Introduction

The Institute for Education is committed to providing high quality teaching, learning and assessment to enable all course participants to achieve their full potential. This will be achieved through; high quality teaching and learning opportunities, rigorous assessment and feedback and the sharing of good practice. The ‘Teaching, Learning and Assessment Policy and Procedures’ aims to provide an effective framework for the delivery of high quality teaching, learning and assessment. This policy relates to all the Institute for Education staff engaged in facilitating, supporting and managing learning. It applies to all learning programmes offered through the Institute for Education irrespective of; type of activity, place of delivery, learning environment, level or the duration of the course.

Aims and Objectives

The Teaching, Learning and Assessment Policy and Procedures is intended to achieve the following objectives:

- Improve the progress course participants make on their learning programme to increase their knowledge, skills, competencies and progression opportunities
- Improved rates of course participant satisfaction;
- High standards of teaching, learning and assessment;
- Widespread adoption of flexible approaches to teaching, learning and assessment and study modes that meet the differentiated needs of ALL course participants;
- Effective course participant-focused support and guidance across all programmes;
- A managed approach to eLearning and blended learning across all programmes of study;
- A structured approach to teaching and learning excellence linked to external recognition from NCFHE/EQA;
- Effective use of teaching, learning and assessment projects to drive forward key agenda and to encourage the sharing and dissemination of good practice.
Key principles

What are the key principles which inform learning and teaching at the Institute for Education? Our starting point is inclusion. Course participants should not be subject to discrimination, intentional or otherwise, on the grounds of their social circumstances, gender, race, religion, cultural beliefs, disability or sexual orientation. Our key principles for all course participants are:

1. **Engagement**

   Course participants need motivation. They should have a significant reason for engaging in the learning process and positive feelings about involvement. Course participants are often self-motivating; they are desperate to find out, know, understand - it’s as natural as breathing. Learning brings its own emotional and/or intellectual reward. As educators - often through personal example - we should foster a love of learning by nurturing self-motivation. But we should also motivate - inspire, challenge and praise. We should show that we value all course participants, creating an ethos of achievement and organising tasks which will bring rewards that matter from the course participant’s point of view.

2. **Participation**

   Course participants need to participate in the learning process. They should be active and take as much responsibility as possible for their own learning. Course participants should lead whenever possible. They should make informed choices about what, where and how they learn; they should self and peer assess. Course participants should be aware of themselves as course participants, conscious of their own preferred styles of learning, confident enough to seek help, perceptive enough to know where help may be best sought, skilful enough to access help readily. As educators, we are lifelong learners - a state of mind which should inform our professional practice, development and our own wider learning. Through collegiality, we should create learning communities in our classrooms, establishments and beyond.

3. **Dialogue**

   Course participants need to communicate through verbal and/or multi-sensory dialogue. Research and empirical evidence demonstrate that real understanding takes place when learners work through with someone else what is to be learned and how far they have been successful in their learning. Course participants, where possible, should talk through their learning regularly with their educators, their peers, and others. They should question, answer, expound, challenge assertions, support propositions, offer
alternatives, suggest solutions, peer assess. As educators - through personal example and setting standards in our questioning and provision of feedback - we should create the conditions in which communication and dialogue can thrive, where self-confidence and respect for others underpin all interaction, where achievement is celebrated and error welcomed as a stepping stone to success.

4. **Thinking**

Learners need to think. This thinking should be critical and creative, robust and flexible in order that all may understand and achieve their potential whatever the context. Course participants should be positively critical: questioning, investigating, seeking after the truth about themselves, others and the world in which they live. They should be creative: imagining, expressing, exploring the boundaries of the possible so that there are no limits to ambition. All educators at the Institute for Education should be thinkers: reflective professionals - self-aware, systematically evaluative and focused on our own improvement. We should use the language of thinkers, ask the questions that matter, enable and empower other course participants to ask those questions, so that they and those who respond may make their thinking explicit. Crucially, despite the pressures, we ourselves should take time to think.

