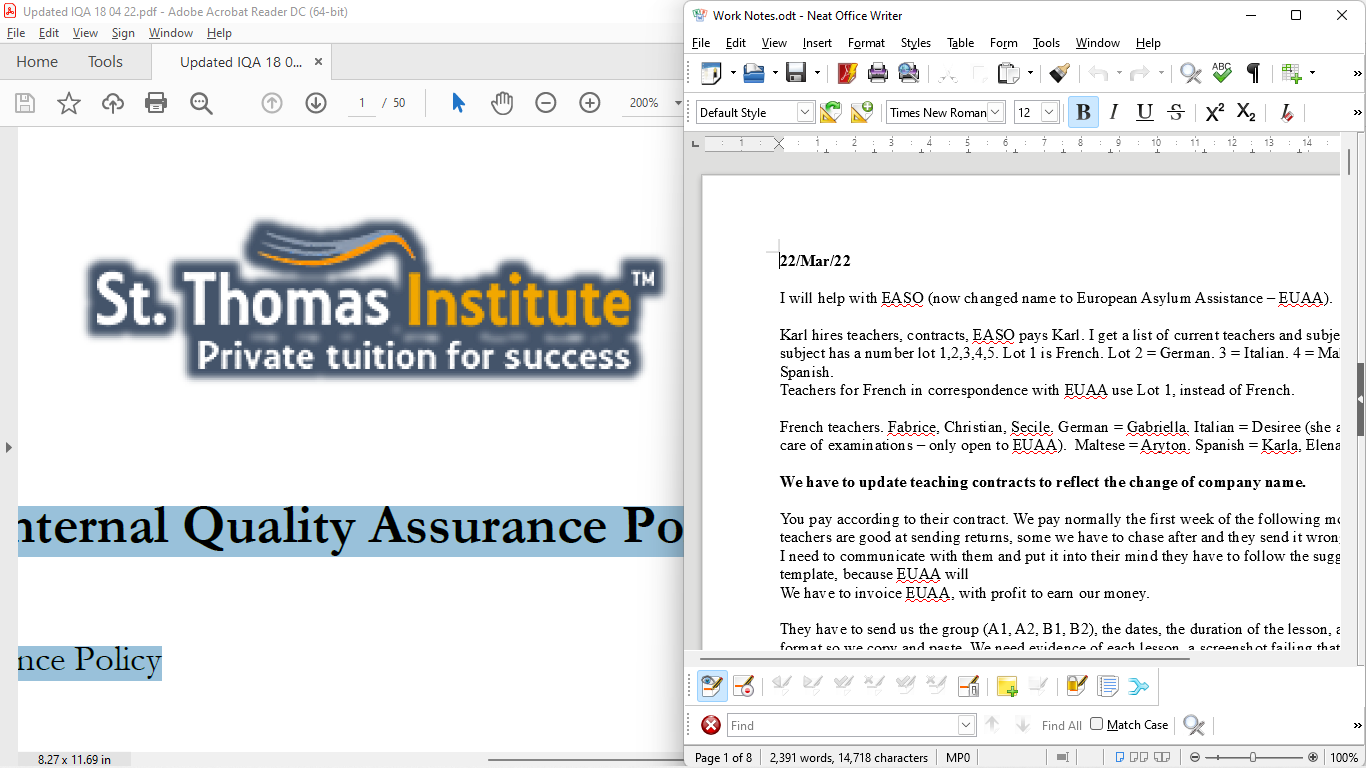
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**Internal Quality Assurance Policy**

Internal Quality Assurance Policy

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**INTERNAL QUALITY ASSURANCE POLICY**

**PREAMBLE**

**The St Thomas Institute**

St Thomas Institute is a high-quality online teaching services provider offering tuition courses for a wide array of subjects. Its foundations were set up in 1980. As an Institute, we have been operating for more than 40 years and we are amongst the pioneers in the private educational service sector.

St Thomas Institute's mission is one of self-development, where staff members participate in continuous learning, which is essential in today's quickly changing world, whilst recognizing and solving significant challenges in education and using technology to expand and promote learning possibilities.

St Thomas Institute's mission statement is based on the conviction that education is critical to advancing society and ensuring better futures. St Thomas Institute's mission is to provide high-quality education and vocational training with the goal of assisting learners in identifying educational and career goals, developing the necessary skills for intellectual and personal growth, excelling in their studies or area of specialization, and ultimately securing quality employment, career advancement, and reaching their full potential.

St Thomas Institute's fundamental principles define and pervade who we are and what we accomplish as an organization. Among these fundamental values are the following:

• **Excellence** – In all of our programs, services, and operations, we adhere to the highest professional standards of quality, integrity, and performance.

• **Innovation** – We understand the value of digital learning and guarantee that both synchronous and asynchronous learning occurs. Additionally, we seek to continually improve via data-driven decision-making, performance measurement, and outcome evaluation;

• **Accountability** – We work to guarantee that assessment choices and quality standards are held accountable while adhering to awarding body processes and norms.

• **Respect** – We cherish and respect each member of the Institution, especially the student body, and treat others as we would want to be treated;

• **Enthusiasm** – We demonstrate a passion for our profession and feel that each day presents us with possibilities to make a good difference in the lives of individuals we come into touch with;

• **Sustainability** – We endeavour to ensure the long-term supply of high-quality instruction that is environmentally conscious.

**SCOPE OF THE POLICY**

This policy is provided for St Thomas Institute’ customers, course participants, staff members and educators.

**POLICY STATEMENT**

St Thomas Institute is devoted to providing the greatest quality of service possible in order to meet the needs of students and other clients. This level of service is attained by quality management and the acceptance of the procedures outlined in this document. These processes are meant to ensure a high degree of teaching, assessment, and administration.

The principles that guide St Thomas Institute's Internal Quality Assurance policy reflect the Institution's core values and are aimed at:

• ensuring equity by ensuring that all students have equal opportunities for success;

• ensuring that the quality of teaching programs and their assessment are well documented, verifiable, and evaluable; and

• promoting a process of continuous improvement of Learning Programs and their delivery.

The key principles that underpin the Institution's Quality and Standards Policy are as follows:

• Quality is best achieved by cultivating a climate of critical self-reflection among course participants;

• St Thomas Institute's staff and lecturers are accountable for enhancing course participants' learning experiences while acknowledging that, as adult learners, students are responsible for their own learning; and

• Both internal and external evaluation are critical to imbuing the institution with a culture of critical self-reflection.

**STANDARDS FOR INTERNAL QUALITY ASSURANCE (IQA)**

St Thomas Institute's IQA approach is based on the National Quality Assurance Framework for Further and Higher Education's learning outcomes-based Quality Cycle (2015). St Thomas Institute reviews its internal procedures using the Quality Cycle of Planning, Implementation, Evaluation, and Review to ensure that, while being the primary driver of improved quality and output, they are consistent with the developmental perspective of the External Quality Assurance (EQA) Audit.

The Institution's IQA is based on the eleven quality assurance criteria established by the Malta Further and Higher Education Authority (MFHEA). Internal quality assurance standards include the following:

1. Internal quality assurance policy

2. Institutional integrity

3. Programme design and approval

4. Learning, teaching and evaluation that are centred on the student

5. Admission, advancement, recognition and certification of students

6. Instructional staff

7. Resources for learning and student assistance

8. Management of information

9. Public information

10. Programme monitoring and evaluation on an ongoing basis

11. External quality assurance on a cyclical basis

**1. Internal Quality Assurance Policy**

**1.1. Foreword**

St Thomas Institute is dedicated to using excellent quality assurance systems in the delivery of all of its courses. This is accomplished via the establishment of rules and processes that govern student enrolment and registration, tutor development, instructional quality, evaluation methodologies, and rewards. These rules and processes are backed up by a variety of forms that gather data/information and produce essential records.

St Thomas Institute strives to maintain a high level of teaching, assessment, and administration throughout the process, ensuring that the Institution is fit for purpose. St Thomas Institute will thereby protect the interests of students, lecturers, its brand and reputation, and any other institution providing the credentials offered by St Thomas Institute.

Administrative employees, academic staff, and students are actively urged to participate in sustaining and supporting the IQA system via participation and open feedback, as well as through mechanisms for regular verification, complaints, grievances, and appeals. Student Complaints, Student Grievances, and Student Appeals policies and processes are outlined in St Thomas Institute's Policies 12, 13, and 14.

**1.2. Policy Objectives**

This policy aims to:

• Maintain a continuous check on the consistency and quality of delivery, as well as the consistency, quality, and fairness of marking, grading, and overall assessment of student work;

• Meet and exceed the requirements imposed on us by the Malta Further and Higher Education Authority (MFHEA) and awarding bodies;

• Ensure that valid assessment decisions are reached for all our students and that the MFHEA's Standards for Internal Quality are adhered to.

**1.3. Structures and Processes**

Through suitable structures and procedures, St Thomas Institute fosters a high-quality culture. It guarantees the quality of its teaching by highlighting the significance of research in teaching and learning and by investing in the ongoing professional development of its faculty, as stipulated in STIP22, Continuous Professional Development Policy, and as further explained in Section 6 below.

**1.4. The Quality Assurance System’s Organisation**

St Thomas Institute has built a method to assure the implementation and complete compliance with all of its internal quality assurance rules and procedures. This mechanism begins with the opening of a new course of study. This approach includes the soliciting of frequent feedback from students and lecturers, randomly sampling assignments to guarantee compliance with regulations, especially those pertaining to academic fraud, and monitoring attendance sheets, lectures, and tests or assessments. The Standard Operating Procedure 1, Structures for Data Collection, Reporting, and Analysis of Feedback (STI SOP 001), outlines the processes to be followed in order to collect the needed feedback.

**1.5 The Quality Assurance’s System Organisation**

The Internal Quality Assurance Policy of St Thomas Institute is efficiently executed via the following steps:

• Assessments are monitored and judgments are standardized. The Institution's Assessment Policy and Procedures govern the assessment process and the management of marking (STIP20).

• The Internal Quality Assurance team samples assessments on a regular basis to allow continuous feedback to assessors, as described above.

• Providing support and development for lecturers. This is accomplished via properly documented meetings, training sessions, and frequent email contact.

• Accurate recording to provide a thorough audit trail. Internal and external communications are documented in writing and stored on both electronic and paper media. Internal communications may take the form of contact between administrative staff, between administrative staff and the Internal Quality Assurance team, and between administrative staff and professors and students about assessment-related concerns.

• Appropriately qualified and competent staff members performing all duties and responsibilities. St Thomas Institute is certain that its strength is limited by its weakest link. As a result, it assures that all employees give a high level of service to all customers. Additionally, employees of staff responsible for implementing the Quality Assurance Policy and Procedure are thoroughly familiar with all associated papers via briefings and *5* training sessions. Typically, this kind of training is delivered by the institution's Internal Quality Assurance department (also referred to as IQA in this document). Additionally, staff members are required to attend briefing sessions and meetings organized by competent authorities (e.g., the MFHEA, the Education Directorate). When selecting such staff members, St Thomas Institute ensures that the individual is suitably qualified, experienced, and a person of integrity and trustworthiness.

