



MidKent College Quality Policy

Document Details			
Policy Number	MKC-Curriculum-001	No. of Appendices	0
Document Title	MidKent College Quality Policy 2024-2026		
Document Description	<i>This policy is for all MidKent College stakeholders and details how the College manages the Quality Processes associated with the college.</i>		
Effective Date	09/2024	Review Date	09/2026
Version Number	1	Review Cycle	2 Years
Document Status	Draft	New Policy	Yes
Change Criteria	Major		

****Major change is defined as:**

Anything that represents a significant change of working practice, legal requirement, procedure or process within the organisation, or a change that impacts an employee's terms and conditions of employment.

****Minor change is defined as:**

Any change of dates, job titles or terminology that do not represent a significant change to working practice. Examples changes of terminology to reflect current legislation/ DfE/Ofsted such as the change of terminology in the safeguarding policy from peer-on-peer abuse to child-on-child abuse.

Document Authorisation				
	Authorisation Required	Initial and Role	Digital Signature	Date
Author	Yes	JE <i>(Director of Quality & TLA)</i>	<i>J. Egan</i>	09/2024
Owner	Yes	JM <i>(Exec Director of Curriculum & Quality)</i>	<i>J. Mawby</i>	09/2024
SLT Review	No			
Exec Approver	Yes / No			
GB Sub Committee	No			
Full GB Committee	No			

Policy Cross References	
<i>This policy should be read in conjunction with any other associated policies, with particular reference to:</i>	
Policy Name	Policy Number
MidKent College Teaching, Learning and Assessment Policy 2024-2026	MKC-Curriculum-004

Document Revision History		
Version Number	Date	Summary of Revision
v.1	09/2024	Newly written policy document.

CONTENTS

1	INTRODUCTION	5
1.1	Introduction	5
1.2	Quality Procedures.....	5
1.2.1	Internal Quality Assurance (IQA)	6
1.3	Responsibilities	6
1.3.1	Responsibilities of the Quality Coordinator (QC).....	6
1.3.2	Responsibilities of the Director of Curriculum (DC).....	7
1.3.3	Responsibilities of the Curriculum Manager (CM).....	7
1.3.4	Responsibilities of the Lead Internal Quality Assurance (LIQA)	8
1.3.5	Responsibilities of the Internal Quality Assurer (IQA)	8
1.3.6	Responsibilities of the Assessor	9
1.3.7	Responsibilities of the Teacher.....	9
2	THE QUALITY CYCLE.....	10
3	THE STUDENT VOICE.....	10
3.1	Introduction	10
3.2	Procedures.....	11
4	CONTINUOUS IMPROVEMENT (SAR AND QIP).....	11
4.1	Introduction	11
4.2	Procedures.....	12
5	CURRICULUM PERFORMANCE REVIEWS (CPRs).....	12
5.1	Introduction	12
5.2	Procedures.....	13
6	QUALITY SUPPORT VISITS (QSV)	13
6.1	Introduction	13
6.2	Procedures.....	13
7	THE OBSERVATION OF TEACHING STAFF.....	14
7.1	Introduction	14
7.2	Procedures.....	15
7.2.1	Categories of Observation:.....	15
7.2.2	Teaching, Learning and Assessment Walks	15
7.2.3	Developmental Observations.....	16
7.2.4	Formal Ungraded Observations.....	16
7.2.5	Peer Observations.....	18
7.2.6	Preparation for Inspection (PFI) Faculty Visits	18
7.2.7	Additional Learning Support (ALS)	18
7.2.8	Additional Observations.....	19
7.2.9	Trade to Teach New Staff.....	19
7.2.10	MidKent Observation Process Flow Chart.....	19

7.2.11	Moderation.....	20
7.2.12	Feedback.....	20
7.2.13	The End of the Academic Year	20
7.2.14	Appeals.....	21
7.2.15	Capability Policy and Procedure	21
7.2.16	Duties and Responsibilities	21
8	COURSEWORK ASSESSMENT, PLAGIARISM AND MALPRACTICE	22
8.1	Introduction	22
8.2	Procedures.....	22
8.3	Reporting Suspected Malpractice.....	22
8.3.1	Within College	22
8.3.2	Awarding Organisations	23
8.4	Investigation of suspected malpractice – staff.....	23
8.4.1	Examples of Staff Malpractice	23
8.5	Investigation of suspected malpractice – student.....	25
8.5.1	Stages of Investigation	25
8.5.2	Examples of Student Malpractice	25

