



Internal Quality Assurance



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About Domax

Achieve your maximum potential

Domax Ltd offers services in the private educational sector. It provides Qualifications and assessment in the form of International qualifications accredited by OFQUAL and the MFHEA in Malta.

We have partnered with institutions around the globe to create breakthrough products and services in the educational sector. English Speaking Board UK is our partner for foreign accredited programmes. We have grown into a full-service provider of Teaching and Assessment and continue to deliver the best possible outcomes to each of our clients.

Our Mission

- To create and promote reliable and fair language assessment.
- To encourage achievement of high communication standards whilst developing increasingly better linguistic standards, development of knowledge and all-round language skills.
- To encourage all to excel and distinguish themselves, increasing opportunities for all learners.
- To bolster confidence in learning and assessment and support all learners in fulfilling their potential.
- To support educational growth and promote language learning and testing for all worldwide.

At DOMAX Ltd, online learning stands at the forefront of our mission, enabling us to extend our reach to as many students and educators as possible worldwide. We are dedicated to creating and promoting reliable and fair language assessment while recognising the transformative power of online education.

In addition to offering International online qualifications and assessments accredited by OFQUAL and the MFHEA in Malta, we actively embrace online learning as a means to improve delivery standards and assessment practices. . Online learning facilitates the application of innovative teaching methods and strategies and ensures consistent delivery standards Online learning offers several advantages that enhance the quality of educational delivery making learning more flexible and accessible to accommodate learning styles and paces to ensure that all learners have equal opportunities. Online learning supports a variety of assessment methods such as quizzes, assignments, peer reviews, and discussion forums, allowing for a comprehensive evaluation of student learning according to the MFHEA standards.

Our commitment extends beyond geographical boundaries, fostering a wider range of course offerings for educators and students globally. We are committed to increasing the quantity, quality and variety of qualifications offered.

We believe that online learning is instrumental in encouraging the achievement of high communication standards and the continuous development of linguistic skills. This approach not only facilitates universal access to learning and assessment but also ensures the adaptability of our programs to educational, social, cultural, and linguistic developments worldwide. Proposals for new qualifications or review of existing qualifications prior to accreditation are identified through procedures which involve students, academic staff and stakeholders worldwide (see standard 3 Design and approval of programmes).

Our Vision

- To provide universal access to learning and assessment.
- To produce up to date programmes and assessments in line with educational, social, cultural, and linguistic developments
- To create a network of professionals who work together to strive in customer care and support.

DOMAX envisions a future where online learning plays a central role in providing universal access to learning and assessment. By leveraging online platforms, we strive to produce up-to-date programs and assessments that align with evolving educational paradigms. Our vision includes creating a global network of professionals who collaboratively contribute to the advancement of education and customer care through online channels.

1. Standards for internal quality assurance policy for quality assurance

a) Organisation of Quality Assurance System.

- i. Domax is committed to ensuring a standardised approach to internal quality assurance practice, under a single quality assurance system that is well documented and systematically reviewed regularly. The internal quality assurance procedure for all provisions must be open, fair, and free from bias and have accurate and detailed recording of internal quality assurance decisions.
- ii. The Academic Director ensures that internal quality assurance of all programmes is in line with requirements of each Awarding Body and the regulators (including but not limited to the MFHEA, Ofqual, ALTE and QAA). The internal quality assurance process will monitor and maintain the quality, transparency, and integrity of assessment in line with the requirements of each awarding organisation.
- iii. The purpose of this policy is to:
 1. Ensure that staff receives appropriate information regarding the internal quality assurance and assessment process
 2. Ensure the consistent and fair treatment of all staff in the application of this procedure
 3. provide student-centred approaches to assessment that serves the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students
 4. assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable, and valid
 5. register individual students to the correct programme within agreed timescales
 6. claim valid student certificates within agreed timescales
 7. construct a secure, accurate and accessible audit trail to ensure that individual student registration and certification claims can be tracked to the certificate which is issued for each student.

b) Responsibilities with respect to quality assurance

I. The Role of Internal Quality Assurer(IQA)

The Role of Internal Quality Assurer(IQA) is channelled via Domax's Academic Director

It is the responsibility of the Internal Quality Assurer to:

1. ensure all external quality assurance visits, confirmation sampling and quality review and development activities are organised and sanctioned by the Head of Institution.
2. ensure effective internal quality assurance systems within each principal subject area and or curriculum area.
3. ensure all assessment staff are briefed and trained in the requirements for current internal quality assurance procedures.
4. ensure effective internal quality assurance roles are defined, maintained, and supported
5. ensure internal verification is promoted as a developmental process between staff.

6. ensure standardised internal verification documentation is provided and used.
7. ensure an annual internal verification schedule, linked to assessment plans, is in place.
8. secure records of all internal verification activity are maintained for three years.
9. ensure the outcome of internal verification is used to enhance future assessment practice and all assessments are subject to internal verification sampling
10. ensure each verified sample will be appropriately structured to include assessor work from all units / programmes, processes, assessment methods, sites, and teams
 - a. all the assignment briefs or assessment tools used in every unit is verified
 - b. a sample of assessment decisions made for every unit are verified
 - c. a sample of assessment decisions from every assessor is verified
11. ensure that within the sample:
 - a. the range of assessment decisions made is included
 - b. the experience of the assessor is considered when setting the sample size
 - c. the sample size is sufficient to assure the accuracy of the assessment decisions for the whole group
 - d. the sampling process is planned and documented
12. maintain an accurate and detailed audit trail of student recruitment, induction, registration with the awarding organisation, assessment decisions and certification
13. ensure all students enrolled onto a qualification possess the necessary requirements as per accredited programme. RPL policy is not applied at the moment.
14. ensure that once students are enrolled on a programme, registration with the awarding organisation takes place according to the schedule set by Domax.
15. ensure that assessment schedules are planned, published (issued to students and relevant staff), monitored, and allow for naturally occurring evidence
16. ensure students are provided with assessment material and assignments that have been internally verified as fit for purpose, which enable them to produce appropriate evidence for assessment
17. ensure that dates for submission of formative assessment are clearly visible and marked work is turned around within a reasonable timeframe.
18. ensure assessor to candidate ratio is compliant with awarding organisation requirements to enable fair access to assessment.
19. ensure assessment processes minimise the opportunity for malpractice from both the student and staff; any such practice will be subject to student or staff disciplinary procedures
20. ensure students declare that submitted work is their own, use appropriate citations and referencing for research sources and that authenticity is checked as stated in the Referencing Manual, Plagiarism Policy and use of

AI 2024 Policy (see Annex C). Domax may use electronic checking systems to minimise or eliminate plagiarism

21. ensure all assessors/tutors/lecturers/personal tutors update summative assessment decisions/grade on a regular basis to track summative student progress
22. ensure students who wish to appeal against an internal assessment decision, i.e., if the student considers that their work has been wrongly assessed and wishes to appeal, are fully informed of Domax appeals process
23. ensure assessment is accurately recorded and leads to a valid certification claim and to avoid the risk of falsified records (by alteration, substitution or making fraudulent certificate claims)
24. ensure that full or unit award claims have been authorised by the Academic Director before submitting to Exams team for processing
25. audit all processes in line with the IQA.
26. ensure feedback on the outcomes will be documented and cascaded at the Teaching Learning and Assessment Committee
27. Ensure that Domax upholds rigorous standards for maintaining, retaining, and archiving student records , ensuring compliance with MFHEA accreditation requirements. Comprehensive records are meticulously kept, including admission documentation, student profiles, and proof of assessments. Student data is stored online in accordance with European GDPR .
28. Ensure that all student academic records including students' names, surnames and academic records for the purpose of issuing academic transcripts or certificates are archived and readily accessible for a period of 40 years.

II. The Role of the Assessor

The assessor is responsible for evaluating the performance and competence of learners against established criteria and standards. This involves observing, questioning, and reviewing evidence of learners' work. The assessor for a specific learner or group of learners cannot cover the role of teacher or tutor for that specific learner or group of learners. Therefore, the assessor is considered an external evaluator to the course . Assessors typically possess in-depth knowledge and expertise in the subject area they are assessing. This ensures they can accurately evaluate learner competence.

Assessors shall undergo induction training and annual standardisation in assessment methods and practices, including understanding assessment standards and criteria. Strong analytical skills are necessary to evaluate evidence, make informed judgments, and provide meaningful feedback. Effective communication is key for providing clear instructions, constructive feedback, and engaging with learners and other stakeholders.

It is the responsibility of all assessors to:

1. assess students' evidence using only the awarding organisation assessment and grading criteria
2. ensure that assessment decisions are impartial, valid, and reliable

3. ensure that assessment procedures will minimise the opportunity for malpractice
4. ensure assessment of all programmes meets both the relevant national standards and the grading criteria for the qualification
5. ensure equal and fair access to assessment for all students and that the methods used are valid (appropriate for each student and qualification) and maximise holistic assessment opportunities
6. seek to prevent misuse of the conditions for special student requirements, (for example where students are permitted support) and that details of all students that are entitled to special consideration are sent to the relevant awarding organisation
7. resources provided enable assessment to be performed accurately and appropriately, leading to assessment decisions that are valid, authentic, reliable, and sufficient
8. ensure that feedback is constructive, motivational, relates to the assessment criteria, provides clear guidelines for improvement, and informs the next step in the process

c) Domax and Awarding Body External Quality Assurance

- i. The Academic Director is responsible for ensuring that internal quality assurance of all programmes run at Domax are in line with the requirements of the MFHEA and each foreign Awarding Body and the regulators. The internal quality assurance process maintains and monitors the quality, transparency, and integrity of assessment in line with the requirements of each accrediting body.
- ii. The partnering awarding bodies are leaders in their field, providing academic, vocational & professional skills certification through examinations and assessment allowing for the provision of quality assured innovative solutions.
- iii. The awarding bodies together with a local team ensure the correct development, implementation, assessment, and achievement of candidates entering for qualifications offered through Domax.
- iv. In maintaining standards and quality assurance, Domax consistently implements and upholds all the recommended quality assurance procedures of the Awarding Bodies it represents. This ensures the continual monitoring and evaluation of all the courses currently operating at the centre. It is done through the processes of initial approval and validation of programmes and the ongoing annual review and cooperation with its Awarding Bodies. One of the key roles of the Internal Quality Assurer is to ensure the maintenance of standards and quality and works in close cooperation with the relevant awarding authorities.
- v. Domax has been licensed as a Further Education Institution by the MFHEA and has undergone an approval process to be recognised as an approved centre to run programmes offered by the foreign Awarding Bodies. As part of this process Domax has in place appropriately qualified and experienced tutors and CPD is required for tutors. Domax is also under a commitment to work with the Accrediting Bodies' team of Quality Reviewers or External Verifiers. Domax has applied for a Higher Education License and Online Provider Accreditation. (2023-24)

I. External Verification

Domax will usually receive at least one External Verification visit per year from the relevant Awarding Body, English Speaking Board UK. The focus on these visits and external verification activities cover:

- Checking that the management of Domax and the management arrangements relating to the qualifications offered are sufficient
- Checking that the resources to support the delivery of the qualification, including physical resources and staffing are in place and sufficient
- Ensuring that Domax has appropriate policies and procedures in place relevant to the organization, delivery, and quality assurance of the qualification
- Use of assessment materials and arrangements in place to ensure that evidence of assessment is current, reliable, authentic, valid, evaluated & sufficient
- Checking internal verification and quality assurance arrangements

- Sampling internal verification records against the qualification requirements across the range of levels, number of assessors and according to the number of candidates
- Ensuring that any actions from quality assurance activity have been carried out
- Providing constructive feedback and continuing professional development sessions (if appropriate) to Domax staff
- Reviews documentation and systems
- Discussions with Centre administrative staff & learners

During these visits the EQA provides Domax with support, advice and guidance relating to the delivery, assessment, and quality assurance of the qualifications

II. Development of the IQA

Development of the IQA was closely based on the Quality Assurance standards as set out by MFHEA and the QA policies of the partner foreign awarding bodies, such as English Speaking Board UK for foreign accredited programmes. The processes for assuring those standards and quality are maintained, as per the awarding bodies' quality assurance policies, include:

1. Candidate data on enrolment, withdrawal, and retention
 2. Data on candidate intake
 3. Assessment
 4. Feedback which is collected from all stakeholders: teaching staff, administrative support staff, external partners, currently ESB (<http://esbuk.org>) moderators, candidates, and professional bodies. Stakeholders such as professional bodies, Universities or other institutions are directly involved in meetings, surveys or focus groups.
 5. The mechanisms for acquiring such feedback include staff development sessions, validation and review events, board meetings, student evaluations, peer teaching observation, surveys, focus groups and external examiners/moderators reports.
- i. The above-mentioned processes provide an ongoing assessment of the quality issues and when improvements to standards and quality are identified and agreed upon, they are implemented through minor changes or for major changes through incremental changes and at the time of the Course Reviews. Continuing informal monitoring is carried out by Domax's partnering awarding bodies, such as English Speaking Board UK for foreign accredited programmes., with the Director of Quality Assurance and the Academic Team (TLAC) with immediate action taken on issues where possible and justifiable.
 - ii. Within this framework, Domax's partnering awarding bodies are subject to regular checks of the level of the quality of programmes offered so as to provide confidence and reassurance for candidates that the academic quality and standards of all programmes offered meet both Maltese & UK accepted standards.
 - iii. Domax and English Speaking Borad are committed to ensuring a standardised approach to internal quality assurance practice, under a single quality assurance system that is well documented and systematically reviewed regularly. The internal quality assurance procedure for all provisions must be open, fair, and free from bias and have accurate and detailed recording of internal quality assurance decisions.
 - iv. The Director for Quality Assurance of Domax ensures that internal quality assurance of all programmes is in line with the requirements of each Awarding Body and the regulators. The internal quality assurance process maintains and monitors the quality, transparency, and integrity of assessment in line with the requirements of our awarding bodies.

