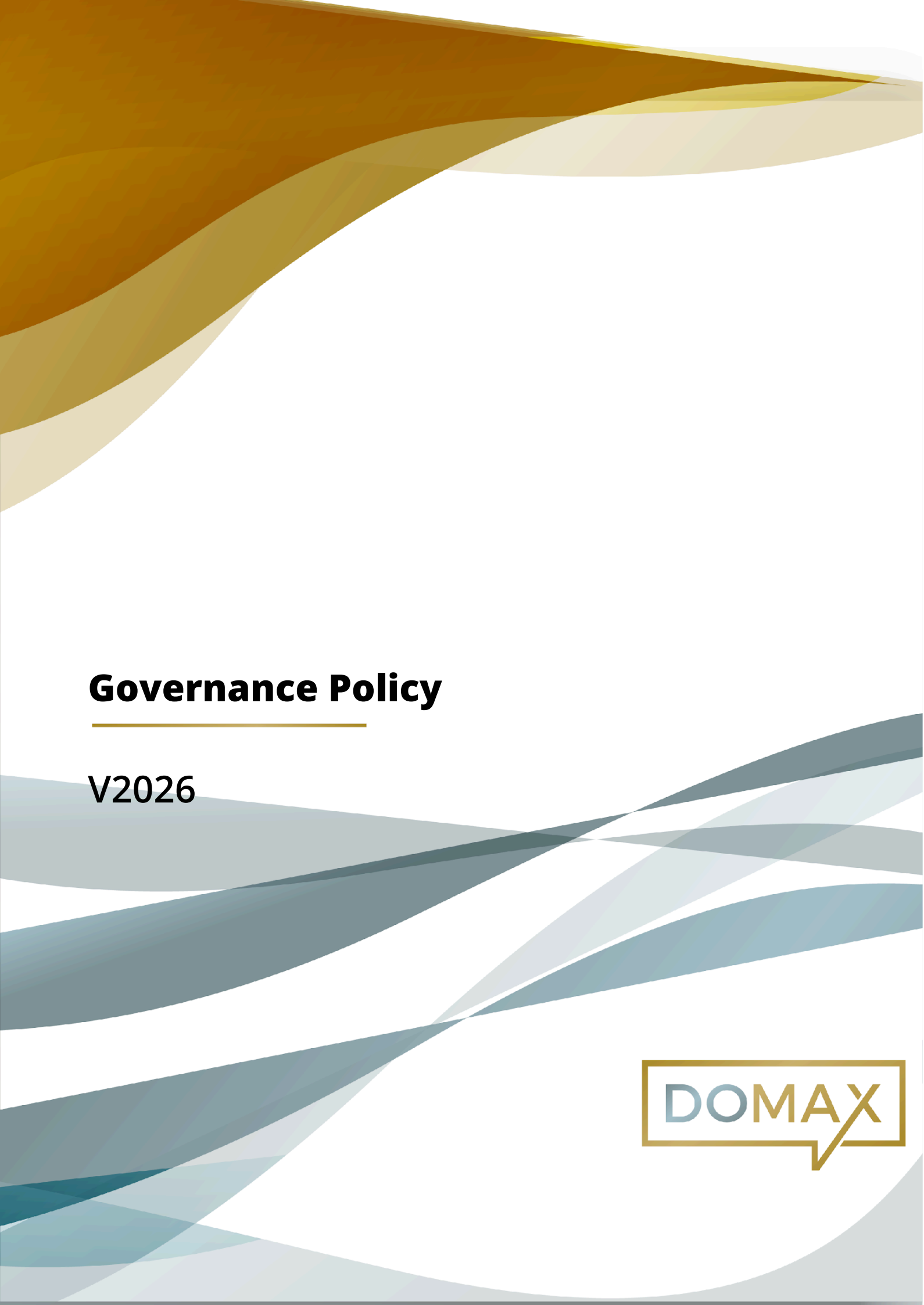




Governance Policy

V2026

DOMAX



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1. Purpose and scope

From 2023, DOMAX reviewed its governance structure to ensure it remained proportionate, clear, and fit for purpose for the delivery of MFHEA-accredited courses under a small-team operating model. This document describes the governance bodies, key roles, reporting lines, and decision-making pathways used for MFHEA-accredited provision.

