

Title: Procedure for Assessors, Assessment and student support	Identifier: SOP - 011
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Document Distribution:	To all trainers and assessors
Reference to other documents elsewhere	Forming and integral part of the MFHE 11 Standards

A INTRODUCTION

The trainers of the programmes may also act as assessors of the participants' written and non-written assessment.

B RECRUITMENT AND SELECTION

- 1 The Board of Studies shall select and appoint assessors to assess the work of the participants during the programme and shall thus oversee their suitability. The trainers on the programme may be appointed as assessors and shall be subject to all the quality control systems of the Institute.
- 2 The Head of Studies shall in particular oversee the professional conduct of the assessors. In cases of misconduct, the Institute shall have the authority and the obligation to submit a report to the Managing Director of the Institute for the necessary action to be taken.
- 3 Misconduct of Assessors may be, but is not restricted to, any of the following behaviours;
 - (i) disclosure of exam paper, or contents from the exam paper
 - (ii) negligent marking
 - (iii) communication of exam results to the participants
 - (iv) undue delay in submitting the results to the Institute

C RESPONSIBILITIES

- 1 Each assessor may assess units of study that s/he delivered, and or assess units of study delivered by other trainers. However, only approved assessors of the Institute shall be allowed to assess programmes of the Institute.

A grade is to be assigned accompanied by a short report indicating what the participant did correctly/incorrectly and what s/he could have done differently to earn a better mark.

A sample of the marking sheet to be used by the assessors is attached in Appendix Ref 05

- 2 All assessed work during the module of study shall be forwarded to the Head of Studies accompanied by the grade and feedback report, not later than four weeks from the date of submission of work. The relevant data shall be retained by the Institute while the report and the grade forwarded to the participant within five weeks from the deadline for the submission of the work. The communication of the results to the participants shall be done by the Head of Studies via email or other means.
- 3 At the end of the programme a report regarding the overall performance of each participant will be presented to the Board of Studies. Upon verification the Board will authorise the award of certificates.

D PROGRAMME STRUCTURE

The Programmes of the Institute shall vary in the number of ECTS / ECVET offered. However, all relevant information shall be provided by the Institute to prospective participants in the information / marketing material circulated prior to registration on the programme, or upon request, as the case may be.

In any case the following information shall be always included;

- 1 The Learning Outcomes,
- 2 MQF level and the number of ECTS/ECVT,
- 3 Process of teaching, learning and assessment,
- 4 Pass rates,
- 5 Further learning opportunities.

This information will be given again upon registration and at this point the following additional information and enquiries are made;

Information;

- 1 The complaint procedures,
- 2 The assessment methods,
- 3 The level and type of supported provided to the students,
- 4 The diversity policy,
- 5 The logistics of the course,

Inquire about;

- 6 Any physical or other impairment that may limit their learning.

E NON-CONTACT HOURS AND OTHER ACTIVITIES

During the non-contact hours participants shall be required to engage with relevant literature, as recommended by the programme's trainers. Furthermore, participants may also be requested to participate in online professional discussions and/or attend conferences, seminars and/or work based activities relevant to the theme being covered in the programme.

It is important to note that this list is not exhaustive and the Institute may review it and inform the participants accordingly.

F ASSESSMENT

Assessment: *A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

The Institute shall use a range of assessment methods which are approved by MFHEA and which best fit the nature of the programme. The selected mode of assessment shall ensure that participants are provided with the opportunity to present evidence regarding their:

- Understanding and application of concepts covered in the programme;
- Use/selection of relevant research/techniques and sources of information, referencing/bibliography;
- Ability to analyse, evaluate, draw conclusions, make recommendations;
- Understanding of process of explaining one's rationale in a logical format;
- Planning skills to incorporate key concepts in one's plans for action at work;
- Creativity in one's response, referring to other concepts relevant to the argument being made, and/or including examples, case studies, success stories, best practices beyond those presented during the course;
- Problem solving skills;
- Time management skills.

This information is provided to the students upon registration as well as explained to them in the very first session of every course delivered.

H Assessments and Pass Marks for the assessments:

To successfully complete a unit, a participant is required to obtain a grade of 50% or higher in his/her assessment task.

Furthermore, a participant is required to obtain a 50 % overall grade and a 75 % attendance in order to qualify for the Award. If any of these conditions are not satisfied, the Board Studies may consider issuing a Certificate of Participation to the participant concerned.

In case that a participant fails to obtain the 50% pass mark for the module, s/he will need to resubmit / re-sit for the unit concerned. *Appendix 1 Ref 05*

In any case, students are given both written and verbal feedback about the result of their assessment while any student may request a second meeting with the trainer to discuss the results further. This possibility is also communicated to the students upon registration and during the first session of every course delivered.

In order to ensure that the assessments are fair and consistent the following assessment framework shall be applied:

Reflective Journal

Themes to look out for in the reflective journal

- Communication – the ability of the course participant to communicate in writing the “lessons” learnt
- Reference to instances where personal growth took place
- Reference to the knowledge and skills gained in the area of study

Therefore, in assessing the reflective journal the criteria will be based on the following;

- Is there evidence that the course participant reflected in a deep and analytic manner?
- Or did he/she reflected on the superficial/descriptive level?

Each student is given the opportunity to revise the original work following the feedback of the trainer and may re-submit only once the improved version.

When carrying out the assessment the following marking scheme will be applied

Unit of Analysis of the Reflective Journal

Non-reflection (NR). No evidence of reflection is present within the journal. The course participants may describe experiences with no evidence of questioning or evaluation of the experience. Lack of reflection implies a person who acts based on habit or what he or she already knows, makes assumptions, acts mechanically, may not consider the potential for learning or change, and may even reject the possibility of learning something new because he or she is sure he or she is right.

