ICE Malta

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Student Assessment Policy

v1.0

Institute of Computer Education (Malta)

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1. Introduction

This policy establishes the framework for designing, conducting, marking, and moderating student assessments at ICE Campus. It ensures that assessment practices are fair, consistent, transparent, and aligned with our commitment to producing industry-ready talent.

ICE Campus recognises that effective assessment is central to validating learning outcomes and maintaining the credibility of our qualifications. This policy reflects international best practice while accommodating the evolving landscape of technology-enhanced learning.

2. Scope

This policy applies to:

- All homegrown courses designed, delivered, and assessed by ICE Campus.
- All students enrolled in ICE Campus programmes.
- All educators, assessors, and moderators involved in assessment activities.
- All forms of assessment including examinations, projects, assignments, and practical demonstrations.

For international partner courses, assessment processes are governed by the relevant awarding body. ICE Campus supports students through these processes and ensures local delivery meets partner standards.

3. Assessment Principles

All assessments at ICE Campus are designed and conducted according to the following principles:

- Validity: Assessments measure what they are intended to measure and align with stated learning outcomes.
- Reliability: Assessment processes produce consistent results across different markers and occasions.
- Fairness: All students are assessed under equivalent conditions with equal opportunity to demonstrate competence.
- Transparency: Assessment criteria, marking schemes, and expectations are clearly communicated in advance.
- Industry Relevance: Assessments reflect real-world applications and prepare students for professional practice.

4. Assessment Methods

ICE Campus employs diverse assessment methods appropriate to the learning outcomes of each programme:

- Multiple-choice Exams: Time-limited assessments conducted under controlled conditions, often using secure platforms such as Inspera.
- Projects and Assignments: Extended work demonstrating application of knowledge and skills to practical scenarios.
- Practical Demonstrations: Hands-on assessments of technical competencies.

Each course specifies its assessment methods, which is made available to students at enrolment.

5. Internal Moderation and Quality Assurance

ICE Campus operates a robust internal moderation process to ensure consistency and fairness in assessment outcomes.

5.1 Purpose of Moderation

Internal moderation verifies that marking is consistent, fair, and aligned with published criteria. It provides quality assurance across all assessed work and supports continuous improvement of assessment practices.

5.2 Sampling Strategy

The following sampling approach applies to all cohorts regardless of size:

Category	Sample Requirement
Failed submissions	100% moderation
Borderline submissions	Randomised sample
Exceptional submissions	Randomised sample
Statistical outliers	Randomised sample
Remaining submissions	Randomised sample

Randomised sampling ensures unbiased selection while maintaining appropriate oversight. The minimum randomised sample size is 10% of submissions in each category, or three submissions, whichever is greater.

5.3 Moderation Process

1. The primary assessor marks all submissions against published criteria.
2. The QA Team identifies the moderation sample according to the strategy above.
3. An independent moderator reviews sampled work.
4. Discrepancies are discussed and resolved between assessor and moderator.
5. Where systematic issues are identified, the entire cohort may be re-marked.
6. Moderation records are retained as evidence of quality assurance.

6. Use of Artificial Intelligence in Assessments

6.1 Our Position on AI

ICE Campus prepares students to be industry-ready professionals. In today's workplace, artificial intelligence tools are increasingly integral to professional practice across technology, marketing, business, and creative fields. Our assessment approach reflects this reality.

We believe that learning to use AI effectively, ethically, and critically is an essential competency for modern professionals. Blanket prohibition of AI tools would be inconsistent with our mission to produce graduates who can thrive in contemporary work environments.

6.2 Permitted AI Use

Unless explicitly restricted in the assessment brief, students may use AI tools to:

- Research and gather information on topics
- Generate initial ideas and brainstorm approaches
- Assist with grammar, spelling, and language refinement
- Explain concepts and support learning
- Debug code or identify technical errors
- Create drafts that the student then substantially develops and refines

6.3 Student Responsibilities

When using AI tools, students must:

- Understand and be able to explain all work submitted

- Verify the accuracy of AI-generated content
- Add substantial original analysis, insight, or application
- Acknowledge AI use when asked by assessors
- Not represent AI-generated work as entirely their own original creation

6.4 Assessment-Specific Restrictions

Individual assessments may impose specific restrictions on AI use where pedagogically appropriate. Such restrictions will be clearly stated in the assessment brief and may include:

- Assessments designed to evaluate fundamental skills that must be demonstrated without AI assistance
- Controlled examinations where external tool access is prohibited
- Specific components requiring unassisted work

Students should carefully read each assessment brief for any AI-specific guidance.

6.5 Unacceptable AI Use

The following uses of AI are considered academic misconduct:

- Submitting AI-generated work with no substantial student contribution or development
- Using AI in assessments where it is explicitly prohibited
- Representing AI-generated content as original work when directly questioned
- Using AI to circumvent learning outcomes the assessment is designed to measure

7. Verification and Academic Integrity

7.1 Verification Methods

ICE Campus employs the following methods to verify the authenticity and authorship of student work:

- Secure login requirements for online submissions through the virtual learning environment
- Comparison with student's demonstrated knowledge and previous work
- Viva examinations where concerns arise (see Section 8)

7.2 Plagiarism Detection

ICE Campus does not currently use automated plagiarism detection software. Verification of authenticity relies on the professional judgement of educators, supported by the verification methods outlined above.

