Secondary Education Certificate
Vocational Subjects Policy Document

The MATSEC Examinations Board has written this policy document for the teaching, learning and assessment of SEC (Vocational) subjects in the scholastic year 2015-2016
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<tr>
<td>Assessor</td>
<td>The teacher responsible to teach and grade the students’ work and determine the students’ mark for each assignment.</td>
</tr>
<tr>
<td>Assessment (Continuous)</td>
<td>A number of tasks given to the student during the course; these could be individual tasks or group work.</td>
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<tr>
<td>Assignment Brief</td>
<td>A document stating the task/questions making up the assignment. The brief will also include the grading criteria which will be assessed.</td>
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<tr>
<td>Assessment Grading Criteria</td>
<td>Descriptions of what students are expected to know and be able to do in order to demonstrate that a learning outcome has been achieved.</td>
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<td>Controlled Assessment</td>
<td>An assessment set by the MATSEC Examinations Board in the form of an examination and conducted under controlled conditions within a school environment.</td>
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<tr>
<td>External Verifier</td>
<td>A professional who is engaged by the MATSEC Examinations Board to carry out quality assurance checks to ensure that the vocational programme/s being delivered in schools/colleges meet the standards set by the same board.</td>
</tr>
<tr>
<td>Internal Verifier</td>
<td>A teacher/assessor who reviews an assignment brief and marking scheme developed by another assessor to make sure that it is fit for purpose and verifies that the marking of the assignment is according to the marking scheme.</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Learning Outcomes are statements, which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as what a learner understands and is capable of doing at the end of the learning process.</td>
</tr>
<tr>
<td>Masterfile</td>
<td>A file kept by the school administration where all documents related to the running of the vocational programme are kept.</td>
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<tr>
<td>Quality Assurance</td>
<td>The process of assuring the standards and quality of the learning assessment programme.</td>
</tr>
<tr>
<td>Quality Assurance Nominee</td>
<td>A member of the SMT(School Management Team) who is responsible for the overall administration of the vocational subject being offered in the school/college.</td>
</tr>
<tr>
<td>Unit Content</td>
<td>The subject content required to be communicated to students to enable them to achieve the learning outcomes. Each learning outcome must have content related to it and this content must be covered to give the students the tools to achieve that outcome.</td>
</tr>
<tr>
<td>Sample of Work</td>
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<td>School-based assessment</td>
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<td>Synoptic Assessment</td>
<td>A Synoptic Assessment is offered to students who either fail a unit or who are absent for a controlled assessment for a justifiable reason. The synoptic assessment is designed to cover all the assessment grading criteria for a given unit.</td>
</tr>
</tbody>
</table>
1. **Introduction**

1.1 The aim of this handbook is to gather all policies and procedures to be followed by schools, teachers and students who intend to study one of the following vocational subjects:

(i) SEC 35: Agribusiness;
(ii) SEC 36: Health and Social Care;
(iii) SEC 37: Engineering Technology;
(iv) SEC 38: Hospitality;
(v) SEC 39: Information Technology.

1.2 Vocational subjects are vocational in nature, that is, they are directly related to the work place. Students will be assessed on the theory and on the practical skills that they learn during the course. The syllabi of these subjects are accessible from the MATSEC website.

2. **Structure**

2.1 These subjects have a modular format. Each subject is divided into three units and each unit is covered/taught in a scholastic year; Unit 1 should be covered in Year 9 (Form 3), Unit 2 should be covered in Year 10 (Form 4) and Unit 3 should be covered in Year 11 (Form 5).

2.2 Each unit has between three and six learning outcomes. These are brief, clear, specific statements that describe what the students are expected to achieve as a result of instruction. The focus is therefore on the student.

2.3 Each unit will be assessed through various grading criteria:

(i) 10 Knowledge criteria;
(ii) 5 Comprehension criteria;
(iii) 3 Application criteria.

2.4 Each Knowledge criterion carries 4 marks, each Comprehension criterion carries 6 marks and each Application criterion carries 10 marks. In total each unit carries 100 marks.

3. **Assessment**

1.1 These subjects will be assessed through continuous and controlled assessment. Students will be assessed for the work carried out during the scholastic year.

1.2 Each unit will be assessed through three different assessments: two assignments are set and assessed by the school teachers and a controlled assessment, which is developed by the MATSEC Examinations Board and marked by the school teachers. The controlled assessment ensures that there is standardization and makes sure that each student is attaining the expected level. The two school-based assignments carry a total of 60 marks while the controlled assessment carries a total of 40 marks. The controlled assessment shall consist mainly of written work.
4. **Achievement**

4.1 For a pass in a particular unit, students must attempt all three assignments and obtain a minimum of 50 marks overall. Students who do not attempt all assignments or do not obtain at least 50 marks overall will be eligible to sit for the synoptic assessment for that particular unit at the end of the scholastic year. In such cases, students will be awarded a maximum of 60 marks out of a total of 100. In order to pass the synoptic assessment students have to obtain at least 50 marks. The synoptic assessment will cover all the outcomes of that particular Unit.

4.2 Students who were not able to sit for the controlled assessment for a justifiable reason, are eligible to sit for the synoptic assessment. These students can be awarded full marks and these will replace proportionately the marks of the missed controlled assessment.

4.3 If students fail the synoptic assessment they will be eligible to sit one other time only at the end of the following scholastic year.

4.4 Students who obtain a total of 150 marks or more from the three units will qualify for Grades from 1 to 5. Students who obtain between 120 to 149 marks will qualify for Grades 6 and 7.

5. **Verification**

4.5 Verification refers to the practice of reviewing assignment briefs, marking schemes and corrected assignments. There will be two processes of verification: internal verification and external verification. Internal verification is carried out by a colleague in the school. External verification is carried out by an external verifier appointed by the MATSEC Examinations Board. The external verifier will visit schools twice in a scholastic year to make sure that all systems are in place for the delivery of the SEC qualification are in place and that assessments are fair and graded at the expected level.
Registration Policy

1. **Aim**

   This section outlines the policies concerning:

1.1 the registration of students on the correct programme within the agreed time frames;

1.2 the track record of the marks obtained by each student in each unit so that a grade can be issued at the end of the three year course;

1.3 the registration for the synoptic assessment if students fail a particular unit or were absent for a justifiable reason for the controlled assessment;

1.4 the registration for an appeal from a given mark;

1.5 registration for access arrangements.

