

## **GBS Malta**

### **General Assessment Regulations**

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#### **1. Policy Statement**

1.1 GBS Malta 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, and reflect student learning.

## 2. Scope

2.1 These Assessment Regulations apply to all GBS Malta programmes accredited by the Maltese Further and Higher Education Authority (MFHEA), including programmes at MQF/EQF Levels 4, 5, 6 and 7. Annex 1 lists all GBS Malta programmes accredited by the MFHEA.

2.1 These Assessment Regulations are reviewed on an annual basis. These Assessment Regulations, including any proposed amendments, are approved by the GBS Malta Academic Board.

## 3. Responsibilities in the Context of the General assessment Regulations

3.1 GBS Malta will ensure that its students have access to these Assessment Regulations and ancillary/related assessment policies and procedures. These include:

- Good Academic Practice and Academic Misconduct
- Good Academic Practice and the Use of AI
- Academic Appeals Policy and Procedure
- Extenuating Circumstances Policy and Procedure
- Special Considerations and Reasonable Adjustments
- Learner Support Policy
- Policy and Procedure for the Recognition of Prior Learning: Accreditation of Experiential Learning

These policies and procedures can be found on the GBS Malta website (<https://gbs.edu.mt/our-policies>) and the GBS Malta VLE.

**3.2 Programme Lead.** The Programme Lead is the person who is responsible for a particular programme or group of programmes in a specific subject area (business and management, information technology and computing, and health). Programme Leads are responsible for the effective delivery and assessment of programmes under their remit and ensuring that academic standards, as set out in programme and module specifications, and set out in the MFHEA Malta Qualifications Framework ([https://mfhea.mt/wp-content/uploads/2025/01/MFHEA\\_A4-Referencing-Report-2024-Rev03-FINAL\\_page-53-MQF.pdf](https://mfhea.mt/wp-content/uploads/2025/01/MFHEA_A4-Referencing-Report-2024-Rev03-FINAL_page-53-MQF.pdf)). Programme Leads may also act as an assessor, internal verifier and/or moderator of student assessed work, as appropriate.

Programme Leads will be responsible for:

- Producing a programme specification including learning aims and outcomes, programme modular structure, rationale for sequencing of programme modules and assessment methods used for each module.
- Developing and regularly updating programme/student handbooks.
- Ensuring assignment briefs assess module learning outcomes and provide appropriate and innovative academic challenge to student.
- Keeping records of assessment processes, including double marking/moderation of student assessed work.
- Writing annual quality programme reports and identifying actions for continuous enhancement of the student learning experience.

**3.3 Assessor.** An assessor is a member of GBS Malta teaching staff who has responsibility for the assessment of students in relation to modules of the programme of study. Assessors may design assignment briefs ensuring they meet the approved module descriptor requirements, teach modules on the programme, and assess evidence produced by students against assessment criteria as laid out in the assignment brief. Assessor responsibilities include:

- Teaching and assessing module content according to the learning objectives and learning outcomes.
- Designing assignment briefs including grading criteria for each assignment brief.
- Identifying formative and summative assessment opportunities for students and the provision of constructive feedback to enhance assessment.
- Ensuring that student work is authenticated and ensuring that assessments are the students' own work.
- Ensuring that students understand good academic practice and types of academic misconduct, including the inappropriate use of artificial intelligence (AI).
- Track student achievement for modules assessors are responsible for.
- Assess student work according to the module assignment brief and the associated grade criteria.

**3.4 Moderator (Internal Verifier).** A Moderator (Internal Verifier) conducts quality checks on the assessment process and the academic standard of graded assessments to ensure they are in line with established academic standards, judged fairly and consistently, and are graded according to the grade criteria set out in module assignment briefs. A moderator can be any member of teaching staff involved in the delivery and assessment of the programme(s). It is good practice for assessors to be involved with moderation of each other and to share good practices. Moderators are responsible for:

- Approves module assignment briefs and grading criteria for the module assessment
- Confirms that the quality of the assignment brief is fit for purpose.
- Provides feedback to the assessor, including actions to be taken where the assignment brief and/or grade criteria need amendment.
- Checks that the quality of assessment to ensure that it is consistent, valid, fair and reliable.
- Confirms that assessment decisions meet established academic standards.
- Provides feedback to the assessor, including actions to be taken where assessment decisions are judged not to meet required academic standards/grade criteria.
- Ensures own assessment decisions are sampled where assessing programme modules.

