

Internal Quality Assurance Manual

1. INTRODUCTION

JK Services LTD, forms part of JK Group; a group of companies set up in 2020.

Its mission is to provide high quality education and vocational training with the aim of helping learners identify educational and career goals, develop skills necessary to achieve intellectual and personal growth, excel in their studies or area of specialization enabling them to ultimately secure quality employment, career advancement and to reach their maximum potential.

The core values of the Group, which are also espoused by the JK Services LTD are: Excellence, Integrity, respect and innovation. JK Group applies these values in all its operations including its training and educational. It is therefore imperative for the company to have the necessary set up not only to deliver high quality teaching but to ensure long-term sustainability of the whole operation.

2. POLICY STATEMENT

JK Services LTD operates an internal quality assurance system aimed at maintaining the consistency and accuracy of assessments. JK Services LTD is committed to implementing effective processes of Quality Assurance in the conduction of all its courses. This is achieved through the implementation of policies and procedures which control the recruitment and registration of students, tutor development, teaching quality, assessment methods and awards. These policies and procedures form an integral part of this IQA manual.

They are supported by a number of forms to collect data/information and create appropriate records where necessary. The maintenance, retention and archiving of student records at JK Services LTD are regulated by Policy and Procedures. This policy also guides JK Services LTD how to analyse and use any information collected in order to manage its programmes and activities in the best way possible for the ultimate benefit of its students.

By implementing effective quality assurance procedures JK Services LTD aims to retain a high standard in teaching, assessment and administration throughout the whole process thereby safeguarding its name and reputation and any other institution the qualifications of which company may be offering, the lecturers and particularly the interest of the students themselves. The participation of administrative staff, academic staff and students in upholding and supporting the IQA system is actively encouraged through participation and open feedback as well as procedures for regular verification, appeals and complaints.

To ensure implementation and full compliance with all Quality Assurance policies and procedures, JK Services LTD has established a mechanism which kicks off once a new course of study is launched. This mechanism includes gathering of regular feedback from students and lecturers, random sampling of assignments to ensure that policies, particularly those related to academic fraud, are religiously followed, monitoring of attendance sheets, lectures and examinations or assessments.

This policy aims:

- To provide a continuous check on the consistency and quality of delivery and the consistency, quality and fairness of marking, grading and the overall assessment of the student's work.
- To meet and exceed the requirements placed upon us by the Malta Further and Higher Education Authority (MFHEA) and the awarding bodies
- To ensure that valid assessment decisions are reached for all our students and that the MFHEA's Standards for Internal Quality Assurance are fully met
- To support the teaching staff in their classroom, online or blended delivery by affording them the opportunity to receive critically supportive comment.
- To support academic staff in their assessment activities by affording them the opportunity to receive critically supportive comment on the assessment decisions reached.

JK Services LTD ensures that the Internal Quality Policy is implemented effectively by:

- including the monitoring of assessments and a way of standardizing assessment judgements. The monitoring of assessment and control of marking is guided by Policy and Procedure (JKS02).
- sampling assessments on a regular basis by the Internal Quality Assurer to enable the communication of feedback to assessors on an ongoing basis.
- supporting and developing the assessment team. This is done through either through meetings which are duly minuted training sessions and regular communication through email
- recording accurately to provide a clear audit trail. Internal and external communications are recorded in writing and retained both electronically and on paper. Examples of internal communications include correspondence between administrative staff, between administrative staff and Internal Quality Assurers as well as between administrative staff and lectures and students regarding matters related to assessments,
- performing all tasks and responsibilities by suitably qualified and competent members of staff. It is ensured that members of staff responsible for the implementation of the Quality Assurance Policy and Procedure are fully conversant with all related documents through briefing and training programmes.

Furthermore, members of staff are asked to attend briefing sessions and meetings organized by the competent authorities (e.g. the MFHEA, the Education Directorate etc.). On choosing such members of staff JK Services LTD ensures that the individual is suitably qualified, experienced and is a person of integrity and trustworthiness.

3. Corporate Structure

The ownership and corporate structure for Learning Works is shown in Appendix A .

The Head of Institution is currently the Director of JK Services LTD thus ensuring a high level of corporate commitment to company.

4. JK Services LTD

JK Services LTD is wholly owned by the JK Group. As a company it is professionally staffed with competent people who are assigned specific responsibilities including administration, human resource management and finance. These functions all support the operation of company as appropriate.

JK Services LTD employs lecturers and on-the-job mentors on a casual parttime basis. The minimum qualification for lecturers and mentors is a recognized qualification in the subject applied for together with experience in the field.

JK Services LTD ensures that all members of staff including those in senior positions are in possession of the appropriate qualifications and experience. It also ensures that it retains a workforce of an appropriate size and competence, including sufficient managerial, academic and administrative staffing and other resources, to undertake the delivery of the qualification as required by the awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications.

Requirements for Head of Institution Minimum Requirements:

The Head of Institution of Learning Works is expected to:

- Have at least 5 years experience in the area of training
- Have at least 5 years experience in management –

Hold a Masters Degree at Level 7 (EQF/MQF) in any one of the following areas: Health & Safety, Management, Business Administration, Communication or Education.

Insurance policy

A Public Liability Insurance policy in place that covers all companies 'in vigore'.

Financial Oversight

Financial control for JK Services LTD falls under the responsibility of the Head of Institution provided by the company's Financial Controller who oversees the routine financial and accounting aspects of the company.

The Head of the Institution assisted by the Financial Controller is responsible for preparing annually a rolling financial plan.

Budget objective

The Head of the Institution will, from time to time, set budget objectives for the Institution.

Accounting records

The Financial Controller is responsible for the retention of financial documents. These are kept in a form that is acceptable to the relevant authorities.

JK Services LTD is required by law to retain prime documents for ten (10) years. These include but are not limited to: Invoices, Bank statements, Copies of receipts, payroll records, Petty cash vouchers, Visa Statements, Receipt books, Statements of purchasing accounts, Monthly sales report

Our Financial Controller will make appropriate arrangements for the retention of electronic records.

4. INTERNAL QUALITY ASSURANCE & THE ROLE OF THE IQA

Internal Quality Assurance

Quality Assurance is fundamental to JK Services LTD. It guarantees the integrity and value of the institution's qualifications and/or assessments throughout their life cycle. JK Services LTD is conscious that quality is embedded in the design and delivery of the qualifications and programmes it offers, and works with all involved to ensure this.

JK Services LTD staff, lecturers, IQA consultants/Internal Verifiers and students are important stakeholders in this process. For this reason a system of feedback through individual and collective minuted meetings with lecturers, questionnaires/feedback forms or communication via email is in place.

There are tangible benefits for all from this approach as it means:

- improved learner experience
- raised learner achievement rates
- increased learner retention rates
- more cost effective programmes
- regulatory requirements are met
- support for other planning and monitoring processes such as self assessment

JK Services LTD is committed to ensure that quality assurance measures need to be built into all processes that affect the 'learner journey'. This includes:

- the publication of clear, accurate, objective and up-to-date information on courses and programmes on the institution's website www.JKservicesltd.mt
- the recruitment process;
- the induction process;
- initial applicant;
- learning plans;
- teaching and delivery;
- assessment processes;
- E-Learning/Blended Learning;
- facilitating learning;
- reviews of progress;
- learner achievement.

JK Services LTD believes that a clearly defined quality assurance strategy will help ensure quality in all aspects of delivery and assessment.

THE ROLE OF THE IQA

The External Consultant: referred to as IQA in this document, is one of the key drivers of quality assurance in qualifications, both within the national framework and within JK Services LTD.

The role, in terms of managing assessment, is key in ensuring the validity and reliability of qualifications. Therefore, internal quality assurance is a key factor in managing 'risk' and ensuring that when certificates are claimed for learners, the requirements of the national standards have been reliably met.

JK Services LTD has developed a sampling strategy and plan which must be implemented by all those undertaking the internal quality assurance role.

