

QUALITY ASSURANCE POLICY

Confidential - for the exclusive use of IFS Malta members, students and employees

Responsible Official: The Head of School

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Abbreviations

Association or Institute or IFS or ifs Malta	Institute of Financial Services, Malta
LIBF	London Institute of Banking and Finance
MQF	Malta Qualifications Framework
NCFHE	National Commission for Further and Higher Education
NQA Framework	The National Quality Assurance Framework for Further and Higher Education
QA	Quality Assurance

1 THE QUALITY ASSURANCE SYSTEM

1.1 ABOUT IFS

IFS is a not-for-profit association led by a Committee made up of more than ten Administrators on a voluntary basis. The Association has two full-time employees; the Head of School, who is also responsible for business development, and the Administration Officer. IFS operates from its premises in Gwardamangia having several classrooms and offices. IFS endeavours to offer training support and course programmes which are relevant and in a timely response to the needs of the banking and financial service sector.

1.2 OBJECTIVE OF PROGRAMMES

The objective of the programmes on offer by IFS is to produce highly qualified professionals who will play key roles in the banking and finance sector and related business in general. Our programmes on offer are constantly reviewed to ensure their relevance, appropriateness and utility in relation to the progress in the respective financial area.

1.3 OWNER OF QA

The Head of School is the owner of this QA policy document and responsible to drive the process of quality assurance whilst the Committee of the Association and the Executive Committee provide oversight, direction and guidance on such matters to the Head of School, to other employees and to external stakeholders.

1.4 SCOPE OF QA POLICIES

In order to protect the standards and the integrity of the qualifications awarded, IFS has put in place several comprehensive policies and processes for QA, covering the development, design and structure of courses reflecting the relationship between research and learning and teaching which are described in this policy document.

These policies apply to programmes which are the property of ifs Malta and which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of that awarding body.

Other policies outline standards for programme approval, monitoring, review and modifications. The Administrators, staff members, lecturers and students take on their responsibilities in quality assurance with academic integrity and freedom. IFS is vigilant against intolerance or any kind of discrimination against persons or entities who provide fair feedback or constructive criticism.

1.5 SOURCES

In compiling these policies, the IFS has sought to formalise the existing best practice of the same Association and also referred to *The National Quality Assurance Framework for Further and Higher Education* which is the national guide compiled by the National Commission for Further and Higher Education (NCFHE) which is responsible for the national quality assurance mechanism that addresses further and higher education provision, in fulfilment of Malta's international obligations in this field. Special thanks goes to the London Institute of Banking and Finance (LIBF) who kindly granted permission that ifs Malta emulates several of their policies.

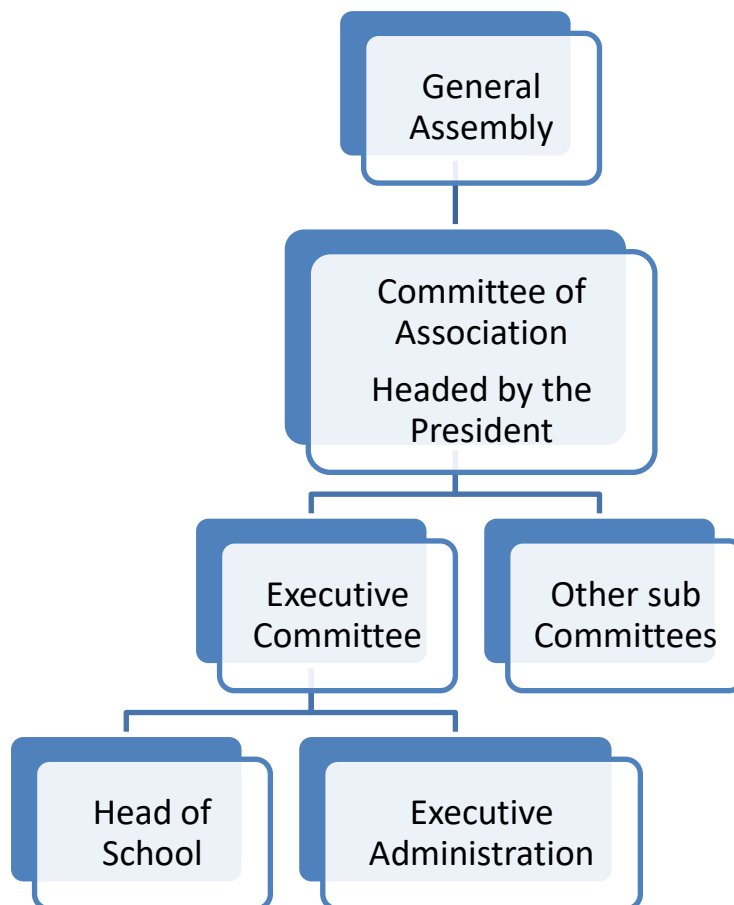
2 ORGANISATION STRUCTURE

In terms of the Constitution of IFS, the control of the Association vests in the Committee of the Association as elected by the General Assembly. The Committee of the Association elects its President, several other Officers and sub-committees are formed to focus on different aspects of the management of the Association.

The Committee of the Association employs staff members to fill the roles of Head of School and undertake administrative duties.

The President is *ex-ufficio* the head of the Executive Committee which Committee is responsible to give guidance and direction to the employees of the Association.

The organigram of IFS is as follows:



3 DESIGN AND APPROVAL OF NEW AND REVISED PROGRAMMES

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

The Education sub-committee, as delegated by the main Committee of Association, is responsible for the approval and maintenance of new and existing programmes. This committee is given the necessary technical and administrative assistance by the said main Committee.

A two-stage approval process for new courses is employed. This attempts to ensure that approved programmes are in line with IFS vision, strategy and resource possibilities.

The first stage which addresses the objectives of the programme and the rationale is aimed at ensuring that the intended learning outcomes are clear and achievable, and that resources are available to allow delivery of the programme to an acceptable standard. The involvement of stakeholders is encouraged at this stage with a view to promote programmes which are responsive to emerging market demands.

Once a proposal is given its first stage or 'in-principle' approval by the main Committee of the Association, the focus then shifts on the details of the teaching and learning methods as well as the assessment techniques to be adopted in delivering the programme as required in the second stage of approval. This stage focuses on the design and detailing of the programme.

Design of new programmes is a very important process at ifs Malta. During this process, the Institute is required to follow rules for design and approval of its programmes as stipulated in the National Quality Assurance Framework for further and Higher Education.

Scope

The purpose of this section is to explain the procedure used by the Institute to design and approve new programmes to be offered by ifs Malta.

3.1 SECTION A: DESIGN

i. The design of a programme starts with a proposal. This may originate from feedback from employers as a result of a skills gap, training needs in the industry or emerging changes from the market requiring formal training in the subject.

ii. A designated programme developer is appointed by the Education Committee. The developer works together with the Education Director to develop the first draft. This must include as minimum the following details:

- An outline of the programme describing the course and its purpose
- The programme learning outcomes
- Entry requirements
- General structure with different units, ECTS weight for every unit, and their relative time frame
- Examinations, assignments and other forms of assessment
- Indication of a pool of tutors that may be engaged
- Review of the current demand for the qualification in the industry
- Relation to the institutional strategy
- Feedback from students and a number of institute members

iii. Should the draft fulfil all listed requirements, the Director of Education will forward the document to the Education committee for review.

iv. Should the draft be accepted by the Education Committee, this will be then developed further to include:

- A timeline with milestones and deadlines for the development of the programme
- A plan to include all resources needed in terms of qualifications and competences of prospective tutors for the programme

- The names of prospective tutors with the expertise required to deliver the programme who are to be approached/engaged
 - Further development of each unit with description and learning outcomes
- v. Unit development would be drafted together with the tutors and/or experts mentioned in the previous step.
- vi. Once the programme is updated with the new improvements, the designated programme developer will formulate the detailed specifications. This step is done with the aid of the tutors with the technical expertise need for such specifications. The Association may decide to outsource the deliverables if the content is deemed to be of a specialised nature
- vii. The finalised document is then submitted to the Education Director for further review.
- viii. If the document is satisfactory, it is then submitted to the Head of School for further review.
- ix. The Head of School must ensure the document is fully compliant with the regulatory requirements. He/She will ensure that:
- Programme has outcomes clearly defined
 - Learning outcomes for both programme in general and all unit are clearly defined
 - Knowledge and competencies are defined for each outcome
 - The learning content reflects the outcomes outlined
 - There are proper assessment criteria for the learning outcomes
 - The methodology for each assessment is clearly defined
 - The relative suggested learning resources are present
- x. Once the document is finalised, the Head of School forwards the document for approval.

3.2 SECTION B: APPROVAL

- i. The finalised Programme documentation is forwarded to the Education Committee for final review and approval.
- ii. Once the committee is in full agreement of the programme with no further suggested changes, the programme is approved and forwarded to the General Committee for final review.
- iii. The General Committee is chaired by the institute's President, also including the Education Director, Head of School, Quality Assurance Board Chair and a quorum of 8 people.
- iv. Once fully approved by the General Committee, the programme is submitted to the National Commission for Further and Higher Education (NCFHE) for review, approval and allocation of relative MQF level.
- v. Upon receipt of approval from the NCFHE, the programme is added to the institute's portfolio and disseminated accordingly.

4 STUDENT-CENTRED, LEARNING, TEACHING AND ASSESSMENT

The IFS is open to all who have the requisite qualifications and experience as outlined by the relevant programme of their choice.

Regulations governing all courses offered include important details concerning the programme among which those pertaining to progression and these are available on the institute's website.

The IFS website also includes general regulations pertaining to assessment and the exercise of discipline as well as guidelines concerning plagiarism and programmes supervision.

The administrative staff offers unconditional assistance to all students during the programme duration and beyond.