## **4. Planning Assessment**

4.1 Teaching and assessment plans, including assignment briefs, should be developed jointly by a programme team and agreed by the programme lead. Key areas to take into account include:

- Timetabling and academic calendar
- Ensuring teaching hours for modules conform to requirements in the programme and module specifications

- Sequencing of the programme modules
- Ensuring assignment types are in line with those stated in a module descriptor
- Assignment briefs and associated grade criteria for the assignment
- Resource planning including when to deploy specialist teaching staff and/or guest lecturers
- Ensuring feedback to students on their assessed work is constructive and identifies areas for improvement and is consistent across teachers.
- Designing assignments briefs to avoid opportunities for academic misconduct, including the inappropriate use of AI.
- How the authenticity of student work can be assured.

## 5. Planning Moderation

5.1 Moderation is the quality assurance system used to monitor and comment upon assessment practices and decisions. Moderation of student assessed work ensures:

- Assignment briefs are fit for purpose and in line with approved module specifications contained within the programme specification.
- Assessment decisions accurately match student evidence with respect to the module grading criteria.
- Assessors are standardised where there are more than one assessor for a module and that grading is consistent and fair across such assessors.
- Grading of student assessed work is consistent across modules at the same MQF/EQF level of a programme.
- Samples of student graded assessed work together with feedback provided are prepared for scrutiny by external examiners.

5.2 Moderation should be planned at the start of a programme. An internal moderation schedule should be produced and agreed to ensure that all assignment briefs are internally moderated before samples are sent to external examiners and graded work with feedback given to students. The schedule should cover: all students, assessors, modules and samples from each module.

5.3 The sample of student work for a module to be moderated should be constructed in such a way that assures the entire module assessment is rigorous and fair. A well-constructed sample for moderation should take into consideration:

- The full range of grades awarded for the module that meet the criteria of distinction, merit, pass, marginal fail and fail.
- The experience of assessors – new or inexperienced assessors should have more work moderated than experienced assessors.
- When a module is taught and assessed for the first time the sample of assessed work for moderation should be increased.

5.4 Normally, between 20 percent and 25 percent of assessed work for a module should be sampled for moderation (this may be less where student numbers on the module are high and/or the assessors are experienced and have assessed on this module previously).

## **6. Formative and Summative Assessment**

6.1 *Formative assessment* involves both the assessor and the student in a two way interaction about progress with learning. The formative assessment 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 learning and achieve a pass grade or a higher grade for their summative assessment. Formative assessment should be scheduled and implemented with sufficient time for students to revisit their draft assignment tasks and make changes for further improvements to their work.

6.2 *Summative assessment* is the final assessment decision about the assessment criteria for each module on the programme of study. It is the final assessment for submission to assess student learning against the module learning outcomes and graded according to the grade criteria included in the assignment brief. Students should be informed that summative assessment grades are provisional and are subject to confirmation by the Assessment Board.

Internal assessment is the process where assessors make judgements on evidence produced by students against required criteria, as detailed in the assignment brief, and includes the provision of feedback to students on their summative assessed work. All GBS Malta devised assignment briefs and associated grade criteria must internally approved before being issued to students.

## **7. Assessment Deadline Extensions**

7.1 Students should only be given authorised extensions for legitimate reasons and extenuating circumstances (see section 8 below). Students are responsible for submitting summative assessed work by the stated deadlines. Where a student becomes aware of and has good reason(s) as to why they are going to have difficulty submitting assessed work by the due date, a request for an approved extension to the deadline should be made. The duration of an extension should be consistent across all students and should not normally be after feedback has been given to other students on their assessed work for the module(s) in question.