5. **Assessment is for Learning**

Effective assessment informs and supports the learning and teaching process, helping to raise attainment and achievement. All involved should understand and take appropriate account of the three main types of assessment:

*Assessment for learning (Afl)* is essentially formative. It is the process of seeking and interpreting evidence so that learners and educators can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there. The main assessment for learning strategies are the following:

i. clarifying, understanding and sharing learning intentions and criteria for success;

ii. engineering effective classroom discussions, questions, activities that elicit evidence of learning;

iii. providing feedback that moves learners forward;

iv. activating learners as learning resources for one another;

v. activating learners as owners of their own learning.
These strategies suggest practical activities, which promote assessment for learning that can take place in the classroom, thus making it more possible for educators to visualize and therefore enhance teaching and learning. Educators at the IfE need to have a very clear view of how AfL can be practised in the classroom. AfL is not just an attitude; it is also a series of techniques that need to be practised regularly so that educators can build up confidence in these new strategies.

Assessment as learning is essentially evaluative. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment as learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.

Assessment of learning is essentially summative. It is about measuring, analysing and reporting performance. Effective assessment of learning provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work and education.

Learning Outcomes and Assessment

Our country embarked on an education reform with highly emphasised documents: the National Curriculum Framework (2012), Framework for the Education Strategy for Malta 2014-2024 (2014) and the Learning Outcomes Framework (2015). These documents emphasise the reduction of excessive use of tests and examinations, and using assessment to understand and support learning, as well as using learner information to improve teaching. Assessment must be consistent with the objectives of what is taught and learnt. Educators at the IfE are encouraged to use a variety of assessment strategies and assessment tasks to allow a range of different learning outcomes to be assessed. These documents also promote the need of more learner autonomy. They specify the use of self and peer-assessment to increase learners’ metacognitive abilities so that learners can take control and manage their own learning. As course participants’ diverse needs have got more recognized, educators and all academic staff at the IfE are advised to differentiate assessment strategies and tasks to identify learning needs and use them to cater for specific needs. This corroborates with the National Quality Assurance Framework for Further and Higher Education (NCFHE, 2015). Educators should use assessment to develop the learners’ potential in different perspectives. The assessment methods and tasks to be used are varied, allowing different perspectives of learning to be facilitated and acknowledged. Basically, educators at the IfE are always advised to use the information obtained to adapt teaching to the needs of the course participants and to change the traditional form of assessment to a more learner-centred and formative one.
Grading Course Participants’ performance

1. Final course grades should indicate demonstrated achievement at the end of the course, through an accumulation of appropriate evidence from course work and/or final examination.
2. Grades for individual pieces of assessment should be awarded only on the basis of demonstrated achievement in the task being assessed.
3. Course Participants’ achievement in a piece of assessment should be judged on its own merits (standards-based) rather than judged normatively (i.e. by ranking students’ achievement). Such standards should be published so that they are transparent and readily accessible for Course Participants’.
4. The conversion of marks to letter grades must follow the Institute’s common grading scale as published on the Institute’s website.
5. Adjustment of marks and grades may occur through moderation and scaling processes.

Quality Feedback

Quality feedback is crucial as it gives the opportunity to course participants to improve in their learning. Feedback can improve course participants’ confidence, self-awareness and enthusiasm for learning. When course participants are provided with quality feedback and are given the opportunity to act upon it, learning is enhanced and assessment performance is improved.

Feedback is formative when comments (verbal and written) on quality and advice on how to improve are given. That being the case, then these are the three elements that all formative feedback should contain:

1. Evidence on where the course participants is now (this is their success as it relates to the agreed criteria);
2. A definition of the desired goal; and
3. Practical strategies to close the gap.

It is this advice on how to improve that is critical, as to be truly formative, the feedback must inform the next steps in the learning process. Formative feedback needs to point the course participants towards ways to realise the improvement and reach the goal.
Feedback on Course Work

If course participants are to gain maximum benefit, they need formative feedback on each assessment. As highlighted earlier, this should be timely, sufficiently detailed and constructive and it should generate suggestions for improving future work.