2. **Initial Registration**

2.1 In order to obtain a SEC qualification in a SEC vocational subject, students need to be enrolled in a secondary school/college where such subject is being taught.

2.2 Schools/colleges should inform the MATSEC Support Unit by the end of September of their intention to offer vocational subjects for Year 9 (Form 3) students.

2.3 The MATSEC Support Unit is to inform schools/colleges offering vocational subjects of the registration dates.

2.4 Students are to register and pay the relevant fee online by following this link https://www.um.edu.mt/matsec/applyvoc in the beginning of Year 9 (Form 3).

2.5 The registration fee will cover all SEC examinations in that session, that is, students who will apply for any other SEC subject in the May session of Year 11 (Form 5) will not pay this registration fee again.

2.6 After the registration closing date, the MATSEC Support Unit shall forward a list of students and the course they applied for to the respective schools/colleges. Schools/colleges have to confirm this list of students by the end of November.

2.7 Students who decide to discontinue to follow the vocational subject by the end of the first term of Year 9(Form 3) may ask for a refund by informing the MATSEC Examinations Board in writing with such request.

3. **Registration for the Synoptic Assessment**

3.1 After the last external verification visit, schools have to inform the MATSEC Support Unit about the number of students who failed the unit and about the number of students who did not sit for the controlled assessment for a justifiable reason.
3.2 The MATSEC Support Unit is to inform schools about the registration dates of the synoptic assessment.

3.3 Schools have to inform the students about these registration dates.

3.4 Students have to register at the MATSEC Support Unit and pay the relevant subject and registration fee.

3.5 The date and location of the synoptic assessment will be communicated to the students by the MATSEC Support Unit.

3.6 The synoptic assessment results will be sent to students and the schools/colleges by the MATSEC Support Unit.

4. **Registration for Appeals**

4.1 Students who are not satisfied with the mark obtained in a unit may appeal from that mark.

4.2 Schools/colleges have to inform students of their unit mark after the external verification has taken place. Schools/colleges should also inform students that they have the right to appeal from this mark.

4.3 Schools/colleges should inform the MATSEC Support Unit whether there are any students who intend to appeal.

4.4 The registration dates will be communicated by the MATSEC Support Unit to the schools/colleges so as to inform students.

4.5 Students have to register with the MATSEC Support Unit for the appeal/s. The SEC revision of paper fee applies.

4.6 The MATSEC Support Unit will inform students about the appeal’s outcome.

5. **Registration for Access Arrangements**

5.1 Students who require access arrangements have to register between October and January of Year 9 (Form 3) through the school/college.

5.2 Students who require access arrangements for specific learning difficulties/SpLD will need to present a full psychological report based on tests made at any time during their education together with a literacy update carried out no earlier than the beginning of July preceding Year 9 (Form 3).

5.3 Access arrangements granted on this basis will be given for all assessments, including all SEC examinations for other subjects.

For further information one can refer to [https://www.um.edu.mt/matsec/regulations/Access](https://www.um.edu.mt/matsec/regulations/Access)
Administration of Vocational Subjects within Schools

1. **Aim**

1.1 The aim of this policy is to aid Senior Management Teams (SMTs) in ensuring that the required administrative structure for vocational subjects is in place within the school/college.

2. **Definition**

2.1 Administration is a process involving a system of interwoven elements including (1) planning, (2) organization, (3) management, and (4) appraisal and control.

3. **Planning**

3.1 SMT members are encouraged to contact the MATSEC Support Unit before they decide to offer vocational subjects to students so that an initial meeting is scheduled with representatives of the MATSEC Support Unit to explain this policy document and clarify any issues.

3.2 SMT members should download the vocational syllabus/es available on the MATSEC website and familiarise themselves with it/them. A copy of each vocational syllabus offered in the school college should be kept in the respective Masterfile along with other documentation as explained below.

3.3 SMT members should familiarise themselves with these policies and make them available to teachers/assessors/internal verifiers and students. A copy of these policies must be kept in the Masterfile.

3.4 SMT members should familiarise themselves with all the documentation and templates provided by the MATSEC Support Unit.

3.5 SMT members should make sure that the school/college has the physical resources to deliver the programme/s. The list of resources is found in the respective syllabi.

3.6 SMT members should also make sure that the school/college has the necessary human resources to deliver the programme. These should include at least one teacher/assessor and one teacher/internal verifier who have the expertise in each vocational subject being offered.

3.7 The Head of school is responsible for the quality assurance of the vocational programmes delivered in the school, however s/he can nominate one member of the SMT to act as Quality Assurance Nominee on his/her behalf so that all necessary information related to vocational subjects is communicated to him/her.

3.8 A plan of who is going to act as assessor and internal verifier should be made available in the Masterfile. The result tracking sheet which is found in Appendix 1 can be used for this purpose.
4. **Organization and Management**

The Quality Assurance Nominee (through the head of school) is responsible for:

4.1 keeping regular contact with the MATSEC Support Unit and discussing any difficulties that his/her team is encountering;

4.2 informing and making sure that students have the necessary support to register with the MATSEC Support Unit for the vocational subject/s that they would like to follow;

4.3 keeping regular contact with the assessors and internal verifiers to make sure that the standard expected by the MATSEC Examinations Board is adhered to. It is being suggested that at least three meetings are held during the scholastic year with members of staff involved in the delivery, assessment and internal verification of the vocational subject/s. The minutes of such meetings should be kept in the Masterfile;

4.4 making sure that assignment deadlines are being respected by the students and an extension of the assignment deadline is given only in extenuating circumstances. A form found in Appendix 2 has to be filled in and kept in the Masterfile;

4.5 addressing reports by teacher/s about students falling behind in their assignments and commitments. In such cases all action taken including communication with parents/guardians are to be logged in the Masterfile.

