



Institute
for Education



Teaching, Learning and Assessment Policy and Procedures [Version 2.9]

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1. Introduction

- 1.1 The IfE 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; equal learning opportunities, rigorous assessment, feedback and the sharing of good practice.
- 1.2 This policy is applicable to all the IfE staff engaged in facilitating, supporting and managing learning. It applies to all learning programmes offered through the IfE irrespective of; type of activity, mode and place of delivery, learning environment, level or the duration of the course.

2. Aims and Objectives

- 2.1 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;
 - Improve rates of course participant satisfaction;
 - Achieve high standards of teaching, learning and assessment;
 - Encourage widespread adoption of flexible approaches to teaching, learning and assessment and study modes that meet the differentiated needs of ALL course participants and foster an environment for course participant-centred learning ;
 - Promote effective course participant-focused support and guidance across all programmes;
 - Provide a managed approach to eLearning and blended learning across all programmes of study;
 - Structure a robust approach to teaching and learning excellence which will lead toward formal recognition from the National Quality Assurance Agency: MFHEA through the External Quality Assurance Audit.

3. Key principles

The IfE's key principles for all course participants are:

- 3.1 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 and understand. Learning brings its own emotional and/or intellectual reward. As educators - often through personal example - we foster a love for learning by nurturing self-motivation. Educators should also motivate by inspiring, challenging and praising. The IfE should show that it values all course participants, by creating an ethos of achievement and organising tasks which will bring rewards that matter from the course participant's point of view.
- 3.2 Participation** - Course participants of the IfE are encouraged 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 the learning process whenever possible, they make informed choices about what, where and how they learn; and they self and peer assess. The IfE makes use of various sessions where course participants give feedback to each other, discuss different topics as encouraged during the lectures and use online mechanisms such as forums, online breakout rooms and creation of video presentations to enhance participation. Through these learning approaches they become conscious of their own preferred styles of learning. The IfE is committed towards creating educators who are themselves lifelong learners - a mind-frame which should inform their professional practice, development, and their own wider learning.
- 3.3 Dialogue** - Course participants need to communicate through verbal and/or multi-modal 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 of the IfE are expected to question, answer, explain, challenge assertions, support propositions, offer alternatives, suggest solutions and peer assess. The lecturers at the IfE are advised to set standards in their questioning and provision of feedback to 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.

3.4 Thinking - The IfE fosters amongst its learners a mode of thinking which is critical and creative, robust, and flexible. Course participants are positively critical: questioning, investigating, autonomously searching for answers, others and the world in which they live. They are creative: imagining, expressing, exploring the boundaries of the possible so that there are no limits to ambition. All lecturers at the IfE are thinkers: reflective professionals who promote self-awareness, are systematically evaluative and are focused on their own improvement. Lecturers at the IfE ask the questions that matter, enable and empower course participants to ask those questions, so that they and those who respond may make their thinking explicit.

3.5 Assessment is for Learning

3.5.1 The IfE employs effective assessment that informs and supports the learning and teaching process, which ultimately helps to raise attainment and achievement. All involved 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 lecturers 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 identified by Wiliam and Thompson (2007) are the following:

- clarifying, understanding and sharing learning intentions and criteria for success;
- engineering effective classroom discussions, questions, activities that elicit evidence of learning;
- providing feedback that moves learners forward;
- activating learners as learning resources for one another;
- 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 lecturers to visualize and therefore enhance teaching and learning. Lecturers at the IfE 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 lecturers 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.

4. Learning Outcomes and Assessment

- 4.1 Lecturers 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. IfE's programme learning outcomes are designed to 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.
- 4.2 The IfE takes into account the diverse needs of its course participants thus lecturers and all academic staff are advised to differentiate assessment strategies and tasks to identify learning needs and use them to cater for their specific needs. This corroborates with Standard 4 and Standard 7 of the [National Quality Assurance Framework for Further and Higher Education](#) (NCFHE, 2015). The assessment methods and tasks to be used are varied, allowing different perspectives of learning to be facilitated. Basically, lecturers 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.