DOMAX also operates a parallel business line in assessment (examinations and certifications). This assessment activity is organisationally connected to DOMAX (as the same legal entity) but is not part of the MFHEA course accreditation scope. The governance arrangements described here apply to MFHEA-accredited course provision and the internal quality assurance system that supports it.

1.1 Governance principles (MFHEA-accredited provision)

- Clear accountability and separation of strategic oversight (Board) from day-to-day operational management (Head of Institution).
- Academic integrity and learner protection, supported by an internal quality assurance (IQA) framework and documented procedures.
- Proportionate governance appropriate to a small-team model, with defined escalation routes and recorded decisions.
- Transparency: documented policies, minutes, action logs, and annual monitoring and review.
- Continuous improvement: systematic feedback loops via TLAC and quality monitoring by the IQA.

1.2 Governance model overview (small-team model)

The small-team governance model implemented from 2023 comprises the following core governance bodies/roles:

- Board of Directors
- Head of Institution
- Academic Director
- Internal Quality Assurer (IQA)
- Teaching, Learning and Assessment Committee (TLAC)
- Ethics Committee (from 2026)

Where relevant, course-level roles (Course Teachers, Tutors, Assessors) operate within this governance structure and under the IQA framework.



2. Roles, responsibilities, and decision rights

2.1 Board of Directors (strategic oversight and corporate governance)

The Board provides strategic direction and corporate oversight. For MFHEA-accredited provision, it ensures that DOMAX maintains effective governance, financial probity, and risk-aware decision-making. The Board reviews key institutional reports (including quality and financial statements where applicable) and provides recommendations to the Head of Institution.

2.2 Head of Institution (executive leadership and operational accountability)

The Head of Institution holds overall accountability for institutional operations, regulatory compliance for MFHEA-accredited provision, resourcing, and the implementation of approved strategic and quality priorities. The Head of Institution approves key institutional plans and receives recommendations from governance roles and committees.

2.3 Academic Director (academic leadership and programme oversight)

The Academic Director leads academic operations for MFHEA-accredited courses, including programme planning, oversight of course delivery arrangements, academic standards, and alignment of learning, teaching, and assessment with intended learning outcomes. The Academic Director ensures quality assurance is implemented consistently and supports the governance cycle through reporting and review.

2.4 Academic Coordinator

The Academic Director is assisted by the Academic Coordinator, who oversees the smooth, compliant, high-quality running of academic programmes (e.g., CERTEFL), coordinating programme delivery, assessment integrity, accreditation alignment, learner support and progression, tutor/assessor coordination, and day-to-day academic operations such as schedules, resources, and continuous improvement based on feedback and performance data.

2.5 Internal Quality Assurer (IQA) (independent internal oversight of quality and compliance)

The IQA provides internal oversight of quality assurance and compliance for MFHEA-accredited course provision. Core responsibilities include monitoring implementation of the IQA policy and procedures; reviewing delivery and assessment evidence; confirming that corrective and preventive actions are recorded and followed

up; and reporting findings to the Academic Director and Head of Institution as required.

2.6 Teaching, Learning and Assessment Committee (TLAC) (academic quality forum)

TLAC is the main forum for reviewing teaching, learning, and assessment quality and for coordinating academic improvement actions. It supports the systematic review of course evaluation data, assessment outcomes, academic integrity trends, and learner feedback. TLAC recommends actions to the Academic Director and escalates critical risks/issues to the Head of Institution.

2.7 Ethics Committee

The Ethics Committee devises policies and procedures that promote ethical practice and integrity and upholds staff and student adherence to them. The Ethics Committee is formed by the Academic Director, Registrar and Student Representative, and escalates critical risks/issues to the Head of Institution.