• Adhering to the processes specified in its plagiarism policy for guaranteeing academic integrity. Academic Integrity and Policy, STIP08. STIP17 also addresses ethical behaviour.

• STIP15, Equality, Diversity, and Student Support Policy, regulates all forms of intolerance and prejudice.

• Including external stakeholders, as described in Section 3 below.

• The Institute includes internal stakeholders by sending questionnaires to teaching staff and current and former students, for feedback to improve our operations in pursuit of our goals.

**1.6. St Thomas Institute’s Corporate Structure**

Appendix A, St Thomas Institute Corporate Organization, contains the organogram for the institute’s ownership, corporate, and management structure. St Thomas Institute's activities are backed by its professional management structure. This implies that the management team is fully supported by the group's CEO, who also serves as Chairman of St Thomas Institute. The financial controller of the business is responsible for all financial control functions. Additional information is provided in the next section. Additionally, the company's human resources executive assists the Director of the Institute and the Executive Administrator of St Thomas Institute in selecting the human capital component, the IQA team, the lecturers/assessors, administrative personnel, and placement mentors. Currently, the Director of the Institute is the CEO of St Thomas Institute.

Corporate stakeholders meet regularly to discuss the ongoing evolution of the Institute to better pursue our goals and objectives.

**1.6.1. Staff Engagement Requirements**

St Thomas Institute guarantees that all staff members have the necessary professional credentials and experience. As specified in Section 6 below, every member of personnel is required to maintain current knowledge and participate in mandated professional development training on a regular basis.

St Thomas Institute guarantees that it maintains a qualified workforce of an acceptable size, including enough management, academic, and administrative employees and other resources, to offer the credentials needed by awarding bodies.

**1.6.2. CEO/Chairman/Director of the Institute**

The Director of the Institute of St Thomas Institute is expected to have at least 5 years’ experience in the area of training and 5 years’ experience in management and hold a Master’s degree at Level 7 (EQF/MQF) in any one of the following areas: Management, Business Administration, Communication or Education.

The Chief Executive Officer (CEO) has the overall responsibility for achieving the agency’s mission. This includes oversight of agency strategy, programs, staffing, administration, funding, risk management, financial health, development efforts, accreditations, compliance, and public relations. The CEO is to provide information and leadership to staff to keep them informed and aware of changing community needs and to modify agency programs and policies accordingly. The CEO administers the agency’s programs to ensure maximum benefits.

**Responsibilities:**

* Keep staff informed of agency operations so they have adequate information for carrying out their responsibilities.
* Participate in strategic planning and lead efforts to execute the plan.
* Analyse key performance metrics to track the strategic plan’s progress and success for any necessary adjustments to the plan.
* Develop and maintain acceptable standards of professional practice.
* Provide oversight and direct supervision to ensure programs meet goals and objectives.
* Oversee all programs to ensure client satisfaction.
* Provide oversight and direct supervision to the Chief Financial Officer to ensure an adequate system for accurate, timely, reliable accounting of services and activities.
* Work with Chief Financial Officer to understand and manage the agency’s annual budget needs, as well as strategic planning forecasting needs.
* Ensure Chief Financial Officer partners with stakeholders and auditors to provide them with the information needed to complete their work in a timely manner.
* Keep informed of developments and trends.
* Build and maintain strong, appropriate relationships with stakeholders.
* Maintain an agency culture which supports and strengthens staff performance and satisfaction.
* Provide opportunities for staff participation in the formulation of agency policies and procedures including personnel practices.
* Ensure the staff is sufficiently equipped to perform well by overseeing the facility, network, and equipment they depend on daily.
* Participate in continuing education in areas appropriate to the needs of the agency.

**Experience and Qualifications:**

* Recommend a Master’s degree from an accredited university in social work, business administration, or a Ph.D. in other fields of applied human behaviour.
* Recommend a minimum of seven years’ leadership experience, with a minimum of five years in non-profits.
* Proven business acumen a must

**1.6.3 Executive Administrator**

The Executive Administrator is responsible for providing direction and control of functions and activities in the work area including establishing priorities and handling administrative, supervisory, and planning functions.

**Responsibilities:**

* The Executive Administrator works with staff to plan and schedule system support, report project and program status and set priorities.
* Develop processes, ensure team roles and responsibilities are communicated and followed, and lead all initiatives involving performance data and information exchange either automated or process related.
* Work with the other parts of the Institute to develop clear processes and lines of responsibility in the event of an outage so lines of responsibility and processes are followed for all priority levels (low, medium, high).
* Follow up after an event to ensure process was followed and make improvements as needed.

**Experience and Qualifications:**

* Bachelor's Degree
* 2-4 years of administrative experience, with some event planning and/or project coordination experience
* Capable of working with discretion and tact in an environment exposed to a high level of sensitive and confidential information
* Strong communication skills (both written and verbal), and ability to operate effectively and efficiently in a challenging, fast-paced environment
* Proficiency in managing calendars and organizing travel helpful
* Experience creating and/or supporting presentation development for senior management
* Detail-oriented and able to complete work assignments with a high degree of quality
* Demonstrated initiative, flexible, highly organized and can anticipate and resolve problems before they escalate
* History of creative problem solving, ability to work well collaboratively and under pressure

**1.6.4 Chief Financial Officer**

The CFO is responsible for establishing financial strategy and goals and oversight of finance activities, functional accounting, fiscal management and reporting. This includes grants/sponsored programs and endowed funds, and data governance to ensure that academic and administrative priorities are being met.

**Responsibilities:**

* Lead the finance area of the company.
* Formulate and implement strategies to boost the company and make it more efficient.
* Perform analysis of trends, productivity and quality parameters. Identify issues and implement the changes and improvements needed to fix them.
* Manage the cash flow of the company.
* Identify opportunities for expansion and growth: future investments, lines of business, etc.
* Develop strategies for financial performance monitoring.
* Carry out the structure of reports, financial economic analysis and budgetary control.
* Manage and lead all teams in the area, getting involved in their development and hiring strategy.

**Experience and Qualifications:**

* Equivalent of Bachelor’s in either finance, business, accounting or related discipline.
* Minimum 5 years experience in either finance, budgeting, planning, grants management, accounting or closely related field.
* Leadership experience in progressively more responsible roles, including developing organisational financial strategy.
* Supervisory experience
* Excellent written and verbal communication skills.
* Experience using standard financial reporting tools such as databases and web-based software.
* Data visualisation skills, facilitating understanding of current state and trends.

**1.6.5 Human Resource Executive**

Partners with the leadership team to understand and execute the organizations human resource and talent strategy particularly as it relates to current and future talent needs, recruiting, retention, and succession planning.

**Responsibilities:**

* Provides support and guidance to staff when complex, specialized, and sensitive questions and issues arise; may be required to administer and execute routine tasks in delicate circumstances such as providing reasonable accommodations, investigating allegations of wrongdoing, and terminations.
* Manages the talent acquisition process, which may include recruitment, interviewing, and hiring of qualified job applicants, particularly for managerial roles; collaborates with departmental managers to understand skills and competencies required for openings.
* Analyses trends in compensation and benefits; researches and proposes competitive base and incentive pay programs to ensure the Institute attracts and retains top talent.
* Creates learning and development programs and initiatives that provide internal development opportunities for employees.
* Oversees employee disciplinary meetings, terminations, and investigations.
* Maintains compliance with employment laws and regulations, and recommended best practices; reviews policies and practices to maintain compliance.
* Maintains knowledge of trends, best practices, regulatory changes, and new technologies in human resources, talent management, and employment law.
* Performs other duties as assigned.

**Experience and Qualifications:**

* Five years experience in human resources program management, including one or two years of supervisory experience.
* Equivalent to a Bachelor’s degree from an accredited college or university with major course work in human resources administration, business administration, public administration or a related field.

**1.6.6 IQA Team Members**

An IQA Team Member is responsible for conducting performance coaching, maintaining quality standards and advising leadership on ways to improve operations. An IQA Team Member aims to build awareness of available resources, and works with stakeholders to create individualized goals for continuous improvement, all in an effort to deliver outstanding customer service that drives high student satisfaction.

**Responsibilities:**

* Lead and develop on-going trainings and education materials.
* Support staff with front end initiatives
* Develop a trusted advisor relationship with key stakeholders and executives
* Communicate with and support our customers and internal teams with email, phone, online presentations, screen share and meetings
* Clearly communicate the progress of initiatives to internal and external stakeholders
* Forecast and track key account metrics
* Monitor and analyse quality assurance data to highlight insights and provide recommendations that result in favourable ROI.

**Experience and Qualifications:**

* Bachelor’s Degree in Education, Communications, or related field is preferred. In lieu of Bachelor’s Degree, 2+ years of related experience in similar work environment.
* Strong customer service skills required.
* Teaching or training experience of adults desired.

**1.6.7 Educators and Tutors**

A Tutor is responsible for ensuring individual student reach their academic goals. They are required to help students clarify and review concepts learned in class and help students solve specific problems.

**Responsibilities:**

* Maintains professional self-behaviour.
* Demonstrates effective knowledge of and interpersonal relationships with students as individuals and as groups.
* Complies with all school and local laws and regulations.
* Performs all duties deemed necessary by the Institute for the efficient and successful operation of the school system.
* Maintains records as required by law, Institute policies and regulations and strives to be prompt and accurate with required records and reports.
* Demonstrates enthusiasm for learning and interest in students.
* Encourages students to set and maintain high standards of achievement.
* Demonstrates effective knowledge and use of curriculum content (subject-matter and skills) associated with the instructional assignment.
* Demonstrates the ability to adjust presentation of subject content to students' needs and interests,
* Use relevant technology to support and differentiate instruction.
* Maintains an effective system of monitoring student progress to inform appropriate persons,

**Experience and Qualifications:**

* Must possess at a minimum a bachelor's degree.
* Experience in computer technology or willing to pursue appropriate technology training as required by position.
* Must demonstrate effective knowledge of and be sensitive to the needs of a diverse student population.
* Ability to develop effective relationships with students, stakeholders and staff.
* Assume responsibility for continued professional growth in the teaching field or in the field of teaching, as well as the improvement of the profession.
* Ability to communicate effectively orally and in writing.
* Ability to establish and maintain cooperative and effective working relationships.
* Serve as a role model.

**2. Institutional Probity**

**2.1. Organisation of St Thomas Institute**

St Thomas Institute Company limited operates under the brand name of St Thomas Institute. It conducts five-year strategic planning. St Thomas Institute is professionally staffed with qualified individuals who have been given specialized roles such as administration, human resource management, and finance. All of these responsibilities are crucial to the running of St Thomas Institute.

The Director of the Institute is appointed directly, through an internal call for applications within the St Thomas Institute, or by an external call for applications in the absence of a suitable candidate.