5. Grading Course Participants' performance

- 5.1 Final course grades indicate demonstrate achievement at the end of the course, through an accumulation of appropriate evidence from course work.
- 5.2 Grades for individual pieces of assessment are awarded only on the basis of demonstrated achievement in the task being assessed.
- 5.3 Course participants' achievement in an assessment task is judged on its own merits (standards-based) rather than judged normatively (i.e., by ranking students' achievement). Such standards are published on the IfE portal so that they are transparent and readily accessible for course Participants'.
- 5.4 The conversion of marks to letter grades follows the IfE's grading scheme.

6. Quality Feedback

- 6.1 The IfE encourages the provision of quality feedback 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. The IfE firmly believes that 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.
- 6.2 Lecturers are given recommendations to use formative feedback by commenting (verbal and written) on the quality of their course participants performance and advise them on areas which they may improve on. The IfE seeks three main elements that all formative feedback should contain:
- Evidence on where the course participants is now (this is their success as it relates to the agreed criteria);
 - A definition of the desired goal;
 - Practical strategies to close the gap.
- 6.3 The IfE believes that this advice on how to improve is critical, as to be truly formative, the feedback must inform the next steps in the learning process. The IfE also believes that formative feedback needs to point the course participants towards ways to realise the improvement and reach their individual goal/s.
- 6.4 As per the IfE's requirements, all course assessed work is to be returned to course participants in a timely manner. This is generally communicated within four weeks of the assessment's due date from submission of work. In addition to a mark or grade, course participants receive feedback on the strengths and weaknesses of their work and guidance about how to improve the quality of future work. This takes the form of: oral or written feedback and student-specific comments. Lecturers are obliged to provide criteria and rubrics together with the assessment brief for course participants that clearly demonstrate different levels of achievement.

7. Ensuring reliability of Assessment

- 7.1 Even when the intended learning outcomes and assessment tasks are clear and closely aligned, it is important to also set a rubric and disseminate to the course participants in order to identify whether a learning outcome has been achieved, and to what level it has been achieved. Rubrics are also helpful for course participants to be able to access the marking criteria, so they know what the lecturer is looking for.

- 7.2 Rubrics are essential for the IfE for its internal verification of assignments as it ensures 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.
- 7.3 The IfE adopts a process of Internal Verification, which ensures consistency among markers through meeting to discuss how they have approached assessments. This process which is part of the internal Quality Assurance structure is based on the IfE's principles of assessment, which state that all assessments must be: valid, reliable, practicable, equitable and fair. All Internal Verifiers are mainly tasked with reviewing assessments set against the assessment criteria; sampling and reviewing assessments completed by learners and assessed by lecturers; and giving support and advice to lecturers where necessary to ensure that they provide adequate support advice and feedback to learners.

8. Online and Blended Learning

- 8.1 The IfE offers **online/blended courses** as it believes in the strengths of online/blended learning which lie in course participant empowerment, flexibility, accommodation, customization, collaboration, and creation. Course participants are empowered as they are free to access materials whenever and wherever they want, and this allows them to learn in a way in which they are successful.
- 8.2 Online/blended learning provides learners with opportunities to make choices on how to explore content; thus, accommodating different learning styles. The IfE employs a constructivist, social, and collaborative learning paradigms with course participants in online education by applying research-based pedagogical techniques through effective incorporation of various online learning tools such as Panopto, Blackboard Collaborate and Padlet which allow for online break-out groups and for course participants to create content, share it with their peers and provide feedback to one another; thereby, placing the course participants at the centre of the learning activity.

9. Support Structure

9.1 The IfE is committed to provide a proactive support system to all its course participants. With this in mind, the Student Affairs Office conducts numerous screening checks to identify course participants at risk of failure and most importantly work towards providing a tailored support structure. This is possible through;

- Periodic review of grades whereby struggling course participants are identified. Following this exercise, discussions are held with all interested parties which may include; the course participants themselves, the lecturers, any of the IfE administrative boards (if necessary) and the IfE counsellor with the intent to offer the best possible plan for improvement. Subsequently the Manager Student Affairs will get in touch with the identified course participants and a way forward is discussed in confidence.
- The periodic review of Teaching Practice reports in order to identify course participants who are struggling with the practical component. Through this exercise, the IfE will ascertain that the course participants are provided with the necessary support to ameliorate their overall performance.