All prospective students are subject to a pre-enrolment interview to ensure the necessary experience, qualifications and the applicant's training needs. This meeting focuses on providing feedback regarding the level of the course applied for and how to handle the study workload.

Assessment refers to any of the processes that appraise an individual's knowledge, understanding, abilities or skills. High quality assessment practices are an important element of the student experience and the outcomes of assessment clearly influence students' future wellbeing. Hence, IFS is committed to promoting good practice, consistency and rigour in assessment by ensuring that:

- Assessment is reliable, with clear and consistent processes for the setting, marking, grading and moderation of assignments;
- Assessment is valid and effectively measures student attainment of the intended learning outcomes;
- Assessment is inclusive and equitable, ensuring that tasks and procedures do not put into a disadvantage any group or individual;

- Assessment procedures are transparent, and criteria and methods by which students' work is being judged are made clear to students, staff and external examiners;
- The amount of assessed work is manageable;
- Each programme includes a variety of assessment types, in order to promote effective learning and allow a range of learning outcomes to be appropriately addressed.

5 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

Regulations covering all phases of the student life cycle that is, student admission, progression, recognition and certification, are to be pre-defined and published.

Best advice support is available for students to enable their progress in their academic career. Our fit-for-purpose admission, recognition and completion procedures have been long standing and proven. Access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to IFS and the programme is provided. Systems and processes are in place to collect, monitor and to act on information on student progression. Recognition of certain education qualifications, periods of study and prior learning, and experiential training including the recognition of non-formal and informal learning, are recognised to ensure the students' progress in their studies. Our recognition procedures are based on the requirements of international conventions.

Graduation is documented, explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

The teacher's role is essential in creating a high-quality student experience and enabling the acquisition of knowledge, competences and skills. IFS adopts a student-centred learning and teaching model where the role of the teacher is, therefore, also changing. The IFS is conscious of its responsibility for the quality of staff and for providing them with a supportive environment that allows them to carry out their work effectively.

IFS employs part-time teachers for its programmes and it ensures that such staff are competent, experienced, possess good delivery skills and that they are up-to-date in their field.

The Education Committee is responsible for issuing of calls for applications, selection and recruitment of all tutors who are all part-time.

The Teacher Evaluation Form can be found in Appendix 1.

External examiners are asked to participate in the examinations of certain programmes offered by the IFS. In addition to providing students with an independent and external assessment of their work, this practice helps to ensure that the required standards and level of quality of the qualifications awarded are maintained.

External examiners' reports are sent to the Education Committee. It is expected that due consideration is given to any concerns/recommendations for improvement highlighted in these reports when the programme is reviewed. External examiners reports are not published if there is a risk that candidate's confidentiality may be compromised in any way, such in cases of a low number of candidates.

6 LEARNING RESOURCES AND STUDENT SUPPORT

6.1 WORK PLACE CONTACT

Most of the IFS students are employed within the financial services sector and this is also true for the several Administrators making up the Committee of the Association. Potential students are referred to and recommended to undergo our courses through our network in the industry.

Our students are thus invited to access personal advice and support both during the course duration and through training opportunities aimed for their continued professional development.

6.2 SUPPORT SERVICES

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

The student's point of first contact is with our administration staff for all their academic needs and support.

Students undergoing online courses offered by our various partners can avail themselves of learning material and resources via the awarding body website. These normally include:

- Completed work records
- Results
- History of work to be completed
- Specimen papers
- Past examination papers
- Access to webinars
- Access to journals and papers
- Access to discussion fora

For a good higher education experience we provide a range of resources to assist student learning. These vary from physical resources such as the CBM library facilities, study facilities to personal support through our tutors and advisers.

The role of our support services is of particular importance:

- In facilitating the mobility of students;
- In meeting the needs of a diverse student population (such as mature, distance learners and part-time);
- In assisting students with special needs;
- In providing flexible modes of learning and teaching, these are taken into account when allocating, planning and providing the learning resources and student support;
- To provide support activities and facilities in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them;
- In delivering support services, the role of support and administrative staff is crucial and therefore we ensure that they are qualified, experienced and provide opportunities to develop their competences.

6.3 STUDENT FEEDBACK

IFS endeavors to offer the best possible environment and learning experience to encourage students to perform to their full potential. Students' evaluation of their learning experience is an integral and necessary component of our quality assurance system. It enables IFS to evaluate how its service provision is viewed by its most important group of stakeholders, namely, its students. Besides providing them with an opportunity to comment on the quality of courses, feedback ensures that lecturers are made aware of problems perceived or encountered by students and affords an opportunity for tutors to conduct self-evaluation and introspection for improvement.

During each programme, towards the end, students are invited by an email or written form to complete a questionnaire, on an anonymous basis. To eliminate bias, feedback is collected after students have been assessed on that particular unit, but prior to publication

of results. Similarly, the results of the feedback exercise are only communicated to the lecturer/s concerned after the result of the assessment has been published.

The main issues highlighted during any feedback exercise are communicated to the Committee where affairs and any urgent/serious matters are discussed and followed.

The students attending the Institute play an important role in the evaluation, development and enhancement of the quality of their learning experience. Feedback from our students allows us to evaluate how our services are viewed by our most important element in the learning process, which is the students themselves.

Ifs Malta is therefore committed to collecting and using student feedback. The Institute values such information, and uses the data in the evaluating, recommendations and actions processes to keep our courses effective and in the best interest of our students.

7 TUTOR RECRUITMENT AND APPRAISAL POLICY

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

Ifs Malta is an ever growing community joined together with the intent of providing on-going education and certified training to people involved or wish to be introduced to areas within the financial services industry. Recruitment is therefore an ongoing process which is dictated by the demand of industry in the supply of the education programmes it requires. This may be through maintaining existing courses or the creation of new programmes to keep up with the necessities of this very changing environment.

Recruitment at ifs Malta is a proactive initiative. The Institute seeks professionals who are highly experienced in their field. This makes it possible for the student to not only gain the academic knowledge required from the qualification, but also have exposure to on-the-ground expertise only a seasoned professional can pass on.

Aims

This policy aims to provide the key principles by which new tutors at ifs Malta are selected and the methods used for their ongoing appraisal throughout their service with the Institute.

7.1 SECTION A: SELECTION CRITERIA

- i. The following is the list of criteria the prospective tutors must satisfy to be able to teach with ifs Malta:
 - Qualifications
 - Up-to-date, hands on knowledge of the subject in question
 - Reputation within the market
 - Teaching skills
 - Approachability, accessibility, and availability for holding tuition classes

- Remuneration Expectations
 - Feedback on recommendations
 - (if prospect tutor has already delivered tuition before) feedback from previous students, and performance of previous students.
- ii. Tutors with ifs Malta must hold qualifications at a higher level than the qualification being delivered in addition to relevant industry experience. When this is not the case, the tutor must demonstrate extensive industry experience and noted contributions to their company and/or to the industry.
- iii. Accessibility and availability to deliver proper tuition is very important for the Institute. While tutors of ifs Malta are professionals, a degree of unavailability is expected. If the prospective tutor proves to be too busy and cannot guarantee to allocate enough time from his/or her schedule for the tuition, and/or may be unavailable to be reached by students between classes, the prospect tutor would be deemed unfit for the purpose.

7.2 SECTION B: SELECTION PROCESS

- i. Prospective tutors interested in contributing to ifs Malta tuition may apply either by responding to an advertisement or by contacting any member of the committee and submitting the request to him/her . A CV and two reference letters are required for formal application. .
- ii. Initially, the application will be reviewed by the Director of Education. If the applicant is deemed a fit candidate, the Director will table the application to the Education Committee.
- iii. If the committee is in agreement, the candidate will be interviewed by an appropriate panel which will include the Director for Education, the Head of School, and an Education Committee member appointed by the same committee.

- iv. If the applicant is successful, the tutor will be subject to a trial period of one session. In that time, feedback will be collected from students.
- v. Should feedback from students be positive, the tutor will be asked to carry on with the tuition.
- vi. In the event of the feedback being unsatisfactory, the tutor will be asked not to carry on with the sessions.
- vii. New appointments are then notified to the General Committee in the next meeting set.

7.3 SECTION C: TUTOR APPRAISAL

- i. Ifs Malta carries tutor appraisals by mean of Observations sessions.
- ii. Observations comprise of ifs Malta academic community members observing each other's sessions to enable reflection over teaching, upholding of best practice, and ongoing dialogue in relation to teaching and learning.
- iii. The Observer is appointed by the Education Director.
- iv. The Education Director then informs both Observer and tutor being observed about the appraisal. Both parties are then given a date and a time when the appraisal will take place.

- v. The Observer must then attend a face-to-face session held by the tutor being appraised for between 1-2 hours.
- vi. During the observation, the Observer must fill in an appraisal form which must be forwarded to the Education Director straight after the observation process.
- vii. Following the receipt of the form, the tutor being observed shall receive a written report for agreement and comments. This report will then be retained by the Head of School.

7.4 SECTION D: TRAIN THE TRAINER

- i. Ifs Malta strongly encourages tutors to be aware of their changing environment and to keep abreast with updates and developments in their fields of expertise.
- ii. Ifs Malta is a firm supporter of Continuing Professional Development (CPD) and encourages all tutors to attend regular seminars, conferences and further their learning to improve and update their knowledge and expertise.
- iii. Ifs Malta is committed to encourage tutors to attend CPD opportunities, discussions with other professionals in their field and further their learning through additional courses (local and foreign) and seminars.
- iv. All tutors are encouraged to make use of physical and online libraries, case studies and business reviews. The Institute is committed to encourage tutors for continuous improvement.

8 GDPR PRIVACY POLICY AND INFORMATION MANAGEMENT

8.1 INFORMATION MANAGEMENT

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

A robust information system requires IFS to collect, analyse and use relevant information for effective management of our programmes and as a means to achieve our objectives. All information and data collected is to be stored/saved, managed and used in line of the GDPR requirements.