2.8 Course-level roles (within the governance structure)

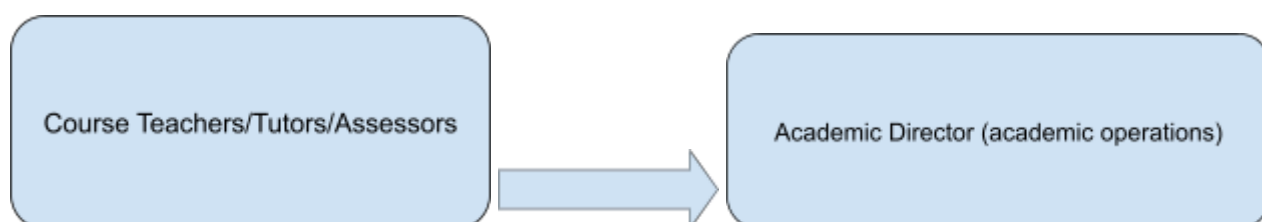
Course Teachers, Tutors, and Assessors operate at course level. Their responsibilities are defined in the IQA framework and are subject to monitoring and review. Course Teachers manage course delivery and formative assessment; Tutors provide targeted academic support; Assessors evaluate summative work against criteria and standards.

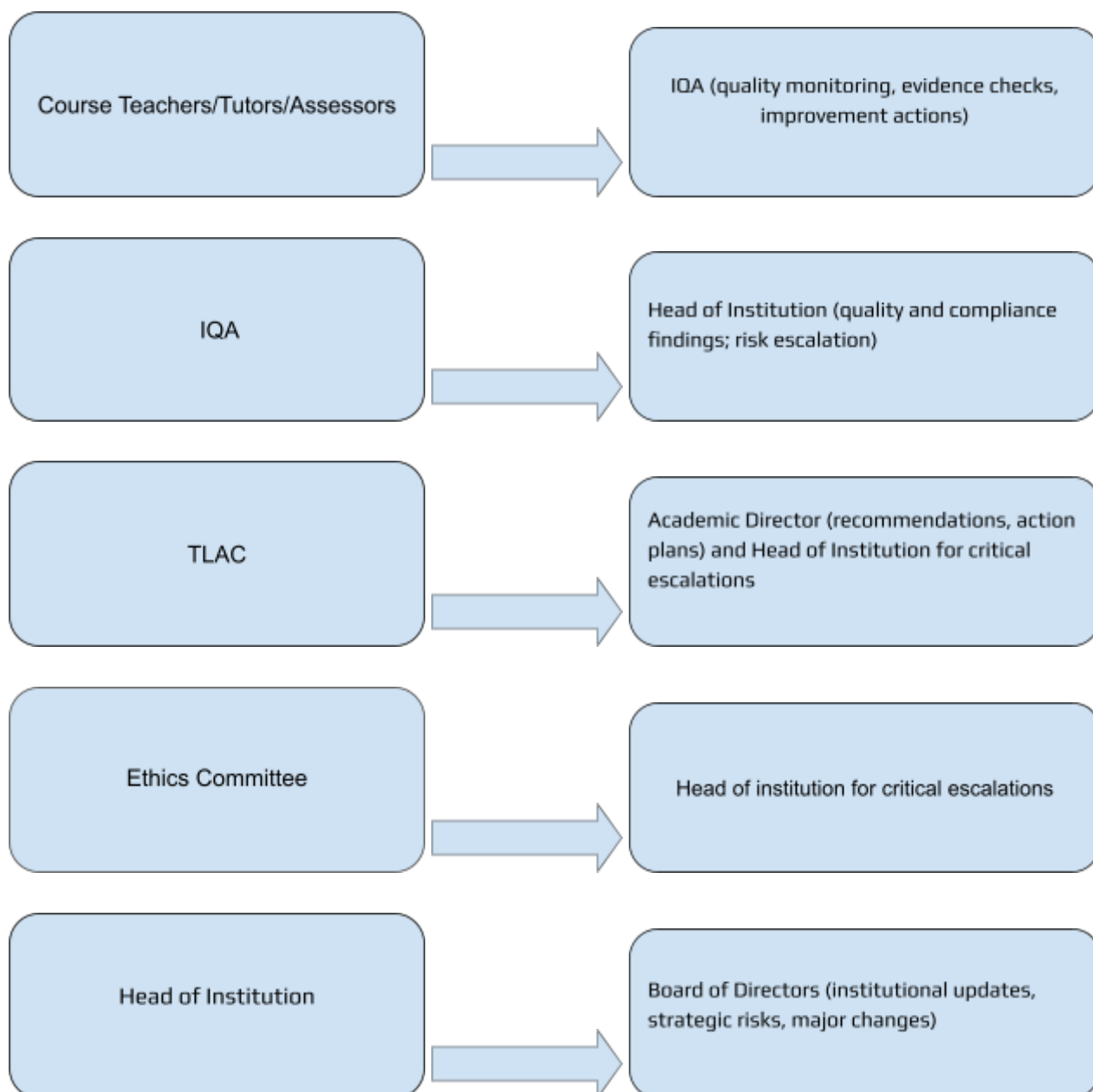
2.9 Student Representative

The Student Representative acts as the communication link between the cohort and DOMAX staff, gathering and sharing structured, cohort-level feedback on teaching, learning, assessment clarity, workload, resources, and learner support. A new Student Representative is voted every semester by the student cohort.

3. Reporting lines and escalation

Reporting and escalation follow a clear route to ensure timely decision-making and regulatory control:





4. Governance cycle and key meetings

The governance model is implemented through a recurring cycle of meetings, reviews, and documented decisions. A proportionate schedule is used, reflecting the size of the institution while meeting MFHEA expectations for control, monitoring, and review.

Body/Role	Typical focus	Frequency (indicative)	Outputs
Board of Directors	Strategic oversight; major risks; key institutional decisions	At least annually and as required	Board minutes; strategic decisions
Head of Institution + Academic Director	Operational planning; compliance; resourcing; priorities	Termly (as needed)	Meeting minutes, reports and management decisions
TLAC	Teaching quality; assessment outcomes; learner feedback; improvement actions	Termly (as needed)	TLAC minutes and reports
IQA monitoring	Evidence review; compliance checks; follow-up of actions	Ongoing; formal reporting at least annually	IQA reports, meeting minutes, checklists; corrective/preventive actions
Ethics Committee	Policy and procedures reviews, student feedback consultation, investigations of ethical-related breaches	Termly (as needed); formal reporting at least annually	Ethics Policy annual review, meeting minutes, investigation reports of ethical-related breaches
