



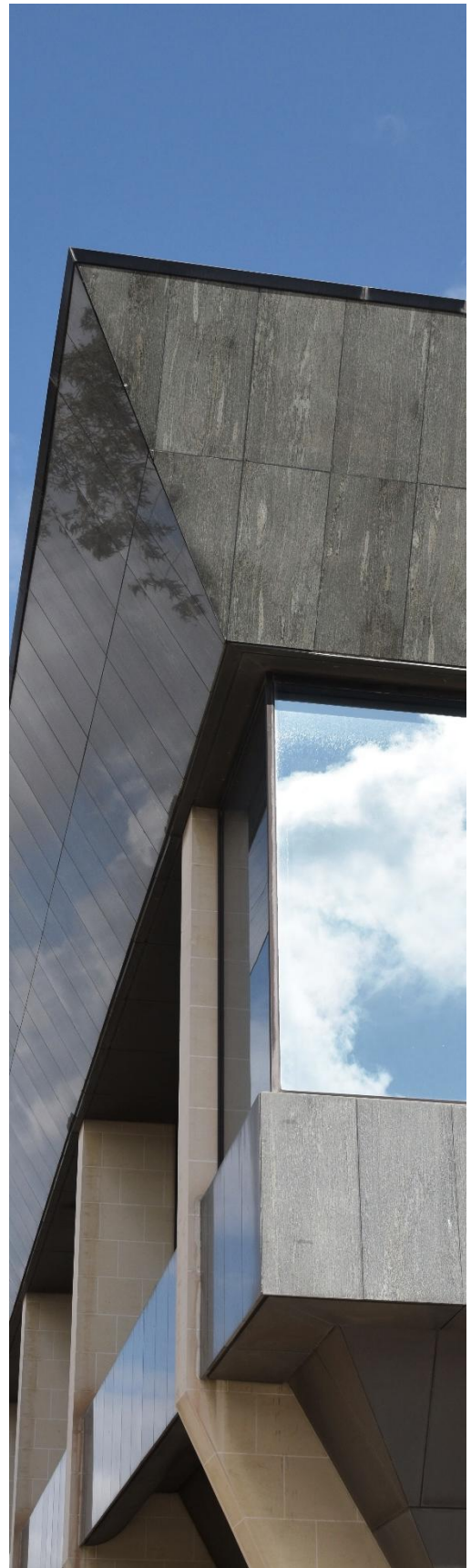
Internal Quality Assurance

INTRODUCTION

This Internal Quality Assurance (IQA) Policy establishes the framework through which the Financial Supervisors Academy (FSA) assures, monitors, reviews and enhances the quality of its educational provision.

The Policy defines the principles, governance arrangements, responsibilities and quality assurance mechanisms applicable to the planning, development, delivery, monitoring and review of all educational activities organised by the Academy.

The Policy serves as the overarching quality assurance framework of the FSA and shall be supported by approved Standard Operating Procedures (SOPs), operational guidelines, work instructions and other supporting documentation.



SCOPE

This Policy applies to all educational provision organised, coordinated or delivered by the Financial Supervisors Academy, including:

- ⊗ Internal training and development activities delivered to employees of the Malta Financial Services Authority (MFSA);
- ⊗ External educational activities delivered to professionals, regulators, academics and other stakeholders;
- ⊗ Professional development programmes and learning pathways;
- ⊗ Conferences, seminars, workshops and webinars;
- ⊗ Self-paced learning provision;
- ⊗ Academic collaborations and educational partnerships.

This Policy shall apply to all persons involved in the governance, management, administration, delivery, monitoring and review of educational provision.

OBJECTIVES

The objectives of this Policy are to:

- ⊗ establish a structured and consistent framework for quality assurance and quality enhancement;
- ⊗ ensure that educational provision remains relevant, effective and aligned with organisational and regulatory priorities;
- ⊗ promote transparency, accountability and consistency in educational activities;
- ⊗ support evidence-based decision-making through the collection and analysis of educational data;
- ⊗ ensure that educational provision responds to emerging supervisory, regulatory, technological and market developments; and
- ⊗ facilitate the continuous enhancement of educational provision and learner experience.

RELATIONSHIP WITH OTHER POLICIES AND PROCEDURES

This Policy shall operate in conjunction with the MFSA's governance framework, internal policies, procedures and operational standards.

The implementation of this Policy shall be supported through approved Standard Operating Procedures, operational manuals, templates and guidance documents governing the Academy's activities.

Where applicable, this Policy shall be read in conjunction with relevant MFSA policies relating to governance, ethics, data protection, accessibility, health and safety, information management and operational risk management.



GOVERNANCE, LEADERSHIP AND INSTITUTIONAL ACCOUNTABILITY

1.1 Governance Framework

The Financial Supervisors Academy shall operate within the governance framework of the Malta Financial Services Authority and shall align its educational provision with the Authority's strategic objectives, supervisory priorities and organisational requirements.