The internal quality assurance system adopted by JK Services LTD contains documented evidence of:

- Effective communication strategy
- Summative sampling
- Monitoring of assessor practice (including observation)
- Standardisation activities

There are four main aspects to the IQA's role:

- Plan, operate and evaluate internal assessment and quality assurance systems
- Support and develop quality assurance systems
- Monitor and improve the quality of assessment practice
- Apply policies, procedures, rules and regulations to meet external/regulatory requirements

PLANNING, OPERATING AND EVALUATE INTERNAL ASSESSMENT AND QUALITY SYSTEMS

This is a primary focus for the IQA who reports to the Head of the Institution.. The IQA ensure that JK Services LTD's internal processes demonstrably meet external regulators' requirements.

This includes having the following in place:

- Written procedures for internal quality assurance;
- Quality assurance systems that are 'fit for purpose' and monitor the quality of the learner journey;
- A sampling strategy that covers all stages of the learner journey;
- Learning and training that meets all requirements, which is regularly monitored;
- An objective system for recruiting and selecting assessors;
- Assessment practice that is in line with this manual
- Regular observation of lecturers and assessors carrying out their roles;
- Team members (including assessors) who are supported, get feedback on their practice and investment in their development;
- Record keeping that is maintained as required;
- Continuing Professional Development (CPD) being maintained by all members of the quality team;
- Effective communication with the Malta Further and Higher Education Authority;
- A documented appeals system that is accessible, transparent and understood;
- Standardisation activities that develop consistency between assessors;
- Systems to promote continuous improvement;

JK Services LTD ensures that access arrangements, internal quality assurance and appropriate materials/equipment/facilities are available for the duration of the qualification or learning programme. For these reasons, the Company ensures that the IQA has a communication channel into the organisation's management systems. This assists in ensuring that appropriate management decisions concerning resources are made.

The IQA has a full and accountable role in managing the qualification delivery team including responsibility for lecturers and assessors. To do this effectively the IQA has full access to accurate and meaningful information on a number of key areas such as learner needs and the current workloads of team members. An essential part of this is the use of a systematic initial assessment process that identifies any additional or special learning/development needs that learners may have. This is carried out once the applicant applies for a specific course or programme and in line with Policy JKS04.

The needs looked into include:

- technical aids
- physical adaptations (e.g. large print materials, ICT equipment)
- extra support
- training

Thereafter, the IQA maintains up-to-date information on:

- individual learner progress
- an overall picture of potential new learners
- average timescales for the achievement of different qualifications
- lecturer and assessor availability (both current and projected).

The IQA ensures that learner progress is monitored keeping in view the outcome of the initial assessment with the candidate concerned. Where it is found that learners are not progressing as expected, a plan and then a record of actions taken to support the learners is made.

In line with this IQA meetings of the lecturers and assessor team may need to be called from time to time with the support of the Head of Institution and management. The IQA clearly has a key role in helping to ensure quality in the delivery and assessment of qualifications. For this reason, the duties of the person responsible for the implementation of the IQA policy are included as an integral part of the Company quality procedures and manuals. The IQA should also have the responsibility for carrying out self-assessment of the Company's performance against the requirements of the Malta Further and Higher Education Authority.

The IQA ensures that JK Services LTD has up-to-date information and guidance issued by relevant bodies (including awarding organisations, standard setting bodies, and industry/professional bodies) and that this information is passed on to all team members.

For this reason as a matter of good practice JK Services LTD:

- issues relevant documents to team members
- provides website addresses where relevant information can be found
- ensures that team members receive appropriate updates
- record information relating to accessing up to date information in the minutes of meetings

PLANNING

The IQA creates sampling plans for the qualifications offered by JK Services LTD, which outlines what will be monitored and how the sample will be selected. The plan is to be a representative sample based on sound principles taking into consideration any risk factors involved.

Example of these risk factors are:

- the number of learners in the cohort or qualification
- numbers of lecturers and assessors
- experience and confidence of lecturers and assessors
- changes to the qualifications
- known problem areas/units/learning outcomes.

The information found from the sampling exercise then forms the basis of team planning for internal quality assurance and how they can support and develop team members to improve their quality assurance practice.

5.INTERIM SAMPLING

In order to enable the IQA to evaluate the quality of formative guidance given to learners, it is vital that the IQA participates in the process at different stages in their work.

This might include reviewing learner work:

- early on in the programme;
- before decisions have been made on any unit and
- sampling evidence once one or two of the units or requirements are completed.

It will also include checking progress review reports given to learners by lecturers/assessors. Interim internal sampling enables the IQA to pick up problems at an early stage and so avoid the potential situation of disagreeing with tutor practice or assessment judgements. It can also highlight individual team member needs for support or development which in turn may be used to develop the team as a whole.

Similarly, it provides an opportunity to identify and share good practice within the team, particularly where one or more of the team members have wider or more extensive experience.

SUMMATIVE SAMPLING

Summative sampling includes reviewing the quality of learning completed and assessment judgements taken in their entirety. The IQA must be able to follow an audit trail which clearly demonstrates that lecturers/assessors have covered all the relevant requirements and checked that all work presented meets the rules of evidence, whatever format it is presented in.

Evidence must be confirmed by assessors as:

1. **Valid** - relevant to the standards for which competence is claimed;
2. **Authentic** - produced by the learners;
3. **Current** - sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge;
4. **Reliable** - genuinely representative of the learner's knowledge and skills;
5. **Sufficient** - meets in full all the requirements of the standards.

IQA selects a representative sample of:

1. Candidates A selection of all candidates (gender, age, ethnicity etc.)
2. Assessors Experience and qualifications, workload, occupational experience
3. Methods of Assessment Questioning, observation, testimony, recognition of prior learning (RPL), use of simulation, , assignments, projects and tests
4. Evidence All types of evidence Records Plans, reports from lecturers, assessors, correct assessment practices, IQA records, learner and assessment records

SAMPLING PLAN

The IQA samples the full range of delivery and assessment methods used for any qualification, for example:

- Learning delivery
- Observation of performance
- Use of witness testimony
- Professional discussion
- Oral and written questioning
- Assessment of learner work
- Examination of work products
- Candidate reports
- Assessments of projects
- Assessment of case studies

All lecturers/assessors are to be included in the sample, but a number of other factors must be considered when the sample is selected:

- a) Experience If lecturers/assessors are qualified and experienced it would suffice to look at no more than one or two decisions per learner and in a selection of learner portfolios, not all of them. If lecturers /assessors have less than 12 months' experience, are new to either JK Services LTD or a particular qualification or are out of practice, the Internal Verifier will need to sample

substantially more of their decisions for the first 6 – 12 months. This ensures that the IQA reviews activity and decisions in all units in any qualification.

- b) Workload of each lecturer/assessor so that the total sample also fairly reflects the amount of work and number of decisions being made by individuals. Sampling may need to be increased where workloads have been raised to ensure that quality is not compromised.

REQUIREMENTS OF QUALIFICATIONS

The sample also needs to take into account the requirements in the qualifications themselves. It is imperative that lecturers/assessors and IQA know the specified requirements well and agree the interpretation of areas where outcomes are not prescribed such as expected length of assignment answers, where content is not prescribed in assignment answers, what must be included in any outcome from assessment etc.

ASSESSMENT ISSUES

The IQA specifically ensures that he/she samples any such units, across all assessors, to ensure that requirements are consistently complied with for all learners. The IQA should also ensure that issues such as these are discussed fully with the whole qualification team at an early stage.

6.Supporting and Developing Lecturers/Assessors

CONTINUING PROFESSIONAL DEVELOPMENT

The second duty of the IQA is to guide, support and ensure the continuing professional development (CPD) of team members. IQA guides the Head of Institution about the CPD requirements of lectures and assessors and help devise a development plan to be implemented by JK Services LTD.

Training sessions are held with all the lecturing staff involved in a specific programme prior to the start of lectures. Furthermore, this CPD includes updating of occupational competence in line with relevant regulatory and professional requirements and ensuring that good practice is maintained in relation to facilitating learning and assessment.

There are a number of points where this is particularly pertinent:

- When assessors are new – either to the team, to Learning Works, or to the qualifications;
- When programmes or qualifications change or guidance is revised;
- Following external quality assurance activities or other inspections.

