Quality Policy

This Policy defines the various mechanisms and practices implemented at STC Higher Education in order to keep up the quality of services provided by the institution.

STC Quality Policy Document - OEP Last updated July 2020

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1. OVERVIEW OF QUALITY

1.1 Standards within Academia

STC Higher Education was founded in 1997 and was formerly known as the Government Computer Centre. Fourteen IT firms together with the Government of Malta agreed to set up a joint venture company having the mandate to establish an effective and profitable centre of training excellence that would offer whole-life continuation training in the development of IT skills.

At STC we are passionate about teaching and learning. We are also proud of ourselves in being able to transform lives. Our courses offer progression routes right through to a degree or employment. Our aim is to make sure that each student achieves his or her full potential both within and beyond the institute. We therefore work closely with many local and international stakeholders to give the best Higher Education opportunities and experiences possible.

1.1.1 Our Mission

To offer Quality Educational knowledge in a safe learning environment in order to achieve excellence in the world of work.

1.1.2 Our Motto

Learn - Achieve - Inspire is derived from our commitment to teach our students to achieve what they desire and to inspire our scholars to contribute to the overall wellbeing of society.

1.1.3 Our Values

The Student is the focal point of all of our activities. STC develops curricula that motivate and support students to excel while preparing them for the challenges of today's world of work.

In both Business and Computing, originality, imagination and risk awareness are considered as key capabilities that help one to succeed. At STC we embrace this, and this is reflected in the teaching methods and techniques employed by our skilled and experienced lecturers.

We advocate a multicultural point of view on campus thus accepting diversity between local and foreign cultures and traditions. Honesty and integrity are on top of our ethical scale; consequently, we implement practices which are socially just and environmentally friendly.

1.1.4 Our Commitment

We are fully committed to provide curricula that aim to ensure high standards within the Business and IT Industry. Our students are constantly monitored for progress, absenteeism and behaviour by management and lecturing staff. This enables us to perceive any problems at an early stage and tackle any issues that might jeopardise students' progress.

At STC students receive theoretical knowledge and are provided with practical experiences, thus making them more employable in the world of work.

1.1.5 Recognition

STC is recognised as a quality institution by the National Commission for Further and Higher Education (NCFHE). The aim of NCFHE is to provide accreditation to further and higher educational institutions, as well as to accredit programmes and modules designed and offered in Malta. NCFHE is an affiliate member of ENQA, the European Association for Quality Assurance in Higher Education. Apart from local recognition, all

STC partners, being academic or professional, follow a strict quality process to ensure that the service given to students is impeccable.

1.2 STC's approach to quality

The management structure at STC helps in ensuring that quality is portrayed and filtered down in a manageable format across the different departments of the organisation.

1.2.1 Board of Directors

The board of directors is made up of experts who have been engaged within teaching and learning for a good number of years.

1.2.2 Senior Management

Highly trained managers ensure that all policies are adhered to. Business development is pushed forward by senior management in order for STC to retain and broaden positive relationships with partners and industry.

1.2.3 Course Leaders

The different departments, Computing and Business, have a course leader who is designated to ensure that the quality of the programme, in conjunction with the pertinent awarding body, is maintained. A course leader needs to have academic experience as well as professional experience within the field of study.

1.2.4 Lecturers

All lecturers at STC have experience in lecturing as well as the required certifications (MBA, MSc or Doctorate). A minimum of a level 7 qualification is required in order to lecture level 5 Diplomas.

Professional experience is highly valued by STC since this enables lecturers to link the academic content to the professional activity.

Lecturers are also encouraged to keep up with developments in their respective fields and with the methodological requirements of their subjects of delivery. Lecturers have a shared space on campus where informal meetings are held. Biannual formal meetings are organised in conjunction with the administration staff, with the scope of ensuring that the teaching and learning activities are up to the standard that STC is renowned for.

1.3 Available Resources

1.3.1 Library

The library is designed to provide academic support to staff and students at STC. Apart from the physical books, the library also offers a space for students to study in a modern space with all the required facilities. STC library makes use of digital databases to provide further support to its members both on and off-site.

The library has subscriptions, in digital and print format, to some of the most popular publications in business and technology. These magazines are made available to all members of staff for continuous self-development. Students are also encouraged to make use of such resources.