The Academy shall maintain governance arrangements that ensure:

- ⊗ effective oversight of educational provision;
- ⊗ clear lines of accountability and responsibility;
- ⊗ appropriate approval and review procedures;
- ⊗ continuous monitoring of quality and performance; and
- ⊗ the implementation of quality enhancement activities.

Responsibility for the quality of educational provision shall be shared across the Academy's governance and management structures.

1.2 Head of Academy

The Head of Academy shall be responsible for the strategic oversight of the Financial Supervisors Academy and the implementation of this Policy.

The Head of Academy shall:

- ⊗ oversee the Academy's quality assurance framework;
- ⊗ ensure that educational provision supports the strategic priorities of the Authority;
- ⊗ monitor the effectiveness of educational provision and quality assurance processes;
- ⊗ oversee institutional reporting relating to educational activities and outcomes; and
- ⊗ jointly approve this Internal Quality Assurance Policy together with the Legal Representative.

1.3 Legal Representative

The Legal Representative shall provide academic, technical and strategic oversight in support of the Academy's educational provision.

The Legal Representative shall:

- ⊗ support the development and enhancement of educational provision;
- ⊗ provide guidance on technical and subject-matter relevance;
- ⊗ support the development of academic and professional partnerships; and
- ⊗ jointly approve this Internal Quality Assurance Policy together with the Head of Academy.

1.4 Academy Management

The Academy Management function shall be responsible for the operational implementation of the Academy's quality assurance framework.

Responsibilities shall include:

- ⊗ the coordination of the Training Needs Analysis process;
- ⊗ curriculum planning, development and implementation;
- ⊗ monitoring learner participation, attendance and engagement;
- ⊗ the collection and analysis of educational and operational data;
- ⊗ the implementation of quality assurance and quality enhancement activities;
- ⊗ the preparation of management information and institutional reports; and
- ⊗ the implementation of approved improvement actions.

1.5 Approval of Educational Provision

The FSA Yearly Curriculum shall be developed through the Academy's curriculum planning and quality assurance processes.

The curriculum shall be subject to review by relevant Chief Officers and senior stakeholders and shall be presented to the Executive Committee for consideration.

Final approval of the curriculum shall be granted by the Chief Executive Officer prior to implementation.

Educational activities introduced outside the approved curriculum shall be evaluated by the Academy and approved through the appropriate governance channels, taking into consideration organisational need, strategic relevance, resource availability and operational feasibility.

1.6 Quality Assurance of Operational Procedures

Operational procedures supporting educational provision shall be documented through approved Standard Operating Procedures and associated guidance documentation.

Standard Operating Procedures shall be reviewed by the MFSA Quality Assurance function and approved through the Authority's established governance framework.

Operational procedures shall be reviewed periodically to ensure continued effectiveness, relevance and alignment with organisational requirements.

1.7 Institutional Reporting and Oversight

The Academy shall maintain processes for the regular monitoring and reporting of educational activities, learner participation and institutional performance.

Educational performance data shall be reported at operational, management and strategic levels to support oversight, decision-making and quality enhancement.

Reporting shall inform:

- ⊗ curriculum planning and review;
- ⊗ organisational capability development;
- ⊗ educational performance monitoring;
- ⊗ resource planning; and
- ⊗ strategic decision-making.

The Academy shall contribute educational performance data and institutional outcomes to the MFSA Annual Report and other corporate reporting exercises as required.

1.8 Institutional Reporting and Oversight

The Academy shall maintain a systematic approach to quality enhancement through the periodic review of educational provision, learner feedback, institutional performance data and quality assurance processes.

Quality enhancement activities shall seek to:

- ⊗ improve the quality and effectiveness of educational provision;
- ⊗ ensure continued alignment with organisational and regulatory requirements;
- ⊗ enhance learner engagement and experience; and
- ⊗ support the continuous development of the Academy's educational portfolio.

Enhancement activities shall be informed by evidence gathered through monitoring, reporting, feedback workflows and institutional review processes.

STUDENT LIFE CYCLE MANAGEMENT

2.1 Access and Registration

The Financial Supervisors Academy shall maintain procedures governing access to educational provision and learner registration.

Learners shall be provided with accurate and timely information prior to enrolment, including learning objectives, programme information, delivery arrangements, lecturer information and any applicable participation requirements.

Registration for internal educational provision shall normally be voluntary unless the educational activity has been formally designated as mandatory in accordance with the Academy's governance arrangements. Registration shall be managed through approved Academy systems and supported through appropriate learner communications and administrative controls.

The Academy shall maintain separate registration arrangements for internal and external educational provision. Registration processes shall be designed to ensure the accurate collection of learner information and the effective administration of educational activities.

The Academy shall maintain appropriate records of learner registration and enrolment in accordance with applicable institutional policies and procedures.

2.2 Mandatory and Optional Educational Provision

The Academy shall distinguish between mandatory and optional educational provision.

