



MALPRACTICE POLICY

St John Fisher Catholic High School

School:	St John Fisher Catholic High School
Date adopted by Governing Body:	Ratified by FGB 13/3/19
Signed (Chair):	Mr D Mallin
Signed (Headteacher):	Mrs A Rigby

Produced by:	Mr E Roberts
---------------------	---------------------

Date to be reviewed:	Comments:
September 2019	

At St John Fisher High School we will ensure that at every level, in all our work and throughout all aspects of School community and its life, all will be treated equally, with respect and dignity, free from discrimination and harassment. Each person will be given fair and equal opportunities to develop their full potential regardless of their age, disability, gender, gender-identity, race, religion or belief, appearance, health conditions, home or personal situation, sexual orientation, pregnancy and maternity (refers to staff / employment), socio-economic background and special educational needs. Our School will tackle the barriers, which could lead to unequal outcomes for these protected groups, ensuring there is equality of access and that we celebrate and value the diversity within our School community. The School will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

Student malpractice

Attempting to or actually carrying out any malpractice activity is not permitted by St. John Fisher Catholic High School. The following list is not exhaustive and other instances of malpractice may be considered by the school at its discretion:

- plagiarism: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as your own; thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books.
- collusion by working collaboratively with other learners to produce work that is then submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners.
- copying the work of other students with or without their permission and knowingly, allowing another student to copy one's own work.
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment. ☒ fabrication of results and / or evidence.
- deliberate destruction of another's work.
- falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes.
- false declaration of authenticity in relation to the contents of a portfolio or coursework.

Preventing student malpractice

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

- use the induction period and the course handbook to inform students of the School's policy on malpractice and consequent penalties.
- showing students the appropriate formats to record cited texts and other materials or information sources.
- introducing procedures for assessing work in a way that reduces or identifies malpractice. These may include :
- the requirement for interim work to be handed in before final deadlines to give a picture of the student's progress.
- periods of supervised sessions during which evidence for assignments / tasks / coursework is produced by the student.

- altering assessment assignments / tasks / tools on a regular basis.
- using oral questions with students to ascertain their understanding of the concepts, application etc within their work.
- assessors getting to know their students' styles and abilities.

Investigating Student Malpractice

There will be an investigation if student malpractice is suspected which may lead to disciplinary action.

Students who attempt to gain an award by deceitful means will automatically have their result(s) suspended (held) pending a thorough investigation by a member of senior staff. The student will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences. They will then have the opportunity to respond (preferably in writing) to the allegations made.

The outcome of the investigation will determine the appropriate course of action to be taken by the School. Any case where student malpractice is found to be substantiated will be reported to the awarding body. We will also inform the student of the avenues for appealing should a judgment be made against them.

If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

Appeals Procedure

It is the responsibility of the school as an assessment centre to make all students aware of the appeals procedure. A copy of the procedure is available on the school website and follows the school's Internal Appeals policy.

- The appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the mark or grade itself.
- If, after an informal discussion with the Course Leader, the candidate wishes to make a formal appeal, they must make their request in writing within 2 weeks of receiving the original assessment result to the Examinations Officer.
- The enquiry into the internal process will normally be led by the a member of the SLG, provided that they have not played any part in the original internal assessment process.
- The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the appellant.
- The enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The appellant will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body;
- any steps taken to further protect the interest of the candidates.

If the appellant is unhappy about the response in writing, s/he can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the Head Teacher and a member of the Governing body.

A written record of all appeals will be kept by the Examinations Officer, outlining the outcome of the appeal and reasons for that outcome. A copy will be sent to the candidate and, where appropriate, to the carer / s within a two week period following the hearing.

The Awarding Body will be informed if there is any change to an internally assessed mark as a result of the appeal.

Note:

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgment on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered in the School's appeals procedure.

Staff Malpractice

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

- Failing to keep any awarding body mark schemes secure.
- Alteration of any awarding body mark schemes.
- Alteration of any awarding body assessment and grading criteria.
- 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 centre staff producing work for the student.
- Producing falsified witness statements, for example for evidence the student has not generated
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment / task / portfolio / coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special student requirements, for example where students 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 student 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 student completing all the requirements of assessment.

Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.

APPEALS TRACKING FORM

Name of appellant	
Course Name	
Unit	
(Assignment)	
Assessment Result	
Date of assessment result	
Name of assessor	
Date of appeal	
Summary of grounds for appeal (Attach copy of letter)	
Action / dates & outcome of informal attempts to resolve	
Comment/signature/date of appellant	
Date of Appeals Panel	
Membership of Appeals Panel	
Outcome of Panel	
Reassessment: Name of assessor and date of reassessment	
Outcome of reassessment	
Date of final decision of Panel	
Date of letter to student (copy attached)	
Comment /signature / date of Appellant	