



Policy Number ASM 004
Assessment And Verification
Framework Policy

6th Cycle Amendment

Issued June 6th 2025

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ThinkTalent Assessment Policy

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1.0 Introduction

The key role of ThinkTalent is to secure and maintain academic and assessment standards for all qualifications delivered under its MFHEA licence (Licence No: 2017/04) and in line with awarding body requirements such as OTHM and ICF. This Assessment Policy forms part of the wider Quality Assurance framework (Policy QA190825, 6th Cycle Amendments) and is designed to ensure that assessment practices are fair, valid, reliable, and transparent. The policy aligns with MFHEA guidelines, OTHM regulations, and international best practices to protect the integrity of ThinkTalent's academic awards.

2.0 Scope of Policy

This policy applies to the assessment of all learners enrolled on ThinkTalent's accredited and non-accredited programmes. It covers assessment of coursework, examinations, distance learning activities, practical work, and any other activities that contribute to partial or full completion of a qualification.

3.0 Policy Statement

Assessments may be conducted in a variety of formats, including written submissions, oral presentations, digital submissions through the Learning Management System (LMS), practical demonstrations, and e-assessments. All assessments must:

- Be fit for purpose and aligned with intended learning outcomes.
- Be designed to measure knowledge, skills, and competences at the appropriate MQF/EQF level.
- Ensure fairness, transparency, and accessibility for all learners, including those with varying abilities and backgrounds.
- Comply fully with awarding body (e.g., OTHM) and MFHEA requirements.

4.0 Assessment Design

ThinkTalent qualifications assess higher-level skills (MQF/EQF L3–L7). Assessments are primarily assignment-based, allowing holistic evaluation of knowledge and skills in real-world contexts. Design principles include:

- **Validity:** assessments must measure intended outcomes.
- **Reliability:** assessment results must be consistent across learners and assessors.
- **Flexibility:** design must allow a range of assessment methods suited to learners' needs.
- **Transparency:** learners must understand requirements, criteria, and grading rubrics.

Guidance on assessment methods and criteria is included in qualification specifications, training workshops, and assessor handbooks.

5.0 Centre-Devised Assessment Briefs


ThinkTalent encourages the development of tailored assessment briefs that reflect local and client needs. However, all centre-devised assessments must:

- a. Be approved by the QA Director before implementation.
- b. Be mapped clearly to qualification learning outcomes and assessment criteria.
- c. Demonstrate demand at the correct MQF/EQF level.
- d. Provide clear, unambiguous instructions for learners.
- e. Allow reasonable adjustments for accessibility.

Centre-devised briefs are subject to internal verification and external quality assurance (EQA) by OTHM/MFHEA.

6.0 Appendices Guidance

Learners should minimise unnecessary appendices. Essential evidence (e.g., tables, graphs, charts) should be incorporated into the main body of work. Supporting documents (e.g., annual reports, published data) must be referenced correctly but not included in the word count.

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7.0 Bibliography Guidance

All learners must use a recognised referencing system (Harvard/APA/MLA as specified). Proper citation is mandatory to avoid plagiarism and collusion. Academic integrity expectations are further outlined in the Academic Integrity Policy (see QA190825, Appendix G).

8.0 Learners' Work Authentication

To prevent malpractice, ThinkTalent requires that:

- Each learner signs or consents to a declaration of authenticity on submission.
- Assessors confirm authenticity through the Assignment Cover Sheet.
- All work is subject to plagiarism detection via the LMS system.
- Records of authentication are retained for EQA purposes.

9.0 Guidance for Distance Learning Assessments

For distance/blended programmes, assessment must:

- Provide valid, authentic evidence. Ensure fairness and accessibility.
- Accurately differentiate levels of learner achievement.
- Be supported through the LMS, ensuring reliable submission, grading, and verification.