New lecturers/assessors should complete an induction process. What this induction process involves will depend on their previous experience, both of qualifications generally and/or a particular suite of qualifications. As with the learner induction the process is more effective if it is coherent and structured. It is therefore good practice for Learning Works to have an induction programme or pack

which contains relevant data and plans for what a new team member will undertake in their induction and what the expected outcomes are. The IQA must ensure that all lecturers/assessors in the Centre have access to:

- Copies of the relevant qualification handbook(s) or requirements for the qualifications they are delivering and all other documents related to the qualifications offered and any updates that are issued from time to time.
- Copies of the Company policies and procedures which are also available on the Institution's website.
- Information about available support resources for learners and team members, equipment and facilities.
- Information about the relevant awarding organisation
- Information about their learners
- Any learning or assessment needs, access arrangements etc. Contact point for advice from IQA or experienced senior team member The IQA must also check and ensure that on file there is the following information:
 - Personal profiles or CVs demonstrating skills, knowledge, experience and competence (where required) at an appropriate level
 - Original assessor certificates.
 - CPD records that demonstrate that all team members have completed development activities required by the relevant assessment strategies.

This information is to be accessible and available for examination at all times. Lecturer observations are recorded through the Learning Management System with all relevant feedback to the tutor observed.

Where there are new lecturers/assessors in the team, the IQA should increase the amount of sampling and monitoring that takes place regardless of whether or not the assessors are qualified. This additional monitoring and support should take place earlier, ideally by the third lecture of a course.

This ensures that new lecturers/assessors have access to additional support and enables the IQA to identify any training and development needs that these assessors may have.

If a newly appointed lecturer/assessor has experience, this period of additional sampling may be quite short. However, whatever the level of experience, the incoming lecturers/assessors will still benefit from additional support provided whilst they become familiar with the Company's systems.

There should also be a mentoring process for newly appointed IQAs.

It is the responsibility of the Head of Institution and team members to monitor lecturers and assessors' completion of the planned CPD activities. During support meetings the IQA reviews and updates the content of the CPD plans accordingly. By the end of a year all team members will have completed the activities listed on the plan to meet the CPD requirements of the qualification and satisfy their own development needs.

STANDARDISATION

Standardisation is an important part of the IQA duties. All standardisation activities are recorded in detail so that third parties such as the EQA can see evidence of what has been carried out and the outcome.

A standardisation activity is carried out by copying pieces of learner work or evidence (e.g. for one Learning Outcome or one Element) and asking assessors to make an assessment decision for this work. In such instances they are to be asked to record what actions they would give the learner resulting from this assessment and to record what feedback they would give the learner if they were the actual assessor of the work.

This enables the IQA to check that assessors are:

- Asking the right questions
- Forward planning with learners
- Making accurate assessment decisions
- Providing suitably detailed and specific feedback
- Fully recording the outcome of the assessment process.

Standardising in learning starts when the content of the programme is agreed between team members and the IQA. The IQA is to ask for data from the lecturer (progress, which topics interested learners etc.), on a regular basis, in order to make comparisons between sessions or programmes delivered by different people. In addition, the IQA observes lecturers delivering learning and, having observed everyone in the team, will be able to guide individual's work to improve consistency.

In addition, the IQA may organize standardization activities which may include:

- Assessing each other's candidates
- Judging evidence together
- Working through the standards together
- Agreeing on assessment decisions.

The frequency and type of standardization activity depends on a range of considerations such as:

- Feedback from the IQA sampling and monitoring
- Any new requirements in the qualifications
- Changes within the qualification delivery team
- Outcomes of external audits
- Previous standardization activities and findings
- The need for continuous improvement.

7. MONITORING AND IMPROVING THE QUALITY OF ASSESSMENT PRACTICE

The third responsibility of the IQA is to assist JK Services LTD in monitoring and improving the quality of assessment practice. The quality of the entire learner journey should be monitored to ensure there is quality in the entire process.

The aims of this are to:

- Ensure that high standards of learning delivery are maintained
- Identify problems or areas where lecturers/assessors require advice or development
- Ensure that learners are aware of, and satisfied with, the assessment process.

MONITORING ASSESSMENT PRACTICE

Monitoring assessment practice to identify areas for improvement involves the IQA undertaking a range of activities, including:

- Evaluating assessor expertise
 - Evaluating the planning and preparation of the assessment process
 - Determining whether assessment methods are 'fit for purpose'
 - Ensuring assessment decisions are carried out in line with the Company's Assessment Policy and Procedure JKS02
- Comparing assessment decisions
- Giving feedback
- Carrying out standardization.

This will involve observing assessors in action, looking at how they conduct the assessment process and giving them feedback on their performance. It also includes reviewing the internal quality assurance records completed with all assessors and evaluating every aspect of their performance as recorded.

The quality and accuracy of programme plans, session plans and assessment plans should be included in the sample. The IQA should observe the individual lecturer and assessor's assessment and interpersonal skills, with a view to identifying any areas which would benefit from advice or further development. The IQA must also note any problematic areas (e.g. within the qualifications) which could create difficulties for other lecturers/ assessors. Identifying such trends and areas for development is a crucial part of improving the practice of lecturers and assessors. Following the monitoring exercise, it is important that constructive and positive feedback is given to enable team members to develop. The discussions should be held in private and should not be relayed to the learners or other team members. The IQA should keep a record of this and ensure that it forms part of the tutor and assessor's individual development plan.

Monitoring also creates the opportunity to liaise with learners to ensure that their learning and assessment needs are being properly met.

In particular, the IQA should check that learners:

- Know which qualifications they are working towards, and have a copy of the relevant standards;
- Are aware of the roles of everyone involved in delivery and assessment;
- Understand the programme of learning that they are following;
- Understand the assessment process;
- Know what progress they have made towards achievement and when this will next be reviewed;
- Are aware of their rights to access unit certification;
- Understand their role in completing work as planned, generating evidence and completing referencing;
 - Have confidence in their lecturer/assessor;
 - Understand the appeals process;
 - Have no learning needs not currently being met.

MONITORING QUALITY PROCESSES

JK Services LTD recognizes that it is extremely important that the quality of the entire learning delivery and assessment process is monitored. Therefore the IQA needs to consider how he/she will monitor learning materials used by team members throughout the programme. In addition the IQA must establish a realistic timescale for doing this.

This might include monitoring the quality of:

- Attendance records
- Programme outlines
- Session plans
- Handouts
- Slides or other audio visual material
- Online learning
- Guidance given to learners
- Reviews
- Marking/assessment
- Assessment plans
- Feedback records.

Sometimes reviewing this material can give an insight into areas of other sampling that might prove useful. For example, if attendance is poor for a particular session, the IQA could look at the sessions that are better attended to see why this might be. This can be done by sampling learner work from these sessions and carrying out interviews with learners.

This type of sampling can yield interesting rewards for an IQA who wants to look in depth at what is happening on a programme or qualification. The outcome could be one-to-one discussions with lecturers/assessors. Alternatively, it could be a meeting where all team members can discuss approaches, standardize methods and share good practice.

FEEDBACK TO LECTURERS AND ASSESSORS

Whatever is being sampled or monitored by the IQA, JK Services LTD ensures that feedback is given to lecturers/assessors as a result of the activity is of an appropriate quality. All feedback is detailed, specific and designed to improve practice and in both written and verbal format.

IQAs should always:

- Produce detailed written and verbal feedback
- Aim feedback at lecturers/assessors, not learners
- Be honest
- Be factual
- Ensure comments are constructive and positive
- Ask the tutor/assessor what they themselves think about their work
- Talk through each point of the feedback
- Give clear details of what was found/seen
- Specify good practice as well as areas for improvement
- Seek to improve practice over the long term
- Agree next steps and realistic timescales for change

In addition, where the sampling or monitoring identifies development needs these should then be entered on to the tutor or assessor's CPD development plan.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

JK Services LTD is aware that it needs to ensure that the IQA's own practice is maintained to meet changing requirements in their role.

This is done by:

- Requesting feedback
- Undertaking training courses
- Individual research
- Attending forums
- Completing related qualifications
- Shadowing another IQA
- Undertaking related reading
- Attending relevant meetings or conferences.