1 INTRODUCTION

1.1 INTRODUCTION

MidKent College will provide the highest quality learning experiences through the continuous improvement of its standards and service performance. The College is committed to meeting the needs of all of its students and other stakeholders by providing high quality teaching, learning and assessment (TLA) experiences in a professional and inspiring environment. In order to achieve this the College will:

- Improve the quality of the student experience by monitoring, reviewing and continuously improving the quality of our TLA.
- Set, monitor and implement standards and targets for all areas of strategy and activity across all College teams.
- Ensure that the College captures sufficient feedback from students and employers utilising a range of consultative methods.
- Be responsive and accountable to our many stakeholders, including our students, employers, local community and government agencies.
- Develop and promote a college culture which is self-critical, honest and transparent which places quality at the heart of what we do.
- Establish and maintain Quality Assurance systems and procedures that enable us to evaluate our strengths and weaknesses and respond to improvement needs effectively in line with internal and external expectations.
- Operate within a clear and robust Student Experience Quality Cycle.
- Ensure that the College's Observation Programme, professional development review and staff development scheme identifies the development needs of all staff and that the appropriate training and development is provided.
- Support Departments to provide evidence of student performance, assessment and verification to internal and external verifiers.

1.2 QUALITY PROCEDURES

The College will deliver its commitment to quality assurance and continuous improvement through:

- A detailed Quality Cycle that is annually reviewed.
- Listening and responding to the voice of our students.
- The validation of Departmental Self-Assessment Reports (SARs) and appropriate Improvement Plans.
- The use of Quality Improvement Plans (QIPs), which will apply the key elements of the Education Inspection Framework to the work of the Departments and Teams.
- Termly Curriculum Performance Reviews (CPRs) at which progress towards targets and improvement plans are monitored.
- A Quality Support Visits (QSV) process that ensures teachers and managers are compliant with internal and external quality processes.
- A supportive and developmental observation process that encourages reflective practice, innovation, experimental learning, sharing of best practice linked to training and development.

1.2.1 Internal Quality Assurance (IQA)

The College will ensure that the IQA procedures provide fair and accurate assessment. The College will operate a range of agreed processes to ensure that assessment decisions are robust and authentic against specification criteria.

A lead internal quality assurer (LIQA) for each principal subject area will be recruited to ensure that IQA of course programmes are in line with the Awarding Body requirements. The IQA process will monitor and maintain the quality, transparency and integrity of assessment in line with the requirements of our awarding organisations.

This document applies to all teachers* who deliver competency-based qualifications and qualifications that require internal verification. It applies to all qualifications delivered within the main and satellite centres. It will ensure that:

**Teachers – for the purpose of this policy the term “Teachers” refers to any student-facing member of staff and includes, but is not limited to, “Tutors,” “Staff,” “Assessors,” “Lecturers” and “Agency Staff.” **Full/Part-time/Sessional / PPT’s*

- All staff receive up to date relevant information regarding IQA and the assessment process.
- All staff are treated fairly in the processes involved in the procedures.
- A student-focussed approach is applied to assessment that satisfies the learning objectives and outcomes of the qualifications and programmes that the College offers.
- Student work is assessed with integrity and consistency. Assessment judgements and processes must be transparent to ensure outcomes are reliable, valid and fair.
- New staff are required to undertake induction, which covers the process of internal and external verification.
- All faculties and teams follow the IQA risk-based strategy implemented by the Quality Team.
- All IQA sampling must be planned, where applicable to capture examples of both formative, interim and summative assessment decisions. Where a template is not provided by the Awarding Organisation (AO), the Lead IQA must use the generic template on SharePoint or agree with the external personnel from their AO a bespoke template.

1.3 RESPONSIBILITIES

This section includes the responsibilities of key staff members involved in the Quality processes at the College. It is recognised that examples are not exhaustive, and the College and AO’s may evolve and change their key responsibilities over time.