III. Duties and Responsibilities of Domax as an accredited centre

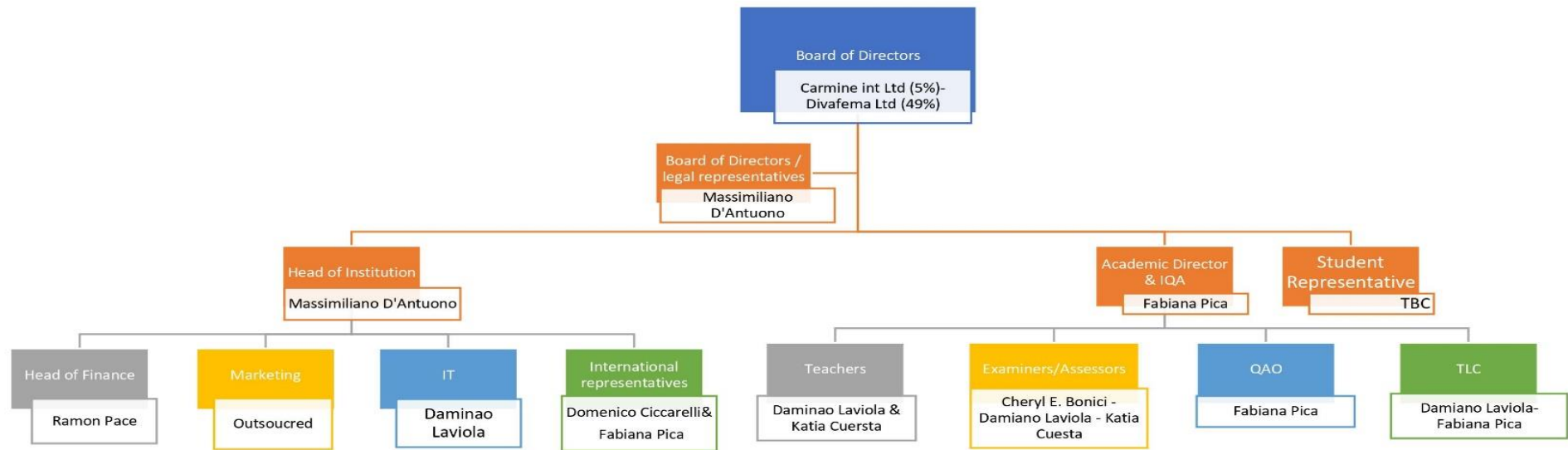
On successful completion of the Centre Approval process, Domax agrees to:

- a. deliver the qualification, as required by the awarding body, in accordance with the Equality & Diversity policies
- b. appoint a coordinator to act on behalf of the centre in matters relating to the administration of examinations and assessments
- c. ensure that the coordinator receives appropriate training in order to facilitate the effective delivery of examinations and assessments within the centre
- d. provide the partnering awarding bodies with contact details and an address to which all correspondence in connection with the administration of examinations and assessments can be directed. This must be the registered address of the Domax centre and should be permanent. A senior member of staff must be available until such time that all afternoon examinations have been completed, examination scripts dispatched or placed in secure storage for dispatch the next working day
- e. Domax must provide its partnering awarding bodies with an official email address and landline telephone number. Personal e-mail addresses such as 'yahoo', 'Hotmail' and 'Gmail', and mobile telephone numbers are not acceptable. Emergency contact details must also be provided. (These may be a mobile telephone number or personal email)
- f. inform partnering awarding bodies of any members of centre staff who are either sitting examinations and assessments or teaching and preparing members of their family for examinations and assessments
- g. make arrangements to receive, check and store question papers for paper-based examinations, and examination material safely and securely at all times and for as long as required in accordance with the regulations of each Awarding Body
- h. take all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials
- i. co-operate with the relevant awarding body and/or regulatory authority when subject to inspection and/or investigation, and take all reasonable steps to comply with all requests for information or documentation made by an awarding body or regulatory authority as soon as is practical
- j. assist an awarding body in carrying out any reasonable monitoring activities
- k. ensure that all venues used for examinations and assessments, records and secure storage facilities are open to inspection. (inspectors will present themselves to the centre and will identify themselves with an appropriate letter of authorisation/card). The Inspector must be accompanied throughout his/her tour of the premises, including inspection of the centre's secure storage facility
- l. make arrangements to receive and issue material received from the awarding body to staff and students and notify them of advice and instructions relevant to the examinations and assessments.
- m. submit in accordance with awarding instructions, information they may reasonably require in relation to their examinations and assessments, returning all subject specific forms by the required date
- n. allow students access to relevant pre-release materials, on, or as soon as possible after, the date specified by the awarding body

- o. create examination/assessment conditions, which ensure that the work submitted is that of the student alone using only the items/materials specified
- p. retain a workforce of an appropriate size and competence, including sufficient managerial, academic, and administrative staffing and other resources, to undertake the delivery of the qualification as required by the awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- q. ensure that students have had relevant training where required by the subject concerned
- r. ensure that local health and safety rules are in place and that the centre is adequately covered for public liability claims

Domax also works closely with the Partnering Awarding Bodies it represents in ensuring transparency, fairness, and consistency in relation to any complaints, appeals or malpractice issues arising at the centre.

DOMAX ORGANIGRAM 2024/2025



2. Institutional Probity

- a. Financial Planning
 - i. The Head of Finance is responsible for preparing annually a rolling five-year financial plan for approval by the Head of the Education Institution on the recommendation of the Heads of Department and for preparing financial forecasts. Financial plans should be consistent with the strategic plans approved by the Head of the Education Institution.
- b. Budget objectives
 - i. The Head of the Education Institution will, from time to time, set budget objectives for the Institution. These will help the Head of Finance in preparing his or her more detailed financial plans for the Institution.
- c. Resource allocation
 - i. Resources are allocated annually by the Head of the Education Institution on the recommendation of the Heads of Department, and on the basis of the above objectives. Heads of Department are responsible for the economic, effective, and efficient use of resources allocated to them.
- d. Budget preparation
 - i. The Head of Finance is responsible for preparing each year an annual revenue budget for consideration by the Heads of Department before submission to the Head of the Education Institution. The Head of Finance must ensure that detailed budgets are prepared in order to support the resource allocation process and that these are communicated to Heads of Department as soon as possible following their approval by the Head of the Education Institution.
 - ii. During the year, the Head of Finance is responsible for submitting revised budgets to the Heads of Department for consideration before submission to the Head of the Education Institution for approval.
- e. Budgetary control
 - i. The control of income and expenditure within an agreed budget is the responsibility of the designated budget holder, who must ensure that day-to-day monitoring is undertaken effectively. Budget holders are responsible to their Head of Department/Line Manager for the income and expenditure appropriate to their budget.
 - ii. Significant departures from agreed budgetary targets must be reported immediately to the Head of Finance by the Head of Department concerned and, if necessary, corrective action taken.
- f. Financial information
 - i. Budget holders are assisted in their duties by management information provided by the Head of Finance.
 - ii. The Head of Finance is responsible for supplying budgetary reports on all aspects of the School's finances to the Head of the Education Institution on a basis determined by the Head of the Education Institution.
- g. Changes to the approved budget

- i. Changes to the approved budget will only be permitted upon approval by the Head of Finance following consultation and approval by the Head of the Education Institution.
- h. Virement
 - i. Virement is the transfer of sums between budgets and is permitted upon approval by the Head of Finance following consultation and approval by the Head of the Education Institution.
- i. Treatment of year-end balances
 - i. At the year end, budget holders will not normally have the authority to carry forward a balance on their budget to the following year unless the Head of Education Institution has approved a specific scheme for carrying forward all or part of unspent amounts.
- j. Accounting Arrangements
 - i. Financial year
 - 1. The School's financial year will run from 1st January until 31st December of the same year.
 - ii. Basis of accounting
 - 1. The financial statements are prepared on the historical cost basis of accounting and in accordance with applicable accounting standards.
 - iii. Format of the financial statements
 - 1. The financial statements are prepared in accordance with local common practice and legislation.
 - iv. Accounting records
 - 1. The Head of Finance is responsible for the retention of financial documents. These should be kept in a form that is acceptable to the relevant authorities.
 - 2. Domax is required by law to retain prime documents for ten (10) years. These include but are not limited to:
 - a. Invoices
 - b. Bank statements
 - c. Copies of receipts
 - d. payroll records
 - e. Petty cash vouchers
 - f. Visa Statements
 - g. Receipt books
 - h. Statements of purchasing accounts
 - 3. The Head of Finance will make appropriate arrangements for the retention of electronic records.
 - v. Audit Requirements
 - 1. General
 - a. External auditors shall have authority to:
 - i. access School premises at reasonable times
 - ii. access all assets, records, documents, and correspondence relating to any financial and other transactions of the School

- iii. require and receive such explanations and supporting documentation as are necessary concerning any matter under examination
 - iv. access records belonging to third parties, such as contractors, when required.
 - b. The Head of Finance is responsible for drawing up a timetable for final accounts purposes and will advise staff and the external auditors accordingly.
 - c. Following consideration by the Heads of Department, the financial statements should be reviewed by the Board of Directors. On the recommendation of the Board of Directors, they will be submitted to the Head of Education Institution for approval.
- 2. External audit
 - a. The appointment of external auditors will take place annually and is the responsibility of the Head of Education Institution. The Head of Education Institution will be advised by the Board of Directors in this matter.
 - b. The primary role of external audit is to report on the School's financial statements and to carry out such examination of the statements and underlying records and control systems as are necessary to reach their opinion on the statements and to report on the appropriate use of funds.
 - c. The external auditors will also provide feedback to the Board of Directors on the operation of the internal financial controls reviewed as part of the annual audit.
- 3. Fraud and corruption
 - a. It is the duty of all members of staff, management, and the Head of Education Institution to notify the Board of Directors immediately whenever any matter arises which involves, or is thought to involve, irregularity, including fraud, corruption, or any other impropriety.
- 4. Other auditors and investigators
 - a. Domax may, from time to time, be subject to audit or investigation by external bodies such as the MFHEA and other Government entities. They have the same rights of access as external auditors, subject to relevant law.
- k. Insurance
 - i. Domax is covered by the following types of insurance policies
 - 1. Public liability insurance
 - 2. Fire and special perils insurance

- I. Domax will ensure that all members of staff including those in senior positions are in possession of the appropriate qualifications and experience to satisfy the stipulated requirements of the awarding bodies, MFHEA and qualifications offered. The minimum requirements for individuals occupying a senior headship position, including that of Head of School, will be a minimum of a Level 6 Qualification and at least 5 years' experience in a similar position. Domax will also ensure that it retains a workforce of an appropriate size and competence, including sufficient managerial, academic, and administrative staffing and other resources, to undertake the delivery of the qualification as required by the awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications.

3. Design and approval of programmes

a) Approval process MFHEA

Domax will submit and seek approval by MFHEA, following the Authority's standards and practices, with a focus on the guidelines as per Malta Referencing Report 2016. The approval process is based on ensuring all the requirements are met for accreditation as set out by the MFHEA.

b) Internal Proposal

Proposals for new qualifications or review of existing qualifications require approval by the Management Board (Head of Institution under the recommendations of the Academic Director). The need for a new qualification or review of existing qualifications is identified through:

- Market research and industry analysis to identify emerging trends, skills gaps, and employment opportunities.
- Student feedback and demand from current and prospective students through surveys or focus groups to gauge interest in potential new courses; and feedback forms to gather student opinions on current courses and suggestions for new ones. This helps us understand the evolving educational preferences and career aspirations of our student population.
- Academic and Faculty Input through meetings, surveys, focus groups or workshops. Academic staff expertise and insights into academic advancements and innovative teaching methodologies is leveraged.
- Analysing the offerings of field institutions both locally and internationally to identify gaps in the market that our institution can fill. This ensures that our course offerings remain competitive and attractive to students.
- Involvement of external stakeholders such as industry representatives/experts, professional organisations or other relevant institutions. Stakeholder involvement is ensured through regular consultations and surveys to gather feedback on skill requirements, industry trends, and workforce needs. Establishing formal feedback mechanisms where external stakeholders can provide ongoing input. This can include regular meetings, surveys, and feedback forms specifically designed for external contributors.

c) Programme Development or Review

Following confirmation of planning approval, TLAC (Teaching Learning and Assessment Committee) is responsible for the oversight and development of the Programme/Review. The Academic Director

is responsible for review and for approval of the formal submission & implementation.

The TLAC must ensure:

- i. the appointment of person/s responsible for the course design and content development; technical support; implementation.
- ii. that the submission complies with Domax's requirement regarding prescribed format and contents and meets the requirements of the relevant professional body e.g., foreign awarding bodies or the MFHEA. Responsibility for submission of the courses lies with the Academic Director
- iii. that the External Advisers from the relevant Awarding Body are involved as appropriate.

d) The Approval Process

The approval process is the means by which Domax determines whether a proposal meets its requirements for approval and ensures that the new qualification or qualification review provides candidates with a high-quality educational experience. It assesses the quality and standards of proposed programmes and their awards and stimulates curriculum development through a process of critical evaluation by the teaching staff, internal (TLAC) and external peers (Foreign Awarding Bodies like ESB namely their Director of QA) in the case of foreign awarded courses.

e) Consultation

Domax places great emphasis on externality in quality assurance; accordingly, proposers may wish to employ an external consultant to advise upon the proposal. Usually, the proposer may elect to utilise the advice of Domax partners or external advisers on the proposal; on other occasions the proposer may not feel the need to consult outside of the planning team. The proposer may or may not be the person in charge of development of any particular course. Proposer may include tutors, academic manager or any other member of staff that identifies a need for development of any particular course. Should the proposer be of the required level of education in order to design and run the course it is likely that the proposer will be commissioned to design and run the course in question.