Furthermore, the IQA will maintain the Company continually adjourned with up-to-date requirements and best practice in:

- Assessment •

The vocational area related to the qualifications offered

- IQA practice

8. Online and Blended Learning

JK Services LTD uses online or blended learning where appropriate to support experiences that are flexible, responsive and effective and meet the needs of all its stakeholders mostly of the students themselves. The Online Policy and Procedure marked JKS05 in the Appendices guides the Company in delivering programmes in this way. Whether a programme is delivered Face-to-Face, online or as blended it falls within the scope of this IQA Manual and the IQA process within the same Company.

9. Safeguarding the integrity, reliability, and continuous availability of the technological infrastructure

The technological infrastructure at JK Services LTD has been designed and developed with input from education and training experts together with information technology experts. The design process incorporated all elements of integrity expected from a further and higher education institution operating in Malta as defined by the IQA policy of the Company. Testing procedures deployed during the development of the infrastructure also ensured the reliability and availability of a solid technological infrastructure.

10. Certification Process

The certification process at JK Services LTD is overseen and co-ordinated by the Head of Institution together with the Executive Administrator.

On successful course completion, students receive documentation with the all the following details:

- explaining the context,
- MQF level,
- amount of learning credit,
- content and status of the qualification gained,
- achieved learning outcomes.

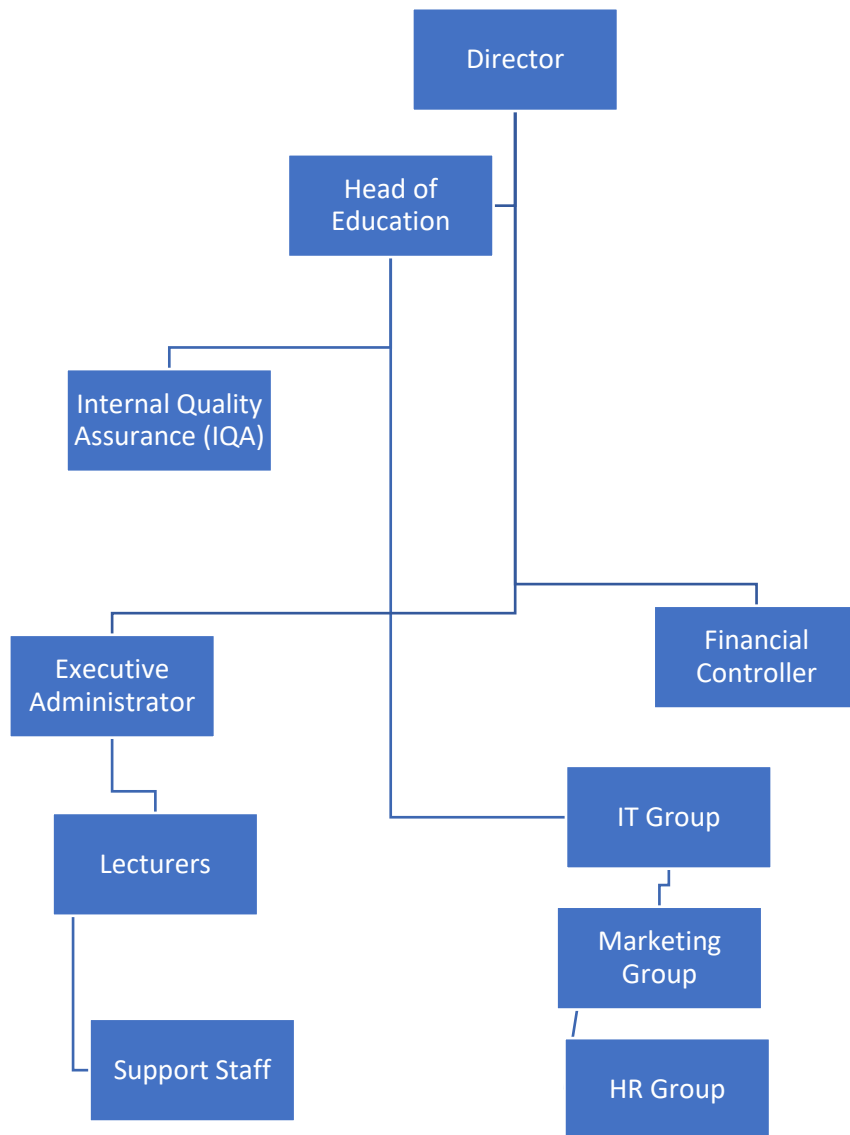
This is in alignment with the National Quality Assurance Framework. In addition, a quality check is conducted by quality experts engaged by same Company in order to ensure that such information is factual, reliable and in compliance with the expected standard of quality.

11. Recruitment of support and administrative staff Support and administrative.

Staff at JK Services LTD are engaged based on an interview process led by the Head of Institution in accordance with specified requirements of competence and qualifications pertaining to the relative

JK Services LTD continuously supports internal staff through internal training, resources and other 'ad hoc' support measures as may be required.

Appendix A – Corporate Structure



ROLE DESCRIPTIONS:

1. **HEAD OF EDUCATION INSTITUTION** – responsible for the running of institution including academic affairs, business development, marketing;
2. **EXECUTIVE ADMINISTRATOR** – responsible for the administrative team, human resources, student registration, coordination with lecturers, upkeep of premises, minor staff, external suppliers;
3. **SUPPORT STAFF** – responsible for enquiries, student affairs, general assistance, cleaning.
4. **LECTURERS** – responsible for delivering lectures, setting questions for assignments, corrections of assignments and examination papers;
5. **MENTORS** – responsible for mentoring of students during their practice placements where applicable;
6. **FINANCIAL CONTROLLER** – responsible for the preparing monthly or yearly accounts, budgets and payments to suppliers;
7. **INTERNAL CONSULTANT** – responsible for the creation of new programmes and the filling of the relevant forms to be sent to the MFHEA for accreditation;
8. **GROUP IT DEPARTMENT** – supports Learning Works in all matters related to IT GROUP
9. **MARKETING DEPARTMENT** – supports Learning Works in some matters related to marketing GROUP
10. **HR DEPARTMENT** – supports Learning Works in recruitment and other HR processes.
11. **INTERNAL QUALITY ASSURER** - Ensuring that assessors follow the qualification assessment guidance provided.. Establishing procedures, advising and supporting assessors to assist them in interpreting and applying the qualification requirements correctly and consistently. Sampling, including direct observation, assessment activities, methods and records to monitor consistency of assessment decisions. Sampling of increased ratio of assessment decisions by new assessors and being responsible, and accountable, for arranging the checking process. Providing assessors with prompt, accurate and constructive feedback on their assessment decisions. Maintaining up to date records.
12. **TUTOR/ASSESSOR** - The primary role of the tutor/assessors is to assess candidates' performance and related knowledge in a range of tasks and to ensure the competence/knowledge demonstrated meets the requirements.
13. **CANDIDATES** - are those individuals who are registered and working towards a qualification.

Policies & Procedures

List of Policies and Procedures

1. **JKS01:** Registration and Admissions Policy and Procedure
2. **JKS02:** Assessment Policy and Procedure
3. **JKS03:** Equality, Diversity and Student Support Policy
4. **JKS04:** Performance and Attendance Policy
5. **JKS05:** Online Learning Policy and Procedure
6. **JKS06:** Mitigation Policy
7. **JKS07:** Plagiarism
8. **JKS08:** Recognition of Prior Learning (RPL)
9. **JKS09:** Refund Policy
10. **JKS10:** Continuous Professional Development Policy
11. **JKS11:** Student Complaints, Appeals Policy and Procedure
12. **JKS12:** Data Protection Policy
13. **JKS13:** Public Information
14. **JKS14:** Teaching Staff

JKS 01 - REGISTRATION & ADMISSIONS POLICY

JK Services LTD adopts a registration and admissions policy in order to ensure that associated processes are implemented consistently and in a transparent manner.

The entry requirements for each program guide the Company whether the candidate is eligible or not. The Company determines the selection criteria which are formulated and presented to the Malta Further and Higher Education Authority (MFHEA) during the programme accreditation process.

Where further proof of eligibility of a candidate is required eg in the oral and written proficiency in English, an interview with the candidate where this proficiency is assessed.