Mandatory educational activities may only be designated as such following approval by the Chief Executive Officer. The designation of mandatory training shall be based on organisational, regulatory, operational or strategic requirements.

Completion of mandatory educational activities shall be monitored through attendance records, completion reports, audit logs and other approved monitoring mechanisms.

Where operationally required, multiple sessions may be organised to facilitate learner participation and support completion requirements.

2.3 Participation and Engagement

The Academy shall maintain procedures governing learner participation, attendance and engagement throughout the educational lifecycle.

Attendance shall be monitored through approved attendance recording procedures, digital systems and administrative controls.

The Academy shall maintain procedures governing cancellations, withdrawals and non-attendance. Learners shall be provided with appropriate practices to cancel or withdraw from educational activities through approved systems or direct communication with the Academy.

Participation data, attendance levels, completion rates, non-attendance and repeated non-attendance shall be monitored and analysed to support educational planning, operational effectiveness and quality enhancement activities.

The Academy shall utilise attendance data and learner engagement information to identify trends and support continuous improvement initiatives.

2.4 Learner Information and Guidance

The Academy shall provide learners with appropriate information and guidance throughout the educational lifecycle.

Learners may be provided with:

- Pre-session instructions and preparatory information;
- Programme and pathway information;
- Learning objectives and educational outcomes;
- Logistical and operational guidance;
- Educational materials and supporting resources.

Following the completion of educational activities, learners may be provided with presentation materials, reading resources and other supporting documentation where applicable.

2.5 Recognition, Certification and Academic Progression

The Academy shall maintain procedures governing the recognition of learning and the certification of educational activities.

Certificates of completion may be issued for defined programmes, pathways or educational activities in accordance with approved Academy procedures.

Where applicable, educational provision may be recognised through Continuing Professional Education (CPE) accreditation or other external recognition mechanisms administered by relevant professional bodies.

The Academy may establish academic collaborations and progression opportunities designed to support further professional and academic development.

2.6 Learner Records

The Academy shall maintain accurate and complete records relating to learner participation and educational activities.

Records may include:

- ⊗ Registration and enrolment information;
- ⊗ Attendance records;
- ⊗ Completion records;
- ⊗ Educational achievement records;
- ⊗ Learner communications;
- ⊗ System-generated audit logs.

Learner records shall be maintained in accordance with applicable institutional policies relating to information management, data protection and record retention.

The Academy shall maintain procedures through which learners may request records of participation, transcripts or other educational information held by the Academy.

2.7 Monitoring and Review

Learner participation, attendance, completion and engagement data shall be monitored and analysed on an ongoing basis.

Information obtained through learner records, participation data and learner feedback shall inform curriculum planning, educational provision, quality assurance activities and continuous improvement initiatives.

The Academy shall periodically review learner lifecycle processes to ensure their effectiveness, efficiency and alignment with organisational and educational requirements.

CURRICULUM DESIGN, DEVELOPMENT AND REVIEW

3.1 Curriculum Planning

The Financial Supervisors Academy shall maintain a structured approach to curriculum planning to ensure that educational provision remains relevant, current and aligned with the strategic, operational and supervisory priorities of the Malta Financial Services Authority.

Curriculum planning shall be informed through the annual Training Needs Analysis (TNA) process and supported by ongoing monitoring of organisational requirements, regulatory developments, emerging risks and sectoral developments.

The Academy shall ensure that educational provision addresses both technical and behavioural competencies and supports the development of employees across all levels of seniority.

3.2 Training Needs Analysis

The annual Training Needs Analysis shall constitute the primary mechanism through which organisational learning and development requirements are identified.

The Academy shall consult with Heads of Function and relevant stakeholders as part of the Training Needs Analysis process. Heads of Function shall be responsible for consulting with their teams and identifying training requirements arising from:

- ⊗ Current operational requirements;
- ⊗ Emerging supervisory priorities;
- ⊗ Regulatory developments;
- ⊗ Strategic projects;
- ⊗ Future capability requirements;
- ⊗ Mandatory training obligations.

The Academy shall analyse training needs across the Authority to identify organisational, cross-functional and function-specific requirements.

The Academy shall utilise the outcomes of the Training Needs Analysis together with other sources of educational intelligence to develop the annual curriculum.

Curriculum development shall take into consideration:

- ⊗ MFSA Strategic Priorities;
- ⊗ MFSA Supervisory Priorities;
- ⊗ European and international regulatory developments;
- ⊗ Emerging financial sector risks;
- ⊗ Technological developments;
- ⊗ Market trends and projections;
- ⊗ Learner feedback;
- ⊗ Lecturer recommendations;
- ⊗ Insights obtained through conferences, professional engagements and research activities.

The Academy shall ensure that curriculum development remains forward-looking and responsive to emerging developments within the financial services sector.

