Assessment and Internal Verification

Policy and Procedure

Document Overview			
Title:	Assessment and Internal Verification Policy and Procedure		
Document Number:	CMBS_A&IV-PP_005	**Document Type:**	Policy and Procedure
Version History			
Version No.	**Date**	**Description of Changes**	
V1	Sept24	Initial document creation	

Continuous Improvement
Policies, procedures and processes are meant to be 'living' documents that need to be followed, implemented and maintained. If the procedure does not reflect the current, correct work practice please contact us on quality@cmbs.edu.mt

Ensure you are reading the latest version available on the CMBS LMS.

Table of Contents

1. Assessment and Internal Verification

1.1 Scope and Applicability

Central Mediterranean Business School is committed to providing fair access to assessment for all students on qualification-based programmes. All students have sufficient pre-notice of the assessment, and clear guidelines on how they will be assessed.

1.2 Purpose

The purpose of the CMBS Assessment and Internal Verification Policy is to ensure that the integrity, validity, and reliability of assessment practices within CMBS, ultimately contributing to the quality of learning experiences and outcomes for learners.

1.3 Principles of Fair Assessment

To ensure that each assessment is fair, consistent and transparent, all assessments must be conducted rigorously and accurately and, where appropriate, in accordance with the awarding bodies published criteria and standards. All assessment tasks designed by CMBS staff must be conducted by reference to open and defined standards/marking/assessment schemes, covering the required skills, knowledge and understanding.

To ensure that all assessments at CMBS are fair, rigorous, and reflective of the intended learning outcomes, they must adhere to the following core principles:

VALID	Assessments must accurately measure what they are intended to assess, ensuring alignment with the learning outcomes and course objectives. The tasks and questions should reflect the knowledge, skills, and competencies that the Tutor expects students to demonstrate.
AUTHENTIC	All submitted work must be the original creation of the student, directly reflecting their understanding and efforts. The work should not contain contributions from others unless properly attributed, and any form of plagiarism or academic dishonesty is strictly prohibited.

CURRENT	Students must demonstrate their ability to meet the assessment criteria at the time of evaluation. Evidence of learning must be based on current knowledge, skills, and understanding, meaning previously completed work or outdated submissions are not acceptable for assessment.
SUFFICIENT	Students must provide sufficient evidence to demonstrate their competence and understanding across all required assessment criteria. To pass, students must achieve a minimum score of 50% in their assessments and for some programmes 80%. Additionally, they must meet attendance requirements, maintaining at least 80% participation in all scheduled classes. Refer to the **Programme and Academic Regulations Policy** for further information.

CMBS ensures that tutors are familiar with current assessment and examination methods and receive ongoing support to develop their skills in these areas. Upon joining the team, each tutor participates in an induction session, and Continuing Professional Development (CPD) sessions are held throughout the year.

These CPD sessions are informed by feedback from Internal Verifiers, tutors, colleagues at Coventry University (for collaborative programmes), and students. The Academic Affairs team is available to provide further assistance to tutors via academicsupport@cmbs.edu.mt. For new tutors, 100% of their graded assessments are sampled to ensure quality. For more details, refer to the **Staff Evaluation, Promotion, and Professional Development Policy.**

Method of Assessment & Marking

Tutors must use the CMBS grading rubric when grading to ensure fairness and consistency. The rubric is split by MQF Level as well as by assessment type, thus giving tutors and students clear parameters in relation to the different assessment types. A separate rubric is used when marking dissertations. Refer to supporting policies for further guidelines **Student Centered, Learning, Teaching & Assessment Policy and Procedure** and **Assessment of Dissertations** Policy and Procedure.

Teaching staff utilise various assessment methods as stipulated in the application approved by the Malta Further and Higher Education Authority (MFHEA) to ensure that the learning outcomes stipulated in the programme of study are effectively met.

CMBS ensures that assessment is consistent and is applied fairly to all students. Within this context, internal verification mechanisms are in place to ensure that the assessment design is fit for purpose.

2. Definitions

Assessment

Any method used by CMBS to evaluate students' performance and understanding of subject matter. This includes written exams, practical tests, and presentations, tailored to the programme's educational objectives.

External Verifier

An external verifier is an independent individual, usually appointed by an awarding body or CMBS, responsible for reviewing and confirming the accuracy, fairness, and consistency of assessments within an educational programme. Their role ensures that the institution's assessment practices align with national and international standards, and that qualifications awarded to students are valid and reliable. External verifiers provide an objective evaluation by sampling assessments, observing internal verification processes, and giving feedback for continuous improvement.