Reliable and updated data is imperative for informed decision-making and for knowing what is working well and what needs to be revised. Effective processes to collect and analyse information about our study programmes and student profiling also assist the Institute's internal QA system.

The information gathered should include:

- Members particulars
- Student's particulars
- Student's profiles, past and present
- Student progression and success
- Students' satisfaction levels and complaints
- Tutor's profiles
- Learning resources and student support systems
- Career paths

8.2 GDPR PRIVACY POLICY

If you are a visitor to the IFS Malta website (<https://www.ifsmalta.org/en/home.htm>) this privacy notice applies to you. This privacy policy outlines how ifs Malta uses and retains your personal data when you subscribe to the ifs Malta mailing list.

8.2.1 Data collected

Ifs Malta collects the following information when you register to attend a course:

- ☐ First name and surname
- ☐ ID number
- ☐ Telephone
- ☐ Email Address
- ☐ Address
- ☐ Organisation
- ☐ Job title
- ☐ Details of membership with a body of professionals
- ☐ Financial details in order to process payment for your course registration.

8.2.2 Why do we collect this data?

- ☐ To process registration fees
- ☐ To provide you with a certificate of attendance
- ☐ For internal record keeping
- ☐ For administration related to the management of your qualifications
- ☐ To send you emails about upcoming lectures, sessions, courses, seminars, conferences, and other activities organised by ifs Malta. When ifs Malta administers an event with third parties, and you apply to attend this event, your personal details may be shared with such third parties. In such cases, ifs Malta will enter into a processor agreement with such third parties regarding personal data to ensure compliance with applicable law
- ☐ For statistical purposes: information regarding the courses we organise and the number of persons who attend is forwarded to various bodies. In this case, no personal information is forwarded in any manner.

8.2.3 Use of ifs Website - Information we collect automatically:

1. Ifs Malta's website collects certain information automatically through the use of Google Analytics and Hotjar. The information may include: internet protocol (IP) addresses, the region or general location where your computer or device is accessing the internet, browser type, operating system and other usage information

about the use of the IFS Malta's website, including a history of the pages you view and user interactions such as mouse events (movements, location and clicks) and keypresses.

2. All information is anonymized prior to storage and hence no personal data is stored through cookies on the IFS website.
3. We use this information to help us design our site to better suit our users' needs. We may also use your IP address to help diagnose problems with our server and to administer our website, analyse trends, track visitor movements, and gather broad demographic information that assists us in identifying visitor preferences.

8.2.4 Google Analytics

This website uses Google Analytics, a web analytics service provided by Google, Inc. ("Google"). Google Analytics uses "cookies", which are text files placed on your computer, to help the website analyze how users use the site. The information generated by the cookie about your use of the website (including your IP address) will be transmitted to and stored by Google on servers in the United States. You can find out more about Google's position on privacy as regards its analytics service at http://www.google.com/intl/en_uk/analytics/privacyoverview.html

8.2.5 Hotjar

This website uses Hotjar, a web analytics service provided by Hotjar Limited ("Hotjar Limited"). Hotjar uses "cookies", which are text files placed on your computer, to help the website analyze how users use the site. The information generated by the cookie about your use of the website (including your IP address) will be transmitted to and stored by Hotjar Limited on servers in the EU. You can find out more about Hotjar Limited's position on privacy as regards its analytics service at <https://www.hotjar.com/privacy>.

By using the IFS Malta's website, you consent to the processing of data about you by Google and Hotjar in the manner and for the purposes set out above.

The IFS Malta website uses interfaces with social media sites such as Facebook, LinkedIn, Twitter and others. If you choose to "like" or "share" information from the NetRefer website through these services, you should review the privacy policy of that service. If you are a member of a social media site, the interfaces may allow the social media site to connect your site visit to your personal data.

8.2.6 Cookies

Cookies are text files placed on your computer to collect standard internet log information and visitor behaviour information. This information is used to track visitor use of the website and to compile statistical reports on website activity. To find out more about cookies, including how to see what cookies have been set and how to manage and delete them, visit www.aboutcookies.org or www.allaboutcookies.org

You can set your browser not to accept cookies and the above websites tell you how to remove cookies from your browser. However, in a few cases some of our website features may not function as a result.

8.2.7 Who has access to your data?

IFS Malta employees, together with a team of individuals employed to provide IT and administration support to IFS Malta and with whom IFS Malta have a non-disclosure agreement, process your data limitedly for the above mentioned purposes.

We may also need to share your personal data with any lecturers who may be providing the course you wish to attend. This allows us to provide the best possible service to you and ensure that any lectures which you attend are catered as much as possible to your needs. We ensure that any personal data is processed in accordance with strict confidentiality and applicable law.

8.2.8 Security

We have procedures to ensure that the information we collect is secure so as to prevent unauthorised access or disclosure. We will not transfer your personal information to any person unless we have your permission or are required by law or administrative procedures to do so. For example, if you are a member of a body of professionals attending one of our courses accredited with a number of CPE hours, we have to forward your personal details to the body of professionals in order to record the CPE hours.

8.2.9 Changes and Updates to the Privacy Notice

By using this Site, you agree to the terms and conditions contained in this Privacy Notice. If you do not agree to any of these terms and conditions, you should not use this Site. We reserve the right to amend the Privacy Notice, for any reason, without notice to you, other than the posting of the amended Privacy Notice on this Site.

You agree that any dispute over privacy or the terms contained in this Privacy Notice will be governed by, and construed in accordance with the laws of Malta. The parties agree that any dispute or claim arising out of or in connection with this Privacy Notice or its subject-matter, shall be subject to the exclusive jurisdiction of the Malta Arbitration Centre in accordance with the Arbitration Act (Cap. 387 of the Laws of Malta) and the arbitration rules of the Malta Arbitration Centre in force at the time of the dispute.

8.2.10 Your Rights

Under the General Data Protection Regulation 2016/679 you have a number of rights you can exercise over your personal data. Some of these rights may be subject to some exceptions or limitations. We will respond to your request to exercise these rights within a reasonable time (and in all cases within 30 days of receiving a request).

- Rights which you are entitled to are:

- Data access rights
- Right to restrict processing
- Right of rectification
- Right to erasure (Right to be Forgotten)
- Right to object to processing
- Right to withdraw consent; and
- Data portability rights

8.2.11 Exercising Your Rights- Contact & Complaints

Contact: IFS Malta is located in Msida, Malta. If you have any questions or concerns regarding our personal data policies or practices or if you would like to invoke one of your rights under the General Data Protection Regulation, you can contact us via email at info@ifsmalta.com

Complaints

If you are resident in the European Union and you are dissatisfied with how we have managed a complaint you have submitted to us, you are entitled to contact your local data protection supervisory authority. As IFS Malta operates its business in Malta, it operates under the remit of the Maltese Office of the Information and Data Protection Commissioner.

9 PUBLIC INFORMATION

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

IFS is to publish information about its programmes and all activities in a manner which is objective, clear, up-to date and easily accessible.

Such information on IFS's activities is useful for prospective and current students and former graduates and the general public. This should include programmes on offer and the related selection criteria, cost and duration and the intended learning outcomes and NVQ's levelling. Further generic information about IFS can be published as well.

10 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

The Audit sub-committee is responsible to monitor and review the Institute's programmes to ensure that they achieve the objectives set for them and respond to the needs of students.

10.1 DEFINITION AND SCOPE

A programme is defined as any course of study offered by IFS Malta irrespective of its duration or whether it is a stand-alone course or a module of study that forms part of an academic programme leading to a certificate, diploma or degree. This policy does not apply to programmes which are not property of ifs Malta.

10.2 OBJECTIVES

Monitoring and periodic reviewing of programmes are an important part of IFS's QA system. The main objective is to ensure IFS teaching evolvement in content, modes of education provision and cooperation, also through internationalisation and the use of digital learning and contemporary forms of communication.

The process is to follow the quality cycle so that courses delivered are first evaluated, then the findings are reviewed, further action is planned as necessary and finally decisions taken as an outcome of the plan are implemented in a timely manner.

10.3 PROGRAMME REVIEW

The review is to focus on whether the programmes offered are relevant to practitioners or to students seeking a career in banking and financial services in Malta. The main objectives, as set out by NCFHE¹, of such reviews are as follows:

- a. to ensure that they achieve the objectives set for them;

¹ *The National Quality Assurance Framework for Further and Higher Education* (NCFHE July 2015), 19.
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- b. to review the content of the programme in the light of latest research/practice in the sector to ensure that the programme is up-to-date; and
- c. to respond to the changing needs of students and society.

In case that the programme is made up of more than one module, then it is also important that the content is checked for consistency with the other modules.

The following is a non-exhaustive list of items that can be reviewed:

- ❖ Subject matter
- ❖ MQF levelling by NCFHE
- ❖ Title of the programme
- ❖ Pricing
- ❖ Take-up and drop-outs
- ❖ Student feedback
- ❖ Results achieved by students
- ❖ Textbooks and other teaching materials including the internet

The review should provide insights on:

- ❖ Whether the programme is achieving its objectives
- ❖ Student workload is balanced considering other factors such a levelling
- ❖ Strengths and weaknesses
- ❖ Possible improvements
- ❖ Other issues

10.4 RESPONSIBILITIES

The Head of School is primarily responsible for undertaking such reviews and the outcomes are to be reported to the Education sub-Committee and to the Committee of the Association.

10.5 FREQUENCY AND REPORTING

Ifs Malta frequently monitors its programmes during the meetings of the Education sub-Committee and also during the Committee of the Association, especially under the standing agenda item 'Education Report'.

The Education Report is compiled by the Head of School who reviews the number of participants enrolling in each programme, the feedback received from students and results achieved by students.

The scope of this monitoring is to address in a timely manner any shortcomings identified to ensure the delivery of a quality product to the students and student satisfaction.