10.0 Regulatory References

This policy is designed to ensure compliance with:

- MFHEA Further & Higher Education Act (CAP 607)
- OTHM Assessment Policies and Qualification Specifications
- Ofqual General Conditions of Recognition (C1–C2, D2, E4, G1–G9, H1)
- Internal ThinkTalent QA Policy (QA190825, 6th Cycle)

11.0 Policy Review Date

This policy will be reviewed annually or sooner if required by MFHEA/OTHM regulatory updates. Next review date: August 2026.

12.0 Useful Contacts

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Appendix A – Generic Grading Rubric

Grade	Mark Range	Descriptor	Criteria
A (Excellent)	80–100	Outstanding achievement	Sophisticated understanding; highly structured and original argument; extensive literature use; excellent academic writing and practical application.
B (Good/Very Good)	65–79	Substantial achievement	Critical understanding; clear structured argument; appropriate literature; generally accurate writing; strong practical application.
C (Pass/Satisfactory)	50–64	Adequate achievement	Basic understanding; descriptive arguments; some literature; acceptable writing; partial competence in practice.
NI (Fail)	0–49	Inadequate achievement	Little or no understanding; incoherent work; poor use of literature; weak writing; fails to meet minimum competence.

Appendix B – OTHM Level 4 Business Management Assessment Rubric

This rubric applies to assignments and assessments within the OTHM Level 4 Diploma in Business Management. It reflects OTHM learning outcomes at Level 4 / EQF Level 5 and is designed to ensure transparency and consistency across all modules.

Grade	Mark Range	Descriptor	Criteria
A (Excellent)	80–100	Outstanding achievement at Level 4	<ul style="list-style-type: none"> • Comprehensive and critical understanding of business management theories, models, and frameworks. • Integrates academic and professional sources effectively, with accurate referencing. • Provides original, structured, and coherent analysis with strong argumentation. • Applies theory confidently to real-world examples or business scenarios. • Strong evaluation skills demonstrated. • Professional and high-standard academic writing.
B (Good/Very Good)	65–79	Substantial achievement	<ul style="list-style-type: none"> • Clear understanding of business concepts and frameworks, with some critical insight. • Uses appropriate literature with generally accurate referencing. • Provides a structured and logical argument. • Applies knowledge to business contexts with some analysis and evaluation. • Professional writing with only minor errors.
C (Pass/Satisfactory)	50–64	Adequate achievement	<ul style="list-style-type: none"> • Basic understanding of theories, mainly descriptive. • Limited or inconsistent application of models to business contexts. • Arguments may lack depth or clarity. • Referencing attempted but often inaccurate or incomplete. • Meets minimum learning outcomes but weak critical thinking.

NI (Fail)	0-49	Inadequate achievement	<ul style="list-style-type: none">• Little or no understanding of business management theories or frameworks.• Work is unstructured, incomplete, or incoherent.• No clear application of theory to practice.• Referencing absent or seriously flawed.• Does not demonstrate competences expected at Level 4.
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Appendix C – Learner Declaration of Authenticity

Declaration of Authenticity

I, the undersigned, hereby declare that:

1. The work I am submitting for assessment is entirely my own, except where I have clearly acknowledged the use of the work of others.
2. I have not engaged in plagiarism, collusion, or any other form of academic misconduct as defined by the Think Talent Academic Integrity Policy.
3. This work has not been submitted previously for any other module, course, or qualification, either at Think Talent or at another institution, unless explicitly permitted and referenced.
4. I understand that Think Talent reserves the right to use plagiarism detection software and other verification methods to ensure the authenticity of my work.
5. I accept that breaches of this declaration may result in penalties, which could include grade reduction, failure of the assignment, failure of the module, or expulsion in cases of serious misconduct.

Learner Details

Full Name	
Programme Title	
Module/Unit Title	
Student ID/Passport No.	
Submission Date	
Learner Signature	



Policy Number ASP06.06.2025

Assessment Policy

Prepared by Mario Cordina

Verified by Beverly Cutajar

Date: June 6th 2025

