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GBS Assessment Regulations

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Related policies
<ul style="list-style-type: none"> • GBS Student Complaints Policy and Procedure ▪ GBS Student Charter ▪ GBS Student Code of Conduct ▪ GBS Equality and Diversity Policy ▪ GBS Extenuating Circumstances Policy and Procedure ▪ GBS Good Academic Practice and Academic Malpractice Policy.
External Reference
N/A

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1. Policy Statement

1.1 GBS HE Malta Limited is committed to ensuring that standards of assessment are explicit, valid, and reliable and that assessment is conducted with rigour, integrity, and fairness, meeting the requirements and expectations of the awarding organisations concerned. Assessments should also promote quality and equality.

2. Scope

2.1 These regulations apply to all Bath Spa University qualifications offered by GBS HE Malta Limited.

2.2 The regulations are reviewed annually. These Assessment Regulations, and any proposed amendments, are approved by the GBS' Academic Board.

3. Responsibilities in the context of the Assessment Regulations

3.1 GBS will ensure that students have access to Bath Spa University Academic Regulations regulations and ancillary assessment policies and procedures. These include:

- Good Academic Practice and Academic Misconduct
- Complaints
- Academic Appeals
- Recognition of Prior Learning
- Special Considerations and Reasonable Adjustments

3.2 Programme Leader

3.3 This is the person who is responsible for a particular programme and will ensure that programme requirements are published. A Programme Leader is designated to take overall responsibility for the effective delivery and assessment of the programme. They may also act as an Assessor and/or Internal Verifier.

3.4 The Programme Leader will:

- Produce a programme specification including learning aims and outcomes, programme structure, the rationale for sequencing of units and an outline of the assessment methods used for each unit.
- Develop programme/student handbook.
- Create assessment plans.
- Keep records of the verification process.
- Ensure an effective system of recording student achievement is in place.
- Self-assess and design actions for improvement annually.

3.5 Assessor

3.6 An Assessor is anyone responsible for the assessment of students. The Assessors will devise assignment briefs, deliver the programme of study, and assess the evidence produced by students against the assessment criteria in the programme specification.

3.7 Assessor responsibilities include:

- Undertakes standardisation with programme team.
- Delivers content using effective approaches and takes account of support materials.
- Designs, adapts, and uses assessment instruments.
- Identifies formative and summative assessment opportunities for the student and provides constructive feedback to enhance assessment.
- Checks that all student work is authenticated and that any evidence accepted for assessment is the students' work.
- Assesses student work according to the agreed assessment plan and against national standards.
- Tracks student achievement maintains accurate records and provides summative assessment decisions.
- Oversees any permitted resubmissions.
- Completes any remedial action identified by the Internal Verifier.

3.8 Internal Verifier

3.9 An Internal Verifier (IV) conducts quality checks on assessment processes and practices to ensure that they are in line with the national standards and that all students have been judged fairly and consistently.

3.10 The IV can be anyone involved in the delivery and assessment of the programme that can give an expert "second opinion". Where there is a team of Assessors, it is good practice for all Assessors to be involved in internally verifying each other and share good practices.

3.11 The Internal Verifier:

- Approves and signs the programme assessment plan, assignment briefs and the assessment decisions.
- Confirms the quality of assessment instruments as fit for purpose.
- Provides feedback to the Assessor, including action to be taken if assessment instruments are judged to be incorrect.
- Participates and works with the team in standardisation activities.
- Undertakes internal verification in line with the internal verification plan.
- Checks the quality of assessment to ensure that it is consistent, valid, fair, and reliable.
- Confirms whether assessment decisions meet national standards.
- Provides feedback to the Assessor, including action to be taken if assessment decisions are judged to be incorrect.
- Ensures own assessment decisions are sampled if assessing on a programme.

4. Planning Assessment

4.1 Teaching and assessment plans should be developed jointly by the programme team and agreed by the Programme Leader. Key areas to consider are:

- Schemes of work

- Timetabling, academic calendar
- Unit sequencing or integration
- Assignments and projects
- Resource planning, such as when to deploy specialist staff
- Planning assignment deadlines across the programme to ensure that students are not overwhelmed at key points
- Unit feedback from students
- How the authenticity of student work can be assured.

5. Planning Internal Verification

5.1 Internal verification is the quality assurance system you use to monitor assessment practice and decisions. It ensures that:

- Assessment plans are in place to ensure full coverage of the qualification.
- Assessment instruments are fit for purpose.
- Assessment decisions accurately match student evidence to the unit grading criteria.
- Assessors are standardised and assessment and grading are consistent across the programme.
- Samples are prepared for scrutiny by External Examiners.