Reflection (R). Evidence of reflection is present in the journal. This implies evidence that the course participant either pauses in action (reflection in action RIA) or ex post facto to explore an experience (reflection on action ROA), with the intent of better understanding the situation, or to decide how best to perform. This individual moves beyond simply reporting or describing events, to attempting to understand, question, or analyze the events.

Critical reflection (CR). Evidence of critical reflection is present within the journal. This implies evidence of the course participant who stops to explore the existence of the problem, where the problem stems from, or the assumptions underlying the problem. The individual revisits the experience, begins to critique his or her own assumptions and thought processes, shows evidence of recognizing his or her own assumption, and may begin to show evidence of modifying his or her own biases or assumptions (reflection for action RFA).

Control systems and monitoring

A Schedule of course work and attendance as well as a schedule reconciliation of documents are kept on file by the trainer to ensure that all the assigned work to the delegates is handed in to the trainer and corrected accordingly while record is kept to provide the final mark at the end of the course.

I Complaints Procedures

Students have a right to complain and the process is made simple to facilitate placing complaints. In this regard, the students that are nominated by their employers to participate in the Institute's programmes can lodge a complaint with their own Human Resource Department or directly with the trainer.

If the complaint is lodged with the HR department, the senior person in the department may deal directly with the trainer and if the issue is not resolved, he / she may refer directly to the Managing Director of the Institute. The students should be kept informed at all times of how the complaint is being handled and or its outcome.

If the complaint is lodged with the trainer direct, he / she should take all reasonable measures to resolve the complaint and if necessary refer either to the respective company HR department and or the Managing Director of the Institute. The students should be kept informed at all times of how the complaint is being handled and or its outcome.

If the complaint is lodged with the trainer from a student following an open course, the trainer should take all reasonable measures to resolve the complaint and if necessary refer either to the respective accredited agency commissioning the open course or the Managing Director of the Institute.

In any case, every student may choose to lodge the complaint directly with the Managing Director of the Institute who is obliged to investigate and resolve the issue fairly and consistently.

The students are informed about this procedure upon registration and during the first session of the programme.

J Learning Resources

The Institute shall use any of the following resources to deliver training, namely;

- Laptop or desk top computer including the sound system and a projector,
- Flip-charts,
- Power point presentations,
- Video clips,
- Gamification tools,
- Handouts,
- Journal and other articles,
- Breakout rooms for workshops.

The students shall provide and use;

Hardware;

- Lap top or computer desktop with at least;
 1. Intel core i3-100 [5GI@1.2Ghz](#)
 2. RAM:8GB DDR4,
 3. Storage:500GB SSD Drive,
 4. Screen:15”,
 5. Resolution: 1920X1080,
 6. Unputs:3XUSB 3.1,
 7. Output: HDMI

Software;

- Gmail or any other email account access,
- Microsoft word, excel and power point.

Use of Library facilities and Research space

The Institute shall provide library facilities at the offices of the Malta Employers Association for free during office hours. In addition, students are also provided, on the same premise, research space as well as a computer with the necessary Microsoft software to carry out any research work and assignments.

K Diverse Populations

In order to cater for the diverse population, the handouts may be enlarged for short sighted persons while sign language interpreters shall be provided for those with hearing impairment.

In those cases where gamification is used, care will be taken not to involve older participants in exercises that might be too strenuous for them however without excluding them from the exercise.

In the case of colour blindness some exercises would need to be presented in a different manner and care has been taken to adjust accordingly.

All venues where training is delivered are accessible for person using wheelchairs while toilet facilities that cater for people with disabilities are also provided.

At point of registration the individuals are asked whether they have any particular condition that the training providers need to know about in order to adjust accordingly.

L Support to Students

The trainers are to assist students who encounter difficulties. Such difficulties may be varied but two are most common;

- 1 When students are unable to attend a session or sessions due to illness or priority work at the place of work.

For in-house programmes, a one to one session or an extra group session is, where the session was missed by more than one person, is done.

For open courses the individual is given a copy of all the handouts to read

or work out as the case may be and return to the trainer for correction and or discussion. In addition, the student who missed the session is provided with an abridged one to one session during which the student is given the salient points of the missed session, given feedback about the handouts that he worked on and requested to carry out a task which he or she need to reflect about in his or her diary.

2 When students struggle to report adequately in the reflective diary.

In such cases the trainer shall conduct a one to one session with the individual and assist him or her in making a clear distinction between what constitutes non-reflective / reflective and critical abilities. The trainer will work through with the student the fine differences and encourage him or her to report in this manner.

From time to time the trainer shall repeat the explanation of the rationale of these differences. Nevertheless, the best tuition would be the constant reading, checking and feedback to the students of the quality of their reporting in the reflective diary.

3 Follow up on the career path of past students

At least once a year usually in October the Institute communicates with all past students to check on three issues;

- A To remind them that they may get in touch with the Institute if they need any advice in connection with their career development. They are also informed that this service is for free.
- B To report if they wish any significant development in their career such as a promotion at the place of work, or a change in job or a change in career.
- C To ask how the course that they followed at the Institute effected their performance at work.
- D Whether they have any suggestion which with the benefit of hindsight would be worth offering to improve the programme of study.

Refer SOP 12 Standard 4 – Support to Students

Refer SOP 12 Standard 8 - Information Management

All support offered to the students is explained to them at the point of registration as well as during the first session of the course.