3.4 Curriculum Structure

Educational provision shall be organised through a programme and pathway structure designed to support progressive learning and professional development.

The Academy may establish thematic programmes addressing specific areas of knowledge, competence or organisational capability.

Programmes may consist of one or more learning pathways comprising workshops, training sessions, webinars, self-paced learning activities and other educational interventions.

The structure of educational provision shall support both specialist knowledge development and broader organisational capability building.

3.5 Educational Formats

The Academy shall utilise a range of educational formats to support different learning objectives and target audiences.

Educational provision may include:

- ⊗ Workshops;
- ⊗ Training sessions;
- ⊗ Online training;
- ⊗ Webinars;
- ⊗ Conferences;
- ⊗ Self-paced learning activities;
- ⊗ Learning pathways;
- ⊗ Structured development programmes.

The selection of educational formats shall be determined by the intended learning outcomes, complexity of the subject matter and learner requirements.

3.6 Curriculum Approval

The annual curriculum shall be subject to review by relevant Chief Officers and senior stakeholders.

Following review, the curriculum shall be presented to the Executive Committee for consideration and subsequently submitted to the Chief Executive Officer for approval.

No annual curriculum shall be implemented without the approval of the Chief Executive Officer.

3.7 Curriculum Review and Enhancement

The curriculum shall be subject to ongoing review throughout the year.

The Academy may introduce new educational activities, amend existing provision or expand learning pathways in response to:

- ⊗ Emerging organisational requirements;
- ⊗ Regulatory developments;
- ⊗ Supervisory priorities;
- ⊗ Strategic initiatives;
- ⊗ Learner demand;
- ⊗ Sectoral developments.

Proposed amendments shall be evaluated by the Academy to determine their relevance, feasibility and resource implications prior to implementation.

3.8 Monitoring and Evaluation

The Academy shall monitor the effectiveness of educational provision through attendance data, participation levels, learner feedback, lecturer feedback, completion rates and other educational performance indicators.

Information obtained through monitoring and evaluation activities shall inform future curriculum planning, programme development and quality enhancement initiatives.

The curriculum shall be reviewed annually as part of the Academy's educational planning cycle.

TEACHING, LEARNING AND EDUCATIONAL DELIVERY

4.1 Educational Delivery Principles

The Financial Supervisors Academy shall ensure that educational provision is designed and delivered in a manner that supports effective learning, learner engagement and the practical application of knowledge.

Educational activities shall be aligned with the intended learning objectives and the professional development needs of the target audience.

The Academy shall promote educational provision that combines theoretical knowledge with opportunities for practical application, reflection and discussion.

4.2 Teaching and Learning Methodologies

Educational provision shall utilise a range of teaching and learning methodologies appropriate to the subject matter, learning objectives and learner profile.

The Academy shall encourage the use of methodologies including:

- ⊗ Facilitated discussion;
- ⊗ Case studies;
- ⊗ Scenario-based learning;
- ⊗ Group activities;
- ⊗ Individual exercises;
- ⊗ Question-and-answer sessions;
- ⊗ Reflective activities;
- ⊗ Practical application exercises.

The selection of teaching methodologies shall support learner participation and engagement throughout the educational activity.

4.3 Educational Delivery Standards

Educational activities shall be designed to promote active learner participation and meaningful engagement.

Where applicable, educational provision shall incorporate a balance between theoretical instruction and practical application.

Workshops shall include interactive learning activities designed to support the application of knowledge and the development of professional competencies.

The Academy shall maintain guidance documentation outlining its expectations regarding educational delivery, learner engagement and workshop design.

4.4 Lecturer Selection and Preparation

The Academy shall undertake appropriate due diligence prior to engaging lecturers and subject-matter experts.

The selection process may include the review of:

- ⊗ Professional experience;
- ⊗ Academic qualifications;
- ⊗ Technical expertise;
- ⊗ Previous delivery experience;
- ⊗ Subject-matter suitability.

Prior to delivery, lecturers shall provide information relating to the structure, content and methodology of the proposed educational activity.

The Academy shall engage with lecturers prior to delivery to discuss educational objectives, delivery expectations, learner requirements and operational arrangements.

4.5 Educational Planning and Session Design

The Academy shall maintain procedures governing the planning and preparation of educational activities.

Educational activities shall be reviewed prior to delivery to ensure that:

- ⊗ Learning objectives are clearly defined;
- ⊗ Content is aligned with the intended audience;
- ⊗ Appropriate teaching methodologies have been selected;
- ⊗ Opportunities for learner engagement have been incorporated.

The Academy may provide guidance and support to lecturers in relation to educational design and delivery.

4.6 Observation of Teaching and Learning

The Academy shall maintain an approach for monitoring educational delivery and learner engagement.

Representatives of the Academy may attend educational activities for the purpose of:

- ⊗ Supporting educational delivery;
- ⊗ Monitoring learner engagement;
- ⊗ Observing educational effectiveness;
- ⊗ Identifying opportunities for improvement.