9.2 The IfE will also provide access arrangements both in terms of the physical and virtual learning environment for course participants with learning or physical difficulties so that they can enjoy the same equal opportunities in terms of reaching their potential throughout their studies.

10. Roles and Responsibilities

10.1 Academic Board

- To define and monitor the IfE's academic standards to assure the quality of teaching and research;
- To oversee the development and enhancement of the academic activities of the IfE;
- To monitor and review the academic integrity of all the programmes offered by the IfE;
- To oversee academic governance as outlined in the National Quality Assurance Framework for Further and Higher Education Institutions (NQAF, 2015);
- To receive updates from the Programmes Department and Quality Assurance Department regarding the assessment and internal review processes;

- To foster excellence and innovation in teaching, learning and research;
- To monitor programmes as approved and reviewed in accordance with the IfE's policy to assure programme quality and integrity;
- To approve quality assurance processes that maintain academic standards in education and research;
- To ensure that recommendations and decisions of the Academic Board are consistent with the IfE's academic plan and strategic direction;
- To receive and review reports on the outcomes of the IfE's education and research activities, including reports on reviews and re-accreditation of programmes;
- To have oversight of course participant success rates and outcomes, including graduate tracing, and to keep under review the comparative success rates and outcomes for different groups.

10.2 Lecturers

- 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;
- 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 lectures;
- To use activities that engage the interest of all course participants, share learning objectives with all course participants and end lessons with plenary activities;
- To plan for 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;
- To provide feedback that uses and refers to the course participant's targets and progress towards them;
- To use effective questioning that engages all individual course participants;
- To include questioning that stretches course participants by engaging them in knowledge recall as well as higher order thinking, analytical and evaluative skills;
- To provide opportunity for course participants to process new material, develop understanding and construct their own meanings;
- To build robust and appropriate educator and course participant relationships;
- To allow the course participant to be active and participate in learning;
- To promote the use of the portal and other learning resources such as the library in the support of learning and the provision of additional learning opportunities.

10.3 Course Co-ordinators

- To ensure the smooth running of the courses;
- To maintain all records of the course and liaise with the respective departments;
- To assist the Senior Manager Course Co-ordination and School Professional Development in the development of time-tables;
- To send documents and communicating with lecturers and course participants,
- To ensure that lecturers input the attendance,
- To ensuring lecturers and course participants adhere to deadlines for submission of assessment tasks.

10.4 Course Participants

- To engage actively in the learning process and participate according to assessment requirements;
- To complete assessment tasks diligently and honestly to provide evidence of learning outcomes;
- To meet assessment requirements as specified in the course outline, including submission of work by the due date;
- To consult the Admissions Department as early as possible about any access requirements/additional needs ;
- To discuss any concerns they have regarding their progress in coursework and assessment as early as possible with respective course co-ordinator and/or lecturer;
- To consult with the course co-ordinator, lecturer or Student Affairs Office if personal circumstances are affecting participation or performance in assessment;
- To access and abide by all policies and procedures relating to teaching, learning and assessment and seek clarification, where necessary.

11. Procedures

11.1 Procedures for synchronous (live) lectures

11.1.1 Course participants are expected to have the following minimum requirements in order to follow synchronous lectures: a very good internet connection and a personal computer/laptop with a functional microphone and camera.

11.1.2 Participants are to log in using their username and password onto the IfE's portal in order to join synchronous lectures.

- 11.1.3 Course participants are required to leave their camera switched on during the whole lecture. They are also required to leave their microphone switched off unless they are speaking or the lecturer indicates otherwise. Course participants who wish to speak during lectures have to use the 'raise hand' function provided by Blackboard Collaborate which is the platform that the IfE uses for synchronous lectures.
- 11.1.4 Synchronous lectures may be recorded solely by the lecturer for quality assurance purposes and so that course participants may be able to revisit or catch up on lectures as well as to navigate easily to search for the content they need. Course participants will duly be informed that the lecture is being recorded. Recordings are kept in compliance with the IfE's [Data Protection Policy](#).
- 11.1.5 The use of any recording device, audio or video, during a synchronous lecture without the lecturer's and other course participants' prior written consent, is strictly prohibited by the IfE's policies and procedures. Any breach will be considered as serious misconduct and resolved through the [Course Participants' Conduct Policy and Procedures](#).
- 11.1.6 Failure to adhere to the above procedures may lead to disciplinary action in line with the [Course Participants' Conduct Policy and Procedures](#).

