



Global College Malta

Quality and Standards Assurance Manual – Section 5 The Assessment of Students



GLOBAL COLLEGE MALTA

QUALITY ASSURANCE MANUAL (2021)

Section 5 THE ASSESSMENT OF STUDENTS

The Accreditation of Prior Learning (APL)

1. In assessing achievement and the potential to succeed on the College's higher education programmes, or in differentiating between prospective students with broadly equivalent knowledge, skills and experience (including recognition of prior learning), the College will give very careful consideration to the different ways in which required or desirable characteristics might be demonstrated, and the variety of ways in which learning can take place. For example, learning can be experiential (for example, acquired through the workplace) as well as formal. College will ensure that prospective students have appropriate opportunities to show how they have achieved the intended learning outcomes for the award of a qualification or credit. In turn, the College will ensure the assessment of students is robust, valid and reliable and that the award of qualifications and credit are based on the achievement of the intended learning outcomes. The College recognises qualification and experience that prospective students may have gained from elsewhere. Prospective students wishing to apply for accreditation of prior certified or prior experiential learning (APCL and APEL respectively) may apply for exemption from parts of a programme of study. Application for recognition of credit already achieved should be made upon application for the student's chosen programme of study and, in all cases, the APL must be approved before the student is allowed to enroll or commence their studies. A short student guide on the operation of the College's Accreditation of Prior Learning procedures can be found at **Appendix 13** to the *Manual*.
2. APCL and APEL are defined by the College as follows:
 - **APCL** is demonstrated on an academic record (award certificate or transcript) and there is no charge for it, provided its 'age' is within the stated time limits.
 - **APEL** is non-certificated, has to be assessed by the College and carries a review charge.
3. The accreditation of certified (APCL) and uncertified (APEL) learning may only be awarded where evidence of achievement is provided and it has been carefully assessed by the College in relation to module and level equivalence. There are no limits on the use of credit previously awarded by



Global College Malta for either a lower level qualification, or on a free-standing basis, which corresponds to modules within the students' new award programme.

4. With respect to academic credit that has been gained from an institution other than Global College Malta, accreditation of prior learning may be granted for up to 50% of a College qualification. Academic credits gained through the accreditation of prior learning will not be given if the student doesn't finish the Global College Malta course. In their application seeking the accreditation of prior experiential learning all students must demonstrate an appropriate competence in English, Mathematics and Digital Literacy.
5. The marks gained for any Global College Malta modules undertaken within five years of the date of registration on the new Global College Malta award will be included in the calculation of the final award classification. Students granted Accreditation of Prior Learning cannot, under any circumstances, use these module marks to replace marks for modules for which they were previously registered on an award-bearing programme.
6. The maximum age of academic credit will be five years, unless:
 - i. The application to use 'older' academic credit is accompanied by a demonstration that the student's learning has been brought up to date in the workplace, via continuing professional development which is shown to be directly relevant to the award which they now wish to study for; or,
 - ii. The 'older' academic credit is accompanied by some form of assessment (by means of example, a reflective portfolio).
7. An applicant seeking to make a claim for APCL should complete the College's form '*Application for Accreditation of Prior Certified Learning*' (attached at **Appendix 14** to this *Manual*) in consultation with the College's Admissions Department. All claims for APCL must be supported by transcripts or certificates. An applicant or student seeking to make a claim for APEL should complete the College form '*Application for Accreditation of Prior Experiential Learning*' (attached at **Appendix 15** to this *Manual*) in consultation with the College's Admissions Department. An applicant or student seeking to make a claim for Entry with Advanced Standing should complete the College form '*Application for Entry with Advanced Standing*' (attached at **Appendix 16** to this *Manual*) in consultation with the College's Admissions Department. Once completed, all documents must be scrutinised and approved by the College Registrar and formally signed off by the College's Academic Dean.
8. In cases where a student produces a piece of work in support of a claim for the Accreditation of Prior Experiential Learning this work must be submitted electronically and put through the College's Turnitin system. The assessment of the evidence for the accreditation of prior learning, either certificated or experiential, is based on academic judgement and is normally undertaken by a member of the College's teaching staff in conjunction with the College's Academic Dean. Applications for exemption will be assessed in relation to the intended learning outcomes of the



specific module(s) for which they are seeking exemption. Evidence of learning will be assessed on the basis of a threshold judgment, that is, whether the applicant has met (or not met) the intended learning outcomes of the specific module(s) or level(s). The College's assessment will therefore be made on a pass/fail basis and will not contribute to the classification of the award.

Reasonable assessment adjustments

9. The College is keen to ensure that all candidates for assessment should, as far as possible, undertake assessments under equal conditions. The purpose of any reasonable adjustments that may be made to assessment are therefore aimed at enabling a student to demonstrate their ability and to address the barriers they may experience as a result of their disability, specific learning difficulty or medical condition, but not to otherwise advantage the candidate. In making reasonable assessment adjustments this will entail the College undertaking an individual assessment of the nature and degree of the barriers a student may experience, and appropriate provision being made according to the individual's needs. No improvement in the standard of answers should be expected as a result of any reasonable adjustment that may be given.

College procedures for the approval of reasonable adjustments for assessment

10. A student who wishes to seek reasonable adjustments for assessments will be required to initially contact the College's Student Support Service. They will need to provide written evidence of their disability or medical condition by an appropriate professional; where the evidence that is provided by the student is unclear the student may be asked for further evidence. The likely requirements of the student will then be assessed by the College's Student Support Service, students with non-standard requirements will have a discussion and seek to agree requirements with a member of the College's Student Support Service. These will depend on the student's disability or condition, on the format and duration of the assessment and on recommendations made by a suitably qualified specialist. Liaising with the College Registrar, a decision will then be made by the College's Student Support Service on what reasonable adjustments are appropriate to meet the student's needs. Having agreed whether the student's requirements are either 'standard' or 'non-standard' (with 'standard' being 25% extra time in the main examination venue, and 'non-standard' being anything additional to this), the College's Registrar will formally advise the student of the agreed specific assessment arrangements.

Alternative forms of assessment

11. If a student is unable, for reasons relating to their disability, to be assessed by the normal methods specified in the module assessment requirements section of the module descriptor, the College Registrar, in consultation with the module leader and as necessary the External



Examiner, may vary the assessment methods, bearing in mind the objectives of the academic provision in question and the need to assess the student on equal terms with other students.

Examinations

Written Examinations: Rules for Students

12. Except where prevented by illness or by other sufficient cause (please refer to the College's mitigating circumstances procedures below), a student who fails to present themselves for written examination in a module at the time and place indicated in the published timetable shall be deemed to have failed in that part of the assessment. Misreading of the timetable will not be regarded as 'sufficient cause'.
13. Students must not take unauthorised material into the examination venue. If a student is found with unauthorised material they will be deemed to have used it. If a student finds that they have inadvertently brought unauthorised material into the examination they must raise their hands and inform an invigilator immediately. Unless specified in the description of the examination, the following are considered to be unauthorised materials:
 - Revision or course notes;
 - Books or dictionaries;
 - Calculators; and,
 - Except on religious or medical grounds students are not permitted to wear headgear. Students are only permitted to wear ear plugs on medical grounds and with prior approval granted by the College Registrar.
14. Wherever possible, students should avoid taking mobile telephones or other electronic devices into the examination venue; where such devices are taken into the venue, students will be provided with a clear box or bag in which to place the items. The items must be switched off and the box/bag will be stored safely in the examination room by the invigilator. All such items will be introduced into the venue at the owner's risk. Items which must be placed in the box/bag and which must not be found on the student's person or desk include:
 - mobile telephones;
 - electronic tablets such as iPads; and,
 - smart watches or any other device capable of storing information or accessing the internet or other external information source.
15. All bags, cases and coats, etc must be placed at the front of the examination room as instructed by the invigilator. Any such items found at the exam desk will be classed by the College as unauthorised materials.
16. All gangways should remain clear of obstruction.



17. Strict silence must be observed at all times in the examination room. The examination is deemed to be in progress from the time students enter the room until all scripts have been collected. Students must not indulge in any behavior which in the opinion of the invigilator may disturb other students or in any form of conduct which may disrupt the smooth progress of an examination. Any irregularities of conduct within the examination room shall be in breach of College procedures and be dealt with in accordance with the College's Academic Integrity policies.
18. Students are forbidden to communicate with each other in the examination room. All enquiries must be addressed to an invigilator by raising a hand.
19. No student shall be permitted to enter the examination room after the lapse of half an hour from the commencement of the written examination, and no student shall be allowed to leave the examination room until after the expiration of half an hour from the commencement of the examination, irrespective of the length of the examination.
20. No additional time shall be allowed to students who arrive at the examination room after the commencement of the examination.
21. Students should place their College student ID card on the desk so that it can be seen by an invigilator.
22. Identification checks on female students opting to cover their face will be conducted with discretion by a female member of staff. Female students who for reasons of faith require the presence of other females in the examination venue should alert both the College Registrar and their programme team at the beginning of the academic year.
23. The impersonation of assessment students is prohibited and students must not allow themselves to be impersonated.
24. Unless specified in the description of the examination, students are not permitted to use calculators. Where it is permitted, calculators should be silent in operation and not have an alphabetic keyboard. The calculator's memory must be cleared of all user-defined programmes and functions. Calculators that permit the symbolic manipulations of equations and formulae are forbidden. Global College Malta will not be responsible for the provision of (i) calculators in the event of a breakdown, (ii) power for their operation, or (iii) spare batteries.
25. The use of English Language and/or translation dictionaries is prohibited unless specified in the description of the examination. Other books may only be taken into the examination room if specified in the description of the examination.