All course assessed work should be returned to course participants in a timely way, normally within four weeks of the assessment’s due date.

- Assessed work must be returned to course participants before the next assessed task takes place, or the final examination, or other end-of-course assessment is submitted, in order that course participants can benefit from feedback before further assessment events. This is particularly important when the assessment builds on a previous assessment.
- In addition to a mark or grade, course participants should receive an indication of the strengths and weaknesses of their work and guidance about how to improve the quality of future work. This could take the form of: oral or written feedback and student-specific comments; exemplars of student work at various grade levels; and/or a general commentary on common errors demonstrated by the class. Staff are urged to provide criteria and rubrics for course participants that clearly demonstrate different levels of achievement.
- Course participants should be provided with an indication of the distribution of results for the class when each assessed item is returned, in order to inform their own progress.

Ensuring reliability of Assessment

Even when the intended learning outcomes and assessment tasks are clear and closely aligned, it is important to also set marking criteria in order to identify whether a learning outcome has been achieved, and to what level it has been achieved. Marking criteria help to ensure consistency, both between markers and even with the same marker as the criteria provide a clear indication of what assessors should be looking for. Lecturers are advised to stick to the marking criteria when marking each assessment, regardless of their personal opinion of the criteria. It is also helpful for course participants to be able to access the marking criteria so they know what the lecturer is looking for.
Processes therefore need to be put in place to ensure that markers are consistent. One method is a process of standardisation, where sample assessments are used to demonstrate what the criteria look like in practice and markers are required to mark to the standard assessments. This helps to ensure that all markers are using the criteria in the same way across the board.

Another is a process of Internal Verification, which ensures consistency among markers through meeting to discuss how they have approached assessments. Approaches used include:

- Sampling (where a selection of assessments are looked at by a second assessor to ensure they are consistent. The selection usually includes assessments marked at the top, middle and bottom of the grade range)
- Blind/anonymous marking (where assessors don’t know which student’s work they are marking)
- Double blind marking (where two people mark the same assessment without seeing each other’s comments or grading, then meet to discuss).

Internal Verification is particularly important when an assignment is judged to be borderline between two grades, especially if the result may cause a course participant to fail that assessment.

Roles and responsibilities

It is the responsibility of the Senior Manager Programme Development at the Institute for Education:

1. To ensure that course participants and lecturers are aware of the implications of assessment regulations and that these regulations are fairly applied;
2. To ensure that adequate notice of the details of assessment arrangements is given to each course participant;
3. To advise course participants who find themselves in difficulties about their rights or obligations under the assessment regulations, and to inform course participants, when necessary, about the range of options open to the institute assessment team in a particular case where the regulations allow discretion to the team;
4. To investigate any cases of alleged injustice in the assessment of course participants, and to ensure that such cases are dealt with fairly;
5. To ensure that course participants notifying adverse academic personal or medical circumstances are not unfairly disadvantaged and she/he is fully informed of any known circumstances which might affect assessment decisions;
6. To ensure that any special arrangements for the assessment of course participants with disabilities are provided as agreed;
7. To ensure that a report is made to the CEO IfE of any incident of academic misconduct;
8. To ensure that deadlines for the submission of projects, essays and other written work are fairly applied;
9. To keep records of course participants’ work submitted;
10. To ensure that papers set for course participants being reassessed are appropriate for the programme of study as taught to them and that they have access to appropriate facilities such as the virtual and physical library to prepare themselves for the assignment/s set for them;
11. To ensure that course participants are given adequate advice and guidance on the full range of choices available to them under the assessment regulations;
12. To ensure for any given assessment, in any given study unit that grades for each course participant are generated in a consistent and transparent way.