An in-depth review of each programme is to be undertaken focusing on the strengths identified and any plans for improvement. The reports are to be submitted to the Education Committee who are responsible to implement any changes deemed appropriate and to advise the Committee of the Association accordingly.

11 CYCLICAL EXTERNAL QUALITY ASSURANCE

IFS is an association that is subject to The National Commission for the Further and Higher Education. Thus, IFS is to ensure compliance with their directives and recommendations. Their external quality audit standard is to be abided to unconditionally.

12 PLAGIARISM POLICY

Ifs Malta considers plagiarism as a serious offence and if discovered, the Institute imposes due sanctions. The purpose of this document is to stress the importance of using references and to give recognition to the work of other people.

This policy applies to programmes which are property of ifs Malta. Students registered to programmes with other institutes or training institutions through ifs Malta have to consult the relative institute or training institution for their Plagiarism policy and procedure.

12.1 TYPES OF PLAGIARISM

The Institute recognises that the use of another person's work may sometimes be a case of carelessness and be done unintentionally through the improper identification of the source.

However, there may be cases of students who wilfully attempt to cheat. The Institute considers this a serious offence and in turn will deal with them in the appropriate manner having regard to the nature of the offence and to the frequency.

The following are instances of plagiarism:

- a. Copying entire paragraphs without making due reference to the source of the data;
- b. Inventing unfounded data and/or figures which support or strengthen statements or outcomes presented in the student's work;
- c. Failing to cite the web address from where the data was obtained;
- d. Having two or more students working on the same task together then all submitting the same work;
- e. Asking third parties to work and submit assignments in one's stead;
- f. Using assignments from previous years and submitting them as one's own.

In all these instances, the student has failed to give due credit to the person who is the original owner of the work. Such behaviour is unethical. The Institute highly discourages such actions.

In the instance where the student is unsure, s/he may either opt to consult a tutor for guidance or omit the material in question completely.

12.2 PROCEDURES

The following is the procedure which will be adopted whenever the Institute experiences cases of plagiarism. In the first instance, the tutor will inform the Director of Education of the suspicion. The tutor will then draft a small report to be presented to the Chairman of the Institute. This will form the basis for further investigation and the next steps. For further information about reporting and investigation, kindly consult the malpractice policy.

12.2.1 Verbal Warning

For offences considered minor, the Director of Education may either request the tutor to speak to the student or else to deal with the case on a one-to-one basis, avoiding escalation. If the student can give an acceptable reason for his/her shortcoming the work will be rectified and the appropriate mark can be awarded.

If the student is not able to justify his/her actions, s/he will be severely reprimanded. A record will be kept of the warning given to the student.

If the student repeats the offence the student will be reported to the Head of School for malpractice and the case referred to the Education Committee. The Education Committee will then discuss the case and decide which sanctions are to be imposed on the student.

12.3 SANCTIONS AND PENALTIES

Students found guilty of malpractice through plagiarism may have one or more of the following penalties imposed upon them:

- i. A verbal warning
- ii. A written warning
- iii. Awarding a minimum pass mark for the assessment component in which malpractice has been deemed to have occurred
- iv. Awarding a mark of zero in the assessment component in which malpractice has been deemed to have occurred
- v. Notification to other committees within ifs Malta for additional sanctions.

These additional sanctions may involve:

- a. The student not being allowed to sit, resit or resubmit any other assessment relating to that unit or qualification for a stated period of time.
- b. The student may be disqualified from registering for future units or qualifications with ifs Malta, either for a stated period of time or indefinitely.

12.4 APPEALS

The student has a right to appeal against a malpractice outcome reached by the institute if they believe that the policy or procedure has not been followed properly or fairly, or if there is new and relevant information or evidence that has become available which was not known or not brought to our attention at the time the decision was made. For more details, consult the Appeals Policy.

13 APPEALS POLICY

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

Students have the right to appeal to ifs Malta to review decisions that have been made in the course of the assessment of their programme of learning. The appeals process is available to all students registered on a programme of learning which is the property of ifs Malta.

An appeal may only be submitted in relation to final decisions taken by our Education Committee.

13.1 SECTION A - CATEGORIES AND CRITERIA FOR APPEALS

1.1 Students may appeal against decisions made by ifs Malta in accordance with the criteria and categories set out below. However, an appeal cannot be made against the academic judgement of the assessor or examiner, or against the regulations of the qualification. IFS Malta reserves the right to reject an appeal that does not meet the criteria and categories set out in this policy.

1.2 The criteria against which an appeal may be submitted to ifs Malta are as follows:

- i. The policy or procedure for the decision reached was not followed correctly or applied fairly by ifs Malta
- ii. New and relevant information or evidence that was not known by ifs Malta, or could not have been brought to the attention of ifs Malta at the time the decision was made, has become available.

1.3 Students can make an appeal against an ifs Malta decision in the following categories:

- i. A results enquiry outcome regarding the fair, correct and consistent application of the processes and procedures leading to an assessment result, with respect to an individual assessment component or unit within a qualification, not to the qualification itself;
- ii. A reasonable adjustment outcome with respect to an individual assessment component or unit within a qualification, not to the qualification itself;
- iii. A special consideration outcome in relation to an individual assessment component or unit within a qualification, not to the qualification itself;
- iv. A malpractice outcome associated with an individual assessment component or unit within a qualification, or the award of the overall qualification.

13.2 SECTION B - MAKING AN APPEAL

2.1 An appeal must be submitted to ifs Malta by sending a formal letter or an email within 15 working days of the date of ifs Malta's letter advising the outcome of a decision. If the Appeal is received after the deadline, ifs Malta reserves the right to refuse the request.

2.2 All supporting evidence must be supplied with the appeal or, if it is not available at the time of the submission, as soon as it becomes available. The appeal must clearly state the criteria and category that constitute the grounds for the appeal being made.

The Appeal must be submitted with all relevant supporting evidence to ifs Malta at the following address:

ifs Malta, 60, Gwardamangia Hill, Pieta`, PTA 1316, Malta

E: info@ifsmalta.org

2.3 ifs Malta will not take responsibility to seek evidence beyond that supplied by the student making the appeal.

2.4 A student cannot make an appeal as well as a complaint pertaining to the same incident. Students wishing to complain about the service they have received should refer to the complaints policy.

2.5 ifs Malta reserves the right to exclude or remove a student from a programme of learning if they make repeated, unfounded or vexatious appeals and / or complaints regarding the programme and / or its delivery.

13.3 SECTION 3: PROCESSING AN APPEAL

3.1 ifs Malta will acknowledge receipt of an appeal within five working days. Ifs Malta will inform the applicant of the time period within which the appeal will be considered. If ifs Malta requests further information or evidence from the applicant, the timescale will only begin once all the requested supporting evidence has been received by ifs Malta.

3.2 ifs Malta will check the appeal request to make sure that the criteria and category requirements for an appeal have been met before accepting the request. If the appeal does not meet the criteria then it will be rejected and will not enter the appeals process. If an appeal request is rejected by ifs Malta, the applicant will be given the reason for the rejection of the appeal.

3.3 If ifs Malta accepts the appeal as meeting the criteria set out in section A, the appeal is considered by ifs Malta General Committee. Where new information is provided as part of the appeal it may initially be referred back to the original decision maker to allow an opportunity for early resolution.

3.4 The General Committee will investigate the appeal, including the policy and procedures followed in reaching the original decision being appealed, and the facts upon which the decision was based. A written response will be provided outlining the issues that have been considered, the findings and the outcome of the investigation. If ifs Malta requires additional time to investigate an appeal, it will keep the applicant fully informed of this and progress thereafter.

3.5 The student and ifs Malta are each entitled to seek independent advice, as appropriate, in respect of an appeal. However, the applicant cannot have legal representation during the appeals process, or appear in person unless by invitation of ifs Malta. If an applicant is invited to appear in person, they are entitled to have a supporter accompany them. A supporter may or may not be a member of ifs Malta.

3.6 All the information submitted to ifs Malta during the appeals process is treated as confidential.

13.4 SECTION 4: OUTCOMES AND RESOLUTIONS

4.1 Following the appeals process one of the following outcomes will apply:

- i. An appeal is upheld (in part or in full). Where appropriate, some form of action is taken;
 - ii. An appeal is not upheld. Reasons for this decision will be given clearly to the applicant.
- The applicant may either choose to take no further action or to take their appeal for external referral.

4.2 Where, through an appeal, ifs Malta learns of a failure in its processes, the actions taken to resolve this may also include those that apply to other learners and/or to improvements to ifs Malta processes.

4.3 ifs Malta will provide written confirmation of the General Committee decision and any action(s) to be taken, including timescales, within ten working days of the case being heard. If for any reason we are unable to meet this timescale we will keep the student informed.

13.5 SECTION 5 – QUALITY ASSURANCE, MONITORING AND REVIEW

5.1 Records of all appeals, and their outcomes, are retained by ifs Malta for a period of at least five years. Appeals are monitored by the Operations Director in line with his/her terms of reference.

5.2 Any failings discovered or lessons learned during the course of an appeal or the monitoring of appeals will be acted upon as part of the continuous review of the ifs Malta qualifications and processes.

5.3 The policy and the procedures are also subject to regular monitoring and review by ifs Malta. The institute continually reviews its practices to maintain the highest possible standards of consistency and quality.

5.4 The policy and procedures are formally approved by ifs Malta General Committee.

5.5 The policy and procedures have been developed to comply with all relevant legislation and have been externally benchmarked to be in line with recognised best practice.

5.6 ifs Malta is subject to regulations issued by the qualifications regulatory authorities (NCFHE), and the Ministry for Education as a recognised awarding organisation, and as an accredited body.

5.7 In the event that NCFHE advises ifs Malta of failures that have been discovered in similar assessment processes being offered by other awarding organisations, ifs Malta will review its own assessment processes, and apply the suggested amendments by the authorities.

