Global College Malta

Quality and Standards Assurance Manual – Section 1 The Design of the College's Academic Provision

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GLOBAL COLLEGE MALTA

QUALITY ASSURANCE MANUAL (2021)

Section 1   The Design of the College's Academic Provision

1.   This section of the College's *Quality and Standards Assurance Manual* covers the design of approved academic provision leading to awards of Global College Malta (the College). The procedures and requirements for information shall be periodically reviewed, in the light of the College's own experience, national and international developments in the higher education sector and the advice and requirements of external bodies.

Programme Design

2.   The design and structure of a programme or course of study at the College shall provide for the progression of students from the level of knowledge and skills required at admission to the level required for the award in an appropriate form of study.

3.   At Levels 5 and 6 of the Malta Qualifications Framework (MQF, see: https://ncfhe.gov.mt/en/Pages/MQF.aspx) a module at is normally defined as one-sixth of the notional academic session's work for a full-time student. The learning activity for a student within a 8.0 ECTS credit module is accordingly contained within 200 notional study hours. All curricula at the College will be designed to articulate and reflect coherent aims, objectives, content and learning, teaching and approaches to assessment.

4.   Academic provision shall be informed by both the relevant policies of the College and the elements of the Maltese national academic infrastructure for higher education as set down by the Malta Further and Higher Education Authority (MFHEA).

Module descriptors

5.   Curricula shall be designed to ensure that it is not possible for a student to register for an identical suite of modules in more than one named programme or course of study. To merit a separate or variant title for a programme or course, there will be a minimum of 16 ECTS credits unique to that title and where there is a dissertation the focus of the dissertation will be on the distinctive area indicated by the title. All provision carrying its own title for which students may register as a qualification aim shall be expressed in a programme document specific to that title.

6. In embedding skills, the emphasis in the College's programmes will be on making academic skills explicit in what is being done, helping students and staff to see the transferable skills they are learning or teaching. There are fundamental skills for each level of study across a programme. A list of fundamentals, of relevance to the identified skills, is provided to assist academic staff (**Appendix 1** to this *Manual*).

7. Programmes and courses of study shall be designed as modular, credit-based structures. A module is a self-contained, individual unit of study. A module descriptor will be completed for each approved module (**Appendix 2** to this *Manual*: Module Descriptor guidance). The module descriptor provides various details about the module including who the module tutor is, what the student will be studying, how the student will be assessed and what the student will have learned once they have completed the module. At the College, a module with 8.0 ECTS credit points which represents a notional 200 hours of study. Undergraduate and postgraduate frameworks and programmes normally comprise some 90 credits of study at each appropriate level. Written assessable work per module at Levels 5 and to 6 will normally be to a maximum of some 4,000 words. Dissertation modules at Level 6 shall normally have a limit of some 8,000 to 10,000 words. Written assessable work per module at Level 7 will normally be equivalent to some 4,000 words, and a Level 7 dissertation may run to some 12,000 words.

Assessment

8. Assessment strategies and tasks should be designed to enable the College's students to demonstrate their achievement of specified learning outcomes across the whole programme or module. Assessments should be appropriate to the academic level being followed by the student.

9. Assessment methods will be mapped across levels and modules within programmes to ensure that the range of activities is varied, balanced, and well-timed, whilst adhering to the programme's requirements for weighting and avoiding unnecessary or repetitive over-assessment of students.

10. Assessment methods shall be designed effectively to test students' achievement of intended learning outcomes and/ or identify aspects for further development of learning. Programme and module learning and assessment activities will accordingly be aligned with intended learning outcomes and assessment criteria.

11. Module assessment shall normally comprise of one, two or three distinct and separately weighted components, each of which shall be identified on the approved module descriptor. A component is a discrete assessment activity, for example an examination, individual or group presentation or a coursework assignment, whose weighting shall be indicated as a whole number percentage on the module descriptor.

12. It will be made clear to students where a piece of work constitutes a component of the module's assessment and is subject to late work penalties, and requires an extension. It should be noted

that this does not remove the occasional potential for portfolio assessments, where there may be stages to completion of the assessment but with a final completion date and deadline for the whole component.

13.   Modules will be devised so as to enable reassessment of each component.

14.   In the interest of transparency, the College's generic marking criteria can be found at **Appendices 3, 4** and **5** to this *Manual* and should be made available to students. Where relevant, module handbooks and assignment guidelines should indicate particular assessment criteria relating to that module or assignment.

15.   All module assessment should be explicitly designed to enable students to demonstrate achievement linked to the identified learning outcomes.

16.   Any formative assessment activity, particularly in the early stages of a particular programme, should be designed to enable both the assessment activity and developmental feedback to students on their performance to be integrated into the programme's learning and teaching activity.

17.   Developmental feedback to students on all coursework assessments should be linked, wherever possible, to the stated assessment criteria.

18.   The College's generic marking criteria set out at **Appendices 3, 4** and **5** to this *Manual* are intended to provide guidance on the characteristics of performance for which marks will be awarded at a higher or lower point than the threshold pass. They accordingly differentiate between grades of students' performance. The main aim of the generic marking criteria is to promote consistency and equity in awards to students across the College.

19.   The guidance provided in the College's generic marking criteria is intended to provide guidance to programme teams in the design of subject or programme-specific marking criteria which encourage the use of the full range of marks, from the highest to the lowest level of achievement.

20.   The main aim of the College's generic marking criteria is to promote consistency and equity in awards to students across the entire College, notwithstanding differences in character between subject disciplines. The generic criteria will be used as the basis for selection and interpretation into more specific marking criteria at programme and module level. Programme teams will consider whether it is appropriate to design separate specific marking criteria at different undergraduate Levels, derived from their discipline-based selection and interpretation of the generic statements.