Student Representative	cohort-level feedback on teaching/learning, assessment clarity, resources, and learner support;	Ongoing; ad hoc escalation (in case of issues)	Feedback notes, cohort update notes, TLAC minutes and/or documented learner voice inputs (anonymised).

5. Separation from the parallel assessment business

DOMAX operates an examinations and certification function (assessment business line). This activity has its own operational processes and quality controls aligned to awarding/assessment standards and partner requirements. It is not part of the MFHEA course accreditation scope. To avoid governance ambiguity:

- MFHEA-accredited course governance (this document) covers programme delivery, learner support, academic standards, and the IQA system for accredited courses.
- Assessment business governance is managed through separate operational documentation and reporting cycles, while maintaining corporate oversight through the Board and executive leadership.
- Where resources or staff contribute to both business lines, role descriptions and records specify which duties fall under MFHEA-accredited provision versus assessment operations.

6. Records and evidence

To evidence effective governance, DOMAX maintains (as applicable):

- Board and TLAC minutes and action logs
- Annual internal quality assurance report(s) and monitoring records
- Programme review documentation and course evaluation data
- Policies and procedures under the IQA framework (including academic integrity controls)
- Staff role profiles and CPD/training records relevant to accredited provision

7. Stakeholder involvement and partner feedback

In 2024, DOMAX strengthened its governance model by formalising stakeholder involvement and partner feedback as a structured input into institutional monitoring and decision-making for MFHEA-accredited provision. Stakeholder consultation supports continuous improvement, enhances transparency, and ensures that programme delivery and learner support remain aligned with learner needs, partner expectations, and regulatory requirements. Feedback is reviewed through TLAC and the IQA monitoring cycle, with agreed actions recorded, assigned, and tracked to completion (refer to Appendix A).