Information gathered through observation activities shall contribute to quality assurance and quality enhancement processes.

4.7 Learner Feedback

The Academy shall collect learner feedback following educational activities to evaluate the quality and effectiveness of educational provision.

Feedback workflows shall seek information relating to:

- ⊗ Educational content;
- ⊗ Lecturer effectiveness;
- ⊗ Learning methodologies;
- ⊗ Learner engagement;
- ⊗ Operational arrangements;
- ⊗ Overall learner satisfaction.

Feedback data shall be analysed and utilised to support quality assurance and quality enhancement activities.

4.8 Lecturer Feedback

The Academy shall maintain procedures through which lecturers may provide feedback following the delivery of educational activities.

Lecturer feedback may include observations relating to:

- ⊗ Learner engagement;
- ⊗ Educational design;
- ⊗ Operational arrangements;
- ⊗ Future training requirements;
- ⊗ Opportunities for improvement.

Lecturer feedback shall contribute to the ongoing development and enhancement of educational provision.

4.9 Review and Enhancement of Educational Delivery

The Academy shall periodically review teaching, learning and educational delivery arrangements to ensure their continued effectiveness and relevance.

Information obtained through learner feedback, lecturer feedback, educational observations and performance data shall be utilised to support continuous improvement.

Enhancement activities may include revisions to educational formats, delivery methodologies, learning resources and learner engagement approaches.

INFORMATION MANAGEMENT, QUALITY MONITORING AND ENHANCEMENT

5.1 Information Management

The Financial Supervisors Academy shall maintain systems and procedures for the collection, management, analysis and reporting of information relating to educational provision.

Information shall be collected and maintained for the purposes of:

- ⊗ Educational planning;
- ⊗ Quality assurance and quality enhancement;
- ⊗ Organisational reporting;
- ⊗ Performance monitoring;
- ⊗ Strategic decision-making;
- ⊗ Regulatory and institutional reporting requirements.

The Academy shall ensure that information is accurate, reliable and maintained in accordance with applicable MFSA policies and procedures.

5.2 Educational Data Collection

The Academy shall maintain practices for the collection and monitoring of educational data across all educational activities.

Information collected may include:

- ⊗ Training hours delivered;
- ⊗ Training costs;
- ⊗ Learner participation and attendance;
- ⊗ Completion rates;
- ⊗ Pathway completion;
- ⊗ Learner satisfaction;
- ⊗ Educational delivery methods;
- ⊗ Training categories and subject areas;
- ⊗ Organisational participation trends.

Educational provision shall be monitored at organisational, functional and individual levels to support workforce development planning and curriculum enhancement activities.

5.3 Educational Systems and Records

The Academy shall utilise approved systems to support the administration, delivery and monitoring of educational provision.

Educational systems shall support:

- ⊗ Learner registration and enrolment;
- ⊗ Attendance management;
- ⊗ Learner communications;
- ⊗ Educational record management;
- ⊗ Reporting and analysis.

The Academy shall maintain accurate educational records relating to learner participation, attendance, completion and engagement.

Where educational activities are delivered through third-party learning platforms, the Academy shall maintain appropriate oversight methods to monitor participation and completion.

5.4 Attendance Monitoring and Learner Engagement

The Academy shall maintain procedures for the monitoring of attendance and learner engagement.

Attendance shall be recorded through approved attendance management processes and supporting systems.

The Academy shall monitor:

- ⊗ Attendance levels;
- ⊗ Completion rates;
- ⊗ Cancellation rates;
- ⊗ Non-attendance;
- ⊗ Repeated non-attendance;
- ⊗ Learner participation trends.

Information obtained through attendance monitoring shall support educational planning, resource allocation and quality enhancement activities.

5.5 Educational Performance Monitoring

The Academy shall maintain a framework for monitoring the effectiveness and performance of educational provision.

Performance monitoring shall include the analysis of:

- ⊗ Educational activity volumes;
- ⊗ Training hours delivered;
- ⊗ Learner participation levels;
- ⊗ Satisfaction scores;
- ⊗ Pathway completion rates;
- ⊗ Organisational engagement levels;
- ⊗ Educational delivery trends.

The Academy shall utilise educational performance data to evaluate the effectiveness of educational provision and identify opportunities for improvement.

5.6 Feedback and Evaluation

The Academy shall maintain operations for the collection and analysis of learner and lecturer feedback.

Feedback shall be utilised to evaluate:

- ⊗ Educational quality;
- ⊗ Relevance of educational provision;
- ⊗ Learner experience;
- ⊗ Educational delivery methods;
- ⊗ Lecturer effectiveness;
- ⊗ Operational arrangements.

The Academy shall analyse both quantitative and qualitative feedback to identify emerging themes, areas for improvement and opportunities for curriculum enhancement.

5.7 Reporting and Management Information

The Academy shall maintain reporting techniques to support operational oversight, management review and strategic decision-making.

