

# **MALPRACTICE, MALADMINISTRATION AND PLAGIARISM POLICY 2024-25**

Overall responsibility:	Deputy Principal
Implementation:	Assistant Principal Teaching, Learning & Quality
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Pat Brennan-Barrett

Principal



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# 1. INTRODUCTION

Malpractice/Maladministration means a contravening of the regulatory requirements pertaining to the assessment process (including the conduct of examinations), which puts at risk the integrity, credibility and validity of a qualification, its assessment and student certificates.

Malpractice/Maladministration may include a range of issues from the failure to maintain appropriate records or systems, to the deliberate falsification of records in order to claim certificates.

Plagiarism is the incorporation by a student of material which is not their own for purposes of assessment. This may include copying all or substantial parts of their assessed work from other sources and presenting this work as their own, whether intentional or not.

# 2. RESPONSIBILITY

Deputy Principal – Patrick Leavey

# 3. POLICY STATEMENT

Northampton College is committed to upholding the integrity of its qualifications. This policy is aimed at staff and students within the assessment and examination process.

# 4. KEY PRINCIPLES

1. At the start of their programme all students will have a clear introduction into Northampton College's Malpractice, Maladministration and Plagiarism policy and procedures and the possible consequences through College and Course Handbooks.
2. All Northampton College staff will have a clear introduction into the policy and the possible consequences via the Staff Handbook.
3. College staff will be expected to read and understand the Awarding Organisation's policy of Assessment Malpractice to which the qualification pertains. This will include the JCQ Instructions for Conducting Examinations.
4. Any disciplinary action will follow the procedures laid down in the College's Student Behaviour and Disciplinary Policy and the College's Staff Disciplinary Policy.

# 5. THE PROCEDURE

## a) College Staff

Malpractice (incorporating maladministration) means to contravene or ignore awarding organisations' regulatory requirements pertaining to the assessment process (including the conduct of examinations), which puts at risk the integrity, credibility and validity of a qualification, its assessment and student certifications, or the effective operation of the centre as a whole.

## Breach of examination or assessment rules, regulations and requirements

Examples could include:

- failing to keep mark schemes secure.
- falsification/alteration of assessment records or results documentation.
- assisting students 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 college staff.
- producing work for the student.
- facilitating and allowing impersonation.
- fraudulent certificate claims, i.e., claiming for a certificate prior to the student completing all the requirements of assessment.
- obtaining unauthorised access of assessment/examination/test material prior to an assessment/examination test.
- copying from another student (including the use of ICT to aid copying) or allowing work to be copied.

**This list is not exhaustive, and staff should refer to the qualification awarding organisation rules, regulations and quality procedures and the JCQ Suspected Malpractice Policy and Procedures guidance.**

Awarding organisations expect Northampton College staff to co-operate fully with any investigations into cases of suspected or actual malpractice.

Staff who discover or suspect malpractice must immediately report this to the Quality Office.

## **b) College Students**

Malpractice means to break a rule or ignore the awarding organisations' (for example City & Guilds, Pearson, or NCFE etc) legal requirements regarding the assessment process, (including the conduct of examinations), which puts at risk the quality, value and validity of a qualification, its assessment and student certifications, or the effective operation of the centre as a whole. Examples could include:

- Having mobile phones switched on during examinations or controlled assessments.
- Wearing a watch during an exam or controlled assessment.
- Sitting an exam for someone else or asking someone else to sit an exam for you.
- Misuse of assessment/examination material for example sharing information about examinations or controlled assessments if you have sat your exam earlier than other students.
- Using notes during a closed book assessment.
- Working with other students to produce work that is submitted as individual student work.
- Behaving in such a way as to undermine the integrity of the assessment/examination.
- Deliberate destruction of another's work.

The above list is not exhaustive and students should listen to exam invigilators, tutors and assessors when instructions are given. Students should also ask if instructions do not seem clear.

## **c) Plagiarism**

Before submitting any work for assessment students must sign a Declaration of Authenticity, stating that the work is their own and any sources of information have been accurately referenced.

Plagiarism is where a student incorporates material that is not their own (this will include copying all or substantial parts of their assessed work from other sources, such as books, CDs, internet sources or other people's work) into their assessment(s), and presenting it as their own, whether intentional or not.

Examples include:

- The deliberate (intentional) copying of work from other students or sources and presenting it as your own work in formal assessment situations.
- Using extracts and / or quotations and / or diagrams and pictures from the work of other students or sources without any citation or referencing (maybe unintentional plagiarism).