26. The use of scrap paper is not permitted and all rough work must be done in the answer books provided.
 27. It is the responsibility of the student to ensure that any loose or separate sheets are securely fixed within the examination answer book. The College will provide suitable tags to enable this, where appropriate.
 28. When time is called at the conclusion to the examination all writing must cease immediately.
 29. No student is normally permitted to leave the examination room in the last fifteen minutes of a written examination. Students who complete their work during the last fifteen minutes should remain quietly seated until an invigilator announces the end of the written examination. In this way, students who are still completing the examination will not be disturbed.
 30. Students must not leave the examination room until all their written work has been collected and they have been given permission by the invigilator to do so. Students must not remove from the examination room any answer books (whether used or unused) or other materials provided for use by the College.
 31. If the fire alarm sounds in the Building or if there is another reason why the building needs to be evacuated during the assessment, students must follow the instructions of the invigilator. Students must leave the room in silence and must not take any papers or materials from the room. They must not communicate with each other, except in cases of urgent necessity, prior to their return to the examination room.
 32. Students are expected to ensure the entire contents of their exam script are legible; in cases where anyone involved in the marking of the work is unable to read the full script, the College may consider offering the option of the formal transcription of the paper by a scribe designated by the College, with the student translating their original script. In any such circumstance, the student must pay the transcription fee directly to the service provider. In order to avoid delays with the processing of results, the student will be given seven days from original notification to make themselves available for any transcription session. Upon completion of the transcription, the student must sign a statement confirming that the transcription represents precisely the contents of the original script. Any alteration from the original may be considered academic misconduct. Should the student fail to make themselves available within the specified period, the illegible section of the script will not be marked and the final mark will be derived from the legible sections.
 33. College examinations are normally set and answered in English.
- Guidelines for students unable to return to the College to undertake formal assessment**
34. Students are expected to undertake examinations and other formal timed assessments at the College. However, there may be very exceptional cases where this is not possible and where



students may request exceptional permission to undertake assessment from an overseas location. The request will normally only be considered for students whose country of domicile is outside Malta. Holidays are not considered legitimate grounds for failing to undertake assessment at the specified time and place. Students must contact the College Registrar in the first instance in order to discuss their request. In addition to deciding whether a student may, in principle, undertake assessment from overseas, the College will also decide whether the venue proposed by the student is acceptable.

35. The College will reject requests where either the student's circumstances and/or proposed venue are not deemed acceptable, or where insufficient notice is given. The student must notify the College of their proposal at least four weeks prior to the commencement of the examination period. This should provide details of the reasons for the request, the proposed venue at which the assessment would be taken, the relevant module titles, as well as contact details of a named individual at the proposed alternative examination venue. The College will then decide whether the request is approved or rejected. Students will be notified of the decision in writing within two weeks of their initial request being received by the College. In cases where the request for an alternative examination location is rejected, the student will be expected to return to the College to undertake the assessment.
36. If the student's request is exceptionally approved, then in all cases the assessment must take place at precisely the same time as at the College venue in Malta, regardless of the impact of the time difference between Malta and the country in question.
37. It is the responsibility of the student to pay all fees incurred directly to the host organisation; in addition the College will charge an administration fee of €100 per assessment period, the fee for which must be paid within 7 days of notification that the request has been accepted.

Written Examinations: Procedures for Examiners

38. The College Registrar and their team will be responsible for delivering the question papers and attendance sheets to the examination room.
39. At least one of the invigilators will normally be a member of the College's academic staff who is knowledgeable about the contents of the question paper; where this isn't the case they must be present in the examination room for at least ten minutes before the examination is due to begin and for at least five minutes after the start of the examination, in order to check the content of the paper and to answer any queries from students. Before leaving the examination venue they should ensure the invigilator is made aware of their contact details during the duration of the examination.
40. All invigilators must be present in the examination room to which they have been appointed, from at least fifteen minutes before the commencement of the examination, until all answer books have been removed from the examination room after the conclusion of the examination.



41. Invigilators are responsible for the distribution of question papers before the commencement of each examination, for the collection of answer books from each student, for checking attendance sheets provided and noting absentees.
42. Any identification checks on female students choosing to cover their face must be conducted with discretion by a female member of staff.
43. Students may sit at any desk within the room/rows to which they have been allocated under the direction of the invigilator and should be seated in such a way so that no student can overlook the papers of another student.
44. At the time scheduled for the start of the examination the invigilator will:
 - make an announcement to the effect that students must satisfy themselves that they are in possession of the correct paper;
 - ask students to study carefully the instructions at the head of the examination paper; and,
 - make all other necessary announcements.
45. Invigilators shall check that all students listed on the relevant attendance sheets are present and note the names of any students who are absent. The College will ensure that attendance slips are retained in order to allow any queries that may arise relating to a student's attendance can be verified.
46. An invigilator shall require a student to leave the examination if, in the opinion of the invigilator, their conduct is disturbing other students or is disrupting the smooth progress of the examination. Any irregularities of conduct within the examination room shall be reported to the College Registrar, who shall have the power to exclude the student from the examination room and shall report the matter to the Assessment Board for investigation.
47. Invigilators who suspect that breaches of this policy have occurred shall inform the relevant Module Assessment Board in writing. Invigilators shall warn a student that such a report will be made, but the student will normally be permitted to complete the written examination.
48. Students wishing to make a temporary withdrawal from the examination room for personal reasons must be accompanied by an invigilator or by a person authorized by the invigilator to ensure against any possibility of academic misconduct.
49. In certain special cases, students shall be allowed additional time for completion of their examination. Such students will have been identified by the College Registrar in advance of the examination and may be sitting separately. It is the responsibility of the invigilators to complete the full invigilation of all students assigned to them.



50. The College's Registrar's team will be responsible for providing examination answer books for each examination room. Large envelopes for transporting completed scripts shall be available in each room. The invigilator will be responsible for ensuring that a copy of the relevant question paper is placed in the appropriate envelope, together with the completed scripts for marking purposes. The invigilator will then pass the envelope to the College Registrar. The College Registrar will make arrangements to ensure that completed scripts are delivered to the relevant College staff for marking purposes.
51. In the event of a fire alarm or other emergency requiring the evacuation of the examination venue the invigilator will note the time the assessment was interrupted and will instruct the students to cease writing and to leave all materials, including question papers and examination answer books, on their desk. Students must leave the room in silence and must not take any papers or materials from the room. They must not communicate with each other, except in cases of urgent necessity, prior to their return to the examination room. The invigilator shall check all names in order to ensure that all students are accounted for. On return to the examination room, students shall be allowed additional time to compensate for time lost.
52. In cases where a student complains of feeling unwell and leaves the examination room temporarily, they will be permitted to return to the examination room provided that they have been accompanied during their absence by a person authorised to do so by the invigilator. In cases where a student cannot continue the examination in the identified room, every effort will be made by the College to permit the examination to be continued in a separate room provided that the student has been accompanied during their absence by a person authorised to do so by the invigilator.
53. In all cases where a student reports an illness the invigilator should ensure this is noted in an exam incident report. A statement from any other member of College staff who witnesses the condition of the student in or on leaving the assessment, describing the circumstances as witnessed, may be considered by the College in any subsequent claim for mitigating circumstances made by the student. In such as instance, the invigilator will enter in the student's answer book and on the attendance sheet the time of departure and, where appropriate, subsequent return.

Oral assessment and presentations

55. College students will be given a minimum of four weeks notification, in writing, of the date of the assessment and a minimum of two weeks notification of its time and venue.
56. Students will be informed as to what materials, if any, they are permitted to use and the format of the assessment.
57. A student who does not attend an oral assessment or presentation within the time period allocated will be awarded a mark of 0 for that assessment, unless there are valid mitigating



circumstances. If a student arrives late, but within the period allocated for the oral assessment, they will normally be allowed such time as remains, without any adjustment of marks.

Open book assessment and advanced publication of papers

58. Methods of assessment are specified in the module descriptor. Where the module descriptor refers to an 'examination' without any further description this is taken to mean that a 'closed' or 'unseen' written examination will be undertaken (in other words, an examination where students have not seen the paper in advance and are not permitted to take materials into the examination room). Where an 'Open Book' assessment is specified in the module descriptor, the programme team concerned will inform the students in writing of the following:

- the paper title of the 'Open Book' assessment;
- the precise nature of the material which can be taken into the examination room;
- that such material is for the student's personal use only;
- that, apart from the students being allowed the use of certain specified materials, the assessment will be conducted in all other aspects in accordance with the requirements set out in this *Manual*.

59. Where the module assessment requires a written paper to be published in advance of the date of an assessment, the programme team concerned shall be required to inform the students in writing of the following:

- the title of the paper for advance publication;
- the date on which the paper will be available to students; and,
- the method by which the paper will be made available to the students.

Requirements for the marking of assessed work

60. The assessment tasks undertaken by students and their weightings, by means of which students are assessed, shall be in accordance with the authorised and published College module descriptors as these are currently approved.

61. The work presented by a student shall be assessed by College internal assessors in such a way as to preserve the anonymity of the student.