Students are given access to "MySchool", a VLE that provides access to learning material and other digital services that provide further support to the students' academic experience.

1.3.2   Student Support

A number of services are provided to complement the student experience. Well-being is taken care of diligently thanks to specialised support services that are available to students, such as psychological support as well as support for students with special needs. Students are encouraged to seek support whenever they feel it is needed.

1.3.3   IT Infrastructure

IT Support is available to ensure that the institutions' various laboratories and electronic resources, as well as the Wi-Fi network and internet hotspots are maintained and running optimally. Laboratories equipped with modern computer systems are found on premises and are made available to our students as required. STC also ensures that lecturers and students are given all the necessary IT-related support, including the possibility of borrowing equipment to use at home. This is particularly pertinent in situations where students have online lessons (remotely) when face-to-face lectures (on campus) are not allowed by the authorities.

Microsoft Teams provides all the features required to provide an excellent online teaching and learning experience for all the parties involved: students, admin staff and academics. Students at STC already make use of Microsoft Office and its integration within the entire ecosystem is a very straightforward one.

The VLE can be used on a number of different computers that run Microsoft Windows, Mac OS X or Linux, as well as tablets and smartphones running compatible versions of Android OS or iOS.

From the official Microsoft documentation (as of July 2020) Microsoft Teams requires the following hardware:

- Intel (or equivalent) processor running at 1.6Ghz
- 2GB RAM
- 3GB Hard Drive
- 1024 x 768 Resolution
- 128MB Graphics card

Each student is provided a private and unique email ...@stcmalta.edu.mt which will be used to access Teams. All the laptops currently in use at STC meet the requirements listed above and include all the required software for online delivery.

2.   QUALITY EVENTS

2.1 Professional Programme Reviews

At specified intervals all the programmes that are currently being offered at STC are reviewed for suitability and validity. Some of the professional modules running at STC are designed to allow for yearly minor modifications to reflect changes in systems and technologies pertinent to the professional modules themselves.

2.1.1   Timing

Course leaders together with the senior management are engaged in yearly reviews to ensure the suitability of the professional modules and to agree on what changes are required for the upcoming run. All the events need to be ready at least four months before the start of the course to ensure suitable time for modification of learning material.

2.1.2   Procedure

For yearly reviews, the course leaders collect information from the rest of the academic team with regards to any changes which they deem necessary within the different courses. The course leaders discuss any suggestions with the senior management.

Draft documentation is prepared and discussed at the next board meeting. Timing, as per previous section, needs to be maintained.

2.2 Academic Programme Reviews

Information from teaching staff as well as students, through the administration of surveys and annual feedback sessions taken care of by external professionals, is passed on to the academic partner. Students also have the possibility to provide feedback during student council meetings as well as during the formal study board meetings.

Course leaders are engaged in communication with staff from the different awarding bodies (eg NCC and CISCO) and discuss issues and suggest improvements that can be made to the current programmes. The aim of these meetings is to constantly improve the quality of programmes offered at STC.

STC strictly complies with all the quality policies put forward by the awarding body.

2.2.1   Annual monitoring

The formal procedures for the annual monitoring of courses are set out in the quality assurance documents of our awarding institution. STC is monitored on an annual basis by NCC Education. This is done in three stages:

1. The Academic Development Manager (at NCC Education) carries out an annual audit visit to monitor the quality of teaching and processes at STC, keeping in mind all interactions from the previous 12 months.
2. During the annual audit, the Academic Development Manager shares and discusses a statistical report based on the performance of STC candidates during the previous year.
3. STC is required to return a short-evaluation statement.
4. Following the outcome of stages 1 to 3, the Academic Development Manager fills in the audit form together with the evaluation.

2.2.2   Study Board Meetings

Study board meetings are held twice a year and are reserved for students studying academic modules at level 3 or higher. These meetings are normally held in the first semester (typically during last week of November) and then in the second semester (typically during the last week of February).

The objective of the study board meetings is to serve as a forum for staff as well as the student representatives to review and in a collaborative manner discuss issues pertinent with academia. The aim is to further improve the student experience by ensuring that the student representatives obtain feedback from their respective cohort and discuss this with both academic and administrative members of staff.

2.3 Changes to Academic Programmes

Information from teaching staff as well as students, through the administration of surveys, annual feedback, student council meetings and study board meetings are used to provide information to the academic partner.

