

Triagon Academy

Assessment Regulations

Version 2.0

These Regulations establish Triagon Academy’s institutional framework for the design, administration, conduct, marking, moderation, review, and appeal of Assessment across Bachelor, Master, and doctoral programmes.

They support Assessment that is fair, valid, reliable, transparent, inclusive, and aligned with approved learning outcomes and academic standards.

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Statement on the Use of Artificial Intelligence

Transparency Statement

Artificial-intelligence tools were used in the preparation of these Regulations solely to support formatting, editorial refinement, language review, structural consistency, and proofreading. All outputs were subject to human review and oversight.

Artificial-intelligence tools were not used as a substitute for the judgement, authority, or decision-making responsibility of Triagon Academy or its competent organs. The final content, approval, interpretation, implementation, and responsibility for these Regulations rest exclusively with the responsible authority of Triagon Academy.

Preamble

Assessment is central to the academic mission of Triagon Academy. It provides students with meaningful opportunities to demonstrate their knowledge, skills, judgement, and professional development, while ensuring that awards granted by the Academy are credible, comparable, and supported by appropriate academic standards.

These Regulations establish the principles and procedures through which Assessment is designed, administered, conducted, marked, moderated, reviewed, and appealed. They are intended to support fair and consistent treatment of students, transparent communication of expectations, proportionate academic decision-making, and continuous improvement in teaching, learning, and Assessment practice.

Triagon Academy is committed to Assessment that is fair, valid, reliable, transparent, inclusive, and aligned with the approved learning outcomes of each Module and programme. Assessment shall be conducted in a manner that protects academic integrity, recognises legitimate student needs through appropriate access arrangements, and maintains the independence and professional judgement of examiners.

Core principle. Assessment shall be fair, valid, reliable, transparent, inclusive, and aligned with approved learning outcomes and academic standards.

These Regulations support Triagon Academy's internal quality-assurance arrangements. They shall be interpreted and applied consistently with applicable law, binding institutional instruments, relevant regulatory and accreditation requirements, and requirements of the Malta Further and Higher Education Authority where applicable.

§ 1 Citation, Purpose, Scope and Related Instruments

(1) Citation

These Regulations shall be cited as the *Assessment Regulations*.

(2) Purpose

These Regulations establish the institutional framework governing Assessment leading to an award of Triagon Academy.

They are intended to ensure that Assessment is fair, valid, reliable, transparent, inclusive, and aligned with approved learning outcomes and academic standards.

(3) Scope

These Regulations apply to all Assessments contributing to an award of Triagon Academy and to all students and persons involved in the design, administration, conduct, marking, moderation, review, or decision-making of such Assessments.

These Regulations apply to all study programmes and levels offered by Triagon Academy, including Bachelor, Master, and doctoral programmes. The Doctoral Regulations shall govern matters expressly assigned to them, including doctoral candidature, doctoral Assessment, dissertation examination, viva voce, and doctoral progression.

A programme-specific provision may depart from these Regulations only where the departure is expressly identified, academically justified, and approved in accordance with the Academy's applicable governance and quality-assurance arrangements.

(4) Related Instruments and Interpretation

These Regulations shall be read together with the applicable Programme Handbook, Module Information, Doctoral Regulations, Academic Integrity Policy, Policy on the Use of Artificial Intelligence in Academic Work, and other relevant approved institutional policies and procedures.

Where clarification is required as to the interpretation or application of these Regulations in relation to another approved institutional instrument, these Regulations shall provide the general institutional framework.

Hierarchy of Instruments

In the event of an inconsistency, applicable law, binding constitutional or regulatory requirements, mandatory accreditation requirements, and applicable MFHEA requirements shall prevail to the extent of the inconsistency. The Doctoral Regulations shall prevail in relation to matters expressly governing doctoral candidature, doctoral Assessment, dissertation examination, viva voce, and doctoral progression.

A Programme Handbook, Module Information, Assessment brief, policy, or procedure shall not derogate from these Regulations unless the departure is expressly identified as an approved programme-specific provision and has been approved in accordance with the Academy's applicable governance and quality-assurance arrangements.

Terms used in these Regulations shall have the meanings set out in the Normative Appendix: Definitions and Interpretation, unless the context requires otherwise.

The Examination Board may issue procedures and guidance to support the implementation of these Regulations, provided that they do not amend, contradict, override, or reduce the requirements established by these Regulations.

§ 2 General Assessment Principles

(1) Academic Standards and Learning Outcomes

Assessment shall enable students to demonstrate achievement of the approved learning outcomes and academic standards applicable to the relevant Module or programme.

Assessment shall be fair, valid, reliable, transparent, inclusive, and appropriate to the academic level, subject area, and mode of delivery.

(2) Publication of Assessment Requirements

Before an Assessment commences, students shall be informed of the Assessment method, applicable learning outcomes, component weightings where applicable, grading criteria or rubric where used, pass requirements, and the applicable submission deadline, Assessment date, or Assessment period.

Where a re-sit, resubmission, or other further attempt is available as part of the approved Assessment arrangement, its normal conditions shall be communicated to students in the applicable Module Information, Programme Handbook, Doctoral Regulations, Assessment brief, or other approved Assessment documentation.

The information required by this clause may be communicated through an approved student-learning platform or another officially designated communication channel.

Student Information

Before an Assessment commences, students must have access to the applicable Assessment method, learning outcomes, component weighting where applicable, pass requirements, grading criteria or rubric where used, and the relevant submission deadline, Assessment date, or Assessment period.

(3) Equality, Access and Integrity

Students undertaking the same Module shall normally be assessed using the same Assessment method or methods and against the same published learning outcomes, criteria, standards, and requirements. A different Assessment arrangement may be approved only where necessary to give effect to an approved access arrangement, recognised incapacity, approved extension or deferral, an expressly approved programme-specific or doctoral requirement, or another exceptional circumstance. Any such arrangement shall preserve the essential learning outcomes, academic standards, and integrity of the Assessment and shall not provide an undue academic advantage.

Students shall submit work that is their own and shall comply with the Academic Integrity Policy, the Policy on the Use of Artificial Intelligence in Academic Work, and all applicable Assessment instructions.

Persons involved in Assessment shall act impartially, maintain confidentiality, and declare actual, potential, or perceived conflicts of interest.

(4) Changes to Assessment Arrangements

Once an Assessment has commenced, a material change to its published method, weighting, criteria, deadline, or other requirement may be made only in exceptional circumstances.

Any such change shall be academically justified and approved by the Examination Board or its formally authorised delegate or, in relation to doctoral Assessment, by the Doctoral Committee or its formally authorised delegate. The change shall be communicated promptly to affected students and implemented without undue disadvantage or compromise to academic standards.

§ 3 Modules and Assessment Arrangements

(1) Module Information

Each Module shall have approved Module information made available to students before the Module begins. The Module information may be contained in a Programme Handbook, an approved student-learning platform, an Assessment brief, or another controlled institutional document.

The approved Module information shall state, or provide access to, the Module learning outcomes, ECTS-credit value, expected student workload, Assessment method or methods, component weightings where applicable, pass requirements, the normal Assessment schedule, and any conditions governing re-sits, resubmissions, replacement Assessments, or the carrying forward of component results.

(2) Assessment Methods and Components

A Module Assessment may consist of one Assessment or of several Assessment components. Assessment may take written, oral, practical, performance-based, project-based, placement-based, portfolio-based, digital, or another academically appropriate form.

Where a Module Assessment comprises more than one Assessment component, the approved Module information shall state the nature and weighting of each component, the applicable pass requirements, and whether a result achieved in a passed component may be carried forward to a subsequent Assessment attempt.

A Module Assessment is passed only where the student achieves the applicable overall pass mark and passes every required Assessment component.

Where a student does not pass a Module Assessment, a result achieved in an Assessment component may be carried forward to a subsequent attempt only where the approved Module information expressly provides for this. In the absence of such an express provision, the student shall complete all required Assessment components again.

Passing Components and Carrying Forward Results

A Module Assessment is passed only where the student achieves the applicable overall pass mark and passes every required Assessment component. A passed component result may be carried forward to a later attempt only where this is expressly permitted in the approved Module Information.