62. The College normally requires that the marks awarded to students are determined by a first and second marker (referred to here as the monitor), who are members of the programme's assessment board and who will satisfy themselves that the assessment of that particular module has been conducted accurately and fairly. Within these requirements, the phrase 'monitoring' applies in cases where there is an element of sampling. While the principal responsibility for the



accurate marking of a cohort's work rests with the first marker, a monitor has the responsibility for ensuring that the cohort is fairly assessed.

External approval of examination and coursework questions

63. The College's External Examiners will normally be invited to comment on in advance all examination papers, and also all coursework weighted at 50% or more of module assessment. The College recognises that it may be appropriate for any comments on coursework to relate to the general nature of the coursework, rather than to specific questions.

Composition of samples

64. Typically, a sample of assessments will be second-marked by the monitor. The sample normally includes some borderline fail scripts and a small sample selected from the remainder, representative of different standards of performance. The College recognises that it is good practice to include within the sample some cases of identified specific needs, so that the handling of such cases can be monitored by the programme team and College.
65. The sample to be sent to the External Examiner will be negotiated between the programme team and the External Examiner. The College does not set a maximum or minimum size. However, the sample should be sufficient to enable the External Examiner to confirm all marks in the Fail category and to see a selection across the range of marks in order to be satisfied that each student is fairly placed in relation to the rest of the module cohort.

Changes to marks

66. Having seen the student work, the monitor may propose changes to the marks of individual assessments, but in all such cases the changes must be first discussed between the first-marker and the monitor so that an agreed internal mark can be recorded. In cases where first-marker and monitor cannot agree, the Chair of the relevant module assessment board will determine the mark.

Double-marking

67. All student work of an individual nature where the supervisor is also the first marker, primarily Level 6 and Level 7 dissertations, will be double-marked with the comments of both markers, and agreed internal marks, recorded. Where double-marking has taken place the monitor may propose changes to any individual mark and where the two markers cannot agree a mark, the Chair of the relevant module assessment board will determine the mark

Oral assessments

68. Oral assessments (presentations, dialogues, debates, etc.) will, wherever possible, have two markers present to determine the marks awarded. Where this is not possible and only one marker is present, arrangements to assure the consistent standard of marking will be undertaken, such as relevant staff development and the observation of every marker on at least one occasion. These arrangements should, where possible, include the submission of evidence



of each student's performance, for example through recordings, copies of PowerPoint slides, or a written script. Where recordings are made, all students undertaking the assessment must be recorded in order to ensure consistency of practice.

Viva Voce examinations

69. In exceptional circumstances, College markers are permitted to conduct a *viva voce* (oral) examination. This form of additional assessment may be used to: determine difficult or borderline cases; or to decide whether there has been a breach of academic integrity by the student.
70. The student must be informed in writing at least seven days in advance that they will be required to attend for a *viva voce*, stating clearly the time and place, and the name(s) of the assessors conducting the process. Written records of the *viva voce* must be kept which will then be reported to the relevant Module Assessment Board.
71. It must be established whether the student has any declared disability that may affect their ability to effectively reflect their knowledge in a *viva voce* examination and where this might be the case the College Registrar must be consulted to ensure any required reasonable adjustments are put in place.

Providing feedback on assessed work

72. Written feedback on coursework (other than for dissertations) will normally be available to students in good time to be of assistance in preparation for their next assignment (where applicable) and normally within at least 20 working days of the submission deadline. In cases where, for good reason, the 20 working day schedule cannot be adhered to, students will be notified by the relevant module leader with an accompanying revised schedule. Notification may be through e-mails, an announcement on the College's web system or on a noticeboard, as appropriate). Feedback on dissertations may be deferred until after the relevant Module Assessment Board has met. A student who submits written coursework early shall not be given feedback until after the submission deadline.
73. Programme teams will not return examination scripts to students but will be available to offer feedback in some format to all students sitting the exam. This will be done without prejudice to the outcome of any reassessment.
74. For oral presentations and other forms of non-written assessment, students will normally receive written feedback within three working weeks, even if supported by oral feedback. Cases where, exceptionally and for good reason, the three-week schedule cannot be adhered to shall be notified to students with a rationale (as above).

Academic Integrity



75. Global College Malta takes particularly seriously the need assure the quality and academic standards of its awards and adheres absolutely to the principles of academic integrity and fair play in assessment. The College’s standards are upheld when students, completing work for assessment, act honestly and take responsibility for the fair presentation of the contents of any work they produce for assessment.
76. In order to adhere to the College’s principles of academic integrity, all College students are expected to abide by the following conventions when completing work for assessment:
- Acknowledge all sources of information, knowledge and ideas used when completing work for assessment by consistently and correctly using an acceptable referencing system;
 - Produce work that is the product of their own, individual efforts. An exception to this being where an assignment brief specifically requires a single piece of work be submitted on behalf of a group of students.
 - Declare when they have used work before in a previous assessment (whether successful or not) using an acceptable referencing system;
 - Present accurate information and data that has been obtained appropriately and which is a fair representation of their own work, knowledge and understanding;
 - Adhere to and comply with all applicable regulatory, legal and professional obligations and ethical requirements.
77. As part of its learning and teaching practices the College will advise its students on how to maintain academic integrity. However, at all times, it is the sole responsibility of the student to act in a way that is consistent with the College’s principles on academic integrity and to seek advice and guidance if they are unclear.

Breaches of academic integrity

78. A student will be regarded as being in breach of the College’s principles on academic integrity if they act or behave in a manner that is inconsistent with these principles. Inexperience, lack of intention or unfamiliarity with the College’s principles of academic integrity will not be regarded as a suitable defence by a College student in the event that the principles are breached. Any breach of the College’s academic integrity principles will be regarded as either unacceptable academic practice or academic misconduct.
79. Examples of unacceptable academic practice:
- Plagiarism: the use of ideas, intellectual property or work of others without acknowledgement or, where relevant, permission.
 - Reuse of previously submitted material: the use of work, without appropriate referencing, that has been submitted for assessment, whether successful or not, by the same student at the College or any other



- institution. This will not apply where a student is making a resubmission for the same assessment component in the same module, unless specifically prohibited in the module assessment information.
- Collusion: the unauthorised collaboration between two or more students resulting in the submission of work that is unreasonably similar, but which is submitted as being the product of the submitting student's individual efforts.

80. Examples of academic misconduct include:

- Commissioning: engaging another person or organisation to complete or undertake an assessment, whether a financial transaction has taken place or not.
- Falsification: the presentation of fictitious or distorted documents, data, evidence or any other material, including submitting the work of another person as if it is their own. This includes the submission of false evidence in an application for Mitigating Circumstances.
- Research misconduct: failure to obtain appropriate ethical approval for a research project or failure to comply with regulatory, legal and professional obligations for research projects.
- Cheating: any action before, during or after an assessment or examination which has the potential for the student to gain an unfair advantage in assessment or assists another student to do so. This includes failure to adhere to the examination regulations.

81. These lists are not exhaustive and the College's academic integrity principles might be breached in ways not specifically referred to above. The College may take steps to detect potential breaches of academic integrity which might not be immediately apparent when work is marked anonymously. By means of example, following completion of the marking process the Chair of the Module Assessment Board might authorise a *viva voce*. The purpose of this will be to confirm the authenticity of the work that has been submitted.

82. Suspected breaches of academic integrity will be initially investigated by the relevant Chair of the Module Assessment Board, working in consultation with the College Registrar.

An overview of the College's procedures

83. The College expects that when completing work for assessment, students will act honestly and take responsibility for the contents of the work that they produce. This means that students must adhere to the College's principles on academic integrity and do nothing that has the potential for them to gain an unfair advantage in assessment.

84. Where a College tutor responsible for marking work suspects that a student may have produced work that breaches the College's principles on academic integrity, they have an obligation to report it for investigation. This ensures that:

- Marks and academic credit are awarded for work which accurately demonstrates the true efforts and abilities of the student;



- The efforts of students who have not breached the College’s principles on academic integrity are recognised by ensuring that those who have produced work by unfair means are not advantaged for doing so; and
 - Employers and members of the public can have confidence that everyone who holds a Global College Malta award has undergone a rigorous assessment process and has achieved an award that reflects their true knowledge and ability.
85. The College acknowledges that when a student is accused of submitting work that breaches the College’s principles on academic integrity, that they might find the review process stressful. At all times the College seeks to minimise any distress caused to the student by:
- Dealing with the matter as quickly as possible;
 - At every stage, giving clear information about the procedure and the role that the student is expected to take;
 - Recognising that breaches of academic integrity relate to pieces of assessment and are not judgements about the character of the individual student involved; and
 - Arriving at an outcome that is just, proportionate and, where appropriate, takes into account the individual circumstances of the student.
86. To ensure that the College deals with suspected cases of academic integrity as efficiently as possible, after an initial allegation has been made, all other communication will normally be sent to the student’s Global College Malta email address only. It is the responsibility of each College student to check their email account regularly.
87. In all circumstances, where an allegation of a breach of the College’s principles on academic integrity is proven, the student shall not normally be permitted a deferral of the assessment component.
88. In order to deal appropriately with the different ways in which the College’s principles on academic integrity may have been breached, each allegation will be provisionally categorized, normally as follows:
- Plagiarism
 - Reuse of previously submitted work
 - Collusion
89. The following will normally be categorised as academic misconduct:
- Commissioning somebody to complete work on behalf of the student
 - Falsification
 - Research misconduct
 - Failure to abide by the examination regulations
 - Cheating or other types of dishonesty



90. Allegations of breaches of the College's principles on academic integrity that are proven are recorded as academic offences. Details of allegations, recorded offences and any penalties applied are held electronically by the College Registrar.
91. If a student withdraws from the College, or signals their intention to withdraw, before an allegation of a breach of the College's principles on academic integrity has been resolved, the matter will continue to be investigated. The purpose of this will be to determine what, if any mark, should appear on the former student's transcript for the assessment concerned.