4.6 making sure that the Masterfile is kept up to-date. The Masterfile for each vocational subject offered at the school/college per student cohort should be kept. The Masterfile should contain the following information:

**Course Documentation (General)**

(i) General policies and unit specifications/syllabi
(ii) List of registered students
(iii) Unit distribution plan
(iv) Updated list of teachers who are going to teach a specific unit
(v) Updated list of the internal verifier/s

**Course Documentation per Unit**

(vi) Unit specification
(vii) Scheme of work
(viii) Record of work
(ix) Assignment brief front sheets together with the assignment briefs and marking schemes,
(x) Internal verification – assignment brief verification records and internal verification assessors verification records
(xi) Results tracking sheet
(xii) Result slips signed by the parents/guardians
(xiii) Other relevant documentation (such as meeting minutes, extension of assignment deadlines, access arrangements approved by MATSEC Examinations Board, dates of visits by the external verifier, date of the controlled assessment, etc.)

4.7 liaising with the MATSEC Support Unit to see when the external verification visit is going to take place and prepare all the necessary documentation;

4.8 collaborating with the external verifier so that the external verification visit runs as smoothly as possible;

4.9 collaborating with the MATSEC Examinations Board to make sure that a physical space free from disturbances is available for the controlled assessment to take place;

4.10 making sure that the controlled assessment papers are kept in a secure place before they are given to the students;

4.11 acting as a point of reference to invigilators and other support staff before, during and after the controlled assessment;

4.12 overseeing the running of the controlled assessment;

4.13 making sure that the results of the whole unit are issued on time, signed by parents/guardians and filed in the Masterfile;

4.14 informing those students who are eligible for the synoptic assessment to register with the MATSEC Support Unit;

4.15 informing students/parents/guardians about the students’ right to appeal.

5. **Appraisal and Control**

The Quality Assurance Nominee is also responsible for:

5.1 providing feedback to the MATSEC Support Unit regarding any difficulties encountered;

5.2 ensuring that the recommendations made by the external verifier are attended to;

5.3 returning assignments to students at the end of the following scholastic year and file the assignment front sheets in the Masterfile;

5.4 making sure that all documentation is kept in the Masterfile and that this is stored in a safe place for future reference.
Assessment Policy

1. **Aim**

1.1 The aim of this policy is to provide a consistent, fair and valid approach to assessment across vocational subjects and schools/colleges.

2. **Underlying Principles**

2.1 All assessments should be valid, reliable, fair and manageable.

2.2 Vocational subjects are assessed through continuous and controlled assessments.

2.3 All assignments issued shall be exclusively based on the prescribed syllabi published on the MATSEC website.

2.4 Students are expected to present work that is authentic, sufficient and valid.

3. **Scheme of Assessment**

3.1 All vocational subjects have three units and each unit shall be assessed in one scholastic year in the sequence specified in the syllabi.

3.2 The learning outcomes of each unit as stated in the syllabi must be assessed.

3.3 The assessment of each learning outcome must cover all the grading criteria of that outcome, namely:

   (i) 10 Knowledge criteria;

   (ii) 5 Comprehension criteria;

   (iii) 3 Application criteria.

3.4 Each Knowledge grading criterion carries 4 marks, each Comprehension criterion carries 6 marks and each Application criterion carries 10 marks for a total of 100 marks.

3.5 The final grading of the certificate will be based on 300 marks. Students who score 150 marks or more will qualify for Grades 1 to 5. Students may qualify to obtain Grades 6 and 7 if they score between 120 and 149 marks. Students with less than 120 marks will remain unclassified.

4. **Mode of assessment**

4.1 Each unit shall be assessed through three assignments: two school based assignments and one controlled assessment set by the MATSEC Examinations Board.

4.2 A variety of assessment instruments shall be used to gather and interpret evidence of students’ attainment.

4.3 Each assignment can be divided into different tasks however the compilation of all tasks shall make up a whole assignment.
4.4 Two of these assignments shall be set and marked by the teacher. Each of these two assignments shall carry between 26% and 34% of the total mark of the Unit.

4.5 The third assignment shall be set by the MATSEC Examinations Board, completed under controlled conditions and marked by the teacher/assessor. The grading criteria that will be assessed through this controlled assignment shall be indicated in the syllabi. This assignment shall carry between 38% and 42% of the total mark of the Unit.

4.6 All assignments shall be internally and externally verified.

4.7 Students must attempt all assignments to pass from a given unit. The pass mark in each unit is 50%.

5. **Processes**

5.1 Each school-based assignment must have a written assignment brief prepared by the teacher/assessor.

5.2 The assignment brief shall have an assignment brief front sheet (found in Appendix 3) and a marking scheme.

5.3 The assignment brief front sheet shall include the following information:
   (i) the date of issue of the assignment;
   (ii) the submission date of the work.

5.4 Students shall be given adequate time to complete an assignment.

5.5 All assignment briefs, front sheets and marking schemes shall be internally verified before given to the students in order to make sure that:
   (i) the information on the assignment brief front sheet is correct;
   (ii) the assignment brief is fit for purpose and students are given an opportunity to demonstrate their knowledge, skills and competences according to the grading criteria;
   (iii) the marks allocated are fairly distributed and based on sound professional judgements;
   (iv) enough information is present in the marking scheme to discriminate between partially correct answers, where applicable.

5.6 The internal verifier shall fill in the template provided in Appendix 4 as an official record of this process.

5.7 The final version of the assignment brief together with the assignment front sheet shall be printed and given to the students. All versions of the assignment brief front sheet, assignment brief and marking scheme shall be kept in the Masterfile.

6. **Group Assignments**
6.1 One or more of the grading criteria of a unit may be assessed by group-work. This shall be clearly stated in the assignment brief.