The chosen Assessment method or combination of methods shall be aligned with the approved learning outcomes and be capable of being applied consistently and fairly.

(3) ECTS Credits and Attendance

ECTS credits shall be awarded only upon successful completion of the relevant Module or other approved academic requirement.

Attendance at teaching sessions shall not, by itself, constitute a condition for passing a Module Assessment unless attendance, participation, professional practice, placement activity, research training, or an equivalent activity is an essential and assessable element of the approved learning outcomes or is required by applicable law, regulatory, accreditation, or MFHEA requirements.

Where attendance or participation is a requirement, the applicable requirement, its academic purpose, and the consequences of non-compliance shall be communicated to students in advance.

Attendance and Participation

Attendance is a requirement only where it is an approved and assessable element of the relevant learning outcomes or is required by an applicable legal, regulatory, accreditation, or MFHEA requirement. Any such requirement and its consequences must be communicated in advance.

(4) Digital Assessment

Digital or online Assessment may be used where the arrangements preserve academic standards, Assessment integrity, accessibility, equality of opportunity, and compliance with applicable data-protection requirements.

Where a technical failure or other disruption materially affects a student's opportunity to complete a digital Assessment, the Academy shall determine and implement an appropriate and proportionate remedy in accordance with its approved procedures.

§ 4 Passing, Incomplete Results, Re-sits and Final Failure

(1) Passing a Module Assessment

A Module Assessment is passed only where the student achieves the applicable overall pass mark and passes every required Assessment component.

Where a Module Assessment is passed, the result shall be recorded as a pass and the applicable ECTS credits shall be awarded.

(2) Incomplete Results

An Incomplete Result may be recorded where a student has not completed one or more required Assessment components by the applicable deadline and no approved extension, deferral, interruption of studies, leave of absence, or other formal arrangement permits later completion.

An Incomplete Result is an internal academic-progression status. It is not a pass, does not result in the award of ECTS credits, and need not be recorded as a separate transcript grade.

The consequences of an Incomplete Result, including whether the student must repeat the Module or may complete an approved alternative Assessment route, shall be determined in accordance with the approved Module information and applicable programme requirements.

Incomplete Result

An Incomplete Result is not a pass and does not result in the award of ECTS credits. It is an internal academic-progression status and may require the student to repeat the Module or follow another approved completion route.

(3) Re-sits, Resubmissions and Replacement Assessments

A student who does not pass a Module Assessment shall be entitled to a re-sit, resubmission, replacement Assessment, or other further attempt only where this is permitted by these Regulations and the approved Module information, applicable programme requirements, or Doctoral Regulations.

A re-sit, resubmission, replacement Assessment, or other further attempt shall assess the same intended learning outcomes and shall be set and marked to the same academic standard as the original

Assessment. It need not replicate the exact format, topic, or task of the original Assessment where an equivalent alternative is necessary to preserve academic integrity, fairness, accessibility, or the nature of the Assessment.

Unless the approved Module information expressly provides otherwise, a re-sit, resubmission, or other further attempt shall require completion of all required Assessment components. A result achieved in a passed component may be carried forward only where this is expressly permitted by the approved Module information.

A replacement Assessment may be approved where the original Assessment cannot reasonably be undertaken or completed because of an approved access arrangement, recognised incapacity, technical disruption, administrative error, or another accepted circumstance. A replacement Assessment shall not provide an unfair academic advantage.

Replacement Assessment

A replacement Assessment may differ in format, topic, or task where necessary, but it must assess the same intended learning outcomes and must not provide an unfair academic advantage.

(4) Final Failure

A Module Assessment that has been passed may not be re-sat for the purpose of improving a grade. ECTS credits and the result of a passed Module may be counted only once towards an award.

A Module Assessment is finally failed where the student has not passed the Assessment and no further re-sit, resubmission, replacement Assessment, or other attempt is available under these Regulations or the applicable programme requirements.

The consequences of final failure, including progression, repetition, interruption of studies, or termination of enrolment, shall be determined in accordance with the approved Module information, applicable programme requirements, or Doctoral Regulations.

The Academy shall communicate a final-failure decision to the student in writing, including information on any applicable academic-progression decision and any available right of review or appeal.

§ 5 Grading and Calculation of Results

(1) Grading Scale

Unless an Assessment is designated as pass/fail, results shall be awarded on the Academy's approved numerical grading scale from 0 to 100 and translated into the corresponding letter grade.

The applicable pass mark, grade bands, and any programme-specific requirements for progression or degree classification shall be published in the Academy's approved grading framework, the approved Module information, or other approved Assessment documentation.

Grade distributions may be reviewed for quality-assurance purposes but shall not operate as quotas or require examiners to achieve a predetermined distribution of results.

(2) Calculation and Rounding

Where a Module Assessment comprises more than one Assessment component, the final Module result shall be calculated by applying the approved weighting of each component.

Component results shall be retained at full calculation precision. The final weighted Module result shall be rounded once to the nearest whole percentage point, with a fractional value of 0.5 rounded upwards. The resulting whole-number grade shall constitute the official Module result.

Official Rounding Rule

Component results are retained at full calculation precision. The final weighted Module result is rounded once to the nearest whole percentage point, with a fractional value of 0.5 rounded upwards.

Where the unrounded final result lies within 0.5 percentage points of a pass mark or other grade boundary, the Module Coordinator or another examiner designated by the Academy shall verify the underlying marks and calculation before the result is finalised. This verification is a check of marking and calculation accuracy and shall not constitute a reassessment of academic judgement.

(3) Degree Classification

Where an overall degree classification is awarded, it shall be calculated from the Module results that count towards the award, weighted by their ECTS-credit value, unless an approved programme-specific method provides otherwise.

The final degree classification shall be rounded to two decimal places, unless the Academy's approved grading framework or an approved programme-specific method provides otherwise.

§ 6 Administration and Registration

(1) Responsibilities

The Examination Office shall be responsible for the administrative coordination of Assessments, including Assessment scheduling, registration, communication of approved Assessment arrangements, maintenance of Assessment records, and the publication of results.

The Examination Board shall oversee Assessment quality, fairness, and compliance with these Regulations. It shall exercise oversight of Assessment scheduling and may require amendment of an Assessment schedule where necessary to protect academic standards, fairness, Assessment integrity, or compliance with these Regulations.

(2) Registration and Withdrawal

A student enrolled in a Module shall normally be registered automatically for the Assessments associated with that Module, including any re-sit, resubmission, replacement Assessment, or other further attempt for which the student is eligible.

A student who wishes to withdraw from an Assessment shall notify the Examination Office in accordance with the published procedure and within the applicable timeframe. Withdrawal from an Assessment does not remove the student's obligation to complete the Module in accordance with the applicable programme requirements.

(3) Eligibility for Assessment

A student may undertake an Assessment only where the student is properly enrolled in the relevant Module or programme and satisfies any published academic, administrative, or professional eligibility requirements.

Where a student has outstanding obligations to the Academy, including unpaid fees or monetary penalties, the Examination Office may, in accordance with the applicable enrolment agreement, financial regulations, and institutional procedures, direct that the student is excluded from an Assessment or that the release of Assessment results is withheld.

Outstanding Obligations

Where permitted by the applicable enrolment agreement, financial regulations, and institutional procedures, unpaid fees or monetary penalties may result in exclusion from an Assessment or withholding of Assessment results.

Any such measure shall be proportionate, communicated to the student in writing, and subject to any notice, review, or other safeguard required by the applicable enrolment agreement, financial regulations, or institutional procedures.

Nothing in this clause authorises suspension or termination of enrolment, which shall be governed by the Academy's applicable enrolment, financial, and student-status regulations.

§ 7 Written and Other Scheduled Assessments

(1) Scheduling and Communication

Written examinations and other scheduled Assessments shall normally take place during the Assessment period specified for the relevant Module.

The Examination Office shall prepare, coordinate, and communicate the Assessment schedule in accordance with the approved academic calendar, approved Module information, and applicable institutional procedures. The Examination Board shall exercise oversight of Assessment scheduling in accordance with Clause (1).