Mitigating Circumstances

92. Mitigating circumstances is the term used by the College in respect of circumstances which may adversely affect a student's performance in assessment, and in respect of which a student may formally request consideration in the determination of their final result(s) in respect of specific assessment components or their period of registration.
93. College processes which fall under the umbrella term 'Mitigating Circumstances' are as follows:
 - extensions to an assessment submission deadline
 - a deferral of the assessment to the next assessment point
 - the waiving of a late-work penalty
 - an extension to the maximum period of registration
94. Circumstances acceptable to the College must be exceptional (in other words, serious and unusual) relative to the normal daily challenges presented by academic study, and unpredictable in that the student could not reasonably have been expected either to avoid them, or to allow for them in planning the assessment work or preparation. The College recognises that the assessment process itself can cause students to feel more pressurised than at other times of the academic year, and this is considered to be one of the normal challenges presented by academic study. Except in a very small number of cases, where the impact is serious and incapacitating, this would not be considered as a valid mitigating circumstance.
95. There are many different reasons why a student's performance may have been adversely affected by mitigating circumstances, meaning that it is not possible to provide an exhaustive list of everything the College is, and is not, able to take into account. Nevertheless, the following are the types of mitigating circumstances the College may consider:
 - Exceptional medical circumstances, such as where the student is ill either at the point of assessment or immediately in advance. The College is unable to make allowances for minor illnesses such as headaches, upset stomachs, coughs and colds. These affect



everyone and it would not be practical or sensible to take account of them all. Students are expected to plan their work and allow leeway to cope with minor ailments;

- Long term illness/medical conditions;
- Disabilities for which reasonable adjustments are not yet in place and where the delay is not the fault of the student;
- Bereavement of a close family member, defined here as spouse/partner, parent, grandparent, brother/sister or child/dependent. Stepparent/grandparent/brother/sister/child/dependent are also included;
- Victim of a serious crime;
- Domestic problems (including divorce, separation, parental divorce);
- Very exceptional work commitments;
- Difficulties associated with travel, but only where these difficulties are exceptional, impossible to anticipate in advance, not a result of poor planning or time management, and where there is clear independent evidence to substantiate the claim;
- Legal proceedings requiring attendance; and,
- Other factors which may reasonably be deemed to have had an adverse impact comparable with those above.

96. The following are not considered grounds for mitigation by the College:

- Misreading the examination timetable or any other information relating to timed assessments taking place at a particular point in time;
- Information technology failure, including but not limited to computer failure/storage device failure/printer failure, unless the College was demonstrably at fault;
- Holidays or events such as weddings;
- Submission of an incorrect document (for example a piece of work from another module or an incomplete draft of the assessment);
- Submission of the wrong file type or a corrupted file;
- English not being the first language; and,
- Problems associated with travelling arrangements/holidays, traffic problems or stress caused by travel problems, unless these problems are exceptional, impossible to anticipate in advance, not a result of poor planning or time management, and where there is clear independent evidence to substantiate the claim. It is the responsibility of the student to make appropriate arrangements to ensure that assignments are submitted on time and/or that they present themselves for an examination on time. This should be borne in mind when making holiday/travel arrangements. Very exceptionally, travel issues may be taken into account for students with disabilities where the combination of unforeseen circumstances and disability related issues impinge on attendance.

Evidence in support of requests for the consideration of mitigating circumstances



97. If a student considers that they have mitigating circumstances then they must supply the College with independent documentary evidence demonstrating the impact that the circumstance has had upon them. The following is intended to act as guidance only:

Medical

98. In order for the College to approve a request on medical grounds the evidence provided must:
- provide a clear diagnosis of illness or medical condition which would affect the student's ability to undertake assessment or to perform to the best of their ability. Evidence stating that, for example, '**the student informs me** that they suffered from a virus.....' is not acceptable;
 - provide the specific dates or a date range in which the student's performance or ability to undertake assessment would have been impaired. In cases where the nature of the illness or condition would have a significant and prolonged impact this must be clearly stated as students are often required to submit assessments at different points in the academic year;
 - be signed and dated by the medical practitioner and on headed paper which clearly details the name, address and contact details of the practice;
 - be in English. Where the original documentation is in another language a certified translation must be provided in situations where the student has been affected by circumstances relating primarily to a third party (death or serious illness, for example) any medical evidence provided should relate to the impact on the student rather than on the third party.
99. Where a student provides medical certification which states that they are suffering from an on-going medical condition which will on an on-going or recurring basis impact on their studies, they will not be expected to provide new date-specific evidence for each assessment period for which they seek mitigation.

Practical problems

100. The College will not take account of events such as computer breakdowns. For a submission deadline or an exam, students must allow extra time in case such things happen. It is the student's own responsibility to ensure their work is saved and not, therefore, lost.

Disability

101. The College will take into account issues arising from a combination of disability and wholly exceptional circumstances

Evidence in respect of third parties

102. The College will not consider documentation which includes personal information such as health details relating to a third party in support of any request for mitigation.



103. Where a student has been affected by the illness of a third party such as a family member or close friend, they must provide evidence which demonstrates the impact this had on them, for example via provision of a medical note.
104. The College can only consider documentation relating to a third party where the third party is deceased.
105. The College's Mitigating Circumstances Form can be found at **Appendix 17** to this *Manual*.

Extensions to assessed work

106. Students unable to complete an assessment on time may apply for an extension to the submission deadline, thereby allowing them to submit the work after the deadline without late-work penalties being imposed. Extensions are normally for relatively short periods of time as in all cases the mark for the work must be available to the Module Assessment Board at which the results of that module or modules are to be confirmed. If a programme team confirms that the length of extension requested by the student means that their mark cannot be confirmed by the relevant Module Assessment Board, the student must instead request a deferral of the assessment to the next assessment period.
107. All extension requests must be submitted in advance of the deadline for the assessment for which the extension is being sought; requests submitted after the deadline will not be considered by the College. An extension is not possible for all types of assessment; it is not possible, for example, to have an extension for an assessment such as an examination or in-class test which takes place at a set time on a set date.
108. In cases where an extension is not appropriate, either because the assessment deadline has already passed, the nature of the assessment means an extension is not possible, or where an extension would give insufficient time for the assessment to be completed and marked in advance of the Module Assessment Board, the student should submit a claim for mitigating circumstances. A claim can be submitted where the student has failed to submit the assessment, has submitted the assessment late, or where the assessment was submitted but where the student feels their mitigating circumstances meant the assessment was not completed to the best of their abilities. Other than in the most exceptional circumstances, the outcome of a valid claim for mitigating circumstances shall be one of the following:
 - a) to defer the assessment without penalty to the next assessment point. In all cases where the assessment was attempted, an approved deferral will replace any mark attained
 - b) to have the late-work penalty revoked or reduced in the case of an assessment submitted after the deadline



- c) Where a student has a chronic condition or their circumstances are not improving, the College may recommend an interruption to the students' studies.
109. The outcome determined by the College will be reported to the relevant Module Assessment Board which has responsibility for the assessment of that student. If a claim for mitigating circumstances is rejected by the College then no action will be taken and the students' original mark will stand, including the application of late work penalties where appropriate.
110. If it is subsequently discovered that a student had misled the College in any way, then the College has the right to rescind the decision it has taken on the case and, where appropriate, this may be considered as a breach of academic integrity.
111. In cases where a request for mitigating circumstances is approved by the College, but the student is found to have breached the College's principles on academic integrity, any penalty imposed as a result of the breach of the College's principles on academic integrity will take precedence over the approved mitigating circumstances.

Extensions to a student's period of registration

112. In exceptional cases, students may apply to the College for an extension to their registration period. An extension will only be granted in exceptional cases where the student is able to provide independent documentary evidence proving they have suffered severe and prolonged mitigating circumstances which have affected their ability to complete within the approved period of registration. If approved, an extension will be granted for a period of 12 months in excess of the approved period of registration; further extensions are not normally approved by the College.

Late Work

113. In respect of any piece of assessed work for which a submission time and date has been given at the start of a module and where the assessment does not involve the attendance of the student during the assessment (for example the submission of an essay or project but not the presentation of a seminar or a written examination), work submitted late will be penalised. The penalty for late work will only be applied to the assessment component which was submitted late.
114. It is each student's responsibility to submit their work by the deadline given. The College's penalties for late work submission will be as follows:
- A 5% deduction in marks if submitted one day late;
 - A 10% deduction if work is submitted after two days;



- No acceptance after the second day.