14 COMPLAINTS POLICY

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

A complaint is defined as an expression of dissatisfaction with a product or service delivered by us. Students that are dissatisfied with procedures that may have an impact on a grade or performance (such as issues of malpractice, results enquiries, access arrangements and special consideration), should first be referred to our Appeals Policy.

14.1 SECTION A - THE COMPLAINT HANDLING PROCESS

A complaint made by a student should be made as soon as possible but ideally no later than ten working days from the date of the incident occurring. IFS Malta reserves the right to dismiss a complaint brought more than three months after the incident occurred or that should, within reason, have been highlighted at an earlier point. IFS Malta will deal with all complaints as promptly as possible and within clearly defined timescales. Where it is not possible to meet these service standards, students will be informed of the progress of their complaint.

Complaints Process:

- i. A Student and Operating Staff correspond with the complainant
- ii. Situation is resolved informally
- iii. Complaints that cannot be resolved are formally referred to Head of School, who investigates and responds
- iv. Situation is resolved
- v. Complaint escalated to the Education Committee
- vi. Complaint is / is not upheld (accepted / rejected)
- vii. Further dialogue with complainant leads to resolution

- viii. Escalated to General Committee level review panel under certain conditions (5.1)
- ix. General Committee level review panel decide whether Education Committee decision was reasonable and confirm whether complaint is/not upheld (accepted/ rejected)
- x. Uphold / reject / (or refer back to Education Committee stage for investigation and reconsideration of new evidence)
- xii. If rejected, or a resolution cannot be reached, a 'close of procedure letter' is issued to the complainant when ifs Malta complaints procedures have been exhausted
- xiii. Complaint can be referred to the NCFHE under certain conditions should the customer challenge this final decision.

All complaints will be treated appropriately, through dialogue and mutual understanding. We will provide sufficient opportunity for any complaint to be fully discussed and resolved and such issues will be treated in confidence and with impartiality.

We expect students making complaints or enquiries via any medium to act with respect, courtesy, and in a professional manner towards our staff facilitating their complaint. If a complainant is abusive or vexatious to our staff, we will warn the complainant of their behaviour and reserves the right to discontinue their current form of communication.

We reserve the right to exclude or remove a student from a programme of learning if they repeatedly make unfounded or vexatious appeals and / or complaints regarding the programme and / or its delivery.

Complaints will not be upheld where the student complains about something that has been made clear in the terms and conditions or policies that the student has accepted. Therefore, the complainant is advised to familiarise themselves with all of the course and / or assessment terms and conditions, policies, deadlines or other requirements before making a complaint.

At any stage the student and us are each entitled to seek independent advice, as appropriate, in respect of a complaint.

At each stage of the complaints process one of the following outcomes will apply:

- i. A complaint is upheld (in part or in full). Where appropriate, some form of action is taken;
- ii. A complaint is not upheld. Reasons for this decision will be given clearly to the complainant.

At the end of each stage in the process the complainant may accept the outcome or they may choose to progress their complaint to the next relevant stage, if they have the grounds to do so.

Where, through a complaint, we learn of a failure in its processes, the actions taken to resolve this may also include those that apply to other learners and/or to improvements to our processes.

A student cannot make an appeal as well as a complaint pertaining to the same incident. Students wishing to appeal against decisions relating to their assessment results or arrangements should refer to the Appeals policy.

14.2 SECTION B – STAGE ONE (INFORMAL RESOLUTION)

2.1 We will always attempt to resolve a complaint at this stage in the first instance. In doing so the complaint will be investigated and there will be an attempt to reach a solution that satisfies both parties.

2.2 All correspondence will be responded to clearly, concisely, and in a timely manner. Students should supply us with any applicable information and evidence.

2.3 There may be occasions where it is not appropriate to resolve a complaint informally. Depending on the nature of the complaint, a student may be advised to proceed to stage two from the outset. In such a situation the student will be advised of how their complaint will need to be progressed.

14.3 SECTION C – STAGE TWO (FORMAL RESOLUTION)

3.1 If we are unable to satisfactorily resolve the complaint informally, in the first instance, the student should address their complaint in writing to:

The Head of School
60, Gwardamagia Hill, Pietà, PTA1316, Malta
E: info@ifsmalta.org (addressing email to Education Director)

3.2 When formally writing to the Head of School the individual must ensure that they clearly state the reason(s) for the complaint as well as identify what resolution they are seeking.

3.3 Throughout the formal process the Head of School will act as the main point of contact for the complainant and will keep them informed of the timescales, progress and outcome(s) of their complaint.

3.4 The Head of School will confirm receipt of a formal complaint within five working days; notifying the complainant of the process that will be undertaken. The Head of School may be able to resolve the complaint at this stage.

3.5 If the Head of School is unable to resolve the complaint at this time, he/she will inform the student that it will be reviewed by the Education Committee.

14.4 THE EDUCATION COMMITTEE

4.1 If a complainant is not satisfied with the decision that has been made with respect to their complaint, they are entitled to escalate their complaint to the Education Committee.

4.2 The complainant will be advised of the proposed date for their complaint to be heard by the Education Committee, and of their right to request to attend.

4.3 The standard of proof required at any consideration by the Education Committee shall be the balance of probabilities.

4.4 The Education Committee is held on a regular basis and will normally consider a complaint within 20 working days of the case being referred by the Head of School.

4.5 Depending on the nature of the complaint the Education Committee may not be able to propose a solution to a complaint it has upheld and in this situation it will inform the department best placed to address the issue of the complaint and request that a resolution is provided. The Head of School will provide written confirmation of the Education Committee decision and any action(s) to be taken, including timescales, within ten working days of the case being heard.

14.5 SECTION D – STAGE THREE (COMPLAINT ESCALATION)

Referral to General Committee

5.1 If the complainant is dissatisfied with the outcome determined by the Education Committee, the complainant can request a hearing by the General Committee within ten working days of receipt of the written confirmation of the Education Committee decision.

Such a review may only be requested on one or more of the following grounds:

- i. that the procedure adopted by the Education Committee was defective; or
- ii. that the action taken or solution provided was unreasonable in light of the decision of the Education Committee; or
- iii. that new evidence that could not have been produced to the Education Committee has since come to light.

5.2 The reasons for requesting a review must relate to the way the complaint has been investigated or dealt with; a review will not be considered if the nature of the complaint is merely restated.

5.3 IFS Malta reserves the right to reject any review against an Education Committee decision that does not fall within the timescale stated in 5.1 above or fails to provide appropriate grounds for escalation.

5.4 If a review proceeds, the Head of School will advise the complainant of all timescales related to the review panel process and formal consideration will be undertaken by a review panel which will include at least one member of the Operating staff. The panel will be chaired by an individual who has no direct involvement with the complaint. The complainant or any representative of the complainant is not permitted to be present at this panel review.

5.5 The complainant must submit to the General Committee review panel a case in writing outlining the grounds they believe they have for escalation of their complaint. The review panel may request any further information it deems necessary to progress the investigation of the complaint. If the review panel agrees that the individual has sufficient grounds for escalation, it will review the complaint. In such a situation, the review panel has the power to overturn the outcome determined by the Education Committee.

5.6 If the review panel reviews a complaint on the grounds that new evidence has come to light since the original case was heard, the review panel shall have the power to direct the Education Committee to reconsider its original outcome, taking into consideration the new evidence. The rights of the complainant to escalate the complaint shall apply equally to the reconsideration by the Education Committee.

5.7 At any stage if a complaint is upheld then IF Malta will undertake to offer appropriate remedial action depending on the nature of the complaint. Regardless of the outcome of the complaint, the complainant may be asked to cover their own costs.

5.8 If a request for a review is rejected and all internal complaints and / or review procedures are exhausted, IFS Malta will issue the complainant with a close of procedure letter stating that the complaints / review process has been exhausted. The case may then be eligible for consideration by the NCFHE.

14.6 EXTERNAL REFERRAL

6.1 In certain circumstances, and where the Institute's complaints processes have been exhausted, a complaint may be made to the regulators within the terms of their complaints policy. IFS Malta will comply with the complaints process established by the regulators and will give due regard to the outcome of any complaints process in relation to a qualification which is delivered.

6.2 As with all other stages, if, as a result of the regulator's complaints process, IFS Malta learns of a failure in its assessment process, it will take reasonable steps to:

- i. identify other students who have been affected by this failure;
- ii. correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure; and,
- iii. take steps to mitigate the risks of recurrence of cause of the complaint.

14.7 SECTION E – QUALITY ASSURANCE, MONITORING AND REVIEW

7.1 Records of all complaints, and their outcomes, are maintained by IFS Malta for a period of at least five years. Complaints are monitored by the Governance, Internal Audit and Quality Assurance Committee in line with its terms of reference.

7.2 Any failings discovered or lessons learned during the course of a complaint or the monitoring of complaints, will be acted upon as part of the continuous review of our qualifications and processes.

7.3 The policy and the procedures are subject to regular monitoring and review by IFS Malta. IFS Malta continually reviews its practices to maintain the highest possible standards of consistency and quality.

7.4 IFS Malta is subject to regulation issued by the qualifications regulatory authorities, NCFHE, and the Ministry for Education.

7.5 In the event that the NCFHE advises IFS Malta of failures that have been discovered in similar assessment processes being offered by other awarding organisations, the Institute will review its own assessment processes. If, as a result of this review, IFS Malta finds a potential failure, the same action will be taken as if a failure had been discovered by virtue of the application of the NCFHE's complaints process.

15 CONSISTENCY AND FAIRNESS IN EXAMS AND ASSESSMENTS

15.1 POLICY

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

- i. Knowledge about the assessment system (times, measures, etc.) is available to all stakeholders.
- ii. All measures meet high standards of validity and be periodically reviewed.
- iii. Multiple measures are used to assess knowledge, skills, and dispositions (see unit assessment).
- iv. Over time, different individuals are to be involved in assessing candidates.
- v. Students are to be measured over time, allowing for growth and development.
- vi. Assessments and scoring are periodically reviewed by the Education Committee to ensure that they are fair and free from bias.