The date, start time, duration, location or approved online-access arrangements, and any permitted materials for a scheduled Assessment shall be communicated to students through the approved student-learning platform, Assessment brief, or another officially designated communication channel.

(2) Duration and Format

The duration and format of a written, oral, practical, digital, or other scheduled Assessment shall be appropriate to the Module level, ECTS-credit value, learning outcomes, Assessment format, and weighting within the Module Assessment.

The approved duration and format shall be stated in the approved Module information or other approved Assessment documentation.

Where a written examination is the principal Assessment method and carries a weighting of 80% or more, the following normal durations apply:

- For a Module worth up to 4 ECTS credits, between 60 and 90 minutes.
- For a Module worth 5 to 10 ECTS credits, 90 or 120 minutes.
- For a Module worth more than 10 ECTS credits, 180 or 240 minutes.

A departure from these normal durations may be approved where justified by the nature of the Assessment, including an open-book or resource-permitted examination, an approved access arrangement, or another exceptional academic or operational requirement.

Open-Book and Resource-Permitted Examinations

An open-book or resource-permitted examination may have a different duration where justified by its nature. The approved Assessment information must specify the resources, devices, software, access conditions, and collaboration restrictions that are permitted.

(3) Language of Assessment

The language of Assessment shall normally be the language of instruction or English, unless the approved Module information or other approved Assessment documentation specifies another language.

This does not prevent an Assessment from requiring the use or demonstration of competence in another language where this forms part of the approved learning outcomes of the Module.

§ 8 Examiners and Assessment Records

(1) Appointment and Responsibilities of Examiners

The Module Coordinator shall be responsible for ensuring that each Module Assessment is designed, administered, marked, and moderated in accordance with the approved Module information, these Regulations, and applicable institutional procedures.

The Module Coordinator, lecturer, or other examiner appointed for a Module shall ensure that each Assessment is supported by appropriate documented marking criteria, a rubric, marking scheme, competency framework, or another suitable basis for assessment. The applicable basis shall be clear, appropriate to the approved learning outcomes, free from material error, and applied consistently.

Assessment criteria, rubrics, or other information to be communicated to students shall be specified in the approved Module information, Assessment brief, or other approved Assessment documentation. Where a Module is delivered by more than one lecturer, the Module Coordinator shall coordinate the Assessment process, including the preparation of Assessment tasks, applicable marking criteria, examination papers where applicable, and moderation arrangements.

The Examination Board may appoint additional or auxiliary examiners where this is necessary to ensure the effective, fair, timely, or academically appropriate conduct of Assessment.

(2) Impartiality and Conflicts of Interest

No person shall act as an examiner, auxiliary examiner, moderator, reviewer, or decision-maker in relation to an Assessment where that person has an actual, potential, or perceived conflict of interest that could reasonably call their impartiality into question.

A person involved in Assessment shall declare any such conflict without undue delay to the Examination Office or Examination Board or, in relation to doctoral Assessment, to the Doctoral Committee.

The Examination Board or, in relation to doctoral Assessment, the Doctoral Committee shall determine the measures necessary to protect the integrity and fairness of the Assessment, including the appointment of an alternative examiner where required.

(3) Assessment Records

Examiners shall maintain sufficient records to support the Assessment decision, including marks awarded, the applicable marking criteria, rubric, marking scheme, competency framework, or other assessment basis, moderation records where applicable, and any other documentation required by the Academy's Assessment procedures.

For oral Assessments and other forms of Assessment that cannot readily be reviewed after the event, the examiner shall keep a contemporaneous written record of the proceedings and of the student's performance sufficient to support the result awarded.

Assessment records and materials shall be retained securely by the Academy in accordance with its record-retention, confidentiality, and data-protection requirements.

§ 9 Extensions and Late Submission for Module Assessments

(1) Purpose and Scope

This section applies to written Module Assessments submitted by a published deadline, including assignments, essays, reports, coursework, portfolios, and other comparable written submissions.

An extension may be granted where unforeseen circumstances temporarily prevent a student from submitting an Assessment within the scope of this section by the published deadline.

An extension changes the submission deadline only. It does not alter the applicable learning outcomes, Assessment criteria, pass requirements, or academic standards.

This section does not apply to theses, doctoral dissertations, capstone projects, and other major written Assessments governed by § 19. It does not normally apply to group Assessments, in-class timed Assessments, scheduled examinations, live presentations, or other Assessments for which an extension or late submission is not academically or operationally feasible.

(2) Approved Extensions

A student may apply to the Examination Office for an extension where illness, injury, bereavement, emergency professional obligations, force majeure, or another serious circumstance materially affects timely submission.

The application shall normally be submitted no later than five working days before the published deadline. Where an emergency or newly arising circumstance makes this impossible, the student shall apply as soon as reasonably practicable.

The application shall include credible supporting evidence where this is reasonably necessary to establish the nature, duration, and material effect of the circumstance.

Supporting evidence shall be considered as part of the decision-making process but shall not, of itself, determine whether an extension is granted or its duration. The decision shall be made by the Examination Board or its formally authorised delegate.

An approved extension shall be proportionate to the accepted circumstance and shall not extend beyond seven calendar days after the final calendar day of the relevant Module, unless an approved interruption of studies, leave of absence, or other formal arrangement applies.

The Examination Office shall normally communicate the decision in writing within two working days after receipt of a complete application. The decision shall state the revised deadline and any conditions of approval.

Extension Applications

Students should normally apply for an extension at least five working days before the published deadline. Where an emergency or newly arising circumstance makes this impossible, the student must apply as soon as reasonably practicable.

(3) Late Submission

Where a student submits an Assessment within the scope of this section after the published deadline without an approved extension, the Assessment may be accepted only where it is submitted no later than seven calendar days after the final calendar day of the relevant Module.

For each calendar day, or part of a calendar day, by which the submission is late, five percentage points shall be deducted from the mark otherwise awarded for that Assessment component.

The deduction shall not reduce a mark below zero.

For the purposes of this clause, a calendar day begins immediately after the published submission deadline and ends at 23:59 local time on the following day.

Late-Submission Penalty

A late submission without an approved extension may be accepted only up to seven calendar days after the final calendar day of the relevant Module. Five percentage points are deducted from the mark otherwise awarded for each calendar day, or part of a calendar day, that the submission is late. The mark cannot be reduced below zero.

(4) Non-Submission and Incomplete Status

Where a required Assessment component is not submitted by the deadline specified in this section, and no approved extension or other formal arrangement applies, the component shall be recorded as incomplete.

An Incomplete Result under this clause is an internal academic-progression status. It is not a passing result, does not result in the award of ECTS credits, and need not be recorded as a separate transcript grade.

The consequences of an incomplete component, including whether the student must repeat the Module or may complete an approved alternative Assessment route, shall be determined in accordance with the approved Module information and applicable programme requirements.

Non-Submission

An incomplete component is not a pass and does not result in the award of ECTS credits. The applicable Module information and programme requirements determine whether the student must repeat the Module or may follow an approved alternative completion route.

(5) Exclusions and Review

A student with an approved access arrangement or inclusive support plan may be subject to different arrangements where these are specified in that plan.

A student who considers that an extension decision was affected by a material procedural error, material failure to consider relevant evidence, bias, conflict of interest, or another material deficiency may request a review in writing to the Examination Office within five working days after the decision is communicated.

The review shall be determined by a person or panel not involved in the original decision. The outcome shall normally be communicated in writing within ten working days and shall be final, subject to any further right available under the Academy's binding institutional regulations.

§ 10 Communication of Results and Appeals

(1) Communication of Results

The Examination Office shall communicate final Assessment results through the Academy's approved student-records system or another officially designated communication channel.

The standard grade notification shall state the final result and, where applicable, the outcome of each Assessment component.

Where an Incomplete Result is recorded, the notification shall state that the result is temporary, identify the outstanding Assessment requirement or requirements, state the deadline for completion, and explain the consequence of non-completion by that deadline.