Assessment Boards

115. The College's Assessment Boards have responsibility for the outcomes of modules assigned to that Board. The appropriate Assessment Board considers matters of awards, progression, and re-assessment.
116. The College's external examiners are members of Assessment Boards and their role is to act as a specialist academic advisor, confirming marks and reporting on academic standards and the College's processes of assessment.
117. The College's Assessment Boards will meet formally at an appropriate time following a student assessment period, which may involve several meetings in each academic year. Unless prevented from doing so by exceptional circumstances, it is normally expected that the external examiner(s) will attend at least one of the meetings of the Board each year. Attendance is permitted on a virtual basis.
118. All members of the relevant assessment board must have access to all module marks. The Assessment Board must determine the marks of all students being assessed in all modules within its jurisdiction. Once marks have been determined for each module within the Board's jurisdiction, changes to individual outcomes may occur for the following reasons only:
- the identification of an administrative error
 - a successful appeal against a decision of the Board
 - a ruling by the relevant Assessment Board in the light of a student having been found guilty of breaching the College's principles on academic integrity

The disclosure of assessment results

119. Students will receive the marks for the individual modules that they have studied. It is the student's responsibility to ensure that they check confirmed results on the College's web site at the relevant times. Students will be sent an email informing them when their results have been confirmed and are available to view. Assessment results will not be released over the telephone. Students are advised to discuss their results with the relevant module leader.
120. Only a student's own assessment marks shall be disclosed to that student and no member of the College is permitted to disclose to or discuss with a student or other unauthorised person the marks gained by another student. Should a student come to a member of College staff having discovered, by whatever means, the marks of another student, and wish to discuss them, possibly in relation to their own assessment performance, the member of College staff shall decline to do so.



Academic Appeals

122. The College's academic appeals procedure is aimed at allowing the College's students to raise concerns about their academic progress, where there is clear evidence to suggest that it is reasonable to do so. The College's procedure is designed to ensure that any such concerns are fully considered and that, where appropriate, relevant action is taken to deal with them. The College believes that it is in the student's interest to initially raise concerns informally with the programme team concerned before submitting an academic appeal. This is especially true in cases where the student believes that there is clear evidence of an administrative error which could be corrected without the need to submit a formal appeal.
123. The College's academic appeals procedure does not allow students to challenge the marks that they have been awarded for a particular piece of assessment. The decisions made by the College's teaching staff about the academic value of a piece of work are academic judgements and cannot be altered.
124. The College's academic appeals procedure is designed to enable students to raise concerns relating to decisions of College Assessment Boards. Other matters that do not relate directly to these, such as any alleged poor teaching, supervision or academic guidance, should be raised at the time through the College's student representation arrangements or via the College's complaints procedure.
125. Necessarily, the College's academic appeals procedure is evidence-based. It is the student's responsibility to provide sufficient independent documentary evidence to substantiate the contents of their appeal. An appeal is highly unlikely to succeed if no suitable evidence is provided.
126. The College's Academic Appeals Form can be found at **Appendix 18** to this *Manual*. The College's general Student Complaints Form can be found at **Appendix 19**.
127. Where a student who has made an academic appeal has completed their programme of study, they must not attend any College award ceremony until their academic appeal has been completed. Attendance at a College awards ceremony will invalidate their academic appeal and all decisions will stand.
128. The College undertakes that any student who submits an academic appeal will not be academically disadvantaged for having done so. Any student who believes that they have been disadvantaged by submitting an academic appeal at any point should contact the College's Academic Dean immediately.
129. The College accepts that any student who submits an academic appeal under the College's procedures will do so in good faith and that any statements made in writing or verbally are



truthful. However, the College reserves the right to investigate the authenticity of any documents submitted in support of an academic appeal. If a student is found to have deliberately attempted to deceive, manipulate or in any way interfere with the operation of the College's academic appeals procedure will be subject to disciplinary action.

130. As long as the student making the academic appeal has not had their studies at the College terminated or has otherwise completed their programme of study, they will retain the same rights of access to the resources and support of the College as any other student.
131. The College will do what it can to ensure that academic appeals are dealt with in a timely way. If the student meets all of the deadlines outlined in this procedure, a decision by the College will normally be made within 60 days of the date of submission. Where any delay is caused by the College, the student will be kept informed and reasons will be provided. To allow the swift handling of appeals, communication will be to the student's Global College Malta email address and may be copied to one other alternate email address specified by the student. It is the student's responsibility to check their email regularly during the appeals process.
132. If at any point in the conduct of an appeal under these procedures it appears that other students who may or may not have appealed have been affected by an alleged or identified irregularity, this will be reported to the College's Academic Dean who will be empowered to instruct that appeals are considered on behalf of all students believed to have been affected.
133. In most cases the outcome of a successful appeal will be to allow the student a further opportunity to be assessed. Therefore, the academic judgements made by the College's teaching team and the marks agreed by them will not be altered unless an administrative error has been identified which requires such a course of action.
134. The College will not be liable for any expenses an appellant might incur arising out of a student making an academic appeal, irrespective of whether the appeal is successful or not.

Grounds for Appeal

135. A student may appeal against a decision of the College's Assessment Board on the following grounds only:
 - That there were clear procedural or administrative irregularities in the conduct of the College's assessment process; and,
 - That there were factors which materially affected the student's performance, provided that these circumstances were not known by the College and there are compelling reasons why the student failed to follow the procedures for requesting an extension or deferral or for submitting an application to the College seeking mitigating circumstances;
136. A student may appeal against a decision regarding a mitigating circumstances claim on the following grounds only:



- That there is clear evidence of procedural or administrative irregularity in the assessment of the mitigating circumstances claim; and,
- That there exists some new evidence which, for compelling reasons, could not be made available prior to the consideration of the mitigating circumstances claim.

137. A student may appeal against a decision regarding the College’s academic integrity principles on the following grounds only:

- That there is clear evidence of procedural or administrative irregularity in the assessment of the breach of the College’s academic integrity principles; and,
- That the student, for compelling reasons that can be clearly substantiated, was unable to mount a defence of the allegation of a breach of the College’s academic integrity principles.

Submission of an Academic Appeal

138. A student can only submit an appeal after the formal publication of results by the College’s Assessment Board, or after receiving final notification of a decision made by the College in respect of a mitigating circumstances claim, or after receiving final notification of a decision made by the College in respect of an alleged breach of the College’s academic integrity principles.

139. In all cases, appeal submissions must be made using the appropriate College form and be received by the College no later than 10 days after the date of publication of assessment results or notification of an outcome. All appeals must be submitted to the College Registrar in the first instance. Any documentary evidence provided in support of an appeal (for example medical certificates, letters etc.), must be attached to the student’s submission as full colour scans. It is the student’s responsibility to be able to produce the original documents submitted in support of an academic appeal if requested to do so by the College. Failure to produce such original documents will invalidate the appeal. Where it is not possible to provide all of the supporting documentation with the appeal submission, the student must clearly indicate this and undertake to provide it separately, normally within no more than 10 days. Where the student supplies supporting evidence that is not in English, it is their responsibility to arrange for translation by a qualified, certified translator with copies appropriately marked.

140. The academic appeal will be considered by the College’s Academic Dean seeking guidance and support, as necessary, from the College Registrar, members of the relevant programme team and, if necessary the external examiner for the programme of study. The decision of the College’s Academic Dean will be final.

141. If an appeal is rejected this will be based on one or more of the following grounds:



- The appeal has been submitted outside of the stipulated deadline, the student has not given a sufficient explanation for the delay and nothing in the submission gives cause to suspect that it would be unreasonable to declare it ineligible;
 - The appeal is based wholly on disagreement with academic judgement;
 - The appeal is not accompanied by appropriate or relevant independent documentary evidence, the student has not indicated that this is to follow and/or the student has failed to provide documentary evidence requested by the stipulated deadline;
 - The appeal is based wholly on factors which were outside of the College's control and which the student might reasonably have been expected to foresee and/or taken reasonable steps to avoid.
142. In addition, the College's Academic Dean will offer the opportunity of a telephone conversation or, in some circumstances, a meeting with the student within 28 days. Any such conversation or meeting will be to clarify the reasons why the appeal was rejected and is not an opportunity to have the decision reviewed or overturned.
143. If the academic appeal is upheld, either in part or in full, the College's Academic Dean will determine a suitable remedy. The remedy will have regard to the College's regulatory framework and previous College practice in respect of such matters, so as to ensure consistency of practice and standards. The College's Academic Dean will communicate formally with the student within 14 days of taking their decision.

Certification of College awards

144. Irrespective of the level of award, all certification produced by the College will conform to the guidelines outlined in this document.

Certificates

145. The College issues a number of different types of certificate, dependent upon the type of award or achievement. All certificates are securely stored by the College Registrar. The wording of College certificates is consistent.
146. Certificates will not be issued to those in debt to the College. All certification will be issued in the first instance without charge. A charge will be made for replacement certificates.
147. Only one certificate should be in circulation at any given point. Where a request is made to replace a damaged certificate, the original certificate must be returned prior to a replacement being issued. Where a request is made to replace a lost, destroyed or stolen certificate, the full circumstances surrounding the request must be made in writing to the College Registrar. Further information may be requested and the College reserves the right to refuse a request for the replacement of a certificate. Replacement certificates will have the following statement



printed on the reverse: *'This document is a duplicate of the original and was reprinted on Day/Month/Year'*.

148. In circumstances whereby a student's name changes during their programme of study, the College will change the official record, providing acceptable proof of the change of name is provided by the student. Under no circumstances, except where required by law, will the College amend a student's name after the original certificate has been issued.