**2.2. Insurance Policy**

Every student should take care of his or her insurance policy if they wish.

**2.3. Financial Control**

The financial control of the St Thomas Institute is under the supervision of the Institution's Chief Financial Officer. The Financial Officer is in charge of the day-to-day financial and accounting operations of the company. This is accomplished by frequent monitoring and reporting to the company's Directors, as well as through the creation and filing of required financial accounts to the government.

**2.4. Financial Analysis and Planning**

The Director of the Institute, with the assistance of the Chief Financial Officer, is responsible for developing an annual rolling five-year financial plan that is compatible with the Institution's strategic aims.

The following are the budget objectives:

The financial targets for the Institution will be defined by the Head of the Institution on an as-needed basis by the institution. Thereby assisting the Chief Financial Officer in putting up more thorough financial plans for the Institution.

**Allocation of Resources**

The allocation of resources is done on a yearly basis by the institution's head.

**Preparation of the Budget**

The Chief Financial Officer is in charge of establishing an annual revenue budget for each fiscal year, as well as ensuring that comprehensive budgets are generated to support the resource allocation process. These measures are taken to guarantee that courses are sustained, at a loss if required, until the present student cohorts have successfully completed their course requirements, among other things.

**Control over the Budget**

Director of the Institute is responsible for maintaining control over revenue and spending within the parameters of an agreed-upon budget, with assistance from the Executive Administrator, who must ensure that day-to-day monitoring is carried out in an efficient manner. Significant deviations from agreed-upon budgetary objectives must be communicated to the Financial Controller as soon as possible.

**Modifications to the Appropriated Budget**

The Director will only be able to make changes to the agreed budget if they are unanimously supported by the membership.

**Accounting Arrangements**

The fiscal year will run from the first day of January to the last day of December of the same year.

**Accounting Fundamental Principles**

Accounting for costs is done on a typical cost basis, and the consolidated financial statements are produced in compliance with the accounting rules currently in effect.

**Financial Statement Format.**

In compliance with local common practice and regulation, financial statements are produced for each of the companies.

Accounting Records are kept for a variety of reasons.

The Financial Controller is in charge of ensuring that financial paperwork is kept on file for future reference. It is necessary to maintain them in a format that is acceptable to the appropriate authorities.

The St Thomas Institute is obligated by law to maintain primary documents for a period of ten (10) years after they are created. Invoices, bank statements, copies of receipts, payroll records, petty cash vouchers, visa statements, receipt books, monthly sales reports, and statements of purchase accounts are examples of what you should have on hand.

When it comes to the keeping of electronic records, the Financial Controller will make the necessary preparations.

**Requirements for Audits**

External auditors and internal auditors should have the authority to perform the following tasks:

• have reasonable access to St Thomas Institute premises;

• have access to all assets, records, documents, and correspondence relating to any financial and other transactions of the Institute;

• require and receive such explanations and supporting documentation as are necessary concerning any matter under investigation;

• have access to records belonging to third parties, such as contractors, when required;

• The Financial Controller is responsible for developing a timetable for financial and other transactions of the Institution.

**External Auditing**

The appointment of external auditors will be done on an annual basis and will be the responsibility of the Director. Generally speaking, the primary function of external audit is to report on St Thomas Institute financial statements and to conduct such examination of the statements, underlying records, and control systems as is necessary to reach an opinion on the financial statements and to report on the appropriate use of resources.

**Internal Auditing**

The Director appoints the internal auditor to work for the institution. The internal audit department's primary function is to offer assurances to the Director about the effectiveness of the internal control system.

**Fraud and Corruption**

It is the responsibility of all members of staff, management, and the Director of the Institute to notify the Internal Auditor as soon as a matter arises that involves, or is suspected to involve, *9* irregularity, including fraud, corruption, or any other form of impropriety, to the Internal Auditor at the earliest opportunity.

**Other Auditors**

External agencies such as the Ministry of Health and Human Services (MFHEA) and other government institutions may audit the Institution from time to time. They are entitled to the same access privileges as external and internal auditors, subject to applicable laws and regulations.

**3. Course Design and Approval Processes**

In accordance with the Malta Qualifications Framework (MQF) and the revised Malta Referencing Report 2016, all programs provided by St Thomas Institute are accredited by the Malta Ministry of Higher Education and Employment (MFHEA). The projected student workload is expressed in terms of ECTS learning credits, or European Credit Transfer and Accumulation System.

The courses are designed on learning objectives, with each course description including particular and specified knowledge, skills, and competencies, as well as, where applicable, core values.

Each program includes a description of the target audience, as well as the minimum eligibility and selection criteria, if any are relevant. Specification is provided for the length of courses as well as contact hours, placement hours, self-study hours, and evaluation hours. The split of material on the courses demonstrates the route that students are expected to take in terms of being accountable for their own learning and development. The forms of delivery, as well as the specific techniques of evaluation, are described in depth in the course descriptions for each of the courses. Courses are created in such a way that students may advance smoothly through them, both inside the course and onto higher-level courses. It is specified which language(s) will be used in the proposals for programs.

The very minimum need for lecturers and mentors is a recognized qualification in the subject area of the position sought for, as well as relevant work experience. As part of the Institution's course design process, students will also be participating in course evaluations and reviews.

The creation of new courses is carried out in consultation with external stakeholders, including acknowledged experts in the subject, lecturers, employers, and students, as well as internal stakeholders. The process is overseen by the Director of the Institute, who works in conjunction with the Internal Quality Assurance team. St. Thomas Institute's Policy 23, Design and Approval of Programs, contains further information on the process of program development and approval at the institution.

3.1 Formal Programme Review

St Thomas Institute has a formal Programme Review Committee, which consists of the CEO, Executive Administrator, Financial Controller, the Human Resource Executive and the IQA Team Members. This Committee is tasked with reviewing information gathered by questionnaires sent to stakeholders and adjusting the Institute’s processes to address shortcomings and suggest improvements that align with our strategic goals.

3.2 Acquiring Student Feedback

St Thomas Institute engages students with questionnaires about the quality of their courses. We request this feedback three times, first when the student is halfway through their course, second upon course completion and a third time 6 months after they have graduated. This information is provided the Programme Review Committee.

**4. Teaching and Assessment Methods**

It is the mission of St Thomas Institute to provide high-quality teaching, learning, and evaluation to allow all course participants to achieve their maximum potential. The Institution's goal is to aid students in not only sustaining but also improving their life prospects in the world of work, while *10* also imparting principles aimed at cultivating students who are actively involved in their learning. In order to guarantee that all course participants have high-quality learning experiences that result in consistently high levels of accomplishment, the Institution's Teaching Policies and Procedures (STI-P010) and its Assessment Policies and Procedures (STI-P011) are designed to work together. These rules apply to all of the teaching and learning programs provided by St Thomas Institute, including managerial, administrative, and lecturing employees, as well as external consultants, and are implemented by the whole institution's management and administrative staff. There are a number of procedures taken by St Thomas Institute to guarantee that the expected results of high-quality teaching and learning are achieved. Some of these are as follows:

• the publication on the institution's website https://maltastthomasinstitute.com/ of clear, accurate, objective, and up-to-date information on courses and programmes;

• the importance placed on staff recruitment processes;

• the delivery of an induction process for staff and students;

• a clear focus on teaching learning and assessment;

• continuing professional development; and

• internal verification.

**4.1. Instructional Strategies**

Lecturers at St Thomas Institute serve as facilitators, guiding students through the process of learning and discovery. They are required to give students with autonomy while also including them in the management of the learning environment.

In this course, students are encouraged to raise questions, which will either be addressed by other students, by the instructor, or by the students themselves via research. The use of problem-based learning allows lecturers to empower students to assume more responsibility for their own learning, leading the learning process via the use of their own personal experience, research, and collaborative efforts.

Experiential techniques such as discussion, simulation, and case studies are employed by teachers. With the use of these strategies, students may actively engage in class, apply critical thinking skills, and negotiate meaning in the context of their particular 15 experiences. They also make use of simulations to encourage students to be more active and reflective in their learning. Deep learning occurs when students take the time to think on their decisions and examine what they have learned so far.

The collaborative learning methodologies utilized by the faculty at the Institution result in interactive learning settings in which students draw on their common connections and experiences to further develop their own ideas and perspectives. Pair work and group work provide assistance to learners, as well as a means of reducing isolation and increasing group involvement. Other techniques of education are used by St Thomas Institute lecturers based on the target audience, the kind of course being taught, and the level of the students in the course. Case studies, the narrative line approach, quizzes, and lectures are some of the ways that may be used to teach students.

**4.2. Student Diversity**

The implementation of student-centred learning and teaching takes into consideration the differences and similarities among students as well as their requirements. St Thomas Institute's policy STI-P006, Academic Integrity, says that the institution offers students with the necessary support to ensure that they continue to grow throughout their educational careers. St Thomas Institute is sensitive to the requirements of a varied student population, and these needs are taken into consideration throughout the planning, program delivery, and assessment phases of the student life cycle at the institution. Students may find a description of the services available in the student support policy, as well as information on the referral method, the confidentiality clause, and a list of the student support services provided by St Thomas Institute.

Educators at St Thomas Institute employ a variety of delivery modes and pedagogical methods, and they are encouraged to self-evaluate and adjust their modes of delivery and pedagogical methods in response to the needs of their learners, as the Institution does not believe in a general-purpose approach to education.

**4.4. Student Learning Assessment**

A range of assessment instruments are used by St Thomas Institute to determine not only the levels attained by course participants, but also to assist their learning. This helps to ensure that both assessment of learning take place at the institute. Educators at the Institution are encouraged to employ a variety of evaluation methodologies and assessment activities to determine whether or not students have met the various learning objectives. Prior to the assessment, the criteria are presented to the learners, and formative feedback is provided to them in regard to the planned results, as well as recommendations on how to proceed with the learning process if required. This feedback is visible during the teaching process, as well as in written comments on projects and other activities.

The Assessment Policy and Procedure STI-P011 of St Thomas Institute outlines the quality assurance measures that must be followed throughout the assessment process. There are many of them that specify the parameters within which the evaluation is carried out. The most important of these requirements is that the evaluation be consistent, fair, and dependable. Internal quality assurance processes are governed by the following two procedures: The first guarantees that the assessment design is appropriate for the task at hand, and the second ensures that the assessment methods are of the appropriate degree of difficulty. STI-P009 Mitigation Policy and Procedures at St Thomas Institute governs the actions that students must take in the event of a scenario that requires them to take action. It is documented in the St Thomas Institute Policies STI-P008 that there is a systematic mechanism in place for dealing with complaints, grievances, and appeals from students.

All materials relating to student assessment are stored online using Google’s cloud storage ‘Google Drive’. This is accessible to administrative staff for the purposes of updating, adapting and quality assuring our processes. Our courses are now offered 100% online, using the third party digital services of Speedexam, Grammarly, Zoom and Moodle to facilitate learning and assessment at St Thomas Institute.