21.   The College's generic marking criteria are intended to be indicative rather than prescriptive. The generic criteria are organised into four categories and the allocation of particular criteria within

categories may depend upon emphasis and perspective within the context of a particular programme.

Generic Guidelines for marking at MQF Levels 7 and 8

22.   The Level 7 marking criteria (**Appendix 4** to this *Manual*) will be used as generic guidelines to promote marking consistency across the College's Level 7 programmes, as such they are indicative and are designed so as to enable refined judgements to be made. Level 7 programmes will design assessment criteria linked to the stated learning outcomes.

23.   The College's Level 8 feedback criteria (**Appendix 5** to this *Manual*) are intended for modules at this level within Professional Doctorate programmes, other than the major project.

Programme Handbooks

24.   Each programme team will ensure that programme handbooks are updated and made available to students well in advance of their enrollment at the College. Further information about the College's programme handbooks is available elsewhere in this *Manual*.

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Appendix 1 to accompany Section 1 - The Design of the College's Academic Provision

Generic Academic Skills Fundamentals

Time and task management	✔ Identify and describe competing demands on time. ✔ Define procrastination, identify procrastination habits and explore techniques for reducing procrastination. ✔ Identify the importance of being able to time and task manage. Identify a range of tools that can be utilised to time and task manage. ✔ Create a plan/s to set realistic and achievable goals, whilst prioritising tasks within a given timeframe.
Note-taking skills	✔ Distinguish between note-taking (dictation) and note- making (considered retention of vital points). ✔ Differentiate note-taking and note-making strategies for lectures, seminars and reading. Apply critical note-making to identify key arguments and information. ✔ Demonstrate paraphrasing, summarising and appropriate quoting to record information. Demonstrate how notes are used to direct further reading/research.
Reading for academic purposes	✔ Demonstrate the techniques of skimming and scanning. ✔ Identify and critique relevant information from a source through the application of techniques such as survey, question, read, recall and review (SQ3R) in reading. ✔ Identify the strengths and weaknesses of source material. Evaluate the place of source material within the wider debate.

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	✓ Interpret evidence, data, arguments, etc. and be able to identify the significance to your assignment question.
	✓ Identify overt and implicit techniques for influencing the reader/viewer in different arenas - in academic writing, in advertising, in the media.
Producing an argument	✓ Identify what is an argument within an academic context. Identify what is meant by a line of reasoning.
	✓ Write and structure an argument, with academic rigour/evidence and analysis. Develop a response to the question/hypothesis.
	✓ Identify and develop an appropriate paragraph structure to develop a line of reasoning and advance an argument.
	✓ Evaluate a point/idea by identifying the significance – 'so what?'
Oral communication	✓ Present information orally clearly and appropriately in a range of contexts, such as group work, presentations, etc.
	✓ Develop ability to avoid reliance on a script by preparing prompts to aid verbal communication.
	✓ Develop ability to respond to and ask questions, offer information or opinions.
	✓ Demonstrate evidence of listening, understanding and responding appropriately. Develop the ability to work effectively in a team
Reflective learning	✓ Explain the purpose of reflection.
	✓ Develop and implement a plan for organising files (including naming and organising folders).
	✓ Use a range of appropriate search engines, databases and websites for finding information online.
	✓ Choose appropriate online tools and resources relevant to the study context.
Numerical skills	✓ Develop the relevant numerical skills that are essential for success on the programme of study. This will include identifying and dealing with any gaps in students' prior knowledge, building confidence in numerical tasks and introducing subject-specific mathematical techniques.
Data analysis	✓ Develop essential statistical skills such as: formulating a hypothesis; collecting appropriate data; performing a suitable statistical analysis and interpreting results.

Interpreting numerical information	✓ Develop the capability to read and interpret numerical and graphical information from a variety of sources. This includes identifying trends from tables, charts and graphs; selecting relevant statistics and drawing appropriate conclusions in context.

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Appendix 2 **to accompany Section 1 - The Design of the College's Academic Provision**

Global College Malta Module Descriptor - Guidance on Completing the Descriptor

Title

Please avoid generic titles such as 'Professional Practice' which could apply to a number of disciplines. Equally, it is better to keep titles reasonably short and precise so that it is clear to the reader what the module is about. Ideally, a title of no more than six words is preferable.

Level

Please indicate the Level of study. For further information on the Maltese Qualifications Framework, please refer to: https://ncfhe.gov.mt/en/Pages/MQF.aspx.

MQF Level	
8	Doctoral Degree
7	Master's Degree Postgraduate Diploma Postgraduate Certificate
6	Bachelor's Degree
5	Undergraduate Diploma Undergraduate Certificate VET Higher Diploma Foundation Degree

Commencement date and mode of study

Please indicate when delivery of the module commences and the mode(s) of learning, for example full-time, part-time, blended learning, distance learning.

Aims

These are broad statements of intent which may use words relating to a process, such as enable, introduce, review or facilitate. These are broad statements of educational intent, which can be summarised in a few sentences (normally up to three). A suitable beginning phrase is *'The aim/purpose of this module is to….'* Normally, there should be one or two stated aims for a single module.

Learning outcomes

These are specific statements which describe what a student should know or be able to do upon successful completion of the module. Outcomes must be measurable, realistic and relevant to the module.

The College summarises learning outcomes into four areas: Knowledge and understanding (A), Intellectual skills (B), Practical professional skills (C), and Transferable skills (D).