Requests for extensions should be made by a student before the deadline and should be formally approved according to guidance set out in GBS Malta's Extenuating Circumstances Policy and Procedure. If an extension is granted, the new deadline should be recorded and adhered to. Normally, multiple extensions to a student should not be allowed.

All extensions should be recorded by the Programme Leader and made available to the Assessment Board. Recording details of extensions are important to enable the Assessment Board to confirm that the programme is operating consistently following GBS Malta policies and guidelines.

7.2 *Late submission of assessed work.* Assessors should not normally accept late submission of assessed work unless an extension to the deadline has been formally granted. In order for assessment to be fair across students there must be no advantage from unauthorised late submission of assessed work. Where an assessment is submitted after the stated deadline it will normally be treated as a non-submission. Subject to approval by the

Assessment Board the student will have an opportunity to make a resubmission with a cap of a Pass grade.

## **8. Extenuating/Mitigating Circumstances**

8.1 Extenuating/mitigating circumstances are serious and exceptional circumstances outside of the student's control. They may be foreseeable or unforeseeable and affect the student's ability to meet an assessment deadline as well as interfere with their learning.

8.2 Requests by students for extension to a deadline for submission of assessed work or, in more extreme circumstances, deferral from studies should be dealt with using the GBS Malta Extenuating Circumstances Policy and Procedure. A guide for students is provided on the GBS Malta website (<https://gbs.edu.mt/media/ghqk5gso/gbs-he-malta-limited-ext-circ-student-guide-v10-rm-vfinal.pdf>). This details extenuating circumstances that are usually regarded as legitimate and will result in an extension being granted. A full list is provided in the policy and the student guide. Some examples are as follows:

- Sudden illness (certification required)
- Bereavement or personal trauma
- An accident that necessitates time-off or prevents the student from attending and/or completing an assessment
- Serious illness of a family member

Independent evidence must be produced to support the extenuating circumstance.

8.2 Students must complete the GBS Malta extenuating circumstances form and provide supporting independent evidence and then submit it to their Programme Leader. The Programme Leader will consider the validity and seriousness of the submitted extenuating circumstance and validity of evidence provided and take action accordingly. The Programme Leader may grant an extension for up to a week and the Associate Dean for up to four weeks. If an extension for longer than four weeks is requested by a student a deferral may be considered since the student will likely miss much of the formal teaching as well.

8.3 The Programme Leader and the Associate Dean have the authority to issue blanket extensions to a module assessment deadline. This may be necessary if a teacher is off unexpectedly for a period and there has been some difficulty in providing cover. As stated in the GBS Malta Extenuating Circumstances Policy and Procedure, the Programme Leader can issue a blanket extension for up to a week and the Associate Dean for up to four weeks.

## **9. Assessment Tracking, Recording and Submission Process**

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

- Assessment evidence is judged against accepted academic standards and the grade criteria associated with the module assignment brief.
- Assessment judgements made by teaching and assessing staff is set against national standards, normally through external examiners and the module learning outcomes approved by the MFHEA at the appropriate MQF/EQF Level.
- Student progress through their programme of study can be accurately tracked.
- The assessment process can be reliably verified.

- There is clear evidence that certification is safe, reliable and valid.

9.2 Programme Leaders/assessors must keep and maintain assessment tracking to ensure recording of all assessment activities for the programme on a module-by-module basis.

9.3 The teacher/assessor should also track student progress, recording what each student has achieved and what work is outstanding using a module tracker recording system. This helps to ensure full coverage of the programme modules and the grading of student assessed work. It also support internal moderation and can be used to provide samples to external examiners and other external scrutiny as required.

9.4 All student summative assessed work should be word-processed and submitted through the GBS Malta Turnitin portal on the VLE. All parts of an assignment brief should be attempted by the student for the submission to be accepted and achievement of at least a pass grade is possible. It is the responsibility of the student to submit a complete assessment according to the assignment brief. Students should be made aware that an incomplete assessment submission would usually result in a 'Fail' grade being awarded.