6.2 When managed correctly, group work assignments can help students develop competences in:
- Collaboration / teamwork
- Communication
- Conflict management
- Leadership / project management
- Articulating and defending a position
- Negotiating ability
- Problem-solving
- Time Management

6.3 Group assignments should be set only if it is possible for assessors to identify each individual’s contribution in the work submitted for assessment.

6.4 Each member of the group has to attempt to achieve all the grading criteria.

6.5 A declaration stating the students’ own claims to their contributions shall accompany the final work submitted. This shall be countersigned by all the team members to indicate that they are all in agreement with each student’s claim. The assessor/s may still wish to verify claims through a viva voce and/or further supporting evidence.

6.6 Irrespective of the nature of the work expected, individual contributions will be assessed separately. Students will be held individually accountable for their contribution to the project.

6.7 Feedback for both formative and summative work shall be made available to all individual members of the group.

6.8 Unit documentation should clearly inform students:

(i) how groups will be formed (e.g. self-selecting or pre-assigned) and the minimum/maximum size of the group;
(ii) what groups should do if a member is not contributing.

7. Practical Tasks

7.1 One or more grading criteria should be assessed through a practical task.

7.2 Practical tasks can be given as school- or as home-based tasks.

7.3 Practical tasks that are held in class can be documented by teachers by filling in structured observation sheets of each individual student’s work. These observations can be complemented by other evidence such as video, voice recordings, photographs etc. following a written approval by parents/guardians.
7.4 In the case of practical tasks held elsewhere, the final product does not suffice as proof of one’s competence. This should be supplemented by further evidence, for example photographs, videos or voice recordings.

8. **Controlled Assessment**

8.1 The aim of the controlled assessment is to have a standardised mode of assessment across different schools that are teaching the same vocational subject.

8.2 The controlled assessment shall cover the grading criteria as set by the MATSEC Examinations Board and published on the MATSEC website.

8.3 The controlled assessment will be set by the MATSEC Examinations Board and marked by the students’ teachers/assessors.

8.4 The controlled assessment shall not be more than two hours long.

8.5 The controlled assessment shall have a strong written component.

8.6 The controlled assessment shall be identical for all schools and held on the same date and at the same time as communicated by the MATSEC Examinations Board.

8.7 Students who are absent for the controlled assessment for a justifiable reason shall be eligible to sit for a synoptic assessment which shall be held after the end of the scholastic year.

8.8 The mark for the synoptic assessment will replace the mark of the controlled assessment.

9. **Submissions**

9.1 Continuous assessment means that students’ work is evaluated over a period of time.

9.2 Students should be aware of the submission date as written on the assignment brief front sheet.

9.3 Work submitted after the set assignment deadline without a justifiable reason must not be accepted and/or assessed.

9.4 Teachers can provide informal oral feedback on parts or whole of the assignment before the submission date.

9.5 Teachers may split the assignment into different tasks with individual task deadlines.

9.6 Students may submit their work either by the task deadline or by the assignment deadline, however no feedback should be given after the task deadline, where this is case.

9.7 No resubmissions shall be permitted after the assignment deadline.

9.8 Teachers/assessors are to hold an appropriate record of all assignments received.
10. **Extenuating Circumstances**

10.1 Students who do not meet the deadline for the submission of an assignment due to extenuating circumstances may be allowed to present the assignment after the deadline provided that the circumstances incurred by the student are accepted by the School Quality Assurance Nominee in agreement with the MATSEC Examinations Board. A record of the extension should be recorded in the Masterfile.

10.2 The Quality Assurance Nominee is to record the extension by filling in the template found in Appendix 2 and file it in the Masterfile.

11. **Marking and Feedback**

11.1 Marking should aim at using the same standard for all students and avoid giving an unfair advantage to any particular student or students.

11.2 The work of students who complete their assignment, or part of when undergoing experiences that could have seriously affected their performance should also be marked using the same standard used for all other students. However, the teacher/assessor should inform the Quality Assurance Nominee of the circumstances of the case and, in consultation with the MATSEC Examinations Board, special consideration may be given to the student/s concerned.

11.3 Individual feedback by the teacher shall be given to students on the assignment front sheet. This may also be done electronically.

11.4 The teacher’s feedback shall state the mark of that particular grading criteria and possible areas for development.

11.5 All corrected assignments shall be verified by the internal verifier before given to students.

11.6 A record of this process should be kept by filling in the Record of Internal Verification-Assessment Decision’ found in Appendix 5. This sheet should be kept in the Masterfile.

11.7 Students shall be informed that the assignment marks can be changed as a result of external verification.

11.8 All students have to sign on the assignment front sheet to confirm that they have seen the corrected assignment.

11.9 Assignments shall be kept at the school/college after they have been signed by the student.

12. **Retention of Assignments**

12.1 All assignments shall be returned to students at the end of the next scholastic year.

12.2 All assignment brief front sheets should be retained by the school in the Masterfile for a minimum of one year after the completion of the course.

13. **Synoptic Assessment**
13.1 If a student fails a particular unit because either s/he did not attempt all assignments or s/he did not obtain an average mark of 50% through the three assignments, s/he shall be eligible to sit for a synoptic assessment.

13.2 In order to sit for the synoptic assessment, students shall register with the MATSEC Support Unit.

13.3 The synoptic assessment shall cover all the learning outcomes and most of the grading criteria indicated in that particular unit.

13.4 The synoptic assessment shall not be more than 2 hours long.

13.5 In the case of students failing a unit, the synoptic assessment will replace the mark of the whole unit and the maximum mark that a student can obtain is that of 60%.

13.6 The MATSEC Support Unit is responsible for developing and marking the synoptic assessment. The MATSEC Support Unit is also responsible for communicating the results of the synoptic assessment to the students and the schools/colleges.

13.7 Students who fail the synoptic assessment shall be allowed to register for and re-sit the synoptic assessment in the following scholastic year. No other re-sit will be allowed for that Unit.

14. **Appeals**

14.1 Students who do not agree with the mark obtained in a particular unit have the right to appeal.

14.2 In order to appeal, students have to register with the MATSEC Support Unit on the dates published by the MATSEC Examinations Board.