**5. Student Admissions, Progress, and Certification**

It is the goal of St Thomas Institute to ensure that quality assurance procedures are included into all of the processes that impact the 'learner journey' of students. There are several of these, including:

• the publication of clear, accurate, objective, and up-to-date information on courses and programmes on the institution's website, https://maltastthomasinstitute.com/ (STI-P002, Public Information);

• the induction processes;

• evaluations of student progress; and

• learner accomplishments, including certification.

**5.1. Admission**

In order to provide fair access to the programs offered by St Thomas Institute, admission procedures and criteria are executed uniformly and in a transparent way. Admissions standards for each program are established by the institution, which makes this information available on its website. Eligibility requirements for registration and admissions are based on qualifications, as specified in the Registrations and Admissions Policy STI-P001. Aside from that, St Thomas Institute acknowledges and accredits people' knowledge, skills, and competencies that they have earned via formal, nonformal, informal, or experiential learning as well as recognition of previous learning, as outlined in STI-P009 Recognition of Prior Learning. Staff are required to use the standardised document ‘Student Interview Profile’ and consult the accompanying document ‘Student Interview Profile Guidelines’ to ensure the consistency and fairness for all applicants.

**5.2. Induction**

The initiation procedures are designed to introduce students to both the institution and the curriculum they will be pursuing. At the beginning of each course, administrative officials from St Thomas Institute conduct an introduction session during which course participants are given a packet containing pertinent information about their learning journey. The Learning Resources and Student Support Resources STI-P013 provide a detailed description of this introduction session. Each student is also given a copy of the Student Handbook. In this document, you will find the mission statement of St Thomas Institute, as well as an outline of curriculum provision and services, information about the internal quality assurance system, administrative procedures, student support services, as well as conduct and health and safety regulations.

**5.3. Monitoring**

To guarantee that internal quality assurance is accessible for the duration of a learning programme/qualification, St Thomas Institute ensures that internal quality assurance is available to allow the collecting, monitoring, and controlling information on student advancement. Internal quality assurance processes have been documented and are in place. As a result of having precise information on students and their requirements, the IQA team is able to guarantee that appropriate access arrangements are available for the length of the qualification. After applying for a particular course or program, any extra or special learning/development requirements that learners may have are fulfilled in accordance with the STI-P006, which is available here. Technical assistance, physical *13* modifications such as big print materials, and additional support are all encompassed under this umbrella term. If a student is absent for any reason, we offer to provide them with notes on the content of material from the lesson they missed. We also provide students with the opportunity to clarify with their tutor any difficulties in understanding relating to the content of the lesson they missed. We expect tutors to engage with students and support them in providing support and clarification when asked questions.

**5.4. Certification**

When it comes to certification at St Thomas Institute, the procedure is reviewed and handled by both the Head of Institution and the Executive Administrative Assistant. Students who successfully complete the course will get paperwork that explains the context, the level of the Malta Qualifications Framework, the number of learning credits earned, the substance of the certificate achieved, and the status of the qualification earned. This paperwork, which includes a course transcript, complies with the requirements of the MFHEA. The IQA team also does a quality check to guarantee that the information is accurate, dependable and up to the desired quality level before releasing it to the public.

**6. Teaching Staff**

St Thomas Institute employs clear, fair, and open methods for the recruitment of new employees, the administration of employee benefits, and the development of employees' professional skills. STI-P010, Teaching and Administrative Employees Policy, provides more information on the selection of staff as well as the standards for classroom instruction.

**6.1. Teaching Methods and Platform**

Educators at St Thomas Institute base their instruction on the notion of andragogy, fully cognizant that adult learners use learning techniques that vary from those employed by younger students. Adults must understand why they are acquiring a new skill or technique. They learn by doing, are good problem solvers, and like social engagement with other people. In general, they desire to incorporate their life experiences into the classroom and blend new concepts with previously learned material.

St Thomas Institute recognizes the relationship between research and education and encourages its employees to perform research that will allow them to better their profession.

St Thomas Institute specifies that lecturing staff are responsible for keeping a thorough understanding of their subject matter and staying up to speed on current pedagogical practices in order to guarantee that the most effective learning opportunities are designed and provided. Every year, St Thomas Institute provides four Continuing Professional Development (CPD) Sessions for its teaching staff since the institute believes that all teachers must be both leaders of learning and communicators of knowledge and best practice.

St Thomas Institute utilises several third party education services:

Moodle: https://stthomasinstitute.moodlecloud.com/

Moodle is used for a central repository for coursework and notes.

SpeedExam: https://www.speedexam.net/

SpeedExam is used for live invigilation of formal exams.

Grammarly:.https://app.grammarly.com/

Grammarly is used for plagiarism detection. Grammarly’s ‘Plagiarism Checker’ is used to ensure the integrity of submitted written work in accordance with policy STI-P006 ‘Academic Integrity’.

Zoom: https://zoom.us/

Zoom is used for the deliver of our online synchronous lectures between students and teachers.

Teachers are to refer to ‘Teacher Guide Using Third Party Education Services’ for instruction on how to use these platforms.

**6.2. Teaching Staff Recruitment**

To ensure clear, fair and open recruitment methods, recruitment must conform to section 1.6.7 ‘Educators and Tutors’ outlined above.

Feedback from the IQA team, which monitors the teaching, learning, and assessment processes, is another source of help for lecturers. This information is provided elsewhere in this publication.

**7. Learning Resources and Student Support**

**7.1. Learning Environment**

St Thomas Institute strives to establish a learning atmosphere that enables learners to reach their full potential in both theoretical and practical courses, as well as work-based learning opportunities, in accordance with the following policies. Policies and processes such as the Student Work Placement Policy, the Learning Resources and Student Support Policy, the Online Learning Policy, and the Assessment Policy and Procedure are all in place. When programs are delivered in this way, students are encouraged to participate actively and take responsibility for their own learning.

As stipulated in the St Thomas Institute's policy STI-P012 Online Learning, education may take place in person, online, or in a hybrid manner. STI-P012 gives a detailed overview of the techniques that were used to achieve this method of learning.

When face-to-face courses are given, the St Thomas Institute Centre in Floriana acts as the site. Due to the Training Centre’s location on the first floor of the building, it is completely accessible to those with disabilities through a passenger elevator that services the whole floor. All areas of the Institution, as well as the sanitary facilities, are wheelchair-accessible.

At St Thomas Institute, a student-centred strategy has been established, which gives students more control over what they learn, how they learn it, and when they study it. Students may take control of their learning via critical thinking, inquiry, and collaboration, with the lecturer increasingly playing the role of facilitator. Students are empowered and encouraged to grow as a consequence of the constructivist technique, which builds on prior knowledge and encourages students to engage in purposeful active learning and sense-making.

**7.2. Physical Resources**

St Thomas Institute provides students with the necessary learning facilities and skills to succeed academically. Depending on the scenario and demands of the students, all lecture rooms are equipped with Wi-Fi and an interactive whiteboard, overhead projector, or wide screen television. Wherever appropriate, audio amplification is supplied.

**7.3. Learning Resources**

STI-P010 Learning Resources specifies that an online infrastructure be established to allow for the delivery of online and hybrid instruction. It was with the support of education and training professionals, as well as information technology experts, that the St Thomas Institute's technological infrastructure was constructed and developed. According to the Institutional Quality Assurance (IQA) policy of St Thomas Institute, the design process included all of the integrity components expected of a further and higher education institution operating in Malta. Additional to this, testing techniques employed throughout the infrastructure's development helped to ensure the stability, availability, and overall performance of a reliable technical infrastructure system.

By enlisting the assistance of the information technology department as well as organizations that provide services connected to the Virtual Learning Environment, for example, it is possible to ensure that the institution and administrative employees are supported both during and after normal business hours, particularly during lecture periods.

The Learning Management System (LMS) provides each student with access to course resources such as power point presentations, handouts, and other materials after he or she has registered with the university. Students and teachers may also make use of our library service, which has more than 500,000 titles available. As an institution, St Thomas Institute is currently a subscriber to the Perlego platform.

St Thomas Institute utilises the third party education platform Moodle. Our personal moodle site can be found here:

Moodle: <https://stthomasinstitute.moodlecloud.com/>

Moodle is used for a central repository for coursework and notes. Students can submit their coursework and teachers can provide feedback to the student.

**7.4. Student Support**

To ensure that all students and staff at St. Thomas Institute reach their full potential, the school has implemented a policy of creating a safe, inclusive, and equal work environment.

The administrative personnel may give advice on course-related issues as well as personal concerns encountered by students. Additionally, administrative workers may communicate problems to the IQA team for inquiry and resolution. Additionally, STI-P013 Public Information has additional information on the program.

Specialized support staff members address the particular learning/development requirements recognized by the lecturer or student via the referral process. STI-P006, provides further information on accessible aid. The IQA team also ensures that the learners' growth is being recorded in these instances. Additionally, STI-P006 promotes equality of opportunity and complies with all existing laws and regulations on this subject.

Students are required to attend an orientation session, as outlined in STI-P013, Learning Resources and Student Support, during which the Student Handbook is distributed to all course participants, as indicated before in section 5.2 of this document. There will be discussion on timelines, program structure, program learning goals (including assignment submission), assignment short moderation and grading, plagiarism, and the processes to be followed in the case of extenuating circumstances. On the first day of the course, informed course members will get a weekly syllabus, as well as the module's core and additional reading lists. Along with listing practice locations, practice handbooks are published and disputed. Additionally, discussions are held on how to handle student complaints and about plagiarism.

**8. Information Management**

Every student's enrolment into St Thomas Institute is recorded along with participation lists, retention and success/completion rates, and assessment records. The Institute also asks students whether they have any special needs we must accommodate such as, but not limited to, whether the student is differently abled. We record the student’s response.

The Institution manages data in line with the expected degree of information management quality, according to the data. All records are kept for as long as is necessary in line with relevant laws and regulations. STI-P006, Data Management and Archiving Policy, provides specifics on the data collection, management, and storage procedures that are implemented in the organization.

Halfway through the course, upon course completion and six months after course completion, students are asked to complete a questionnaire. This questionnaire is used to provide feedback on the quality of our course provision and the impact our courses have on our alumni’s ability to gain employment using the skills they have gained from their completed course. The IQA team is in charge of gathering and collating this information into a document containing a list of suggestions to be submitted to the board of directors for implementation. Following the conclusion of tracer studies, information on employment rates and career paths will be made available.

The internal quality assurance system of St. Thomas Institute is documented and comprises defined internal quality assurance procedures, an effective communication strategy, summative sampling, teaching session monitoring, and standardization efforts, among other things. To develop changes, the IQA team works in conjunction with academics and students, and they are in charge of acquiring, analysing, and evaluating data.