## **10. Grading of Summative Assessments: Pass, Merit Distinction and Fail**

10.1 Module summative assessments are graded as Pass, Merit, Distinction, Marginal Fail and Fail. Each module assignment brief includes the grade criteria for the assessment components. Module grade criteria are provided to students and used by assessors to judge the quality of the submitted student assessments.

10.2 Where an assessment is awarded a Pass, Merit or Distinction grade this is the final grade, subject to confirmation by the Assessment Board, and students cannot make a resubmission in order to improve the grade. Where a student is awarded a Marginal Fail the student will have the opportunity, subject to confirmation by the Assessment Board, to address weaknesses provided in the feedback from the assessor. In such cases the student can only achieve a Pass grade upon resubmission of the work. Where a Fail grade is awarded the student will normally have one resit opportunity in order to achieve the maximum of a Pass grade for the module. If a student is awarded a Fail grade for a resubmission normally a second resit is not allowed, unless there are extenuating circumstances. Any second resit has to be approved by the Assessment Board.

10.3 *Grade Combinations*. Most modules for a programme involve two assessment tasks. Each assessment task can have different weightings, for example, 50:50, 75:25: 80:20. Annex 1 shows how an overall module grade is determined when different grades (Pass, Merit, Distinction and Fail) are awarded to each module assessment task.

## **11. Feedback on Assessed Work**

11.1 Assessors of student summative assessments must provide feedback of each piece of student assessed work. Feedback is to be provided on the facility on Turnitin. Feedback should be constructive and identify strengths of the assessment and areas where there could be improvement. In the case of assessed work that is awarded a Marginal Fail or Fail grade the feedback should make it clear to the student where the shortcomings are and, where appropriate, which learning outcomes have not been met. Reference should be made to the various categories in the grade criteria. This will provide students with a clear

understanding of why their assessed work has received a Marginal Fail or Fail grade and what needs to be done to achieve a Pass grade.

## **12. Assessment Resubmissions/Resits**

12.1 Resubmissions/resits must be submitted by students to stated deadlines. The resubmission/resit must be recorded in the relevant student achievement record system and be clearly marked as either a resubmission or resit. A resubmission is where the student addresses shortcomings in the initial assessment that received a marginal fail or fail grade. A resit is where a student has failed the first submission for the module assessment and is given a new assignment brief as the assessment. Resubmissions/resits are capped at a pass grade; this means a student cannot achieve a merit or distinction for a resubmission/resit.

12.2 Normally, students are entitled to one resubmission/resit, although in exceptional circumstances a second resit attempt may be granted by the Assessment Board.

12.3 If a student does not pass the resubmission/resit for the module assessment no further attempts would normally be allowed and the student would be required to repeat the module(s). The number of modules that a student can repeat would normally be two in an academic year (two for a Masters programme and two for each year of a study on an undergraduate degree). Where the student provides evidence of exceptional/mitigating circumstances the Assessment Board has discretion to allow a student to repeat more than two modules. In exceptional circumstances a student may be allowed to repeat the year of study of the programme. The assessment regulations for a specific programme should be consulted in the programme and module specification which have precedent over the above general regulation.

## **13. Progression**

13.1 For undergraduate degrees where a student passes the required number of modules for the year of study (for full-time courses year 1 and year 2) the student would normally be allowed to progress to the next stage/level/year of study.

13.2 Where a student has not passed all the modules and has evidenced exceptional/mitigating circumstances the student may be allowed to progress and make up the modules not passed in the following year of study. The maximum number of twenty credit failed modules that can be carried into the next year of study is two modules.

13.3 The assessment regulations for a specific programme should be consulted in the programme and module specification which have precedent over the above general regulation.

## **14. Retention of Assessed Work and Assessment Records**

14.1 Student assessment records should be retained for at least three years. This includes assignment briefs and associated grade criteria, grades awarded to assessed work, records of resubmissions/resits, feedback given to students on their assessed work, evidence of internal verification of assignment briefs and moderation of student assessed work. These records should be safely stored and be available for sampling and/or inspection either internally or externally, as required.