Please include up to 8 learning outcomes which should be linked to these four areas, as outlined below. Learning outcomes in categories A and C will be subject specific and should be appropriate for the level of study. Learning outcomes in categories B and D are applicable to all programmes and should be appropriate for the level of study.

- *Knowledge and understanding*
  Learning outcomes to address, as appropriate, knowledge and understanding of content, related theory, methodologies, and frameworks.

- *Cognitive skills*
  Learning outcomes to address skills, such as, analysis, synthesis, critical and investigative reasoning, problem identification and solution.

- *Practical or professional skills*
  Learning outcomes to address professionally related skills such as laboratory, clinical, creating products. This category should be used for practical professional skills that are practised and applied as distinct from theoretical study.

- *Communication transferable skills*
  Learning outcomes to address development of communication skills, numeracy, IT and information retrieval, personal development and preparation for work (for example teamwork, valuing and managing own learning, motivation and initiative, self-management, responsibility, creativity and self-appraisal)

Please indicate whether the outcomes are assessed in the module, and in which of the categories the outcomes can be identified (may be more than one, especially at postgraduate level)

Learning experiences
Please list the types of learning experiences in which the students will be engaged including indicative hours By means of example:

'WW' hours of lectures
'XX' hours of facilitated group work
'YY' hours of computer-based simulation
'ZZ' hours of self-directed study

Assessment pattern
Please give the method by which students will be assessed, including indicative length of written work, and the relative weighting (%) which each assessed element carries.

Content
Please summarise the content of the module within 60 to 80 words. This information will be made available of the College's website and will be used by students to assist them with their module selections.

Main Texts
Please cite indicative key texts (normally 6 to 10 items) using the appropriate citation convention.

Other relevant details
Please give any additional explanatory information which may be specific to the module, such as uniqueness of structure or delivery mode.

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Appendix 3 to accompany Section 1 - The Design of the College's Academic Provision

Global College Malta Generic Marking Descriptors – Levels 5 and 6

1. Global College Malta (the College) applies clear marking criteria when it assesses student work. In this way, there is an important consistency of assessment both within and between the College's programmes and also between one student cohort and another over time. This is important to guarantee the quality and standards of the College's awards. The College's assessment criteria have regard to the Malta Qualifications Framework (please see: https://ncfhe.gov.mt/en/resources/Documents/Publications/The%20Malta%20Qualifications%20Framework/The%20Malta%20Qualifications%20Framework.pdf).

2. A brief summary of the attributes the College is looking for when it assesses student work at Levels 5 and 6 is given below. The College actively encourages students to consult and understand the grids provided below.

3. The College's assessment criteria are used to measure student performance: how well you have fulfilled the specific learning outcomes of a module that you have studied. The same criteria can apply to each level, because the expected learning outcomes for the modules that you study are graduated by level. The learning outcomes at different levels define the complexity of understanding and skills that you must achieve in that module.

4.   The criteria offer descriptions of standards of achievement relating to four types of learning outcome, and four separate charts of these appear below:

- Knowledge and understanding of the academic discipline, field of study, or area of professional practice;
- Cognitive skills;
- Practical or professional skills; and,
- Communication skills: Creative, Written and Presented.

5.   There are various descriptors under these headings, describing different aspects of understanding or skill. College staff who will mark your work will use the ones that apply to the particular outcomes you have been asked to try and demonstrate: if the learning outcomes of your module do not require a particular skill to be demonstrated, then those criteria will not apply.

6.   Since not all of the criteria set out below will apply to every module delivered by the College, different programme teams may customise these criteria to describe how they apply to your particular area of study or to a particular type of assessment you have been asked to undertake. Programme teams may also customise the criteria to show you how they will interpret and apply them at different study levels. In these cases, they will make the criteria clear for you to see. These discipline-specific, task-specific and level specific criteria will always conform to the College's criteria set out here: they will specify, not contradict them.

The College's summary Generic Marking Criteria for Levels 5 and 6 related to the Malta Qualifications Framework

	Distinction	Merit	Pass	Marginal Pass	Fail
Knowledge and understanding	Excellent command of highly relevant, extensively researched material; very sound understanding of complexities.	Clear, sound understanding of subject matter; breadth and depth of material, accurate and relevant.	Basic knowledge sound but may be patchy; reasonable range of source material.	Limited consistency of depth and accuracy of detail; background material relevant but over-reliant on few sources.	Content may be thin or irrelevant; scant evidence of background investigation.
Cognitive skills	Convincing ability to synthesise a range of views or information and integrate references	Ability to synthesise a range of views or information and incorporate references;	Evidence of drawing information together; ideas tend to be stated rather than developed;	Limited perspective or consideration of alternative views largely descriptive; some ability	Superficial use of information; explanations may be muddled at times; poorly structured, little

	sophisticated perception, critical insight & interpretation; logical, cogent development of argument.	perceptive, thoughtful interpretation; well-reasoned discussion; coherent argument.	attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated.	to construct an argument but may lack clarity or conviction, with unsupported assertion.	logic; may have unsubstantiated conclusions based on generalisation.
Practical or professional skills	Expert demonstration, and accomplished and innovative application of specialist skills; very high level of professional competence.	Good performance; capable and confident application of specialist skills; substantial level of professional competence.	Mostly competent and informed application of specialist skills; sound level of professional competence.	Sufficient evidence of developing specialist skills; satisfactory level of professional competence.	Little evidence of skill development or application; questionable level of professional competence.
Communication transferable skills	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style; near perfect spelling, punctuation and syntax.	Clear, fluent, confident expression; appropriate vocabulary and style; high standard of accuracy in spelling, punctuation and syntax.	Clearly written, coherent expression; reasonable range of vocabulary and adequate style; overall competence in spelling, punctuation and syntax.	Expression, vocabulary and style reasonably clear but lack sophistication; inaccuracies in spelling, syntax and punctuation do not usually interfere with meaning.	Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology; many errors in spelling, punctuation and syntax.