It is the responsibility of all **academic staff/lecturers** at the Institute for Education:

1. To effectively plan learning and appropriate assessment activities to accurately measure performance against learning outcomes and provide good opportunities for the course participant to succeed;
2. To employ a range of different, learning and assessment strategies to engage course participants’ interest and ensure that all course participants have the opportunity to participate equally in lessons;
3. To use activities that engage the interest of all course participants, share learning objectives with all course participants and end lessons with plenary activities;
4. To contain frequent checks on learning and understanding through formative assessment for all course participants throughout the lessons by providing all course participants with regular and constructive feedback that helps them identify how to improve;
5. To provide feedback that uses and refers to the course participant’s targets and progress towards them;
6. To use effective questioning that engages ALL individual course participants;
7. To include questioning that stretches course participants by engaging them in knowledge recall as well as higher order thinking, analytical and evaluative skills;
8. To provide opportunity for course participants to process new material, develop understanding and construct their own meanings;
9. To track each course participant’s progress against the planned learning and assessment activities, report progress to the Course Co-ordinator and intervene where necessary to ensure every course participant is on track to achieve;
10. To build robust and appropriate educator and course participant relationships;
11. To allow the course participant to be active and participate in learning;
12. To promote the use of the Institute’s Platform and other learning resources such as the library in the support of learning and the provision of additional learning opportunities;
13. To send the assignment title and rubric needs to be sent to course co-ordinators two (2) weeks prior of course commencement;
14. To upload approved assignment title and rubric on the Institute’s Platform;
15. To upload material, content, readings on the Institute’s Platform during the same week that the lecture will be delivered whether it is online or face-to-face.

It is the responsibility of all course participants participating in courses offered by the Institute for Education:

1. To engage actively in the learning process and participate according to assessment requirements;
2. To complete assessment tasks diligently and honestly to provide evidence of learning outcomes;
3. To meet assessment requirements as specified in the course outline, including submission of work by the due date;
4. To discuss any concerns they have regarding their progress in coursework and assessment as early as possible with relevant lecturers, the and/or the Course Co-Ordinator;
5. To consult with the Institute as early as possible about any disability issues;
6. To consult with the lecturer (in the first instance) and the Course Co-ordinator, if personal circumstances are affecting participation or performance in assessment;
7. To raise any concerns they may have regarding the marks for each assessment task promptly, rather than wait until the final grade is awarded in the unit;
8. To access and abide by all policies, procedures and regulations relating to assessment and seek clarification, where necessary.
THE CONDUCT OF ASSESSMENT

Introduction

During a course offered by the Institute for Education, course participants will be asked to submit a number of different formats of assignments which may include; essays, portfolios, reflective journals, projects or other types of coursework.

Coursework

1. All programmes require course participants to submit an electronic copy of their coursework on Turnitin™ plagiarism prevention software, where this is applicable to the task.
2. All submitted work should be prefaced by a completed assessment cover sheet. Academic staff have the right to refuse to accept work not prefaced by this form or by an incomplete form. Coursework should not be accepted by email.
3. All course participants are able to access Turnitin™ plagiarism prevention software (available through the Institute’s web portal) in advance of the submission date for all text-based assignments. The maximum Similarity percentage accepted by the Institute is that of 21%.
4. Course participants should retain a copy of submitted work as, in very exceptional cases, assignments may be lost or damaged.
5. Written assignments can be submitted in English unless the assignment is in a language other than English or specifically requested otherwise by the IfE. Where a course participant’s first language is British Sign Language, as a reasonable adjustment, course participants may submit in British/Sign Language, to be transcribed into English/ by a qualified person. The course participant is expected within this to use the appropriate subject terminology.
6. Course participants are responsible for ensuring that all returned work for modules is made available for the Internal Verifiers if required. No coursework or equivalent must have been previously submitted towards any credit bearing component of an award (Refer to the IfE’s Academic Dishonesty and Plagiarism Policy).
7. Course participants should ensure that confidentiality is maintained and should be aware of procedures regarding breaches, including Computer Acceptable Use Procedures of the IfE.
Submission of coursework

1. All work must be submitted in the format specified by the dates as determined by the IfE and notified to course participants at the start of the course/session.

2. Where there is network failure and the Institute’s web portal, Turnitin™ or the IfE network is not accessible at the time of submission or in the 12 hour period before that time, the submission deadline will be amended to the next working day on which the Institute’s web portal, Turnitin™ or the network becomes available.