It is solely the proposer's decision on whether and who to consult as Domax will ensure that externality is present as an integral part of the approval process.

f) Documentary Requirements

The precise documentation format is a matter for the Programme Planning team (TLAC) to decide. However, there are a number of general principles governing the relevant documentation. For each proposed programme, the TLAC need to produce a Proposed Programme Document. This document provides the Domax, stakeholders and candidates with a comprehensive programme

specification and provides for the gathering of information on programme development and good practice

- i. Documents should be:
 1. Simple to read and succinct
 2. Documents in their own right; not photocopied extracts of other documents
 3. A4 in size and bound
 4. Produced to a professional standard, making use of up-to-date IT facilities, large and easy to read fonts, and tables and diagrams
- ii. TLAC need to produce a definitive programme document:

Definitive programme documents provide Domax and candidates with a comprehensive archive and facilitate the gathering of information on programme development and good practice.
- iii. A definitive document should include sections on:
 - a) Programme title
 - b) Mode(s) of attendance
 - c) Subject category
 - d) Expected student workload in ECTS or ECVET learning credits
 - e) Breakdown of student-tutor contact hours, self-study, practice, and assessment appropriate to the level and credits of the proposed programme
 - f) Target audience and minimum entry requirements to the programme

g) Details of the planning and development of the Programme:

- a. Justification and rationale for the scheme
- b. The context of the scheme in terms of institutional policies and plan
- c. Regional and national demand and provision
- d. Relationships to existing provisions, including professional bodies and plans for common teaching etc.
- e. Evidence of market research and consultation with academics at other institutions, potential employers, and candidates
- f. Analysis/comment on the quality and quantity of resources available to support the scheme
- g. The type of scheme being proposed and the anticipated candidate profile
- h. Scheme aims and objectives and award learning outcomes,:
- i. Aims and objectives of constituent awards
- j. Specific learning outcomes for awards, i.e.
 - The knowledge and understanding that a candidate will be expected to have on completion
 - Key skills (communication, numeracy, use of IT, learning how to learn)
 - Cognitive skills (such as an understating of methodologies or ability in critical analysis)
 - Subject specific skills

- Competences
- Each of these to be specified for each exit point
- k. Scheme structure: An outline of different programmes of study and modules, identifying any optional and compulsory components.
- l. The candidate experience: The balance of lectures, seminars, tutorials, practical and other group-work
- m. The teaching and learning strategies
- n. The assessment rationale and requirements for the scheme
- o. The balance between different forms of assessment and relative loading.
- p. Programme content: A list of all compulsory and optional modules; Details of module content, assessment methods, level, credit rating, etc.
- q. Programme management : Methods of securing regular feedback from candidates; Arrangement for academic counselling and pastoral support; A statement on programme management; A statement on examination board management; The frequency of TLAC meetings.
- r. Regulations: Specific admission requirements; Assessment, referral, and progression.
- s. Details of the modules: Modules code; Module title; Level according to MQF and MFHEA Referencing Report (2016); Credits (ECTS/ECVET); Intake min max; Start date; Pre-requisites & Co-requisites; Teaching methods e.g., lectures, seminars, etc.; Assessment requirements ; Aims of the module; Learning outcomes; Synopsis of module content; Concise indicative reading list.

h) Details of staffing and physical resources:

- a. A list of teaching, technical and administrative staff to be involved in the scheme
- b. Brief curricula vitae of the teaching staff who will be involved, including their qualifications, their teaching and other relevant experience with dates
- c. A statement of staff development
- d. Brief details of recent and proposed staff research, consultancy, and scholarly activity relevant to the scheme with dates
- e. Computing resources including equipment, access to facilities and technician support.
- f. Domax is experienced with and accustomed to a student-centred learning environment and approach. We promote this through workshop-oriented sessions that include Task Based Learning, the Communicative approach, constructivist and constructionist approaches and extensive classroom discussions. Student participation in the problem-solving process and learner autonomy are of paramount importance.

i) General regulations

All programmes are subject to Domax's regulations governing assessment and academic policy including its procedures for dealing with academic appeals, allegations of plagiarism and unfair practice, illness or other valid causes affecting candidates' performance.

4. Student-centred learning, teaching and assessment

a) Teaching and assessment roles

There are three main roles involved in the learning, teaching and assessment process.

Course Teachers: Primarily responsible for creating and delivering course content; creating assignments to assess student performance through formative assessments; managing the overall course.

Tutors: Provide supplementary academic support, focusing on individual or small group assistance to help students understand and apply course material. Their interaction is more personalised and flexible, catering to specific student needs. One-to-one or small group meetings are organised with the tutor and the students.

Assessors: Assessors are responsible for evaluating students' final academic work to ensure it meets the required standards and learning outcomes (summative assessment). Unlike course teachers, assessors typically do not deliver instruction but focus solely on the assessment process. (refer to standard 1 .II The Role of the Assessor)

b) Student Representative

Including the Student Representative in the DOMAX organigram underscores the institution's commitment to inclusive governance and endorses the importance of student involvement in shaping the educational experience. This role ensures that students are not only beneficiaries of educational services but also active participants in the academic community.

The Student Representative serves as the official spokesperson for the student body. They bring forward concerns, suggestions, and feedback from students to the appropriate institutional committees or boards, ensuring that the students' voices are heard in decision-making processes.

The student representative is elected by the student community following an open call for representatives.

The representative advocates for student interests, working to improve the overall student experience. This may involve addressing issues related to academic resources, student services, campus facilities, and extracurricular activities. They also help in resolving grievances by mediating between students and the administration.

The Student Representative often takes a leading role in fostering a sense of community within the institution. They may organise events, forums, and discussions to engage students in meaningful dialogue about their academic and social environment.

c) Teaching and learning methods

A variety of delivery methods will be used by Domax, including lectures, seminars, tutorials, and guest lectures, placements etc in achieving learning aims, outcomes and skills set out in the programme specification. The delivery and assessment methods will follow those set out in the programme specification and relevant module specifications. The programme delivery is in line with the MFHEA requirements for contact hours.

I. Face to face teaching and Learning

Student-centred learning and teaching (SCLT) is the preferred educational approach at DOMAX as it places the learner at the heart of the learning process. It emphasises active participation, personalised learning experiences, and the development of critical thinking and problem-solving skills.

Teaching is tailored to meet the individual needs, interests, and abilities of each learner. This includes providing differentiated instruction and varied learning materials.

Learners are encouraged to take ownership of their learning by setting goals, self-assessing, and reflecting on their progress. Emphasis is placed on group work and peer learning, where learners can share knowledge, support each other, and develop interpersonal skills. Both learners and teachers engage in continuous reflection on learning experiences to improve understanding and outcomes. Assessments are varied and include formative assessments, peer assessments, self-assessments, and summative assessments. This diversity ensures that learners can demonstrate their understanding in multiple ways. The learning environment is supportive and inclusive, providing resources and opportunities for all learners to succeed. Technology is often integrated to enhance learning experiences in the classroom.

Standards with regard to the delivery of face to face programmes are evaluated through an observation procedure as stipulated here:

- i. Drop-in observations are carried out within 4 weeks of the start of any teacher
- ii. 2 formal observations are carried out each year with all teachers. Teachers are notified of these observations and are asked to submit a formal lesson plan prior to the observation session,
- iii. Following each observation, feedback is provided through a teacher- centred feedback session.
- iv. A written feedback report is provided to the teacher following each feedback session.

In order to ensure the quality and standards of a regulated programme, the assessment and examination must be conducted in accordance with:

- i. The detailed and documented criteria agreed at validation and within the requirements specified in Regulations, Academic Protocols and other guidelines issued by Domax and/or the MFHEA/ Awarding Body.
- ii. In addition, accredited programmes operated at Domax are subject to audit by the MFHEA and/or Quality Assurance Agency for Higher Education (QAA). Every effort has been made to map this guidance against the precepts of the QAA's Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- iii. The maintenance of universally high standards in the interests of all parties involved in Domax's educational programmes.

II. Online teaching and Learning

Teaching will be conducted via online sessions using the LMS platform (<https://domaxltd.net/mylab/>) to provide presentations, videos, questions and tasks as well as an e-forum for students to discuss their work and obtain peer support, in line with the MFHEA requirements for the accredited online programme. Students will be required to take part in e-discussions (minimum 8 hours per unit) with peers and tutors and to make full use of ICT as a source of information and support and to maintain a portfolio of evidence.

It is expected that students will demonstrate significant independence in their study, taking responsibility for the management of their own learning time within the period of study.

Methods of teaching and learning utilise lectures, case studies, simulations, group work, projects and student presentations, examinations, guest lectures, video presentations, seminar discussions, independent learning environment, supervised teaching practice, etc.

Learning and teaching approaches reflect the variety of subject matter, skills, learning outcomes and resources involved. Diversity of teaching methods enhances the learner's experience, allowing each learner to apprehend in ways which suit them best. Learners will be exposed to a number of learning styles and will be encouraged to identify and capitalise on their own preferred learning styles.

The learning and teaching will foster the following at all times:

- The need for personal autonomy in learning, both as learners and later as graduate practitioners, the online course introduces learners to independent learning and problem solving skills from the very beginning of a course. Learners should be supported and guided through their pathway, with responsibility for learning gradually being passed over as a course progresses.
- Assessment is an integral part of learning and teaching, and should lead to a holistic demonstration of trainees' competence

Standards with regard to the delivery of online programmes are evaluated through an observation procedure as stipulated here:

- i. Drop-in observations are carried out within 4 weeks of the start of any teacher
- ii. 2 formal observations are carried out each year with all teachers. Teachers are notified of these observations and are asked to submit a formal lesson plan prior to the observation session. The observed lesson may be recorded if agreed with the Academic Director.
- iii. Following each observation feedback is provided through a teacher-centred feedback session.
- iv. A written feedback report is provided to the teacher following each feedback session.

d) Assessment

The following are intended to provide general guidance regarding the conventions that shape the pattern of assessment and examination of programmes. Procedures may differ from one programme to another depending on the guideline of the Awarding Bodies.

i. Purpose of Assessment:

The purpose of assessment is to measure student knowledge, understanding or skills. Good assessment practice is designed to ensure that students can demonstrate that they have met the intended learning outcomes of the module / programme of study and achieved the standard required at the point of assessment for the award / award of credit being undertaken. Assessment can also promote and support student learning by providing the student with feedback to help improve their performance. Feedback for formative assessment is carried out by the teacher while feedback for summative assessment is carried out by the assessor that was tasked with assessing the work of the student. Feedback will be provided by the teacher in the form of a post assessment face-to-face tutorial or in writing. Certain assignments may only require written feedback in which case it will be provided to the candidate by the teacher or assessor involved.

ii. Forms of Student Assessment:

Assessment is usually construed as being diagnostic, formative, or summative. These terms are used to mean the following.

1. Diagnostic assessment is used to show a learner's preparedness for a module or programme and identifies, for the learner and the teacher, any strengths and potential gaps in knowledge, understanding and skills expected at the start of the programme, or other possible problems.
2. Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Feedback and grading is provided by the course teacher .
3. Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme. Summative assessment is evaluated by the assessor.

iii. Methods of Assessment:

An assessment process for a particular module can, and often does, involve more than one of the aforementioned assessment purposes. Within a programme, the use of a range of assessment types enables students to demonstrate their capabilities and achievements in meeting different intended learning outcomes. Diversity of assessment practice is to be expected and is welcomed, in order to test a wide range of outcomes. Accepted methods of assessment include:

1. Essays
2. Examination papers (including open book)
3. Objective tests (which may be conducted on-line)
4. Direct observation
5. Oral tests
6. Structured practical assessments
7. Self-assessment
8. Extended dissertations
9. Reports on projects
10. Presentations

The selection of a set of methods and the balance between the components will be shaped by the requirements of each particular programme of study, in particular the learning outcomes of the module concerned. It is important that the methods of assessment are appropriate to testing the intended learning outcomes for a module fairly and accurately. Assessment should also be at the appropriate level – This will be done by making reference to Referencing Report - Referencing the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA) - assessment methods should relate to the appropriate level descriptors within the qualifications framework.

1. Although there is no requirement for Domax to provide prescriptive model answers, the provision of broad guidelines on Domax's expectations for a good answer is encouraged.
2. Every effort should be made to ensure that assessment is based on the student's individual performance, and that assessment makes a positive contribution to student learning.
3. It is expected that all students on any module will undertake the same assessment programme.
4. The methods adopted must also be consistent with any classification scheme associated with the relevant Awarding Body award.
5. Domax is subject to monitoring by External Examiners/ Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will work with Domax in approving its formative assessment plans and suitability will be agreed together

v. Quality Reviewers/External Verifiers

Quality Reviewers/External Verifiers will monitor Domax's compliance and cover the following areas

- a. Appoint markers and moderators
- b. Set and agree assignments
- c. Mark and moderate assignments
- d. Agree the final mark and issue certificates

External examiners are appointed by the foreign awarding bodies for the foreign accredited programmes. English Speaking Board requires that final assessment/ evaluation be carried out by a vetted and standardised assessor by ESB and Domax. Assessors are vetted and standardised according to ESB standards.

vi. Assessment Criteria

Domax commits itself to provide students with the assessment criteria, which will be in line with the stipulated learning objectives, at the start of each module delivered. Although not bound by the foreign awarding bodies, it will be considered good practice should this information be conveyed during the induction day prior to the start of a course.

- a. Care should also be taken to ensure that students have adequate time to reflect on learning before being assessed.
- b. When necessary, during the early stages of the programme, Domax should confer with the Awarding Body when drafting their examination papers/assessments prior to submitting them.
- c. Institutions must ensure that all examination papers, and associated documentation, are kept and transmitted under strictly confidential conditions. Any possible breaches of security must be reported immediately to the relevant Awarding Body
- d. Rubric: Each examination paper or other assessment component will have its own particular duration, structure, and detailed regulations, and these should be clearly stated on the instructions to candidates, e.g. Three-hour paper. Answer four questions, two from each section.
- e. Assessment questions should show clearly how many of the total marks for the paper have been allocated to it. In addition, for questions which contain a number of individual tasks/requirements, the distribution of those marks between the key elements of the question should be shown.
- f. Not only should the paper format be appropriate for the area of examination but this format should also be known to the students. The student handbook should outline the methods of assessment for each module (e.g., 50% by three-hour unseen examination, 50% by 2000-word assignment). It is important that both staff and students are aware of, and understand, the marking criteria that will be used to mark each assessment task. These should be issued with the coursework assessment.
- g. Assessment questions must examine the course syllabus and be able to be completed by the average student in the time available. The learning outcomes and the award classification system will be the major determinants of the type of assessment and of the nature of the questions posed.
- h. Degrees are classified and examination questions must be consistent with the classification criteria (see below). Perhaps the overriding principle behind the classification system could be captured in the concept of measuring a student's depth of

knowledge in key areas and ease with the methods of the discipline.

vii. Security/Confidentiality:

1. It is of vital importance throughout this process that the greatest possible care be exercised in securing the confidentiality of the question papers prior to the examination.
2. All staff must be made aware of their responsibilities in this area and should ensure that their working drafts as well as completed papers cannot enter the public domain whether as hard copy or through a computer network.
3. Examination papers and other assessments are central to ensuring the quality and validity of awards.
4. Any breaches of security will invalidate awards.

viii. Mitigation

Should a student be unable to attend an examination or submit an assignment the student should submit a **Mitigating Circumstances Form (see Annex G)** outlining the reasons as to why he/she was unable to satisfy the requirements. This may need to be accompanied by formal documentation explaining why the student was/will be unable to attend (e.g., medical certificate, jury duty). These requests will be dealt with on a case-by-case basis and the process will be overseen by the Academic Director

ix. Marking and Moderation

Strict guidelines with regard to Marking and Moderation are set by Domax as follows and must be adhered to at all times:

1. Double Marking and Internal Moderation Guidelines.

The aims of internal moderation & double marking are principally to:

- a. Provide a check that an assessment has been marked in line with the expressed aims and learning outcomes of the assignment/examination, and in terms of marking criteria;
- b. Provide assurance for students of fairness of marking and hence the equality of treatment of each student;
- c. Ensure internal consistency of assessment within a module;
- d. Provide an approach to the comparability of standards across modules within a subject area.