1.3.1 Responsibilities of the Quality Coordinator (QC)

The QC supports the college and departments to ensure we are fully compliant with all Awarding Organisations by:

- MKC Centre recognition and course approvals.
- Annual centre monitoring reviews.
- Ensure AO updates are applied.
- Facilitate AO visits and CPD.

- Monitor AO visit reports and implement any interventions needed.
- Completing summaries of Awarding Organisation visits.
- Respond to queries from AO.
- Complete investigations.
- Facilitate appeals and complaints.
- Providing CPD for CM's and teams to improve IQA & Assessment.
- Introducing the Quality Department to new staff at staff Induction.
- Sample student work before the claiming process.
- Complete the Quality Support Visits – QSV.
- Communicate effectively with Directors and CM's.

1.3.2 Responsibilities of the Director of Curriculum (DC)

Directors are responsible for:

- Ensuring all curriculum is planned and sequenced to allow equip students with knowledge and skills for future learning and employment.
- Offering a curriculum that is designed to meet the needs of all students.
- Ensuring staff are timetabled according to their qualifications and requirements of the AO.
- Communicating with external shareholders to support curriculum development.
- Supporting and facilitating the LIQA, IQA's and assessors to ensure TLA is compliant with the Awarding Organisation, and MKC expectations and policies.
- Having a clear oversight of all Quality Supporting and facilitate the CM's to ensure LIQA's, IQA's and assessors are compliant with Awarding Organisations.
- Ensure any actions or recommendations from EQA reports are implemented.
- Ensure any actions and recommendations from QSV Reports are implemented.
- Communicate effectively with the Quality Department.
- Ensuring staff complete the correct Industry and TLA CPD.
- Completing sufficient CPD to complement the Director role

1.3.3 Responsibilities of the Curriculum Manager (CM)

CM's are responsible for:

- Ensuring all curriculum is planned and sequenced to allow equip students with knowledge and skills for future learning and employment.
- Offering a curriculum that is designed to meet the needs of all students.
- Ensuring staff are timetabled according to their qualifications and requirements of the AO.
- Communicating with external shareholders to support curriculum development.
- Supporting and facilitating the LIQA, IQA's and assessors to ensure TLA is compliant with the Awarding Organisation, and MKC expectations and policies.
- Having a clear oversight of all Quality Supporting and facilitate the CM's to ensure LIQA's, IQA's and assessors are compliant with Awarding Organisations.
- Attending LIQA standardisation meetings and ensure all responsibilities are actioned.
- Ensuring any actions or recommendations from EQA reports are implemented.
- Managing the department Quality folder.

- Ensuring any actions and recommendations from QSV Reports are implemented.
- Communicating effectively with your Director and the Quality Department.
- Ensuring staff complete the correct Industry and TLA CPD.
- Completing sufficient CPD to complement the CM role.

1.3.4 Responsibilities of the Lead Internal Quality Assurance (LIQA)

The LIQA is responsible for ensuring:

- MKC has full approval to offer the qualification.
- Any qualifications offered, are delivered, and assessed in compliance with the Awarding Organisation policies and course specifications.
- All staff involved in the qualification have the correct qualifications.
- Conflicts of interest are recorded and declared to the AO.
- Regular standardisation meetings are held and recorded.
- Staff complete the correct Industry CPD hours to improve and update skills.
- Latest specifications are used, and rules of combination are accurate.
- Full TLA planning is in place and Industry professionals have been consulted to ensure students receive relevant qualifications to lead to employment.
- Course handbook, SOL, assessment plan, lesson plans etc. are sufficient.
- Course documents are IQA'd and standardised as required.
- Formative and summative assessment taking place is aligned with AO policies.
- Feedback to students is developmental and supportive.
- Student progress is recorded accurately.
- A robust sampling strategy is in place and reviewed each term.
- A sampling plan is in place which includes all students and units.
- IQA is conducted purposefully and covers all assessment methods.
- IQA feedback to assessors is developmental to their assessing practice.
- IQA reports are completed and stored correctly.
- IQA to assessor - actions or recommendations are completed timely.
- EQA visits are managed in a professional manner.
- EQA actions and recommendations are swiftly implemented.
- Appeals and complaints are managed according to AO and MKC policy.
- IQA records and student evidence is stored and kept according to AO guidelines.
- Report to their line manager and keep them up to date with all the areas listed above.
- Communicate with the Quality department and attend all LIQA meetings.
- Completing sufficient Industry and TLA CPD.