5.2 Internal verification must be planned for at the start of a programme. An internal verification schedule must be agreed, to ensure that all assignment briefs are internally verified before distribution to students. The schedule for verifying assessment decisions should cover every:

- Student
- Assessor
- Unit
- Work from every assignment

5.3 The IV sample should be constructed in a way that assures the entire assessment is rigorous. A well-constructed sample should consider:

- The full range of assessment decisions made work meeting criteria for distinction, merit, pass, and referred, should all be included in the sample.
- The experience of the Assessor: new or inexperienced Assessors should have more work internally verified than an experienced Assessor.
- New HNC/D programmes: when a unit or programme is first introduced, the sample should be increased.

6. Formative and Summative Assessment

6.1 Internal Assessment is the proves where assessors make judgements on evidence produced by students against required criteria and provide feedback.

6.2 Formative Assessment

6.3 Formative assessment involves both the Assessor and the student in a two-way conversation about progress. The process does not confirm achievement of grades but focuses on helping the student to reflect on their learning and improve their performance. The main function of formative assessment is to provide feedback to

enable the student to make improvements to consolidate a Pass or attain a higher grade and reflect on the level of the work required and the elements needed to meet the criteria. This should be scheduled and implemented with sufficient time for students to revisit their draft assignment tasks and make changes or further improvements to their work.

6.4 Summative Assessment

6.5 Summative assessment is a final assessment decision about the assessment criteria of each unit; it is the definitive assessment and recording of the student's achievement must take place. Students should be informed that summative assessment grades are provisional and are subject to confirmation by the Assessment Board.

6.6 Internal Assessment is the proves where assessors make judgements on evidence produced by students against required criteria and provide feedback.

6.7 All GBS devised internal assessment materials must be internally verified before being issued to students.

7. Assessment Extensions and Extenuating Circumstances

7.1 Extensions

7.2 Students should only be given authorised extensions for legitimate reasons and extenuating circumstances, such as illness at the time of submission.

7.3 Students are responsible for submitting work by the deadlines specified. Where a student becomes aware of and has good reason(s) as to why they are going to have difficulty submitting work by the due date, a request for an approved extension of time should be made. The duration of extensions should be consistent across all students and should not be after summative feedback has been issued to the other students on the programme.

7.4 Extension requests should be made before the assessment deadline and should be formally approved by the Programme Leader. If an extension is granted, the new deadline must be recorded and adhered to. Multiple extensions to a student should not be allowed.

7.5 All extensions granted by the Programme Leader must be recorded and made available at the Assessment Board and to the External Examiner (EE). Recording details of extensions enable the Assessment Board and the EE to confirm that the programme is operating consistently following GBS and Bath Spa University policies and guidelines.

7.6 Authorised Extensions

7.7 The following represent legitimate requests for an authorised extension to an assessment deadline:

- sudden illness (certified note)
- bereavement or personal trauma

- an accident that necessitates time-off or prevents the student from completing the assessment.
- jury service
- serious illness of a family member
- other notified personal reasons that prevent the student from submitting their work by the assessment deadline.

8. Extenuating Circumstances

8.1 Extenuating Circumstances are serious and exceptional circumstances outside the student's control, normally unforeseeable and unpreventable, which the student feels significantly affected their ability to meet the deadline.

8.2 Students will be required to submit their EC requests to GBS for consideration. GBS will consider the validity and seriousness of extenuating circumstances and make recommendations in respect of their assessments i.e., new submission date.

8.3 Grounds to Reject an application

8.4 An application may be rejected where one or more of the following criteria apply:

- The application was submitted after the summative assessment deadline.
- Uncertified illness.
- The student missed work because they were on holiday.
- The submitted work has been lost due to a problem with their PC, printer or any other hardware/software used in its publication.
- The student claims they didn't know the assessment deadlines and/ or procedure.
- Any other reason where there is insufficient evidence to support the request.

9. Assessment Submission, Tracking and Recording Process

9.1 It is essential to track and record student achievement throughout the programme. All assessment must be recorded in such a way that:

- Assessment evidence is measured against national standards.
- Student progress can be accurately tracked.
- The assessment process can be reliably verified.
- There is clear evidence of the safety of certification.

9.2 The Programme Leader/Assessors must keep and maintain assessment tracking to record all assessment activities for the qualification on a unit-by-unit basis.

9.3 The assessor should also track student progress, recording what each student has achieved and what work is outstanding using a unit tracker form. This helps to ensure full coverage of the units and provides opportunities for grading. It also helps enable internal verification and provides samples for External Examiners and other external audits as required.

10. Assessment Submission Process

10.1 All students' work must be produced using IT and the student must put their work through Turnitin. All parts of an assignment must be attempted by the student for the submission to be accepted. The incomplete assignment will be treated as a non-submission.