Students have the right to appeal against academic judgement after the double marking process. In addition, the External Examiners will review the marking process and marks awarded. Both the overall results of assessment as well as each individual student result will be further scrutinised at the Internal examination board and at the final External Examination Board.

These notes outline the minimum standard for double marking required by Domax, as well as guidance to practical considerations in operating the policy. The Minimum Standard will apply to:

- All Assessed Work that Contributes towards the Final Certificate Classification

- All marking and assessment strategies should be agreed with External Examiners in advance, e.g., through the provision of outline or 'skeleton' suggested answers/markings schemes (these should be submitted at the same time as draft assessments are submitted for approval).
- e. The following should normally be subject to second marking:
 - i. Examination Papers, Class Tests and Continuous Assessment (where the latter constitutes 50% or more of the total marks awarded for the module) which require the exercise of a substantial element of academic judgement by the marker and where the mark awarded by the first marker(s) falls into one of the following categories:
 1. All first class/distinction marks;
 2. All failing marks;
 3. Any marking undertaken by persons other than members of Domax's Academic Staff;
 4. All rubric violations in examinations.
 - f. Domax should ensure the above procedures are followed such that the following total minimum percentages of all examination papers or class tests that contribute towards the final award are second marked:
 - i. Number of Students taking the Assessment/Percentage of Assessment to be Double Marked:
 1. Up to 5 - 100%
 2. Up to 20 minimum of 40%
 3. 21-50 minimum of 30%
 4. 51-100 minimum of 20%
 5. 101-200 minimum of 10%
 6. Above 200 a minimum of 20 assessments (or students)
 - ii. Such sampling should ensure a full range of marks/degree classes is included and all borderline fails.
- x. Mark Variances between First and Second Markers
 - a. These should be expected and arise naturally from independent judgement. Nevertheless, the External Examiners and the Board of Examiners Meeting will expect to be given a single set of agreed marks.
 - b. Where differences arise in cases where the assessments have been fully double marked they should be resolved by:
 - A discussion between the markers;
 - an average mark (but only where the two marks are already close and both rest within the same degree classification);
 - Be provided to a third marker of the relevant subject area for 3rd marking in extreme cases.
 - c. Should the above measures fail to resolve differences an additional marker, senior academic member of staff

(nominated by the Academic Director) should review the assessed work and guide colleagues to an agreed set of marks. Only in very exceptional circumstances should unresolved differences between marks be presented to the External Examiners for finalisation.

- d. Where differences arise in cases where assessments have been moderated, individual marks should not be changed (except in a case of arithmetical error) to ensure that no student may be advantaged or disadvantaged as a result of their assessment being included in the sample.
- e. Instead, depending on the level of difference between the internal examiners the chair of the Academic Director should discuss with both markers whether;
 - i. Based on the sample moderated (or an increased percentage), a judgement be applied to the assessment as a whole;
 - ii. The entire set of assessments is fully double marked (see possible outcomes above).
 - iii. The result of any such action should be discussed in full with the External Examiner and Moderator.
- xi. Organisation Of Internal Moderation & Double Marking
 - a. The first marker will normally be the person who sets the assessment or the module leader (lecturer). It is important that assessors with sufficient expertise are utilised. This can, in practice, place some constraints on the choice of co-assessors.
 - b. It is recommended that the chair of the board of examiners (or his/her nominee) agree a list of pairings of double markers for the academic year; avoiding 'cosy pairs' and 'perpetual reciprocal pairs' is important. A careful re-allocation of pairings of markers across years may enable consistency across modules (and across time).
 - c. Where feasible, 'blind' marking of assessments is preferable by both the first and second marker, i.e., the second marker should grade an assessment without knowledge of the first mark. Such a process will increase independent judgement.
 - d. Where blind double marking is not considered feasible (as agreed by the chair of the board of examiners, or his/her nominee) 'verification' would occur. It is important that the second marker be given clear evidence by the first marker of the basis for marks awarded on the assessment itself and/or by means of a 'skeleton' answer(s)/marking scheme.
 - e. A clear record of which individual pieces of assessment have been double marked must be kept. Where blind double marking has occurred, this may be recorded on the assessment itself after both markers have agreed a final mark. In other instances, the work of both examiners in marking the assessment should be clearly seen on the assessment.

xii. Policy On Publishing Student Marks

Module grades, progression and final award decisions shall not be divulged to students prior to formal external examination board approval. The external examination board is appointed by the foreign awarding bodies.

Any publication of results which have not been confirmed by the appropriate body must include a clear statement that the results are provisional and subject to Awarding Body ratification in order to be considered final.

e) Access Arrangements and Reasonable Adjustments

Domax agrees to:

1. ensure that it will recruit with integrity with regard to both general and vocational qualifications
2. ensure that students will have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs. It is the responsibility of the Academic Director to ensure that all information is correct, accurate and up to date. The recruitment process must include the centre assessing each potential student and making justifiable and professional judgements about the student's potential to successfully complete the examinations/assessments and achieve the qualification(s). Domax's assessment must identify, where appropriate, the support that will be made available to the student to facilitate access to examinations/assessments
3. ensure that where a student with a learning difficulty requires an assessment of their needs, they are assessed by an appropriately qualified specialist assessor. The Academic Director will be responsible to contact said specialist on a case-by-case basis following a declaration made with reference to any learning difficulties declared by a candidate. A decision will be taken by the academic director based on the specialist assessor's evaluation with regard to implementation of any particular arrangements that may be recommended.
4. when necessary, assist the awarding bodies in the discharge of their duty to make reasonable adjustments by requesting access arrangements, where required, and effectively implementing those arrangements once approved;
5. submit any applications for access arrangements or reasonable adjustments ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection.
6. submit requests for modified papers by the due date
7. recognise its duties towards disabled students as defined under the relevant equality legislation. The Academic Director is responsible for the exploration and provision of

access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service that the centre provides to disabled students;

f) Complaints Procedure

- i. These procedures are intended to ensure that any complaints received by Domax are dealt with quickly, fairly, and effectively. Although Domax aims to resolve complaints promptly, in certain complex cases which require extensive documentation, Domax will endeavour to reach a final conclusion within three months of receiving the written complaint. A complaint should be made in writing although, where this presents difficulty, other means of communicating will be accepted.
- ii. This procedure may be used for complaints about Domax's processes, the application of these processes or the conduct of any Domax staff, contractors, or agents, which may for example relate to:
 1. Domax's experience of quality review or external verification
 2. a learner's experience of an internal assessment process, once Domax's own appeals process has been exhausted
 3. a learner's experience of an external assessment process, including on the basis that procedures were not applied consistently or not followed properly and fairly
 4. Domax's and/or a learner's experience of making a request for Reasonable Adjustments or Special Consideration
 5. Domax's or a learner's experience of any action taken in the course of an investigation into malpractice or maladministration

Complaints should be made as soon as possible after the event or experience concerned and, at the latest, within two (2) weeks. Domax will consider complaints from individual learners or their advocates, groups of learners or their representatives. Procedure:

1. General Statement
 - a. It is important that all learners are fully aware of this procedure.
 - b. Domax will carry out an annual review of the policy and revise it, if necessary, in response to feedback or good practice.
2. Complaints: Stage 1
 - a. A complaint must be made in writing or by e-mail, must clearly state the nature of the complaint and must be addressed to the Academic Director within 14 days of the incident taking place.
 - b. Acknowledgement of receipt of the complaint will be sent to the complainant within 3 working days.
 - c. Complaints, in the first instance, will be dealt with by the Academic Director ensuring that this individual has no personal interest in the complaint being made.

- d. The Academic Director carries out an investigation and reviews all the documentation, then reaches a decision.
 - e. A response time of 10 working days will be adhered to.
- 3. The possible outcomes are:
 - a. Complaint upheld and appropriate action will be taken to remedy the situation and recompense the complainant.
 - b. Rejection of the grounds of complaint with clearly stated reasons
 - c. If the complaint is rejected, or the complainant does not accept the outcome as satisfying the original grounds, the complainant will be informed that they may, within 10 working days of receipt of the decision, ask for the complaint to be referred to the Academic Panel for Complaints Stage 2.
- 4. Complaints: Stage 2
 - a. If a request for complaint referral is received within the timeline, the detail will be sent to an Academic Panel, plus an additional independent individual (*see below), for scrutiny (including ensuring that the procedures up to that point have been followed correctly, fairly, and fully) and for a decision within 20 working days.
 - b. The Academic Panel will write to the complainant with this decision.
- 5. Possible outcomes are:
 - a. Complaint upheld and appropriate action will be taken to remedy the situation and recompense the complainant.
 - b. Rejection of the grounds of complaint with clearly stated reasons
 - c. If the complaint is again rejected, the complainant will be informed that they may, within 10 working days of receipt of the decision, ask for the complaint to be referred to Final Independent Review.
- 6. Complaints: Stage 3 - Independent Review
 - a. If so requested, the submission will be sent to an Independent Reviewer (*see below), who will review the process that has been carried out, ensuring that the procedures up to that point have been followed correctly, fairly, and fully. The independent reviewer will make recommendations back to us.
 - b. The decision resulting from this review will be final and will be passed to the complainant by the Independent Reviewer within 20 working days.
- 7. Possible outcomes are:
 - a. Complaint upheld and appropriate action will be taken to remedy the situation and recompense the complainant.

- b. Rejection of the grounds of complaint with clearly stated reasons
- 8. Full details of enquiries and appeals procedures are also available from the academic office.
- 9. The independent member of the panel at Stage 2 and the independent reviewer at Stage 3 will not be nor has been, at any time during the past seven years, a member of the company's board or committees, or an employee or examiner of our organisation.
- 10. The independent member and the independent reviewer shall be appointed on the basis that they possess the appropriate competence for the fulfilment of these roles.

iii. Appeals Procedure

This procedure is intended to ensure that any appeals received by Domax are dealt with quickly, fairly, and effectively in conjunction with our accredited partners' policies and procedures. It is Domax's aim to resolve appeals promptly. However, these matters can be complex and may require scrutiny of extensive documentation and we aim to reach its final conclusion within three months of receiving the written appeal. An appeal should be made in writing although, where this presents difficulty, other means of communicating will be accepted. Purpose & Scope

1. The purpose of Domax's Assessment Appeals Policy and Procedure is to ensure that all learners have access to an established process which is in place to allow them to appeal against any assessment decision made by our assessors / tutors.
2. The scope of the policy includes all candidates attending programmes of learning which are accredited or unaccredited. The Academic Director is responsible for ensuring that this procedure is implemented correctly and equitably

Procedure

Stage 1 - Assessor – Candidate

All work should be assessed and returned to the candidate with the assessment decision and feedback. If the candidate is unhappy with the initial decision, the work is reassessed by the first line assessor. If the candidate remains unhappy with the assessor decision, the appeal moves on to Stage 2.

Stage 2 – Second Line Assessor – Candidate

Where a candidate disputes an assessment of their first assessor they may ask for their work to be remarked. At this stage the Moderator should be notified. Depending on the nature of assessment (particularly in the case of subjective assessment) a second suitably qualified and experienced assessor may be appointed by the Academic Director to reassess the work and return to the candidate with their assessment decision. If the candidate is

unhappy with the second assessor's decision, the appeal moves on to Stage 3.

Stage 3 – Moderator - Candidate

- a. Where a candidate disputes the second assessment decision, the Moderator (initially the Academic Director) for the programme will reconsider the assessment decisions and feedback and make a decision.
- b. Where the candidate disputes the Moderator's assessment decision, the Moderator will notify the Academic Director and the External Moderator.

Stage 4 – The Assessment Appeals – Internal & External Moderator / Senior Management

- a. Where an assessment appeal remains unresolved within the programme, the Academic Director will put together an Assessment Appeals Panel that will convene within 30 working days and consist of a member of Senior Management and, where necessary, an independent subject expert and the External Moderator.
- b. The Assessment Appeals Panel will reach a decision and inform the candidate within 10 working days of the assessment appeal decision.

Monitoring

All candidate appeals will be reported to and monitored by the management team and the Awarding Body if appropriate. Domax will report annually in writing to each of its partner awarding bodies on the operation of its appeals arrangements, including the number and nature of appeals submitted and their outcomes relevant to each awarding bodies qualifications offered. Relevant records and data will be shared with the qualification regulators on request.

g) Domax's Mutual Respect Policy

ii. Teachers' Responsibilities

1. Treat all learners with respect and fairness.
2. Treat all learners equally regardless of age, gender, race, ethnicity, religion, disability, or sexual orientation.
3. Provide course materials in an effective format for learning.
4. Provide timely feedback with constructive suggestions and opportunities for improvement/remediation when needed.

iii. Learners' Responsibilities

1. Treat all fellow learners and teachers with respect and fairness.
2. Treat all fellow learners and teachers equally regardless of age, gender, race, ethnicity, religion, disability, or sexual orientation.
3. Commit the time and energy to their studies necessary to achieve the goals and objectives of each course.
4. Communicate concerns/suggestions about the curriculum, teaching methods, teachers, or the learning environment in a respectful, professional manner.