The College's <u>detailed</u> Generic Marking Criteria for Levels 5 and 6 related to the Malta Qualifications Framework

KNOWLEDGE & UNDERSTANDING	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
Range and relevance of reading and research	Far-reaching investigation and insight	Comprehensive research and coverage of topic integrating wide range of academic sources	Excellent command of highly relevant, extensively researched material	Wide range of core and background reading, effectively used	Reasonable range of reading; references to relevant but not wide variety of sources	Background reading mostly relevant but over reliant on few sources	Scant evidence of background reading; weak investigation	No evidence of relevant reading	No evidence of reading	No use of sources
Breadth and depth of knowledge	Develops new knowledge or novel perspective going beyond the literature	Extensive subject knowledge with detailed insight into and understanding of relevant theory	Extensive, thorough coverage of topic, focused use of detail and examples	Breadth and depth of coverage, accurate and relevant in detail and example	Content generally relevant and accurate, most central issues identified; basic knowledge sound but	Fairly basic knowledge, limited consistency of depth and accuracy of detail; not all aspects addressed, some	Contains very slight detail; content may be thin or irrelevant; issues poorly identified	Little relevance of content; unacceptably weak or inaccurate knowledge base	Knowledge base extremely weak; content almost entirely irrelevant or erroneous	Material not relevant or correct; no evidence of knowledge

	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
					may be patchy	omissions				
Understanding of subject matter and theory	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated understanding of complexities of key theoretical models, concepts and arguments	Excellent, very sound understanding of complexities of key theoretical models, concepts and arguments	Clear, sound understanding of subject matter, theory, issues and debate	Reasonable level of understanding of subject matter, theory and ideas; main issues satisfactorily understood	Partial understanding of subject matter, core concepts and relevant issues; basic reference to theory	Very little understanding of subject matter, ideas and issues; may be issue of misreading/ misinterpretation of question	Significant weaknesses and gaps in understanding of subject matter, ideas and issues; misunderstanding of question	Devoid of understanding of subject matter, ideas and issues	No relevant understanding evident; response to question virtually nil
Textual studies	Outstanding engagement with text	Sophisticated engagement with text	Excellent, consistent engagement with text	Good, careful engagement with text	Reasonably good ability to respond to text	Some ability to respond to the text	Inadequate familiarity with the text	Little awareness of text	Misunderstanding of text	No reference to text
Contextual studies	Outstanding understanding of artistic or critical context	Sophisticated understanding of artistic or critical context	Comprehensive understanding of artistic or critical context	Good understanding of artistic or critical context	Sound, but may be limited, understanding of artistic or critical context	Adequate but partial understanding of artistic or critical context	Weak understanding of artistic or critical context	Lack of understanding of artistic or critical context	Inaccurate reference to artistic or critical context	No awareness demonstrated of artistic or critical context

COGNITIVE SKILLS	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
Selection and use of information	Outstanding level of original synthesis, analysis, argument and evaluation	Creative, innovative synthesis of ideas	Convincing ability to synthesise a range of views or information and integrate references	Ability to synthesise a range of views or information and incorporate references	Evidence of drawing information together	Little discrimination in use of material; limited perspective or consideration of alternative views	Superficial use of information, minimal association; references not integrated	Incorrect use of material or information	Little or no use of material or information	Little or no use of material or information
Interpretation of information	Work produced could hardly be bettered when produced under parallel conditions	Sophisticated perception, critical insight and interpretation	Excellent perception, critical insight and interpretation	Perceptive, thoughtful interpretation	Sound explanation; this may be partly descriptive and factual; ideas tend to be stated rather than developed	Some interpretation or insight; may be largely descriptive, or superficial; overreliance on narrative or anecdote for explanation	Little attempt to interpret material, or merely descriptive; explanations may be muddled at times	Purely descriptive; very limited discussion	Any attempt at discussion limited to personal view; no discernible insight	No interpretation of information

Critical analysis using theory	Work produced could hardly be bettered when produced under parallel conditions	Challenging, comprehensive critical analysis sustained throughout	Very good depth and breadth of critical analysis; sustained, thorough questioning informed by theory	Consistent development of critical analysis and questioning, using theory	Some attempt at critical analysis using theory; may be limited and lack consistency or conviction	Some evidence of rationale; minimal attempt to examine strengths and weaknesses of an argument	Limited breadth and depth of analysis, inadequate critical skills; shallow and superficial	Lacking or erroneous analysis; negligible evidence of thought	Isolated statements indicating lack of thought	Isolated statements indicating lack of thought
Structure and argument	Work produced could hardly be bettered when produced under parallel conditions	Authoritative and persuasive argument	Excellent organisation of ideas; clear, coherent structure and logical, cogent development of argument	Logically structured; good organisation of ideas; well-reasoned discussion; coherent argument	Reasonable structure; organisation may lack some logical progression; attempt made to argue logically with supporting evidence, although some claims may be unsubstantiated	Basic structure; may be some repetition or deviation; some ability to construct an argument but may lack clarity or conviction, with unsupported assertion	Poorly structured, little logic; may have unsubstantiated conclusions based on generalisation	Structure confused or incomplete; poor if any relationship between introduction, middle and conclusion; lack of evidence to support views expressed	Lack of recognisable structure or reference to argument; no related evidence or conclusions	Lack of evidence of reasoning
Awareness of self-development, and /or personal engagement	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Thorough and sophisticated appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Thorough appreciation of learning gained and impact on self; pertinent personal analysis; imaginative, insightful, creative	Good awareness of learning and self-development; pertinent personal comment; some freshness of insight, some creative thinking and imagination	Reasonable awareness of learning and self-development; may show a little indication of originality or personal engagement	Some awareness of learning and self-development; personal engagement only very slight	Little or muddled awareness of learning and self-development; minimal appraisal	Discussion of own learning and development incoherent ; issues are not appraised	Very little evidence of self-awareness	No evidence of self-awareness