College External Examiners

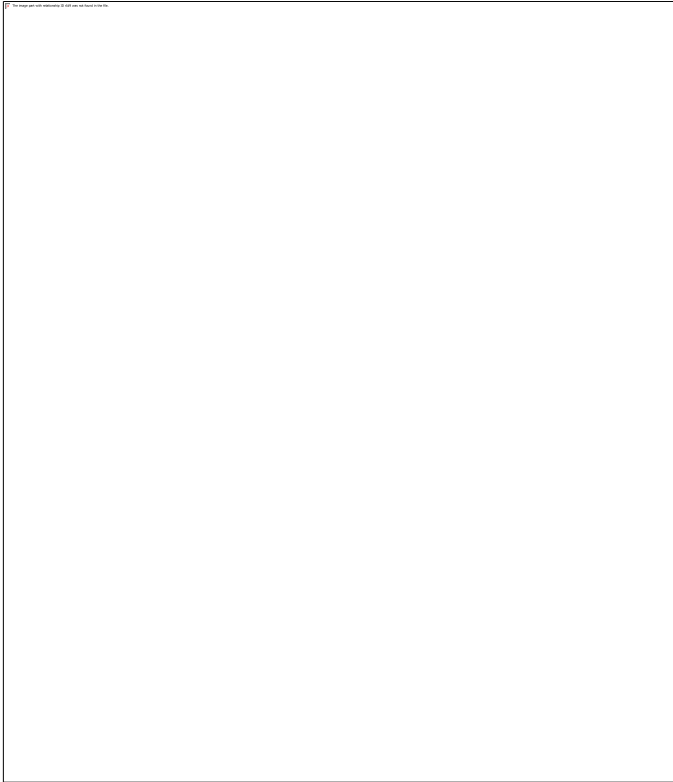
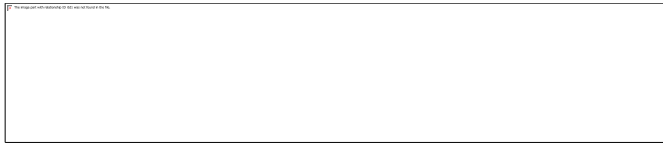
149. The College's external examiners undertake an important role in the management and enhancement of the College's academic quality and standards. The College expects its external examiners to provide informative comment and recommendations on its programmes of study.
150. The College's external examiners:
- i. have access to assessed work which provides evidence of a student's ability in the modules under consideration;
 - ii. serve as members of relevant College Assessment Boards;
 - iii. are able to make direct and separate representations to the College Principal or Academic Dean on any matter of serious concern arising from the College's assessment activity which they consider puts in jeopardy the standard of the award and the fair treatment of any individual student;
 - iv. are able to assist in determining whether or not a student is guilty of academic malpractice;

Attributes of the College's external examiners

151. The College appoints external examiners who can show appropriate evidence of the following:
- i. appropriate knowledge and understanding of Maltese higher education sector for the maintenance of academic standards and assurance and enhancement of quality competence and experience in the fields covered by the programme of study;
 - ii. relevant academic and/or professional qualifications to the level of the qualification being externally examined, and/or extensive practitioner experience, where appropriate;
 - iii. competence and experience relating to designing and operating a variety of assessment tasks appropriate to the subject and operating assessment procedures;
 - iv. sufficient standing, credibility and breadth of experience within the discipline to command the respect of academic peers and, where appropriate, professional peers;
 - v. familiarity with the standard to be expected of students to achieve the College award that is to be assessed;



- vi. fluency in English;
 - vii. awareness of current developments in the design and delivery of relevant curricula; and,
 - viii. competence and experience relating to the enhancement of the student learning experience.
152. The College will not appoint as external examiners anyone in the following categories or circumstances:
- i. anyone with a close professional, contractual or personal relationship with a student involved with the programme of study;
 - ii. anyone required to assess colleagues who are recruited as students to the programme of study;
 - iii. anyone who is, or knows they will be, in a position to influence significantly the future of students on the programme of study;
 - iv. former staff or students of the institution unless a period of five years has elapsed and all students taught by or with the external examiner have completed their programme of studies; and,
 - v. the appointment of more than one external examiner from the same department of the same institution.
153. The duration of an external examiner's appointment with the College will normally be for four years, with an exceptional extension of one year to ensure continuity.



**GLOBAL
COLLEGE MALTA**

**Quality and
Standards
Assurance
Manual –
Section 5 The
Assessment of
Students**

**Appendix 13 to the Quality Assurance
Manual**



GLOBAL COLLEGE MALTA

ACCREDITATION OF PRIOR LEARNING

A GUIDE FOR PROSPECTIVE STUDENTS

Introduction

The aim of this guide is to explain how Accreditation of Prior Learning (APL) works at Global College Malta, how it can help you receive credit for prior learning, and how to apply for it. We hope it will help you to realise that you may already have evidence that will enable you to claim credits towards the course offered by the College that you would like to study.

What is the Accreditation of Prior Learning?

Accreditation of Prior Learning, or APL, means that learning which you have done in the past (either on other courses, through work experience, or through voluntary or community experience) can be counted towards your current course, if it's at the same academic level that you intend to study.

In seeking APL there are a number of benefits to you as a student and as a professional:

- ✓ You don't need to repeat learning, including the content of previous courses that you did not complete; You can take full advantage of your learning experiences to develop your understanding of relevant subjects and to improve your practice;
- ✓ You may save money if you are paying your own fees, or require a smaller loan;
- ✓ It may reduce the amount of time that it takes to complete your chosen course at the College.

What prior learning can be accredited?

Credit can be awarded for two types of prior learning:

1. Accreditation of Prior Certificated Learning (APCL)

You can be awarded credit for learning for which you have done a course, passed an assessment and have a certificate.

2. Accreditation of Prior Experiential Learning (APEL)

You can be awarded credit for learning gained outside the classroom, whether that was at home, at work or in a community setting. For example, you may have owned or managed an organisation or led a team of people. This is where you will have learnt a vast amount but not sat an exam or written assignments.

How is the value of prior learning calculated?

By giving learning a value it is easier to work out how many credits your previous learning is worth and what level it was at.

The College's degree level courses are made up of a series of modules. Each module is worth academic credits under the European Credit Transfer and Accumulation Systems (ECTS). 7.5 credits is roughly equivalent to 188 hours of study. Some of this will be classroom-based or online, some in the library or at home or reflecting on your practice or the practice of colleagues carried out at work.

As well as having an ECTS credit value to indicate the amount of learning, modules also have a 'level' to show how difficult or advanced the learning is in order to get the ECTS credits. On an undergraduate degree study is at Levels 5 and 6 of the *Malta Qualifications Framework* (see: <https://ncfhe.gov.mt/en/resources/Documents/Publications/The%20Malta%20Qualifications%20Framework/The%20Malta%20Qualifications%20Framework.pdf>). A Master's degree is at Level 7 and a Doctorate is at Level 8 of the *Malta Qualifications Framework*.

How will the College decide if you can receive credit for prior learning? And how many credits might your prior learning be worth?

Academic tutors at the College will make an academic judgement about the extent to which your previous study or learning is relevant to the course to which you are applying, the appropriate amount of credits that your previous study or learning might be worth and the academic level comparable to the modules of the course. There is a maximum amount of APL credit that can be awarded against degree courses, and the College will advise you about this as it varies depending of the level and type of course.

Typically, up to two thirds of a degree course can be granted as APCL. If the awards certificates that you have are more than five years prior to the beginning of the College course to which you are applying for, you will need to provide some evidence to show how your learning might have been updated in the workplace and through continuing professional development. Evidence for APEL claims will also need to be within the previous five years.

How to apply for credit for prior study

In the first instance, it will be the responsibility of the Programme Leader or a member of the course team to which you are applying, to check what evidence you have of APCL. They will explore the work which you have been engaged in that might be eligible for APEL.

Applying for APCL

Firstly, collect together all the certificates that you have for the qualifications that you have been awarded and then check the academic level of these certificates; for undergraduate programmes they must be Level 5 or above, or Level 7 or above for postgraduate programmes to be considered for APCL. Most certificates will have a transcript on the back or on an accompanying sheet which lists the modules or units studied, the amount of credits awarded and the level at which they were awarded. This is also essential information for assessing the amount of APCL from which you may be able to claim exemption.

If you cannot find either of these documents, you will need to contact the institution that awarded you the qualification(s) and ask them for a copy. If the institution no longer exists, try and find out what its new name is or who took it over.

Any further information about the course content, for example the course content and the assignments you undertook would also be helpful to whoever it is at the College who will be assessing your APCL claim.

Applying for APEL

This is claiming credit for your learning that has not yet been assessed. If you do claim APEL, it is likely that you will be asked to submit work for assessment, for example a short portfolio of evidence or a short piece of written work. Credit is awarded not for the experience itself but for the learning which results from that experience. You need to be able to say what you have learnt and demonstrate that your learning is of the correct amount and level, and is relevant to your intended course.

It is useful to collect the following information together before exploring the possible APEL that you might be able to claim:

- ❖ Think about any projects that you have been involved in at work over the previous two or three years. Think about whether you have produced reports or made changes within the organisations for which you might be able to provide some evidence (this could include photographs, training packs, performance reviews, etc.);
- ❖ Think about your areas of responsibility, for example projects, programmes of work, etc. in which you are currently involved;
- ❖ List these and gather evidence that you can easily find. Make a note of things that you might be able to locate or produce;



- ❖ Also list non-accredited courses that you have attended which lasted for two days or more; try and find the course outline, and record anything that you have done to follow up, implement, or train others about as a result of this activity;
- ❖ List any reading and theoretical models with which you have engaged with that relate to your APEL claim.