**9. Public Information**

St Thomas Institute disseminates information about its activities via its website, prospectuses, and other printed materials. The institute’s website contains all general information on the organization. This section includes information on the institution's contact information, its location, and the services it offers. The St Thomas Institute's mission statement is also accessible on their website. St Thomas Institute advertises its activities on its Facebook page, which is open to anybody with a Facebook account. The information provided is simple to comprehend, accurate, and current.

STI-P002, Public Information Policy, combines MFHEA message 09/2021 guidelines for the sorts of information that educational institutions are obligated to put on their websites, as well as other information. They include, but are not limited to:

• course/program selection criteria;

• specific course/program information, such as the number of ECTSs earned;

• course/program content, including its goals and objectives;

• teaching and learning approaches, assessment procedures, pass rates, learning outcomes, and opportunities for further study and career advancement;

Course pricing, as well as a Withdrawal and Refund Policy (STI-P004), are available for each course, along with the course's MQF/EQF levels.

• when applicable, the institution's website clearly describes the methods for progressing from one MQF level to the next.

• the number of needed learning hours for each course.

The information provided helps prospective students to make well-informed choices regarding the knowledge, abilities, and competencies they anticipate acquiring as a consequence of successfully completing the program.

**10. Ongoing Monitoring and Periodic Programme Reviewing**

St Thomas Institute has a responsibility to assess the effectiveness of the programs it offers to its students in order to guarantee that they reach their maximum potential.

The Plan-Do-Study-Act Quality Cycle technique is utilized by the Institution to ensure that the overall quality of the learning delivery and assessment procedures is properly implemented and maintained across the institution. St Thomas Institute puts this cycle into action at the design stage by setting goals and targets centred on the design and development of learning programs, which are then submitted to the MFHEA for accreditation consideration.

In addition, the design of course participant support services, as well as other aspects of strategic planning for effective program and course administration, are accomplished.

The Institution carries out the agreed-upon plans and then performs the necessary investigations by collecting and aggregating data on a regular basis to assess whether or not the goals have been met.

Feedback on the course is provided by students, instructional staff, the IQA team, and other external stakeholders. External stakeholders give feedback on the courses that are available. This ensures that changes in technological, legal, economic, social, and environmental challenges connected to a specific topic are reflected in St Thomas Institute’s supply of instructional materials in that field.

St Thomas Institute has been performing tracer studies on past students to determine the extent to which the institute's courses influenced the students' professional life. This data, together with internal and external input, is extensively evaluated. Following this exercise, action is taken via internal discussions of the proposed changes with the goal of putting these proposals into effect. The actions made as a consequence of the assessments will be communicated to all parties involved in order to ensure that the service offered continues to improve. The completed reports are now available for review.

**11. Cyclical External Quality Assurance**

The Ministry of Health and Human Services (MFHEA) performs an external review of St Thomas Institute every five years.

As a tool for both growth and accountability, St Thomas Institute feels that the EQA audit is beneficial to the Institution's internal quality management system. The self-assessment report provides St Thomas Institute with an opportunity to demonstrate how it conducts internal quality assurance procedures.

St Thomas Institute is concerned with the issues listed below, which it addresses:

• The applicability and effectiveness of the company's internal quality assurance processes, which includes an examination of the systems and procedures that have been put in place, as well as the documentation that supports those systems and procedures

• Licence holders' adherence to established regulations, as well as any conditions or limits imposed by the MFHEA, among other things

Aspects to consider include the provider's governance and financial sustainability, the fit of their company structures, and the competence of its senior management workers.

As part of any inspection, audit, or monitoring conducted by an external entity on the Center's premises, St Thomas Institute makes all necessary information available upon request, which may include any or all of the following:

• The documented internal quality assurance methods, which include the sampling technique used for internal quality assurance (IQA).

• The current number of registered learners, broken down by qualification and level.

• Registration information for the awarding organization, including enrolment in the Learner Centre.

• Lecturer information, such as curriculum vitae, continuing professional development records, qualifications, development goals, and workload.

• Data on learner progression, including any accessibility requirements or equal opportunity monitoring data, will be collected and stored.

• Training plans, evaluation records, plans, reviews, and tracking sheets are all examples of documentation.

• The resources that are accessible to students who need help.

• A listing of all available learning and assessment opportunities.

• Detailed information about other locations, subcontractors, franchises, and collaboration opportunities.

• Recordings of IQA activities, such as remarks to instructors and assessors, as well as interactions with students.

• Requests for certification records that are denied.

• Student work and/or portfolios are acceptable.

• Minutes of meetings are kept for internal quality assurance.

• Standardization activity records are maintained.

• Centre records storage and retention policies and procedures.

Following EQA monitoring activities, any comments or actions must be sent to the IQA team at St Thomas Institute as soon as possible after they have been received by the team. Any actions or concerns that are reported by the external quality assurer must be resolved within the deadlines that have been established.

**References**

Guidelines for External Quality Assurance Audits of Further Education Institutions and Further Education Centres (2021), MFHEA.

Malta Referencing Report (2016) NCFHE, Ministry for Education and Employment, Malta.

National Quality Assurance Framework for Further and Higher Education (2015), NCFHE, Ministry for Education and Employment, Malta.