1.3.5 Responsibilities of the Internal Quality Assurer (IQA)

IQA's are responsible for:

- Following the sampling strategy, shared by the LIQA.
- Following the sampling plan, shared by the LIQA.
- Conducting purposeful IQA and cover all assessment methods.
- Give feedback to assessors, which is developmental to their assessing practice.
- Complete IQA reports and update the sampling plan.

- Ensuring actions and recommendations are completed timely and signed off.
- Support the LIQA with EQA visits in a professional manner.
- Attend LIQA standardisation meetings.
- Completing sufficient Industry CPD and TLA CPD.

1.3.6 Responsibilities of the Assessor

Assessors are responsible for:

- Assessing students against the latest Awarding Organisation specifications.
- Follow assessment plans and review with the LIQA if necessary.
- Conducting initial assessments and sharing the results with all teaching staff and for lessons to be planned according to the results obtained.
- Conducting formative and summative assessments.
- Returning marked work to students within 15 working days of the submission of their work.
- Giving supportive and constructive feedback to all students.
- Agreeing targets with the student.
- Recording the results of the assessment accurately.
- Recording the progress of the student.
- Ensuring student portfolios are secure.
- Attend LIQA standardisation meetings.
- Act upon feedback from IQA's to improve assessing practice.
- Support the LIQA with EQA visits in a professional manner.
- Communicate with LIQA and CM.
- Completing sufficient Industry and TLA CPD.

1.3.7 Responsibilities of the Teacher

Teachers are responsible for:

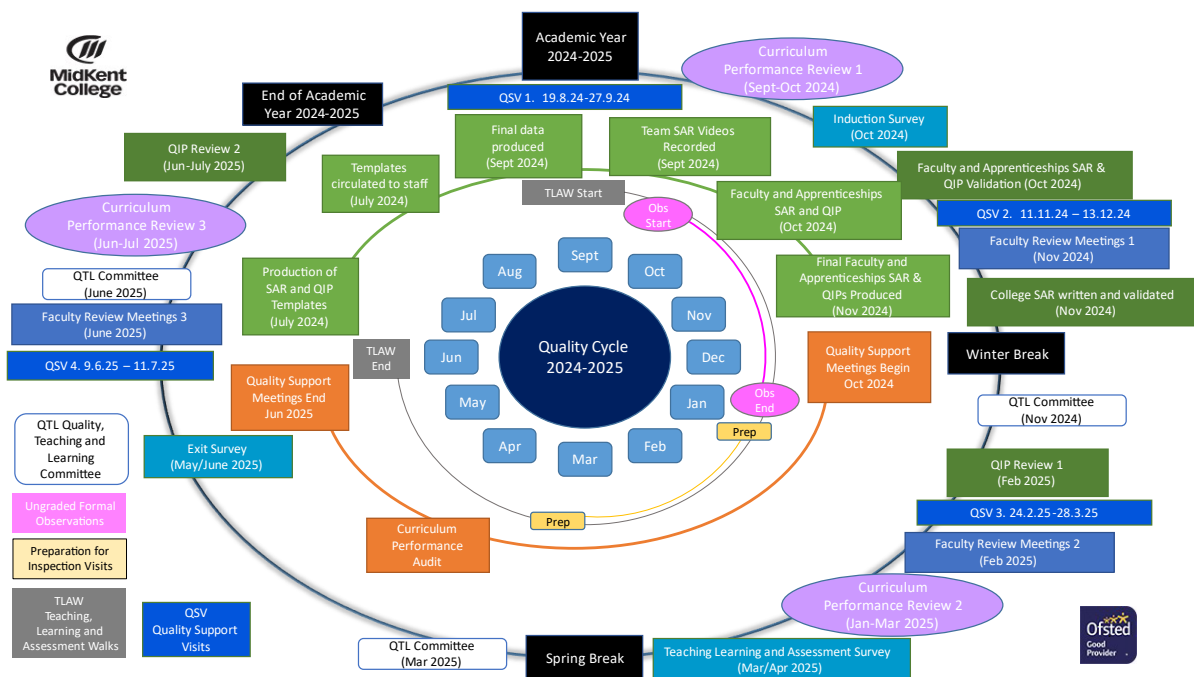
- Offering students the opportunity to develop personal, social and employability skills; to improve confidence and resilience to prepare for life in modern Britain.
- Providing an environment that enables to develop and discover interest and keep physically and mentally healthy.
- Producing planning for every lesson and ensure it has been constructed to cover all aspects of TLA using the latest Awarding Organisation specifications.
- Following the SOL and assessment plans and review with the LIQA if necessary.
- Conducting initial assessments and sharing the results with all teaching staff.
- Promoting the development of English, mathematics and digital skills.
- Offering teaching that is designed to support students long term memory.
- Conducting formative and summative assessments.
- Returning marked work to students within 15 working days of the submission of their work.
- Giving supportive and constructive feedback to all students.
- Agreeing challenging targets with the student and prepare them for the next stage of learning.
- Recording the results of the assessment accurately.