14.2 Assessment records should also be up-to-date and accurate at all times.

## 15. Assessment Board

15.1 The scope and purpose of the GBS Malta Assessment Board is provided in detail on the GBS Malta Assessment Board Terms of reference and constitution. The main purpose of the Assessment Board is to make recommendations and take decisions on:

- Awards to be made to students for their programme of study
- Grades achieved by students on the programme constituent modules
- Progression of students to the next stage of their programme of studies, where appropriate.
- Extensions and mitigating circumstances
- Cases of academic misconduct including the inappropriate use of AI
- Referrals and deferrals
- Authorisation of resubmissions/resits
- Consider comments of external examiners for specific programmes

15.2 GBS Malta may hold a pre-assessment board meeting, if required, to ensure that all the required information will be available to the meeting of the Assessment Board. Where possible, dates for Assessment Boards should be scheduled at the beginning of an academic year.

15.3 The Chair should identify the actions and responsibilities of the Assessment Board and conduct meetings according to the GBS Malta Assessment Board Terms of Reference and Constitution. Consideration of individual student results should be conducted as follows:

- The module grades of each student on the programme of study
- Extenuating circumstances
- Resubmission/resits student achievements
- Cases of and approaches to dealing with academic misconduct
- Progression to the next stage of study, where appropriate.
- Awards to be made to students

15.4 Formal minutes of meetings of the Assessment Board should be taken with progress on actions from previous Assessment Board meetings identified and actions from the meeting of the Assessment Board. Actions are to enhance the assessment process and to further enhance the student learning experience on a programme of study.

15.5 There are three main types of Assessment Boards:

- *Main Assessment Boards.* Those that take place at the end of a students' academic year (the academic year is determined by the cohort start date – GBS Malta has start dates each year in September/October, January/February and May/June). These are the main Assessment Boards and where possible external examiners should be present (either in person or online through, for example, Teams).
- *Resubmission/Resit Assessment Boards.* These Assessment Boards normally take place after the main, end of year Assessment Board and consider student achievements from resubmission/resit of module assessments. External examiners are not required to be present but should have seen samples of resubmitted student work where possible.

- *Interim Assessment Boards.* Interim Assessment Boards may be held in exceptional circumstances at the end of a term or other appropriate time should the need arise. Consultation with the Chair of the Assessment Board should take place to ensure that an Interim Assessment Board meeting is needed. The external examiner may need to be consulted or be present depending on circumstances.

15.6 *Subject Assessment Boards.* There are three Subject Assessment Boards: Business and Management, Health, Information Technology and Computer Science. Each of these Boards should consider all programmes in each subject area of GBS Malta accredited by the MFHEA.

## 16. Good Academic Practice and Academic Misconduct

16.1 Every student of GBS HE Malta is expected to act with integrity at all times in relation to the production and presentation of their academic work. Academic integrity is central to academic and professional life and requires that students are honest and responsible in acknowledging the contributions of others in their work. In all assessed work students should take care to ensure that the work presented is their own and that it fully acknowledges the work and opinions of others. It is also the responsibility of students to ensure that they do not undertake any form of cheating (plagiarism or inappropriate use of AI) or attempt to gain unfair advantage in any other way.

16.2 Assessed work submitted by a student must have been entirely undertaken by the student and be the student's own work. Examples of academic misconduct are given below:

- *Plagiarism: The unacknowledged incorporation in a student's work of material derived from the work (published or unpublished) of another.*
- *Collusion: work done in collaboration with another person.*
- *Personation: where one person takes on or assumes the identity of another person with intent to deceive or to gain unfair advantage.*
- *Ghost writing: work which has been produced in whole or part by another person on behalf of the student. This may involve use of 'essay mills'.*

16.3 For full and detailed information and guidance refer to the GBS Malta Academic Good Practice and Academic Misconduct Policy (which is available on the GBS Malta website <https://gbs.edu.mt/media/tw3daqtf/gbs-academic-good-practice-and-academic-misconduct-policy-final-revised-23-january-2025-v22.pdf>).