JK Services LTD defines the entry requirements of respective programme and publishes this information on the public domain normally on the Institution's website www.jkgroup.mt.

In order for students to be admitted and ultimately registered for the programme the eligibility criteria must be respected and include one (or a combination) of the following:

1. **Qualifications:** All qualifications are required to be pegged with the European Qualifications Framework in terms of programme level and total amount of credits. In the case of foreign qualifications, students are required to obtain an MQRIC statement from MFHEA in order to provide evidence that the eligibility criteria in terms of qualifications are met.

2. Maturity Clause: JK Services LTD does not apply a maturity clause. However, students who possess wide experience obtained at work or in other fields of activity may benefit for recognition of prior learning.

3. Recognition of Prior Learning Students who request recognition of prior learning are required to provide evidence of their work experience and/or projects. This evidence is analysed on a case by case basis and is not an automatic criteria for eligibility.

4. Verification: Student's identity is verified as part of the admissions and registration policy, The Company ensures the identity of enrolled students by asking for their identification card and/or passport. Details within such documents are checked by an administrative officer at the Company to ascertain the veracity of identity of enrolled students during the process of admission. Once enrolled a student is provided with the credentials to enable him/her to access the institution's VLE. These credentials are unique for every student.

All applications and admissions are handed by administrative team under the direction of the Executive Administrator. Students who are deemed to possess the required eligibility criteria are registered into the programme. Students who are considered not to possess the required eligibility criteria are informed by the Company by means of an electronic communication.

5. Appeal: Students have the possibility to appeal decision by providing a written request to the Head of Institution. The decision of the Head of Institution on any cases of appeals is definite and final.

JKS02 ASSESSMENT POLICY & PROCEDURE

1. Assessment:

JK Services LTD promotes assessment methods that are both formative and summative in nature. Assessment is an integral part of the learning process and internal quality assurance processes at said company which takes into account the following parameters:

- Teaching staff are familiar and component in the design, delivery and correction of assessments;
- Methods of assessment and assessment criteria are published in advance;
- Formative feedback is provided to all students on all assessments undertaken;
- Assessment is consistent, fair, valid and reliable;
- Students have the right to appeal assessment decisions.

The policy and procedure for assessment ensure that all the above criteria are effectively adhered too.

2. Definitions:

- a. Assessment JK Services LTD is taking the definition of assessment to mean the application of a variety of tools to evaluate, measure and document the academic readiness, skill acquisition and competency development of students.
- b. Assessment Schedule JK Services LTD is defining assessment schedule as a plan which defines the start dates, end dates and/or duration of an assessment planned for a programme of study.
- c. JK Services LTD, Learning outcomes are statements of an individual is capable to do by the end of a learning process.
- d. Internal Verification: Internal verification is the process that the Company applies to assessment designs and assessment decisions. Assessments are governed by principles driven by the learning outcomes approach in order to ensure fairness, validity and reliability of the assessment tools/methods applied. Two procedures govern the internal quality assurance mechanisms:
 - i. Procedure 1: Ensuring that the assessment design is fit for purpose. Teaching staff develops assessment in line with assessment policy and procedure.
 - ii. Assessment is vetted by the Internal Quality Assurer who checks that the assessment :
 - covers the intended learning outcomes,
 - has a fair marking schedule,
 - variety of tasks are present in the assessment,
 - is valid, reliable and fair.

Recommendations for change and/or improvement are provided to respective teaching staff member given that the above conditions are respected. Approved assessment is then issued to students. Procedure ensuring that assessment decisions are fit for purpose. On completion of student assessment, the respective teaching staff member corrects the assessment and provides documented and constructive feedback to students.

Internal verifier samples the corrected work of the teaching staff member to check that:

- o Feedback has been provided to students
- o Assessment decisions are fair and consistent
- o Final mark/grade is correct

Students have the right to appeal the assessment mark/grade obtained by requesting for a revision of assessment as per the Student Complaints and Appeals Policy and Procedure (JKS11) This request is first reviewed by an IQA and discussed with the Head of Institution. If the students appeal is accepted, the mark/grade is updated accordingly. The final decision based on the recommendation of the IQA rests on the Head of Institution

JKS03: EQUALITY, DIVERISTY AND STUDENT SUPPORT POLICY

1. Policy & Procedure:

JK Services LTD provides the student with the support required in order to sustain their development during the learning engagement during their course of study.

Students are informed of such support during the induction session of each course and through the student handbook.

The Company adopts a student centred approach respecting the needs of a diverse student population which is taken into accounting during planning, programme delivery and evaluation stages of the student life cycle. The student support policy provides a description of the services offered, referral procedure, confidentiality clause and an account of the student support services employed.

2. Description of Services:

JK Services provides the following services to students:

- Counselling sessions based on a relationship of trust and confidentiality, The Company offers its students with support focusing on feelings, emotions, experiences and/or behaviour with the aim of facilitating positive change. Professional counsellors are engaged on a case by case basis.
- Therapy sessions based on a relationship of trust and confidentiality, The Company offers its students with support focusing on personal and/or family therapy. Professional therapists are engaged on a case by case basis.
- Learning support: The Company provides students with additional learning support in cases of learning difficulties. Dedicated teaching staff are engaged on this support service on the basis of a referral process (explained in the next section).
- Assessment support The Company provides students with additional assessment support in cases of learning difficulties. Dedicated teaching staff are engaged on this support service on the basis of a referral process (explained in the next section).

3. Referral Procedure: Students are either referred to administration team by members of the teaching community or by a direct request from students. The administration team evaluates the nature of the case and then refer to external professional services for needed intervention.

4. Confidentiality: All cases requiring any form of student support are bound with full confidentiality and non-disclosure. The Company adopts a strict policy of confidentiality on all student support services offered to its students.

5. Record Keeping: Cases which lead to a referral procedure are assigned to a member of the administration staff to maintain a record of the specific case and to ensure that follow up action is conducted. All records are kept in a confidential database to support student cases.

JKS04: PERFORMANCE & ATTENDANCE POLICY

1. Policy & Scope

Participation/Attendance to lecturing sessions in the traditional formal sense and online learning (whether synchronous or asynchronous) is an individual student responsibility.

The Company expects students to attend/participate in all learning activity and to complete assessments in time. Same, takes stock of attendance rates and adopts a policy of minimum 80% attendance/participation rate for each module of study. If students fail to reach the 80% threshold, the module of study is graded as failed. In addition,

The Company takes into consideration the importance of student performance during their studies. Performance is regularly monitored by academic staff and administration staff at Learn.

2. Special Circumstances: The Company applies an internal mechanism to consider special circumstances for students' participation/attendance. Students are required to inform their respective teaching staff member in any of the circumstances listed below in order to be recorded as excused.

a. Participation in an event/activity as part of a national activity

b. Death/Major illness of close family member of student

c. Legal proceedings

d. Participation in approved events/activity of the Company

e. Injury/Illness of student The 80% threshold also holds when special circumstances activities are accounted for.

JKS05: ONLINE LEARNING POLICY

1. Policy & Procedure

JK Services LTD will use E Learning/blended learning where appropriate to support experiences that are flexible, responsive and effective and meet the needs of all its stakeholders mostly of the students themselves.

2. Introduction to eLearning Definitions

The term “e-learning” is referred to when learning is taking place using both a computer and the Internet. There are several facets to eLearning including the Hardware (computers, mobile phones, digital cameras), digital resources (the web, materials presented via Virtual, and online communication tools (e mail, chat forums etc) and Learning Environments, online libraries etc), software (tutorials, 'office packages etc).

3. Blended Learning

The term blended learning is commonly referred to as a combination of face to face learning along with eLearning.

Different Forms and services Products and services may vary and take different forms.

These may be:

- Single courses and/or entire programs
- Entire courses and/or course units, lessons or components
- Aimed at individuals or entire groups in classes
- Offered for credit at 'JK Services' and/or for general interest without credit By eLearning the educational Institution referred to as 'JK Services' shall refer to both terms using synchronous and asynchronous ways for the delivery of its training and learning programmes. Whether synchronous or asynchronous the Lecturer/Tutor is responsible for the module being delivered while the student has the freedom to access the VLE anytime as it is available 24/7 and the synchronous sessions are recorded and made available on demand by the student.