#### **d) AI Misuse**

The increase in Artificial Intelligence (AI) tools (e.g., ChatGPT, Google Gemini) has led to the need for addition to the Malpractice, Maladministration and Plagiarism Policy. AI-Assisted plagiarism is the use of AI generated text in assignments and assessments that are submitted towards achievement of qualifications and that has not been appropriately referenced. AI is a powerful tool that can have benefits, for example to help to overcome linguistic barriers, but when used to generate the bulk of an assignment or assessment, could be a form of plagiarism and subject to the same sanctions as standard plagiarism.

In line with guidance from Awarding organisations, teachers and assessors will only accept work for qualification assessments (for example formative, summative or controlled) which is the students' own and includes an authenticity declaration signed by the student.

- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student, and they must understand that this may not allow them to demonstrate that they have independently met the marking criteria and therefore they will need to evidence in the work that they have fully understood the AI generated response or the work may not be marked.
- Students using any AI tool (where allowed) must reference this clearly by:
  - Naming the AI tool used
  - The date the content was generated
  - Explain how the tool was used
  - Save a screenshot of any questions asked and the answers received.
- Students should not sign the assessment authenticity declaration until they have made sure that they have added all references to the use of any AI tools.
- Students who misuse AI so that the work they submit for assessment cannot be evidenced as their own will have committed malpractice and may attract severe sanctions for example they may be disqualified from the assessment or even the whole qualification.

If any form of plagiarism (including AI-assisted) of assessments or assignments is suspected, the student may be asked questions about the work you have submitted to check their understanding of the assignment / assessment subject(s). If there are still concerns that work has been subject to malpractice or plagiarism, this will be treated as academic misconduct and will be subject to investigation and possible action under the College Disciplinary procedure as defined in the Student Behaviour and Disciplinary Policy.

Confirmed misuse of AI assisted plagiarism will be reported to the relevant awarding organisation in line with JCQ guidance.

All students will receive a study skills session at the beginning of their course which will explain how to use and how not to use AI tools.

## **6. Reporting**

- Any suspected maladministration or malpractice, including all forms of plagiarism (including inappropriate use of AI) will be reported to the Quality Office who will contact the Awarding Organisation according to their requirements.
- Staff Disciplinary Records.
- Student Disciplinary Records.

## **7. Associated Policies**

- Student Behaviour and Disciplinary Policy
- Staff Disciplinary Policy
- Student Assessment Policy
- JCQ Handbook

## **8. Appendices:**

Appendix 1: Record of Investigation into Alleged Malpractice

Appendix 2: Equality & Diversity Impact Assessment

Appendix 3: Data Protected Impact Assessment

Appendix 4: Communications Plan

## Appendix 1: Record of Investigation into Alleged Malpractice

<b>Student / Staff Name:</b>				
<b>Date range of alleged offence:</b>	<b>From:</b>			<b>To:</b>
<b>Course Details:</b>	<b>Course:</b>			<b>Tutor / Line Manager:</b>
<b>Detail of alleged offence:</b>				
<b>Action taken:</b> (relate to the relevant disciplinary process)				<b>Disciplinary Stage:</b>
<b>Authorised Signatory:</b> (Curriculum Manager / School Assistant Principal)	<b>Name:</b>			
	<b>Signature:</b>			
	<b>Date:</b>			
<b>Student Signature:</b>	<b>Name:</b>			
	<b>Signature:</b>			
	<b>Date:</b>			
<b>Checklist:</b>	<b>Action Taken:</b>			<b>Date:</b>
	Copy of relevant disciplinary policy issued.			
	Inform staff / student of the outcome of further proven misconduct.			
	<b>Issue Letter</b>			
	First	Final	Suspension	Exclusion
	Issue copy of this form and letter to parents / carers if under 18			
	Issue copy of this form and letter to Curriculum Manager / Assistant Principal of School / HR			

## Appendix 2: EQUALITY & DIVERSITY IMPACT ASSESSMENT

This form should be used by managers and policy authors within their area of responsibility to carry out Equality & Diversity Impact Assessments (E&DIAs) in relation to protected characteristics, specifically: Age, Sex, Disability, Gender reassignment, Race, Religion or Belief, Sexual Orientation, Pregnancy & Maternity and Marriage & Civil Partnership.

The word 'policy' is taken to include strategies, policies, procedures and guidance notes; formal and informal, internal and external.

The Impact Assessment may be carried out on any policy, service, function or plan you are engaged in, or are about to commence. All policies should be clearly stated. However, in reality, some policies are built into everyday procedures and customs, therefore not all policies are open to inspection and review. Any assessment of a policy should include these customs and practices as well as the formal written policy. 'Functions' means your duties and powers and includes internal and external functions, including service delivery.