8. DOMAX Student Representative: Election and Role Procedure

Controlled procedure supporting learner voice and governance input (MFHEA-accredited provision)

8.1 Purpose and scope

This procedure defines how DOMAX appoints a Student Representative for each intake of MFHEA-accredited courses, and clarifies the role, responsibilities, and

operating rules. The Student Representative mechanism supports learner voice, structured feedback, and continuous improvement through TLAC and the internal quality assurance (IQA) monitoring cycle.

8.2 Roles and responsibilities

- Academic Director: oversees implementation; ensures learner voice is considered within academic decision-making.
- IQA / QA function: supports compliance, recordkeeping, and follow-up of actions arising from learner feedback.
- Registrar: facilitates nomination and election; supports the representative to operate effectively.
- Student Representative: collects and communicates cohort feedback in line with this procedure and confidentiality rules.

8.3 Eligibility

- Must be an enrolled student on the intake and in good standing (actively participating and not under active disciplinary process).
- Must be willing to represent the whole cohort fairly and communicate respectfully and constructively.
- Must agree to confidentiality requirements (see Section 10).

8.4 Nomination

Nominations take place within the first semester of the year (or within the first two months in case of a particular cohort).

- Self-nomination is permitted.
- Peer nominations are permitted with the nominee's consent.
- Where the cohort is very small, a single nominee may be confirmed unopposed (subject to consent and eligibility).

8.5 Election method (simple and anonymous)

Elections are conducted using a simple, anonymous ballot to ensure fairness and reduce peer pressure.

- The Course Teacher/Coordinator circulates a short anonymous voting form (online or paper-based).
- Each student may vote once for one nominee.

- The nominee with the most votes is appointed Student Representative; the second-highest may be appointed Deputy (optional but recommended).
- In the event of a tie, a short run-off vote is held between the tied nominees.

8.6 Term length

The Student Representative serves for the duration of the intake (from appointment until course completion), or until the representative resigns or is replaced .

8.7 Role description

The Student Representative:

- Acts as a communication bridge between the cohort and DOMAX staff for academic and learner experience matters.
- Collects cohort feedback on teaching, learning, assessment clarity, workload, resources, and learner support.
- Raises cohort concerns in a timely manner using agreed channels (registrar - Course Teacher/Coordinator as appropriate).
- Supports DOMAX's continuous improvement by contributing to discussion points for TLAC (Section 9).
- Participates in surveys or focus groups requiring stakeholder consultation.
- Does not act as an individual complaints officer and does not handle confidential personal issues (these are referred to official channels).

8.8 Training and induction

Within two weeks of appointment, the Student Representative receives a short induction from the Course Teacher/Coordinator and/or Academic Director, covering role boundaries, confidentiality, escalation routes, and how to collect feedback.

8.9. TLAC participation (learner voice input)

- The Student Representative provides structured input for TLAC agenda items where the learner voice is relevant (e.g., feedback themes, improvement suggestions).
- Attendance at TLAC may be direct (where appropriate) or via a written summary submitted in advance.
- The representative focuses on cohort themes rather than individual student details.

8.10 Reporting back to students

- The representative provides periodic updates to the cohort (e.g., monthly or per unit) on key themes raised and general outcomes/actions.
- Updates must protect confidentiality and should not disclose personal data or sensitive information.
- Where actions are pending, the representative communicates expected next steps and timelines (as agreed by DOMAX staff).

8.11 Confidentiality and data protection

- The representative must not share personal data, special category data, or sensitive learner information in cohort feedback.
- Individual complaints, appeals, safeguarding, wellbeing, or discrimination issues must be directed to DOMAX's formal channels.
- Where an issue involves identifiable individuals, the representative should anonymise the concern and/or ask the student to use the official procedure.