During synchronous sessions students are asked to keep the camera switched on and the microphone off at all times. Whenever a student would require or be required to intervene he/she will be expected to switch on the microphone. Among the e learning pedagogy there are discussion forums, recorded webinars and peer to peer comments. Each student has their own assigned ID and student-generated password to log into learning management system.

4. Strategic Management

The strategy is to include both eLearning and Blended learning so it can move towards a student-centred learning covering all MQF levels. The Company shall therefore commit itself to offer ways that students may choose to enrol and select the best possible option including the pattern or timeframe most suitable to them apart from the traditional way of face to face learning.

JK Services LTD is also offering eLearning and blended learning to cater for student diversity. This shall also result in having Teachers/ Lecturers and support staff engaged in the process of enrolment and admission including teaching and learning using ICT and other resources which ultimately present e -learning/blended learning options apart from the face to face system.

The key features of the above are:

- Stakeholder Oriented – developed with particular attention on having a return on investment in eLearning especially for the learners
- Consensus-based – developed through consultation with a balance of provider and stakeholders in Malta and beyond. Consultation is done through team and on-to-one meetings and through a request for written feedback to be submitted by email.
- Comprehensive – inclusive of all elements of the learning system: outcomes and outputs, processes and practices, inputs and resources.
- Futuristic – describing a preferred future rather than the present circumstances
- for design and delivery
- Distinctively European – reflecting the highest of European values and learning priorities

- Adaptable – best used for adult and further and Higher education and training, but adaptable to other levels of learning services

- Flexible – not all the above will apply in all circumstances and when E Learning involves activities or resources beyond JK Services LTD, such as Virtual mobility of students, institutional partnerships or development of open resources, the roles and responsibilities will be clearly defined and controlled by operational agreements where appropriate. The eLearning and Blended learning are also governed by Ethical and Legal considerations to be in line and conformity with GDPR.

5. Policy and Procedures

The Policy and Procedures pertaining to eLearning and Blended learning are the responsibility of the Chief Executive Officer after discussing them with necessary stakeholders of the educational Institution and any advisors that might be required for review. The Strategy for the Policy and Procedures are compatible with the Company's plans and 'mission statement' including National Education Policies and International practice. These are made available for public knowledge through the website. The Policy and Procedures address: Management, responsibility and accountability Staffing and staff development Financial, physical and technical resources (including software).

6. Designing and Development of eLearning and Blended learning Programmes

The eLearning and blended training programmes are designed according to the Malta Further and Higher Education Authority (MFHEA) framework. The design and approval of programme is also guided by the institution's Design and Approval of Programmes (JKS14)

7. Learning Outcomes

The intended learning outcomes for each training programme are:

- Clearly stated
- Relevant, i.e., useful and appropriate for the intended learners
- observable / demonstrable
- Measurable
- Achievable and realistic
- Appropriate to the rigor and breadth of the award, certificate, Diploma, Degree or Masters awarded
- Consistent with the mandate of the provider Curriculum and Training Programme Content

The Curriculum content is

- : • Credible with sources identified
- Accurate
- Relevant

- Balanced and free of bias
- Updated consistently and routinely. documented
- Appropriate to the learning outcomes
- Culturally sensitive
- Consistent with current copyright laws of Malta Training and Teaching Materials and other Research

8. Resources

Both the teaching and learning materials are:

- Prepared by qualified content experts (author identified, recorded and documented) working with qualified design experts where appropriate (identified, recorded and documented)
- Readily available •
- Interesting in content and layout
- Well-organized
- Free of cultural, racial, class, age and gender bias
- Accessible to those with disabilities
- Free from errors
- Adaptable to learner needs and abilities but still respecting the learning outcomes

9. Learning Aids and Technology for The Teacher and the Learner

Learning technologies provided are appropriate to:

- The field of study or subject matter content and skills
- The intended learning outcomes
- The relevant characteristics and circumstances of the learner
- The cost and benefit for the learner
- Provide multiple representations of content
- Enable concept mapping within the learning environment
- Make available real-world situations and simulations
- Provide assistance and guidance including communications to the learner

Learning materials and the delivery reflect sound technical design so that they are:

- Navigable
- Easily updateable and frequently updated
- Complemented by multimedia, rather than distracted by them

- Inclusive of “live” links to relevant and previewed documents subject
- In line with copyright law
- Reliable
- Sensitive to bandwidth constraints of students
- Compliant with current technology and ICT standards Student Centred and User-Friendly Technology

The comprehensive course package (all materials and technologies) is:

- Appealing in appearance
- User-friendly
- Customizable
- Inclusive of all institutional services and activities (registration, payment, advising, tutorial assistance and library services provided by the Company)
- Complete
- Reviewed and evaluated routinely.

10. Design of Assessments

The design of e-Learning/Blended courses uses a balance of formative and summative assessments to assess the intended learning outcomes against agreed marking criteria.

Moreover, the timetable is formulated in a way to allow the student concentrate week by week and includes weekly readings where appropriate while the assessment is indicated up front, so the student has ample time to prepare.

E-Learning/Blended offers the student the opportunity to study at one’s own time, place and pace. However, the programmes have a starting date and a finishing date. The same applies for assessment. However, the Mitigating policy will apply should a student require extension of times. Programmes will be offered on full time or part time according to application for accreditation where applicable. The design might also be flexible by combining e Learning and face to face to a programme or even a module on its own. The flexibility may depend on factors such as nature of learning outcomes or modes of assessment. In such cases the students are also informed up front if their attendance needs to be compulsory or participation may be beneficial but optional.

The design also allows student to student and Lecturer to student communication through the chat and Forum. The students are also informed beforehand if peer interaction/ discussions are essential to successful completion of the programme making this more student centred. Students will interact through the platform used for live sessions for Synchronous learning. Students will also interact via e mail and Whatsapp through chats created for each course delivered online/blended or through e-learning as well as face-to-face .

For asynchronous learning the Lecturers and students will be using a platform including a Forum Discussion board and a Chat system while still being able to use the e mail for any type of communication. the service an online library and web-based research. The online library can be accessed free of charge by the student through a computer, tablet or mobile.

11. Plagiarism Policy

Plagiarism intentional or non-intentional is not allowed. 'JK Services LTD' is against Plagiarism and informs the student through its Policy and procedure on Plagiarism ref JKS07 in the student Handbook which is also found online on its website.

JK Services LTD makes use of the Plagiarism software Turnitin to detect any plagiarised documents , assignments , long essays , etc. Use of Technological Devices and Technical Assistance.

The Development of online learning material is as such to be accessible and usable via a variety of devices including mobile phones. The material used is made up of videos, recorded webinars, power points, links to webs and you tube etc.

All videos to be used as a mode of delivery in synchronous teaching are to be sent to administration for approval prior to use. If 'youtube' social media videos are to be used the lecturer should submit the link to that video for approval from the CEO to determine its quality and ensure the Institution obtains/has the necessary rights and permission from the owner of the Intellectual Property rights to share that material. Once approved the link can be part of the pedagogy used in teaching and learning. The requirements for videos are as follows: Resolution Name Quality 2560x1440 1440p 2K 1920x1080 1080p Maximum resolution for HD 1280x720 720p Minimum resolution for HD 854x480 480p

12. Standard definition Ensuring Continuous Availability of Data

The technological infrastructure at the Company has been designed and developed with input from education and training experts together with information technology experts. The design process incorporated all elements of integrity expected from a further and higher education institution operating in Malta as defined by the IQA policy of JK Services LTD. Testing procedures deployed during the development of the infrastructure also ensured the reliability and availability of a solid technological infrastructure. Data is owned by the Company.

In addition, data backup mechanisms are incorporated within the system ensuring that data is continuously available and owned by same.