3. All assignments shall be handed in before 6.00 p.m. on the due date.

4. The IfE shall ensure that lecturers hold an appropriate record of all assignments received. Such records may be requested by the Senior Manager Quality Assurance at any time.

5. IfE staff receiving assignments shall understand that the safekeeping of course participants’ work in their possession is paramount. It is in the interest of lecturing staff to keep records which evidence good practice in this regard.

6. Work submitted beyond the submission date but within 3 working days (i.e. excluding weekends and public holidays) will be accepted as an unauthorised late submission. The maximum mark that can be awarded will be the pass mark (45%).

7. Unauthorised late submission applies only to the first assessment of coursework, and not to authorised extensions, deferred assessment or reassessment. It also does not apply to timed assessments such as presentations, group work, exhibitions or performances, which have the status of examinations.

8. Work submitted beyond 3 working days (i.e. excluding weekends and public holidays) after the submission date will be regarded as non-submission and awarded zero.

9. Authorised extensions to submission may be agreed by the module tutor for valid reasons and on application by the course participant through IfE procedures. An extension may normally be given for up to 2 weeks (14 days including 10 working days). Extensions beyond 2 weeks may be given in exceptional circumstances. No penalty will be applied to the mark, provided the work is submitted to the renegotiated deadline. It is important that any extension agreed should still permit the assessment item to be marked and presented to the IfE.

10. Where known extenuating circumstances, approved by the IfE Extenuating Circumstances Board, prevent the course participant from submitting by the due date, the IfE will offer to void or waive the assessment.

11. Assignments shall normally be marked by the lecturer within six weeks of the published submission date.

12. Grades are always subject to internal verification.

13. The lecturer’s feedback shall state what has been achieved or not achieved and possible areas for development.
**Word limits for assignments**

1. It is expected that all course participants can demonstrate achievement of the learning outcomes for an assessment within the defined word limit. The upper limit specified may be exceeded by up to 10% without penalty. There is no lower limit but failure to include demonstration of the requisite learning outcomes will lead to a fail.

2. These guidelines on wordage for written assessment/length of presentations exist both to enable the course participant to see the scale of the item and to establish an upper parameter within which it should be completed.

3. **Word limit requirements**
   i. **Essays, Reports, Reflective Journals and Dissertations:** The word count includes the body of the work (i.e. the main text, including in-text quotations and in-text citations), within which all the learning outcomes should be demonstrated, but excludes:
      - Reference lists/ Bibliographies
      - Tables and the title of tables (any variation will be set out explicitly in module guides)
      - Graphs
      - Appendices Note: Quotations should not normally be more than three lines of text, and are included in the wordage. Appendices should only be included where necessary and should not be used as an alternative location for the demonstration of learning outcomes, as the main body of the work should stand alone.
   
   ii. **Portfolios:** The same principles apply as for essays, reports and dissertations, except that evidence supporting the portfolio is not included in the word count. However, the module team should give advice to course participants on the nature and length (if possible/appropriate) of the evidence to be provided, along with an indication of the broad number of items which may be appropriate.

   iii. **Presentations:** The length of presentations should be proportionate to the number and complexity of learning outcomes which need to be demonstrated. For parity, up to a 10% time excess is permitted.

   iv. **Other forms of assessment:** It is acknowledged that other forms of assessment exist that may not fall within these guiding principles but which are defined as an equivalence in course documents. These guidelines only apply where time/wordage/volume limits are given.

4. **Application of the guidelines**
   i. Where the assignment/presentation has a defined upper limit, notification must be given to course participants at the outset of the module. Course
participants should be advised clearly of the consequences of breaching specified limits (see 5 below).

ii. Course participants must declare the word count at the end of their written submission before the bibliography.

iii. Different subject areas may require course participants to use different fonts, typefaces and spacing.