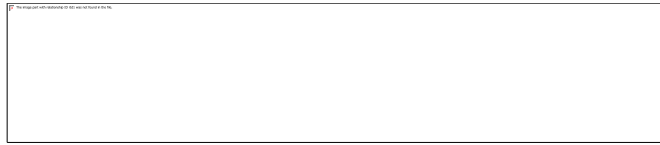
How much will applying for APL cost me?

- ❖ APCL for qualifications awarded within five years: no charge;
- ❖ APCL for qualifications awarded more than five years old requiring assessment of updating - €100 per qualification, payable as part of the enrolment process;
- ❖ APEL - €100 per 7.5 ECTS credit claim, payable as each APEL claim is submitted.

And finally...

Credit for Prior Learning has benefited a great many people and enabled them to progress into and through Higher Education more quickly than they would have done otherwise. For those claiming APEL (for experiential learning), the process of reflecting on their experience in order to write about their learning has often been a very valuable one both academically and for professional development.

For further information please contact: The College Registrar at: enquiries@gcmalta.com or +356 2180 1252



Appendix 14

Accreditation of Prior Learning Application Form seeking the accreditation of Prior Certificated Learning

Before completing this Form you should discuss your application with a member of the College's professional support team. This form should only be used for applications based on previous study at another recognised higher education provider.

You should obtain details of the Learning Outcomes of the module(s) from which you are seeking exemption at Global College Malta against the Module Learning Outcomes of the module(s) you studied at your previous institution. It is your responsibility to obtain the Module Learning Outcomes from your previous institution. The College's professional support team will be able to assist you with this process.

If you are seeking exemption from the entire Level of a programme and entry into year 2 or 3 of a programme you should not complete this form. You should complete the APL Application Form for Entry with Advanced Standing instead. If you are applying for module exemptions on the grounds of previous work experience you should complete the APEL Application Form instead.

Applicant Information

Surname:	
First name:	
GCM student ID: (if available)	
Contact email address:	

Course details

Course title:	
Proposed year of entry (Year 1, 2, 3 etc):	
Academic Level (5, 6, 7):	

Application details

Total value of ECTS credits being applied for:	
Academic Level (4, 5, 6, 7) of credits applied for:	

Module exemptions requested:	
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Module code	Module title	Level (4, 5, 6 or 7)	ECTS Credit value

Additional information (to be completed by the applicant)

Please explain why you are making this application and provide any other information that will support your application:

Large empty rectangular area for providing additional information.

Evidence supplied

List all of the evidence you have supplied. It is your responsibility to ensure that the evidence provided is relevant. Examples of appropriate evidence include any transcripts you may have from a previous institution. If you are unsure of what to provide please liaise with the College's Professional Support Team.

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4		
5		

Mapping of module learning outcomes

You must complete a separate table mapping the learning outcomes for each module from which you are requesting an exemption.

It is recommended that you seek guidance from the College's Professional Support Team when completing this section of the Form.

Module 1

	Global College Malta module from which exemption is sought	Module previously studied
Module Code & Title		
Place completed		
Date completed		
Credit value		
Academic Level		
Module Aim		
Learning outcomes	1. 2. 3.	1. 2. 3.



	4.	4.
	5.	5.
Comments		

Module 2

	Global College Malta module from which exemption is sought	Module previously studied
Module Code & Title		
Place completed		
Date completed		
Credit value		
Academic Level		
Module Aim		
Learning outcomes	1. 2. 3. 4.	1. 2. 3. 4.



	5.	5.
Comments		

Module 3

	Global College Malta module from which exemption is sought	Module previously studied
Module Code & Title		
Place completed		
Date completed		
Credit value		
Academic Level		
Module Aim		
Learning outcomes	<ol style="list-style-type: none">1.2.3.4.5.	<ol style="list-style-type: none">1.2.3.4.5.
Comments		



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Module 4

	Global College Malta module from which exemption is sought	Module previously studied
Module Code & Title		
Place completed		
Date completed		
Credit value		
Academic Level		
Module Aim		
Learning outcomes	<ol style="list-style-type: none">1.2.3.4.5.	<ol style="list-style-type: none">1.2.3.4.5.
Comments		

I confirm that the information given above is accurate:



Applicant (signature)	
Date	

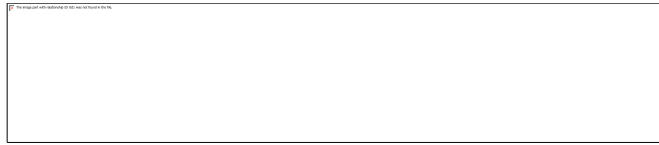
To be completed by Global College Malta:

Application Appraisal

	YES (add comments if required)	NO (please add comments explaining your recommendation)
APL Assessor Name		
Do you recommend the APL Panel accept this application?		
Have you seen evidence of the learning?		
Date		

APL application decision

Approved?	Yes	No (add comments if needed)	Date approved by College Academic Dean and/or College Registrar



Appendix 15

Accreditation of Prior Learning Application Form seeking the accreditation of Prior Experiential Learning

Before completing this Form you should discuss your application with a member of the College's professional support team. This form should only be used for applications based on previous experiential learning (namely, work experience).

You should obtain details of the Learning Outcomes of the module(s) from which you are seeking exemption. Your experiential learning will need to be mapped against them. This information is available on the College's web site or, alternatively, can be obtained from the College's professional support team.

If you are seeking exemption from an entire Programme Level on the grounds of credit obtained at another recognised higher education provider (obtained from previous study you have completed) you should complete the College's APL Entry with Advanced Standing application form. If you are seeking exemption from a module or modules on the grounds of credit obtained at another recognised higher education provider (obtained from previous study) you should complete the College's APCL application form.

Applicant Information

Surname:	
First name:	
GCM student ID: (if available)	
Contact email address:	

Course details

Course title:	
Proposed year of entry (Year 1, 2, 3 etc):	
Academic Level (5, 6, 7):	

Application details

Total value of ECTS credits being applied for:	
Academic Level (4, 5, 6, 7) of credits applied for:	



Module exemptions requested:

Module code	Module title	Level (4, 5, 6 or 7)	ECTS Credit value

Additional information (to be completed by the applicant)

Please explain why you are making this application and provide any other information that will support your application:

Large empty rectangular area for providing additional information.

Evidence supplied

List all of the evidence you have supplied. It is your responsibility to ensure that the evidence provided is relevant. Examples of appropriate evidence include a portfolio documenting your work experiences and any certificates of learning you may have. If you are unsure of what to provide please liaise with the College's Professional Support Team.



1		
2		
3		
4		
5		

Mapping of module learning outcomes

You must complete a separate table mapping the learning outcomes for each module from which you are requesting an exemption with your experiential learning.

Module 1

Module Code & Title			
Credit value			
Academic Level			
	Learning outcome	Prior Learning claimed	Supporting evidence
Learning outcomes	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.



	5.	5.	5.
Reflection on the prior learning			

Module 2

Module Code & Title			
Credit value			
Academic Level			
	Learning outcome	Prior Learning claimed	Supporting evidence
Learning outcomes	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.



Reflection on the prior learning			

Module 3

Module Code & Title			
Credit value			
Academic Level			
	Learning outcome	Prior Learning claimed	Supporting evidence
Learning outcomes	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
Reflection on the prior learning			



Module 4

Module Code & Title			
Credit value			
Academic Level			
	Learning outcome	Prior Learning claimed	Supporting evidence
Learning outcomes	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.
	5.	5.	5.
Reflection on the prior learning			

I confirm that the information given above is accurate:

Applicant (signature)



Date

To be completed by Global College Malta:

Application Appraisal

	YES (add comments if required)	NO (please add comments explaining your recommendation)
APL Assessor Name		
Do you recommend the APL Panel accept this application?		
Have you seen evidence of the learning?		
Date		



APL application decision

Approved?	Yes	No (add comments if needed)	Date approved by College Academic Dean and/or College Registrar



Appendix 16

Accreditation of Prior Learning Application Form seeking Entry with Advanced Standing

Before completing this Form you should discuss your application with a member of the College's professional support team. This form should only be used for applications based on previous study at another recognised higher education provider.

You should obtain details of the Learning Outcomes of the programme level (for example Level 5, 6, 7) from which you are seeking exemption. These will need to be mapped against the Learning Outcomes of the module(s) or programme level you studied at your previous institution.

You should only complete this form if you are applying for exemption from an entire level/year of a programme based on a prior certificated learning (study at a previous higher education institution). If you are applying from exemption from a module(s) or on the basis of prior experiential learning (work experience, for example) you should complete the College's APCL or APEL Application form.

Applicant Information

Surname:	
First name:	
GCM student ID: <i>(if available)</i>	
Contact email address:	

Course details

Course title:	
Proposed year of entry (Year 1, 2, 3 etc):	
Academic Level (5, 6, 7):	

Application details

Total value of ECTS credits being applied for:	
Academic Level (4, 5, 6, 7) of credits applied for:	

Evidence supplied

List all of the evidence you have supplied. It is your responsibility to ensure that the evidence provided is relevant. Examples of appropriate evidence include transcripts or a certificate from a previous institution. If you are unsure of what to provide please liaise with the College's Professional Support Team.



1		
2		
3		
4		
5		

Mapping of programme learning outcomes

You must map the Programme Learning Outcomes from your previous institution against the Global College Malta Programme Learning Outcomes for the Level from which you are requesting an exemption. If these are unavailable, you should map the Module Learning Outcomes.