5. Student admission, progression, recognition, and certification

a) Student Registration

- i. The Academic Director is responsible to ensure that students' entry requirements are stated in the Programme specification and form the comprehensive requirements for entry onto any programme of study.
- ii. Students of Domax programmes must complete the application procedure and apply through Domax before registering on a programme of study.
- iii. The Application procedure enables a Domax administrative staff member to verify students' suitability for study against the entry criteria stated in programme specification and serves to confirm criteria such as:
 1. Qualification, i.e., possession of a recognized initial degree, etc
 2. In cases where relevant experience forms the basis of entry, Domax's documentation on Recognition of Prior Learning must be consulted, unless otherwise stated, for groups of students following a particular qualification and as stated within the respective programme specification.
 3. All students seeking registration on any programme offered at Domax must complete **the Application Form (see Annex B)** and return it to Domax to be processed
 4. Where applicable, a certified copy of the initial degree certificate must be attached.
 5. Where students' certificates are in a language other than English, a signed and stamped English version must be provided by a formal translation organisation together with an MQRIC statement.
 6. Domax may in certain cases request potential students to attend an interview to assess further their competency to undertake the proposed course of study
 7. Domax will issue an acceptance letter for each student whose application is successful.

In the case of online courses Learners will all require a valid e-mail address to register and log in. Registration will be carried out via the URL website eLearning landing page, (<http://domaxltd.net/mylab>) and all learners will be required to provide the following details:

- E-mail address
- Password
- Residential address
- Phone contact details Alternative e-mail address

On registration, learners will receive a welcome e-mail requiring them to confirm their identity.”

b) Policy For Student Induction (Minimum Requirements)

All students will be required to attend an induction session either online or in person (depending on the nature of the accredited programme : online or in person) which in turn must include the following as a minimum requirement for discussion during induction:

1. Overview of UK vs Maltese education system (i.e.: Learning, teaching, assessment strategies, attempts, etc)
2. Programme Aims
3. Programme structure and scheduling
4. Learning outcomes of programme
5. Modules per semester —teachers and tutors
6. Process of internal and external moderation of:
 - a. Assignment briefs
 - b. Assignment grading
 - c. Ongoing internal verification of assignment briefs and graded assignments.
7. Marking Scheme—fail, referrals, pass, merit, and distinction.
8. Referencing Manual, Plagiarism Policy and use of AI 2024Policy (see Annex C).
9. Extenuating circumstances: Policy and processes should a student not be able to submit an assignment on time.
10. Tutorial Help: If a student does not understand a particular task then they should ask their tutor for help. Tutors are obliged to provide student with academic help if they should require it. Note: Student should not direct academic queries pertaining modules to personal tutors.
11. Library facilities.

Online libraries are integral to the institution's learning resources, offering students convenient access to a diverse array of digital content. They support a flexible and enriched learning experience, catering to the varying academic and research needs of the student body. Domax students can make use of libraries such as:

 - i. Domax Library (<http://domaxltd.net/mylab>). Domax offers its students free access to an online library to consult or download resources . Students can access the library with their personal username and password.
 - ii. Oxford Learner's Bookshelf (<https://www.oxfordlearnersbookshelf.com/>) . Students may access the oxford open library for free with username and code provided with course materials. Oxford Learner's Bookshelf is an online resource specifically designed for

[English language learners. It offers a range of digital coursebooks, readers, and practice materials developed by Oxford University Press.](#)

- iii. Open Library –(<https://openlibrary.org/>). Open Library is a digital library platform that offers access to millions of free eBooks across various genres and subjects.
- iv. Over Drive - <https://www.overdrive.com/>. [OverDrive provides access to a vast collection of eBooks, audiobooks, and other digital content](#)

- b. Use of Public libraries such as the Central Public Library of Malta

12. Submission of assignments:

- a. Students must submit their assignments online via the Domax LMS and receive a confirmation email depicting:
 - i. Name of Programme
 - ii. Student name and USN
 - iii. The module for which submission has been made
 - iv. Assignment Reference
 - v. Lecturer name
 - vi. The date of submission
- b. Students are required to keep their receipts in a safe place (preferable until the end of the programme).
- c. If student assignment is lost then student submission confirmation email should be presented to Domax Administration Office as proof of submission. As a safeguard, students should also keep a copy of their assignments at all times.
- d. Should an assignment be lost and confirmation email be presented to the Administration office, students will be required to resubmit the particular assignment, but will not be penalized for late submission

13. Upon starting the course students will receive/download necessary course materials :

- a. A course syllabus
- b. Key textbook and/or additional reading required for the module
- c. Contact details (e-mails, lecturer contact hours)
- d. Aims of module and assessment strategies

14. Download and review with course tutor Documents pertinent to Student Complaints Procedure according to Domax's policies and procedures

15. Download and review with course tutor the Referencing Manual, Plagiarism Policy and use of AI 2024 Policy (see Annex C). Plagiarism will be checked using various tools available to the tutors, teachers and assessors where written submissions are requested (Grammarly, Turnitin,

Plagiarismdetector.net). In terms of identity verification this is based on the login details provided by the learner

16. Health and Safety issues - i.e.:

- a. In case of fire
- b. In case of illness

c) Procedures for Monitoring Attendance and Progress

I. Attendance and Progress

Teachers are responsible for maintaining comprehensive course records, which include detailed information on student attendance, assignments, and assessments. The course record serves as the primary source of data on student engagement and performance.

All student data, whether collected through face-to-face interactions or online platforms, is securely stored in accordance with data protection regulations. Access to this information is restricted to authorised personnel only.

Face to face teaching

- i. In order to be eligible for final assessment, students must attend 80% of the course contact hours. It is the responsibility of the Domax Administration office to ensure that absentee lists for in person classes are produced for the entire programme to allow for easy absentee monitoring.
- ii. Regular attendance is crucial for student success, and teachers systematically record attendance in each class session. This data helps identify students who may be at risk due to low attendance and allows for timely intervention. It is the responsibility of the Domax Administration Office to contact absent students either by e-mail requesting reason for absenteeism and to remind students of the need to inform Domax of potential absences.
- iii. Students at all stages of the programme will be monitored by the Domax Administration office for absences on a weekly basis. Absences beyond 1 week should solicit a telephone call by the Administration staff. In persistent absenteeism, the Academic Director should be informed immediately. If the student is unattainable by telephone, a formal letter should be sent to the student to request status of registration. Students cannot be withdrawn from the programme automatically due to persistent absenteeism. However, it is wise to **counsel** students in relation to adverse performance that can be caused due to persistent absenteeism.
- iv. Following an adverse attendance report (20% without formal grounds), the student will be called for an interview by the TLAC in effort to rectify the unsatisfactory attendance, and a

plan for rectification be put in place through the PDP (Personal Development Portfolio) diary system.

- v. If unsatisfactory attendance persists, the student will be referred to the Academic Director who if student absenteeism is at a critical level (1/3 of any given stage) will decide on the course of action to be taken. The academic director may decide:
 - The student suspends studies
 - Withdraw from programme
- vi. Teachers record grades for all assignments, projects, quizzes, and exams in the course records file. This includes both formative assessments (which provide ongoing feedback). Marks are recorded systematically, and teachers provide detailed feedback to students. Teachers and course tutors regularly review the course records to monitor student progression. This includes tracking academic performance, participation, and engagement levels.
- vii. Periodic progress reports are generated and shared with students and, where applicable, their guardians. These reports provide a comprehensive overview of the student's academic progress.

Online teaching

- i. For online courses, FORMA LMS automatically collects and stores data on various aspects of student engagement and performance. This includes tracking login times, course access frequency, participation in discussions, submission of assignments, and quiz/exam results. The system tracks student attendance in virtual classes and participation in online activities, providing a detailed overview of student engagement.
- ii. The LMS platform will provide one of several ways for learners to interact with the teachers and tutors . For a fully online programme, the platform will be the sole means for learner's direct contact hours (in line with MFHEA requirements for contact hours) . For blended programmes this will be partially used for direct contact hours as specified in the accredited programme description. Contact hours will be tracked by the duration of the programme learning sessions, whether pre-recorded content or live tutorials, or virtual Q&As. Teachers and tutors have access to detailed analytics and reports generated by the LMS. These reports offer insights into student progress, such as completion rates for modules, average grades, and time spent on different activities.
- iii. The LMS data helps identify students who may be falling behind, such as those who have not logged in regularly or who are underperforming in assessments. Teachers and tutors can then reach out to these students to offer support and resources.
- iv. Teachers provide regular feedback on assignments and assessments through the LMS, which is accessible to students at any time. This

immediate feedback is crucial for online learners to understand their progress and areas needing improvement. Regular virtual meetings or check-ins are scheduled to discuss student progress, address any issues, and provide guidance.

d) Certification and Graduation Documentation

1. Certificates issued by Domax to the successful programme or course participants, shall include the following information:
 - a. licence number
 - b. Second Schedule Category, e.g. Further Education Institution;
 - c. the accredited status of the course or programme: e.g., VET Award / Further Education Programme;
 - d. the MQF/EQF level for programmes provided at the Institution, e.g., Level 4, for example: 'MQF/EQF Level 4';
 - v. the number of ECTS/ECVET points

6. Teaching Staff

a) Recruitment

- i. Vacancies for academic and administrative positions are announced publicly through various channels, including the institution's website, job boards, social media, and other relevant platforms.
- ii. Interviews will be carried out on a one-to-one basis led by the TLAC who is also responsible for shortlisting the candidates.
- iii. Candidates will be evaluated according to the requirements in accordance with those listed out in the course accreditation application form for each particular course. Experience and any other extra qualifications over and above the requirements will be taken into consideration when deciding on the suitability of the various candidates.
- iv. In order to ensure fairness and transparency a 2nd member of managerial staff may be requested to attend interviews or be consulted during the selection process.
- v. For academic courses pegged at MQF level 1 to 4 all teaching staff are required to have at least a level 5 qualification in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.
- vi. For academic courses pegged at MQF level 5 all teaching staff are required to have at least a level 6 qualification. In addition to academic qualifications, staff are expected to have relevant professional experience in their field.
- vii. For teaching academic courses at MQF Level 6, all teaching staff are required to have at least a level 7 qualification. A Master's degree with extensive relevant professional or academic experience may be considered. Teachers are generally expected to be active researchers, contributing to their field through publications, conferences, and other scholarly activities.
- viii. For vocational courses pegged at MQF levels 1-4 all teaching staff are required to have at least a level 5 qualification in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.
- ix. In the case of vocational courses up to level 4, when there is clear evidence that the local market does not provide teachers of the required qualification level Domax will submit a request for approval to the MFHEA for twinned provision, namely that in which a highly-experienced and effective teacher with a lower qualification level is mentored by a colleague with a qualification at the appropriate level, who will be involved in co-delivery, to ensure that the required level of learning outcomes delivery and assessment is maintained. This process will be monitored by Domax's IQA procedures.

b) Conditions of Employment

- x. All employees engaged by Domax shall enjoy working conditions including wages, salaries, vacation and sick leave, maternity and parental leave as provided for in the relative Employment Legislation.
- xi. Initially teaching staff will be recruited on a freelance basis. Should the demand for courses increase to a substantial level the option of employing part-time or full-time teaching staff will most definitely be considered.
- xii. Schedules and timetables of courses will be decided on a case-by-case basis taking into consideration the requests and requirements of the teaching staff involved in the delivery and assessment of the respective courses.
- xiii. All tutors will have their induction on the use of the platform and administrative requirements/responsibilities as per Section 4 above [of IQA Document]. They will also have access to the Academy staff for any content or student related issues during working hours and technical support via the IT support service on a 24/7 basis on platform related issues.
- xiv. The Academy will also induct teaching staff with a dedicated programme. This induction programme will ensure that all teaching staff are up to date with teaching methodologies and with the academy's internal quality assurance processes.
- xv. All tutors / staff will have proven their IT competencies during recruitment stages. Where necessary the Academy will provide all staff with the training to operate seamlessly any IT infrastructure utilized for the delivery of programmes.
- xvi. Ongoing development of staff will be the responsibility of the staff and determined by the TLAC during regular review processes of the programmes on offer

c) CPD

Domax recognises the importance of effective learning and development in assisting us to achieve our objective of providing consistently high-quality education and training

Employees and volunteers will have access to opportunities for learning and development to enable them to perform to the best of their ability.

- i. It is the Management's responsibility to:
 - a. communicate the organisation's objectives and values
 - b. work with employees / volunteers to identify their developmental needs and link these to the organisation's objectives
 - c. work with employees / volunteers to identify solutions to their needs
 - d. encourage employees to undertake and make use of learning and development activities
 - e. evaluate the impact of learning and development for individuals and the organisation
- ii. Employees and volunteers have a responsibility to:

- a. assist in identifying learning and development needs and opportunities
- b. undertake learning and development activities
- c. evaluate learning undertaken and its contribution to their personal development and that of the organisation

iii. Identification of CPD requirements

Employees/volunteers together with their line manager will identify learning and development needs through:

- a. Recruitment/appointment to a new role.
- b. induction
- c. Upon changes to an existing role
- d. Upon internal promotion
- e. Upon the introduction of new systems/projects or enhancement to current working practices
- f. In response to user feedback or changes to user requirements
- g. On an on-going basis during monthly management meetings
- h. On an on-going basis through annual appraisals
- i. Through ad hoc one-to-one discussions between line manager and employee

The aim of the needs identification will be to highlight individual strengths or areas of performance which need development or further training.

iv. Organisation of CPD activities

- 1. Employees and volunteers may request specific learning and development at any time.
- 2. Before any paid-for learning activity is undertaken, the activity will be authorised by the Head of Institution .
- 3. Methods of CPD, training and development activities that can be authorised for employees and volunteers (online or in person) can include:
 - a. External training
 - b. In house training
 - c. Induction training
 - d. On job training
 - e. Work shadowing
 - f. Studying towards vocational or professional qualifications
 - g. Coaching and mentoring
 - h. Attendance at seminars, forums, conferences, workshops
 - i. Continuous Professional Development (reading, research, shared learning, etc...)

v. Mandatory Training Requirements

In some instances, there will be a requirement for mandatory (formally required training) courses. These are the courses that employees must undertake as a requirement of their job, to provide specific qualifications or to meet contractual requirements. These training opportunities may be offered in person, at conferences or online.

Additional core development activities may also include:

- a. Equality, diversity, and inclusion training
- b. Online (cyber) security
- c. Health and safety
- d. Data protection training

vi. Study for professional qualifications for employees

We may provide support for employees for relevant professional qualifications as we recognise the benefits gained for both the organisation and the individual.

