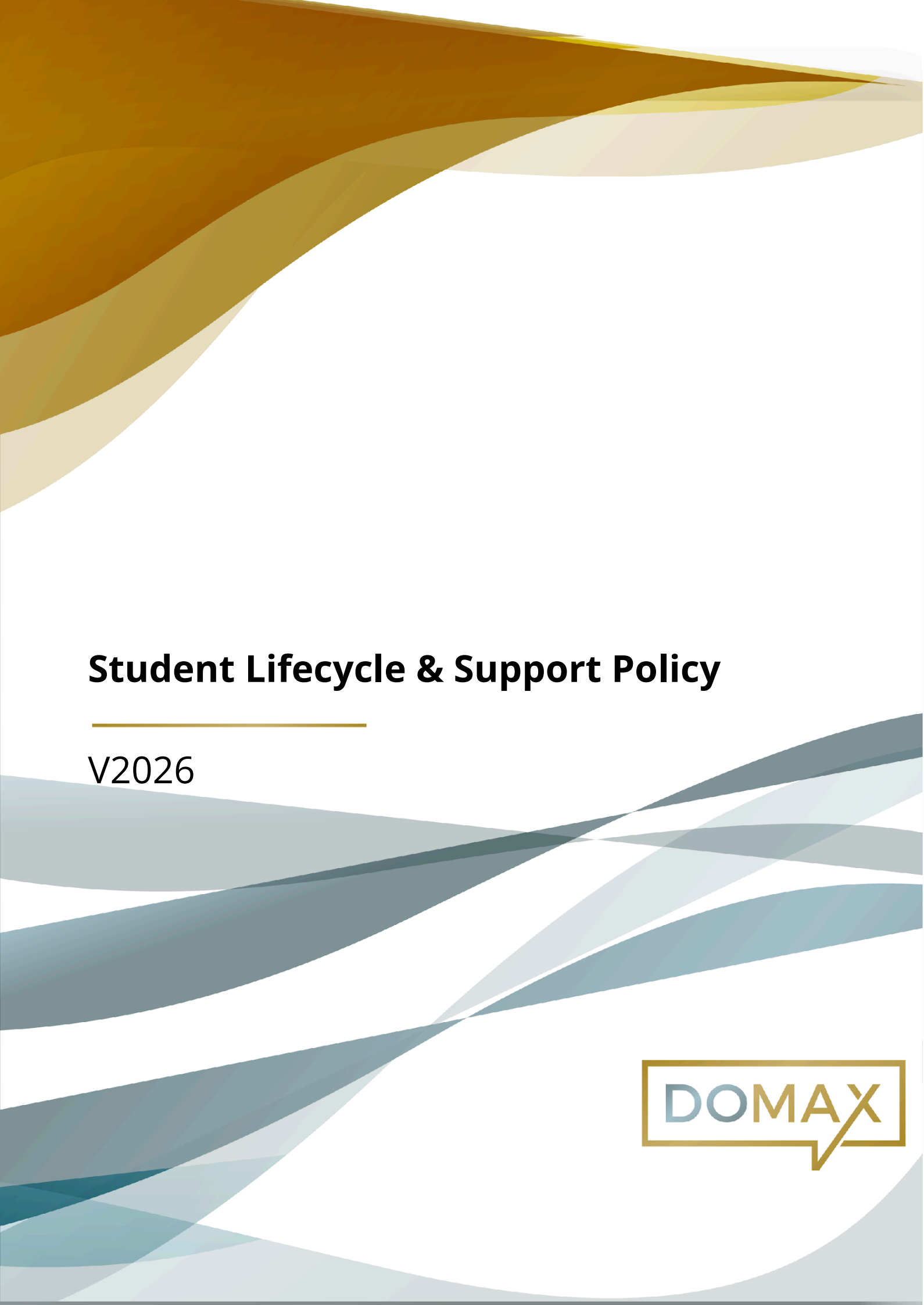




Student Lifecycle & Support Policy

V2026

DOMAX

1. Student Admission and Enrolment Policy

DOMAX ensures transparent, fair, and inclusive admission practices in accordance with MFHEA Standards.

- Entry Requirements: Clearly stated in each programme specification and validated during application by the Academic Director.
- Verification: All qualifications and identification documents are verified; foreign certificates may require MQRIC recognition and certified translation.
- Interviews: Conducted where necessary to assess applicant suitability and language competence.
- Induction: All new students must attend an induction session (online or face-to-face) covering programme aims, structure, policies on plagiarism/AI, assessment and appeals, and available learning resources.
- Deferral and Withdrawal: Students may defer studies for valid reasons through a written request to the Academic Director. Re-admission is subject to approval and space availability. (See Student agreement for further details).

2. Student Progression, Retention and Completion Policy

DOMAX monitors student progress through a structured, multi-layered system that draws on attendance tracking, LMS analytics, tutor oversight, and formal academic-support procedures. This ensures that students remain engaged, meet assessment requirements, and progress steadily throughout the CERTEFL programme.