15.2 PROCEDURES AND PRACTICES

- i. All key assessments are developed collaboratively among the tutors of the course in which the assessment occurs, with the Education Director (or, in the case of comprehensive or content exams, with the involvement of the Education Committee) and are reviewed annually for consistency, clarity, and validity.
- ii. Marking information for all key assignments, are developed collaboratively among the tutors of the course in which the assessment occurs, with the Education Committee, and are reviewed annually for consistency, clarity, and validity. All translations are further reviewed by multiple evaluators to ensure accuracy and consistency.
- ii. All marking information is given to the students in advance, no later than when the assignment is given, so that they will know and understand how they will be evaluated.

- iii. All key assessments information will be forwarded to the students so that they may be viewed at any time, if and when a question or concern arises.
- iv. Items for the content of the exams have been validated by experts in the field. They are contained in a protected digital database. The results of content and comprehensive exams are subjected to item analysis to improve fairness and validity of the exams.
- v. Multiple reviewers score the portfolios separately, and then meet together to discuss and come to consensus of any criteria on which their scores differ.
- vii. Grades are compared across tutors to ensure consistency and fairness.

16 EXAM INVIGILATION GUIDELINES

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

The following guidelines are designed to help invigilators administer exams in a variety of contexts. They are for reference only and do not cover every possible situation. Invigilators will need to refer to the specific requirements for a given exam and use sound judgement when exercising their duties.

16.1 BEFORE THE EXAM BEGINS

1.1 Setting up:

- Review these guidelines and ifs Malta Student Code of Conduct during Examinations and Assessments;
- Arrive at the designated room at least 15 minutes in advance;
- If required, the chief invigilator will be there to meet you and provide additional instructions;
- The chief invigilator will have the exams, supplies and sign-in sheets as required, and will be your point of contact for any questions or emergencies that you may encounter during the exam;
- Students will enter the room about 10 minutes before the exam.

1.2 When students arrive:

- Check with the chief invigilator on exam distribution and student sign-in;
- Where it is deemed appropriate to seat students first and then hand out exam papers, you may be able to check IDs left on the desk once students have started writing;
- Arrange students to minimize the possibility of cheating;
- Remind students to use the washroom before the exam starts. Only one student should leave the exam room at a time during the exam, and only after the first half hour.

1.3 Permitted materials:

- Let students know what they can keep with them (ID Card, writing instruments, clear water bottle) or use for the exam (eg. notes, books, calculator);
- During the exam, control the materials students have in reach - nothing but essentials should be on the desk;
- Non-essential materials must be kept out of reach;
- Depending on the room layout, students place their bags at the front or back of the room, only taking out picture ID and permitted materials. For students who are not comfortable leaving their valuables at the front or back of the room, they may keep their bags or purses out of reach and out of sight, under their chairs, and may not access their bags at any time during the exam;
- Students must not use or make visible for use any materials or devices other than those authorized by the examiner.

16.2 AT THE BEGINNING OF THE EXAM

- Explain the rules of the exam verbally by reading out loud the rules sheet provided for every exam, making sure every student is fully aware of the rules.
- Let students know that glancing at another's papers or exposing their papers to others, even if inadvertently, is a violation of exam rules and could lead to disciplinary action.
- Count exam papers before handing them out. You may want to make an identifying mark on the exam papers to prevent students from submitting prewritten pages.
- Remind students to turn off their cell phones. If a phone rings during the exam, have them turn it off immediately. If there is an emergency that requires the student to answer the call, they should leave the room. The chief invigilator will determine whether the student can resume the exam.
- Make sure all students identify themselves on the exam paper in ink with name, student number.
- Require all students to show their ID card and display it on their desks. Check identities against the class list. If a student does not have ID card, ask for another official photo ID, such as a driver's license.

16.3 DURING THE EXAM

- Never leave the room or exam materials unattended.
- Control the distribution of exam papers to ensure no exam papers are removed from the room. If you distribute exam papers before the students enter room, collect all exam papers from unoccupied desks.
- Control the movement of students in and out of the room.
- No student should be permitted to leave the room within the first half hour.
- No students should be permitted to enter the room after the first half hour.
- Circulate frequently and be obviously present at all times. Invigilation duties require you to make every effort to prevent cheating and collusion by immediately inspecting anything irregular or suspicious.

16.4 IF YOU OBSERVE CHEATING

- If you notice behaviour that suggests cheating (body position, unauthorized materials, etc.), talk to the student(s) quietly. If necessary, move potentially collaborating students to seats where communication is impossible. If you suspect any other cheating, ask another invigilator to help observe the student(s).
- If a student is caught cheating, appropriate action may include confiscating the exam paper along with any unauthorized material and inform the student of your reason for doing so. This should be done carefully so as not to disturb other students writing exams.
- The implicated student(s) should then be directed to report to the chief invigilator. You and any other invigilator observing the behaviour will also need to prepare a written report for the Education Director as soon as possible following the incident.

16.5 AT THE END OF THE EXAM

- Control the collection of exam papers to prevent students from leaving with a copy. If you counted the exam papers before distributing them, count them again after you collect them to assure that no exam papers are unaccounted for.
- Ensure that no one leaves the room in the last 10 minutes. When time is up, give a clear signal and inform students to put down all writing instruments.
- Remind students to check for all personal items.

- Collect unused exam booklets and return them to the front of the room. Collect other exam material and dispose of it accordingly.

16.6 IN AN EMERGENCY

- It is your responsibility to make sure students stay together and remain silent. The chief invigilator will decide whether to resume or halt the exam.
- If a fire alarm rings in the building or if there is an emergency in the room such as a student falling ill, consult the chief invigilator to determine the correct course of action.
- If you ever feel threatened, contact the chief invigilator immediately, or call 112.

17 EXTERNAL EXAMINER POLICY

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

17.1 CRITERIA FOR APPOINTMENT

- i. External Examiners will hold the relevant qualifications and / or extensive practitioner experience where relevant to enable them to carry out their respective responsibilities with regard to the maintenance of academic standards in the context of the ESG2015 and standards set by the NCFHE.
- ii. External Examiners will have relevant current or recent experience of the standards set and achieved on the type of programme, for example the nature and level of award, for which they carry out their external examining duties.
- iii. External Examiners should be fully aware of the different components of the Academic Infrastructure, and in particular with any Subject Benchmark Statements relevant to the module / programme for which they are acting and the qualification descriptors of the programme concerned.
- iv. To allow sufficient time for them to fulfil their duties effectively, External Examiners will not normally concurrently hold more than two external examining appointments, including any ifs Malta appointment. Potential appointees will be asked to declare any other current external examining appointments as part of their application.

17.2 RESPONSIBILITIES AND DUTIES

- i. External Examiners are responsible for ensuring that the standards of ifs Malta are consistent with national standards in terms of level, and are monitored and maintained over time.
- ii. External Examiners are responsible for ensuring that students are consistently treated fairly and equivalently with regards to the application of academic standards across modules within a programme.
- iii. Judgements on the academic standards of a programme or module made by External Examiners must be based solely upon the assessment evidence available to them and should not be influenced by other factors.
- iv. External Examiners must satisfy themselves that the assessment arrangements allow students to be fairly assessed in relation to the learning outcomes of the module(s) / programme for which they are responsible.
- v. It is the responsibility of External Examiners to declare an interest if they find themselves placed in a position of making academic decisions regarding any student with whom there may be a potential, a perceived or an actual conflict of interest.
- vi. External Examiners are required to inform the Education Committee of any change in their personal or professional circumstances which might impact on their role as External Examiner.

17.3 INDUCTION OF EXTERNAL EXAMINERS

- i. The Head of School is responsible for ensuring that, prior to the commencement of their duties, External Examiners are:
 - 1. appropriately briefed, either in person or by telephone

2. provided with all necessary documentation, both with regard to their module / programme related duties and to the aims and philosophy of the programme for which they will act as an External Examiner
3. given an opportunity to clarify any issues

ii. On appointment, External Examiners are sent the following:

1. Contact details for relevant staff at ifs Malta
2. Information regarding the module(s) / programme and their assessment for which they will have responsibility, including a full programme specification and all relevant module specifications
3. The relevant assessment material
4. Information regarding any planned changes to the programme or to relevant modules
5. The timetables and deadlines for external examining activities

iii. The Head of School is responsible for ensuring that External Examiners are kept up-to-date with regard to any changes to the module / programme which may impact upon their ability to carry out their duties and / or discharge their responsibilities as External Examiners.

17.4 CONTACT BETWEEN STUDENTS AND EXTERNAL EXAMINERS

i. Students are not permitted to contact External Examiners directly regarding any aspect of their programmes of study. Any attempt to do so will be treated as suspected malpractice under ifs Malta Quality Assurance Policy. External Examiners are required to inform ifs Malta should they be contacted directly by a student.

18 PRIOR LEARNING RECOGNITION

Recognition for exemption is undertaken through the process of recognition of prior learning (RPL). RPL is the process which enables IFS Malta to recognise the competence gained by individuals for the purpose of being exempted from attending/participating in any educational and/or academic programme organised by IFS Malta.

RPL is a form of assessment of an applicant. It is a process of recognising skills and knowledge acquired through previous training, education and work experience. The student customer reading for any IFS Malta programme can benefit from RPL by demonstrating competence achieved through a range of learning experiences and may lead towards the student to be able to obtain exemption, possibly benefit up to 40% exemption from attendance to an IFS Malta programme of studies, subject to the conditions as explained hereunder.

Sitting for the course of studies final examination is nonetheless compulsory.

Identifying areas of learning

An applicant wishing to access a programme of study through the RPL route should gather evidence prior to the submission of a course application in line with set timeframes.