Support may be available to undertake the following qualifications:

- a. Education and Training (e.g., teacher training)
- b. Quality Assurance (e.g., Verifier qualifications)
- c. Business and Management qualifications
- d. Test Development
- e. Marking of Writing Assessment
- f. Speaking Assessment
- g. Use of Psychometrics in Assessment

In each case, the professional qualification and development activity must directly and significantly relate to the employee or volunteer's work role.

Support may take the form of:

- a. Providing a mentor in house
- b. Study leave
- c. Financial contribution or full cost contribution

It is important that managers and employees manage their expectations about what can be done with resources available. Additional support may be available upon request

In some circumstances, some conditions will apply:

- a. Professional qualifications for employees will only be considered following successful completion of their probation period
- b. If an employee leaves the organisation within three years of achieving the qualification then they may be expected to re-pay course fees unless otherwise agreed
- c. If an element of a qualification is failed, line managers will decide whether it is possible to continue providing financial support.
- d. All of the above is subject to contractual agreement.

vii. Membership of Professional Bodies

For employees or volunteers required to hold membership of professional organisations (such as ALTE, IATEFL, MATEFL, ELT COUNCIL, TEFL.COM or others) to carry out their role we consider requests for funding subscription fees in order for

an employee /volunteer to maintain their professional status.

viii. Evaluation of Development Activities

We consider it important that the benefits of learning and development activities are evaluated to establish the long- and short-term impact on the individual and organisation's performance. Evaluation activities will include:

- a. Completion of evaluation form
- b. Follow up discussions during line management meetings
- c. Discussion during appraisals
- d. Cascading information through team meetings
- e. Entry in CPD Log, paying particular attention to the impact on Learners.

The effectiveness of CPD activities will be recorded in the organisational Self-Assessment Report.

d) Education and research

The integration of education and research is a foundational aspect of our academic environment. Not only does the integration of education and research enrich the educational experience but it also fosters innovation and critical thinking among students and faculty members. Domax promotes the link between education and research in several ways including:

a. Research-Informed Curriculums

Qualifications at Domax are designed to include the latest research findings and methodologies in the field of education. This ensures that the curriculum is up-to-date with current academic and industry trends, providing students with cutting-edge knowledge and skills.

Students are also encouraged to engage in research activities as part of their coursework. This includes undertaking research projects, participating in case studies, and conducting literature reviews, which helps them develop critical thinking and analytical skills.

Many courses at Domax incorporate project-based learning, where students must conduct research to solve practical problems or develop innovative solutions. This approach ensures that learning is both active and experiential.

b. An Active Research Environment

Faculty members at Domax are active researchers who contribute to their fields through publications, conferences, and other scholarly activities. This expertise is directly integrated into their teaching, allowing students to learn from professionals who are at the forefront of their disciplines.

Domax endeavours to invite researchers and industry experts to deliver guest lectures and workshops, cooperating with other Institutions. The aim is to give students exposure to diverse perspectives and the latest developments in various fields.

c. Student Research Opportunities

Domax endeavours to offer programmes that allow undergraduate students to engage in research projects. These projects can be part of coursework or standalone initiatives, often culminating in a thesis or research paper.

Partnerships with research institutions and industry partners will enable students to participate in internships where they can apply their academic knowledge to real-world research problems, gaining practical experience and insights.

d. Publication and Dissemination of Research

Domax encourages the publication of research findings through institutional journals and other academic platforms. Both faculty and students are supported in publishing their work. Domax organises conferences, seminars, and workshops, providing a forum for presenting research findings and networking with other scholars and practitioners.

e. Funding and Grants for Research

Domax endeavours to allocate funds specifically for research activities. Faculty and students will be able to apply for grants to support their research projects, which helps in acquiring necessary resources and covering other research-related expenses.

7. Learning Resources and Student Support

a) Learning equipment

Classroom environments are equipped with whiteboards or IWB, and/or class pc and internet access. Learning equipment is provided to ensure that all students can make use of the equipment even at classroom maximum capacity of 15 students.

In the online environment plugins such as zoom, interactive tools are made available to the teacher and the students. Synchronous Online classes allow a maximum of 20 students.

b) Academy Learning Management System

- The Academy has installed its own Learning Management System FORMA which is fully integrated with our Wordpress website and allows students, tutors, administrative staff access to content, assessment, online forums, reading material as well as back-office monitoring mechanisms
- No specific technical resources are required by the teachers or tutors. Content to be delivered fully online will be prepared and uploaded directly by the IT Support . For blended programmes, tutors / teachers and assessors will require a valid e-mail address and login details to access the platform and run live tutorials, webinars, or Q&A sessions. A functional webcam for live sessions is the only required hardware.
- Academic staff resources include the content of the programmes they will be responsible for delivering (in the case of live and blended programmes). Students will have full access to programme content throughout the duration of the programme

c) Human Support

II. Personal Tutors

An important mechanism to the success of a course/programme will be making sure that student academic, pastoral, and personal development needs are met.

Following formal acceptance on a programme of study, each student at Domax is assigned a Personal Tutor. The personal tutor is normally one of the tutors of any given course. Should the number of students on a course be over and above what the main tutor can handle the Academic director may wish to appoint other personal tutors as long as they meet the requirements with regard to the course in question. The role of the Personal Tutor is to provide the student with pastoral care and advice on issues relating to their performance on their course as well as personal issues. The following tasks are regarded as belonging to the domain of duties of a personal tutor:

- a. a student will have the opportunity to meet with his/her assigned personal tutor at the beginning and end of the course to support the Personal Development Planning (PDP) process. During PDP sessions, students will be required to bring PDP

diaries (retained by students) to each scheduled session.

- b. be available to assigned students to discuss problems and needs of a pastoral nature.
- c. provide students with information to address academic issues
- d. give advice to students that will allow each student to plan a sensible route through the course/programme
- e. advise students on administrative mechanisms available to support academic, personal needs

III. Administrative Staff

Minimum selection criteria for administrative staff are the following:

- i. Minimum of EQF Level 4 standard of education.
- ii. Proficient in English
- iii. Any other languages considered an asset.
- iv. Experience in a similar situation is also considered an asset.

Students / learners will be able to contact Academy support services via a dedicated e-mail address for registration, programme, and assessment issues. A separate e-mail address will be provided for platform related issues. The Academy does not provide counselling services directly but will be able to direct learners to appropriate professionals if issue is related to our programmes or staff issues.

- i. Minimum of EQF Level 4 standard of education.
- ii. Proficient in English
- iii. Any other languages considered an asset.
- iv. Experience in a similar situation is also considered an asset.

d) Equality & Diversity

It is our aim that there shall be equal opportunities within Domax and in all the services we provide and within our collaborative centres and via the services they provide.

In particular it is our intention that there should be no discrimination on the grounds of gender, marital status, colour, race, disability, age, ethnic or national origin, religion, sexual orientation, or political opinion.

All Domax staff, associates, and students (including partner staff, external consultants, Assessors, Verifiers, and administration staff) have a responsibility to comply with the intentions of this policy.

In order to implement the policy, we shall:

- 1. Incorporate appropriate responsibilities and duties in respect of implementing the equal opportunities policy into job descriptions and work objectives of all staff

2. Provide equality training and guidance to our staff as appropriate including training on induction as well as further on-going courses as identified via our internal management and review arrangements
3. Communicate, as appropriate, this policy to employees and all those associated with the services provided by Domax.
4. Ensure that all members of staff and/or consultants involved in any aspect of our qualification development and delivery arrangements to comply with this policy. In particular that they ensure there are no barriers to entry to units and qualifications it develops and delivers and/or offers for disabled people, for women or men, or people from different racial groups, other than those directly related to the integrity of units or qualifications. The nature of any barriers deemed acceptable to the qualification or unit will be stated and the inclusion of the requirements that create the barrier justified only and explicitly in terms of the integrity of the unit or the qualification. Any details of how the effect of any barriers will be mitigated, including using access arrangements, including reasonable adjustments, will be recorded.
5. Make every practical effort to ensure that materials, services, and facilities are not only free from bias, but will also support employees, associates, approved centres and learners in maximising employment and personal development opportunities.

e) Monitoring

As part of the monitoring of candidates registering for any qualification offered through Domax, information on diversity, requests for special considerations, access arrangements and feedback from learners, centres and other stakeholders will be collected.

All relevant issues identified that suggest our provision or services may have had an unnecessary impact on learners will be reported back to the Academic Director who will be responsible for leading on to introducing amendments to provision and/or services where necessary and in accordance with our internal procedures for developing and reviewing units and qualifications.

8. Information Management

Domax is under obligation to collect and prepare all documentation and data outlined in section 1.c above (Domax and Awarding Body External Quality Assurance) in relation to the effective management of their programmes and other activities as stipulated by the MFHEA.

1. Domax also commits itself to retain the following information:
 - i. Profile of the student population, including the prevalence of vulnerable groups;
 - ii. Course participation, retention, and success rates;
 - iii. Student satisfaction with their programmes;
 - iv. Employment rates and career paths.
2. Administrative staff is responsible for the collection and updating of key personal information related to students and staff. This information is reviewed annually or upon the request of any concerned individuals.
3. This information is held on our internal system and made available upon request whilst ensuring that all Data Protection Regulations are adhered to. Note All data will be stored digitally on cloud servers in the EU. The information shall be kept in an anonymised manner following the retention period which is of 4 years from the date of graduation. This is in line with GDPR.
4. Students' names, surnames and academic records for the purpose of issuing academic transcripts or certificates shall be kept for a period of 40 years.

9. Public Information

Domax publishes on its website (<http://domaxltd.org>), prospectuses, various other media, and the following information. It is the responsibility of the Academic Director to ensure that all information is published and correct.

1. General Information about Domax
 - i. Facilities
 - ii. Location
 - iii. Contact details
 - iv. Accreditation
 - v. Team
2. Course information
 - i. Course Title
 - ii. EQF/MQF Level
 - iii. ECTS/ECVET Learning Credits
 - iv. Course Code
 - v. Course Rationale
 - vi. Learning outcomes
 - vii. Assessment procedures
 - viii. Pass marks and assessment criteria
 - ix. Entry Requirements

- x. Teaching methods e.g., Student-centred approach, Communicative Approach, Task/Project based learning, workshop and further learning opportunities etc...
- 3. All of the above information is reviewed by the Academic Director:
 - i. Annually
 - ii. Upon the introduction of new courses
 - iii. Upon the amendment of course details/information

10. On-going monitoring and periodic review of programmes

a) Monitoring & Evaluation Report

- i. Domax carries out an Internal Quality Assurance Review on the completion of a programme which considers assessment evidence, learner feedback and tutor/assessor feedback and evaluation (see forms below). The objective of the internal monitoring and review process is to ensure all programmes offered by the Academy meet our own expectations, those of the learners, as well as those we are required to adhere to as part of our accreditation obligations.
- ii. This review along with other reports and feedback go together to provide stakeholders(e.g., MFHEA, foreign awarding bodies, department heads, students) with an overall evaluation report for consideration in conjunction with reports by External Moderators (Monitoring and Evaluation Report) such as the MFHEA or Foreign awarding bodies. The Academic Director is responsible for contacting each stakeholder to provide them with any relevant information specifically related to the individual or body concerned.
- iii. The areas covered will comprise:
 - 1. Resources and resource utilisation
 - 2. Academic staff- teaching and Learning
 - 3. Secretarial/administrative staff
 - 4. IT provision
 - 5. Library
 - 6. Candidate achievement and assessment
 - 7. Staff Development
 - 8. Candidate opinion
 - 9. Issues and observations on specific modules
 - 10. Admissions
- iv. The responsibility for the report rests with the Academic Director who will receive input from Awarding Bodies where appropriate, through external audit reports.
- v. The information collected through this process is shared with staff through memos or staff meetings.

b) Candidate Evaluation of Courses

- i. Please see the specimen module questionnaire “ **Internal Quality Assurance Report (Annex D)** and **Course Evaluation Form (Annex E)** issued to candidates upon completion of each course. The evaluation questionnaires are analysed by the Programme Team and

recommendations are made to the Domax Senior Management Board.

- ii. Analysis of candidate evaluation forms will be included in the Course Monitoring Report and will be used as input to the teaching staff appraisal process.
- iii. The data collected from the evaluations is communicated to the relevant foreign awarding bodies in writing in the case of foreign awarded courses. In the case of homegrown courses, the data is used to amend and update the course content should the Academic Director deem necessary. In the case of any amendments, it is the academic director's responsibility to affect any changes and submit an updated application for accreditation to the MFHEA after the 5-year period or earlier should any urgent changes be implemented before the end of the 5-year expiration period. .
- iv. It is the intention to include a questionnaire that will target the students' views on policies related to the running of the institution. Students, stakeholders and staff shall be informed of review results and actions taken via public meeting reports, direct emails and through the student representative.

11. Recording and Maintaining of student information.

Admission Records

Applying candidates fill in an online application form which requires the following information:

Student Info

- First Name
- Family Name
- Gender
- Passport/ID no.
- Date of Birth
- Nationality
- E-mail
- Local Address
- Foreign Address (If applicable)
- Mobile/ telephone number
- Next of Kin / Emergency Contact Number

- Course information
- Requested Course
- Start Date
- Submission of any required documents for review in the case of pre-requisites for particular courses such as CV, qualifications, references
- Additional Info, Comments or Requests

Terms and conditions must be confirmed as read before finalising the application form.

All the above information is sent automatically via email to an admissions executive who manually inputs the information into our online school management system.

Upon inputting the student info, each student is assigned a unique Student ID number. All future details, enrolments and any data related to the student's dealings with the school are recorded under this student ID number. Data recorded under a particular student ID includes but is not limited to the list of details above together with any assessment, disciplinary and any other relevant documentation related to the student's academic journey with Domax.

Once completed a confirmation including all of the above-mentioned details is automatically generated and sent to the potential candidate's email address.

At this stage, potential candidates are requested to attend a brief interview with the academic director (face-to-face or online) to discuss the various aspects of the course and the students' aspirations.

Application is processed and vetted by the Academic Director. All information and entry requirements are checked and confirmed.

An acceptance letter is manually generated and sent to the candidate.

Student privacy is regulated by adhering to EU GDPR laws. In addition, each student / learner will create their own password which are encrypted by the system and only utilized when combined with the users' e-mail."

12. Annex Section

a) Annex A : Malpractice And Maladministration Policy

Scope and Purpose

This policy applies to DOMAX Ltd, including its staff, tutors, and clients, such as learners who are either delivering or enrolled in a DOMAX-approved qualification. It addresses both suspected and actual cases of malpractice and maladministration. The policy ensures that all investigations into malpractice and maladministration are conducted consistently across the organization.