Internal Verification

The process to ensure the consistency and accuracy of assessment practices across programmes at CMBS. It involves evaluating assessments to confirm adherence to institutional standards and the criteria set by awarding bodies.

Internal Verifier

A designated individual who oversees the internal verification process. Their role ensures that assessments are fair, consistent, and in line with both internal guidelines and external standards. They provide feedback, highlight improvements, and confirm uniform application of criteria by tutors.

Rubric	A scoring guide used to assess students' performance on various aspects of an assessment. It breaks down the assessment into criteria that reflect intended learning outcomes, facilitating transparent and consistent marking.
Learning outcomes	Statements describing what students are expected to know or do by the end of a course or programme. These outcomes define the expected achievements and guide the assessment processes.

3. Procedure

3.1 Roles & Responsibilities

The CMBS's Internal Quality Assurance function related to assessment, tutor development and support is split between the School Principal, the Academic Affairs Team, and Faculty.

The Director of Quality and Compliance is responsible for co-ordinating the external verification and sampling process for all CMBS approved learning centres. Refer to the **CMBS approved learning centre handbook** for further information.

The Academic Affairs Team

The Academic Affairs Team plays a central role in ensuring the quality and consistency of academic delivery at CMBS. Their responsibilities include, but are not limited to, the following:

- **Induction and Training**: Deliver comprehensive induction training to ensure that tutors, Internal Verifiers (IVs), and dissertation supervisors are well-acquainted with the programme's objectives, standards, and assessment processes.

- **Development and Competence**: Oversee the professional development of tutors, IVs, and dissertation supervisors, ensuring they possess the necessary skills and knowledge to carry out their roles effectively. This includes continuous support to maintain familiarity with programme requirements and institutional standards.

- **Continuous Professional Development (CPD):** Organise and implement regular CPD sessions tailored for tutors, IVs, and supervisors to enhance their assessment practices, teaching methodologies, and subject expertise.

- **Internal Appeals and Dispute Resolution**: Support the internal appeals procedure by providing fair and transparent adjudication in assessment disputes, ensuring alignment with CMBS's policies and procedures.

- **Performance Monitoring**: Monitor the performance of tutors, IVs, and dissertation supervisors through various mechanisms, including student feedback questionnaires, tutor observations, and peer reviews. Identify areas for improvement and provide constructive feedback.

- **Standardisation and Moderation**: Conduct regular standardisation exercises with

tutors to ensure consistency and accuracy in the interpretation and application of unit specifications and assessment criteria. This helps maintain uniformity in grading across different cohorts.

- **Curriculum Review and Assessment**: Evaluate the current curriculum to ensure that it meets the intended learning outcomes and remains aligned with industry standards and best practices. This includes gathering feedback from faculty, students, and external partners.

- **Instructional Material Review**: Assess and update instructional materials to ensure they are fit for purpose, support the learning objectives, and facilitate effective teaching and learning experiences.

- **Assigning of IVs**: To assign an Internal Verifier based on area of expertise.

- **Assessment and Verification Oversight**: Monitor all assessment processes, ensuring that Internal Verifiers' assessment briefs align with the programme's learning outcomes, as approved by the Malta Further and Higher Education Authority (MFHEA).

- **Managing Discrepancies in Marking**: In cases where there is a discrepancy between the assessment decisions of different tutors, the Academic Affairs team is responsible for facilitating discussions to resolve these differences. If necessary, the Academic Affairs team may recommend engaging a second tutor to review the work and ensure an impartial resolution.

- **Faculty Support and Mentorship**: Provide ongoing mentorship and guidance to faculty members, helping them navigate academic challenges, improve their teaching strategies, and stay informed about developments in their field.

- **Documentation and Reporting**: Ensure accurate and thorough documentation of the entire assessment process, including the timely recording of grades, feedback, and any relevant reports. Submit all assessments to the appropriate platform for review by Internal Verifiers and academic staff. Maintain detailed records of the verification process, including sampling reports, feedback to tutors, and any discrepancies identified. This documentation ensures transparency, supports audit trails, and upholds the integrity of the internal verification process.

- **Promoting Good Practice**: Guide tutors in adopting best practices in assessment. This includes advising on how to refine assessment techniques and providing insights that promote fairness, reliability, and academic integrity in the evaluation process.