PRACTICAL OR PROFESSIONAL SKILLS	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
Specialist skills	Outstanding expertise and flair in the application of specialist skills	Sophisticated expertise and flair in the application of specialist skills	Expert demonstration, accomplished and innovative application of specialist skills	Good performance; capable and confident application of specialist skills	Mostly competent and informed application of specialist skills	Sufficient evidence of developing specialist skills	Little evidence of skill development or application	Very little evidence of specialist skill development	Minimal evidence of specialist skill development	No evidence of skill development

Integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Skilled integration of theory and practice	Useful links drawn between theory and practice	Consideration of related theory and practice	Consideration of both theory and practice, which may be uneven	Uneven balance between theory and practice	Little appreciation of theory in practice	Relationship between theory and practice not evident	No awareness of theory in practice evident
Professional competence	Extremely high level of professional competence	Extremely high level of professional competence	Very high level of professional competence	Substantial level of professional competence	Sound level of professional competence	Satisfactory level of professional competence	Questionable level of professional competence, for example there may be some evidence of unsafe practice	Lack of professional competence	Serious lack of professional competence	Professional incompetence
Reflective practice	Sophisticated reflection on personal and professional practice	Sophisticated reflection on personal and professional practice	Clear and insightful reflection on personal and professional practice	Clear understanding, reflection and evaluation of implications for personal and professional practice	Sound reflection on personal and professional practice	Adequate but limited reflection on personal and professional practice issues	Inadequate reflection on personal and professional practice issues	Slight, if any, reflection or reference to personal and professional practice	Slight, if any, reflection or reference to personal and professional practice	Slight, if any, reflection or reference to personal and professional practice
Technical understanding and use of materials	Excellent technical understanding and judgement; work produced could hardly be bettered when produced under parallel conditions	Excellent technical understanding and judgement ; exceptional level of competence in use of materials and appropriate application of working processes and techniques	Thorough technical understanding and judgement; excellent level of competence in use of materials and appropriate application of working processes and techniques	Accurate technical understanding and judgement; good level of competence in use of materials and appropriate application of working processes and techniques	Mostly accurate technical understanding and judgement; satisfactory level of competence in use of materials and appropriate application of working processes and techniques	Adequate though only partially accurate technical understanding and judgement; adequate level of competence in use of materials and application of working processes and techniques	Slight technical understanding and judgement, with inaccuracies; lack of competence in use of materials and erroneous application of working processes and techniques	Poor technical understanding and judgement; incompetence in use of materials and erroneous application of working processes and techniques	Almost no technical understanding or judgement; serious incompetence in use of materials and erroneous application of working processes and techniques	No technical understanding or judgement; uninformed and arbitrary use of material, methods, processes and techniques
Relationship between content, form and technique	Work produced could hardly be bettered when produced under parallel conditions	Excellent design and sophisticated relationship between content, form and technique	Excellent design; strong relationship between content, form and technique	Good design; meaningful relationship between content, form and technique	Fair design; generally sound relationship between content, form and technique	Adequate evidence of some relationship between content, form and technique	Limited or unresolved relationship between content, form and technique	Very limited relationship between content, form and technique	Minimal evidence of understanding of relationship between content, form and technique	No evidence of understanding of the relationship between content, form and technique
Analysis of performance	Outstanding critical	Sophisticated critical	Strong and thorough	Good critical analysis of performance	Sound analysis of performance	Adequate analysis of performance	Limited information	Very limited information	Insufficient evidence of knowledge of	No evidence of knowledge

![Study World Global College Malta]

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	analysis of performance	analysis of performance	critical analysis of performance				about performance	about performance	performance	of performance