Reporting and Responsibilities

The policy outlines the procedures that learners and staff must follow when reporting instances of suspected or actual malpractice and maladministration. It also delineates DOMAX's responsibilities in managing these cases and describes the procedural steps DOMAX will undertake when evaluating the incidents.

i. Centre's Responsibilities

a. Awareness and Prevention

It is essential that staff involved in the management, assessment, and quality assurance of DOMAX qualifications, as well as the learners, are fully informed about this policy. The Centre must have effective measures in place to prevent and address any instances of malpractice and maladministration.

b. Annual Review

DOMAX will conduct an annual review of this policy as part of our self-evaluation process. Revisions will be made as necessary based on feedback from learners and other stakeholders, updates in DOMAX practices, recommendations from regulatory authorities or external agencies, legislative changes, or trends observed from previous cases.

c. Ongoing Updates

In addition to the annual review, the policy may be updated periodically to reflect operational feedback, ensuring that DOMAX's procedures for handling suspected malpractice and maladministration remain effective and relevant.

ii. Definition of Malpractice

a. Overview

Malpractice encompasses any deliberate activity or practice that breaches regulations and undermines the integrity of either internal or external assessment processes and/or the validity of certificates. This includes any intentional acts, negligence, defaults, or other actions that may undermine, or potentially undermine, the following:

- i. The assessment process
- ii. The integrity of a regulated qualification
- iii. The validity of a result or certificate
- iv. The reputation and credibility of DOMAX
- v. The qualification or the broader qualification community

b. Scope

Malpractice can range from failing to maintain proper records or systems to the intentional falsification of records to obtain certificates fraudulently.

c. Additional Considerations

For the purposes of this policy, malpractice also includes misconduct and any forms of unnecessary discrimination or bias against specific groups of learners.

iii. Definition of Maladministration

a. Overview

Maladministration refers to any activity or practice that results in non-compliance with administrative regulations and requirements. It involves the occurrence of persistent mistakes or poor administrative practices within the Centre (e.g., inadequate learner records).

b. Examples of Maladministration

The following are examples of maladministration affecting the centre and learners. This list is not exhaustive but provides guidance on what constitutes maladministration according to DOMAX:

- i. Repeated failure to follow DOMAX procedures for learner registration and certification
- ii. Persistent non-compliance with Centre recognition or qualification requirements, including associated actions assigned to the Centre
- iii. Delays in learner registrations, whether occasional or frequent
- iv. Unjustified delays in responding to requests or communications
- v. Incorrect claims for certificates
- vi. Failure to maintain accurate, auditable records, such as certification claims, or falsification of evidence
- vii. Deliberate withholding of information, whether through omission or action, that is necessary for verifying the Centre's capability to deliver qualifications appropriately

c. Examples of Malpractice

The following categories illustrate examples of malpractice that may occur at both the Centre and learner levels. This list is intended to guide the understanding of what constitutes malpractice and is not exhaustive:

i. Non-Compliance with Internal Procedures

Failure to conduct internal assessments, moderation, or verification according to DOMAX's requirements.

ii. Failure to Follow Registration Procedures

Deliberate non-compliance with DOMAX's learner registration and certification procedures.

iii. Non-Adherence to Recognition Requirements

Persistent failure to comply with Centre recognition or qualification approval requirements, including any associated actions.

iv. Record-Keeping Violations

Deliberate failure to maintain accurate auditable records, such as falsifying certification claims or evidence.

v. Misuse of Examination-Related Information

Exchanging, obtaining, or attempting to share examination-related information.

vi. False Declarations of Authorship

Making false claims regarding the authorship of coursework or the contents of a portfolio.

vii. Improper Assistance with Coursework

Allowing others to assist with the production of coursework or assisting others in creating coursework.

viii. Misuse of Examination Materials

Misusing or attempting to misuse examination materials and resources, such as exemplar materials.

ix. Possession of Confidential Material

Being in possession of confidential examination materials prior to the examination.

x. Impersonation

Pretending to be someone else or having someone else impersonate you during an assessment.

xi. Use of Unauthorised Materials

Using unauthorised materials during examinations, such as study guides.

xii. Undermining Examination Integrity

Engaging in behaviour that compromises the integrity of the examination process.

xiii. Tampering with Results Documentation

Altering results documentation, including certificates.

xiv. Non-Compliance with Examiner Instructions

Failing to follow the instructions or advice provided by an examiner.

xv. Fraudulent Certification Claims

Making fraudulent claims for certificates.

xvi. Collusion in Assessments

Engaging in or allowing collusion during exams or assessments.

xvii. Certification Claims for Incomplete Work

Submitting certification claims for learners who are still working towards their qualification.

xviii. Persistent Maladministration

Repeated instances of maladministration within the Centre.

xix. Contravention of Assessment Arrangements

Deliberately breaching the assessment arrangements specified for the qualifications by the Centre or its learners.

xx. Loss or Theft of Assessment Materials

Loss, theft, or breach of confidentiality concerning any assessment materials.

xxi. Plagiarism

Instances of plagiarism by learners or staff that violate DOMAX's plagiarism policy.

xxii. Copying from Other Candidates

Copying from another candidate, including using ICT to facilitate this.

xxiii. Assuming Another Candidate's Identity

Assuming another candidate's identity or allowing someone else to assume your identity during an assessment.

iv. 8. Process for Reporting Malpractice or Maladministration

a. Notification

Anyone who becomes aware of suspected or actual cases of malpractice or maladministration must promptly inform the Internal Quality Assurer and submit a completed Malpractice and Maladministration Report Form. This

should be done in writing or via email and should include relevant supporting evidence.

b. Required Information

When making an allegation, the following details should be included, where possible:

- i. The learner's name and DOMAX registration number
- ii. The name and role of the DOMAX staff member involved, if applicable
- iii. Information about the affected course or qualification, or the nature of the affected service
- iv. A detailed description of the suspected or actual malpractice, including dates, details of any initial investigation carried out by the Centre or other parties involved, and any relevant mitigating circumstances

c. Initial Investigation

The Internal Quality Assurer will conduct an initial investigation to ensure that those involved are competent and have no personal interest in the outcome of the investigation.

d. Confidentiality

DOMAX will maintain the confidentiality of the person reporting the malpractice or maladministration, in accordance with confidentiality obligations and data protection laws.

v. Confidentiality and Whistleblowing

a. Anonymity

Individuals who report allegations of malpractice or maladministration may choose to remain anonymous if they have concerns about potential negative repercussions. While it is preferable for reporters to provide their identity and contact information, the Internal Quality Assurer can accommodate requests for anonymity upon the individual's request.

b. Anonymous Reporting

DOMAX is prepared to investigate issues reported anonymously; however, we will make efforts to verify the allegation through a separate investigation before addressing the matter with the involved parties.

vi. Responsibility for the Investigation

a. Prompt Examination

In compliance with regulatory requirements, DOMAX will promptly review all suspected cases of malpractice and maladministration to determine whether such occurrences have taken place. We will take all reasonable steps to mitigate any adverse effects resulting from these issues.

b. Acknowledgment of Receipt

DOMAX will acknowledge receipt of reports to external parties within 48 hours, as appropriate.

c. Investigation Oversight

The Internal Quality Assurer is responsible for overseeing the investigation, ensuring it is conducted promptly and effectively in line with this policy. They will assign a qualified staff member to lead the investigation, assess whether malpractice or maladministration has occurred, and review any supporting evidence provided or collected by DOMAX.

vii. Notifying Relevant Parties

a. Regulatory Authorities

If an incident of malpractice or maladministration is identified that could impact the validity of a qualification or affect another awarding organisation, the Internal Quality Assurer will inform the relevant regulatory authorities.

b. Affected Organisations

In cases where the allegation might impact another awarding organisation, DOMAX will notify them in accordance with regulatory requirements. If the details of potentially affected organisations are not known, we will seek assistance from the regulatory body to identify and inform the relevant parties.

viii. Investigation Timelines and Summary Process

a. Resolution Timeline

DOMAX aims to complete and resolve all stages of an investigation within 10-20 working days from the receipt of the allegation.

b. Investigation Objectives

All investigations will be conducted fairly, reasonably, and legally, ensuring impartiality and thorough consideration of all relevant evidence. The key objectives of the investigation are:

- i. To ascertain the facts related to the allegations or complaints to determine if irregularities have occurred.
- ii. To identify the causes of the irregularities and the individuals involved.
- iii. To evaluate the extent of the irregularities.
- iv. To review any actions already taken in response to the issues.
- v. To decide whether further remedial action is needed to mitigate risks to current learners and to uphold the integrity of DOMAX Ltd and its qualifications.
- vi. To detect any adverse patterns or trends.

c. Investigation Procedures

The investigation may require requesting additional information from relevant parties or conducting interviews. As such:

- i. All materials collected during the investigation will be securely stored.
- ii. If the investigation leads to certificate invalidation or criminal or civil proceedings, all related records and original documents will be retained until the case and any appeals are concluded, and for an additional five years thereafter.
- iii. We expect full cooperation from all individuals directly or indirectly involved in the investigation.
- iv. DOMAX reserves the right to withhold results for a learner or a cohort upon notification of a suspected or actual case of malpractice or maladministration and throughout the investigation.

d. Staff or Associate Suspension

If a DOMAX staff member or associate is under investigation, they may be suspended or reassigned to other duties until the investigation is completed.

e. Oversight and Liaison

The Internal Quality Assurer will oversee the investigation, ensuring due process is followed, evidence is appropriately gathered and reviewed, and relevant external parties are kept informed.

ix. Investigation Report

a. Draft Report and Accuracy

Upon completion of an investigation, a draft report will be prepared and shared with the relevant parties to verify its factual accuracy. Any necessary amendments will be agreed upon between the parties involved and DOMAX.

The report will:

- i. Identify the location and nature of the breach, if one occurred.
- ii. Confirm the facts of the case.
- iii. Identify the individuals or parties responsible for the breach, if applicable.
- iv. Recommend appropriate remedial actions to address the breach.

b. Final Report Distribution

The final report will be made available to the relevant parties, regulatory authorities, and other external agencies as required.

c. Notification to Third Parties

If an independent or third party reported the suspected or actual malpractice, we will inform them of the outcome of the investigation, typically within 10 working days of reaching a decision. Some details may be withheld if disclosing them would breach confidentiality or other legal obligations.

d. Internal Investigations

For investigations involving a DOMAX staff member, the report will be reviewed and approved by the Head of Institution and relevant internal managers. Appropriate internal disciplinary actions will be implemented based on the findings.

x. Investigation Outcomes

a. Action Considerations

If the investigation confirms that malpractice or maladministration has occurred, the following actions will be considered to:

- i. Minimise the risk to the integrity of certification both currently and in the future.
- ii. Maintain public trust in the delivery and awarding of qualifications.
- iii. Deter others from engaging in similar malpractice or maladministration.
- iv. Ensure no benefits have been gained from compromising our standards.

b. Potential Actions

The actions taken may include:

- i. Implementing measures to address the specific instance of malpractice or maladministration and prevent recurrence.
- ii. Notifying the relevant awarding organization and regulatory authorities if certificates are deemed invalid, explaining the reasons for invalidation, and outlining actions for reassessment or certificate withdrawal. Affected learners will be informed, and where possible, requested to return invalid certificates to DOMAX Ltd.
- iii. Informing relevant third parties, such as funding bodies, of our findings if their involvement is necessary for appropriate action related to the Centre.

c. Lessons Learned

The Internal Quality Assurer will document any lessons learned from the investigation and communicate these to relevant internal colleagues to help prevent similar instances of malpractice or maladministration in the future.

References

1. CIPFA. (n.d.). *Malpractice and Maladministration Policy and Process Relating to Accredited Training Providers (ATPs) and ATP Staff Delivering CIPFA Qualifications and Apprenticeships*.
2. Highfield. (2019). *Malpractice and Maladministration Policy*.
3. ESB UK POL-05 (2020) Malpractice and Maladministration Policy

b) Annex B: Malpractice Form

Malpractice Form

Incident Information

Date(s) of Incident:	
Time(s) of Incident	
Qualification, unit, or specification code:	
Learner Name(s) Batch Number(s)	
Name(s) and role(s) of invigilator(s)/assessment personnel or other witness/witnesses	

Individual(s) who gathered evidence

Name	
Role	
Reason why suitable to gather evidence (e.g., experienced senior leader):	
Has evidence been gathered based on the Malpractice and Maladministration Policy guidelines?	
Does the individual proposed to gather evidence have any known conflicts of interest or personal interest in the outcome of the investigation?	