Educators are trained to recognise indicators of potential plagiarism or contract cheating, including inconsistencies in writing style, unexplained sophistication beyond demonstrated ability, and work that does not align with class participation.

8. Suspected Misconduct and Viva Procedure

8.1 Grounds for Concern

A viva examination may be invoked when there is reasonable suspicion that submitted work may not be the student's own. Indicators that may trigger this procedure include:

- Work that significantly exceeds the student's demonstrated ability in class.
- Substantial inconsistencies between submitted work and the student's previous submissions.
- Suspected extensive use of AI where the student cannot demonstrate understanding.
- Indicators that a third party may have completed part or all of the work.
- Work that appears copied or paraphrased from unattributed sources.
- Unusual patterns in submission timing, metadata, or file properties.

8.2 Viva Procedure

Where concerns arise, the following procedure applies:

1. The assessor documents specific concerns and submits them to the QA Team.
2. The QA Team reviews the concerns and determines whether a viva is warranted.
3. The student is notified in writing that a viva has been scheduled, with at least 5 working days' notice.
4. The viva is conducted by a subject matter expert, which may be the original assessor or an independent educator.
5. A QA Team member attends as observer and note-taker.
6. The student is asked to explain their work, demonstrate understanding, and respond to questions about methodology and decisions.
7. The panel determines whether the student demonstrates sufficient ownership of the work.

8.3 Viva Outcomes

Following the viva, one of the following outcomes will apply:

- Concerns resolved: The student demonstrates adequate understanding and ownership. The original grade stands.
- Partial concerns: The student demonstrates understanding of some elements but not others. The grade may be adjusted to reflect the verified components.
- Misconduct confirmed: The student cannot demonstrate reasonable ownership of the work. The matter proceeds under the Academic Integrity and E-Learning Fraud Prevention Policy.

Students have the right to appeal viva outcomes through the Academic Appeals Policy.

9. Grading and Feedback

9.1 Marking Criteria

All assessments are accompanied by published marking schemes that clearly indicate how grades are determined. Marking criteria are aligned with the learning outcomes specified in the course unit plan.

9.2 Feedback

Students receive constructive feedback on their assessed work that:

- Identifies strengths and areas for improvement
- Relates performance to the stated learning outcomes
- Provides actionable guidance for future development
- Is delivered in a timely manner

9.3 Results Communication

Final grades are communicated to students through official channels. Students who wish to query their grade should first discuss the matter with their educator. Formal appeals are handled under the Academic Appeals Policy.

9.4 Reassessment Opportunities

Students who fail an assessment are entitled to reassessment. The reassessment format corresponds to the original assessment type:

- Projects and assignments: A second project brief is issued, allowing the student to demonstrate competence against the same learning outcomes through an alternative task.
- Multiple choice examinations: A resit examination is provided with a different set of questions drawn from the question bank.
- Other assessment types: An equivalent alternative assessment is provided as appropriate to the format

Reassessments are subject to the same moderation and quality assurance processes as original submissions. There is no grade cap on reassessments.

The number of reassessment attempts permitted may vary depending on the programme. Students should consult their course documentation or the Operations Team for programme-specific regulations.

10. Reasonable Adjustments

ICE Campus is committed to providing equal opportunity for all students to demonstrate their learning. Reasonable adjustments may be made for students with documented disabilities, learning differences, or temporary circumstances affecting their ability to complete assessments under standard conditions.

10.1 ICE Campus Assessments

For homegrown assessments, the following adjustments may be available:

- Timed assessments (example multiple choice examinations): Extra time (typically 25-50% additional), scheduled breaks, or rest breaks as needed.
- Projects and assignments: Extended deadlines, adjusted submission arrangements, or alternative formats where feasible.
- All assessment types: Separate or quiet environment, use of assistive technology, modified presentation of materials.

Students should contact the Operations Team as early as possible to discuss their needs. Supporting documentation (such as a medical certificate, educational psychologist report, or equivalent) may be requested.

10.2 International Partner Examinations

For assessments administered by awarding bodies (example Pearson VUE, Certiport, or certification partners), accommodations are governed by the policies of the relevant organisation. Common accommodations available through partner processes include:

- Extra testing time
- Scheduled breaks
- Separate testing room
- Reader or scribe assistance
- Use of assistive devices

ICE Campus supports students in applying for accommodations with awarding bodies. The Operations Team provides guidance on the application process, required documentation, and timelines. Students should initiate accommodation requests well in advance of their scheduled examination, as processing times vary by organisation.

10.3 Confidentiality

All information relating to reasonable adjustment requests is handled confidentially and shared only with staff directly involved in implementing the adjustment.

Adjustments do not compromise academic standards or learning outcome requirements.

11. Record Retention

Assessment records are retained in accordance with ICE Campus's record retention policy:

- Assessments submitted via the virtual learning environment are stored indefinitely, with a minimum retention period of 40 years
- Assessments submitted via email are stored on secure cloud storage for the same period
- Moderation records and evidence of quality assurance processes are retained for the same period
- Viva documentation is retained confidentially as part of the student's academic record

12. Review

This policy is reviewed every two years or when significant changes to assessment practice, technology, or regulatory requirements occur. The QA Team is responsible for initiating reviews and recommending updates to management.

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This policy can be changed by Management from time to time.