Educational performance information shall be reported to the appropriate governance and management structures of the Authority.

Reporting activities may include:

- ⊗ Operational reporting;
- ⊗ Management reporting;
- ⊗ Strategic reporting;
- ⊗ Annual institutional reporting.

Educational performance information shall contribute to organisational planning and the development of future educational provision.

5.8 Lecturer Feedback

The Academy shall utilise information obtained through monitoring, reporting, feedback and evaluation activities to support continuous improvement.

Quality enhancement activities may include:

- ⊗ Curriculum revisions;
- ⊗ Introduction of new educational activities;
- ⊗ Modification of educational delivery methods;
- ⊗ Improvements to learner support arrangements;
- ⊗ Enhancements to operational processes and systems.

Enhancement actions shall be informed by evidence and aligned with organisational priorities and educational objectives.

5.9 Data Protection and Information Governance

The Academy shall manage educational information in accordance with applicable data protection requirements and MFSA information governance policies.

Educational records shall be maintained, retained and disposed of in accordance with approved institutional procedures.

Access to educational information shall be restricted to authorised personnel and managed in accordance with the Authority's information management and security requirements.

5.10 Review

The Academy shall periodically review its information management, monitoring and reporting arrangements to ensure their effectiveness, accuracy and continued suitability.

Findings arising from monitoring and review activities shall inform quality assurance processes and support the continuous enhancement of educational provision.

PUBLIC INFORMATION, COMMUNICATION AND EXTERNAL ENGAGEMENT

6.1 Public Information

The Financial Supervisors Academy shall ensure that information relating to its educational provision is accurate, current, accessible and approved prior to publication.

Information published by the Academy shall provide prospective learners and stakeholders with sufficient information to make informed decisions regarding participation in educational activities.

Published information may include:

- ⊗ Programme and course titles;
- ⊗ Learning objectives;
- ⊗ Educational formats and delivery methods;
- ⊗ Lecturer information and biographies;
- ⊗ Dates, times and duration;
- ⊗ Registration arrangements;
- ⊗ Pricing information, where applicable;
- ⊗ Continuing Professional Education (CPE) accreditation information;
- ⊗ Programme and pathway information.

The Academy shall review educational information periodically to ensure its continued accuracy and relevance.

6.2 Management of Educational Information

Responsibility for the management and maintenance of educational information shall rest with the relevant Academy teams responsible for internal and external educational provision.

The Academy shall maintain procedures to ensure that:

- ⊗ Educational information is reviewed prior to publication;
- ⊗ Published information remains accurate and up to date;
- ⊗ Amendments are communicated in a timely manner;
- ⊗ Information is consistent across communication channels.

Quality assurance checks shall be undertaken by Academy Management prior to publication of educational information.

6.3 Communication and Marketing

The Academy shall maintain a coordinated approach to educational communications and marketing activities.

The Academy shall be responsible for establishing the communication strategy and priorities relating to educational provision.

The implementation of communication and marketing activities shall be undertaken in collaboration with the MFSA Communications function.

Educational communications shall seek to:

- ⊗ Promote awareness of educational opportunities;
- ⊗ Support learner engagement;
- ⊗ Communicate educational developments and initiatives;
- ⊗ Enhance the visibility of the Academy and its educational provision.

6.4 Communication Channels

The Academy may utilise a variety of communication channels to support educational provision and stakeholder engagement.

Communication channels may include:

- ⊗ Academy websites and registration platforms;
- ⊗ Internal communication platforms;
- ⊗ Electronic mail communications;
- ⊗ Newsletters;

- ⊗ Social media platforms;
- ⊗ Press releases;
- ⊗ Promotional campaigns;
- ⊗ Institutional publications.

The Academy shall ensure that communication channels are utilised in a manner consistent with the Authority's communication standards and brand requirements.

6.5 External Engagement

The Academy shall engage with relevant stakeholders to support the development, delivery and promotion of educational provision.

Stakeholders may include:

- ⊗ Regulators and supervisory authorities;
- ⊗ Academic institutions;
- ⊗ Subject-matter experts;
- ⊗ Industry professionals;
- ⊗ Professional bodies;
- ⊗ Educational partners.

External engagement activities shall support the Academy's objective of maintaining relevant, current and high-quality educational provision.

6.6 Educational Partnerships

The Academy may establish educational partnerships and collaborative arrangements where these support organisational objectives and educational priorities.

Partnerships may be established for the purposes of:

- ⊗ Educational delivery;
- ⊗ Academic collaboration;
- ⊗ Professional development initiatives;
- ⊗ Educational research and knowledge sharing;
- ⊗ Continuing Professional Education accreditation.

Partnership arrangements shall be subject to the Authority's governance and approval requirements.

6.7 Institutional Reporting and Transparency

The Academy shall contribute educational information and performance data to institutional reporting methods where required.