The Tutor

The Tutor plays a crucial role in evaluating students' performance to ensure that they meet the required learning outcomes of a module or programme. The Tutor is responsible for the integrity of the assessment process, ensuring that assessments are conducted fairly, consistently, and in line with institutional and awarding body standards.

Tutors are responsible and accountable for managing the assessment process by:

- **Planning and Preparing Assessments:** Design and plan assessments that align with the module's learning outcomes and assessment criteria, as defined by the respective awarding body. Ensure that the assessment tasks are clear, achievable, and relevant to the subject matter.

- **Evaluating Student Competence:** Assess whether students have demonstrated competence by evaluating their submissions against all the specified learning outcomes and criteria. This includes ensuring that the student's performance is measured accurately and fairly.

- **Maintaining Accuracy and Consistency**: Ensure the accuracy and consistency of assessment decisions across all students. Where multiple tutors are involved, work collaboratively to maintain uniformity in marking and grading.

- **Upholding Academic Integrity**: Verify that the students' submitted work is valid, authentic, and free from academic misconduct, such as plagiarism, collusion, or cheating. Take appropriate action if any issues of academic integrity arise, in line with the institution's Code of Academic Integrity.

- **Providing Constructive Feedback**: Complete the rubric with clear, detailed, and constructive summative feedback to students, highlighting strengths and areas for improvement. Feedback should guide the student on how to enhance their performance and meet the learning objectives in future assessments.

- **Contributing to Quality Assurance**: Engage in standardisation and moderation activities to ensure that assessments meet institutional quality standards. Participate in discussions with other tutors and Internal Verifiers to continuously improve assessment practices and maintain alignment with academic regulations.

The Internal Verifier

As part of the overall Internal Quality Assurance (IQA) framework, the Internal Verifier (IV) plays a critical role in ensuring the integrity, accuracy, and consistency of assessment practices. The IV is responsible for validating that assessment decisions align with the qualification standards and assessment requirements, ensuring that learners are assessed fairly and consistently across all programmes.

The key responsibilities of the Internal Verifier (IV) include:

- **Ensuring Consistency in Assessment Decisions**: Verify the tutor has applied assessment criteria consistently across all student submissions. The IV is responsible for identifying discrepancies, ensuring the consistency of marks awarded, and providing corrective guidance where necessary.

- **Providing Constructive Feedback**: The IV's feedback should highlight both strengths and areas for improvement to enhance tutors' performance and ensure compliance with assessment standards.

- **Recommending Improvements**: Provide recommendations to the academic team regarding potential improvements in assessment design, implementation, and marking processes. These recommendations aim to ensure that assessments are aligned with learning outcomes and institutional goals.

- **Quality Assurance and Compliance**: The IV is accountable for maintaining high-quality standards across all assessment activities.

- **Supporting Standardisation and Moderation**: Actively participate in standardisation and moderation exercises with tutors to ensure that all parties have a shared understanding of the assessment criteria and expected standards. This helps to maintain consistency across different programmes and cohorts.

- **Engaging in Continuous Improvement**: Contribute to the continuous improvement of the assessment process by reflecting on feedback from tutors, students, and external bodies. IVs play a key role in identifying areas where assessment practices can be enhanced to better align with the institution's quality assurance objectives.

The External Verifier

The External Verifier (EV) plays a critical role in ensuring that assessments conducted within CMBS and CMBS approved learning centres meet the required national and international standards of fairness, accuracy, and consistency. They act as an independent party, offering an unbiased review of assessment practices, internal verification processes, and outcomes. Their role is essential in maintaining the integrity and credibility of the institution's qualifications.

The responsibilities of the External Verifier include:

- **Sampling Assessment Decisions**: The EV is responsible for sampling a range of assessment decisions to ensure that they are valid, reliable, and consistent across different tutors and cohorts. The sample will typically include a cross-section of student submissions from various modules, with attention given to borderline cases and assessments from both experienced and new tutors.

- **Monitoring Internal Verification Practices**: The EV will assess the internal verification processes to ensure that they are effective in maintaining assessment standards. This includes reviewing the work of internal verifiers, ensuring that assessments are checked for accuracy, and that any feedback provided to tutors is constructive and supports continuous improvement.

- **Providing Feedback for Continuous Improvement**: The EV provides constructive feedback to both the institution and its tutors. This feedback may include suggestions for improving assessment design, internal verification processes, or the management of assessments. The goal is to foster a culture of continuous improvement within the assessment processes at CMBS.