Where an Assessment result is recorded as failed, the notification shall state whether the student is eligible for a re-sit, resubmission, replacement Assessment, or another further attempt, subject to the approved Module information, applicable programme requirements, or Doctoral Regulations.

(2) Informal Enquiry

A student who wishes to understand an Assessment result shall normally first submit an informal enquiry to the Module Coordinator or original examiner.

The enquiry shall be submitted within five working days after the result has been communicated, unless the Examination Office accepts that exceptional circumstances prevented timely submission.

The Module Coordinator or original examiner shall normally provide a written explanation of the Assessment outcome within five working days after receipt of the enquiry. The explanation may include a breakdown against the applicable marking criteria or rubric, structured comments, and formative feedback.

An informal enquiry is not a reassessment and does not, by itself, alter the grade.

(3) Formal Grade Appeal

A student may submit a formal grade appeal after completing the informal enquiry stage, unless exceptional circumstances justify direct access to the formal stage.

A formal grade appeal shall be submitted in writing to the Examination Office within five working days after the student receives the outcome of the informal enquiry or, where direct access is permitted, within ten working days after the result or decision is communicated.

The appeal shall identify the Assessment or decision being appealed, state the ground or grounds of appeal, set out the material facts relied upon, specify the remedy sought, and include any supporting evidence.

A formal grade appeal may be made only on one or more of the following grounds:

- (a) A material procedural error occurred in the conduct, marking, moderation, or administration of the Assessment.
- (b) Published Assessment criteria, requirements, or Regulations were materially misapplied.
- (c) Bias, discrimination, or an actual, potential, or perceived conflict of interest materially affected the Assessment decision.
- (d) Another material deficiency occurred in the Assessment process that may reasonably have affected the result or decision.

Academic judgement properly exercised by an examiner shall not, by itself, constitute grounds for appeal.

Limits of a Formal Grade Appeal

A formal grade appeal may address a material procedural error, material misapplication of published criteria or Regulations, bias or conflict of interest, discrimination, or another material deficiency that may reasonably have affected the result or decision.

Academic judgement properly exercised by an examiner does not, by itself, constitute grounds for appeal.

On receipt of a valid formal grade appeal, the Examination Office shall obtain a written response from the Module Coordinator or original examiner addressing the matters raised, together with such Assessment records as are necessary for the appeal to be considered fairly. The response shall be made available to the student to the extent compatible with confidentiality, data-protection, academic integrity, and third-party rights.

(4) Consideration of Appeals

The Examination Office shall acknowledge receipt of an appeal and may request further information where this is necessary to determine whether the appeal has been validly submitted.

An appeal shall be considered by the Examination Board, or by a person or panel authorised by it, none of whom participated in the original marking, moderation, or Assessment decision being challenged.

The decision-maker may dismiss the appeal, require correction of an administrative or procedural error, direct independent second marking, require re-moderation, approve a replacement Assessment, amend an Incomplete Result, or grant another proportionate remedy.

Where independent second marking is approved, it shall be undertaken by an examiner who did not participate in the original marking or moderation of the Assessment. The resulting grade may be higher than, equal to, or lower than the original grade and shall replace the original grade; the grades shall not be averaged.

The Academy shall normally communicate the appeal outcome and reasons in writing within 15 working days after receiving a complete appeal. Where this is not reasonably practicable, the student shall be informed of the reason for delay and the expected decision date.

(5) Finality and Further Institutional Appeal

The decision made following completion of the procedure in this section shall be final at Examination Board level.

Where the Academy's Constitution, Statutes, or other binding institutional regulations provide for a further appeal to the Senate, a student may submit such an appeal only after exhausting the procedure in this section and only on the grounds and within the timeframe specified by those instruments.

In the absence of such a further appeal right, the decision shall be final.

§ 11 Academic Integrity in Assessment

(1) Assessment-Specific Obligations

Students shall submit work that is their own and shall comply with the Academic Integrity Policy, the Policy on the Use of Artificial Intelligence in Academic Work, and all Assessment-specific instructions.

Students shall not engage in plagiarism, collusion, self-plagiarism, contract cheating, fabrication, falsification, impersonation, unauthorised use of artificial intelligence, use of unauthorised materials or assistance, or any other conduct that undermines the integrity of an Assessment.

Students shall not make false or misleading claims concerning illness, disability, access arrangements, extensions, professional workload, or other circumstances in order to obtain an unfair advantage in an Assessment.

(2) Use of Artificial Intelligence

The permitted use of artificial-intelligence tools in an Assessment shall be specified in the applicable Assessment instructions, approved Module information, or Assessment brief.

Where the use of artificial intelligence is permitted, students shall comply with any requirements concerning acknowledgement, citation, documentation, declaration, or submission of supporting materials.

Use of artificial intelligence beyond the expressly permitted scope shall constitute suspected academic misconduct.

Use of Artificial Intelligence in Assessment

Students may use artificial-intelligence tools only to the extent expressly permitted in the applicable Assessment instructions, Module information, or Assessment brief. Where use is permitted, all requirements concerning acknowledgement, citation, documentation, declaration, and supporting materials must be followed.

Use beyond the expressly permitted scope constitutes suspected academic misconduct.

(3) Suspected Misconduct

Where an examiner, proctor, or other authorised person reasonably suspects academic misconduct, the concern shall be documented and referred to the Examination Office in accordance with the Academic Integrity Policy.

Suspected misconduct shall be considered fairly, promptly, confidentially, and proportionately under the procedures, evidentiary standards, decision-making arrangements, sanctions, and appeal rights established by the Academic Integrity Policy.

Similarity reports, artificial-intelligence detection indicators, or other technological evidence may inform an investigation but shall not, by themselves, establish that academic misconduct has occurred.

Technological Evidence

Similarity reports, artificial-intelligence detection indicators, and other technological evidence may inform an investigation, but do not by themselves establish that academic misconduct has occurred.

(4) Effect on Results

Where academic misconduct is established, the competent authority may impose the academic consequences and sanctions authorised by the Academic Integrity Policy and these Regulations, including adjustment, withholding, or invalidation of an Assessment result where appropriate.

The identification of suspected misconduct during marking, moderation, review, or appeal shall not prevent the Academy from investigating the matter. Where misconduct is established, the relevant result may be revised or invalidated in accordance with the applicable policy.

(5) Serious or Repeated Misconduct

Where academic misconduct is serious, repeated, or demonstrates a fundamental breach of academic integrity, the Academy may impose or recommend the sanctions authorised by the Academic Integrity Policy and the Academy's binding institutional regulations, including suspension of studies, termination of enrolment, or expulsion where authorised.

Any such sanction shall be determined in accordance with the applicable procedures, decision-making powers, and rights of review or appeal.

§ 12 Programme Duration and Academic Progress

(1) Maximum Period of Study

Students shall normally complete their programme within the standard duration specified in the approved programme information.

Unless a different maximum period is expressly specified in an approved programme regulation, the maximum period of study shall be twice the standard duration of the relevant programme.

A period of approved leave of absence or interruption of studies shall not count towards the maximum period of study.

Maximum Period of Study

Unless an approved programme regulation specifies a different period, students must complete the programme within twice its standard duration. Approved leave of absence and interruption of studies do not count towards this maximum period.

(2) Review of Academic Progress

Where a student has not completed the programme within the applicable maximum period of study, the Examination Board may review the student's academic progress and invite the student to discuss the available options for successful completion.

Following the review, the Examination Board may approve an individual completion plan, recommend academic or pastoral support, approve completion of affected Modules at a later point, or take another proportionate measure consistent with the applicable programme requirements.

Where, after reasonable support and consideration of the student's individual circumstances, there is no reasonable prospect of successful completion, the Examination Board may recommend termination of enrolment in accordance with the Academy's applicable enrolment, student-status, and programme regulations.

(3) Completion of Taught Modules

A student undertaking a programme that includes a final thesis, dissertation, or equivalent major independent project shall normally pass all taught Modules before commencing that Assessment.

The Examination Board or, in relation to doctoral Assessment, the Doctoral Committee may approve an exception where this is academically appropriate, does not compromise the student's capacity to complete the final Assessment, and is consistent with the approved programme requirements.