Educational information may be included within:

- ⊗ Annual reports;
- ⊗ Institutional publications;
- ⊗ Strategic reports;
- ⊗ Public communications.

The Academy shall ensure that publicly communicated information accurately reflects its educational activities, achievements and objectives.

6.8 Review

The Academy shall periodically review its public information, communication and external engagement activities to ensure their effectiveness, accuracy and alignment with organisational objectives.

Findings arising from review activities shall inform future communication strategies and stakeholder engagement initiatives.

LEARNER SUPPORT, ACCESSIBILITY AND EQUAL OPPORTUNITIES

7.1 Learner Support

The Financial Supervisors Academy shall maintain appropriate learner support arrangements to facilitate participation in educational activities and to support the effective administration of educational provision.

Learner support shall be available throughout the educational lifecycle and may include assistance relating to:

- ⊗ Registration and enrolment;
- ⊗ Access to educational information;
- ⊗ Scheduling and logistical arrangements;
- ⊗ Participation in educational activities;
- ⊗ Access to educational systems and platforms;
- ⊗ General educational enquiries.

The Academy shall maintain dedicated support arrangements for both internal and external educational provision.

7.2 Administrative and Operational Support

The Academy shall maintain procedures and resources necessary to support the effective administration of educational activities.

Administrative support shall include:

- ⊗ Learner communications;
- ⊗ Registration management;
- ⊗ Attendance management;
- ⊗ Educational scheduling;
- ⊗ Coordination of educational resources;

- ④ Management of educational records.

Operational support arrangements shall be reviewed periodically to ensure their continued effectiveness and alignment with organisational requirements.

7.3 Technical Support

The Academy shall maintain mechanisms to support learners and lecturers in the use of educational systems and digital learning platforms.

Academy personnel responsible for educational administration shall provide first-line support relating to:

- ④ Access to educational systems;
- ④ Registration and participation issues;
- ④ Educational platform queries;
- ④ Administrative system support.

Technical matters beyond the scope of operational administration shall be escalated through the Authority's established technology support arrangements.

Where educational provision is delivered through third-party platforms, the Academy shall maintain appropriate oversight and administrative access to support participation and completion monitoring.

7.4 Accessibility

The Academy shall seek to ensure that educational provision is accessible and inclusive and that learners are afforded equitable opportunities to participate in educational activities.

Learners shall be provided with appropriate workflows through which accessibility requirements or support needs may be communicated to the Academy.

Where reasonably practicable, the Academy shall implement appropriate accommodations to facilitate participation in educational activities.

Accessibility arrangements shall be implemented in accordance with applicable MFSA policies, procedures and operational frameworks.

7.5 Learner Communications

The Academy shall maintain communication arrangements to support learner participation and engagement.

Learners shall receive relevant information relating to educational activities, including:

- ⊗ Registration confirmations;
- ⊗ Educational information;
- ⊗ Session instructions;
- ⊗ Logistical arrangements;
- ⊗ Educational resources;
- ⊗ Post-session communications.

Communications shall be issued through approved Academy channels and in accordance with the Authority's communication standards.

7.6 Wellbeing, Health and Safety

Educational activities organised by the Academy shall be conducted in accordance with the MFSA's Health and Safety policies, procedures and operational requirements.

The Academy shall collaborate with the relevant functions of the Authority to ensure that educational activities are delivered within a safe and professionally managed environment.

Where educational activities involve external participants, the Academy shall ensure that applicable visitor management and operational procedures are followed.

7.7 Equal Opportunities

The Financial Supervisors Academy shall conduct its educational activities in accordance with the Malta Financial Services Authority's policies and commitments relating to equality, diversity and inclusion.

The Academy shall seek to ensure that all learners are provided with equitable opportunities to access and participate in educational provision, irrespective of their role, function, background or personal circumstances.

Educational opportunities shall be communicated and administered in a fair, transparent and consistent manner.

7.8 Professional Conduct

The Academy shall promote a professional learning environment that supports constructive engagement, collaboration and mutual respect.

Learners, lecturers, speakers and other participants involved in educational activities shall be expected to conduct themselves in a manner consistent with the standards and expectations of the Authority.

Where concerns relating to professional conduct arise, such matters shall be managed in accordance with the Authority's applicable policies, procedures and governance arrangements.

7.9 Review

The Academy shall periodically review learner support arrangements, accessibility measures and operational support systems to ensure their effectiveness and continued suitability.

Information obtained through learner feedback, operational reviews and quality assurance activities shall inform improvements to learner support services and accessibility arrangements.

COMPLAINTS, APPEALS AND LEARNER CONCERNS

8.1 Complaints and Learner Concerns

The Financial Supervisors Academy shall maintain techniques through which learners may raise concerns, provide feedback or submit complaints relating to educational provision, learner support services, operational arrangements or other matters associated with Academy activities.