16.4 The use of AI may constitute academic misconduct in a number of different ways as follows:

- Plagiarism since material from an unidentified or properly referenced source is being used.
- Commissioning is where work produced by another person or sources is being used. In the context of AI, the company who owns the AI software.
- Fabrication is where the AI app creates or makes up the material being used in assessed work.
- Where a piece of assessed work is created, in full or part, using generative AI and represented as a student's own work will be regarded as contract cheating in the same way as commissioning a third party to produce the piece of assessed work.

Refer to the GBS Malta Good Academic Practice and the Use of Artificial Intelligence.

## 17. Academic Appeals

17.1 Students who have concerns about the outcome of an assessment, including decisions taken by the GBS Malta Assessment Board, should in the first instance discuss the matter with their lecturer and/or Programme Lead. If an informal discussion does not resolve the matter the student has a right to make an academic appeal. The GBS Malta Academic Appeals Policy sets out grounds upon which an academic appeal may be considered and the procedure for making an academic appeal, the policy is available on the GBS Malta website <https://gbs.edu.mt/media/2fuhwrwr/gbs-he-malta-limited-academic-appeals-policy-v10-rm-vfinal.pdf>.

17.2 An appeal against any decision made by an Assessment Board may only be made on the following grounds:

- (a) The assessment was not conducted in accordance with the current regulations for the programme, or a material administrative error or some other material irregularity relevant to the assessment has occurred.
- (b) The judgement of an examiner or examiners was improperly affected by personal bias.
- (c) Misleading information was provided about the assessment(s) and/or examinations.
- (d) For a student with a disability or additional needs, the assessment was not correctly carried out, or the support identified was not provided, or the agreed assessment procedures for that student were not properly implemented.

17.3 Disagreement with the academic judgement of an Assessment Board in assessing the merits of an individual piece of work, or in reaching any assessment decision based on the marks, grades and other information relating to the candidate's performance, cannot constitute grounds for a request for reconsideration by a student. Such matters of academic judgement remain the exclusive prerogative of the Assessment Board.

## 18. External Examiners

18.1 GBS Malta appoints independent subject specialist to act as external examiners for a programme, group of programmes or number of specific modules within a programme. The role of the external examiner is to ensure that the assessment process, from setting assessed work to the grading/marking of student assessed work is both fair and conforms to national/international academic standards.

18.2 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.

18.3 External examiners attend Assessment Board meetings and confirm academic

decisions concerning grading of student assessed work. External examiners produce reports, using the GBS Malta template, which are considered by the Assessment Board with summaries across different external examiners and programmes considered by Academic Board.

## **19. Break in Study**

19.1 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 Associate Dean/Programme Lead so that the correct procedures are followed.

## **20. Annual Quality Monitoring Report (AQMR)**

20.1 Annual quality monitoring is an important part of the academic cycle. It ensures that oversight of GBS Malta's higher education provision, programmes and their constituent modules are fit for purpose, academic standards are appropriate for the level of the programme and that the student learning experience is further enhanced. GBS Malta's approach to annual quality monitoring has been informed by the MFHEA National Quality Assurance Framework for Further and Higher Education (<https://mfhea.mt/national-quality-assurance-framework>).

20.2 Each year an Annual Quality Monitoring Report, written according to a template, is produced for consideration at Academic Board. Actions from the previous AQMR are checked for progress and new actions identified to further enhance the student learning experience.

## **21. Alternative Format**

21.1 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 a member of staff of the student support team.

## **22. Related Policies and Other GBS Malta Documents**

22.1 The following GBS Malta policies and procedures and other documents support these Assessment Regulations and should be consulted, as appropriate. Most are available on the GBS Malta website (<https://gbs.edu.mt/our-policies/>):

- GBS Malta Assessment Board and Terms of Reference
- GBS Malta Academic Good Practice and Academic Misconduct
- GBS Malta Good Academic Practice and the Use of AI
- GBS Malta Extenuating Circumstances Policy and Procedure
- GBS Malta Academic Appeals Policy and Procedure
- GBS Malta Complaints Policy and Procedure
- GBS Malta Annual Quality Monitoring Report Policy and Template
- GBS Malta External Examiner Handbook and Report Template