14.3 After receiving the appeal, the MATSEC Support Unit shall appoint a Reviser whose role will be to make sure that the school/college has followed this assessment policy in marking the students’ work fairly according to the set marking scheme.

14.4 The MATSEC Support Unit shall communicate the outcome of the appeals in writing to the student and the school/college.

14.5 The student can only appeal once for a particular unit at the end of the scholastic year and one other time for the synoptic of that particular Unit.

14.6 The result of the appeal is final.
Verification Policy

1. **Aim**

1.1 The aim of this policy is to establish an internal and external quality assurance system to make sure that the standard required by the MATSEC Examinations Board is being achieved.

2. **Definition - Internal Verification**

2.1 Internal verification is a supportive process intended to encourage assessors to develop good practice and to ensure that:

(i) assignments are fit for purpose, that is they enable students to produce evidence which meets the targeted assessment criteria;

(ii) assessment decisions accurately judge students’ evidence against the assessment criteria.

2.2 An internal verifier should be a person who has knowledge and experience in teaching the SEC vocational subject and in MATSEC assessment requirements.

3. **Internal Verification – Assignment Briefs**

3.1 Assignment briefs must be internally verified before being issued to students. If any issues are identified by the internal verifier, these should be addressed by the Assessor prior to issue. This will ensure that:

(i) all information present in the assignment brief front sheet is correct (has accurate unit details, has accurate programme details, has clear deadlines for assessment, shows all relevant assessment criteria for the unit covered in the assignment, etc.);

(ii) the brief is fit for purpose;

(iii) the tasks and evidence will allow the students to address the targeted criteria;

(iv) there is the relevant assessment criteria against each task;

(v) it is written in a clear and accessible language;

(vi) the students’ role and tasks are vocationally relevant and appropriate to the level of the qualification.

3.2 The outcome of internal verification should be recorded on the form provided in Appendix 4 and should be signed and dated by the assessor and internal Verifier.

3.3 If the internal verifier suggests some amendments to the assignment brief, the assessor should carry out the amendments and return the brief together with the internal verification – assignment brief form to the Internal Verifier. Once the assignment is verified as fit for purpose, it may be issued to the students.

3.4 Internal verifiers cannot internally verify assignment briefs they themselves have written.

3.5 If the same assignment is going to be used from the previous academic year, the dates and deadlines should be revised and the teacher/assessor should make sure that the assignment is appropriate for the new cohort of students. It is good practice to review assignments regularly.
to ensure they are still fit for purpose and make improvements. These assignments still need to be internally verified.

3.6 In the case where there are two or more parallel classes in the same school/college with two teachers/assessors teaching each class the same unit, they may verify each other’s assignment brief provided that the assignment brief is different for each class.

3.7 If one assignment brief is developed by the two assessors (in collaboration with each other) for the two classes, another person other than the two teachers shall act as an internal verifier to verify the assignment brief.

4. **Internal Verification – Assessment Decision**

4.1 Internal verification must be carried out in a timely way throughout the year. This will improve the quality of assessment and avoid disadvantaging the students.

4.2 Internal verification of the assessment decision should take place before work is handed back to students.

4.3 The internal verifier must review the assessor’s judgements, to verify that the:

(i) students’ work has been assessed according to the marking scheme;
(ii) coverage of the unit content and assessment guidance is as specified in the syllabus;
(iii) feedback from assessor to student is accurate and linked to the assessment criteria.

4.4 If any inaccuracies are identified by the internal verifier, these must be corrected by the Assessor before results are made known to students. These should also be checked and revised across the whole cohort as necessary. In this case the assignments should be checked again, signed and dated by the internal verifier. In cases where students do not provide enough evidence to meet the grading criteria because of an error by the teacher (e.g. the teacher explained the assignment brief incorrectly) the students may be allowed to upgrade that part of the assignment following consultation with the Quality Assurance Nominee.

4.5 The outcome of the internal verification should be recorded on the form provided in Appendix 5 and should be signed and dated by the assessor and the internal verifier. If action is identified by the internal verifier, the assessor must complete this and return it to the internal verifier for approval. When the internal verifier is satisfied that the work has been assessed accurately, the work should be handed back to the students.

4.6 During the course of the programme, sampling of assignments should cover the following as a minimum:

(i) every assessor;
(ii) every unit;
(iii) work from every assignment.

4.7 In the case where there are two or more parallel classes in the same school/college with two teachers/assessors teaching each class the same unit, it is acceptable for the assessors to internally verify each other’s assessment decisions.
4.8 If there are disagreements between the assessor and the internal verifier, the Quality Assurance Nominee should be involved.

5. **Definition - External Verification**

5.1 External verification is a quality check by a sector expert appointed by the MATSEC Examinations Board to check that the assessment is accurate, consistent and fair.

5.2 External verifiers are appointed for their subject expertise and their knowledge of MATSEC vocational programmes.

6. **Duties**

6.1 The main tasks of the external verifier are to check:

(i) assignment briefs, to make sure they allow the students to meet the assessment criteria and achieve the outcomes;
(ii) student work, to see that students have met the assessment criteria and achieved the outcomes;
(iii) that assessors are assessing and grading the work accurately and according to the marking scheme;
(iv) that an internal verification system exists and is being carried out to maintain the quality of assessment practice in the school/college;
(v) that there are enough good quality resources to support the programme.

7. **Timing**

7.1 External verification visits normally happen twice a year. One external verification visit is done between the end of January and mid-February to support schools and the other visit is done after the controlled assessment to verify that the expected standards set by the MATSEC Examinations Board were adhered to.

8. **The Visit**

8.1 Before each visit the Principal Subject Area Officer (Vocational Subjects) will coordinate logistics with the Quality Assurance Nominee.

8.2 A comfortable and quiet environment should be provided for external verification. The Masterfile and all corrected and internally verified work shall be made available.