10.2 Feedback and grades are also recorded and released to the student electronically.

11. Referral for Pass/Merit/Distinction Grades

11.1 Assessment must be based on the evidence that to gain high grades the work must satisfy the pass criteria first. Merit and distinction grades cannot be awarded until the pass criteria have been achieved.

11.2 Assessors should take a holistic approach when assessing the evidence. If the student has not met the standard for the pass criteria the work must be referred. The assessor should provide feedback on why the work is referred.

11.3 For any referred work, students should address the missing criteria and cannot submit further evidence meeting the higher criteria as it will not be assessed. To ensure mistakes are not made with this the assessor must provide feedback against the assessment criteria indicating the criterion has not been achieved. Assessors should provide annotated comments confirming the grades within students' evidence.

11.4 After referral the pass criteria is assessed and, if met, the merits and distinctions that were submitted on the original hand in date will remain as achieved.

11.5 If the merit and distinction criteria are not fully met, it should be indicated in the annotated feedback comments.

11.6 If the second submission is referred again and the student failed to meet the pass criteria, there will be no opportunity available except to Repeat the unit.

12. Assessment Late Submission

12.1 Assessors must not accept any late assignment submissions, especially when an extension was not requested and approved before the published deadline.

- Students must not be advantaged by having additional time to complete assignments.
- Each programme must publish the units' assessment issue, submission and resubmission dates. Students can only be given authorised extensions for valid reasons and extenuating circumstances.
- Where an assessment is submitted after the published deadline and where an extenuating circumstances form has not been submitted, this will be treated as a non-submission.

13. Failure of a Unit

13.1 A student who does not achieve the requirements to pass a unit has failed that unit.

The circumstances in which a unit can be failed are:

- Following first attempt and resubmission, the student has not made any valid attempt in one or more assessment tasks i.e., non-submission.
- Following resubmission, the student does not achieve the minimum overall pass criteria in a unit.

14. Assessment Resubmissions

14.1 The key points regarding resubmission have been summarised in the following table:

BTEC Higher Nationals RQF
One resubmission is allowed if a student does not achieve a pass on first submission (same assignment).
The reassessment opportunity will be capped at Pass for that unit.
A student will not be entitled to be reassessed in any component for which a Pass or higher has already been awarded.

14.2 Procedure for Assessment Resubmission

- The resubmission must be recorded in the relevant assessment documentation.
- The student must be given clear and realistic deadline for resubmission that is consistent across all students granted a resubmission.
- The resubmission must be undertaken by the student with no further guidance.
- Only one opportunity for reassessment of each assessment criterion will be permitted.
- The original evidence submitted for the assessment can remain valid.

14.3 Resubmissions are authorised by the Assessment Board and if all of the following submission conditions are met:

- The student has met the initial deadlines set in the assignment, has met an agreed deadline extension, or has submitted work late which has been accepted.
- The assessor judges that the student has fully attempted to achieve all targeted learning outcomes in their original submission.
- The assessor judges that the student will be able to provide improved evidence without further guidance.
- The assessor has authenticated the evidence submitted for assessment.

14.4 Repeat Units

- If a student does not achieve a pass grade after a resubmission opportunity, the unit grade will be recorded as 'Not Achieved'.
- The student may be able to repeat up to two units at the discretion of GBS and the Assessment Board. The student must study the units again with full attendance and pay the unit fees.
- Overall unit grades for the repeated units will be capped at a 'Pass'. Units are allowed to be repeated only once.
- All information and records should be stored safely for the External Examiner's sample.

14.5 Progression

14.6 Where a student passes all units for a given academic year, the student will normally progress to the next stage or level.

14.7 Where a student has not passed all the units but has had extenuating circumstance accepted at either the first assessment or a reassessment point (deferral), then they will be allowed to progress with a further opportunity at reassessment, at the discretion of the Assessment Board.

15. Compensation (HNC and HND)

15.1 The calculation of the overall qualification grade is based on the student's performance in all units. Students are awarded a Pass, Merit or Distinction qualification grade using the points gained through all 120 credits, at Level 4 for the HNC or Level 5 for the HND, based on unit achievement.

15.2 All units with a valid combination must have been attempted for each qualification. Students can be awarded a HND if they have attempted (submission and resubmission) but not achieved a Pass in one of the 15 credit units completed at Level 4 and similarly if they have attempted (submission and resubmission) but not achieved one of the 15 credit units at Level 5. However, they must complete and pass the remaining units for a HNC or HND as per the unit rules of combination of the required qualification.

15.3 These units (one at L4 and one at L5) will appear on the student's Notification of Performance that is issued with the student certificate as 'Unclassified'; i.e., a 'U' grade.