COMMUNICATION SKILLS	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
Written vocabulary and style	Exceptional clarity and coherence; highly sophisticated expression; work produced could hardly be bettered when produced under parallel conditions	Extremely well written, with accuracy and flair; Highly sophisticated, fluent and persuasive expression of ideas	Very clear, fluent, sophisticated and confident expression; highly effective vocabulary and style	Clear, fluent, confident expression; appropriate vocabulary and style	Clearly written, coherent expression; reasonable range of vocabulary and adequate style	Expression, vocabulary and style reasonably clear but lack sophistication	Expression of ideas insufficient to convey clear meaning; inaccurate or unprofessional terminology	Lack of clarity, very poor expression; style inappropriate, terminology inadequate and inappropriate	Inaccuracies of expression and vocabulary render meaning of written work extremely unclear	Incoherent expression
Spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	Near perfect spelling, punctuation and syntax	High standard of accuracy in spelling, punctuation and syntax	Overall competence in spelling, punctuation and syntax, although there may be some errors	Inaccuracies in spelling, punctuation and syntax do not usually interfere with meaning	Many errors in spelling, punctuation and syntax	Many serious errors of spelling, punctuation and syntax	Many serious errors of even basic spelling, punctuation and syntax	Heavily inaccurate; inappropriate use of language
Referencing	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	All sources acknowledged and meticulously presented	Sources acknowledged and accurately presented	Sources acknowledged and referencing mostly accurate	Sources acknowledged; references not always correctly cited/presented	Referencing incomplete or inaccurate	Referencing inaccurate or absent	No attempt at referencing	No attempt at referencing
Presentation skills	Complete accuracy in presentation; highly autonomous, thorough and well-managed approach	Great clarity and maturity of presentation; independence in extensive planning and preparation	High standard of presentation; evidence of thorough planning, preparation and organisation	Good standard of presentation; well-organised; relevant planning and preparation	Presentation generally sound, maybe some weaknesses; fairly good organisation, planning and preparation	Some confidence in presentation, with some lapses; adequate organisation, planning and preparation	Few presentation skills; weaknesses of organisation, planning and preparation	Ineffective presentation skills; serious deficiency in organisation, planning and preparation	Inadequate presentation skills; almost no evidence of organisation, planning or preparation	Presentation totally ineffective; no evidence of organisation, planning or preparation
Dialogic skills	Outstanding ability to stimulate and enable discussion	Excellent ability to stimulate and enable discussion	Excellent ability to stimulate and enable discussion	Clear evidence of ability to stimulate and facilitate discussion	Capable attempts at participation in discussion	Adequate participation in discussion	Little constructive participation in discussion	Inadequate attention given to discussion	No attention given to discussion	No attention given to discussion

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Appendix 4 to accompany Section 1 - The Design of the College's Academic Provision

Global College Malta Generic Marking Descriptors – Level 7

7. Global College Malta (the College) applies clear marking criteria when it assesses student work. In this way, there is an important consistency of assessment both within and between the College's programmes and also between one student cohort and another over time. This is important to guarantee the quality and standards of the College's awards. The College's assessment criteria have regard to the Malta Qualifications Framework (please see: https://ncfhe.gov.mt/en/resources/Documents/Publications/The%20Malta%20Qualifications%20Framework/The%20Malta%20Qualifications%20Framework.pdf).

8. A brief summary of the attributes the College is looking for when it assesses student work at Level 7 is given below. The College actively encourages its' students to consult and understand the grids provided below.

9. The College's assessment criteria are used to measure student performance: how well you have fulfilled the specific learning outcomes of a Level 7 module that you have studied.

10. The criteria offer descriptions of standards of achievement at Level 7 relating to six types of learning outcome, and a chart of these appear below:

- Knowledge and Understanding of the academic discipline, field of study, or area of professional practice;

- Research and Scholarship: Reading and Use of Appropriate Information Sources;
- Research and Scholarship: Methodological understanding;
- Critical Analysis and Interpretation;
- Communication Skills: Creative, Written and Presented; and,
- Reflection: Critical Reflection and/or Personal and Professional Application of knowledge learned.

11.   There are various descriptors under these headings, describing different aspects of understanding or skill. College staff who will mark your work will use the ones that apply to the particular outcomes you have been asked to try and demonstrate: if the learning outcomes of your module do not require a specific skill to be demonstrated then those criteria will not apply.

12.   Since not all of the criteria set out below will apply to every postgraduate Level 7 module delivered by the College, different programme teams may customise these criteria to describe how they apply to your particular area of study or to a particular type of assessment you have been asked to undertake. These discipline- and task-specific criteria will always conform to the College's criteria set out here: they will specify, not contradict them.

The College's Generic Marking Criteria for Level 7 related to the Malta Qualifications Framework

	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
KNOWLEDGE Knowledge and understanding of the academic discipline, field of study, or area of professional practice. SCOPE: Critical engagement with the primary and secondary sources	Insightful and sophisticated engagement with research and/or practice pertaining to field(s) and disciplines of study; Sophisticated demonstration and application of knowledge,	Advanced engagement with research and or practice pertaining to the field(s) and disciplines of study; Accomplished demonstration of knowledge, contributing	A high degree of engagement with research and/or practice pertaining to field(s) and disciplines of study; Excellent demonstration of knowledge, with the possibility for new insights;	Sustained engagement with research and/or practice pertaining to disciplines of study; An assured understanding of current problems, supported by	Engagement with relevant knowledge pertaining to discipline and key issues; Satisfactory understanding and conceptual awareness enabling critical analysis; Response is appropriate	Limited engagement with relevant knowledge pertaining to discipline and key issues; Insufficient understanding and conceptual awareness of knowledge(s) pertaining to the field;	Inadequate coverage of relevant issues, inconsistent understanding shown; Inadequate understanding of underpinning issues, weak and underdeveloped analysis; Response does not address learning outcomes,	Lack of relevant research and little understanding shown; Very weak understanding of key issues, work lacks critical oversight; Substandard engagement with research material, misunderstanding evident.	Severely lacking in relevant research and underpinning knowledge; Slight understanding of key issues, little attempt at critical analysis; Slight engagement with research material, inaccurate knowledge and	Negligible understanding of key issues, which is likely to show no critical analysis or engagement with the learning brief; No engagement with research tasks

used to answer the question.	offering innovative and/or original insights, possibly unparalleled in their application; A sophisticated degree of synthesis, quite likely of complex and disparate material.	towards innovative and/or original insights; Extremely high degree of synthesis of research material.	A high degree of synthesis relating to research material.	critical analysis with the potential for new insights; A sustained application and depth of research material and accuracy in detail.	and addresses the range of learning outcomes; where the knowledge is accurate. Work may lack sustained depth.	Response does not address the full range of learning outcomes, inaccurate and/or missing knowledge at times.	inaccurate and missing knowledge.		misunderstanding throughout.	