2.3.1   Major Changes

When major changes to the programme are proposed by the awarding body, STC engages in communication with the awarding body to understand the nature of the changes and to ensure that all the provisions required locally are put in place. This might include provision of training to ensure that all lecturing staff is appropriately prepared for the changes, as well as a resource study to ensure that all the required equipment is available before the commencement of the new modules.

Any changes to the mode of delivery and to programme learning outcomes are considered as major changes.

2.3.2   Minor changes

Minor changes are communicated to the course leader, either through direct communication with the awarding body or through the senior management. These changes are then channelled to the relevant lecturers.

2.4 New Programme or Module

2.4.1   Roles and Responsibilities

Senior management (as a business development function), in conjunction with course leaders, are tasked with initiating the process for the development of new courses or programmes.

2.4.2   Validation

All programmes that are developed at STC are approved by NCFHE. Any required documentation and timelines as put forward by NCFHE need to be adhered to in order to ensure the appropriate certification of the courses.

2.5 Removal of Programme or Module

Any programme or module that are no longer serving an academic need or are no longer deemed suitable need to go through a process for their market withdrawal. All students need to be allowed a resit (if applicable) within a reasonable timeframe (as provided by the partner) even if the programme or module is not running anymore.

3.   ENGAGEMENT WITH PROFESSIONAL, STATUTORY AND OR REGULATORY BODIES

STC's roots are planted into the industry. As such our relationship with industry has always been particularly strong. Employers show a favourable disposition to offer jobs and internships opportunities to students who study at STC. STC has always been particularly diligent when it comes to ensuring that collaboration with key partners is kept to high esteem.

3.1 The NCFHE

The National Commission for Further and Higher Education (NCFHE) was officially launched in 2012 and is legislated by the revised Education Act which came into force on the 1st of August 2012. The NCFHE mission statement is *"to foster the development and achievement of excellence in further and higher education in Malta through research, effective licensing, accreditation, quality assurance and recognition of qualifications established under the Malta Qualifications Framework."*

NCFHE provides accreditation to further and higher educational institutions and is an entity that can accredit programmes or courses of studies at higher education level for Malta (both national and international qualifications). Thus, it monitors quality assurance of both educational institutions and programmes or

courses, validates informal and non-formal learning and actively researches and provides policy recommendation on issues related to further and higher education.

3.1.1   Licensing

The license renewal process implies the re-submission of different documentation that assures educational quality and a safe and secure environment, like:

- Quality assurance police and audit (internal and follow up of the external quality audit)
- Declaration by a warranted Health and Safety Officer that the venue is free from hazards
- Declaration by a warranted architect that the teaching venue is in full compliance

The license renewal is subject to NCFHE and all details can be consulted on their official website.

3.2 External Quality Audits

NCFHE is an affiliate member of ENQA, the European Association for Quality Assurance in Higher Education. The Qualifications Recognition Information Centre (QRIC) within NCFHE also forms part of the European Network of Information Centres in the European Region (ENIC) and the National Recognition Information Centres in the European Union (NARIC). The Commission also acts as the National Contact Point for the European Qualifications Framework.

The NCFHE has strengthened quality assurance in Malta through the establishment of the National Quality Assurance Framework for Further and Higher Education, in 2015. Through this framework, NCFHE has established the parameters for national external quality audits (EQA) system that complements the internal quality assurance (IQA) mechanisms of individual further and higher education entities. NCFHE carried the first external quality audit to STC in October 2017. The results are available online.

Each external quality assurance audit report is followed by an internal review at STC where the senior management team and academic leaders review the outcomes and develop a plan to tackle the shortcomings.

4.   ENTRY REQUIREMENTS

STC always ensures that enrolled students present a true copy of the original certificates. The identity of all students is also verified before their enrolment. A copy of a valid ID card or passport is kept in the student's file after verifying that it is a true copy of the original document, always in respect of GDPR and other applicable data privacy laws.

The entry requirements as listed below are accurate at the time of publication and may be subject to change without notice.

