

Annex: DOMAIN ACADEMY (DA) – Self –assessment Report

STANDARD 1: POLICY FOR QUALITY ASSURANCE	
JUDGEMENT: DA meets Standard.	
Recommendation as per EQA Report	Take-up and Implementation of Recommendations
<p><b>R1 1.1</b> DA could adopt one overarching internal QA policy which refers to other stand-alone policies such as an assessment policy, programme design and review policy, a student dress code policy, a plagiarism policy, an equality and anti-discrimination policy etc.</p>	<p><b>Completed: December 2018</b></p> <p><b>(QA manual renamed as Academic Regulations)</b></p> <p>The Academic Regulations have been thoroughly reviewed and updated in May 2021. This document includes the latest versions of all the policies.</p> <p>Note that this document is updated regularly and the latest version of it is available on the website.</p> <p>(The document is attached as a separate document).</p>

**STANDARD 2 : INSTITUTIONAL PROBITY**

**JUDGEMENT: DA meets Standard**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**R1 2.1**

DA should develop written down, clear selection criteria for headship positions, which are made public.

**Completed: December 2018**

See Academic Regulation Annex 19 'Employee Recruitment Policy'.

**STANDARD 3: DESIGN AND APPROVAL OF PROGRAMMES**

**JUDGEMENT: DA meets Standard.**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**R1 3.1**

The development of the home-grown courses could be further enhanced through the participation of or feedback from employers and other stakeholders.

Recommendation noted applicable to home grown courses which are directly related to workplace practices Feedback from stakeholders and present/future employers will be requested and any feedback will be taken into consideration during the development process of the any specific course.

Incorporated within the programme development procedure

**Completed: December 2018**

The programmes in Hospitality Management and Business Management, which Domain Academy accredited successfully via the MFHEA included the input and direct feedback of the stakeholders.

**STANDARD 4: STUDENT – CENTRED LEARNING**

**JUDGEMENT: DA surpasses Standard 4**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**R1 4.1**

The use of the VLE is primarily as a depository. This should be used more to facilitate the flexible use of a more varied mode of delivery and to enhance the learning experience of students. VLE can also be an effective platform to upload assignments for submission, assessment and verification purposes.

New VLE implemented and staff/lectures given the necessary training.  
Where approved by the respective awarding body the VLE submission of assignments and assessments for verification processes given due consideration.

A phased implementation plan is being followed.

**Completed: March 2019**

Since September 2020, Domain Academy has adopted *Classter* as its main online platform. *Classter* retains all student records, from registration to completion and serves also as VLE. Pushed also by the necessary shift to online provision of tuition caused by COVID-19 pandemic, *Classter* is now the main point of reference for students and staff alike.

**STANDARD 5: STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION.**

**JUDGEMENT: DA meets Standard.**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**RI 5.1**

It would be advisable that the role of the Student Welfare Officers is enhanced to focus more on student admission, induction and progression, with further training of current staff, as necessary. This would create a better work balance for key members of management, such as: the QA Manager and the Academic Director, to plan and execute further expansion plans.

The term 'Student welfare officer' might have been misleading. The role of the SWO is specifically non-academic and is solely responsible for the following tasks:

- General cleaning
- General administration i.e. reception functions
- Logistics
- Maintenance of campus
- Accommodation for international students
- Airport meet-and –greet for international students.

The roles of the 'Student Welfare Office' are clearly outlined in the Academic Regulations, specifically p. 11.

**STANDARD 6: TEACHING STAFF**

**JUDGEMENT: DA requires improvement to meet Standard 6**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**RI 6.1**

DA should consider offering teaching staff a special training course addressing the pedagogy teaching and learning to familiarise themselves with the principles of teaching for effective learning.

Training to staff has been available -  
Accredited course 'Train the Trainer' – September 2018  
  
Meetings held bimonthly for staff to keep them updated with the latest teaching and resources available.