5. Penalties

i. Where the word count exceeds 10%, the full assignment will be marked following which the appropriate penalty will be applied (see below). In the case of presentations, the presentation will be guillotined when the 10% leeway has been reached. Where the word count exceeds the limit, the penalties detailed below will be applied:

<table>
<thead>
<tr>
<th>Word count exceeded by</th>
<th>Penalty</th>
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<tr>
<td>0% - 10%</td>
<td>No penalty</td>
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<tr>
<td>Over 10% - 30%</td>
<td>10 marks deducted or pass mark awarded (whichever is higher)</td>
</tr>
<tr>
<td>Over 30% +</td>
<td>Mark capped at pass mark</td>
</tr>
</tbody>
</table>

Referencing

When course participants write an assignment at the IfE, they are required to refer to the work of other authors. Each time this is done, it is necessary to identify their work by making reference to it—both in the text of your assignment and in a list at the end of an assignment. This practice of acknowledging authors is known as referencing. References must be provided whenever someone else’s opinions, theories, data or organisation of material is used. Information from books, articles, videos, computers, other print or electronic sources, and personal communications need to be referenced.

A reference is required if a course participant:

- quotes (uses someone else’s exact words)
- copies (uses figures, tables or structure)
- paraphrases (converts someone else’s ideas into your own words)
- summarises (uses a brief account of someone else’s ideas).
The Harvard and APA system

There are a number of different referencing systems used in academic writing. The IfE acknowledges:

- author-date systems commonly known as Harvard and APA (American Psychological Association)
- footnoting or endnoting systems.

It is important that the referencing system required by the lecturer for an assignment is used and consistency in using that system is maintained.

Group work and Collaborative Assessment

An assessment task in any unit may require group and/or collaborative work. Any such work will be undertaken in accordance with the requirements set out in the course outline. Any course participant who considers him/herself disadvantaged by the actions of other group members, over which he/she has no control, should notify the lecturer in a timely manner and provide substantiating documentation of any problems in relation to such group or collaborative work.

Examinations

1. An examination is defined as a formal, timed assessment of any duration that is subject to continuous invigilation.
2. Examination timetables giving dates, times and venues will be published by on the VLE and made available on the IfE website in good time.
3. Attendance at examinations is compulsory and no alternative dates can be arranged. Course participants are responsible for presenting for examination in accordance with the published timetable. Failure to attend without good reason is counted as a sit and attracts the mark of zero (F).
4. Attendance at examinations implies fitness to take the assessment. Course participants unable to attend through known extenuating circumstances or those in attendance who subsequently realise extenuating circumstances have affected their performance, should submit a claim with supporting evidence for consideration by the Extenuating Circumstances Board.
5. For any course participant who cannot sit for an examination at the relevant centre, requests may be considered to sit the examination at another IfE approved centre.
Preparation of examination question papers

1. Module lecturers will be responsible for preparing draft question papers and rubrics and for having them approved by the Senior Manager Programme Development before publication. The length and type of examination paper should be set in accordance with the assessment scheme for the module approved by the NCFHE.
2. The IfE academic staff will be responsible for final production, printing, duplication and secure storage.
3. The content of question papers is both restricted and confidential (ie not to be disclosed to, or discussed with, course participants or staff outside of the IfE.
4. The font should be Andika size 13 (unless an alternative has been agreed as a reasonable adjustment) and the format of the paper shall include:
   
   i. Name of the awarding body (Institute for Education and the Ministry for Education and Employment, DSS etc.);
   
   ii. Partner institution if appropriate Module code and title;
   
   iii. IfE Centre at which the examination will be held;
   
   iv. Length of the examination;
   
   v. Date and time of the examination;
   
   vi. Marking Scheme;
   
   vii. Information in the case of specific arrangements e.g. open book, permitted materials etc.