11.2 Assessment Procedures

11.2.1 Introduction

- 11.2.1.1 During a course offered by the IfE, course participants will be asked to submit a number of different modes of assessment tasks which may include essays, portfolios, reflective journals, projects or other types of coursework.

11.2.2 General notes in preparation of submission of coursework

- 11.2.1.1 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.
- 11.2.1.2 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.
- 11.2.1.3 All course participants are able to access Turnitin™ plagiarism prevention software (available through the IfE's web portal) in advance of the submission date for all text-based assignments. The IfE recommends that as a guidance the similarity percentage should not exceed **21%**. However, plagiarised content shall be reviewed by the assessor as per the [Academic Dishonesty and Plagiarism Policy and Procedures](#).

- 11.2.1.4 Course participants should retain a copy of submitted work as, in very exceptional cases, assignments may be lost or damaged.
- 11.2.1.5 All assessments must be submitted in English unless the assessment 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.
- 11.2.1.6 Course participants should be aware of self-plagiarism which occurs when the same piece of work (or a significant part thereof) is submitted for formal assessment twice (refer to the [Academic Dishonesty and Plagiarism Policy](#) and Procedures).
- 11.2.1.7 Course participants should ensure that confidentiality is maintained and should be aware of procedures regarding breaches, included in the [Information Technology Acceptable Use Policy](#).

11.2.3 Submission of coursework

- 11.2.3.1 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. Deadlines for modules in which the 3rd term ends, will have their assignment deadlines adjusted to ensure that the lecturer has at least 4 weeks to correct and submit results to IfE.
- 11.2.3.2 Where there is a network failure and the IfE'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 IfE's web portal, Turnitin™ or the network becomes available.
- 11.2.3.3 All assignments / assessment components shall be submitted before 11:59 PM of the due date. Course co-ordinators will be able to provide support to course participants from Monday to Friday between 15.30hrs and 18.00hrs.
- 11.2.3.4 It is the course participants' responsibility to ensure that all assessment components have been submitted on time.
- 11.2.3.5 The course co-ordinator receiving hard-copies of assignments shall understand that the safekeeping of course participants' work in their possession is paramount.
- 11.2.3.6 It is in the interest of the course co-ordinator to keep records of submissions which evidence good practice in this regard.

- 11.2.3.7 Assignments / assessment components submitted beyond the submission date but within three (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%).
- 11.2.3.8 Unauthorised late submission applies only to the first assessment of coursework (i.e. the deadline as stipulated by the lecturer and on the assignment brief). It shall be applied 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.
- 11.2.3.9 Work submitted beyond three (3) working days (i.e. excluding weekends and public holidays) after the submission date will be deemed as non-submission and graded with a zero. In this case the course participant fails the module and will normally be given the opportunity to resit the component(s). 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 / re-submit components of assessment that she/he has already passed.
- 11.2.3.10 If an assessment component is not submitted as defined through clause nine (9) above, the course participant fails the module s/he will normally be given the opportunity to resit the component(s). After the resit, the whole module mark will be capped at the pass mark (45%/D). If the course participant does not re-submit all the required components a 0%/F will be assigned. The course participant does not need to re-attend the module, or to resit/re-submit components of assessment that she/he has already passed.
- 11.2.3.11 If an assessment component, is submitted beyond the submission date but within three (3) working days (i.e. excluding weekends and public holidays) it will be accepted as an unauthorised late submission. The maximum mark that can be awarded for the assessment component will be the pass mark (45%).
- 11.2.3.12 Authorised extensions to submission may be agreed by the Student Affairs Committee for valid reasons and on application by the course participant as outline in the [Extenuating Circumstances Policy](#).
- 11.2.3.13 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.
- 11.2.3.14 Assignments shall normally be marked by the lecturer within four weeks of the published submission date. All assignment results are to be submitted by the lecturer by not later than the 15th August of the respective year. Only the results of the Internship module within the Bachelor of Education are submitted after this date.
- 11.2.3.15 Grades are always subject to internal verification.