13. Technology Technical Assistance

Technical assistance with the technologies being used and provided shall be applied to:

- The purpose of the technology(ies)
- The etiquette involved
- Skills and knowledge required to manipulate and interact with the technologies
- being used Technology, computers and other ICT – are appropriately used to:

- Engage and support learners
- Accommodate and promote individualization
- Create opportunities for students to do meaningful work
- Increase proficiency at accessing, evaluating and communicating information
- Improve student abilities to solve complex problems
- Nurture artistic expression
- Enable active engagement in the construction of knowledge
- Meet National and International standards for students with disabilities

The following are engaged to provide technical assistance for e-learning staff at the three main stages i.e. production, delivery and access. When students require any assistance, they will be assisted by members of staff. Should an issue of a technical issue be something the members of staff could not handle, it will be referred to any of the below depending on the nature of the issue.

The IT Department also gives technical assistance where needed and applicable. The administration also gives technical assistance where applicable.

Students are provided with a password to access sessions on Zoom. They will also be provided with same for asynchronous eLearning courses.

E Learning and Blended Training Programmes including Feedback to student assignments will be delivered in a timely manner by the lecturer. It can be delivered to the whole class if the feedbacks is applicable to the whole class or else through one-to-one contact that can also be done.

Lecturers should also respond to all submitted work within two weeks (10) working days from the date of submission. Student Contact Hours for courses will be determined according to the credit hours assigned to the course. New students enrolling on a training programme are required to attend an induction session which is provided online if the course is delivered online, as blended or e-learning.

Students may also be invited to attend other training on online/elearning.

14. Recruitment of Teaching Staff

Staff recruitment of instructors / teachers / professors is based on:

- Recognized qualifications in the subject area
- Teaching experience at the relevant level (e.g., secondary, adult)
- Relevant work experience and/or current knowledge in the field
- Appropriate skills to teach online
- Content support persons, e.g., course tutors
- Tutors and mentors (lecturers or work based mentors)
- Process support persons, e.g., administration technical support
- Learning skills support (lecturer acting as Tutor)

- Career planning and employment counselling (to be referred to third parties if necessary)

15. Problem-solving (CEO) Programme Management Support

The person that is accountable for program management shall be 'The Chief Executive Officer' (CEO) and is accountable for:

- Student management and students' rights
- Learning management
- Technology planning and utilization
- Recruitment and selection of appropriate personnel
- Planning and evaluation of all aspects of the product/service
- Responsiveness and flexibility to the student and to changing learning
- Maintaining links within the education and business communities
- Research and continuous improvement
- Financial viability and continuity

Since there can be usability issues of online environments, students and Lecturers encountering difficulties in navigating and learning, 'JK Services LTD' shall have pre-recorded videos to assist students before engaging.

Moreover, real time support is also provided by the IT department of 'JK Services LTD' on alfred@fsm.com.mt or telephone 00356 27515174.

16. Student Communications Support

This is committed to provide the best services possible in relation to communications support there are shared responsibilities that students are made aware of. These include: Own responsibility for ensuring the minimum technology requirements to complete online courses, including access to a computer and printer and not less than a stable DSL Internet connection. Students may check with the CEO or Administrative Executive to ensure that they have access to accessible technology.

The CEO or Administrative Executive must communicate with students at least 24 hours before the time of lecturers' absence unless the absence is due to illness. In case of a cancelled synchronous session communication is done by Whatsapp or e mail if there is ample time.

The Company is also committed to meet the specific needs of students with disabilities and complies with the provisions of the 'Equal Opportunities Act' and its Equality, Diversity and Student Support Policy (JKS03)

17. Tutor and Mentoring Support

Lecturers acting as tutors are all qualified and currently using the 'Online Learning Platform'.

When new Lecturers are recruited, they are either required to be already conversant with a Virtual Environment system or have the opportunity of attending any CPD whether within the Company or any other third party to become competent in using pedagogy which is appropriate for online teaching and Learning. Such CPD sessions are held on days and times deemed most convenient for lecturers. All

Lecturers shall act as tutors and support 'ad hoc' in several ways like direct face to face support before or after a lecture, through e mails or other type of social media. This is usually determined between lecturer and the student so that the communication is enhanced in the best way that suits the student, while considering the lecturer's availability and therefore this should finally be decided between the lecturer and the student.

Any 'ad hoc' feedback is done within a minimum of 48 hours to 72 hours that a student makes a request for assistance. Tutors are to keep an eye on who makes contact or not and will ask those who do not make or seek contact to see and check if any assistance is needed. Tutors shall be active rather than passive. Regular student support comes through feedback after every assessment whether formative or summative. The feedback can be in the form of e mails or any other means that helps the student learn.

An example is group feedback or group discussion in class after a typical assessment or at the beginning of a course for induction purposes. Mentoring tutors refers to the support given during on the job training where students are under supervision as they are still in a 'learning curve'. This type of support is usually engaged in the face to face situation, however this can be also adapted, depending on the nature of on the job according to a specific module. Example if marketing jobs are being done through computer and from any other place but the workplace this is also considered on the job training and mentoring can be through phone calls, emails, Zoom meetings etc.

A report is finally presented by the Mentor to both to the lecturer carrying out the module and the administrative executive. The Company will offer CPD to focusing on online teaching to all lecturers. This training will cover both the pedagogical aspect as well as the technical areas. These skills will be asked for in the recruitment and interview process of new lecturers. For the current lecturers CPD training will be provided by experts in the field to ensure all lecturers are up to speed with the technology used for online teaching Institutional Support, Archiving and Back up Plans The management and implementation of the online (virtual) aspect of programmes will be handled by the institution's administration department.

The Company offers an open space and also provide laptop/s that can be used by students for e-Learning, research purposes and also to access 'online library' through the institution's VLE with photocopying facilities on demand at the Administration. Such access is given to each student via his/her device eg laptop, tablet or mobile. Each student is given access to additional material through the institution's digital library available at its main office.

These services are provided for reasons of limited domestic band with availability, software licensing or specialist video conferencing. The area might also be used for 'online examinations' purposes where the identity of the student needs to be verified. Same can be done with the actual classrooms.

The Company has a website which offers support for students who are still in the process to apply. The Prospectus can be found on the website but can also be found as a hard copy. The Prospectus has three direct e mail links for any support required and has a telephone number in case someone needs to speak and enquire directly.

Other information and statistics are kept in Excel format. The Company makes use of this data to analyse the students' performance and attendance. It serves as the basis whenever decisions of an academic and administrative nature are taken. Statistics are also sent to the competent authorities as the MFHEA when requested. The Company guarantees that has a relevant data protection system and back -up mechanism using 'OneDrive'.

18. Admissions.

To apply students need to visit the Company's website on www.jkgroup.mt, select and choose the course they would like to follow by clicking the 'JK Academy '.

A digital copy of the following documents after payment is complete:

- ID Card (both sides) or Passport
- Recent Photo or selfie •
- Police Conduct (not older than 1 month)
- Certificates as per eligibility criteria

If the student is not sure of possessing the right qualifications student support is given by writing an email on info@jkservices.mt. The students will be informed by an e mail if they have been enrolled or not and also includes a Learning agreement.

Once students are enrolled students are given a link to access the online Platform. The mail will also have an e mail address to contact should the student encounter any technical difficulties with the online platform. Applicants submit their application forms and pay their tuition fees online. Once the process is completed our administration department gets in touch with them with further details on the course.

Each student is uniquely registered in our System.

JKS 06 – MITIGATION POLICY

1. Definition:

Mitigating circumstances are circumstances that are outside a student's control which may negatively impact a student's ability to undertake or complete any assessment, such that the assessment submitted would not be a true reflection of the student's capabilities in normal circumstances.

2. Considerations

Such circumstances may include the following:

- a) physical or mental ill-health;
- b) severe financial hardship;
- c) emotional/personal difficulties e.g. bereavement, family illness;
- d) disability i.e. where the student's disability comes to light for the first time at assessment;
- e) unavoidable absence

g) loss of immigration status;

h) jury service/court attendance.

i) other serious circumstances which could not be foreseen by the student or serious circumstances beyond the control of the student.

3. Responsibilities:

Students are responsible for submitting their assessments venues and presenting themselves for assessment and examinations at the appropriate times and venues, and submitting relevant information on mitigating circumstances where required. Where mitigation is requested, the student is responsible for seeking academic advice. In turn, tutors refer the matter/s to the executive management.