It is recommended that you seek guidance from the College’s Professional Support Team when completing this section of the Form.

	Global College Malta programme from which exemption is sought	Course previously studied
Course title		
Place completed		
Date completed		
Credit value		
Academic Level		
Module Aim		
Programme Learning outcomes (for the Level from which exemption is requested)	1. 2. 3.	1. 2. 3.



	4.	4.
	5.	5.
Comments		

Additional information (to be completed by the applicant)

Please explain why you are making this application and provide any other information that will support your application:

Large empty rectangular area for providing additional information.



I confirm that the information given above is accurate:

Applicant (signature)	
Date	

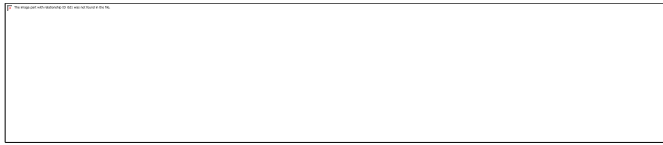
To be completed by Global College Malta:

Application Appraisal

	YES (add comments if required)	NO (please add comments explaining your recommendation)
APL Assessor Name		
Do you recommend the APL Panel accept this application?		
Have you seen evidence of the learning?		
Date		

APL application decision

Approved?	Yes	No (add comments if needed)	Date approved by College Academic Dean and/or College Registrar



GLOBAL COLLEGE MALTA
CLAIM FOR MITIGATING CIRCUMSTANCES

Section A: Student details

To be completed by the student seeking to make a claim for mitigating circumstances

Name			
Student Number		Intake	
Programme Code		Programme Title	
Mode of Study	Full-Time Part-time	Year of Study	Year1 Year 2 Year 3
Email address		Contact number	

Section B: Details of the Mitigating Circumstances

Period covered by the mitigating circumstances:

From (dd/mm/yy)			To (dd/mm/yy)	
Module Code	Module Title	Assessment		Date



Appendix 17 to the Quality Assurance Manual
Mitigating Circumstances Form

Please provide details of your mitigating circumstances

(Please ensure to provide all your supporting documents)

Student Declaration: I declare that the information contained above in this statement and in any supporting paperwork that I have made available to the College is accurate and complete to the best of my knowledge. I consent to my information being used by the College in determining my claim for Mitigating Circumstances and understand that the information will be treated in confidence.

Signature		Date	
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Please return the completed form along with the supporting documents in an envelope labelled as 'CONFIDENTIAL'. The sealed envelope must be submitted to the Academic Administration Office.

SECTION C: Review of the Mitigating Circumstances claim

	<p>Approved</p> <p>The mitigating circumstances presented are sufficient on the basis of the evidence provided.</p> <p>Recommendation:</p>
	<p>No supporting evidence provided</p> <p>Incomplete paperwork submitted</p>
	<p>Rejected</p> <p>The mitigating circumstances presented are insufficient on the basis of the evidence provided</p>
	<p>Other</p> <p>Please provide further details:</p>

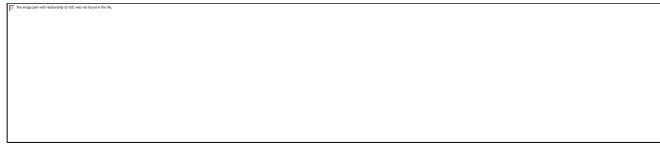
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**Appendix 17 to the Quality Assurance Manual
Mitigating Circumstances Form**

Signed by the College Academic Dean or College Registrar			
Date		Signed	

SECTION D: For Academic Administration Office use only

Information updated on the College's system (including date)	
Comments	
Staff name and signature	



GLOBAL COLLEGE MALTA ACADEMIC APPEAL CLAIM

Before completing this form, you are strongly advised to consult with your mentor or other relevant member of staff in an attempt to informally resolve the issue/matter. If you are appealing against an award decision, you will not be entitled to receive an award until the matter has been concluded or if the appeal is withdrawn.

Section A: Student details

To be completed by the student seeking to make a claim for mitigating circumstances

Name			
Student Number		Intake	
Programme Code		Programme Title	
Mode of Study	Full-Time	Year of Study	Year1
	Part-time		Year 2
			Year 3
Email address		Contact number	

Section B: What is the nature of your academic appeal?

Please tick the applicable box

I do not believe that GCM Regulations or procedures have been appropriately followed	<input type="checkbox"/>
I believe that there is clear evidence that there has been negative bias in the academic decision made about my assessed work	<input type="checkbox"/>
I consider that there were mitigating circumstances, details of which I could not provide at the time of my assessment, which detrimentally affected my academic performance.	<input type="checkbox"/>
Other (please provide details below)	<input type="checkbox"/>

Section C: What decision do you wish the College to review?

Please tick the applicable box



**Appendix 18 to the Quality Assurance Manual
Academic Appeals Form**

A decision to terminate my studies due to academic failure or breach of the College's academic integrity principles	
A review of the marks that I have been awarded for my assessed work	
A decision that the College has made about my progression or transfer	
A review of what I believe to be irregularities in my examination, assessment or dissertation supervision arrangements which impacted on my marks	

Please provide further details in support of your academic appeal

Please list the supporting documents you are providing in support of your academic appeal. Please make sure that these documents are attached to your appeal.



**Appendix 18 to the Quality Assurance Manual
Academic Appeals Form**

Student declaration

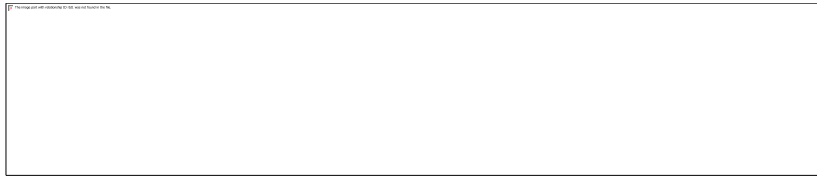
I confirm that the information that I have provided in this academic appeal is correct.

I confirm that I have supplied all relevant paperwork as supporting evidence and that this information is accurate.

Student Signature:

Date:

Please forward this form to the Academic Officer: j.coleiro@gcmalta.com



Appendix 19 to the Quality Assurance Manual

STUDENT COMPLAINT FORM

The Information on this Form is confidential.

Please complete the following sections when submitting a complaint.

Part A Student Details						
1	First Name:		Course Title:			
	Surname:		Current Year of Study			
	Student ID:					
	GCM Email address:					
	Contact Telephone:					
	Postal Address:					
2	Group Complaints <i>If you submit a complaint as a group, all members of the group must sign the complaint form. The group must elect representatives (maximum 2) to speak and meet on behalf of the group.</i>					
	If this is a group complaint, who are the spokespersons (maximum 2 students)? 					
Please list the names of all students making the complaint: 						
3	Have you spoken to anyone about your complaint?		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
	If yes, what is the person's name and position?					
4	Have you attempted to resolve your concern informally, for example by raising a concern with a member of staff?		Yes	<input type="checkbox"/>	No	<input type="checkbox"/>



If yes, what is the person's name and position?

Part B: Supporting Statement

5 Please explain the reasons for your Formal Complaint:

Continue on a separate sheet if necessary.

6 Please specify the key points of your Formal Complaint to which you require specific response:

- 1.
- 2.
- 3.
- 4.
- 5.

Please attach an additional sheet if you have more than five key points.

7. Please indicate the remedy/resolution you are seeking:

8. Please list the evidence attached to this form, where appropriate:



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Please submit this form to the College Registrar and keep a copy.

Guidance of completing this form

Part A – Student Details

Contact Details

Please complete your contact details in full. All correspondence relating to this complaint will be sent to your registered College email address, so you should make sure that you check it regularly. If your contact details change, you must inform the College immediately.

Group Complaints

If you submit a complaint as a group, all members of the group must sign the complaint form. The group must elect representatives (maximum 2) to speak and meet on behalf of the group.

3 and 4 Who have you spoken to about your complaint? Please indicate whether you have already spoken to your tutor or another member of College staff. This helps us to liaise with the right people to follow up your complaint.

Confidentiality - Any information you provide on this form will be handled sensitively and will only be made available to staff directly involved in finding an appropriate resolution.

Have you attempted to resolve your concern informally?

The College encourages an informal complaint process which allows students to raise concerns with a member of staff and seek a resolution without the requirement for submission of a formal complaint. This process is optional but available to all students. If you have attempted to address your concern informally please give details here. If you have not and you would like to do so please contact your College tutor or another member of staff.



Part B - Supporting Statement

Supporting Statement:

Please use this section to give more details about your complaint. The following issues are excluded from the College's complaints procedures:

- a) Complaints raised anonymously
- b) Third party complaints
- c) Complaints submitted in relation to a time when the complainant was not an enrolled student of the College.
- f) Complaints about the decisions of exam boards for which there are separate College appeals processes.
- g) Complaints about the outcomes of a student disciplinary hearing.
- h) Complaints against fellow students.

Key Points: Please specify the key elements of your complaint in short statements as this will make it easier for the College to ensure that each of your points are responded to. Please attach a separate sheet if you need to specify more than ten points.

Remedy/Resolution:

Please tell us what you think would be a reasonable solution to the problem you have raised. This helps us to address your complaint in the most appropriate way.

Evidence

Please attach any relevant evidence that you may have to support or illustrate your complaint. Evidence can be scanned and emailed in the first instance. The College will contact you if they need hard copies or any further pieces of information.