**Completed: October 2018.**

In 2020, Domain Academy started a series of CPD for its lecturing staff. These sessions are delivered online by Prof. John P. Portelli. Sessions included:

01: 'Education and Teaching' – Date 19<sup>th</sup> November 2020

02: 'Reflective Practice & Education Teaching' – Date 25<sup>th</sup> March 2021

03: 'Critical Teaching' – Date 29<sup>th</sup> April 2021

04: 'Student Engagement' – Date 17<sup>th</sup> June 2021

**Completed: October 2018**

Please see Academic Regulations, specifically Annex 10 'Faculty Code of Practice' and Annex 8 'Employee Code of Ethics'.

**RI 6.2**

DA should develop a "Manual for Teaching staff" formalising a code of practice describing the standards of conduct and practice.

**STANDARD 7: LEARNING RESOURCES AND STUDENT SUPPORT**

**JUDGEMENT: DA meets Standard.**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**RI 7.1**

Upgrade Library facilities to provide a wider selection of the core books and academic journals, especially in management.

Resources identified depending on the courses being presently offered.  
Core books related to management courses are being purchased and available for students to refer to in the library.

**Completed: December 2018.**

Still for any new course introduced the core books are identified and provided to library for reference by students concerned.

Note that the physical library together with the digital library - Safari O'Reilly - are available to our students and lecturing staff. These cover the curriculum, the general interests of the students and are aimed at stimulating/encouraging the student's creative development.

**RI 7.2**

Enhance the VLE visual experience and make VLE archives accessible.

Since **September 2020**, *Classter* is the main platform, functioning also as VLE. The platform, including necessary and regular backups, are hosted on a secure remote online server.

**STANDARD 8: INFORMATION MANAGEMENT**

**JUDGEMENT: DA meets Standard.**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**RI 8.1**

Whilst the implementation of the new student management system is essential, it is recommended that processes for inputting data and the provision of any automated access control are formally written and developed to safeguard security and audit trails.

Student management system implemented and being updated regularly initially by the SRO and monitored by the Registrar.

Access control and security regarding audit trails – in progress.

**Completed: September 2020.** As stated above, the use of *Classter* tackles all the points in RI 8.1.

**RI 8.2**

The result of alumni and employer tracer studies could be further used to inform the choices to develop and review future courses and specific study modules.

Tracer studies are carried out on a regular basis especially when students conclude their course of study. Students' permission is requested in accordance with the GDPR requirements.

**Completed: December 2018.**



**STANDARD 9: PUBLIC INFORMATION**

**JUDGEMENT: DA requires improvement to meet Standard 9.**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**R1 9.1**

Information on the website should be consistent throughout. This includes information about the Institute and standardisation of information provided for which course (i.e. learning outcomes, course fee, etc.).

A brand new web site has been developed and uploaded.

**Completed: December 2018**

Website includes all the necessary information, presented in a consistent and standardised manner, and is updated regularly.

**RI 9.2**

Provide information on the indicative teaching, learning and assessment procedures. Public information on every course displayed on the website or the prospectus could include details regarding the type of assessment utilise and learning methodology used (e.g.: group work, tutorial). Furthermore, learning outcomes for every module should be provided.

**Completed: December 2018.**

Website includes all the necessary information, presented in a consistent and standardised manner, and is updated regularly.

**RI 9.3**

Add a list of faculty members, each having a short bio, photo and a list of modules taught.

**Completed: December 2018.**

Implemented, in conformity with the GDPR rules and regulations.

**STANDARD 10: ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES.**

**JUDGEMENT: DA meets Standard.**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**

**RI 10.1**

Consultation with lecturing staff, stakeholders and employers could be further developed, documented and formalised as part of the programme monitoring and review process.

**Completed: refer to R 3.1 - (Page 3/12)**

See 'Academic Regulations' for the constitution of the Academic Board, p. 8. See also Annex 13 'Programme Design & Review'.

**STANDARD 11: CYCLICAL EXTERNAL QUALITY ASSURANCE.**

**JUDGEMENT: DA surpasses Standard.**

**Recommendation  
as per EQA Report**

**Take-up and Implementation of Recommendations**