8.3 On the day of the school visit the external verifier is expected to:

(i) talk to the Quality Assurance Nominee, the internal verifier, the assessor and the students;
(ii) go through the Masterfile to make sure that all documents are in place;
(iii) verify that all assignments were issued and assessed according the standards established by the MATSEC Examinations Board;
(iv) give a full verbal feedback to the school/college on the outcome of the visit.

8.4 The external verifier can decide to upgrade or lower the mark of the students or ask the school to give another assignment brief to students if the initial assignment brief was designed in a way that does not meet the assessment criteria set out in the MATSEC syllabus.
8.5 After the visit the external verifier will produce a written report. This will be given to the MATSEC Examinations Board which will in turn forward a copy to the Head of schools/colleges.

8.6 A copy of this report should be made available to all staff teaching vocational subjects at the school/college for them to improve their practices where required.

8.7 SMT should make sure that all recommendations/action points highlighted in the external verification visit and report will be acted upon.

8.8 If there is severe negligence in the programme delivery and/or assessment the MATSEC Examinations Board may block the qualification or take action as necessary.
**Plagiarism Policy**

1. **Aim**
   1.1 The aim of this policy is to make students aware how to use other persons’ work and acknowledge the source. They also need to be aware that plagiarised work is not acceptable and the consequences they might face if they do not adhere to this policy.

2. **Definition**
   2.1 Plagiarism means taking and using another’s thoughts, writings, illustrations and/or inventions without acknowledging the source. This implies that students need to be taught how to make use by direct reference or a summary of someone else's words, ideas or data in their assignments with proper referencing.

3. **Types of plagiarism**
   3.1 There are different forms of plagiarism, that is:
   (i) intentional;
   (ii) unintentional.

   Both of these are not permitted and each of these two cases should lead to disciplinary action.

   3.2 The following may be cited as instances of plagiarism:
   (i) copying whole paragraphs without making reference to the sources which may be, for example books, internet, newspapers, journals;
   (ii) inventing statistical data and figures to support statements made in the work;
   (iii) working with friends on a piece of work and then presenting it as an individual assignment;
   (iv) presenting work carried out by someone else;
   (v) presenting someone else’s assignments from previous weeks or years instead of doing one’s own.

3.3 In those cases where students are not sure of their own work, they may either opt not to use that material or else consult with their teacher on the best way to approach the problem.

4. **Responsibilities**
   4.1 Schools should seek proactive ways to promote a positive culture that encourages students to take individual responsibility for their learning and respect the work of others by:
   (i) using the induction period and students’ handbook to inform students about this policy;
   (ii) encouraging students to use proper referencing by introducing them to a standard referencing style. For example teachers may make students aware that referencing could be done also by using the ‘REFERENCES’ tool in Microsoft Word or similar word processing software;
   (iii) asking students to declare that their work is their own by filling the Authentication Form (Appendix 6).
4.2 Teachers/Assessors are encouraged to make every effort in order to design assessments which give students the opportunity to produce their own work thus limiting the possibility of plagiarism.

4.3 Teachers/Assessors and internal verifiers are responsible to check for plagiarism when marking the students’ work.

5. **Procedures and Sanctions**

5.1 Where plagiarism is suspected before the assignment deadline the teacher/assessor should:
   (i) make the student/s fully aware at the earliest opportunity of the suspicion;
   (ii) give the student/s the opportunity to answer to the allegations made;
   (iii) give a verbal warning and ensure the student/s repeat/s the work.

   The main aim is to teach students that such work cannot be accepted and support the students to use a proper referencing system.

5.2 Where plagiarism is suspected after the assignment deadline the teacher/assessor should:
   (i) make the student/s fully aware at the earliest opportunity of the suspicion;
   (ii) give the student/s the opportunity to answer to the allegations made;
   (iii) inform the internal verifier and the Quality Assurance Nominee about this incident through a written document indicating which part of the assignment was copied, the extent of plagiarism, from where the material was copied and which reasons the student/s gave when informed about this situation;
   (iv) the Quality Assurance Nominee together with the internal verifier and the assessor should interview the student/s and:
     • if the student/s can give an acceptable reason for the shortcoming, the work will be corrected and the maximum mark can be obtained;
     • if the student/s cannot justify the action/s, any one or a combination of the following penalties can be imposed depending on the severity of the case:-
       i. a verbal warning;
       ii. a written warning;
       iii. marks are deducted;
       iv. no marks are given for a particular grading criteria. This should be given if all the work covering that particular criterion is copied.

5.3 If severe plagiarism is repeated the Quality Assurance Nominee should consult with the MATSEC Board to decide on appropriate action which could lead to all of the student’s unit assignment marks being removed from the records. The student will be eligible to sit for the synoptic assessment of that Unit.

5.4 The Quality Assurance Nominee should keep a record of the decision taken and this should be kept in the Masterfile.
1. **Aim**

1.1 The aim of this policy is to:
   (i) ensure that the assessment is fair within and across all schools/colleges;
   (ii) identify and minimise the risks of malpractice and outline appropriate actions that can be taken if such practices take place.

2. **Definition**

2.1 Student malpractice is any action by the student that has the potential to undermine the integrity and validity of the assessment of that or other student’s work.

2.2 The following is a non-exhaustive list of examples of malpractice by students:
   (i) plagiarism of any nature (see Plagiarism Policy);
   (ii) collusion by working collaboratively with other students to produce work that is submitted as individual students’ work;
   (iii) cheating or attempting to cheat during the assessment;
   (iv) deliberate alteration or destruction of other students’ work;
   (v) fabrication of data or other forms of evidence;
   (vi) false declaration of authenticity in relation to the contents of a portfolio or coursework;
   (vii) impersonation by pretending to be someone else during assessment or making arrangements for such practice;
   (viii) failing to abide by the instructions relating to the assessment rules, regulations and security;
   (ix) being in possession of and/or using unauthorised material during a time constrained assessment, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices;
   (x) obtaining or attempting to obtain, receive, exchange or pass on information during time constrained assessment;
   (xi) behaving in such a way as to undermine the integrity of the assessment;
   (xii) breaching security of assessment materials;
   (xiii) making alterations in any results document, including certificates.

