to published programme information are implemented only after the relevant internal approvals and, where required, MFHEA endorsement have been secured.

The Trainees' Handbook is published online and provides consistent guidance on learner rules and responsibilities, attendance requirements, assessment and certification conditions, academic integrity expectations, data protection information and routes for complaints and

appeals. In line with Public Administration service-quality standards (Directive 4 and related updates, including Directive 4.2), Jobsplus also publishes its [Quality Service Charter/Commitment to Clients](#) on the website, setting out service standards and what clients can expect when interacting with the organisation.

9. Review of the Policy

This IQA Policy is reviewed at least annually and additionally whenever significant changes occur that may affect Jobsplus' training provision or quality assurance arrangements (e.g., revisions to MFHEA requirements or relevant legislation, findings from external audits, material changes to accredited programmes, introduction of new systems such as an LMS, or internal restructuring). The TDQA Unit coordinates the review, consulting relevant stakeholders as appropriate (e.g., Training Coordinators, trainers and management), and drafts proposed updates. Changes are approved through the appropriate governance route within Jobsplus (Head of Division/CEO and, where required, the Board) and are implemented through controlled documentation using reference and revision numbering. Updated versions are communicated to staff and trainers and, where relevant, updates that affect trainees (e.g., assessment rules, complaints routes, certification conditions) are reflected in public-facing guidance such as the Trainees' Handbook and website information.