§ 13 Assessment Materials and Records

(1) Ownership and Retention

Any material submitted, produced, or recorded by a student for the purpose of an Assessment leading to an award of the Academy may be retained by the Academy in physical or electronic form.

This includes examination scripts, assignments, presentations, projects, portfolios, reports, theses, dissertations, recordings, and materials generated through practical, oral, placement-based, performance-based, or digital Assessments.

The Academy shall retain Assessment materials and associated records for the period required by its approved record-retention schedule, quality-assurance requirements, legal obligations, and any applicable appeal, complaint, or academic-misconduct procedure.

(2) Access, Return and Confidentiality

The Academy may return original physical materials to a student after a final result has been confirmed, subject to its record-retention, confidentiality, and quality-assurance obligations.

The return of an original item shall not prevent the Academy from retaining a copy, record, or digital reproduction sufficient to support the Assessment decision and any subsequent quality-assurance, appeal, or regulatory requirement.

Assessment materials and records shall be stored and handled securely. Access shall be limited to persons with a legitimate academic, administrative, quality-assurance, regulatory, or legal purpose and shall be governed by the Academy's applicable data-protection and confidentiality requirements.

Assessment Materials and Confidentiality

The Academy may retain Assessment materials and records in physical or electronic form for the applicable retention period. Access is limited to persons with a legitimate academic, administrative, quality-assurance, regulatory, or legal purpose and is subject to applicable confidentiality and data-protection requirements.

(3) Use for Quality Assurance

The Academy may use Assessment materials, anonymised where reasonably practicable, for moderation, calibration, external examining, staff development, academic-quality review, accreditation, and other legitimate quality-assurance purposes.

Any such use shall respect the student's rights under applicable data-protection law and the Academy's institutional requirements.

§ 14 Access Arrangements for Assessment

(1) Principle of Inclusive Assessment

The Academy shall make reasonable access arrangements where a disability, long-term health condition, neurodivergence, temporary impairment, or other recognised circumstance creates a substantial disadvantage in an Assessment.

Access arrangements shall enable students to demonstrate achievement of the relevant learning outcomes on an equitable basis. They shall not lower academic standards, alter the essential learning outcomes of the Module, or provide an unfair advantage over other students.

Equitable Access. Access arrangements are intended to remove or reduce substantial disadvantage so that students can demonstrate achievement of the approved learning outcomes on an equitable basis. They do not lower academic standards, alter essential learning outcomes, or provide an unfair academic advantage.

(2) Requests and Supporting Evidence

Students should disclose a need for access arrangements as early as reasonably practicable, preferably at the beginning of the programme or as soon as the need becomes apparent.

A request shall be made to the Examination Office in accordance with the Academy's applicable procedure and shall be supported by relevant evidence where this is necessary to establish the student's needs.

The Academy may request further information or, where justified and proportionate, an independent assessment. Requests and supporting information shall be handled confidentially and in accordance with applicable data-protection requirements.

(3) Decision and Implementation

The Examination Board, or a person or body formally authorised by it, shall determine whether access arrangements are appropriate and shall specify the arrangements to be implemented. In relation to doctoral Assessment, the Doctoral Committee, or a person or body formally authorised by it, shall exercise this function.

Access arrangements may include additional time, rest breaks, an adapted Assessment environment, assistive technology, alternative formats, adjusted scheduling, or another reasonable measure that enables equitable access without compromising the academic standard being assessed.

The Examination Office shall coordinate implementation of approved arrangements and communicate relevant information to staff only to the extent necessary for implementation.

(4) Temporary Circumstances

Where a temporary illness, injury, or impairment affects a student's ability to undertake an Assessment, the Academy may approve proportionate temporary arrangements where justified by the available evidence and capable of being implemented without compromising Assessment integrity.

Where an extension, deferral, recognised incapacity arrangement, or interruption of studies would be more appropriate, the Academy may direct the student to the relevant process under [§ 9](#) or [§ 20](#).

Temporary Circumstances

Where a temporary illness, injury, or impairment affects an Assessment, the Academy may approve a proportionate temporary arrangement. An extension, deferral, recognised incapacity arrangement, or interruption of studies may be more appropriate where the circumstance cannot be addressed without compromising Assessment integrity.



§ 15 Assessment Conduct and Examination Conditions

(1) Attendance and Identification

Students shall attend an examination or other scheduled Assessment at the time, place, and in the manner communicated by the Academy. They shall follow the reasonable directions of the proctor, examiner, or other authorised member of staff throughout the Assessment.

Where a presentation, viva voce, defence, or other Assessment is designated as live, the student shall undertake it in real time, in person or through an approved synchronous online format. A pre-recorded or asynchronous submission shall not replace live participation unless an approved access arrangement or another formal Assessment arrangement provides otherwise.

Students may be required to present an Academy student card or other acceptable proof of identity before or during an Assessment.

Where a student's identity cannot be confirmed, the student may be permitted to continue provisionally, subject to satisfactory verification within the period specified by the Academy. Where identity is not subsequently verified and no exceptional circumstance is accepted, the Assessment may be declared invalid.

(2) Late Arrival and Departure

A student shall not normally be admitted to an examination more than 30 minutes after its scheduled start time. A later admission may be permitted only where it would not compromise the integrity of the Assessment.

A student admitted after the scheduled start time shall not normally receive additional working time, unless this has been approved as an access arrangement or is required because of an Academy-caused delay or another accepted exceptional circumstance.

Students shall not normally leave a physical Assessment venue or approved online Assessment environment during the first 30 minutes or the final 10 minutes of a timed examination. A temporary departure may be permitted where it can be managed without compromising the integrity or orderly conduct of the Assessment.

Late Arrival and Departure

Students will not normally be admitted more than 30 minutes after the scheduled start of an examination and will not normally receive additional working time after a late arrival. Students must not normally leave the Assessment environment during the first 30 minutes or final 10 minutes of a timed examination.

(3) Permitted Materials and Behaviour

Students may use only those materials, devices, software, resources, or aids expressly permitted in the Assessment instructions.

For an open-book, resource-permitted, or digitally delivered Assessment, the Assessment instructions shall specify the materials, resources, devices, software, access conditions, and collaboration restrictions that are permitted. Any material, device, resource, assistance, or communication not expressly permitted remains unauthorised.

Unless expressly permitted, students shall not possess or use mobile telephones, smart watches, tablets, laptops, programmable calculators, notes, books, dictionaries, recording devices, communication devices, or other unauthorised materials.

Students shall not communicate with another person, give or receive unauthorised assistance, access unauthorised information, impersonate another candidate, permit another person to impersonate them, remove Assessment materials without permission, or engage in conduct that disrupts another student's Assessment.

At the end of an Assessment, students shall stop working immediately when instructed to do so and shall remain seated or leave the physical or online Assessment environment as directed by the proctor or other authorised member of staff.

Permitted Materials and Conduct

Students may use only materials, devices, software, resources, aids, assistance, and communication expressly permitted in the Assessment instructions. Anything not expressly permitted is unauthorised.

Students must follow authorised staff directions and must not communicate, receive unauthorised assistance, access unauthorised information, impersonate another candidate, remove Assessment materials without permission, or disrupt an Assessment.

(4) Suspected Breach

Where a proctor, examiner, or other authorised person reasonably suspects a breach of these requirements, the student may be instructed to cease the relevant conduct, surrender unauthorised material, or comply with another proportionate instruction necessary to protect the Assessment process.

The student shall normally be permitted to complete the Assessment unless continued participation would materially compromise Assessment integrity or safety.

Any suspected breach shall be documented and referred for consideration under [§ 11](#).

Suspected Breach During an Assessment

A suspected breach will be documented and referred under the Academic Integrity process. A student will normally be permitted to complete the Assessment unless continued participation would materially compromise Assessment integrity or safety.

§ 16 External Examining and Quality Assurance

(1) External Examiners

The Examination Board may appoint appropriately qualified external examiners to support independent scrutiny, academic standards, and the quality assurance of Assessment.

An external examiner may review Assessment tasks, marking criteria, samples of student work, grading standards, moderation arrangements, programme outcomes, and other Assessment-related matters within the scope of the appointment.