3. **Procedure for dealing with allegations of malpractice**

3.1 All students, staff and external verifiers have a responsibility for reporting any suspected incidences of students’ malpractice to the SMT.

3.2 All allegations made shall be taken seriously.

3.3 Once an allegation is made the following procedure shall be followed:
   (i) The SMT will ask the person making the allegation to write or sign a report attaching any available supporting evidence with the report.
   (ii) An investigation will be initially undertaken by the SMT, who will interview all personnel linked to the allegation to establish the full facts and circumstances.
(iii) The student/s and parents/guardians are made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

(iv) The student/s is/are given the opportunity to respond to the allegations made.

(v) If malpractice is proven, the MATSEC Examinations Board should be informed and the conduct of the Matriculation and Secondary Education Certificate Examinations Regulations section 10 will apply [http://www.um.edu.mt/matsec/regulations/legalnotices/sec_regulations](http://www.um.edu.mt/matsec/regulations/legalnotices/sec_regulations)

(vi) A record of all stages of any investigation should be kept.
Staff Assessment Malpractice Policy

1. **Aim**

1.1 The aim of this policy is to ensure the validity and reliability of the students’ assessment across all schools/colleges and to safeguard the integrity of the individual school/college.

1.2 This policy will outline how alleged malpractice will be dealt with in order to ensure openness and fairness for all students and staff.

1.3 This policy will set out the rights and responsibilities of staff.

2. **Definition**

2.1 Assessment validity and reliability can be put at risk through maladministration and malpractice. Whilst malpractice is a deliberate act, maladministration may be accidental, a result of incompetence or a simple mistake. For the purpose of this policy, the term malpractice will be taken to include both malpractice and maladministration.

2.2 Malpractice consists of acts which undermine the integrity and validity of the assessment and certification of a qualification.

3. **Responsibilities**

3.1 Members of staff have a professional duty to ensure good practice in their assessment procedures. In order to implement this policy:
   (i) new members of staff should be introduced to this policy by the school’s SMT;
   (ii) a robust internal verification procedure should be adopted as detailed in the Assessment Procedure;
   (iii) members of staff have the responsibility to give full and active support for the policy by ensuring that the policy is known, understood and implemented correctly.

4. **Examples of Malpractice**

4.1 The following is a non-exhaustive list of examples of staff malpractice:
   (i) improper assistance to students in the production of work for assessment, for example where the assistance involves staff producing parts or all of the work for the student;
   (ii) misinterpreting the grading criteria in any way;
   (iii) awarding marks where there is insufficient evidence of the student’s achievement to justify the marks given;
   (iv) allowing evidence to appear in an assessment that is not the student’s own;
   (v) failing to keep students’ coursework/portfolios and other assessment evidence secure;
   (vi) facilitating and allowing impersonation;
   (vii) misusing the provision of students’ access arrangements;
   (viii) failing to keep assessment/examination/test papers secure prior to the assessment/examination test;
   (ix) failing to keep marking schemes given by the MATSEC Support Unit secure;
   (x) altering marking schemes without authorisation from the MATSEC Support Unit;
   (xi) failing to keep students’ computer files secure;
(xii) falsifying records, for example by alteration, substitution, or by fraud, such as, claiming a certificate prior to the student completing all the requirements of assessment.

5. Procedure for dealing with allegations of malpractice

5.1 All students, staff and external verifiers have the responsibility for reporting any suspected incidences of staff malpractice to the SMT. All allegations made shall be taken seriously. Once an allegation is made the following procedure shall be followed:

(i) The SMT will ask the person making the allegation to write or sign a report attaching any available supporting evidence with the report.

(ii) An investigation will be initially undertaken by the SMT, who will interview all personnel linked to the allegation to establish the full facts and circumstances.

(iii) The staff member/s is/are made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

(iv) The staff member/s is/are given the opportunity to respond to the allegations made.

(v) If malpractice has been proven, the MATSEC Board should be informed. All assessments by concerned members of staff should be suspended until the investigation is complete.

(vi) A records should be kept of all stages of any investigation.
### Appendix 1 – Result Tracking Sheet

| Name          | ID Card | Date Set | Form | Unit | Assignment | Assignment 1 | Assignment 2 | Assignment 3 | Assignment 4 | Assignment 5 | Assignment 6 | Assignment 7 | Assignment 8 | Assignment 9 | Assignment 10 | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 | Unit 13 | Unit 14 | Unit 15 | Unit 16 | Unit 17 | Unit 18 | Unit 19 | Unit 20 | Unit 21 | Unit 22 | Unit 23 | Unit 24 | Unit 25 | Unit 26 | Unit 27 | Unit 28 | G. Total |
|---------------|---------|----------|------|------|------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Bartolo       | 280101L | 01/01/2001 | 3    | K1   | 0          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Bartolo       | 280101L | 02/01/2001 | 3    | K1   | 0          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Bartolo       | 280101L | 03/01/2001 | 3    | K1   | 0          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Bartolo       | 280101L | 04/01/2001 | 3    | K1   | 0          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Bartolo       | 280101L | 05/01/2001 | 3    | K1   | 0          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
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| Bartolo       | 280101L | 07/01/2001 | 3    | K1   | 0          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Bartolo       | 280101L | 08/01/2001 | 3    | K1   | 0          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |
| Bartolo       | 280101L | 09/01/2001 | 3    | K1   | 0          | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0             | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       |

*Note: G. Total indicates the grand total for all form assignments.*
Appendix 2 – Assignment Extension Deadline Form

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<tbody>
<tr>
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<td>Working Effectively and Safely in Engineering</td>
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<tr>
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</tr>
<tr>
<td>TEACHER'S NAME:</td>
<td>DATE SET:</td>
</tr>
<tr>
<td>VERIFIER'S NAME:</td>
<td>EXTENDED DATE:</td>
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**REASON FOR LATE SUBMISSION**