Policy Details	
What is the policy?	Malpractice/Maladministration/Plagiarism Policy
Is it new or existing?	Existing
Department	Quality
Policy Author (postholder title, name)	Jenny Thorpe – Assistant Principal – Teaching, Learning & Quality
Author of Equality Analysis	Jenny Thorpe – Assistant Principal – Teaching, Learning & Quality
Date of completion	16/6/22

Aim and Objectives
Briefly describe the aims and objectives of the policy
To satisfy Awarding Organisations requirements that there is a process in place for student and staff maladministration/malpractice.

Policy Assessment				
Consider whether your policy might have an impact on various groups identified within the categories listed below and explain why you have reached this conclusion. Please tick (✓) the identified level of impact (positive, negative, or no impact) and provide details of your findings.				
	Positive Impact	Negative Impact	No Impact	Findings
Race			ü	
Religion and/or belief			ü	
Sex (Gender)			ü	
Gender Identity			ü	
Disability			ü	
Age			ü	
Sexual orientation			ü	
Marriage and/or civil partnership			ü	
Pregnancy and/or maternity (including surrogacy and adoption)			ü	



Other identified group (e.g., carers)			ü	
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Action Planning		
How do you intend to mitigate or eliminate any negative impact identified?	If a positive impact is identified, how do you intend to promote or develop this opportunity?	Where negative impact has been identified, can it be justified? If so, explain how.
N/A	N/A	N/A

Monitor and Review	
How will you monitor the impact of your policy once it has been put into effect?	
The policy will be monitored through feedback from services users gathered via:	
Names and position of Impact Assessment Team (min of 3 preferably from areas across the College):	
Name	
Jenny Thorpe	Assistant Principal – Teaching, Learning & Quality
Hilary Letts	Quality Improvement Lead
Patrick Leavey	Deputy Principal

Equality Analysis Sign-Off Signature and Date:	Jenny Thorpe
Review Date:	June 2025

## Appendix 3: DATA PROTECTION IMPACT ASSESSMENT

### Data Protection Impact Assessment

#### Does this Policy

- require the collection and use of data in addition to that normally collected by the College?

**No**

- require the sharing of data with partners?

**No**

1. Is additional data being collected? If so please detail:

Is data collected personal and/or sensitive?

How will you collect, use, store and delete data?

2. Will you be sharing data with anyone? Please detail what data, with who and confirm a **Data Sharing Agreement** is in place.

**Describe the purposes of the processing / sharing:** What are the benefits of the processing/sharing – for you, and more broadly?

**Consider how to consult with relevant stakeholders:** describe when and how you will seek individuals' views – or justify why it is not appropriate to do so.

**Describe compliance and proportionality measures, in particular:**

What is your lawful basis for processing?

How will you ensure data quality and data minimisation?

What information will you give individuals?

Please attach a Risk Assessment if there are significant risks to data protection.

**Signed by Data Protection Officer**

Name: Julian Wood

Date:

## Appendix 4: COMMUNICATIONS PLAN

<b>TITLE OF COLLEGE POLICY:</b> Malpractice/Maladministration/Plagiarism	<b>DATE APPROVED BY</b> Policy & Strategy Group or Corporation <b>Date:</b>
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<b>AUDIENCE (select appropriate with √)</b>					
Managers	<input type="checkbox"/>	Curriculum teams	<input type="checkbox"/>	Business Support teams	<input type="checkbox"/>
All staff	<input type="checkbox"/>	Suppliers	<input type="checkbox"/>	Partners	<input type="checkbox"/>
Other - Students	<input type="checkbox"/>				

<b>CHANNEL (select appropriate with √)</b>					
Policy & Strategy Team (PST)	<input type="checkbox"/>	Quality Improvement Network (QIN)	<input type="checkbox"/>	Marketing team	<input type="checkbox"/>
Meeting	<input type="checkbox"/>	Meeting	<input type="checkbox"/>	NC Update Intranet Website	<input type="checkbox"/>
Individual team	<input type="checkbox"/>	Suppliers	<input type="checkbox"/>	Partners	<input type="checkbox"/>
Document Library Noticeboards Team meeting Email	<input type="checkbox"/>	e.g. Letter or email Meeting	<input type="checkbox"/>	e.g. Letter or email Meeting	<input type="checkbox"/>
College Management Team (CMT)	<input type="checkbox"/>	JCNC	<input type="checkbox"/>	CORPORATION	<input type="checkbox"/>
Meeting	<input type="checkbox"/>	e.g. Meeting Email	<input type="checkbox"/>	e.g. Meeting Email	<input type="checkbox"/>

<b>COMMUNICATIONS PLAN ACTIVATED BY:</b>		
Name: Jenny Thorpe Department: Quality	Job title: Assistant Principal – Teaching, Learning & Quality	Date: 17/06/2024