- Recording the progress of the student from their starting points.
- Ensuring student portfolios are secure.
- Attending LIQA standardisation meetings.
- Acting upon feedback, from IQA's to improve assessing practice.
- Supporting the LIQA with EQA visits in a professional manner.
- Communicating with LIQA and CM.
- Completing sufficient Industry and TLA CPD.

2 THE QUALITY CYCLE

The MidKent Quality Cycle details the activities and timescales of the quality processes applied to the management of the college curriculum during the academic year. The purpose off the cycle is to graphically represent the quality process applied to TLA. A new Quality Cycle will be written for each academic year.

The Quality Cycle for the academic year 2024-2025 is illustrated below:



3 THE STUDENT VOICE

3.1 INTRODUCTION

The Student Voice is a pre-eminent aspect of the evaluation of the student learning experience. MidKent College utilises a series of student questionnaires as a part of the overall Quality Assurance and Quality Improvement strategy.

It is vital that survey data is used dynamically, to inform areas of focus and improvement. This will be a faculty priority following the release of each of the three main annual student surveys along with the additional pulse surveys run throughout the year.

3.2 PROCEDURES

The college completes three main student surveys in each academic year, along with additional Pulse surveys that the Quality team run depending on requirements, along with an Equality, Diversity and Inclusion survey if this cannot be incorporated within the main TLA survey. The induction survey (October) focuses on student's opinion of the College and their curriculum following the induction period. The Teaching and Learning Survey (March) is completed halfway through the academic year and gathers students' opinion of their programme and college experience since the start of the academic year. The Exit Survey takes place at the end of the academic year (June) and is focused on the holistic student's experience. All three of the main student surveys now ask for overall student satisfaction, so the student journey throughout their time at the College can be reviewed,

All three surveys, along with additional pulse surveys are e-surveys completed electronically by students. Surveys are disseminated using the JISC survey site as this is GDPR compliant. Following the finalising of the survey questions, e-surveys are created for the students of each team to whom the survey applies. This enables the survey responses to be subdivided by faculty and affords comparison of one faculty with another. Links are created specifically for each student; every student is emailed a unique link for them to complete the survey. The way that this survey has been created means that there it is impossible for students to complete the survey more than once, ensuring that the return and participation rate is accurate and clearly indicates the robustness of the survey outcomes.

All three surveys are fixed response surveys which present questions and multiple-choice answers for students to select. Students are asked for consent for their names to be shared with Directors of Faculties If they choose not to give consent, just their anonymised data is shared.

A slightly amended version of each survey is created for Higher Education students, Adult students, ESOL students and students receiving student support to ensure they questions are appropriate for each students' cohort.

Student response rates are identified by comparing the numbers of students who complete the survey in each faculty with the number of students currently being taught in the faculty.

Following completion of each survey a survey report is completed that compares the responses from the students in each curriculum faculty, with other faculties and the average overall. The reports are disseminated to faculties and used in business planning, staff and facilities development, self-assessment reports and Quality improvement processes.