- 11.2.3.16 The lecturer’s feedback shall state what has been achieved or not achieved and possible areas for development.
- 11.2.3.17 At the end of each module, course participants will be awarded a grade which reflects the total mark obtained in accordance with the table hereunder:

| Mark Range | Letter Grade | Description |
|------------|--------------|------------------------------|
| 95% -100% | A+ | Work of exceptional quality |
| 80% - 94% | A | Work of excellent quality |
| 75% - 79% | B+ | Work of very good quality |
| 70% - 74% | B | Work of good quality |
| 65% - 69% | C+ | Work of average quality |
| 55% - 64% | C | Work of fair quality |
| 50% - 54% | D+ | Work of rather low quality |
| 45% - 49% | D | Marginal Pass |
| 0% - 44% | F | Unsatisfactory, failing work |

Figure 1: Grading Scheme

11.2.4 Word limits for assignments

- 11.2.4.1 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.
- 11.2.4.2 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.
- 11.2.4.3 Word limit requirements- Essays, reports, reflective journals and dissertations:
The word count includes the body of the work:
- The main text,
 - In-text quotations which should not normally be more than three lines of text, and are included in the wordage.

The word limit excludes:

- Reference lists/ Bibliographies
- Tables and the title of tables (any variation will be set out explicitly in module guides)
- Graphs
- Appendices Note: 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.

- 11.2.4.4 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 course co-ordinators 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.
- 11.2.4.5 Presentations: The length of the delivery of the presentations should be proportionate to the number and complexity of learning outcomes which need to be demonstrated.
- 11.2.4.6 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.
- 11.2.4.7 Where the assignment has a defined word count, 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 below).
- 11.2.4.8 Where the word count exceeds 10%, the full assignment will be marked following which the appropriate penalty will be applied (see below). Where the word count exceeds the limit, the penalties detailed below will be applied:

| Word count exceeded by | Penalty |
|------------------------|--|
| 0% - 10% | No penalty |
| Over 10% - 30% | 10 marks deducted or pass mark awarded (whichever is higher) |
| Over 30% + | Mark capped at pass mark |

Figure 2: Word count penalties

11.2.5 Referencing

- 11.2.5.1 When course participants write an assignment at the IfE, they are required to substantiate statements with reference to the work of academic authors. Each time this is done, it is necessary to identify their work by making reference to it-both in the text of the 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.
- 11.2.5.2 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).

11.2.5.3 **The APA system** - There are a number of different referencing systems used in academic writing. The IfE acknowledges the author/date system commonly known as APA (American Psychological Association). Therefore, the in-text references for all formats (book, journal article, web document) consists of the author(s) surname and year of publication. The in-text references should then be listed in the reference list at the end of the document.

11.2.5.4 When compiling the reference List, the course participants should:

- List references on a new page with a centred heading titled: References.
- Include all the references, regardless of format, e.g. books, journal articles, online sources, in one alphabetical listing from A - Z.
- Order entries alphabetically by surname of author(s).
- List works with no author under the first significant word of the title.
- Indent second and subsequent lines of each entry (5-7 spaces).
- Use double spacing.
- End all references with a full stop except when the reference ends with a URL or a DOI.

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

11.2.6 Group work

11.2.6.1 An assessment task in any module may require group work, which has been shown to enhance learning as it enables a variety of ideas to be discussed and encourages collaboration and active learning. Any such work will be undertaken in accordance with the requirements set out in the assessment brief.

11.2.6.2 Any course participant in a group may submit on behalf of the whole group. The respective course participant is then required to share the submission receipt via email with all the group members.

11.2.6.3 Group members should collectively agree on work distribution, collaboration, deadlines and conflict resolutions at the onset of the group task assigned.

11.2.6.4 Group members can either include the contribution of each individual group member on the assignment cover sheet or else place their name on their sections of the assignment.

11.2.6.5 In order to avoid allegations of collusion, the lecturers are advised to be clear on the scope of the assessment task and expectation of what the group work is expected to produce. For example, the lecturer has to explicitly state whether course participants have to collect data as a group but analyse and draw their own conclusions separately.