**Appendices**

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| **Appendix 1** | | STI-Poo1 |
| **ST THOMAS INSTITUTE POLICY FOR REGISTRATIONS & ADMISSIONS** | | |
| Type: | Procedural Policy | |
| Subject: | Student Registration & Admission | |
| DATE CREATED: | 27/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. Policy & Scope** | | |
| STI has established a registration and admissions policy to ensure that associated processes are carried out consistently and fairly in order to ensure that all students have equal access to our programs. If an applicant does not meet the admission requirements for a particular program, St Thomas Institute will evaluate whether or not they are qualified to apply.  During the program accreditation procedure, St Thomas Institute establishes the selection criteria, which are then presented to the Malta Further and Higher Education Authority for consideration and approval (MFHEA).  When further verification of an applicant's eligibility is required, such as competence in the English language, an interview with the candidate is conducted in order to assess this proficiency. | | |
| **B. Admission Eligibility** | | |
| In most instances, St Thomas Institute defines the admission standards for each program and makes this information accessible to the public through the Institution's website:  https://maltastthomasinstitute.com/  Students must fulfil the eligibility standards for each program for which they apply in order to be approved and subsequently enrolled. These qualifying requirements must contain at least one (or a combination) of the following:  **1. Qualifications**  All credentials, including certificates and diplomas, must be matched with the European Qualifications Framework in terms of program level and total amount of credits. Students with international credentials must get a MQRIC declaration from the Ministry of Higher Education and Training to indicate that they satisfy the qualifying requirements in terms of qualifications (MFHEA).  **2. Maturity Clause**  St Thomas Institute's contracts do not include a maturity clause. Recognition of prior learning, on the other hand, may be advantageous to students who have a diverse variety of experience earned at work or in other realms of activity.  **3. Prior Learning Recognition**  According to St Thomas Institute PLR policy (Ref: STI-P010), students seeking recognition of prior learning must show proof of their work experience and/or projects in order to be eligible for the award. This kind of evidence is reviewed on an individual basis and is not required for qualification in all cases.  **4. Identity Verification of the Applicant**  St Thomas Institute needs applicants to present their identification card and/or passport as part of their admissions and registration rules in order to verify their identity. During the admissions process at ST. Thomas Institute, an administrative officer examines the information included in these papers to guarantee that the identity of enrolled applicants is legitimate.  After being accepted into the program, students are given the appropriate credentials to access the institution's virtual learning platform (VLE). Each applicant has a set of qualifications that are unique to them. All applications and admissions at St Thomas Institute are handled by the administrative team, which is managed by the Executive Administrator. Registration in the program is restricted to students who fulfil the program's qualifying conditions. | | |
| **C. APPEALS** | | |
| Applications are properly examined before their acceptance. Applicants who do not meet the required qualifications are notified via electronic means by the St Thomas Institute should their application be rejected for any reason. Applications for reconsideration may be submitted to St Thomas Institute in writing, in line with STI-P008, within 30 days of the decision being made. In all cases of appeal, the decision of the Director of the Institute is final in all circumstances of the case. | | |
| **D. QUALITY ASSURANCE** | | |
| Internal Quality Assurance will conduct annual evaluations of the application and admissions procedures at the Institute. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 2** | | STI-Poo1 |
| **St Thomas institute policy for public information** | | |
| Type: | Procedural Policy | |
| Subject: | Public Information | |
| DATE CREATED: | 27/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. Policy & Scope** | | |
| In order to enable prospective students to make informed decisions regarding the knowledge, skills, and competencies which they will need upon successful completion of their program, St Thomas Institute provides material that is available on its website, in prospectuses, and via other media. The following elements are included in this material:  **1. Overall information on the facilities and services offered by St Thomas Institute, such as:**  • the Institute’s contact details;  • the location of the head office;  • official accreditation;  • academic team & staff  **2. Course information, including:**  • the title of the course;  • the level according to the EQF/MQF system;  • the number of ECTS/ECVET study credits;  • the identifying code number for the course;  • course content, goals and objectives  **3. Course Rationale:**  • teaching methods and techniques;  • teaching & learning outcomes;  • evaluation systems, including the passing grade for each course;  • the selection criteria that must be met;  • requirements for MQF level advancement;  All of the information provided above is checked and verified:  • in the case of the introduction of new courses.  • in case of changes in course details or material;  • in case of changes in course details or material; | | |
| **B. POLICY MAINTENANCE** | | |
| The Assistant Director is in charge of maintaining and updating the Institute’s website, which contains copies of all policies and procedures as well as other information. | | |
| **C. APPEALS** | | |
| Applications are properly examined before their acceptance. Applicants who do not meet the required qualifications are notified via electronic means by the St Thomas Institute should their application be rejected for any reason. Applications for reconsideration may be submitted to St Thomas Institute in writing, in line with STI-P008, within 30 days of the decision being made. In all cases of appeal, the decision of the Director of the Institute is final in all circumstances of the case. | | |
| **D. QUALITY ASSURANCE** | | |
| Internal Quality Assurance will conduct annual evaluations of the application and admissions procedures at the Institute. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 3** | | STI-Poo3 |
| **ST THOMAS INSTITUTE POLICY FOR PERFORMANCE & ATTENDANCE** | | |
| Type: | Procedural Policy | |
| Subject: | Performance and Attendance | |
| DATE CREATED: | 27/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. Policy & Scope** | | |
| Attendance to online learning sessions is mandatory, and each student is accountable for his or her own attendance (synchronous or asynchronous). Alternatively, St Thomas Institute requires all students to participate in all educational activities on a regular and timely manner as well as to pass all examinations and assessments. All courses must have a minimum of 80 percent attendance/participation, according to a regulation established by St Thomas Institute. Students will not be awarded a final certificate if they do not obtain a passing grade on the module assessment or the final exam.  Furthermore, St Thomas Institute recognizes the significance of student achievement throughout their academic careers. Academic experts and administrative staff at St Thomas Institute keep a close eye on the development of their pupils on a regular basis. | | |
| **B. Exemptions** | | |
| To deal with unusual circumstances involving student engagement and attendance, St Thomas Institute has established an internal protocol to be followed. Any of the scenarios listed below must be reported to the appropriate member of the teaching staff for students to be excused from their class. In the following situations, students will be required to provide documents to support their claims.  • participation in national activities or events;  • serious illness of a close family member;  • legal proceedings;  • participation in events/activities approved by the St Thomas Institute;  • student injury or illness  Even after taking into account operations involving unique situations, the 80% attendance threshold remains in place. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 4** | | STI-Poo4 |
| **ST THOMAS INSTITUTE POLICY FOR COURSE WITHDRAWAL & REFUND** | | |
| Type: | Procedural Policy | |
| Subject: | Course Withdrawal & Refund | |
| DATE CREATED: | 27/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. Policy & Scope** | | |
| By enrolling in a course provided by St Thomas Institute, a student enters into a legal agreement to abide by the course requirements (including all required fees) in return for the Institute’s assistance in delivering the course.  In the event that a student decides to discontinue or modify his or her enrolment, St Thomas Institute will provide a number of alternative choices as a sign of goodwill. A student may exercise one of these choices just once throughout his or her academic career. Any one of these options may be exercised by a student just once throughout his or her entire academic career. | | |
| **B. CANCELLATION** | | |
| To deal with unusual circumstances involving student engagement and attendance, St Thomas Institute has established an internal protocol to be followed. Any of the scenarios listed below must be reported to the appropriate member of the teaching staff for students to be excused from their class. In the following situations, students will be required to provide documents to support their claims.  • participation in national activities or events;  • serious illness of a close family member;  • legal proceedings;  • participation in events/activities approved by the St Thomas Institute;  • student injury or illness | | |
| **C. WITHDRAWAL & REFUND POLICY** | | |
| Completed enrolment forms provide formal documentation of acceptance, a obligation to pay all charges indicated in the Letter of Acceptance, as well as a registration in the program. Students are considered to have started their course the day St Thomas Institute issued them the course login credentials.  When applicants withdraw from a course or request a transfer to another, an administrative fee of seventy-five (75) euros, plus any relevant shipping and handling costs, will be deducted from the amount repaid. Additionally, students may incur extra fees, which will be detailed in their acceptance letter, which they will receive prior to beginning their course/program of study.  A refund may be granted if the refund request is made within one month after enrolment. To request a refund, please send an email to info@stthomasinstitute.com. Requests will be immediately addressed. If an international student is accepted into the program, they are only eligible for reimbursement in the amount mentioned in their Letter of Acceptance. Refunds will not be offered for assignments that have been submitted and returned. | | |
| **D. DEFERMENTS & EXTENSIONS** | | |
| St Thomas Institute has the right to issue deferments and/or extensions. To request a deferral or extension, send an email to info@stthomasinstitute.com. St Thomas Institute reserves the right to deny a deferment or extension request if the following criteria are met:  • a valid reason is not submitted with appropriate documentation;  • the student has requested multiple deferments and/or extensions; and  • the student is not in good financial standing with St Thomas Institute.  Recommencement costs may apply if St Thomas Institute allows a postponement or extension. | | |
| **E. COURSE TRANSFER** | | |
| It is possible for a student to ask for special consideration in order to transfer across courses. Applications must be sent in writing to the administrative staff at info@stthomasinstitute.com, who will then review them. An assessment of a transfer fee will be made in line with the conditions of the Acceptance Letter that was issued to the student. Clearance for a course transfer will be refused if an assignment is submitted and then returned to the instructor. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 5** | | STI-Poo5 |
| **ST THOMAS INSTITUTE POLICY FOR DATA PROTECTION** | | |
| Type: | Policy | |
| Subject: | Data Protection | |
| DATE CREATED: | 27/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **DATA COLLECTION** | | |
| This privacy statement describes how St Thomas Institute collects, uses, and discloses the personal information of all students, employees, and other third parties that work, volunteer, or attend classes at the educational institution.  It is possible that we may receive personal information about you when you use our website and/or when you visit our St Thomas Institute Building located on 5, Triq il-Fosos, Floriana. This policy describes the types of information that will be collected, how it will be acquired, and how and when it will be used. It encompasses the manner in which we keep the data and who has access to it. There is a mention of marketing and data protection rights, and it goes through what cookies are and how to control them. The topic of privacy policies on other websites, as well as revisions to the St Thomas Institute's privacy policy, is covered in detail. Additionally, information is provided on how to contact St Thomas Institute as well as the proper authorities. | | |
| **COLLECTION METHODS** | | |
| The majority of the data we gather comes directly from you.  • Students may register online or interact with us through social media channels about our offerings.  • Complete a customer survey or submit feedback on one of our message boards or by email on a voluntary basis.  • Access or view our website using the cookies enabled by your browser.  • Telephone us for details on St Thomas Institute courses.  • Begin your studies at St Thomas Institute.  • Contact us through telephone to obtain information about career possibilities at St Thomas Institute.  • Contribute to the success of St Thomas Institute by providing a service.  • Begin collaboration with St Thomas Institute.  Additionally, our Institute may get data about you indirectly from the following sources:  **Students:**  • Administration of Public Works  • A variety of internal standardised reports developed by the St Thomas Institute to track your educational progress.  **Employees:**  • Administration of Public Works  • Various internal standardised reports developed by St Thomas Institute to monitor your professional progression. | | |
| **DATA USAGE** | | |
| • Register you for classes, examinations, insurance, housing, or any other service you may provide us with.  • You may need process paperwork when learning with us.  • Improve the student experience and the quality of our services.  • Process all types of payments.  • Ensure that our attendance records are up to date for immigration reasons.  • Comply with our certification standards.  • In the improbable event of an emergency, respond.  • Contact you with a school-related concern. Place you in an appropriate class.  • Distribute newsletters and other promotional materials to you. | | |
| **DATA STORAGE** | | |
| We securely keep the hard copy data of St Thomas Institute students and employees.  **Students:**  Certain data may be saved on encrypted computers used by learners to complete their exams.  Excess hard copy information will be maintained at the administration offices of the institution.  Your hard copy data will be retained by our institution for a period of ten years. After this time period has passed, we will securely delete your hard drive. However, for instructional purposes, St Thomas Institute will retain a softcopy of some data indefinitely under the supervision of the institute's management.  This is consistent with the GDPR, since educational information is critical for students' life advancement. Additionally, great emphasis is paid to ensuring confidentiality, respect, and the absence of manipulation.  **Employees:**  Our Company securely keeps the hard copy data of St Thomas Institute personnel.  Additional information and copies of certain records maintained at the institution level will be maintained by the human resources department.  Excess hard copy information will be maintained with the administrative department of the St Thomas Institute.  A soft copy of the information is also maintained in the software system, which aids Human Resources in managing Payroll, Personnel, Absence Management, Recruitment, Time and Attendance, Rostering, Training Management, and Performance Appraisals. | | |
| **DATA ACCESS** | | |
| **Students:**  Authorized workers are accountable for the correct preservation of all documents pertaining to educational advancement and well-being at St Thomas Institute.  These records may be examined by authorized administrative staff at any time. This is in compliance with the 2001 Data Protection Act, which governs the processing of personal data, whether electronic or manual.  **Employees:**  Authorized personnel are accountable for the correct preservation of all documents pertaining to an employee's advancement within the firm.  These records may be examined by authorized administrative staff at any time.  This is in compliance with the 2001 Data Protection Act, which governs the processing of personal data, whether electronic or manual. | | |
| **MARKETING** | | |
| St Thomas Institute will communicate with students and employees about internal events on a periodic basis. St Thomas Institute will promote its services and various celebrations through local newspapers and periodicals, leaflets, local news broadcasts on various stations, and various online social media platforms.  You have the right to object at any time to your participation in any material used by the St Thomas Institute to advertise its services, as well as to the sharing of your data with other stakeholders.  If you want to unsubscribe from marketing communications, please contact the Company's Data Protection Officer at: info@maltastthomasinstitute.com | | |
| **DATA PROTECTION RIGHTS** | | |
| Our Institution wants you to be fully informed of your data protection rights. Every user is entitled to:  **• Accessibility**  You may request copies of your personal data from St Thomas Institute.  **• Right to correction**  You have the right to ask St Thomas Institute to rectify any errors or omissions in the information it has on you.  **• Right to deletion**  You have the right to ask St Thomas Institute to delete your personal data if you meet specific criteria.  **• Restrictions on processing**  You may ask St Thomas Institute to stop processing your personal data if you meet certain criteria.  **• Objection to processing**  You have the right to object to St Thomas Institute's processing of your personal data in certain circumstances.  **• Data portability**  You have the right to request that St Thomas Institute transmit your data to another organization or to yourself, subject to legal constraints. We have one month to react to requests.  If you want to exercise any of these rights, please contact us by email or write to us at the following address: info@maltastthomasinstitute.com | | |
| **COOKIE MANAGEMENT** | | |
| To gather typical Internet log information and visitor behaviour, cookies are installed on your computer. Our websites may automatically gather information from you through cookies or similar technologies. St Thomas Institute and its web portals never retain personal data.  You may adjust your browser to not accept cookies and to delete cookies. | | |
| **PRIVACY POLICY CHANGES** | | |
| Our Institution reviews its privacy statement on a regular basis and posts any changes to this web page. This privacy statement is reviewed on a quarterly basis or after any changes that may impact its application. | | |
| **POLICY CONTACT** | | |
| If you have any concerns regarding St Thomas Institute's privacy statement, the data we store about you, or would want to exercise one of your data protection rights, please contact us.  If you wish to make a complaint or believe that our Institution has not adequately handled your issue, you may contact the Information Commissioner's Office. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 6** | | STI-Poo6 |
| **St Thomas Institute Policy for ACADEMIC INTEGRITY** | | |
| Type: | Policy | |
| Subject: | Academic Integrity | |
| DATE CREATED: | 29/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. POLICY STATEMENT** | | |
| St Thomas Institute adheres to a high degree of academic integrity and has a zero-tolerance policy for plagiarism and cheating during exams and tests, as outlined in the sections below. This policy is applicable to all students enrolled in a St Thomas Institute program. Before beginning any program, all students are advised of this policy. | | |
| **B. PLAGIARISM** | | |
| Plagiarism includes, but is not limited to, the following:  • Copying any portion of a book, journal, or electronic source without acknowledgement;  • Paraphrasing material from another source without proper acknowledgement or citation;  • Using any portion of previously marked work in a new assignment; and  • Obtaining an assignment from an internet research service and submitting it as your own.  Plagiarism is a sort of academic dishonesty, according to St Thomas Institute. It is a major infraction that bears harsh sanctions ranging from a verbal warning to assignment failure to program/qualification suspension. Plagiarism occurs when students seek to get academic credit by presenting someone else's ideas as their own without properly identifying the original source.  Even after taking into account operations involving unique situations, the 80% attendance threshold remains in place. | | |
| **C. CHEATING** | | |
| Cheating on exams and tests is defined as:  • Possessing unauthorized material, such as notes or any other papers or information; and  • Communicating with people during the examination or test.  St Thomas Institute maintains that conducting fair and transparent assessments and tests is critical. Cheating is not permitted during exams or tests. | | |
| **D. DETECTION** | | |
| Students are responsible for avoiding plagiarism at St Thomas Institute. Students' work must be real and is subjected to review by their instructor. Additionally, this is verified by the appropriate internal verifier. To aid with this process, St Thomas Institute uses the Plagiarism Checker by Grammarly and Speedexam’s invigilation tools to guarantee compliance with our academic integrity policy. | | |
| **E. CONSEQUENCES** | | |
| If it is determined that a student has committed plagiarism or examination/test cheating, the following punishments will apply, depending on the nature of the case:  **•** A verbal warning;  • A 'Fail' grade for the learners' work;  • Temporary or permanent suspension from the course; and  • Cancellation of the examination/test. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 7** | | STI-Poo7 |
| **St Thomas Institute Policy for POLICY FOR MITIGATION** | | |
| Type: | Policy | |
| Subject: | Policy for Mitigation | |
| DATE CREATED: | 29/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. DEFINITION** | | |