- Attendance Requirement:

Minimum 80% attendance is required for learning activities. Engagement is measured through participation in guided-learning tasks, contribution to e-discussions, and involvement in synchronous and asynchronous sessions delivered through the LMS.

- Progress Monitoring:

Online progress is monitored through LMS participation, including log-ins, activity completion, interaction with learning materials, and responsiveness to tutor feedback. Participation in forum discussions and completion of required tasks form part of the overall engagement profile

- Use of LMS Data:

LMS analytics provide detailed evidence of student activity, including access patterns, submission behaviour, and completion rates. These data support assessment decisions, early identification of at-risk students, and monitoring of progression across all modules.

- Digital Audit Trails:

The LMS automatically records submission timestamps, file histories, marking activity, moderation actions, and any grade changes. These audit trails ensure transparency and support internal quality assurance and external review processes.

- Monthly Tutor Reviews:

Course tutors review each student's academic performance, attendance, and engagement on a monthly basis. Reviews consider assessment submissions, forum participation, teaching-practice progress, and LMS activity.

- Early Intervention:

Students showing signs of disengagement—such as reduced activity, missed deadlines, or limited participation—receive a formal progress-support email. Where concerns persist, the tutor schedules a Personal Development Plan (PDP) meeting to identify challenges, agree on support strategies, and set clear expectations for improvement.

- Academic Counselling and Escalation

Persistent under-performance or failure to meet academic requirements triggers referral to the Teaching, Learning and Assessment Committee (TLAC). The committee reviews the student's engagement history, assessment record, and portfolio development to determine appropriate support or further action. TLAC reviews may include examination of the student's portfolio of evidence, teaching-practice documentation, and engagement logs to ensure that progression decisions are fair, consistent, and aligned with institutional quality-assurance procedures.

- Completion Timeframe

Students must complete the course within 12 months of registration. This timeframe includes all modules, assessments, teaching practice, classroom observations, and portfolio submissions.

- Suspension of Access:

If a student does not begin the course within two months of registration, access may be temporarily suspended until they confirm their intention to start. Once resumed, the student retains the remaining portion of their original study period.

- Extensions:

Extensions of up to two months may be granted in writing at the tutor's discretion, based on the student's progress and the amount of work outstanding. Extensions beyond this limit are not permitted.

3. Student Support and Welfare Policy

DOMAX is committed to supporting students academically and personally. DOMAX tutors provide structured support to help students plan and progress in their careers. This includes:

- Personal Tutor Scheme:

Each student is assigned a Personal Tutor who provides ongoing academic and pastoral guidance throughout the programme. The tutor acts as the first point of contact for questions

about learning progress, assessment expectations, teaching-practice arrangements, and general wellbeing. Tutors also support students in developing reflective practice, managing workload, and navigating the demands of online study.

- Guidance for Obtaining the ELT Permit (Malta):

Students intending to teach English in Malta receive guidance on the steps required to obtain the ELT permit, including information on eligibility, documentation, and the relationship between the CERTEFL qualification and national regulatory requirements.

Tutors may signpost students to the relevant MFHEA and ELT Council procedures and provide advice on preparing supporting evidence such as teaching-practice records and portfolios.

- Career Pathways After CERTEFL:

Students are provided with information on potential career routes following completion of the programme. These include opportunities in private language schools, online teaching platforms, private tutoring, curriculum support roles, and entry-level positions in educational organisations. The programme also highlights progression routes into further study, specialist TEFL certifications, or roles involving digital learning and materials development.

- Monitoring Employment Outcomes:

DOMAX monitors employment trends and career destinations of CERTEFL graduates to support programme evaluation and continuous improvement. Data on job placements, teaching roles, and further study pathways contribute to internal quality-assurance processes and help ensure that the qualification remains aligned with industry needs.

- Administrative Support:

Students have access to dedicated administrative support channels for queries related to enrolment, course access, assessment procedures, teaching-practice arrangements, and general programme administration. Queries are handled through the official email contacts (info@domaxltd.org and coordinator@domaxltd.org), ensuring timely and accurate responses.

- Special Considerations

Students experiencing illness, personal difficulties, or other circumstances that may affect their ability to meet deadlines may submit a Mitigating Circumstances Form. Approved cases may receive extensions, rescheduled assessments, or temporary adjustments to their study plan, in line with institutional procedures and the Student Agreement.

- Mental-Health and External Counselling Support:

While DOMAX does not provide in-house therapeutic services, students who require emotional or psychological support may be referred to accredited counselling providers or community support organisations. Tutors and administrative staff help students identify appropriate services when wellbeing concerns arise.

- Accessibility and Reasonable Adjustments:

Students with declared disabilities or specific learning needs are entitled to reasonable adjustments to support equitable participation. Adjustments may include extended time for assessments, assistive technologies, adapted learning materials, or modified submission formats. These measures ensure that all students can engage fully with the programme's learning and assessment requirements.