IFS Malta will process all RPL applications in a timely manner, however, is unable to guarantee that applications which are submitted later than the programme deadline can be processed in good time.

Applicants must provide sufficient documentation as evidence, including a formal application form (*RPL Application - please click here to submit your application*), the learning portfolio and/or any other evidence requested. The prior learning material presented, would need to match the learning outcomes required by the relevant programme.

Applicants must be responsible for the veracity of documentation provided and where required this will have to be verified and/or confirmed by third parties to ensure authenticity. The prior learning achieved and submitted for recognition should be up-to-date with current knowledge and practice and relevant to the programme of study for which the applicant intends to follow.

Assessment of Application

Applications are to be directed to the attention of the IFS Education Director, IFS Malta, 60, G'Mangia Hill, Pieta. Through the application and material provided, the IFS Malta Education Director (ED), should be in a position to understand the level of knowledge and understanding as well as the kind of skills that are required of applicants admitted to the programme through the conventional route.

To ensure impartiality, a RPL Assessor (an appointed IFS Malta Education Committee Member) will work separately in implementing the process for the recognition of prior learning, except where required otherwise by this Policy.

A RPL Assessor is autonomous and may also ask applicants to provide additional evidence to support their claims either by requesting additional documentation and clarifications and/or by asking applicants to take part in an interview. When required, the latter shall be conducted by at least two assessors.

Learning Portfolio – Supporting Material

Applications for RPL must be accompanied by a Learning Portfolio which must include a collection of materials compiled by the applicant in order to demonstrate the skills, knowledge and competencies achieved through prior certified or experiential learning. The evidence that could be included in the portfolio would typically include:

- a. Certificates confirming participation in related in-house training offered by present/former employer;
- b. Confirmation of duties performed to date related to the relative programme.
Work-related experience of a term of at least five years prior to the programme commencement is required for the Home Loans programme.
- c. Professional certification;
- d. Confirmation issued by applicant's employer, that is, a Malta registered Bank or financial institution or other registered Maltese entity;
- e. Examples of work performed (work log).

RPL may also include an interview, giving the applicant an opportunity to submit and showcase additional information in person as to the nature of learning outcomes resulting from prior learning.

Applicants are responsible for the veracity of documentation provided. Original certificates or authenticated copies of original are to be confirmed by the employee's Bank or financial institution or a legal professional such as a notary/lawyer as necessary

Decision regarding the RPL application

Once an application has been assessed, the RPL Assessor submits the recommendations to the IFS Malta RPL Committee (a panel formed of three IFS Malta Committee members, which is to include the IFS Malta Education Director) for a final decision.

Once consideration is made and a final decision is reached, IFS Malta will inform the application with the outcome through an official letter.

Applicants whose application for exemption is not accepted, will be informed of the knowledge, skills and competencies they still need to achieve before they can submit another application for consideration

19 LATE APPLICATIONS

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online. Therefore, students who wish to apply for a course which is not property of ifs Malta but made available through our institute, must respect timelines and late application procedures issued by the relative institution they would be applying with through us.

Ifs Malta is a professional training institution which offers both courses owned by the Institute and courses from other institutes and training bodies accessible to the Maltese public through ifs Malta.

On the other hand, students who wish to apply for a course which is property of ifs Malta, or attend supplementary tuition offered by the Institute on courses which are property of other institutes, the following procedure applies:

- i. All application deadlines pertaining to ifs courses and supplementary tuition are made public on the course information material provided by the institute;
- ii. If a student is unsure about a deadline, s/he may contact our offices for more information at:
- iii. Ifs Malta, 60 Gwardamangia Hill Pieta`, PTA1316, Malta

T: (+356) 21661285

E: info@ifsmalta.org

Late applications beyond deadline will not ordinarily be considered and any exceptions would be allowed at the IFS Malta's sole discretion.

20 STUDENT MALPRACTICE POLICY

This policy applies to programmes which lead to qualifications awarded by ifs Malta. Programmes offered by other awarding bodies through ifs Malta are subject to the policies of the relative awarding body which policies are available online.

For the purpose of this document 'malpractice' is defined as:

Any act, or failure to act, that threatens or compromises the integrity of the academic process or the validity of our qualifications and our certification. This includes: acts of plagiarism or other misconduct; and / or actions that compromise our reputation or authority, our facilities, officers and employees.

IFS Malta treats all cases of suspected malpractice with the utmost rigour and will investigate all suspected and reported incidents of possible malpractice.

IFS Malta will take the appropriate action to maintain the integrity of our qualifications, including applying sanctions, as set out in this policy.

For the purpose of this document, student malpractice can relate to registrations, assessments, coursework assignments, examinations, reasonable adjustments, special considerations, certification and student conduct.

20.1 SECTION 1 – IDENTIFICATION AND REPORTING A SUSPECTED CASE OF MALPRACTICE

1.1 An allegation of student malpractice may be made by:

- i. Employees and stakeholders – for example invigilators, teachers / tutors and other officers;
- ii. Another student;
- iii. An independent party who suspects possible malpractice has taken place; and,
- iv. An individual who wishes to remain anonymous.

1.2 ifs Malta will also investigate when the Institute discovers potential or suspected malpractice via internal administration or quality assurance procedures, for example, coursework assignments that are submitted to plagiarism detection software and are identified for review.

1.3 ifs Malta reserve the right not to investigate further where the information does not provide reasonable grounds for possible malpractice.

1.4 Some examples of student malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, will be fully investigated by the Institute, where there are sufficient grounds to do so.

- i. Obtaining examination or assessment material without authorisation.
- ii. Arranging for an individual other than the student to sit an assessment or to submit an assignment not undertaken by the student.
- iii. Impersonating another student to sit an assessment or to submit an assignment on their behalf.
- iv. Possession of anything not permitted in the assessment room, regardless of whether or not they are relevant to the assessment, or whether or not the student refers to them during the assessment process, for example notes, blank paper, electronic devices including mobile phones, personal organisers, books, dictionaries / calculators (when prohibited).
- v. Communicating in any form, for example verbally or electronically, with other students during the assessment when it is prohibited.
- vi. Committing plagiarism by using the work of another person, either intentionally or unintentionally without acknowledging that person.
- vii. Accessing / copying the work of another student or allowing another student to access / copy from your work either intentionally or unintentionally.
- viii. Working together with another student / individual to complete an assignment, unless authorised to do so, otherwise known as collusion.
- ix. Fabrication of evidence / results set down within assessment submissions.
- x. Damaging another student's work.

- xi. Inclusion of inappropriate or offensive material in coursework assignments or assessment scripts.
- xii. Failure to comply with our published regulations.
- xiii. Failure to comply with instructions given by the assessment invigilator, for example, working beyond the allocated time; refusing to hand in assessment script / paper when requested; not adhering to warnings relating to conduct during the assessment.
- xiv. Disruptive behaviour or unacceptable conduct at an assessment venue or centre (including aggressive or offensive language or behaviour).
- xv. Producing, using or allowing the use of forged or falsified documentation, including but not limited to: personal identification; supporting evidence provided for reasonable adjustment or special consideration applications; and, our results documentation, including certificates.
- xvi. Falsely obtaining, by any means, a certificate for a unit or qualification.
- xvii. Falsely acquiring or declaring, by any means, entry criteria necessary for a unit or qualification.
- xviii. Misrepresentation or plagiarism, including self-plagiarism.
- xix. Fraudulent claims for special considerations.

1.5 This process applies to invigilators, teachers, tutors, students and other officers, and to any reporting of malpractice by an independent party or individual who wishes to remain anonymous.

1.6 It is the responsibility of all invigilators and assessment venue staff to be aware of our procedures for confiscating items not permitted at assessment / examination venues, for example, electronic devices or reference books, and how to deal with issues relating to malpractice, such as communication, collaboration or disruption within an assessment venue.

1.7 ifs Malta will acknowledge all reports of suspected malpractice within five working days. All parties involved in the case will then be contacted by us within 10 working days of receipt of the report detailing the suspected malpractice. We may also contact other individuals who may be able to provide evidence relevant to the case.

1.8 Any case of suspected malpractice should be reported in the first instance to:

Ifs Malta

60, Gwardamangia Hill, Pieta`, PTA 1316, Malta

T: (+356)21240335

E: info@ifamalta.org

1.9 Suspected malpractice must be reported to the institute as soon as possible, ideally within two working days from its discovery.

1.10 At the time of the incident the student suspected of the malpractice must, where possible, be warned by the assessor that their actions are in breach of our regulations and may constitute malpractice and that a report will be made to IFS Malta. However, it is recognised that this action may not always be possible due to disruption to other students.

1.11 In cases of suspected student examination malpractice, the following information and evidence should be supplied to us following the initial report:

- i. A full written report of the incident. The individual writing the report, usually the invigilator, needs to clearly identify the factual information, including the actions that have been taken in relation to the incident.
- ii. The report can comprise of the completed and signed document and all relevant supporting evidence and documentation. This should include but is not limited to:
 - a. confiscated materials;
 - b. any student scripts that may have been copied or show evidence of collaboration or plagiarism;
 - c. statements from other individuals involved and / or affected.
- iii. The student has the right to respond by providing a signed statement explaining their conduct before they leave the assessment venue. This must be included in the assessment invigilator's report. If a student declines to provide a statement, this should be recorded in the report.

1.12 In cases of suspected malpractice reported by invigilators, teachers, tutors and other officers, and any reporting of malpractice by an independent party or individual who wishes to remain anonymous, the report made to us should include as much information as possible, including the following:

- i. the assessment venue name and location;
- ii. the date and title of the assessment, if known;
- iii. the time the assessment took place, if known;
- iv. the student's name and student number, if applicable;
- v. the name of the invigilators, teachers / tutors and any other officers concerned;
- vi. a description of the suspected malpractice; and
- vii. any available supporting evidence.