| Mitigating circumstances are those outside a student's control that may impair her/his capacity to perform or finish any assessment, such that the assessment presented does not accurately represent the student's skills under normal conditions. | | |
| **B. CIRCUMSTANCES** | | |
| Among these conditions are the following:  • physical or mental sickness  • significant financial difficulty  • emotional/personal challenges *e.g.,* loss, family illness  • disability, *i.e.*, when the student's handicap is discovered for the first time during evaluation  • loss of immigration status;  • jury duty/court attendance; and  • other significant events that the student could not have anticipated or that are beyond the student's control. | | |
| **C. RESPONSIBILITIES** | | |
| Students are responsible for submitting assessments on time, appearing for assessments and exams at the specified times and locations, and providing relevant information on mitigating circumstances when this step is needed. Where mitigation is desired, the student is responsible for contacting the academics involved for academic guidance. Tutors, in turn, submit any documents given by students to the administrative administration of St Thomas Institute. The administrative staff forwards this request to the Internal Quality Assurers (IQA), who subsequently forward it to the Chief Executive Officer of St Thomas Institute with a suggestion for the appropriate course of action. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 8** | | STI-Poo8 |
| **St Thomas Institute Policy for STUDENT COMPLAINTS** | | |
| Type: | Policy | |
| Subject: | Policy for Student Complaints | |
| DATE CREATED: | 29/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. INTRODUCTION** | | |
| A complaint is a statement of displeasure by one or more students with the institution's actions or inactions, or with the institution's service level.  The university strives to maintain an open and fair student complaint mechanism, and students will not be penalized for filing a complaint.  Concerns made by students should be dealt informally wherever possible without resorting to formal processes. If a student has a complaint about an administrative matter, they should address it to the administrative personnel. Complaints about instruction must be directed to the lecturing staff.  Complaints by students with a documented disability concerning the provision of appropriate accommodations for instruction and assessment should be prioritized and addressed expeditiously to avoid prejudice to the student caused by any delay. | | |
| **B. POLICY & SCOPE** | | |
| St Thomas Institute is devoted to preserving an individual's dignity and to promoting and preserving the concepts of diversity and inclusion. St Thomas Institute has a zero-tolerance policy for hostility, harassment (physical and/or verbal), and unjust discrimination. | | |
| **C. CONFIDENTIALITY** | | |
| All cases are subject to strict secrecy and non-disclosure agreements. When it comes to all situations, St Thomas Institute maintains a rigorous policy of confidentiality. | | |
| **D. PROCEDURE** | | |
| The institution's complaints policy comprises both an informal settlement mechanism and a formal complaint procedure for an academic decision. Before filing a formal complaint, the school expects the student to pursue an informal settlement.  During the informal resolution procedure, the student should address the problem with the person concerned directly and make a fair attempt to settle the issue. If this does not result in a resolution, a formal procedure consisting of the following steps must be implemented:  a. A student or staff member files a formal, recorded complaint with any member of St Thomas Institute's senior management team.  b. The student must file a complaint within 10 days of the decision's announcement. The student must disclose any prior attempts to settle the problem as well as the substance of the complaint and the solution sought.  c. The complaint is conveyed to the Institution's Head. The latter creates an ad hoc board made up of IQA members to examine the matter.  d. Within 15 days of receiving the complaint, members of the IQA assess the matter and offer a written answer, including appeal information. The ad hoc board summons any person they think appropriate for the hearing's effective processes.  e. Following the official hearing, the ad hoc board formulates the needed action/s and notifies the Head of the Institution of their implementation. | | |
| **E. APPEALS & COMPLAINT RECORDS** | | |
| An appeal process (STI-P010) permits the appellant to log a request based on the ad hoc board's judgment. The Head of the Institution investigates all appeals. The decision of the Institution's Head is final.  The administrative office of St Thomas Institute keeps a written record of all complaints. A dedicated file is created, which will also include the captured data. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 9** | | STI-Poo9 |
| **St Thomas Institute Policy for recognition of prior learning** | | |
| Type: | Policy | |
| Subject: | Policy for Student Complaints | |
| DATE CREATED: | 30/December/2021 | |
| DATE REVIEWED: | 8/June/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. INTRODUCTION** | | |
| Our predominant form of recognition of prior learning policy is the maturity clause. The policy outlined here is currently not in use, rather, the policy below is planned for future courses we create. The maturity clause is for students over the age of 23, who may not have the listed requirements for a course, but may still apply on the basis of their mature age and providing they have sufficient comprehension of English. This RPL process is free.  The goal of Recognition of Prior Learning (RPL) is to recognize and certify people' knowledge, skills, and competencies acquired via formal, non-formal, informal, or experiential learning. RPL enables candidates to show learning gained through a variety of learning experiences, including formal, non-formal, and informal education. RPL allows candidates to acquire admission to a selected program of study by meeting entrance criteria via various types of learning. Furthermore, RPL allows students to get ECTS exemptions as part of the curriculum.  This policy will serve as a guide for St Thomas Institute in handling the process of previous learning recognition. St Thomas Institute will conduct RPL in accordance with a set of key principles designed to guarantee a fair and open process. | | |
| **B. ACCREDITATION & PRIOR LEARNING ACCREDITATION PRINCIPLES** | | |
| Learning that occurs outside of formal schooling may be enriching and beneficial to the development of information, skills, and competencies. RPL offers such experience learning prominence, value, and currency, making it more important to society. This enables all students and prospective students to enrol in and succeed in formal education by getting admission exemption from a certain number of ECTS and modules, avoiding content duplication.  Prior to admittance to a program of study, RPL will take place. St Thomas Institute aspires to put an emphasis on relevant learning, regardless of the form or location of learning. When mapping the learning outcomes of a study unit with those that the applicant may have acquired via past formal, non-formal, informal, or experiential learning, St Thomas Institute should ensure that its academic standards are maintained throughout the RPL process.  As a result, St Thomas Institute provides RPL as an exemption from certain modules and a number of ECTSs as part of the selected program of study.  Applicants seeking RPL must provide the required documentation as part of their application. A declaration form must be completed and signed, stating that the evidence presented is truthful and entirely the work of the applicants. The section "The RPL Procedure" has more specific information.  Only up to 50% of the total number of credits in a program of study may be obtained using RPL. For example, if a study program has a total of 60 ECTSs, a candidate may be excused from up to 30 ECTSs using RPL. | | |
| **C. PROCEDURE** | | |
| St Thomas Institute seeks to help and guide candidates who have acquired various forms of learning via varied experiences and desire to attend a program of study through RPL. To assist and encourage potential candidates to come forward and seek help prior to applying, information on the RPL process will be made accessible online through the St Thomas Institute website: https://maltastthomasinstitute.com/  **1. Making contact with St Thomas Institute**  An applicant who wishes to apply for RPL at St Thomas Institute may do so by visiting the St Thomas Institute website. If the applicant needs any more information or assistance with filling out the application form, they should contact St Thomas Institute, where personnel will be able to assist them, and contact the RPL Coordinator as needed.  **2. Requesting RPL**  Applicants who want to apply for a program of study through RPL must demonstrate how the learning outcomes gained via past certified learning or experiential learning are relevant to the program of study they are applying for.  Any kind of proof, including any relevant papers, must be provided to the application to ensure that the RPL can be carried out efficiently. The following evidence may be included in a portfolio:  • A thorough, up-to-date curriculum vitae (CV)  • Employment history  • Any official diplomas or accolades for continuing professional development  • Letter of recommendation/s  • Duties completed at current/past employment  • Voluntary labour  • Examples of work-related paperwork (*e.g.* written reports, budgets, plans, articles)  • Internship or apprenticeship programs  • Other relevant proof relating to the program of studies/study unit  The proof must be scanned and sent together with the application form to the administrative department of St Thomas Institute will file and keep these records.  The applicant must complete and sign two declaration papers (which are annexed to the application form). The applicant must sign to certify that the proof submitted is valid and to provide St Thomas Institute access and authorization to check the paperwork provided as needed. | | |
| **D. APPLICATION PROCESS** | | |
| The applicant should next send the application form through email, together with copies of the above-mentioned proof. Within two weeks, an applicant will get a status update on their RPL application. This update may contain a request for further evidence or an invitation to any additional assessment considered essential by the RPL Coordinator. Throughout the process, the RPL Coordinator will be present and accessible so that candidates and staff may always communicate directly.  St Thomas Institute must, upon receipt of applications, advise students on what is anticipated from the RPL process and follow out the processes outlined in point 4 below.  The institution's complaints policy comprises both an informal settlement mechanism and a formal complaint procedure for an academic decision. Before filing a formal complaint, the school expects the student to pursue an informal settlement.  During the informal resolution procedure, the student should address the problem with the person concerned directly and make a fair attempt to settle the issue. If this does not result in a resolution, a formal procedure consisting of the following steps must be implemented:  a. A student or staff member files a formal, recorded complaint with any member of St Thomas Institute's senior management team.  b. The student must file a complaint within 10 days of the decision's announcement. The student must disclose any prior attempts to settle the problem as well as the substance of the complaint and the solution sought.  c. The complaint is conveyed to the Institution's Head. The latter creates an ad hoc board made up of IQA members to examine the matter.  d. Within 15 days of receiving the complaint, members of the IQA assess the matter and offer a written answer, including appeal information. The ad hoc board summons any person they think appropriate for the hearing's effective processes.  e. Following the official hearing, the ad hoc board formulates the needed action/s and notifies the Head of the Institution of their implementation.  The Director must assign one or more assessors to assist the RPL Coordinator in carrying out these assessments. The RPL Coordinator's duty is to assist the assessors and technical specialists who are involved in the process. In the event of a disagreement, the RPL Coordinator's decision is final.  The interviewing portion of the evaluation will be carried out by technical or academic specialists. The RPL technique should offer candidates with opportunities for formative and personal improvement throughout the process, hence feedback should be supplied throughout. This will be delivered in the form of a form that will be compiled by the technical experts after the evaluation process. | | |
| **E. EVALUATION** | | |
| The evidence supplied in support of the application form will be evaluated in relation to the learning outcomes of the appropriate program of study. The following will be taken into account:  i. Validity - RPL documents and proof should match the proper academic level and at least 70% of the learning objectives needed by the applicable program of study and modules.  ii. Sufficient documents - Applicants must offer enough evidence to support their application form. This will let the technical specialists determine the sort of evaluation to be performed.  iii. Authenticity - In addition to completed declaration forms, the applicant should supply a range of proof.  iv. Relevance - Learning obtained via the various kinds of learning listed in the glossary must be matched to the learning goals of the relevant program of study.  To verify that the RPL given is genuine and adequate, the RPL Evaluation will comprise a review of the application form as well as one or a combination of the following overall assessment methodologies.  i. Brief Assignment: The technical specialists will decide on this. This is to enable candidates to show the learning results obtained via various modes of learning.  ii. Interview / Oral Examination: This allows candidates to provide extra information in person that is aligned with the learning goals of the relevant program of studies and its study units.  iii. Practical Assessment: Direct observation of the candidate may be necessary to check previously achieved competencies. If appropriate, a simulation of a certain job may be used.  iv. Case Study: This is to provide the candidate the chance to demonstrate decision-making abilities in a specific circumstance provided by technical specialists.  v. Written Exam: If judged essential, assessors may require applicants to take a written test based on the learning outcomes of the program of study or modules for which the applicant applied.  St Thomas Institute will notify the applicant about any method of evaluation in two weeks and will make the required preparations ahead of time. | | |
| **F. FEEDBACK** | | |
| Once all relevant RPL assessments and evaluations have been completed, the assessors, technical experts, and RPL Coordinator will create a report on the applicant's RPL process, including the final findings and marks earned. The applicant will be graded based on the evidence provided, the interview, and any additional assessments performed. The candidates will be evaluated based on the learning results of the relevant study unit. If the evidence, knowledge, skills, and competencies given during this procedure demonstrate that the candidate already has at least 70% of the learning objectives of the selected program of study, the applicant will be excluded from certain modules in the chosen program of study. | | |
| **G. APPEALS** | | |
| Applicants who believe the RPL evaluation was unjust can send a written complaint to the CEO of St Thomas Institute, copying the Internal Quality Assurance team (info@maltastthomasinstitute.com). In this instance, the Director must choose a new assessor, who must be a technical specialist, to examine the original evaluation. The second assessment result will be considered final, and feedback will be delivered to the applicant in the form of a full report written by the selected technical expert. | | |
| **H. QUALITY ASSURANCE** | | |
| Any paperwork gathered throughout the RPL process will be kept confidential and filed by the St Thomas Institute administrative department. Should the necessity arise, the Internal Quality Assurance team should be provided access to verify reports and necessary paperwork.  To guarantee effective monitoring of the RPL process, the Internal Quality Assurance Department shall be kept up to speed on RPL processes on a regular basis. QA professionals must ensure that assessments are held in a fair and transparent way, and that evidence is fairly and in accordance with the RPL policy. | | |
| **I. RESULTS** | | |
| The findings of the RPL process are intended to be sent to the applicant within a month following the final evaluation. It will appear on the transcript if the applicant is exempt from any courses and a significant number of credits. In the final transcript, St. Thomas Institute will indicate a Pass for these courses by adding an asterisk next to their names. | | |
| **J. APPLICABLE FEES** | | |
| Each ECTS is subject to a €25 processing charge. The final RPL cost is dependent on the total number of credits assigned to each module (for example, a price of €150 is collected prior to the evaluation procedure if a module contains 6 credits).  Candidates who pass the RPL assessment and are granted an exemption must be protected from being charged a second time. By subtracting the exemption number of ECTS from the total program ECTS, this may be calculated. A 60-ECTS program, for example, would only be charged for 55-ECTS if the student has received exemptions for 5-ECTS worth of credits.  Any changes to the applicable fees will be noted in a subsequent revision of these policies and procedures. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 10** | | STI-Po10 |
| **St Thomas Institute Policy for LEARNING RESOURCES** | | |
| Type: | Policy | |
| Subject: | Policy for Learning Resources | |
| DATE CREATED: | 29/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. DEFINITION** | | |
| A one-day intensive introduction is necessary for all students and must contain the following discussion points at a minimum.  • Program Aims  • Structure and timing of the program  • Program learning objectives  • Semester modules — tutors  • Internal moderation of assignment briefs and graded assignments.  • Grading—fail, referrals, pass, commendation, and distinction  • Front page for student submissions—includes:  o Program name  o Academic Institution name  o Awarding Body name  o Assignment demarcation  o Name of the student (including student ID)  o Due date according to assignment short  o Word tally  o Plagiarism report  In addition to providing feedback on students' CVs and letters of enquiry, personal tutors may also suggest appropriate placement opportunities. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 11** | | STI-Po11 |
| **St Thomas Institute Policy for STUDENT WORK ASSESSMENT** | | |
| Type: | Policy | |
| Subject: | Policy for Work Assessment | |
| DATE CREATED: | 31/December/2021 | |
| DATE REVIEWED: | 23/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. POLICY & SCOPE** | | |
| St Thomas Institute emphasizes both formative and summative assessment approaches.  Assessment is a vital element of the learning process, and St Thomas Institute's internal quality assurance methods take the following aspects into account:  • Teaching staff is familiar with and competent in the design, delivery, and correction of assessments;  • There will be a gradual transition from assessment of learning to assessment for learning;  • Formative assessment will occur during lectures and practical sessions;  • Formative feedback will be provided to all students on all assessments they complete;  • Assessment methods and assessment criteria will be published in advance of the start of courses.  At St Thomas Institute, our evaluation policy and practice guarantee that all of the aforementioned requirements are met efficiently. | | |
| **B. DEFINITIONS** | | |
| **1. Evaluation**  St Thomas Institute will seek to gradually transition from evaluation of learning to assessment for learning. As a result, evaluation will be both formative and summative in nature.  Formative assessment will be used to monitor student progress and give continuous feedback. It may take the form of tutor-led, peer-led, or self-assessment. A formative assessment is any of the several ways used by instructors to evaluate student understanding, learning 2 needs, and academic progress throughout a lesson, unit, or course in order to make necessary revisions to lessons, instructional practices, and academic assistance.  Summative assessment is used to evaluate students' learning at the conclusion of a module via the use of an assignment, test, examination, or other benchmark.  Summative assessment, for St Thomas Institute, is defined as the use of a range of techniques to evaluate, measure, and record students' academic preparedness, skill acquisition, and competence growth.  **2. Evaluation Schedule**  The summative assessment schedule is defined by St Thomas Institute as a plan that specifies the start, finish, and/or length of an assessment prepared for a course of study.  **3. Learning Outcomes**  Learning outcomes are statements that describe the abilities of a person at the conclusion of a learning process.  **4. Internal Auditing**  Internal verification is a procedure that St Thomas Institute uses to ensure the validity of assessment designs and decision-making. | | |
| **C. PRINCIPLES & PROCEDURES** | | |
| At St Thomas Institute, assessments are guided by learning outcomes principles to guarantee the fairness, validity, and reliability of the assessment tools/methods used. Internal quality assurance processes are governed by two procedures:  **Procedure 1: Ensuring that the assessment design is appropriate for the purpose for which it is being used.**  1. The instructional staff creates assessments in accordance with the assessment policy and process.  2. The Internal Quality Assurance team reviews summative assessments (IQA).  The IQA verifies that the assessment satisfies the following criteria:  • addresses the targeted learning goals;  • follows a fair grading schedule;  • includes a range of assignments;  • is valid, reliable, and equitable.  3. Formative evaluation is conducted via classroom observation and examination of lecturers' portfolios.  4. Change and/or improvement recommendations are made to the appropriate instructional staff members, provided that the aforementioned requirements are met.  5. Students are then assigned the authorized assessment assignment.  **Procedure 2: Ascertaining the appropriateness of summative assessment conclusions.**  1. After completing student assessments, the appropriate instructional staff member corrects the assessment and gives students with recorded and constructive comments.  2. The Internal Quality Assurance team (IQA) samples the instructional staff member's revised work to ensure that:  o Students have received feedback; o Assessment decisions are consistent and fair; o The final mark/grade is accurate. | | |
| **APPEALS** | | |
| Students have the ability to challenge their assessment grade/mark by seeking a re-evaluation. The method to follow is set out in STI-P008. | | |
| **Karl Borg**  Director of St Thomas Institute | | |