External examiners shall act independently and shall declare any actual, potential, or perceived conflict of interest without undue delay.

(2) External Examiner Reports

An external examiner may be required to submit a written report to the Examination Board concerning academic standards, Assessment practice, consistency of marking, quality of feedback, or another matter within the scope of the appointment.

The Examination Board shall consider the report and, where appropriate, identify actions to address recommendations, concerns, or examples of good practice.

Material findings requiring institutional action shall be communicated to the Executive Dean, Programme Director, or other person or body formally authorised by the Academy to take the relevant action.

(3) Moderation and Calibration

The Academy shall operate proportionate moderation and calibration arrangements to support consistency, fairness, reliability, and comparability of Assessment standards across Modules, cohorts, examiners, and programmes.

Moderation may include review of Assessment design, marking criteria, samples of marked work, borderline results, second marking where required, and the consistency of feedback.

Moderation shall not substitute the academic judgement of the responsible examiner except where a material error, inconsistency, or failure to apply published criteria has been identified.

The Examination Board may require additional moderation, independent review, or another quality-assurance measure where the nature, scale, or risk profile of an Assessment makes this necessary.

Moderation and Academic Judgement

Moderation supports consistency, fairness, reliability, and comparability of Assessment standards. It does not substitute the academic judgement of the responsible examiner unless a material error, inconsistency, or failure to apply published criteria has been identified.

§ 17 Assessment Over Time

(1) Scope

This section applies to Assessment conducted over an extended period and not assessed solely through a written examination or conventional written assignment.

It includes, where applicable, placements, practicum activities, professional practice, studio work, laboratory work, clinical activity, performances, portfolios, projects, research training, research-progress reviews, doctoral milestones, supervisory engagement, and comparable forms of continuous Assessment.

The applicable learning outcomes or doctoral requirements, Assessment criteria, evidence requirements, weighting where applicable, and any attendance, participation, research-training, or supervisory-engagement requirements essential to the Assessment shall be communicated through the approved Module information, Doctoral Regulations, Assessment brief, or other approved Assessment documentation.

Assessment Conducted Over Time

Continuous or extended-period Assessment must have approved and communicated learning outcomes or doctoral requirements, Assessment criteria, evidence requirements, component weighting where applicable, and any essential attendance, participation, research-training, or supervisory-engagement requirements.

(2) Assessment Arrangements

Where it is not reasonably practicable for the Module Coordinator, supervisor, or responsible academic to assess every student personally, the Examination Board or, in relation to doctoral Assessment, the Doctoral Committee may appoint one or more additional or auxiliary examiners.

Each examiner shall assess students against the approved criteria and shall maintain sufficient records to support the result awarded or progression decision made.

The Module Coordinator, supervisor, or other person formally authorised by the Academy shall ensure that Assessment decisions are applied consistently and that any moderation required by the nature, scale, or risk profile of the Assessment is completed before results or progression decisions are confirmed.

(3) Oral and Non-Recordable Assessment

For an oral Assessment, live performance, practical demonstration, placement visit, research-progress review, doctoral milestone, viva voce, or another Assessment that cannot readily be reviewed after the event, the examiner shall make a contemporaneous written record.

The record shall identify the student, date, form of Assessment, applicable criteria or doctoral requirements, basis for the decision, and any material circumstances relevant to the outcome.

Where a student is failed, not permitted to progress, or otherwise materially adversely affected by an Assessment decision that cannot readily be reviewed after the event, the Examination Board or, in relation to doctoral Assessment, the Doctoral Committee may require independent confirmation, moderation, a further Assessment opportunity, or another proportionate safeguard.

Non-Recordable Assessment Decisions

For an Assessment that cannot readily be reviewed after the event, the examiner must make a contemporaneous written record. Where the decision is materially adverse to the student, the Examination Board or Doctoral Committee may require independent confirmation, moderation, a further Assessment opportunity, or another proportionate safeguard.



§ 18 Theses and Doctoral Dissertations

(1) Scope and Applicable Framework

This section applies to Bachelor and Master theses and to doctoral dissertations.

The detailed requirements for a thesis or doctoral dissertation shall be set out in the approved Module information, Doctoral Regulations, Learning Agreement, or other approved Assessment documentation.

Bachelor and Master theses shall be governed by this section together with the applicable approved Module information and programme requirements. Doctoral dissertations, including candidature, confirmation, research training, supervision, progress review, examination, viva voce, resubmission, and award recommendation, shall be governed principally by the Doctoral Regulations.

Doctoral Regulations Prevail

Bachelor and Master theses are governed by this section together with the applicable Module information and programme requirements. Doctoral dissertations, including candidature, examination, viva voce, resubmission, and award recommendation, are governed principally by the Doctoral Regulations.

(2) Purpose and Standard

A thesis or dissertation shall demonstrate the student's ability to undertake independent scholarly research, apply appropriate research methods, engage critically with relevant literature and evidence, and communicate research outcomes to the academic standard appropriate to the level of the award.

A doctoral dissertation shall demonstrate the advanced, original, and independent contribution to knowledge or professional practice required for a doctoral award, as specified in the Doctoral Regulations and applicable doctoral Assessment criteria.

(3) Approval and Registration

Before formal commencement of a thesis or dissertation, the student shall obtain approval of the research topic, supervisory arrangements, and Assessment pathway in accordance with the applicable programme requirements.

For Bachelor and Master theses, the student shall normally submit a research proposal setting out a working title, research problem and rationale, objectives and research questions, proposed methodology, preliminary literature review, provisional structure, and project timeline.

For doctoral dissertations, requirements for proposal approval, registration, ethics approval, confirmation of candidature, supervisory arrangements, progress review, and research-training milestones shall be determined by the Doctoral Regulations and the Doctoral Committee.

(4) Assessment of the Research Process

Where the approved Assessment arrangements provide for assessment of the development process of a thesis or dissertation, that assessment shall be based on documented evidence relevant to the approved learning outcomes or doctoral requirements.

Such evidence may include a research proposal, research plan, milestone submissions, research portfolio, documented supervisory engagement, methodology or ethics documentation, reflective materials, research presentation, thesis defence, or other evidence specified in the approved Assessment documentation.

The nature, weighting, assessment criteria, and evidence requirements for any assessment of the development process shall be communicated to students in advance. Supervisory opinion, attendance at meetings, or informal impressions shall not, by themselves, determine an Assessment result.

(5) Minimum Period of Work

The normal period between formal approval of the thesis or dissertation Assessment pathway and submission shall not be less than 50% of the standard published completion period for the relevant thesis or dissertation.

A shorter period may be approved only where there are recorded academic grounds showing that the student can reasonably demonstrate achievement of the applicable learning outcomes or doctoral requirements within the shorter period.

For Bachelor and Master theses, approval of a shorter period shall be given in writing by the Examination Board or its formally authorised delegate. For doctoral dissertations, approval shall be given in writing by the Doctoral Committee or its formally authorised delegate.

Minimum Thesis or Dissertation Work Period

The normal period from formal approval of the Assessment pathway to submission must be at least 50% of the standard published completion period. A shorter period requires recorded academic grounds and written approval by the relevant decision-making authority.

(6) Examination and Decision-Making

A thesis or doctoral dissertation shall be assessed by appropriately qualified examiner or examiners appointed in accordance with the Academy's applicable requirements.

All examiners shall be independent, impartial, appropriately qualified, and free from actual, potential, or perceived conflicts of interest.

For Bachelor and Master theses, the Examination Board shall approve the Assessment arrangements and confirm the final result in accordance with these Regulations.

For doctoral dissertations, the Doctoral Committee shall approve examination arrangements and consider examiner reports, the outcome of any viva voce or equivalent oral examination, and recommendations concerning revision, resubmission, progression, or award in accordance with the Doctoral Regulations.

§ 19 Extensions for Theses and Other Major Written Assessments

(1) Purpose and Scope

This section applies to a Bachelor or Master thesis, doctoral thesis or dissertation, capstone project, and any other major written Assessment identified as such in the approved Module information, programme requirements, Doctoral Regulations, or other approved Assessment documentation.