- **Confirming the Validity of Qualifications**: The EV will confirm that the qualifications awarded to students reflect their achievements and meet the required standards. This includes ensuring that the assessment criteria are being applied consistently and that students have demonstrated sufficient competence to merit the qualification.

- **Reporting**: The EV will provide a report outlining their findings and recommendations. This report will highlight areas of good practice, any issues identified during the sampling process, and recommendations for improvement. The report will be shared with the Director of Quality and Compliance (for CMBS approved learning centres) and to the Academic Affairs team to inform future actions.

- **Ensuring Compliance with Regulatory Standards**: The EV will ensure that all assessment practices comply with the relevant regulations set by the MFHEA and any other applicable awarding bodies. This ensures that CMBS maintains the highest standards of academic quality and integrity in its programmes.

- **Participation in Standardisation and Moderation**: The EV may also participate in or review the outcomes of standardisation and moderation meetings to ensure consistency in marking across different modules, tutors, and student cohorts.

- **Reviewing Assessment Processes and Policies**: The EV will review CMBS's assessment procedures to ensure that they are robust, transparent, and in alignment with awarding body requirements and MFHEA standards. They will ensure that all assessment activities are conducted fairly, consistently, and are aligned with the intended learning outcomes.

The Student

Students play a crucial role in upholding the integrity and standards of the assessment process at CMBS. To ensure fairness and maintain academic excellence, students are expected to:

- **Timely Submission of Work**: Students must submit all assignments, projects, and assessments by the designated deadlines. This ensures that the evaluation process remains fair and consistent for all students. Late submissions require formal approval and may be subject to penalties. (see **Programme and Academic Regulations Policy**).

- **Academic Honesty**: Students must complete their assessments with full academic integrity, adhering to the principles outlined in the Code of Academic Integrity. This means avoiding plagiarism, collusion, cheating, and other forms of academic misconduct. All work submitted should be the student's own and properly referenced according to the institution's guidelines.

- **Request for Extensions**: If students anticipate difficulty in meeting a deadline due to unforeseen or extenuating circumstances, they are responsible for formally requesting an extension before the submission deadline. The request must be accompanied by valid reasons and, where applicable, supporting documentation (e.g., medical certificates). Requests made after the deadline may not be considered, unless under exceptional circumstances (see **Programme and Academic Regulations Policy**).

- **Engagement with Feedback**: Students are encouraged to engage with the feedback provided by tutors and internal verifiers. This feedback is designed to help improve their understanding and performance in future assessments. By actively reviewing and implementing suggestions for improvement, students can enhance their academic development.

- **Communication and Queries**: If students are unclear about the assessment criteria, deadlines, or the feedback received, it is their responsibility to seek clarification from their tutors or academic staff in a timely manner. Open communication ensures students are fully informed and better positioned to meet academic expectations.

- **Upholding Attendance**: Students are expected to meet the attendance requirements outlined for each module or programme. Regular participation in classes and assessments is essential for fulfilling learning outcomes and gaining the knowledge necessary for successful completion of the programme.

Refer to the following supporting policies and procedures:
- Recognising and Avoiding Plagiarism
- Programme and Academic Regulations
- The Student Life Cycle Policy and Procedures
- Assessment of Dissertations Policy and Procedure

Academic Affairs Committee

- Will attend to any academic matters that need escalation, should this not be resolved by Academic Affairs Team.

3.2 Assessment Design and Grading

The criteria and methods for assessment, along with the marking criteria, are outlined in the Unit Syllabus Overview, Assessment Brief, and Grading Rubric. Tutors are responsible for ensuring that the learning outcomes achieved by students align with the intended outcomes of each module. Students receive timely feedback and guidance through the Learning Management System (LMS), where the tutor provides individual feedback for each assignment, and the Internal Verifier (IV) offers feedback on the tutor's assessment process. Some exam-based assessments may follow different procedures, where assessment may involve multiple examiners to ensure fairness.

CMBS adopts three main procedures to ensure fair and consistent assessment, as explained below:

3.2.1 Procedure 1: Course Material Review

CMBS ensures that course materials provided to students are comprehensive, fit for purpose, and aligned with the learning outcomes as detailed in the Unit Specification Sheet and the programme application approved by the MFHEA.