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| **Appendix 12** | | STI-Po12 |
| **St Thomas Institute Policy for TEACHING STAFF & ADMINISTRATION** | | |
| Type: | Policy | |
| Subject: | Policy for Teaching Staff & Administration | |
| DATE CREATED: | 31/December/2021 | |
| DATE REVIEWED: | 22/January/2022 | |
| APPROVED BY: | Director of St Thomas Institute | |
| **A. DEFINITION** | | |
| St Thomas Institute has clear, fair, and open methods for recruiting, evaluating, and developing teaching and administrative employees. The director of the St Thomas Institute coordinates this effort via the following:  • Processes of selection and/or interviewing  • External (public) recruiting calls;  • Employment contracts in the form of service contracts;  • Collaboration with leading education experts to design CPD sessions;  • Development of a CPD strategy and activities for teaching staff; and  • Provision of access to learning and academic materials for teaching and administrative personnel.  Requirements:  For academic programmes at MQF levels 1–5, all teaching staff must possess a minimum of a level 6 certificate in a relevant field of study, as well as proof of a teaching qualification and at least two years of teaching experience.  For vocational courses with MQF levels 1-4, all teaching staff must possess a minimum of a level 5 certificate in a relevant field of study, as well as proof of a teaching qualification and at least two years of teaching experience.  For courses at MQF levels 6 or 7, all teaching staff must possess a qualification at least one level above the course level in a relevant field of study, as well as proof of a teaching qualification and at least two years of teaching experience.  In the case of vocational courses up to level 5, where there is clear evidence that the local market lacks tutors with the required qualification level, St Thomas Institute will apply to the MFHEA for approval of twinned provision, in which a highly experienced and effective tutor with a lower qualification level is mentored by a colleague with the appropriate qualification level, who will be involved in co-delivery, to ensure the course is delivered effectively. This procedure will be overseen by St Thomas Institute’s internal quality assurance team (IQA).  Candidates for administrative positions should possess the credentials and experience necessary to execute the duties of the position. When unfilled positions are advertised, these prerequisites are prominently displayed. | | |
| **Karl Borg**  Director of St Thomas Institute | | |