An extension may be granted only where a temporary impairment, exceptional professional workload, or another serious circumstance materially affects the student's ability to meet the published submission deadline.

An extension does not alter the learning outcomes, Assessment criteria, academic standards, or other substantive requirements of the Assessment.

(2) Application and Evidence

A student seeking an extension shall notify the Examination Office without undue delay after becoming aware of the relevant circumstance and, wherever possible, before the original submission deadline.

The request shall be supported by credible evidence sufficient to establish the period, nature, and material effect of the circumstance, without requiring unnecessary disclosure of personal medical or other sensitive information.

A request based on exceptional and temporary professional workload or an emergency work obligation shall normally be supported by confirmation from the employer or other credible evidence.

(3) Decision and Duration

Requests should normally be submitted at least three weeks before the published submission deadline. Where this is not possible because of an emergency or newly arising circumstance, the student shall submit the request as soon as reasonably practicable.

The Examination Board, or its formally authorised delegate, shall decide requests relating to Bachelor and Master programmes. The Doctoral Committee, or its formally authorised delegate, shall decide requests relating to doctoral programmes.

An extension shall normally be granted only once for the same Assessment. Its duration shall be proportionate to the nature, severity, and expected duration of the circumstance, normally between two and six weeks.

A longer extension or a further extension may be granted only in exceptional circumstances and with recorded reasons.

An extension shall not be granted by applying a standard or automatic proportion of the original submission period; its duration shall be determined case by case by reference to the evidenced circumstances and the requirements of the Assessment.

Extensions for Major Written Assessments

Students should normally submit an extension request at least three weeks before the published deadline. An extension is normally granted only once and normally lasts between two and six weeks. Its duration must be determined case by case from the evidenced circumstances; it must not be calculated automatically as a proportion of the original submission period.

(4) Longer-Term Circumstances and Missed Deadlines

Where a health condition, professional circumstance, or other impediment is longer-term and cannot reasonably be accommodated through an extension, the student may apply for leave of absence, interruption of studies, or completion of the affected Module at a later point in the programme.

Where a student misses the published submission deadline without an approved extension, approved leave of absence, or other formally recognised basis for non-submission, the Assessment shall normally be recorded as failed.

Missed Major-Assessment Deadline

Where a student misses the published deadline for a thesis, dissertation, capstone project, or other major written Assessment without an approved extension, leave of absence, or other formally recognised basis for non-submission, the Assessment will normally be recorded as failed.

§ 20 Absence and Non-Submission

(1) Duty to Notify

A student who is unable to attend a scheduled Assessment or submit required work by the published deadline shall notify the Examination Office as soon as reasonably practicable.

A doctoral candidate shall also notify the supervisor and Doctoral Committee where the matter concerns a dissertation, doctoral milestone, viva voce, or another doctoral Assessment.

(2) Approved Absence and Alternative Arrangements

Where the Academy accepts that a student was unable to undertake an Assessment because of circumstances beyond the student's reasonable control, the Examination Board or, in relation to doctoral Assessment, the Doctoral Committee may approve an appropriate alternative arrangement.

An alternative arrangement may include a deferred Assessment, replacement Assessment, revised deadline, revised doctoral milestone date, interruption of studies, leave of absence, extension of candidature, or another proportionate measure that preserves the intended learning outcomes, academic standards, and integrity of the Assessment.

The form, timing, and conditions of an approved alternative arrangement shall be determined by the Examination Board or, in relation to doctoral Assessment, the Doctoral Committee, and shall be communicated to the student in writing.

Approved Alternative Arrangements

Where circumstances beyond the student's reasonable control prevent completion of an Assessment, the Academy may approve a deferred or replacement Assessment, revised deadline, interruption of studies, leave of absence, extension of candidature, or another proportionate arrangement that preserves the intended learning outcomes, academic standards, and Assessment integrity.

(3) Unapproved Absence or Non-Submission

Where a student is absent from a scheduled Assessment or fails to submit required work by the published deadline without an approved extension, recognised incapacity, approved access arrangement, approved interruption, leave of absence, or other accepted justification, the Assessment shall normally be recorded as failed.

For all doctoral programmes, including Ph.D., DBA, DPsys, and any successor doctoral award, a missed doctoral milestone, dissertation submission deadline, viva voce, or other doctoral Assessment shall be dealt with by the Doctoral Committee in accordance with the Doctoral Regulations and the candidate's approved doctoral Assessment arrangements.

A student whose Assessment is recorded as failed may be eligible for a re-sit, resubmission, repeat, deferral, or other academic remedy only where this is permitted by these Regulations and the applicable programme requirements.

§ 21 Repeated Difficulties and Academic Progress

(1) Academic-Progress Review

Where repeated absence, late submission, non-submission, unsuccessful Assessment attempts, or other recurring circumstances raise concerns about a student's academic progress, the Examination Board or, in relation to doctoral Assessment, the Doctoral Committee may require the student to attend an academic-progress meeting.

The purpose of the meeting shall be to consider the student's circumstances, identify reasonable support or remedial measures, and determine whether there is a viable and academically appropriate route to successful completion.

Academic Progress and Support. An academic-progress meeting is intended to consider the student's circumstances, identify proportionate support or remedial measures, and determine whether there is a viable and academically appropriate route to successful completion.

(2) Completion Plans and Support

Following an academic-progress meeting, the Examination Board or its formally authorised delegate or, in relation to doctoral Assessment, the Doctoral Committee or its formally authorised delegate may approve a proportionate completion plan, recommend academic or pastoral support, approve completion of affected Modules at a later point, or take another measure permitted by the approved Module information, Doctoral Regulations, or other approved programme requirements.

Any completion plan shall state the relevant academic requirements, expected timescale, conditions for continued progression where applicable, and any support or review arrangements considered necessary.

(3) Final Academic Decision

Where, after reasonable support and consideration of the student's individual circumstances, there is no reasonable prospect of successful completion, the Examination Board may recommend repetition, interruption of studies, termination of enrolment, or another academic outcome permitted by the Academy's applicable enrolment, student-status, and programme regulations.

For doctoral programmes, any such decision shall be taken by the Doctoral Committee in accordance with the Doctoral Regulations.

A decision under this section shall be communicated to the student in writing and shall be subject to any applicable right of review or appeal.

§ 22 Interpretation, Approval and Review

(1) Interpretation

These Regulations shall be interpreted in accordance with the Academy's Constitution, statutes, binding institutional regulations, and applicable law.

Where there is an apparent conflict between these Regulations and another approved institutional instrument, the mandatory legal, regulatory, or constitutional requirement shall prevail to the extent of the inconsistency.

The Examination Board may issue procedural guidance to support consistent implementation of these Regulations, provided that such guidance does not amend, override, or reduce the requirements established by these Regulations.

Interpretation and Hierarchy

These Regulations must be interpreted in accordance with the Academy's Constitution, statutes, binding institutional regulations, and applicable law. Where there is an inconsistency, the applicable mandatory legal, regulatory, or constitutional requirement prevails to the extent of that inconsistency.

Procedural guidance issued by the Examination Board may support implementation, but must not amend, override, or reduce the requirements of these Regulations.

(2) Programme-Specific Provisions

Programme-specific provisions may supplement these Regulations where they are approved by the Examination Board or another authority formally authorised by the Academy and do not conflict with mandatory institutional, legal, regulatory, or accreditation requirements.

A programme-specific provision that materially departs from these Regulations shall be explicitly identified, academically justified, and approved through the Academy's applicable governance and quality-assurance arrangements.

(3) Approval and Commencement

These Regulations shall take effect on the date approved by the Senate or on such later commencement date as the Senate may specify.

They shall apply to Assessments commencing on or after the effective date, unless the Senate approves transitional arrangements for students already enrolled or undertaking an Assessment at that date.

(4) Review and Amendment

The Academy shall review these Regulations periodically and whenever a material change in applicable law, regulation, accreditation requirements, MFHEA requirements or guidance, the Malta National Quality Assurance Framework, the ESG, institutional policy, Assessment practice, or relevant technology makes revision necessary.