The Academy shall seek to address concerns and complaints in a timely, fair and proportionate manner and shall utilise information arising from complaints to support quality enhancement activities.

8.2 Informal Resolution

The Academy shall encourage the resolution of concerns at the earliest appropriate stage through direct communication between learners and the relevant Academy personnel.

Operational teams responsible for the administration of educational provision shall seek to resolve issues relating to:

- ⊗ Registration and enrolment;
- ⊗ Attendance and participation;
- ⊗ Learner communications;
- ⊗ Educational administration;
- ⊗ Scheduling and logistical arrangements;
- ⊗ Access to educational systems and resources.

Where concerns are resolved informally, appropriate records may be maintained where necessary to support operational management and quality assurance activities.

8.3 Formal Complaints

Where a concern cannot be resolved through informal practice, learners may submit a formal complaint through the Academy's established communication channels.

Formal complaints shall be reviewed by the appropriate Academy personnel and, where necessary, escalated to Academy Management for consideration and resolution.

The Academy shall maintain appropriate records of formal complaints and actions taken.

8.4 Escalation

Where a complaint relates to matters beyond the operational remit of the Academy, the matter shall be referred to the appropriate MFSA function in accordance with the Authority's governance arrangements, policies and procedures.

Such matters may include:

- ⊗ Health and safety concerns;
- ⊗ Accessibility matters;
- ⊗ Data protection matters;
- ⊗ Ethical or conduct-related concerns;
- ⊗ Institutional governance matters.

8.5 Appeals

As the majority of educational provision delivered by the Academy is non-award-bearing and does not incorporate formal academic assessment, the Academy does not operate a formal academic appeals framework for standard educational activities.

Where educational provision is delivered in partnership with academic institutions, professional bodies or external accrediting organisations, learners shall be subject to the applicable appeals procedures of the respective institution or awarding body.

8.6 Monitoring and Review

The Academy shall monitor complaints, learner concerns and resolution outcomes as part of its quality assurance and quality enhancement framework.

Information arising from complaints and learner concerns shall be reviewed periodically to identify recurring themes, operational improvements and opportunities to enhance educational provision and learner experience.

Where appropriate, findings shall inform curriculum review, learner support arrangements, educational delivery practices and operational procedures.

CONTINUOUS IMPROVEMENT AND PERIODIC REVIEW

9.1 Continuous Improvement

The Financial Supervisors Academy shall maintain a systematic approach to quality enhancement and continuous improvement across all aspects of educational provision.

Quality enhancement activities shall be informed by:

- ⊗ Learner feedback;
- ⊗ Lecturer feedback;
- ⊗ Educational performance data;
- ⊗ Attendance and participation data;
- ⊗ Curriculum review activities;
- ⊗ Operational reviews;
- ⊗ Organisational priorities;
- ⊗ Regulatory and market developments.

The Academy shall utilise information obtained through quality assurance activities to identify opportunities for improvement and implement appropriate enhancement actions.

9.2 Ongoing Enhancement

The Academy shall maintain the flexibility to introduce, amend or discontinue educational activities throughout the year where required.

Changes to educational provision may arise as a result of:

- ⊗ Emerging organisational requirements;
- ⊗ Regulatory developments;
- ⊗ Strategic initiatives;
- ⊗ Learner demand;
- ⊗ New technologies and industry developments;
- ⊗ Quality assurance findings.

Proposed enhancements shall be evaluated by the Academy prior to implementation.

9.3 External Review and Benchmarking

The Academy shall consider external developments and recognised good practice when reviewing educational provision and quality assurance arrangements.

This may include consideration of:

- ⊗ Regulatory developments;
- ⊗ Educational sector developments;
- ⊗ Professional standards;
- ⊗ Academic and industry expertise;
- ⊗ Findings arising from external reviews and self-assessment activities.

Where appropriate, recommendations arising from such activities shall be incorporated into enhancement planning and quality improvement initiatives.

9.4 Review of the Internal Quality Assurance Framework

The Academy shall periodically review the effectiveness of its Internal Quality Assurance framework to ensure that it remains fit for purpose and aligned with organisational requirements.

The review shall consider the effectiveness of quality assurance processes, governance arrangements and enhancement activities.

Findings arising from such reviews shall inform future revisions of this Policy and associated procedures.

This Internal Quality Assurance Policy is owned by the Financial Supervisors Academy and forms part of the Academy's governance and quality assurance framework.

Responsibility for the implementation and oversight of this Policy shall rest with the Academy Management under the strategic oversight of the Head of Academy.

This Policy shall be reviewed periodically to ensure its continued relevance, effectiveness and alignment with organisational requirements.

A review may be undertaken:

- ⑤ As part of the Academy's periodic quality assurance review cycle;
- ⑤ Following significant organisational or operational changes;
- ⑤ Following changes to educational provision;
- ⑤ Following quality assurance reviews or self-assessment exercises;
- ⑤ Where improvement opportunities are identified.