	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
SOURCES Reading and use of appropriate sources. SCOPE: Accurate and consistent acknowledgment and referencing of sources.	Extensive range and sophisticated use of appropriate sources; Unparalleled standard of research both in breadth and depth, which demonstrates a very high intellectual engagement and rigor.	Extensive range and use of appropriate sources; Extremely well referenced research both in breadth and depth, which demonstrates high intellectual engagement and rigor.	Substantial range and sophisticated use of sources; Well-referenced research both in breadth and depth, which demonstrates clear intellectual rigor.	An assured range of reading, with sustained reference to key and core texts. The work may include current research at the leading edge of the discipline; Very good referencing in breadth and/or depth, which shows a very good level of intellectual rigor; Sources acknowledged appropriately according to academic	A satisfactory range of core and basic texts, which references current research in the discipline; Sources acknowledged appropriately according to academic conventions of referencing. The work may contain minor errors and be limited in breadth, depth and intellectual rigor.	Limited range of source reading of core and basic texts; Sources not acknowledged in line with academic conventions of referencing.	Reading material is inadequate and may not include core and basic texts; Sources inaccurately referenced.	Very weak engagement with source reading of core and basic texts; Inconsistent and/or limited referencing of sources.	Severely lacking source reading; Sources either not present and/or not referenced.	Negligible attempt to identify source material; No indication of source reading.

				conventions of referencing.						

	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
METHODOLOGY SCOPE: Critical engagement with methodologies Underpinning original research or current developments in the discipline.	Insightful and sophisticated interpretation, application and evaluation of the possibilities and limitations of the methodologies used by the student and key scholars/ practitioners pertaining to the field(s) of study; Methods used offer new insights and contributions to knowledge.	Advanced interpretation, application and evaluation of the possibilities and limitations of the methodologies used by the student and key scholars/ practitioners pertaining to the field(s) of study; Methods used contribute towards new insights to knowledge.	Excellent interpretation, application and evaluation of the possibilities and limitations of the methodologies used by the student and key scholars/ practitioners pertaining to the field(s) of study; Methods used may offer new insights or contributions to knowledge.	A comprehensive understanding shown and a sustained application of established methodologies and methods applicable to the student's own research; Research work planned in scale and scope so that robust and appropriate evidence can be gathered and articulated.	A satisfactory application of research techniques and enquiry that are used to create and interpret knowledge in the discipline; Research work planned systematically in scale and scope so that appropriate evidence can be gathered.	Satisfactory application of research techniques pertaining to the discipline; Satisfactory research undertaken, resulting in satisfactorily developed and executed work.	An underdeveloped understanding of established methodologies and those used by the student; Research work is weak and executed inaccurately.	Very weak understanding of established methodologies and those used by student; Substandard research, methods mainly erroneous.	Research works show very little planning and understanding; Erroneous use of methods to explain the work.	Negligible understanding of established research methods and those used by the student; No research methods evident.

	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
ANALYSIS Critical analysis and interpretation. SCOPE: Appropriate analytical discussion and interpretation	A sophisticated command of imaginative, insightful, original or creative interpretations; An unparalleled level of analysis and evaluation;	Advanced command of imaginative, insightful, original or creative interpretations; Accomplished level of analysis and evaluation; A highly developed cogent	An excellent command of imaginative, original or creative interpretations; A high degree of analysis and evaluation; A sustained argument with the possibility for new	A convincing and sustained command of accepted critical positions; A developed conceptual understanding that enables the student to find new meanings in	An ability to deal with complex issues both systematically and creatively; A satisfactory evaluation of current research and critical	An ability to deal with complex issues; Judgements broadly substantiated and understood; The ability to construct an argument is satisfactory	A lack of ability to deal with complex issues; Judgements are not substantiated or understood and the critical position is not made clear; Weak interpretation of research and	Very weak analysis, possibly limited to a single perspective; Substandard argument, work lacks scholarly analysis and interpretation; Episodes of self-contradiction and/or confusion.	Slight indication of ability to deal with key issues; Slight analytical engagement and reflection, work lacks criticality throughout; Lacks evidence, work shows self-	Negligible coverage of learning outcomes; No attempt to interpret research material

of source material.	A sophisticated cogent argument offering new and original contributions to knowledge.	argument with the potential to bring new and original contributions to knowledge.	insights to knowledge.	established hypotheses; A developed and sustained argument with the possibility for new insights to knowledge.	scholarship in the discipline; Ability to devise a coherent critical/ analytical argument is supported with evidence.	and supported with some evidence.	work is not supported with evidence.		contradiction and confusion.	