Undergraduate			
International Partner	Programme title/s	Standard entry qualifications (for each programme, wherespecific)	English languagerequirements
NCC Education	DC(L3)	School Leaving Certificateor Mature students aged 18 or overare expected to have the maturity to undertake this programme	Have previously studied in English at secondary school level or IELTS score 5.5 or above
NCC Education	DC(L4)	Diploma in Computing Level3(DC) L3 or equivalent or 6 O Levels including Maths and English. or Mature student aged 21 or overwith two years relevant work experience	O Level / GCSEor LCCI IQ 350 combinedscore in reading and listening (writing 2, listening Level 4)
NCC Education	DB(L3)	School Leaving Certificateor Mature students aged 18 or over are expected to have the maturity to undertake this programme	Have previously studied inEnglish at secondary school level. or IELTS score 5.5 or above
NCC Education	DB(L4)	Diploma in Business Level 3(DB)L3 or equivalent or 6 O Levels including Maths and English. or Mature students aged 21 or overwith two years relevant work experience	O Level / GCSEor LCCI IQ 350 combinedscore in reading and listening (writing 2, listening Level 4
NCC Education	DB(L5)	Diploma in Business Level 4 (DB) L4 or equivalent	O Level / GCSE or Students whose first language is not English. TOEFL Grade 550 or ITLTS grade 6.0

Professional Courses			
International Partner	Programme title/s	Standard entry qualifications (for each programme, where specific)	English languagerequirements
Benchmark Training & Development Ltd ATO-examinations administered by (APMG).	Prince2	Recommended for practising project managers who are responsible for managing projects using PRINCE2, or considering using PRINCE2 for their next project	Good knowledge of the English language
Cisco	CCNA Exploration	Basic knowledge of IT	Good knowledge of the English language
Cisco	CCNP	CCNA Certification or Students reading for an ICT Degree or Mature students with relevant work experience	Good knowledge of the English language

5. ASSESSMENT

5.1 Institute Regulations

STC takes all examinations and assessments extremely seriously and ensures that our guidelines are closely observed so that the entire process is secure and efficiently administered. STC endeavours to keep the same assessment (both assignments and examinations) in terms of mode, deadlines and delivery faithful to those of the original partners. This ensures that quality remains high and the student is achieving a diploma, degree, or any other award that is consistent with what is expected from students studying from that university or centre.

5.2 Academic Integrity

Ensuring that students follow academic rules when it comes to all forms of assessment is essential in providing quality education as well as to preserve the reputation that STC holds. As such STC employs a number of different mechanisms in ensuring adherence with assessment rules.

5.2.1 Assignments

Seminars designed to train lecturers in identifying different types of academic malpractice, such as colluding and plagiarism, are held. All assignments are scanned for plagiarism through online software such as Turn-it-in. The academic partner provides access to such systems. STC's lecturing and administrative staff ensure that the process is adhered to.

Students are informed how the software works during the induction seminar. Adequate training is then provided throughout the academic year as necessary, thus ensuring that, irrespective of the students' academic background, all students become familiar with using such software.

More information can be found in the policy document - *Assessment Instructions Policy.*

5.2.2 Examinations

STC employs a number of practices to ensure that the examination process is not hindered by any academic malpractice attempt. Members of the administration team and invigilators are trained in order to provide students with clear instructions on the expected behaviour during examinations.

More information can be found in the policy document - *Examinations Instructions Policy.*

5.3 Moderation

Quality management is essential within assessment. Course leaders provide initial support with regards to marking based on best practices and recommendations obtained from the academic partner. Preliminary and internal moderation is held at STC by experts and other lecturers within that specific domain.

External moderation is also held with a sample of the papers being sent to the academic partner to provide an indication of the marking performed as well as potentially adjust any marks to fit standard. The choice of the papers sent for moderation include borderline marks as well as papers within the different marking categories.

5.4 Disability

We believe in being able to provide quality education for all. Inclusion is at the heart of the operations at STC and students who provide information to the centre about any disability that might hinder their learning are allowed, once proven by the relevant documentation, to obtain any support that is recommended by the professionals.

6. STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

All programmes at STC are delivered in a way that aims to encourage students to take an active role in the learning process. Each module completion requires a 75% attendance for full timers and a 60% attendance for part timers.

The way we deliver our programmes aims to promote:

- Respect for diversity and specific needs (more information available on **Welfare Policy** and on **Special Considerations Policy**). Lecturers are also encouraged to be culturally responsive and to provide students with any extra support especially when there are gaps in students' knowledge or skills because of discrepancies in their previous learning experiences. It is the course leaders' role to support lecturers in this respect.