1.13 In cases of suspected malpractice reported by an independent party, or an individual who wishes to remain anonymous, we will take all reasonable steps to authenticate the reported information and to investigate the alleged malpractice.

20.2 SECTION 2 – ADMINISTERING SUSPECTED CASES OF MALPRACTICE

2.1 We will investigate each case of suspected or reported malpractice to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances and, where relevant, students' previous conduct.

2.2 In cases of suspected plagiarism investigations may include, but are not limited to:

- i. Report generated by the text matching software
- ii. Contacting externals
- iii. Discussions with tutors
- iv. Liaising with other institutions

2.3 ifs Malta will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice, or to mitigate any adverse effect, as far as possible,

and to correct it to make sure that any action necessary to maintain the integrity of the examination will be taken.

2.4 Where more than one individual is contacted regarding a case of suspected malpractice, for example in a case involving suspected collusion, we will contact each individual separately, and will not reveal personal data to any party unless necessary for the purpose of the investigation.

2.5 The individual(s) concerned will be informed of the following:

- i. That an investigation will take place, and the grounds for that investigation;
- ii. Details of all the relevant timescales, and dates, where known;
- iii. That they have a right to respond by providing a personal written response relating to the suspected malpractice (within five working days of the date of that letter or three working days for malpractice relating to Level 6 qualification assessments);
- iv. That they may continue their studies including assessment results but that any results achieved since the case/s of suspected malpractice, may be removed if an individual is found to be guilty (see Section 4);
- v. That if malpractice is considered proven by the institute, sanctions may be imposed reflecting the seriousness of the case;
- vi. That they have the right to appeal a malpractice decision under the Appeals Policy;
- vii. That the institute has a duty to inform the relevant authorities / regulators but only after time for the appeal has passed or the appeal process has been completed.

2.6 The student has a right to appeal against a malpractice outcome reached by the Institute if they believe that the policy or procedure has not been followed properly or fairly, or if there is new and relevant information or evidence now available which was not known by us or could not have been brought to our attention at the time the decision was made. For more detail, see the Appeals Policy.

2.7 In cases where malpractice has been agreed and has an impact on certification, or has other external significance, the Institute has a duty of care and may inform other awarding organisation/s and other relevant authorities as appropriate to comply with legislation; this may include informing the police if the law has been broken.

2.8 ifs Malta will not normally report any outcome from a malpractice case until the time for appeal has passed.

2.9 Individuals are not permitted to attend the Education Committee meeting when their case is heard. Individuals do have the right to request to attend the hearing of their appeal should the individual wish to appeal the Education Committee's decision.

2.10 If a student decides to continue their programme of study while a malpractice case is being considered, they do so at their own risk, pending the outcome of their malpractice case.

20.3 SECTION 3 – THE ROLE OF THE EDUCATION COMMITTEE

3.1 The Education Committee will consider all cases of suspected malpractice on an individual basis.

3.2 The Education Committee has a maximum of 40 working days from the initial reporting of a suspected malpractice to determine the outcome of the case; however, if a delay is expected, the parties concerned will be informed as early as possible. The Committee will determine the outcome based upon all the evidence available to them at the time, including any personal written response that has been received.

3.3 Once the Education Committee has determined the outcome, it will usually inform the individual(s) concerned on the same day as results are released.

3.4 If the case relates to a coursework assignment and potential plagiarism, the individual(s) concerned will be informed of the outcome either on, or before, the date the assessment results are published. However, depending on the level of plagiarism this may be delayed.

3.5 All documents related to the decision-making process of the Education Committee will be kept securely for a minimum of five years.

Section 4 – Possible malpractice sanctions

4.1 If a case of malpractice is agreed, the Education Committee is empowered to impose one or more sanctions upon the individual(s) concerned. The Education Committee will make sure that any sanctions imposed reflect the seriousness of the malpractice that has occurred and that all similar cases are treated in an equitable, fair and unbiased manner. When considering the seriousness of a case of malpractice, any previous cases may be taken into consideration.

4.2 The sanction(s) applied by the Education Committee is/are to reflect any previous advice given to the student on malpractice.

4.3 Listed below are examples of sanctions, one or more of which may be applied to a student. This list is not exhaustive and other sanctions may be applied on a case-by-case basis, as recommended by the Education Committee.

4.4 Possible sanctions that may be applied to students include but are not limited to:

- i. Awarding the mark given by the examiner and a warning given to the student;
- ii. Awarding a minimum pass mark for the assessment component in which malpractice has been deemed to have occurred;
- iii. Awarding a mark of zero in the assessment component in which malpractice has been deemed to have occurred;
- iv. Notification to other committees within ifs Malta for additional sanctions. These additional sanctions may involve:
 - a. The student not being allowed to sit, resit or resubmit any other assessment relating to that unit or qualification for a stated period of time;

- b. The student may be disqualified from registering for future units or qualifications with us, either for a stated period of time or indefinitely;
- c. Notification to an employer, regulator or the police.

20.4 SECTION 5 – QUALITY ASSURANCE, MONITORING AND REVIEW

5.1 Records of all malpractice cases and their outcomes (with the exception of examination scripts or submitted assessments) are maintained by us for a period of at least five years.

5.2 The policy is subject to regular monitoring and review by us in order to maintain the highest possible standards of consistency and quality.

5.3 The policy is formally approved by our Education Committee.

5.5 ifs Malta is subject to regulation by the qualifications regulatory authorities (NCFHE) and the Ministry for Education.

21 STUDENT CODE OF CONDUCT DURING EXAMINATIONS AND ASSESSMENTS

The following rules of conduct apply for examinations and/or assessments:

1. Students are to be punctual for their examination/assessment sessions (at least, 10 minutes prior to the commencement of examination/assessment session);
2. Students cannot enter the examination/assessment room more than thirty (30) minutes after an assessment/examination has started except with the permission of the Director of Education. In such cases, extra time may be allowed if the candidate's late arrival is justified and cleared by the Director of Education;
3. Students who have special concessions must ensure that they register their entitlement in good time and must produce evidence that concessions have been granted. Failing this, they will not be allowed to benefit from such concessions during the examination/assessment period;
4. All answers returned on the student's examination manuscript must be his/her work completed during the examination/assessment session;
5. Students are expected to comply with any specific instructions given by the invigilator before and during the examination/assessment session;
6. Students are not permitted to communicate or attempt to communicate with any other students during the examination/assessment session;
7. Any form of copying is unacceptable and such misconduct leads to automatic disqualification from the examination/assessment session;
8. It is strictly forbidden to use any answer book or writing material other than that supplied in the examination/assessment room, unless there is special provision for using

material authorised by the examiners. Any other material required for an examination/assessment will be provided in the examination/assessment room;

9. Any electronic devices/items, for example, personal audio equipment, mobile phones, tablets, laptops etc, are to be switched off before the start of the examination and stored in the student's bag. All bags and other material which are not related and not permitted for use during the examination must be placed at the location as indicated by the invigilator;

10. All material (including examination manuscripts, information sheets, etc.) supplied during the examination/assessment session has to be returned to the invigilators at the end of the examination/assessment;

11. Students are not permitted to bring with them any scrap pieces of paper;

12. Before leaving the examination/assessment room, the student has to seek the invigilator's permission. Students are allowed to leave the examination/assessment room after the first half hour of the examination. No student may leave the examination hall during the last ten minutes of the examination session;

13. Students who fall ill while sitting for an examination/assessment session may leave the room, with the invigilator's permission, and return while the examination/assessment is in progress, to resume the paper on one occasion only. In such cases extra time is allowed;

14. When a student cannot complete the examination/assessment work/paper because s/he is taken seriously ill, s/he should inform the invigilator so that the incomplete manuscript/work can be handed in. It is the student's responsibility to cover such instances with a medical certificate;

15. It is absolutely forbidden for students to return part of or the whole examination manuscript/s after they leave their examination room;

16. Students shall not directly and/or indirectly offer or seek to offer assistance to, or seek to obtain and/or accept assistance from, any other examination/assessment candidate. Such behaviour will disqualify the candidate from that examination/assessment and his/her script will not be corrected;
17. Food and drinks (except water or non-alcoholic drinks) are not allowed during the examinations;
18. Any form of unacceptable conduct during examinations/assessments, including cheating, copying and disturbing others during examinations/assessments, will be reported to the Education Committee. This could, among other disciplinary measures, lead to the annulment of the assessment/examination result;
19. Students are to keep exam papers flat on the desk at all times;
20. In case of serious uncontrolled behaviour or persistent defiance of examination/assessment rules, the invigilator is authorised to suspend immediately the candidate from the examination/assessment room. Such cases will be immediately reported in writing to the Education Committee.

22 HISTORY OF CHANGES TO THIS POLICY DOCUMENT

Version 1.0 – adopted by the Committee of Association on 6th March 2019

Version 1.1 – added a section on external examination policy. Approved Committee of Association on 3rd April 2019

23 APPENDIX 1 – TUTOR EVALUATION FORM

Evaluation Form (to be filled by trainees)

Date: _____
Training: _____
Training delivered by: _____

Please tick the answer that best describes your satisfaction with the training:

Overall, I was satisfied with this training

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

I will recommend this training to a co-worker

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

The information presented was helpful

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

The training was easy to understand

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

The training provided content that I can immediately use in my job

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

The training was just the right length

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

The trainer presented the subject in an understandable way

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

The trainer demonstrated knowledge of content

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

The trainer treated me with respect as a fellow professional

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

The trainer overall provided an effective session

Strongly Agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Neutral	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Strongly Disagree	<input type="checkbox"/>

Which aspects of the training worked best for you?

--

What could have been done to make the training more effective for you?

As a result of this session, have you any suggestions for improvement?

Was the venue suitable for the training session?

Do you have any recommendations / comments in relation to the venue, general organisation of the training, food provided, etc?