Any amendment to these Regulations shall require approval by the Senate or by another authority formally empowered by the Senate to approve such amendments.

§ 23 Supplementary Assessment Provisions

(1) Form and Submission Requirements

Students shall comply with the applicable form, format, method of submission, file type, word limit or other length limit, citation requirements, declaration requirements, and other procedural requirements stated in the approved Module information, Assessment brief, or other approved Assessment documentation.

A departure from a stated form requirement may be accepted only where permitted by the Assessment instructions or approved as an access arrangement, extension, or other formal arrangement. A non-material departure shall not affect the academic assessment of work unless compliance with the requirement is itself an approved Assessment criterion.

(2) Oral or Equivalent Further Assessment

Where justified by the nature of the Assessment, an assessment irregularity, academic-integrity concern, access arrangement, appeal outcome, or another accepted circumstance, the Examination Board or, in relation to doctoral Assessment, the Doctoral Committee may require or approve an oral examination, viva voce, practical demonstration, or other equivalent further Assessment.

Any such Assessment shall assess the same intended learning outcomes, be documented in accordance with these Regulations, and shall not provide an undue academic advantage.

Equivalent Further Assessment

An oral examination, viva voce, practical demonstration, or other equivalent further Assessment may be required or approved only where justified by the Assessment circumstances. It must assess the same intended learning outcomes, be documented in accordance with these Regulations, and must not provide an undue academic advantage.

(3) Functions of the Examination Board

Within the authority assigned to it by the Academy's Constitution, Statutes, and other binding institutional instruments, the Examination Board shall:

- (a) oversee the fairness, consistency, security, and academic standards of Assessment;

- (b) confirm results and determine Assessment matters assigned to it by these Regulations;
- (c) consider grade appeals and require correction, moderation, independent second marking, replacement Assessment, or another proportionate remedy where appropriate;
- (d) oversee Assessment scheduling and require amendment where necessary to protect academic standards, fairness, Assessment integrity, or compliance with these Regulations;
- (e) appoint, or recommend the appointment of, examiners, auxiliary examiners, and external examiners where required;
- (f) determine or approve Assessment arrangements, re-sits, resubmissions, replacement Assessments, deferrals, and other academic remedies within its assigned remit; and
- (g) refer a matter outside its authority to the Senate, Doctoral Committee, Executive Dean, or another competent authority.

In relation to doctoral candidature, doctoral Assessment, dissertation examination, viva voce, doctoral progression, or another matter assigned to the Doctoral Committee, the corresponding function shall be exercised by the Doctoral Committee in accordance with the Doctoral Regulations.

Allocation of Assessment Authority

The Examination Board exercises the functions assigned to it by the Academy's Constitution, Statutes, these Regulations, and other binding institutional instruments.

For doctoral candidature, doctoral Assessment, dissertation examination, viva voce, doctoral progression, and other matters assigned to it, the corresponding function is exercised by the Doctoral Committee in accordance with the Doctoral Regulations.

Normative Appendix — Definitions and Interpretation

This Appendix forms an integral and binding part of these Regulations.

Status of this Appendix

The definitions and interpretation provisions in this Appendix apply throughout these Regulations unless the context requires otherwise. Where a defined term is used in these Regulations, it shall have the meaning stated in this Appendix.

For the purposes of these Regulations, unless the context requires otherwise:

Academic Misconduct	means any act or omission that compromises, or attempts to compromise, the integrity, fairness, authenticity, or proper conduct of an Assessment.
Access Arrangement	means an approved adjustment or support measure that enables a student to undertake an Assessment on an equitable basis without lowering the applicable academic standard or altering essential learning outcomes.
Assessment	means any task, activity, examination, submission, performance, or other method through which a student's achievement of learning outcomes, academic standards, professional requirements, or doctoral requirements is evaluated.
Assessment Component	means an individually identifiable part of a Module Assessment that carries a stated weighting and is required to be completed as part of the Module Assessment.
Assessment Brief	means the approved document or communication setting out the requirements of a specific Assessment, including where applicable the task, submission method, deadline, word limit or other length limit, permitted resources, applicable criteria, rubric, form requirements, and any requirements concerning the use of artificial intelligence.
Calendar Day	means a day of the calendar, including Saturdays, Sundays, public holidays, and Academy closure days.
Doctoral Committee	means the body authorised by Triagon Academy to exercise assigned functions relating to doctoral candidature, doctoral Assessment, dissertation examination, progression, and doctoral awards.
Doctoral Regulations	means the approved institutional regulations governing doctoral programmes, including candidature, research training, supervision, progression, dissertation examination, viva voce, resubmission, and award.
ECTS Credit	means a credit awarded in accordance with the European Credit Transfer and Accumulation System upon successful completion of the relevant academic requirement.
Examination Board	means the body authorised by Triagon Academy to oversee Assessment standards, fairness, consistency, and compliance; confirm results; determine Assessment matters within its assigned remit; and exercise the functions allocated by these Regulations and other binding institutional instruments.

Examination Office	means the institutional office responsible for the administration, coordination, recording, and communication of Assessment-related matters.
Examiner	means a person appointed or authorised to set, assess, mark, moderate, review, or otherwise evaluate an Assessment.
External Examiner	means an appropriately qualified person appointed by Triagon Academy to provide independent academic scrutiny of Assessment standards, marking, moderation, or related quality-assurance arrangements.
Final Fail	means a final unsuccessful result recorded where a student has not passed a Module Assessment and no further re-sit, resubmission, replacement Assessment, or other attempt is available under these Regulations or the applicable programme requirements.
Incomplete Result	means an internal academic-progression status recorded where a student has not completed one or more required Assessment components by the applicable deadline and no approved arrangement permits later completion. An Incomplete Result is not a pass, does not result in the award of ECTS credits, and need not be recorded as a separate transcript grade. The applicable programme requirements shall determine the route by which the student may subsequently satisfy the outstanding Module requirements.
Module	means a coherent, self-contained, and assessable unit of teaching and learning that forms part of an approved programme of study and carries an assigned ECTS-credit value.
Module Assessment	means the complete set of Assessment requirements through which a student demonstrates achievement of the learning outcomes of a Module.
Module Coordinator	means the member of academic staff designated by the Academy to coordinate the delivery, Assessment, and quality assurance of a Module. The Module Coordinator may also be the lecturer or an examiner for that Module.
Module Information	means the Academy's approved record of the academic and Assessment information for a Module. Module Information may be contained in, or comprise, a Programme Handbook, an approved student-learning platform, an Assessment brief, and other controlled institutional documentation.
Moderation	means a quality-assurance process undertaken to support the consistency, fairness, reliability, and comparability of Assessment design, marking, feedback, or results.
Pass	means a result awarded where a student has achieved the applicable overall pass mark and has passed every required Assessment component.
Programme Handbook	means the approved document setting out the academic structure, requirements, progression rules, and completion requirements of a programme.
Proctor	means a person authorised by the Academy to supervise an examination or other Assessment and to support its orderly, fair, and secure conduct.
Re-sit	means a further attempt at a Module Assessment or other Assessment following an unsuccessful Assessment outcome, in accordance with these Regulations and the approved Module information.

Resubmission	means a further submission of revised, completed, or additional work for an Assessment where this form of further attempt is expressly permitted by the approved Module information, Doctoral Regulations, or other approved Assessment documentation.
Replacement Assessment	means an Assessment provided in place of an original Assessment where this is necessary or appropriate to preserve fairness, academic integrity, accessibility, or the intended learning outcomes.
Student	means a person enrolled on a programme or Module offered by Triagon Academy, including a doctoral candidate where applicable.
Thesis or Dissertation	means a substantial independent research project submitted for Assessment as part of a Bachelor, Master, or doctoral award.
Viva Voce	means an oral examination conducted as part of the Assessment of a doctoral dissertation or another approved major research Assessment.
Working Day	means a day on which the Examination Office is ordinarily open for business, excluding Saturdays, Sundays, public holidays, and officially announced Academy closure days.

Words importing one gender include all genders, and words in the singular include the plural, and vice versa, where the context permits.