JKS 07 – PLAIGARISM POLICY

1. Definition:

Jk Services LTD believes that “Plagiarism is a form of academic dishonesty that is considered a serious offense and carries severe penalties ranging from failing an assignment to suspension from school. You are guilty of plagiarism any time you attempt to obtain academic credit by presenting someone else’s ideas as your own without appropriately documenting the original source.”

2. Policy Statement

The Company will adopt a zero-tolerance policy towards plagiarism as defined in the first section. All students will be informed of this policy and are expected to comply. This policy is an integral part of student information provided before entrance to a specific programme/qualification.

3. Process

The Company places the responsibility of avoiding plagiarism on the students. Work produced by learners needs to be authentic and is checked by respective tutor. In addition, this is also checked by respective internal verifier. In order to assist in this process, the Company has introduced antiplagiarism software Turnitin to ensure a high-quality standard for student work is achieved.

JKS 08 – RECOGNITION OF PRIOR LEARNING POLICY

The aim of this document is to develop a robust and valid mechanism to recognise prior learning for students registering with the Company.

To achieve this aim, the following objectives are being defined:

a) Clearly define eligibility criteria for RPL process

- b) Outline internal process in alignment with internal quality standards
- c) Maintain mechanism for RPL and document control

The RPL policy and procedure is determined by a set of eligibility criteria as defined below.

All criteria need to be fully met by potential student in order to proceed to the evaluation process. Individual will be required to submit an application for evaluation given that he/she satisfies conditions for eligibility which include:

- a. Has work experience in related field;
- b. Interested to enrol in a formal qualification;
- c. Is willing to submit himself/herself to additional competency-based tests/evaluation as part of the RPL process.

Any credits gained through the RPL process can only be given to learners if all the programme of study is completed. The maximum amount of credits that may be gained as a result of the RPL process will not exceed 50% of the qualification/award chosen by the individual for formal learning.

JKS 09 – REFUND POLICY

Upon enrolling in a course offered by Learning Works, a student is entering a legal agreement in which they agree to abide by the conditions of enrolment (including meeting stated payments), in exchange for the service offered by the institution in the delivery of the course.

In a situation where a student wishes to cancel or change his/her enrolment, and as a measure of goodwill, the Company will allow the following options. A student may only take up one of these options once. Please read the following options and apply in writing to student services.

Cancellation Policy

Students wishing to cancel their enrolment must submit notification of withdrawal in writing within 14 days of the confirmation of enrolment. In order to apply for a cancellation, the student must send an email.

It is recommended students contact JK Services LTD within 24 hours of submitting a cancellation request to confirm receipt. The Company accepts no responsibility for and will not be liable for non-receipt of messages or transmissions.

Your completed enrolment form acts as confirmation of acceptance, and commitment to, paying all fees as stated on the enrolment form. Students are considered to have commenced their course from the date that course login details have been issued by the Company.

Refunds may be granted in the event an application is submitted within 14 days of confirmation of enrolment. The refunded cost will be less the applicable Administration Fee, plus postage & handling costs where applicable. In the event an assignment has already been submitted and returned, a refund will not be issued.

Course Transfer

The student may apply for special consideration to transfer from one course to another. Applications must be made in writing by email. A transfer fee of 50 euro per will apply. In the event an assignment has been submitted and returned approval for a course transfer will not be granted.

JKS 10 – CONTINUOUS DEVELOPMENT POLICY

This Policy is to provide and support continuous professional development to its staff within resource limitations including financial resources.

JKS 11 – STUDENTS COMPLAINTS, APPEALS & GRIEVANCES POLICY

The Company is committed to respect the dignity of the individual and seeks to respect and promote the principles of diversity and inclusion.

Jk Services LTD adopts a zero-tolerance policy on matters related to aggression, harassment (physical and/or verbal), aggression and unfair discrimination.

CONFIDENTIALITY:

All cases are bound with full confidentiality and non-disclosure. The Company adopts a strict policy of confidentiality on all cases.

PROCEDURE

A formal procedure is adopted and consists of the following process:

1. The student and/or staff members logs in a formal, documented complaint to any member of Learning Works top management team of his/her trust.
2. A written report is forwarded directly to the head of academy. The latter evaluates the case and appoints an ad hoc board to investigate the case.
3. A formal hearing is scheduled by the ad hoc board within a maximum of 8 days of appointment. The ad hoc board calls in any individual they deem fit for the effective proceedings of the hearing.
4. Following the formal hearing, the ad hoc board formulates the required action/s and informs the head of Learning Works for the execution of the action/s required.

APPEALS

An appeal procedure allows the appellant to log a request on the basis of the decision taken by the ad hoc board. All appeals are investigated by the board of directors. The decision of the board of directors is final.

RECORD KEEPING

A documented record of all grievances and complaints are recorded at the administration office.

A dedicated file is allocated, which will also contain recorded decisions taken by the ad hoc board and board of directors. All records are kept for a minimum period of six years.

JKS 12 – DATA PROTECTION POLICY

This Policy includes:

1. What data do we collect?
2. How do we collect your data?
3. How will we use your data?
4. How do we store your data?
5. Who has Access for the data?
6. Marketing
7. What are your data protection rights?
8. What are cookies?
9. How to manage your cookies
10. Privacy policies of other websites
11. Changes to our privacy policy
12. How to contact us
13. How to contact the appropriate authorities

The Company collects specific data according to the nature of the individual stance which includes all or part of the following data:

A). Students

- Personal identification information (Name, email address, phone number, etc.) • Personal bust photo for identification

- Next of kin information (Name, email address, phone number, etc.)

- Bank Account details (To facilitate payments).

- Special Category Data (This will include any health conditions that we need to know to ensure safety and religion or belief to safeguard inclusion) Employees

- Personal identification information (Name, email address, phone number, etc.)
- Next of kin information (Name, email address, phone number, etc.)
- Police Conduct.
- Personal bust photo for identification
- Pre-Employment medical assessment.
- Employees attendance and sick leave.
- Bank Account details (For Direct Credit purposes).

Our Company securely stores the hard copy data of students studying within the institution. Some data might be stored on learners encrypted computers to complete their assessments. Excess hard copy information will be stored at the institution's administration offices Our Institution will keep your hard copy data for the period of 10 years. Once this time period has expired, we will destroy your hard data. However, for educational reasons will permanently keep in a softcopy of some data under the supervision of the administration. This is in accordance with the GDPR, since educational information is important to assist students with their life progression. Additionally, special attention is given to ensure privacy and respect, and freedom from manipulation.

JKS 13 – PUBLIC INFORMATION POLICY

JK Services publishes on its website, prospectuses and various other media the following information:

General Information about the Company

1. Facilities
2. Location
3. Contact details
4. Accreditation
5. Academic Team c.
6. Course information
 - a. Course Title MQF Level, ECTS/ECVET
7. Learning Credits
8. Teaching methods
9. Assessment procedures including pass mark for each course
10. Entry Requirements
11. Opportunities for further study and Career Progression.

JKS 14 – TEACHING STAFF POLICY

Jk Services LTD applies clear, fair and transparent processes for the recruitment, conditions of employment and professional development of such staff.

This activity is co-ordinated by the Head of Institution through the deployment of the following actions:

- Selection and/or interview processes,
- External (public) calls for recruitment,
- Employment contracts in the form of contracts for services,
- Engagement with key experts in education to develop CPD sessions,
- CPD plan and activities for teaching staff,
- Access to learning and academic resources for teaching staff.

Requirements:

- For academic courses pegged at MQF level 1 to 5, all teaching staff are required to have at least a level 6 qualification in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.
- For vocational courses pegged at MQF levels 1-4 all teaching staff are required to have at least a level 5 qualification in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.
- For any courses pegged at MQF levels 6 or 7 all teaching staff are required to have a qualification of at least 1 level higher than that of the course, in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.
- In the case of vocational courses up to level 5, when there is clear evidence that the local market does not provide tutors of the required qualification level will submit a request for approval to the MFHEA for twinned provision, namely that in which a highlyexperienced and effective tutor with a lower qualification level is mentored by a colleague with a qualification at the appropriate level, who will be involved in co-delivery, to ensure that the required level of learning outcomes delivery and assessment is maintained. This process will be monitored by the IQA procedures of the said Company.

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