- Learner-teacher, learner-learner mutual respect relationships (more info available on **Staff code of conduct** and **Students code of conduct**).

- A variety of pedagogical methods to enhance students' learning experience. Classroom-based teaching, supplemented by technology, is preferred to distance learning. In fact, unless otherwise constrained, all lectures take place on campus, with some exceptions whereby lecturers feel that blended learning is advantageous for that particular module. Face-to-face interaction between lecturers and students is considered to be of utmost importance, and even when lessons have to be carried out remotely (such as in the case of the COVID-19 pandemic), all teaching is done in real time. Constructing knowledge through questioning and engaging students through class discussions are considered to be crucial, whether lessons take place on campus or remotely. The lecturer's role is crucial as a facilitator, guide and assessor of the learning that is taking place. Lecturers are also encouraged to open up the courses to external expertise in the respective field. As much as the pedagogical methods used depend on the nature of the module, the following are some of the most commonly used methods: lecturing/direct instruction, cooperative learning, problem-based learning, project-based learning and student-led learning. Developing and supporting student autonomy is of crucial importance. Students are constantly encouraged to take responsibility for their own learning through Private Study which includes self-reflection exercises.

- A progressive sense of autonomy, while offering guidance and support. This is especially important in the first year - entry point - since students often come from student experiences more based on memorisation of contents. STC aims to encourage students to continuously broaden their knowledge and enlarge their vision of the subjects, areas of study and professional applicability.

- Continuous feedback to our students on their performance, often in an informal way during the lectures. When needed, one-to-one appointments are set at the administration department or with the respective course leader, in order to discuss with the student any shortcomings or challenges.

- An open dialogue between the academic and administration team, to deal with any issues as from the very start at STC (registration and induction). This open dialogue, together with the student satisfaction forms submitted halfway for each module, are the main channels through which STC evaluates and adjusts the modes of delivery and pedagogical methods on a day-to-day basis. All other forms of feedback, as mentioned earlier, are also given importance. Students are also given the possibility to forward a complaint (in accordance with the **Complaints Policy**).

- Study skills support. We aim to empower our students with better study skills, through a session during induction day, through one-to-one meetings with the course leaders and/or with the Administration and Academic Manager. Moreover, lecturers are encouraged to support students on a daily basis in class.

- Support that is not academic in nature. STC understands that academic support alone is not enough and that students face various issues during their student life and at times go through very difficult phases that can hinder them from reaching their potential. Lecturers are encouraged to be particularly vigilant and understanding and to try and give students as much support as possible. Lecturers are encouraged to inform the Administration and Academic Manager whenever they feel that a student might need further support. Whenever necessary, students are offered the possibility to have one-to-one sessions with the Welfare Officer. Caregivers are also given the opportunity to discuss any issues with the Administration and Academic Manager and/or course leaders.

With regards to the assessment processes:

- Each student is made aware of the methods of assessment and criteria while registering at STC and reminded at the beginning of each module. Such information is also available online.

- Although the final grade is only based on the assignment submission/examination work, we encourage our students to commit to regular private study and assigned coursework. This is mandatory in order to be eligible for the main submission.

- For speaking examinations and presentations, assessment is carried out by more than one examiner at STC and then double marked at NCC.

- A policy of pre and post assessment special considerations is available (*Special Considerations Policy*) aiming to take into account possible mitigating circumstances.

- Detailed marking schemes released by NCC plus the double marking procedure are meant to ensure consistency when it comes to marking assignments. All examinations are marked directly by NCC.

- A formal procedure for appeals is in place although limited by NCC regulations (*Post results Policy*).

- Due to the COVID-19 pandemic students could not sit for examinations at STC. In order to ensure students' progress, STC ensured that all students could be assessed through coursework (continuous assessment carried out during online lessons) and a take-home examination. This was done in agreement with NCC and Ofqual regulations. Viva's were held whenever a lecturer suspected some form of malpractice and a report was issued for each case. All evidence was sent to NCC as requested. In view of this, a *Calculated Results Appeal Policy*[1] was issued to set out the options available to candidates who wish to appeal a calculated result. This is an exceptional policy that only applies when examinations cannot be held at the centre.

