

Malpractice policy

Impel College has a formal procedure to deal with any allegations of academic malpractice. It is one of the most formal and potentially serious procedures the college has and in cases of extreme cheating it can lead to a student being deregistered.

In brief, malpractice can involve the following categories:

Cheating in exams, Plagiarism, Collusion in coursework (working with someone else), Fabrication and falsification, Impersonation, Breaching anonymity requirements as prescribed by your course

Preventing Student Malpractice

The College will take positive steps to prevent and reduce the occurrence of malpractice by students. These will include:

- a) Using the induction period and the course handbook to inform students of the College's policy on malpractice and consequent penalties.
- b) Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. These procedures may include:
- c) Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the student.
- d) Altering assessment assignments/tasks/tools on a regular basis.
- e) Using oral questions with students to ascertain their understanding of the concepts, application, etc within their work.
- f) Ensuring access controls are installed to prevent students from accessing and using other people's work when using networked computers.

What happens when malpractice is suspected?

The college academic board (Director; Academic Manager) deals with all allegations of academic malpractice by students. It usually starts with the Academic Manager explaining the purpose of the meeting. The student will be asked to hand their response. The Academic Manager will note their response and ask if the student would like to make a statement about how they feel malpractice has occurred. Then the student is usually asked to leave and wait outside while the board discusses whether malpractice has occurred and which outcomes/sanctions might be appropriate. The Director makes a final decision based on the board's recommendation which can be exactly the same as the penalty recommended or can be more lenient. The student is then normally asked to return and is informed of the recommended outcome. We recommend that students write down their statement beforehand so that the student is clear about what they want to say, and don't forget to mention any key points. After the Academic Board meeting a student can also write a letter of mitigation to the Examination Officer stating their case.

Potential Outcomes:

Potential outcomes may include:

- The students' grade may be revoked.
- The student may be asked to repeat the work.
- The Panel may decide that malpractice has not occurred

In very serious cases the following may occur:

- the student may be permanently excluded from the college

There is **no** automatic right of reassessment if a student is failed on the basis of malpractice.

Malpractice by Staff

The following are examples of malpractice by staff. The list is not exhaustive and other instances of malpractice may be considered by the college at its discretion:

- failing to keep any AWARDING BODIES' mark schemes secure
- alteration of any AWARDING BODIES' mark schemes
- alteration of AWARDING BODIES' assessment and grading criteria
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- failing to keep learner computer files secure
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment
- failing to keep assessment/examination/test papers secure prior to the assessment/examination/test
- Obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.