8.12 Complaints, conflict of interest, removal and replacement

DOMAX manages conflicts and ensures the representative function remains effective and fair.

- Conflict of interest: the representative declares any conflict (e.g., being directly involved in a dispute under discussion) and may be excluded from related discussions.
- Removal/replacement may occur where the representative: (a) resigns; (b) is persistently inactive; (c) breaches confidentiality; (d) engages in misconduct; or (e) leaves the course.
- Where removal/replacement is needed, the Course Teacher/Coordinator and Academic Director agree the action and document the reason. A deputy may step in, or a new election is held.

8.13 Recordkeeping

- Nomination list (names of nominees and consent).
- Election record (date, method, total votes per nominee; no linkage to voter identities).
- Appointment confirmation (Student Representative and, where used, Deputy).
- Induction record (date and key points covered).

- Representative feedback summaries submitted to DOMAX and any resulting action logs.
- TLAC minutes and/or documented learner voice inputs (anonymised).

8.14 Review of this procedure

This procedure is reviewed at least annually as part of DOMAX's policy and QA review cycle, or sooner if required by operational changes or identified improvement needs.

9. DOMAX Ethics Committee: Role and Responsibilities

9.1 Purpose and scope

This policy defines the structure, roles, responsibilities, and operating procedures of the DOMAX Ethics Committee, in line with MFHEA guidelines for ethical practice and research integrity. The policy applies to all MFHEA-accredited course provisions and research activities undertaken by staff and students at DOMAX.

9.2 Governance Principles

DOMAX Ethics Committee, established for the first time in January 2026, represents a framework for promoting and overseeing ethical practice and handling ethical-related breaches. The main role of the Ethics Committee is to devise policies and procedures that promote ethical practice and integrity, and to uphold staff and student adherence to them.

The Ethics Committee is responsible for guaranteeing the following governance principles:

- Promotion and oversight of ethical practice among CERTEFL Students
- Regular review and alignment with national and international standards (including MFHEA and GDPR)
- Continuous improvement through feedback, review, and stakeholder consultation
- Management of ethical-related breaches

9.3 Committee Structure and Membership

The DOMAX Ethics Committee comprises:

- Academic Director (Chair)
- Registrar
- Student Representative (elected per intake)

9.4 Roles and Responsibilities

- **Ethics Committee:** Develops, reviews, and oversees ethical policies and procedures; ensures compliance with MFHEA and DOMAX standards; provides guidance and training on ethics and integrity; monitors adherence and addresses breaches.
- **Academic Director:** Chairs the committee; ensures integration of ethical practice in academic decision-making; escalates critical issues to the Head of Institution.
- **Registrar:** Supports compliance, maintains records, and monitors implementation of ethical procedures.
- **Student Representative:** Provides learner voice and feedback on ethical matters; participates in policy review and committee discussions.

9.5 Operating Procedures

- Meetings are held at least annually and as required (e.g., to review policies, monitor adherence and address breaches).
- Decisions are documented in committee minutes and action logs.
- Policies and procedures are subject to annual review and updated as needed.
- Breaches of ethics or integrity are investigated and addressed according to documented procedures, with sanctions as appropriate.

9.6 Education and Training

- All staff and students receive mandatory education and training in research ethics and integrity.
- Curricula include compulsory modules covering ethics policies, data protection, academic misconduct, and ethical clearance procedures.
- Ongoing training reflects updates in legislation, professional standards, and best practice.

9.7 Stakeholder Involvement

- Stakeholder feedback (learners, staff, partners) is considered in policy review and committee decision-making.
- Consultation evidence is retained within QA records and informs improvement actions.

9.8 Recordkeeping and Reporting

- Committee minutes, ethical research records, and action logs are maintained as part of the IQA documentation.
- Annual reports summarise committee activity, policy updates, and outcomes of ethical reviews.

9.9 Confidentiality and Data Protection

- All committee activities observe strict confidentiality and comply with data protection legislation (GDPR).
- Personal and sensitive data are anonymised in committee records and reports.