- 11.2.6.6 Normally, management of a group will be the responsibility of the members of the group. However, any difficulties with group working – and especially with individual contribution – should be reported to the lecturer as early as possible. The lecturer will work with the course coordinator to address the problem, taking care to maintain the anonymity of group members who have voiced a concern.
- 11.2.6.7 The IfE considers participation in group work very seriously and there are no limits to the marks that can be deducted to the individual course participant for non-participation in group work. If it is definitely clear that the course participant has made no contribution at all, then a mark of zero may be assigned to the individual group member for the group work. In such cases the course participant may be given the possibility to re-sit the component/s as per article 10.2.7 within this policy. The resit must enable a course participant to demonstrate the same intended learning outcomes as the first assessment.
- 11.2.6.8 The effort of each individual group member will be recognised and different members within the group may be awarded a different grade based on the quality of work contributed by the respective members.

11.2.7 Resits

- 11.2.7.1 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, not submitting all the assessment components or not attending an exam, he/she will normally be given the opportunity to resit the component(s) (subject to clause 3 below) 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 achieved.
- 11.2.7.2 A candidate sitting for a resit 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](#)).
- 11.2.7.3 Course participants who fail a unit or a number of units after the resit may be considered by the Academic Board to repeat the outstanding units, with attendance, with the following cohort, assuming space on the course permitting and subject to same unit being delivered in the following cohort. In this case, the course participant is still eligible for a resit under the same conditions as above (with the new cohort). The course participants will be charged the tuition fee of the respective modules at the current stand-alone rate.
- 11.2.7.4 Course participants who fail more than 20% of the total number of ECTS (including the resits) of a programme's academic year will be required to repeat the

academic year subject to space availability on the course and subject to same units being delivered in the following cohort. Recycled modules will be charged in line with the [Tuition Fees Policy](#). The course participant is encouraged to seek advice from the respective course co-ordinator. A course participant may not *resit* more than 40% of the total number of ECTS per academic year. In such cases the course participant would have failed to achieve the qualification.

- 11.2.7.5 If a course participant following an award comprising of one module fails the resit, they would have to re-apply for the whole award so as to be admitted into the next available cohort.
- 11.2.7.6 If a course participant following an award comprising of multiple modules fails the resit/s, they will be required to repeat (recycle) the module/s with the following cohort subject to space availability on the award and subject to the same modules being re-offered. Recycled modules will be charged in line with the [Tuition Fees Policy](#).
- 11.2.7.7 Re-sits will be charged in line with the [Administrative Charges](#) of the IfE.

11.2.8 Revision of Paper

- 11.2.8.1 Within five (5) days of being notified of the result of an assessment, a course participant who wishes to contest the academic decision must seek an appointment with the lecturer in charge, in an endeavour to resolve the matter satisfactorily and amicably.
- 11.2.8.2 If, following the meeting with the lecturer, the course participant feels that the outcome is not justified; he/she may wish to apply for a revision of paper. For such purposes, the course participant will fill in the [Application for Revision of Paper](#) and if necessary send an email with the relevant documentation to the IfE on ife.qa@ilearn.edu.mt within ten (10) days.
- 11.2.8.3 The original grade awarded by the lecturer cannot be downgraded, should the revision of paper process yield a lower grade.
- 11.2.8.4 Outcomes of the revision of paper shall be final as the process entails a blind marking process of the task by an independent external examiner.
- 11.2.8.5 The charge for revision of paper applies. For further information on course charges, course participants have to refer to the [administrative charges](#) section on the IfE website. In the case of any queries, the respective course coordinator has to be contacted.

11.2.9 Dissertation

General Guidelines

- 11.2.9.1 Dissertations must be submitted through Turnitin by the deadline specified in the Dissertation handbook.
- 11.2.9.2 Course participants may submit drafts of their Dissertation on Turnitin indefinitely. For this purpose, a draft folder will be accessible on Turnitin 8 weeks prior to the submission deadline specified in the Dissertation handbook.
- 11.2.9.3 A final submission folder will be accessible on Turnitin, 6 weeks prior to the submission deadline specified in the Dissertation handbook. The version submitted in this final submission folder will be considered the final Dissertation submitted to the Dissertation Board.
- 11.2.9.4 The dissertation is assessed by the Assessment board for the dissertation. The Assessment board consists of the Dissertation supervisor and two assessors, one of the latter is acting as the chairperson of the Assessment board. The assessment will be carried out as a blind review. The assessors will be issuing the marks for the dissertation as per dissertation rubric, marking criteria and classification of the dissertation specified in the Dissertation handbook. A joint report will be issued by the Assessment board, which will be the report issued to the course participant.
- 11.2.9.5 Dissertations are subject to internal verification as outlined in this policy.