**RECOMMENDATION BY TUTOR**

**HEADMASTER DECISION**

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<tr>
<th>MEDICAL CERTIFICATE:</th>
<th>Other Evidence:</th>
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<tbody>
<tr>
<td>HEADMASTER SIGNATURE:</td>
<td>STUDENT'S SIGNATURE:</td>
</tr>
<tr>
<td>DATE:</td>
<td>DATE:</td>
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</table>
## Appendix 3 – Assignment Brief Front Sheet

### Assignment Brief - Front Sheet

**SUBMISSION**

<table>
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<th>STUDENT’S NAME:</th>
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**UNIT TITLE:** Human Development and Healthcare  
**UNIT:** 1  
**ASSIGNMENT:** 1 of 3

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<table>
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<tr>
<th>VERIFIER’S NAME:</th>
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### Teacher’s Feedback

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<tr>
<th>MAX POINTS</th>
<th>Knowledge (K) 4 - Comprehension (C) 6 - Application (A) 10</th>
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</thead>
<tbody>
<tr>
<td>GRADING CRITERIA</td>
<td>POINTS ACHIEVED</td>
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</table>

<table>
<thead>
<tr>
<th>STUDENT’S COMMENTS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ASSESSOR’S SIGNATURE:</th>
<th>STUDENT’S SIGNATURE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DATE:</th>
<th>DATE SEEN BY STUDENT:</th>
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</table>
# Appendix 4 – Record of Internal Verification – Assignment Brief

<table>
<thead>
<tr>
<th>UNIT TITLE:</th>
<th>Plant and Soil Science</th>
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</thead>
<tbody>
<tr>
<td>UNIT:</td>
<td>1</td>
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<tr>
<td>ASSIGNMENT:</td>
<td>1 of 3</td>
</tr>
<tr>
<td>ASSIGNED:</td>
<td></td>
</tr>
<tr>
<td>TEACHER’S NAME:</td>
<td></td>
</tr>
<tr>
<td>VERIFIER’S NAME:</td>
<td></td>
</tr>
<tr>
<td>Assignment Brief:</td>
<td></td>
</tr>
</tbody>
</table>

**Internal Verifier's Checklist** (*please circle correct answer*)

1. Has accurate programme and unit details shown  
   - Yes / No*
2. Has clear deadlines for assessment  
   - Yes / No*
3. Has time scale set for the tasks which are appropriate  
   - Yes / No*
4. Shows all relevant grading criteria for the unit/s covered in the assignment  
   - Yes / No*
5. Has criteria which are actually addressed by tasks  
   - Yes / No*
6. Indicates relevant grading criteria targeted against each task  
   - Yes / No*
7. Tasks have a scenario or vocational context  
   - Yes / No*
8. Has tasks which clearly state what evidence the learner needs to generate  
   - Yes / No*
9. Has tasks which are likely to generate evidence which is appropriate and sufficient  
   - Yes / No*
10. Has tasks which are set at the appropriate level & suitable vocational language is used  
    - Yes / No*
11. Has a clear presentation format  
    - Yes / No*
12. Has an accompanying marking scheme and marks are appropriately allocated to each question  
    - Yes / No*
13. Is fit for purpose  
    - Yes / No*

Comments (to incl. strengths of brief, corrective action required & areas for improvement):  
- Yes / No*

**Internal Verifier’s Signature**  
**Date:**

**Teacher’s Comments/Remedial Action:**

**Teacher’s Signature**  
**Date:**

**Remedial Action Carried Out (if any was required):**

**Teacher’s Signature**  
**Date:**

**Internal Verifier’s Signature**  
**Date:**

**Head of Centre Verifier**  
**Date:**
## Appendix 5 – Record of Internal Verification – Assessment Decision

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<th>2014 - 2017</th>
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<tbody>
<tr>
<td>SCHOOL:</td>
<td>Gozo College Boys BSS (80)</td>
</tr>
<tr>
<td>YEAR:</td>
<td>Form 3</td>
</tr>
<tr>
<td>SUBJECT:</td>
<td>Hospitality</td>
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</table>

### Record of Internal Verification - Assessment Decisions

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</thead>
<tbody>
<tr>
<td>UNIT TITLE:</td>
<td>Introduction to the Hospitality and Tourism Industry</td>
</tr>
<tr>
<td>UNIT:</td>
<td>1</td>
</tr>
<tr>
<td>ASSIGNMENT:</td>
<td>1 of 3</td>
</tr>
<tr>
<td>TEACHER’S NAME:</td>
<td></td>
</tr>
<tr>
<td>VERIFIER’S NAME:</td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENT TITLE:</td>
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</tbody>
</table>

#### Submission

<table>
<thead>
<tr>
<th>Criteria Assessed:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Has the work been assessed accurately and appropriately according to marking scheme?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>Highlight strengths and provide recommendations of changes that must be made to the assessment decision (if required):</td>
<td></td>
</tr>
<tr>
<td>Is the feedback to the learner:</td>
<td></td>
</tr>
<tr>
<td>* Constructive and Supportive?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>* Linked to relevant grading criteria?</td>
<td>YES / NO</td>
</tr>
<tr>
<td>* Identifying areas for improvement?</td>
<td>YES / NO</td>
</tr>
</tbody>
</table>

#### Internal Verifier’s Signature:

Date: 

Teacher’s Signature: 

Date: 

Has the Teacher taken the advice outlined above and amended all assessment decisions and records accordingly? YES / NO / N/A

Internal Verifier’s Signature: 

Date: 

Teacher’s Signature: 

Date: 

Head of Centre Signature: 

Date:
I, the undersigned, ______________________________ (name), declare that all the work I will submit throughout the SEC Health and Social Care Qualification (including assignments, presentations, projects, etc.) will be my own.

I further certify that if I will use the ideas, words, or passages of an outside source, I will quote those words or paraphrase them and reference them by making use of a reference system.

I am aware that should I produce work which is not mine or work which has been copied from one or more sources, I will be penalised as per MATSEC Examinations Board policies related to plagiarism.

Student’s Signature: ______________________________

I.D. Card No.: __________________________

Course Title: SEC 36 Health and Social Care

Date: __________________________