- As the COVID-19 pandemic develops, new policies from the regulators may apply. Lecturers and students will be immediately informed through the usual communications channels (during lectures or online/face to face meetings or by the means of announcements through Microsoft Teams or Myschool)

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[1] Applied to May 2020 exams, exclusively.

7. STUDENT COUNCIL

Students are at the heart of all the activities at STC. We do our best to provide students with an engaging experience that steps above and beyond the remit of academia. To this end the STC student council has been formed with a student representative from each course.

7.1 Election Process

When joining STC, and within the first year of their studies, students are made aware that there is an opportunity to take on the role of student representative, thereby becoming the main voice for that course for any issue, academic in nature or otherwise, that may arise during the year. All student representatives need to be chosen within the first 3 weeks of the academic year. Membership to the council is on a voluntary basis.

7.2 Council Responsibilities

The council's responsibilities span two main areas. Academic responsibilities involve the members of the council attending biannual academic meetings referred to as Board of Studies. This provides both students and staff the possibility to go through any issues present at that stage and as such serve as an opportunity for STC to provide feedback to partners.

The second aim is to provide extra-curricular activities that engage all students irrespective of their cultural background and nationality. A number of events have been organised throughout the years, ranging from parties to football tournaments to cultural excursions.

8. EXTERNAL AUDITS

8.1 Terms of Ownership

STC complies with the NCFHE requirements with regards to External Quality Audits (EQAs) that are carried out under the responsibility of the NCFHE. In making arrangements for EQAs, the NCFHE adheres to the following standards:

- *it examines the fitness for purpose and effectiveness of the IQA processes used by the entity, including an examination of the system's structure, the documentation it produces and the evaluations of quality conducted by the entity;*

- *it examines the compliance of educational institutions with obligations of licence holders under these regulations, where applicable; as well as any conditions or restrictions imposed by the NCFHE on the licensee under these regulations;*

- *it includes appropriate investigatory mechanisms to ensure financial probity, and where the provider is a body corporate, to ensure that the members of the body corporate, the legal representative and the persons occupying a headship position are fit and proper persons to deliver further or higher education programmes[2].*

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[2] Internal and External Quality Assurance in Further and Higher Education (NCFHE, nd)

NCFHE external quality audit analysis the educational institutions on 11 standards: policy for quality assurance; institutional probity; design and approval of programmes; student-centred learning, teaching and assessment; student admission, progression, recognition and certification; teaching staff; learning resources and student support; information management; public information and on-going monitoring and periodic review of programmes; cyclical external quality assurance.

STC further complies with NCC Education regulatory compliance framework, which is in accordance with Ofqual's General Conditions of Recognition, Section C. Compliance is monitored by the means of an annual monitoring report.

NCC Annual Monitoring Report consists of five sections[3].

- Parts A & B contain the information held in our systems about STC and candidate performance, alongside global performance statistics.

- Part C is completed by NCC Academic Development Manager to give feedback on academic performance at the Centre and raise any concerns. A risk rating is given for a number of areas by the ADM at the end of this section.

- Part D is completed by Centre to confirm ongoing compliance with NCC Education's Centre Regulations and provide any feedback on our products and services.

- Part E contains action plans for both the Centre and NCC Education, to be agreed upon by the Academic Development Manager and STC.

In order to assure institutional probity, STC accounts are also audited yearly by an external accounting auditor. Yearly financial statements and regular budget plans are regularly issued and discussed at Board level.

8.2 Timeline

The timeline is proposed by the NCFHE and STC seeks to adhere to the proposals put forward. Generally, the NCFHE provides the dates of the audit around 30 weeks before the event. A series of activities, such as questionnaires and reports are carried out during the weeks preceding the meetings and peer review panel. NCC advises STC on the date of the annual monitoring report and visit (when applicable) a few weeks before it takes place.

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[3] Centre Monitoring Policy (NCC, 2019)

ADDITIONAL INFORMATION

Other policies that inform and add to the above document are:

- Academic Misconduct Policy
- Behavioural Code of Conduct
- Staff Code of Conduct
- Welfare Policy
- Assignments Instructions
- Examinations Instructions
- Complaints Policy
- Office Privacy policy
- Special Considerations Policy
- Anti-bribery and Corruption Policy
- HR: Disciplinary Procedures
- Complaints Procedure
- Post-Results Policy
- Calculated Results Appeal Policy