The Academic Affairs team reviews the course materials to ensure:

- All learning outcomes are thoroughly addressed, ensuring students are adequately prepared for assessments.
- Materials adhere to the Harvard referencing style to maintain academic integrity.
- The content equips students with the knowledge and skills necessary to successfully complete their assessments.

The Academic Affairs team consults with Faculty and external experts to get their input on any gaps in the materials delivered. If gaps or deficiencies are identified, teaching staff will be required to update the course materials to ensure they align with the unit's objectives and support student success in meeting assessment requirements.

3.2.2 Procedure 2: Assessment Planning

- During the Tutor Induction, the Academic Affairs team briefs teaching staff on the assessment processes, grading policies, and specific programme requirements at CMBS.
- Tutors are supplied with the Unit Specification Brief and Grading Rubric for each module they are assigned to teach, ensuring clarity in assessing students and aligning assessments with the intended learning objectives.

3.2.3 Procedure 3: Internal Verification of Assessment Brief

The Academic Affairs team conducts a review of all assessments prepared by teaching staff to ensure they meet key criteria, including:

- Appropriateness of the assessment level;
- Adequate coverage of the module's learning outcomes;
- Clearly defined tasks for students;
- Logical and well-structured assessment content.

If necessary, the Academic Affairs team provides feedback to the teaching staff, recommending adjustments or improvements. These updates must be implemented before assessments are issued to students to ensure they meet the required standards.

3.3 Submission

Students are required to submit their final assignments for assessment by uploading them to the CMBS Learning Management System (LMS) by the deadline specified on their Programme Schedule. It is the responsibility of each student to ensure that submissions are made on time. Before uploading an assignment, students must tick the checkbox to confirm the **authenticity statement**, indicating that their work is original and free from plagiarism. The system will not allow the submission to proceed unless this confirmation is made.

In cases where students face extenuating circumstances, such as illness, they may request an extension by providing appropriate supporting evidence (e.g., a medical certificate). For further details on requesting extensions and relevant procedures, refer to the Programme and Academic Regulations policy and procedure.

3.4 Grading

- For most programmes, students must achieve a minimum pass mark of 50%. However, where it is different it is indicated in the assessment overview brief. If a student scores below the required pass mark for their programme, they will receive a referral, meaning they must resubmit the assignment.
- A maximum of 2 resubmissions is allowed. The highest grade a student can achieve on a resubmission is 50%, there may be exceptions on some programmes. If plagiarism exceeds 10%, the tutor must inform the Academic Affairs Team to investigate further, as outlined in the **Recognising and Avoiding Plagiarism Policy**.
- The Tutor grades the assignment using the CMBS grading rubric, ensuring that the student has met the assessment criteria. The final grade and assessment feedback are then submitted through the Learning Management System (LMS).
- Feedback should highlight both strengths and areas for improvement, offering specific guidance on how the student could have achieved a higher score.
- For any student receiving a referral, detailed feedback outlining necessary improvements must be provided.
- The Tutor records the overall decision (Pass/Referral), final grade (as a percentage), and written feedback using the CMBS rubric, which is then uploaded to LMS for the student to review.

For grading of dissertations, refer to the **Assessment of Dissertations Policy and Procedure**

3.5 Internal Verification

After the Tutor has completed grading, the Academic Affairs Team selects a random sample of student assignments for internal verification, ensuring a mix of both pass and referred submissions. Typically, 20% of each cohort is sampled; however, for new tutors, 100% of assignments are verified. For CMBS approved learning centres, 50% of assessments are sampled with the exception of dissertations where 100% are externally verified.

The Academic Affairs Team notifies the Internal Verifier (IV) via email to begin the verification process on the learning management system (LMS). Internal Verifiers are prohibited from verifying work they have assessed as tutors to maintain objectivity.

The Internal Verifier is responsible for ensuring the integrity and consistency of the assessment process and providing constructive feedback in relations to the Tutor's grading.

The feedback will address the following points:
- The Tutor has provided thorough and detailed feedback to students, highlighting both strengths and areas for improvement.
- The Tutor's comments clearly identify aspects of the assessment that are of high quality and offer specific suggestions on how students could have achieved higher marks.
- If a student has received a referral, the Tutor must provide detailed feedback and guidance on how to improve the submission.
- The Tutor has used appropriate pedagogical language and writing style in all comments.

If the discrepancy between the Tutor's and IV's marks is 6 points or more, follow the procedure for handling disagreement outlined below.