Viva Voce

- 11.2.9.6 Course participants may be subject to present their dissertation in a Viva Voce forming part of the Dissertation assessment. A sample of dissertations may be subject to a Viva Voce for quality assurance purposes. Within this sample a Viva Voce shall be carried out in the following cases:
- The dissertation has been marked borderline between grades;
 - The dissertation has been marked exceptionally low / failing
 - In case of anomalies in module performance.
- 11.2.9.7 The Viva Voce panel members will include the members of the Assessment board, excluding the Dissertation Supervisor, and an External Peer Reviewer, who may participate in the Viva Voce online. The Dissertation Supervisor may participate in the Viva Voce as a silent observer.
- 11.2.9.8 The Dissertations Board will inform the course participants who are asked to attend a Viva Voce and inform them of the reason for the Viva Voce, set the date

and time of the Viva Voce and inform the course participant of the arrangements which have been made. The Viva Voce will be held preferably in person but not excluding online, if there are circumstances which make this expedient. Applications to hold the Viva Voce online, if not already intended to be undertaken in this format, must be made in writing to the Dissertation Board within 5 working days from notification of the Viva Voce including the justification and any relevant supporting evidence

- 11.2.9.9 The viva will be between 20 and 30 minutes. It will be held preferably in person but not excluding online. The first few questions of the viva shall be intended to make the course participant feel at ease. This will be followed by questions according to the criteria within the dissertation rubric identified as needing further probing. The Assessment Board members will take notes during the viva, which will be available in case of an appeal.
- 11.2.9.10 Failure to attend the Viva Voce without prior notification at least 5 working days prior to the Viva Voce to the Dissertation Board or without good reason or justification for non-attendance (including supporting evidence, may result in the course participant failing the dissertation module and ultimately failing their degree.
- 11.2.9.11 No one should attend the viva except the course participant and the members of the Assessment board.
- 11.2.9.12 A report will be submitted by the Assessment Board to the Dissertation Board. The timeline for conducting the viva is as specified in the Dissertation handbook.

Dissertations Requiring Minor Amendments

- 11.2.9.13 Being asked to complete minor amendments is the most common outcome of the dissertation assessment or the Viva Voce. Minor amendments are defined as amendments that are typographical or grammatical in nature; corrections to references and/or diagrams and the re-writing of small sections of text. The Dissertation Board will communicate the minor amendments to be implemented to the course participant. Minor amendments must be completed within 2 weeks and submitted to the Assessment board for review and approval.

Dissertations Requiring Substantial Revisions

- 11.2.9.14 The Assessment board may conclude that the dissertation requires substantial revisions, such as further research or repeat completed research and/or re-write or restructure large parts of the dissertation.
- 11.2.9.15 The Assessment board will send a report to the course participant outlining the reasons for requiring substantial revisions. Course participants will be given a period of one academic year to resubmit the dissertation for assessment. The final mark for a dissertation requiring substantial revisions is capped at 45%.
- 11.2.9.16 Course participants will be automatically moved to the next academic year. This will include the requirement of paying the fees for the next academic year in line with the [Tuition Fees Policy](#). Should the Assessment board deem the dissertation following revision and resubmission (second submission of the dissertation) not of sufficient standard to be awarded 45%, the dissertation module shall be deemed as 0/Fail. In that case the course participant may be entitled to the exit qualification as per programme they are following. <https://ife.edu.mt/wp-content/uploads/2023/03/Extension-to-duration-of-Studies-Policy-Institute-for-Education.pdf> Course participants are reminded that they must complete their programme within a 5-year (Master's degree) or 6-year period (Bachelor's degree). Kindly refer to the [Extension to the Duration of Studies Policy](#).

Final version of the Dissertation

- 11.2.9.17 Following the publication of results and any amendments arising from the assessment, the dissertation is to be submitted in the format specified in the Dissertation handbook.
- 11.2.9.18 After the Dissertation Board has verified that the hardcopy of the dissertation has been submitted to the course coordinator, the Dissertation Board will inform the Admissions Board that the course participant has completed the dissertation module. The Admissions Board will then take the necessary action and issue certification of the degree.