- Wellbeing Initiatives:

DOMAX promotes a culture of wellbeing through dedicated initiatives, including the DOMAX Wellbeing Newsletter launched in 2026. This newsletter provides students with practical wellbeing tips, study-life balance strategies, mental-health resources, and updates on support services available throughout the programme.

4. Appeals and Complaints Policy

DOMAX ensures that all students have access to fair, transparent, and accessible procedures for resolving concerns. Students are encouraged to seek early, informal resolution wherever possible. Formal complaints and academic appeals are handled in accordance with the **Complaints and Appeals Policy** that can be found in the **Equal Opportunities and Ethics Policy**, which outline the full procedures, responsibilities, and timelines.

4.1 Complaints Procedure

Students who wish to submit a formal complaint should follow the process described in the **Complaints and Appeals Policy**, including informal resolution, formal submission, investigation, and final institutional review. All formal complaints must be submitted using the official Complaint Form and sent to domax@domaxltd.org. The Ethics Committee and designated Complaints Officer manage investigations in line with institutional procedures.

4.2 Academic Appeals Procedure

Academic appeals relating to assessment decisions follow the procedure set out in the **Equal Opportunities and Ethics Policy**. Appeals may be submitted only on valid grounds (e.g., procedural error, new evidence, or evidence of bias). The full process—including initial review, formal appeal hearing, and external escalation—is detailed in the relevant policy.

Students should consult the above policies on the LMS for complete guidance, required forms, and procedural timelines.

5. Plagiarism and Misconduct Policy

DOMAX upholds the highest standards of academic honesty. All students and staff are required to produce original work, acknowledge the ideas of others, and use generative AI tools responsibly and transparently.

5.1 Definition of Academic Misconduct

Academic misconduct includes, but is not limited to:

- Presenting another person's work, ideas, or AI-generated content as one's own
- Copying or paraphrasing without proper referencing
- Collusion, contract cheating, data fabrication, or falsification
- Submitting work with a similarity index above the permitted threshold (15%)

5.2 Permitted Use of Generative AI

AI tools may be used only when explicitly permitted in the assignment instructions.

When AI is used, students must include an acknowledgment such as:

Permitted uses include:

- Researching definitions or explanations
- Generating study materials or practice questions
- Identifying sources
- Grammar and spelling checks (as per proofreading guidance)

5.3 Consequences of Misconduct

Breaches of academic integrity may result in:

- Requirement to resubmit
- Grade reduction
- Failing the assignment or module
- Suspension or expulsion (for severe or repeated cases)

All cases are handled in line with the **Referencing Manual, Plagiarism and Use of AI Policy** and may involve the Ethics Committee. DOMAX promotes a culture of honesty, transparency, and responsible use of technology in all academic work.

6. Equality, Diversity and Inclusion Policy

DOMAX fosters a respectful, inclusive, and non-discriminatory learning community. All students and staff are entitled to fair treatment, equal access to opportunities, and a safe environment free from harassment or bias.

6.1 Commitment to Equality

No student or staff member shall be discriminated against on the basis of age, gender, ethnicity, disability, religion, sexual orientation, or political opinion. DOMAX upholds the principles of human dignity, fairness, and equal rights in line with MFHEA standards and national legislation.

6.2 Implementation of Inclusive Practice

DOMAX promotes equality through:

- Equality and ethics training for staff
- Inclusive and accessible teaching materials
- Gender-neutral and culturally sensitive language
- Reasonable adjustments for students with declared disabilities
- Transparent, bias-free recruitment, admission, and assessment processes

6.3 Monitoring and Governance

Equality and ethics oversight is shared across DOMAX governance:

- The Ethics Committee reviews equality and ethics policies annually, monitors compliance, and investigates equality-related breaches.
- TLAC reviews equality-related learner feedback and course-level data (e.g., satisfaction, assessment outcomes) as part of academic quality monitoring.
- Equality data (enrolment, completion, satisfaction) is analysed annually and informs institutional improvement actions.

6.4 Zero-Tolerance Approach

DOMAX applies a zero-tolerance stance toward discrimination, harassment, bullying, or unethical conduct. Breaches are investigated by the Ethics Committee, with outcomes ranging from corrective actions to disciplinary measures in line with DOMAX policies.

6.5 Code of Conduct

All students enrolled in DOMAX programmes are required to sign the DOMAX Code of Conduct Declaration Form as part of their induction. By signing, students confirm that they have received, read, and understood the DOMAX Code of Conduct for Students and Staff and agree to uphold the ethical, professional, and behavioural standards expected within the institution. This includes demonstrating courtesy, honesty, and professionalism; maintaining respectful communication in all learning environments; adhering to academic-integrity requirements; and contributing to an inclusive, non-discriminatory community.

7. Monitoring and Review

These policies are reviewed annually by the Teaching, Learning and Assessment Committee (TLAC) and approved by the Academic Director as part of the IQA cycle. Updates incorporate student feedback, MFHEA guidance, and best practice in higher education.



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