3.5.1 Disagreement Between IV and the Tutor's Feedback/Marks
- The Academic Affairs Team will inform the Tutor via the LMS that the IV feedback is available and that a discrepancy of 6 marks or more has been identified.

- The Tutor must review the IV's comments and update their feedback as necessary, then notify the Academic Affairs Team via email once this is done.
- If the disagreement persists after the Tutor's review, the Academic Affairs Team will arrange a meeting or call between the Tutor and the IV to discuss the discrepancy, and minutes of the discussion will be recorded.
- If the Tutor agrees with the IV's assessment, the final decision will be logged in the CMBS feedback/actions log for the quality assurance audit trail.
- If no agreement is reached, a second Tutor will be appointed to re-grade the assignments without access to the original grades.
- The second Tutor's evaluation will serve to clarify the discrepancy between the first Tutor's and the IV's marks.

3.6 Issuing of Results

3.6.1 CMBS Qualifications

The typical turnaround time for grading and feedback on CMBS qualifications is 21 working days from the submission deadline. Once assignments are submitted, they are assessed by the assigned tutor and IV (if part of sample) within this period. Following the assessment, results and feedback are posted on the Learning Management System (LMS). This process ensures timely feedback while maintaining high standards of academic integrity and assessment quality.

3.6.2 CMBS Qualifications validated by Coventry University Validation

Coventry University of London has validated the following CMBS qualifications:
- Undergraduate Diploma in Business Management (MQF 5)
- Bachelor of Science in Business Management (top-up) (MQF 6)
- Bachelor of Science in Human Resource Management (top-up) (MQF 6)
- Master of Business Administration top-up (MQF 7)

3.6.2 Coventry University Examinations Board

The board is made up of the School Principal as Chair of the Board, Academic Affairs Manager as Secretary of the Board, Coventry link tutor, Coventry registry office staff, and relevant Coventry University and CMBS tutors. The Board meets whenever submissions are made to Coventry University, requiring their validation, such meetings take place minimum twice a year.

Process and Responsibilities:

- CMBS submits student work, completed rubrics and final marks assigned by CMBS tutors and Internal verifiers (where applicable).
- Student work is reassessed by Coventry University Faculty as assigned by Coventry Link Tutor.
- Coventry registry staff sets a date for examination board to take place, where an open discussion is held about all graded assessments.
- The Examination Board is split into two parts:
  o Programme Assessment Board (PAB)
  o Subject Assessment Board (SAB)
- During the PAB feedback is discussed and grades are aligned and approved
- During the SAB the approved marks are submitted, indicating the number of student passes, fails and average grade. Once grades are sent to the SAB, they cannot be changed.
- Once the SAB approves these final grades, they can be released.

3.7 Assessment Re-submissions

- Students are permitted to submit up to two additional versions of their original assessment in the event of a referral.
- When marking a re-submitted assignment, the tutor must review the marks and feedback provided on the previous submission to ensure that the student has addressed the required improvements.
- The highest possible mark a student can achieve on a re-submitted assessment is capped at 50%.
- After the student achieves a pass, the final results will be published.

3.8 Correction Deadlines

- Tutors must grade assignments within the timeframe specified by CMBS, which is typically 10 working days after the students' submission deadline.

- For late submissions or resubmissions (e.g., Version 2), tutors are generally required to complete the grading within 10 working days of the resubmission date. Tutors will receive email notifications alerting them to pending assessments that need correction.

- Internal Verifiers must complete the verification process within the timeframe set by CMBS, usually one week from the date the tutor submits their grades.

3.9 Result Appeals Procedure

If a student wishes to appeal the results of their assessment, they must follow the process outlined in the Grievances and Appeals Policy and Procedure.

It is recommended that the student first discuss the matter with the Academic Affairs team. If the issue remains unresolved after this discussion, the appeal may be escalated to the Academic Affairs Committee for further review.

4. Associated Policies

- CMBS Code of Ethics
- Data Privacy and Information Management Policy
- Grievances and Appeals Policy and Procedure
- Student-Centered, Teaching, Learning & Assessment Policy
- Assessment of Dissertations Policy and Procedure
- Recognising and Avoiding Plagiarism Policy and Procedure
- Code of Academic Integrity
- Programme and Academic Regulations Policy
- Learning Management System (LMS) Policy and Procedure
- Faculty & Staff Evaluation, Promotion and Professional Development Policy
- Code of Academic Integrity