9.10 Policy Review

This policy is reviewed at least annually as part of DOMAX's policy and QA review cycle, or sooner if required by regulatory or operational changes.



10. References

DOMAX Internal Quality Assurance (IQA) Manual.

DOMAX Memorandum of Association (Domax Limited).

DOMAX Organigram 2026 (Updated December 2026).

Appendix A

Stakeholder involvement and consultation process

DOMAX consults with key stakeholders using proportionate, documented mechanisms appropriate to a small-team model. Consultation evidence is retained within QA records and used to inform planning, delivery improvements, policy review, and resource decisions.

Stakeholder group	Consultation purpose	How feedback is collected	Frequency (indicative)	Owner / reviewer
Learners (students)	Evaluate learner experience, support needs, delivery effectiveness, and assessment clarity.	Course evaluation surveys; end-of-unit feedback; informal check-ins; issue/complaint routes.	per intake; ad-hoc as needed	Academic Coordinator (review) + IQA (monitoring)
Teaching staff (tutors/assessors)	Review delivery feasibility, assessment reliability, learner progress trends, and resource needs.	Staff meetings; TLAC discussions; teaching/assessment standardisation notes; CPD evaluations.	Termly and as needed	Academic Director (lead) + IQA (quality checks)
Institutional partners	Review partnership effectiveness, coordination, service standards, and improvement	Structured partner feedback form/record; review meetings; reports	At least annually and at key milestones (e.g., end of cycle)	QA Officer / IQA (process oversight) + Academic Director (follow-up)

	opportunities			
Employers / professional community (where relevant)	Confirm relevance of skills/outcomes and gather market intelligence for improvement and planning.	Targeted consultations; informal feedback;	As required (e.g., annual planning)	Head of Institution + Academic Coordinator
Regulators / external stakeholders (MFHEA and related bodies)	Ensure compliance alignment and respond to regulatory updates affecting provision.	Formal communications; meetings; consultation submissions.	As required	Head of Institution + Academic Director + IQA (as appropriate)

Consultation process (overview)

1. Collect feedback using agreed tools (surveys/forms/meetings) and record it within IQA documentation.
2. Review feedback and identify themes, risks, and improvement opportunities (Academic Director + IQA; TLAC where applicable).
3. Agree actions, assign ownership, and set timelines; escalate critical issues to the Head of Institution where required.
4. Track actions through the IQA action planning process until completion; verify effectiveness.
5. Report key outcomes through the annual QA reporting cycle.

Appendix B

TLAC membership and appointment process

TLAC membership is appointed to ensure the Committee has appropriate pedagogical and subject-matter expertise, while remaining proportionate to DOMAX's small-team model. Members are selected for their relevance to MFHEA-accredited provision and their ability to provide constructive, evidence-based input into teaching, learning and assessment quality.

- The Academic Director, in consultation with the Head of Institution, identifies and invites suitable field experts from DOMAX partner organisations and/or relevant stakeholder groups (e.g., experienced teachers, teacher trainers, educational managers).
- Selection criteria include: relevant qualifications; demonstrable experience in EFL/teacher education and/or assessment; familiarity with CEFR/MQF expectations where applicable; and a commitment to quality assurance, confidentiality, and professional conduct.
- Appointments are documented (invitation/acceptance and role outline) and included in TLAC records (membership list and attendance).
- Membership is reviewed at least annually to ensure continued relevance, balanced representation, and effective participation.

Conflicts of interest are managed through declarations and recusals from agenda items where a member has direct involvement (refer to the TLAC charter).

Document title	Version	Date	Owner
DOMAX Governance Structure and Model	v1.3	16 Feb 2025	IQA
Applies to	MFHEA-accredited courses and institutional governance supporting them. All MFHEA-accredited course intakes delivered by DOMAX		
Related documents	DOMAX Internal Quality Assurance (IQA) Manual (July 2024); Memorandum of Association		
Change log	v1.3 Added Student Representative: Election and Role Procedure	16 Feb 2025	
Change log	v1.4 Added Ethics Committee; Role and Responsibilities	09 March 2026	