16. Retention of Assessed Work and Assessment Records

16.1 Student evidence and assessment records will be retained up to three years from the date of certification (Bath Spa University requirement).

16.2 The Programme Leader, Internal Verifier and Assessors need to:

- Store all assessment records securely and safely relating to both internally set assessments with formative and summative feedback.
- Maintain records of student achievements that are up to date, regularly reviewed and tracked accurately against national standards.

16.3 The records must be of sufficient detail to show exactly how assessment decisions were made (i.e., to assessment criterion level). Records must be securely kept for internal and external audits and in case of student appeals, certification issues, etc.

16.4 Up-to-date and accurate student progress information regarding registration, student feedback and progress, and achievement (at assessment criterion level) must be recorded. All assessment staff must check the accuracy of the information recorded.

17. Assessment Board

17.1 The main purpose of the Assessment Board is to make recommendations on:

- The awards to be made to students
- The grades achieved by students on the individual units
- Progression of students onto the next stage of the programme
- Extensions and Extenuating circumstances
- Consider cases of cheating and plagiarism
- Referrals and deferrals
- Authorise resubmissions
- Consider comments of the External Examiner (if applicable).

17.2 GBS may hold a pre-board meeting to ensure that all the required information is available to the Assessment Board. Dates for Assessment Boards shall be scheduled at the beginning of the academic year.

17.3 The Chair should identify the programmes of action open to the Assessment Board.

Consideration of individual results should be conducted as follows:

- The grades of each student should be considered.
- The consideration of extenuating circumstances should be conducted.
- Any amendments to the grades will be agreed and must be recorded.
- The overall unit results for the student will be agreed.
- The consideration of resubmission/deferred work discussed and agree date(s)
- The decisions of the Assessment Board will be formally recorded in the minutes.

17.4 Assessors should take care not to disclose the confidential proceedings of the Assessment Board.

18. Academic Misconduct

18.1 All incidences of academic misconduct, such as cheating and plagiarism, must be dealt with according to the GBS Good Academic Practice and Academic Malpractice Policy.

18.2 Students must be informed of this policy during induction and given careful guidance about what constitutes malpractice and the study skills required to avoid it. For further information on academic misconduct, please see GBS Good Academic Practice and Academic Misconduct Policy.

19. Right to Appeal

19.1 Students who have concerns about the outcome of an assessment should, in the first instance, discuss the matter with their subject lecturer or assessor. If they wish to take the matter further, they should do so through GBS Appeals Procedure.

19.2 Student Appeals

19.3A student appeal is a request to review decisions made by a centre on their progression, assessment, and awards.

19.4 The Senior Curriculum Manager, Internal Verifiers and Assessors need to ensure that all students are aware of:

- What constitutes an academic appeal and what is considered assessment malpractice.
- The related processes for instigating an appeal or investigating malpractice.
- The possible outcomes that may be reached.
- The consequences of both internal and external outcomes.
- The process that exists to enable students to appeal with Bath Spa University relating to external or internally awarded assessment outcomes.

19.5 Procedures should be known and understood by students and staff. Malpractice issues can be minimised by ensuring students and staff are aware of the issues: plagiarism, collusion, fabrication of results, falsifying grades, fraudulent certification claims; referencing skills; promoting a zero-tolerance approach.

19.6 The appeal process must be understood by staff and students. It should be transparent and enable formal challenges to assessment grades. A thorough student induction programme and the student handbook should ensure that the key information about assessment and appeals policies are communicated.

19.7 External Examiners (EE)

19.8 The EE is a subject assessment specialist appointed by the awarding organisations to conduct an external examination. This verifies that centre management of programmes is effective and performs audits on the assessment decisions. An external examination is conducted by an annual visit.

19.9 It is the responsibility of the Programme Leader to ensure that:

- Actions and recommendations from the EE report are noted and monitored.
- The EE is informed of progress against actions and recommendations.
- Actions, recommendations, and commendations from EE reports are shared with colleagues for the purpose of comparison and identification of good practice and themes for development.

20. Break in Study

20.1 A break in study or permanent withdrawal from the programme may be necessary if circumstances prevent the student from continuing their studies. This must be discussed as soon as possible with the student and the Programme Leader so that the correct procedures are followed.

21. Annual Quality Report

21.1 All programmes will be evaluated annually to ensure that strengths and weaknesses are identified and actioned. Annual programme reports will be drafted in the summer and published in the autumn and be considered by the relevant GBS board(s).

22. Monitoring and Review

22.1 This policy may be amended by GBS at any time.

23. Alternative Format

23.1 This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact:

- **Name:** Student Welfare Management Team
- **Position:** Student Welfare Officer/Manager