Conduct of examinations: Course participants

1. Course participants must know their session number.
2. When instructed to enter the examination room, course participants must do so in a quiet and orderly manner.
3. No form of refreshment may be taken into the examination room. (At the discretion of the coordinator/invigilator)
4. Course participants are allowed into the examination room during the first 30 minutes after the start of an examination. The arrival time of the course participant will be recorded by the coordinator/invigilator. No additional time will be allowed for the examination.
5. After the first 30 minutes course participants will not be allowed into the examination, nor will they be permitted to take the examination at a rescheduled time.
6. In cases of emergency, at the discretion of the coordinator/invigilator, a course participant may be allowed to leave the examination room and return. The temporary absence of a course participant will be recorded by the coordinator/invigilator.
7. During a temporary absence the course participant must not take any material out of the examination room, have access to material during the absence, or return with any material.

8. During the examination, and at other times specified by the coordinator/invigilator, a course participant must not communicate with any other course participant. Failure to observe this regulation may constitute malpractice, resulting in appropriate action by the coordinator/invigilator.

9. All work completed during an examination and then submitted for assessment, must be the authentic work of the course participant. Any collusion, plagiarism, reference to unauthorized material, or communication between course participants may constitute malpractice, resulting in appropriate action by the coordinator/invigilator. The impersonation of another course participant will be treated as a breach of regulations.

10. If a course participant finds that he/she has accidentally taken unauthorized material into an examination, this material must be given to the coordinator/invigilator immediately. Failure to do so may lead to an allegation of malpractice against the course participant.

11. Course participants will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour, course participants will not be allowed to leave during the examination.

12. If a course participant leaves the examination before the scheduled finishing time, the course participant will not be allowed to return.

13. It is the responsibility of the course participant to ensure that the front page of their examination cover sheet is correctly completed prior to departure from the examination room.

14. Course participants must give all examination papers, answer sheets, multiple choice answer sheets and rough notes to the coordinator/invigilator at the end of the examination. (Rough notes are not submitted for assessment.)

15. Course participants must leave the examination room in a quiet and orderly manner.

Conduct of examinations: Coordinators/invigilators

1. All coordinators/invigilators should reach to respective IfE Centre before 15 minutes of the examination schedule time.

2. Question papers will be made available by the respective question paper setter / faculty in each examination hall before 10 minutes of the examination time schedule.

3. All coordinators/lecturers must maintain silence in the room.
4. Mobile phones have to be in silent mode and they should not be used during an examination.
5. The signature of the course participants should be taken on the attendance sheet.
6. Coordinators/Lecturers must watch the course participants continuously and should be vigilant.
7. Course participants should not leave the room during examination period. In case of urgency, course participants may be allowed for maximum 15 minutes with permission from the coordinator/lecturer in charge.
8. Other invigilators are not allowed to enter into other examination rooms without consent of concerned coordinator/lecturer.
9. Once an examination is completed, answer books will be collected by concerned coordinator/lecturer.
10. Coordinators/Lecturers must be vigilant, prevent unfair means and will report unfair means cases if any, without any discrimination.

Resits

1. If a course participant fails a module (i.e. obtains an overall module mark below the pass mark) due to not meeting the academic requirements, submitting late or not submitting/not attending an exam, he/she will normally be given the opportunity to resit the component(s) and the module mark will be capped at the pass mark (45%/D). The course participant does not need to re-attend the module, or to resit / resubmit components of assessment that she/he has already passed.
2. A candidate for reassessment is normally reassessed in the failed elements of assessment and by the same methods as the first attempt (unless a different method of reassessment is specifically stated in the module description or an alternative form of assessment is approved due to extenuating circumstances).
3. If a course participants fails more than 40% of the modules, he/she would have to re-apply in order to be admitted to the next available course.
4. A course participant may not resit more than 40% of the total number of modules.
5. If a course participants fails a resit, he/she would have to re-apply in order to be admitted to the next available course.

Appeals

1. Within five days of being notified of the result of an assessment, a course participant who wishes to contest the decision must seek an appointment with the lecturer in charge, in an endeavour to resolve the matter satisfactorily and amicably.
2. If, following the meeting with the examiner/assessor, the course participant feels that the outcomes is not justified; he/she may wish to lodge a formal appeal against the assessment decision. For such purposes, the course participant shall send an email with the formal appeal to Institute on ife@ilearn.edu.mt within ten (10) days.

References