## 23. Annexes

### Annex 1: Grade Combinations and Module Assessment Weightings

#### Grade Combinations - (50% / 50%)

| Assessment 1 – 50% | Assessment 2 – 50% | Overall Grade |
|--------------------|--------------------|---------------|
| F                  | Any                | Fail          |
| MF                 | MF                 | Marginal Fail |
| MF                 | P                  | Marginal Fail |
| MF                 | M                  | Pass          |
| MF                 | D                  | Merit         |
| P                  | M                  | Pass          |
| P                  | D                  | Merit         |
| M                  | D                  | Merit         |
| D                  | D                  | Distinction   |

#### Grade Combinations - (60% / 40%)

| Assessment 1 – 60% | Assessment 2 – 40% | Overall Grade |
|--------------------|--------------------|---------------|
| F                  | Any                | Fail          |
| MF                 | MF                 | Marginal Fail |
| MF                 | P                  | Marginal Fail |
| MF                 | M                  | Pass          |
| MF                 | D                  | Pass          |
| P                  | MF                 | Marginal Fail |
| P                  | P                  | Pass          |
| P                  | M                  | Pass          |
| P                  | D                  | Merit         |
| M                  | MF                 | Pass          |
| M                  | P                  | Merit         |
| M                  | M                  | Merit         |
| M                  | D                  | Merit         |
| D                  | MF                 | Merit         |
| D                  | P                  | Merit         |

|   |   |             |
|---|---|-------------|
| D | M | Distinction |
| D | D | Distinction |

#### Grade Combinations - (70% / 30%)

| Assessment 1 – 70% | Assessment 2 – 30% | Overall Grade |
|--------------------|--------------------|---------------|
| F                  | Any                | Fail          |
| MF                 | MF                 | Marginal Fail |
| MF                 | P                  | Marginal Fail |
| MF                 | M                  | Pass          |
| MF                 | D                  | Pass          |
| P                  | MF                 | Pass          |
| P                  | P                  | Pass          |
| P                  | M                  | Pass          |
| P                  | D                  | Merit         |
| M                  | MF                 | Pass          |
| M                  | P                  | Merit         |
| M                  | M                  | Merit         |
| M                  | D                  | Merit         |
| D                  | MF                 | Merit         |
| D                  | P                  | Merit         |
| D                  | M                  | Distinction   |
| D                  | D                  | Distinction   |

#### Grade Combinations - (75% / 25%)

| Assessment 1 – 75% | Assessment 2 – 25% | Overall Grade |
|--------------------|--------------------|---------------|
| F                  | Any                | Fail          |
| MF                 | MF                 | Marginal Fail |
| MF                 | P                  | Marginal Fail |
| MF                 | M                  | Pass          |
| MF                 | D                  | Pass          |
| P                  | MF                 | Pass          |

|   |   |             |
|---|---|-------------|
| P | P | Pass        |
| P | M | Pass        |
| P | D | Merit       |
| M | P | Merit       |
| M | M | Merit       |
| M | D | Merit       |
| D | P | Merit       |
| D | M | Distinction |
| D | D | Distinction |

**Grade Combinations - (80% / 20%)**

| Assessment 1 – 80% | Assessment 2 – 20% | Overall Grade |
|--------------------|--------------------|---------------|
| F                  | Any                | Fail          |
| MF                 | MF                 | Marginal Fail |
| MF                 | P                  | Marginal Fail |
| MF                 | M                  | Marginal Fail |
| MF                 | D                  | Pass          |
| P                  | MF                 | Marginal Fail |
| P                  | P                  | Pass          |
| P                  | M                  | Pass          |
| P                  | D                  | Merit         |
| M                  | MF                 | Pass          |
| M                  | P                  | Merit         |
| M                  | M                  | Merit         |
| M                  | D                  | Merit         |
| D                  | MF                 | Merit         |
| D                  | P                  | Merit         |
| D                  | M                  | Distinction   |
| D                  | D                  | Distinction   |