	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9
COMMUNICATION Communication skills: creative, written and presented. SCOPE: Communication of intent, adherence to academic subject discipline protocols.	A sophisticated response, the academic form matches that expected in published and professional work; Mastery and command of specialist skills pertaining to the academic form; Idiomatic and highly coherent, scholarly expression.	Persuasive articulation, where the academic form largely matches that expected in published work; Accomplished command of specialist skills pertaining to the academic form, discipline and context(s);	A high degree of skill, the academic form shows exceptional standards of presentation or delivery; A high command of specialist skills pertaining to the academic form, discipline and context(s).	Secure and sustained expression, observing appropriate academic form; Fluent and persuasive expression of ideas, work shows flair; Assured interpretation of the style and genre, content, form and technique for specialist and non-specialist audiences as appropriate.	Good expression, observing appropriate academic form; Predominantly accurate in spelling and grammar, ideas communicated appropriately and satisfactorily; Satisfactory application of specialist skills with effective technical control.	Satisfactory demonstration and application of key communication skills; Mainly accurate in spelling and grammar, ideas satisfactory, appropriate paraphrasing; Skills demonstrated are sufficient for the task and work has technical judgement.	Significant errors evident in the academic form; Weaknesses in spelling and grammar, lacks coherence and structure, possibly poor paraphrasing; Work lacks technical judgement.	Very weak observation of academic conventions; Severe deficiencies in spelling and grammar and expression undermines meaning, possibly poor paraphrasing; Substandard relationship between content, form and technique.	Slight observation of academic conventions; Weak expression, mostly incoherent and fails to secure meaning, poor paraphrasing; Slight engagement with the work.	Negligible observation of academic conventions; Incoherent and confused expression, poor paraphrasing; No discernible demonstration of key skills (pertaining to the discipline); No engagement with the work

	90-100	80-89	70-79	60-69	50-59	40-49	30-39	20-29	10-19	0-9

REFLECTION Critical reflection and/or personal and professional application. SCOPE: Intellectual engagement with the processes by which the work is realised.	Insightful response to critical self-evaluation, reflecting exemplary professional and/or personal standards of engagement and conduct throughout; Sophisticated application of new insights (or highly advanced application of established ways of working pertaining to the discipline).	Advanced level of critical self-evaluation, reflecting professional and/or personal standards of engagement and conduct throughout; Accomplished application of new insights (or advanced application of established ways of working pertaining to the discipline).	A high degree of critical self-evaluation, reflecting professional and/ or personal standards of engagement and conduct; Excellent application of new insights (or a highly skilled application of established ways of working pertaining to the discipline).	An assured level of self-evaluation, reflecting sustained professional and/or personal standards of engagement and conduct; Assured application of new or established ways of working; Work evidences thorough independent planning and execution of key tasks.	A satisfactory self evaluation, reflecting appropriate standards of professional and/or personal engagement and conduct; Satisfactory engagement with established ways of working pertaining to the discipline; Independent planning and execution.	Satisfactory self-evaluation of professional and/or personal engagement and conduct; Satisfactory engagement with established ways of working pertaining to the discipline; Sufficient planning, work executed in full.	Weak self-evaluation of professional and/or personal engagement and conduct; Weak engagement with established ways of working pertaining to the discipline; Inadequate planning.	Very weak self-evaluation of professional and/or personal engagement and conduct; Substandard engagement with established ways of working; Inappropriate execution of work.	Slight evidence of self-evaluation of professional and/or personal engagement and conduct; Inappropriate execution of key tasks and work may be a cause for concern.	Negligible evidence of self-evaluation of professional and/or personal engagement and conduct; No engagement with established ways of working; In professional or equivalent contexts the work will be cause for concern.

GLOBAL COLLEGE MALTA

QUALITY ASSURANCE MANUAL (2021)

Appendix 5 to accompany Section 1 - The Design of the College's Academic Provision

Global College Malta Generic Marking Descriptors – Level 8

13. Global College Malta (the College) applies clear marking criteria when it assesses student work. In this way, there is an important consistency of assessment both within and between the College's programmes and also between one student cohort and another over time. This is important to guarantee the quality and standards of the College's awards. The College's assessment criteria have regard to the Malta Qualifications Framework (please see: https://ncfhe.gov.mt/en/resources/Documents/Publications/The%20Malta%20Qualifications%20Framework/The%20Malta%20Qualifications%20Framework.pdf).

14. A brief summary of the attributes the College is looking for when it assesses student work at Level 8 is given below. The College actively encourages its' students to consult and understand the grids provided below.

15. The College's assessment criteria are used to measure student performance: how well you have fulfilled the specific learning outcomes of the programme of research degree study that you have studied.

The College's Generic Marking Criteria for Level 8 related to the Malta Qualifications Framework

	Strong Pass	Pass	Fail
Creation and interpretation of new knowledge	All of the qualities of pass with the addition of: clear evidence of original research and/or advanced scholarship; potentially extending the forefront of the discipline; and with the potential to be published.	Meets key learning outcomes in all respects, with some evidence of originality. Demonstrates a good grasp of key ideas, debates and methods within the discipline. Evidence of good conceptual awareness and sound academic scholarship.	An overall lack of knowledge and understanding, showing significant gaps and/or errors in scholarship. A tendency to express unsupported assertions with limited critical analysis and interpretation.
Systematic acquisition and understanding of a substantial body of knowledge	The student demonstrates a level of understanding and knowledge which is at the forefront of an academic discipline or area of professional practice.	Rigorous and appropriate methodology; evidence of clear understanding, with scope for further research.	Inappropriate and/or unsystematic collation of data, with no evidence of a clear understanding of a body of knowledge.
Ability to conceptualise, design and implement a project for the generation of new knowledge/applications or understanding.	Demonstrates a creatively inspired and exceptionally well-designed project, appropriate for implementation and application, and with requisite flexibility to accommodate unforeseen problems.	A well-conceived and well-designed project, appropriate for implementation and application.	Poorly conceived and/or poorly designed. Inappropriate for implementation and/or application.
Understanding of applicable techniques for research and advanced academic enquiry.	A very detailed understanding of the appropriate methods and methodologies in relation to the academic enquiry.	A competent understanding of the appropriate methods and methodologies in relation to the academic enquiry.	Poor understanding and/or inappropriate methods and methodologies with little relationship to the academic enquiry.

	Demonstrating an ability to manage any complex issues arising.		