Details

We'd like to understand what happened so that we can make sure we involve the appropriate Domax personnel who will carry out an initial fact find. Please provide details of the full nature of the alleged or actual maladministration or malpractice, including any mitigating circumstances and the contents and outcome of any investigation carried out by personnel, e.g., the centre or yourself, relating to the issue

Details of the nature of the suspected or actual maladministration and / or malpractice, including details of how it was identified, by whom and when; and any evidence obtained

Supporting Evidence

Please indicate below the supporting evidence submitted with this report. All relevant information and materials must be submitted at this time. Evidence submitted subsequently may not be considered. Evidence submitted with this form

- Statement from Course teacher
- Statement from Invigilator
- Statement from other members of staff
- Statement from Learner
- Assessment and Internal Verification or Moderation
- Copies of sources of plagiarised material
- Statement from employer
- Records
- Other relevant documentation

c) Annex C: Application Form

Application form for local and Eu applicants

Please complete this form in full

Fill in all sections and return to domax@domaxltd.org with all supporting documents

Personal details	
Title	
Full name	
Gender	• Male • Female • Prefer not to say
Date of birth (dd/mm/yyyy)	
Place of birth (city, country)	
Id/passport number	
email	
mobile	
Emergency contact person	
Emergency contact number	

Residence	
Nationality	
Country of permanent residence	
Permanent residency address	
Residence in Malta <i>(if you are not a permanent resident indicate the address you are staying at in Malta)</i>	

Occupation	
Current occupation	
Organisation /Institution	
Sector /Industry	
Duration of employment (if currently employed)	
Describe current role (if currently employed)	
Work/ study experience (in the last 2 years)	
Total years of work experience	

Qualifications			
Name of Awarding Institution <i>(indicate language of instruction)</i>	Qualification title	Date achieved	MQF/EQF level <i>(for languages reference the CEFR levels)</i>

Language competency	
Native language	
Second Language/Bilingual	
Foreign languages	
Language	MQF/EQF level <i>(for languages reference the CEFR levels)</i>

Disability	
Do you have a disability ?	• Yes • No
If yes, what is the nature of the disability?	• Dyslexia • Blind/partially sighted • Deaf/ hearing impairment • Mobility difficulties • Mental health difficulties • Allergies • Autistic Spectrum disorder Other:
Further details if required	
Does your disability effect your study skills? If yes, please provide certified evidence or request an appointment with our academic director	

Programme of Choice		
Please choose the Qualification you are interested in	• ESB Level 1 Certificate in ESOL (B2) • ESB International Level 2 Certificate in ESOL International (C1) • ESB Level 3 Certificate in ESOL International (C2) • CERTEFL	
Chose a course type	• Individual • Group • Duo	
Choose your attendance type	• Full time • Part time	• Face to Face • Online • Blended
Date of intended entry	(dd/mm/yyyy)	
Course timeframe	• ___ weeks • ___ months • ___ days	
Special requests		

By submitting the Application Form (the "Student Application Form") to Domax Ltd , you provide Domax Ltd with personal data (the "Personal Data") in the capacity of data subject. The aim of this Privacy Policy (the "Policy") is to comply with our transparency obligations under data protection legislation, to inform you about the entity responsible for processing your Personal Data, the purpose and legal basis for processing, for how long your Personal Data will be kept, with whom it will be shared and about your rights as a data subject under GDPR

Domax Ltd is the data controller, meaning the entity that defines the purposes and means for collecting and processing Personal Data under this Form.

The purpose for processing Personal Data by Domax is to assess and process a request for application. Personal Data collected in this Form will be used to populate Domax Ltd information system, where the Personal Data will be kept in a highly secure manner. Processing of Personal Data is necessary for the Student Application process.

Personal Data will be accessed by Domax Ltd employees in charge of processing the Form. In case the need may arise, Personal Data will be also accessed by ESB UK and suppliers in charge of maintaining Domax Ltd information systems. This will be done in line with data protection legislation, and arrangements are in place in order to guarantee the security and lawfulness of these transfers. If necessary and proportionate for lawful and specific purposes, Domax Ltd may disclose Personal Data to other third parties

Storage period Personal Data will be retained for twenty years, which start counting from the moment that the Form is considered as dormant.

You can contact the DPO in order to exercise your right to access, rectify, restrict and, as the case may be, erase the Personal Data, in compliance with applicable laws. You also have the right to object to the processing of Personal Data at any time, on grounds relating to your particular situation. If you feel that Domax Ltd has infringed your data protection rights, you may submit a complaint to the supervisory authority of the Member State of your habitual residence or place of work, or, alternatively, to the supervisory authority of the Member State where the alleged infringement has taken place.

I hereby declare that I have read and understood all the contents of this form and Privacy Policy

Signature

Date

Application received (date)	
Application received by (name of Domax employee)	

d) Annex D: Referencing Manual, Plagiarism Policy and use of Artificial Intelligence

When completing any assignment, it's crucial to acknowledge the contributions of others whose work has informed or supported your own. This practice, known as referencing, is essential not only to avoid plagiarism but also to demonstrate the breadth and depth of your research. Referencing includes citing various sources like books, articles, websites, and multimedia that you have used in your work.

Plagiarism, which involves presenting someone else's work or ideas as your own, can lead to serious academic and professional consequences. Proper referencing gives credit to the original authors and provides your audience with a way to verify and explore the information further. This transparency enhances the credibility and reliability of your work.

In your assignments, you'll compile a bibliography or reference list that includes all the sources you've cited. Different academic fields and publications may require different referencing styles, but the Harvard referencing system is one of the most commonly used. Regardless of the style, it's important to apply it consistently throughout your work.

By adhering to the principles of referencing, you contribute to the integrity of academic discourse and ensure that your contributions are respected and valued.

Acknowledgements

When incorporating the work of others into your assignments, it is important to properly acknowledge their contributions to avoid plagiarism and maintain academic integrity. Here are guidelines on when and how to reference various types of sources:

In-text Acknowledgment

When to Reference

- **Direct Quotes:** When you use the exact words from another source, you must indicate that these words are not your own.
- **Paraphrasing:** When you rephrase another person's ideas in your own words, you still need to acknowledge the original source.
- **Figures and Tables:** When you include diagrams, tables, images, or other visual representations from another source.

How to Reference

- **Direct Quotes:** Use quotation marks for short quotes within the text. For longer quotes, set them apart by indenting the text or using a smaller font size. Always include a brief reference immediately following the quote.
 - *Example:* "The quick brown fox jumps over the lazy dog" (Author, Year, p. xx).

- **Paraphrasing:** After rephrasing someone else's ideas, include a brief reference to the original source.
 - *Example:* The concept of social learning emphasizes the importance of observing and modelling behaviours (Author, Year).
- **Figures and Tables:** Provide a reference directly below the figure or table, including all necessary details to identify the original source.
 - *Example:* Figure 1. Market Trends (Author, Year).

Footnotes and Endnotes

When to Use

Footnotes and endnotes are commonly used in disciplines such as literature, history, and the arts. They can serve as an alternative or complement to in-text citations.

How to Reference

- **First-Time References:** Include the author's initials and surname, the title of the work, the publisher's name and location, the year of publication, and specific page numbers if applicable.
 - *Example:* J. Smith, *Understanding Modern Art*, Art Publishers, New York, 2020, p. 45.
- **Subsequent References:** Use a shortened form for subsequent citations.
 - *Example:* Smith, *Modern Art*, p. 47.

Bibliography

A bibliography, or reference list, is a comprehensive list of all the sources you have referred to in your work. It may also include additional sources that you consulted but did not directly cite.

How to Compile

- **Format:** Each entry should include the author's name, year of publication, title of the work, city of publication, publisher, and page numbers if applicable. Arrange entries alphabetically by the author's surname.
 - *Example:* Last name, First Initial. (Year). *Title*. City: Publisher, pp. xx-xx.

Internet Sources

It is essential to reference all internet sources, including websites, wikis, blogs, tweets, and emails, with the same level of detail as other sources to ensure consistency.

How to Reference

- **In-Text:** Briefly cite the website within the text.
 - *Example:* (The New York Times website, 2019)

- **In the Bibliography:** Provide a full reference including the name of the website, year of access, and URL.
 - *Example:* The New York Times website (2019). Accessed 21 December 2019, from <https://www.nytimes.com/>.

Submitting your work

Student front page when submitting assignments—should include:

- t. Programme name
- u. Institute name
- v. Demarcation of Module title
- w. Assignment demarcation (i.e.: Assignment 1, 2, title if available, etc),
- x. Name of the student (including student ID)
- y. Deadline date according to assignment brief,
- z. Word count
- aa. Plagiarism statement

Plagiarism Policy and Use of Artificial Intelligence

Academic integrity is a cornerstone of our educational values. We expect all members of our community to maintain the highest standards of honesty and integrity in their academic work. Plagiarism in any form is unacceptable and strictly prohibited.

By adhering to this policy, we all contribute to a culture of honesty, trust, and respect within our academic community.

This policy is designed to clarify expectations regarding plagiarism and the use of generative AI tools in coursework and other academic activities. It applies to both students and staff.

Definition of Plagiarism

Plagiarism involves using another person's ideas, words, or work without proper acknowledgment. This includes:

- Directly copying text from any source without quotation marks and proper citation.
- Paraphrasing someone else's work without proper attribution.
- Using another person's ideas or concepts without giving credit.
- Submitting work that is not your own, whether it was purchased, received through collaboration, or obtained by other means.

Use of Generative AI Tools

Understanding Generative AI

“Generative AI refers to a type of artificial intelligence that involves creating new and original data or content. Unlike traditional AI models that rely on large datasets and

algorithms to classify or predict outcomes, generative AI models are designed to learn the underlying patterns and structure of the data and generate novel outputs that mimic human creativity” (The Alan Turing Institute, 2023)

Generative AI, such as ChatGPT, creates new content based on data it has learned from. While these tools can be valuable resources for learning and creativity, their use must align with our academic integrity standards.

Permissible Use

In some assignments, the use of generative AI tools may be allowed or even encouraged. When AI use is permitted, it will be explicitly stated in the assignment guidelines. If not mentioned, assume that using AI tools is not allowed. Here are some examples of permissible use:

- Researching technical definitions or explanations
- Generating study materials or practice questions
- Helping identify useful sources.
- Checking grammar and spelling (as per the proof-reading guidance).

For Academic staff AI can be useful for, or is acceptable to use, including:

- Developing assessment plans or structures
- Creating assessment brief instructions
- When the assessment subject/topic is AI
- Developing Formative assessments
- Creating a case study

Acknowledgment and Citation

Whenever AI tools are used, it is crucial to properly acknowledge their contribution. For instance, include a note such as, *"This document was created/generated through ChatGPT and edited for accuracy,"* in your submission.

Plagiarism Threshold

The maximum allowable similarity index for any submitted work, including AI-generated content, is 15%. Submissions exceeding this threshold may face penalties.

Consequences of Plagiarism

Violations of this plagiarism policy can lead to disciplinary actions, including:

- Failing the assignment.
- Failing the course.
- Requirement to resubmit the work.
- Suspension or expulsion from the institution.

The severity of the consequences will depend on the nature and extent of the violation, as determined by the academic integrity committee.

Reporting and Appeals

If you suspect a violation of this policy, please report it to the course instructor or the academic integrity committee. Students have the right to appeal any disciplinary actions by following the institution's formal appeal process.

References/ Websites

1. The Alan Turing Institute. (2024). *Turing Lectures: What is Generative AI?* Retrieved from <https://www.turing.ac.uk/events/turing-lectures-what-generative-ai>
2. Office of Undergraduate Education, Harvard University. (2024). *Generative AI Guidance*. Retrieved from <https://oue.fas.harvard.edu/ai-guidance>
3. University of Edinburgh. (2024). *University Guidance for Students on Working with Generative AI*. Retrieved from <https://www.ed.ac.uk/sites/default/files/atoms/files/universityguidanceforstudentsonworkingwithgenerativeai.pdf>
4. University of Aberdeen. (n.d.). *Referencing for Education Students*. Available at: <https://www.abdn.ac.uk/library/support/referencing-for-education-students.php> (Accessed: 23 July 2024).
5. South Australian Certificate of Education. (n.d.). *Student Guide to Referencing*. Available at: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://www.sace.sa.edu.au/documents/652891/722147/Student+Guide+to+Referencing.pdf/50c39188-4415-42e5-a7e6-fa326ec9aaff> (Accessed: 23 July 2024).
6. ABMA Education. (n.d.). *Harvard Referencing Tool*. Available at: <https://abma.uk.com/news/harvard-referencing-tool/> (Accessed: 23 July 2024).
7. This work was generated with the aid of ChatGPT and the content edited for accuracy

e) Annex E: Internal Quality Assurance Report

Internal Quality Assurance Report							
		Internal Quality Assurance Questions	Yes	No	N/A	Method	
1		Have all learning outcomes been assessed?					
2		Is the assessment evidence valid in that it covers the learning outcomes of the units?					
3		Does the assessment evidence cover all the assessment criteria in the unit outcomes?					
4		Is there appropriate oral or other evidence that any assessment criteria not naturally occurring have been covered?					
5		Is the assessment evidence of the appropriate level?					
6		Does the evidence provide authentic and reliable evidence of the individual learner's achievement?					
7		Has the required range been covered?					
8		Is there sufficient evidence?					
9		Is there over-assessment?					
10		Has appropriate feedback been provided to learner?					
11		Has the assessor been observed assessing?					
12		If so were they unobtrusive?					
13		Has the full range of evidence types been used e.g., appropriate opportunities for RPL?					
14		Is the assessment approved?					
15		Are there any actions required of the Assessor/Learner?					
16		Are there any training needs for the assessor?					

Internal Quality Assurance Comments	
Assessor Actions	Date Completed/Comments
Learner Actions	Date Completed/Comments

Assessor sign off

Assessor Name:

Assessor Signature:

Date:

Internal Quality Assurer sign off

Internal Quality Assurer name:

Internal Quality Assurer signature:

Date:

f) Annex F: Course Evaluation Form

Training Course Evaluation Form					
Name:		Course Title:			
Trainer:		Awarding Body:			
Instructor:	Excellent	Very Good	Good	Fair	Poor
1. Knowledge of subject matter					
1. Listening skills					
1. Presentation skills/delivery					
1. Overall instructor rating					
2. Topics covered in too much detail					
Course Content:	Excellent	Very Good	Good	Fair	Poor
1. Were you provided with sufficient information prior to starting the course					
2. Did course achieve its objectives					
1. Exercises					
1. Use of class time					
1. Overall instructor rating					
Materials:	Excellent	Very Good	Good	Fair	Poor
1. Overall quality of course materials					
1. Potential value as future reference material					
1. Value of presentation materials					
1. Flow / structure of information					

g) Annex G :Mitigating Circumstances Form

Session Date:
Student
Course Teacher:
Course:
☐ ESB Level 1 Certificate in ESOL (B2) ☐ ESB International Level 2 Certificate in ESOL International (C1) ☐ ESB Level 3 Certificate in ESOL International (C2)
Paper/s: ☐ Use of English ☐ Reading ☐ Writing ☐ Listening ☐ Speaking ☐ Course Assignment

Reason for Application (detailed description of the disability and how this can influence candidate performance during the test)

Special Arrangements already made by other centres for tests

Special Arrangements requested

Original supporting Medical Report is attached to this form

☐ Yes

☐ No

Additional evidence
attached

☐

Yes

☐ No If yes, please include details below

I confirm that the information on this form is complete and accurate and that this application has my full support. The candidate will be able to fully demonstrate his abilities without having any unfair advantage over other candidates.

Course Teacher Signature

Date

The DOMAX Quality Assurance document, originally issued in 2021, has been significantly updated in August 2023 and August 2024. These updates reflect DOMAX's successful application and final recognition as a Further and Higher Education institution.

The revised document ensures that our standards meet the highest educational quality benchmarks, supporting our commitment to excellence in education.

Review curated by the Internal Quality Assurer