11.2.10 Academic Appeals

- 11.2.10.1 An academic appeal is a procedure which allows the individuals to ask for a final and irrevocable review of a decision relating to their academic assessment,

progression and awards following the exhaustion of all other mitigation measures as outlined in the relevant policies and procedures of the IfE.

11.2.10.2 Individuals have the right to appeal to the Appeals Committee against the following decisions of the relevant academic body charged with making decisions on assessment, progression and awards:

- Assessment process (e.g procedural irregularity) ;
- Individual (e.g. academic standing, progression or exclusion);
- Enrolment (e.g. return to study);
- Research misconduct;
- Academic integrity (e.g. cheating, plagiarism, breaching copyright).

Further information can be found in the [Appeals Policy and Procedures](#).

12. Relevant Documents

- [Academic Dishonesty and Plagiarism Policy](#)
- [Administrative Charges](#)
- [Appeals Policy and Procedures](#)
- [Course Participants' Conduct Policy and Procedures](#)
- [Data Protection Policy](#)
- [Extension to the Duration of Studies Policy](#)
- [Extenuating Circumstances Policy](#)
- [Framework For The Education Strategy For Malta 2014-2024](#)
- [Information Technology Acceptable Use Policy](#)
- [Learning Outcomes Framework](#)
- [Malta Referencing Report](#) (2016)
- [National Quality Assurance Framework for Further and Higher Education](#) (2015)
- [Tuition Fees Policy](#)

13. Version history

| Originator | Version | Date | Changes Done |
|---|---------|------------|---|
| QA Dept. | 1.0 | 21/04/2017 | Initial Release |
| QA Dept. | 1.1 | 19/08/2019 | Updated article 'Conduct of Assessment' and 'Resits'. |
| QA Dept. | 1.2 | 16/09/2019 | Updated the 'Appeals' article. |
| QA Dept. | 1.3 | 17/09/2019 | Included reference to the course charges in the 'Appeals' article. |
| QA Dept. | 1.4 | 15/07/2020 | Updated the following articles: Introduction, Aims and Objectives, Key Principles, Learning Outcomes and Assessment, Ensuring Reliability of Assessment and Academic Appeals. Removed article with roles and responsibilities. Included article on revision of paper. |
| QA Dept. | 1.5 | 6/08/2020 | Updated submission of Coursework article |
| QA Dept. | 1.6 | 16/09/2020 | Updated submission of Coursework article |
| QA Dept. | 1.7 | 5/10/2020 | Updated submission of Coursework article |
| Research and Development Dept. | 1.8 | 14/10/2020 | Inserted article 16 |
| QA Dept. | 1.9 | 27/10/2020 | Updated resits article |
| QA Dept. | 1.10 | 12/01/2021 | Updated submission of Coursework article |
| QA Dept. | 1.11 | 04/02/2021 | Updated article 15. |
| QA Dept. | 2.0 | 22/02/2021 | Updated cover sheet, included numbering Updated articles 11, 12 and 15. |
| QA Dept. | 2.1 | 24/08/2021 | Inserted contents page, removed article on examinations, updated article 7.3 and 8.8. |
| Admissions Dept. | 2.2 | 22/09/2021 | Updated article 8.2. |
| Admissions Dept. | 2.3 | 22/10/2021 | Inserted article 9. |
| QA Dept. | 2.4 | 26/11/2021 | Inserted article 8. |
| Admissions Dept. | 2.5 | 02/05/2022 | Updated article 9.8.5 |
| Academic Board & Research & Development Dept. | 2.6 | 14/12/2022 | Inserted Table of Figures Updated articles 3.2, 3.3, 3.3, 3.5, 4, 6, 7, 11.2.9 & 12 Inserted article 8 & article 10 |
| QA Dept. | 2.7 | 29/08/2023 | Updated all links. Updated article 11.2.3.3 – The submission of coursework deadline as been changed from 11:00 PM of the due date to 11:59 PM. |
| QA Dept. | 2.8 | 27/02/2024 | Updated article 11.2.8.2 with new revision of paper application link. |
| QA Dept. | 2.9 | 26/04/2024 | Updated links |