4 CONTINUOUS IMPROVEMENT (SAR AND QIP)

4.1 INTRODUCTION

The College have implemented an 8-stage continuous improvement process that enables teams to develop and enhance their student's experience through review, planning implementation and evaluation.

4.2 PROCEDURES

SAR Stage 1 - A Self-Assessment Report (SAR) for each of the 24 team groups will be video recorded using the teams record function. The meeting will be attended by each Faculty Director and CMs. The panel will consist of the Executive Director Curriculum and Quality and/or the Director of Quality. Members of the governing body will be invited to observe the Team group SAR process. The SAR will follow a professional discussion format, with questions asked by the panel based on a series of issues supplied to the management teams in advance.

SAR and QIP Stage 2 – A SAR and Quality Improvement Plan (QIP) will be written for each of the faculties including Apprenticeships, ALS, and PPTs informed by the relevant team videos. A SAR and a QIP template will be designed and posted on SharePoint to enable completion of the documentation.

SAR Stage 3 – The Faculties SAR document will be reviewed by a validation panel. validated. The meeting will be arranged by the Business Team Leader and will be attended by the Faculty Director and CMs. The panel will consist of representatives of the Governing Body, the Executive Director Curriculum and Quality and the Director of Quality.

SAR Stage 4 – The Faculties QIP document will be validated by the Director of Quality.

SAR Stage 5 – The Executive Director Corporate Curriculum and Quality and the Director of Quality will write the College SAR.

SAR Stage 6 – The College SAR will be validated by members of the Governing Body in the boardroom, supported with Teams online attendance for those unable to take part in person. The College SAR will be presented by the Executive Director Curriculum and Quality and the Director of Quality

SAR and QIP Stage 7 – Quality Improvement Plan Review (QIPR) 1 consists of a series of meetings reviewing progress in implementing the actions of existing faculty QIPs and supporting the gathering of evidence of impact. The meetings will be attended by the Director responsible for the faculty and relevant CMs. The meeting will be chaired by the Director of Quality or their representative.

SAR and QIP Stage 8 – QIPR 2 consists of the second series of meetings reviewing progress in implementing the actions of the faculty QIPs. The meetings will be attended by the Director responsible for the faculty and relevant CMs. The meeting will be chaired by the Director of Quality or their representative.

5 CURRICULUM PERFORMANCE REVIEWS (CPRs)

5.1 INTRODUCTION

Curriculum Performance Reviews (CPRs) are team meetings with a focus on the student experience. Teams are encouraged to engage in a professional discussion with their peers and the panel to identify good practice, student successes and areas for action.

5.2 PROCEDURES

Curriculum Performance Reviews (CPRs) give curriculum teams the opportunity to demonstrate their accountability for improving the quality of provision and student experience, throughout the academic year.

Each Faculty based group will undertake three CPRs in each academic year, commensurate with the Quality Cycle. Each CPR establishes the progress being made by teams in improving of the quality of their provision. CPRs are designed to support an informed discussion of the actions that form the foundation for quality improvement across each department.

CPRs are undertaken three times during the academic year in October, February and June. A set of agendas have been written for each of the reviews relevant to the issues that are prevalent at the time in the academic year.

The Director and teaching team will meet with the Executive Director and Director of Quality. Faculty group staff will engage in a professional discussion with the panel leading to action setting and outcome identification.

Minutes are taken during every CPR meeting, the minutes evidence the areas of good practice and areas for enhancement and improvement for the development of each team and where appropriate the college as a whole.

The review of actions set at the previous meeting are a standing item in the agenda for each meeting.

Minutes are held for 7 years.

6 QUALITY SUPPORT VISITS (QSV)

6.1 INTRODUCTION

The intent of the Quality Support Visits is to give a shared insight on the status of the management of qualifications. This is to ensure departments are compliant with Awarding Organisation guidelines and MKC expectations.

The overall impact of QSV process being that departments feel supported and can confidently offer a high standard of education for every student that enrolls on a course at MKC.

6.2 PROCEDURES

Four QSV reports are generated by the QC's, throughout the academic year and shared with CM's and Directors.

This is a brief overview of what is reviewed at each QSV:

- QSV 1 – Fundamental planning documents in place. (*E.g. SOL, Assessment plans, course handbooks, sampling plans*)
- QSV 2 – Key administration tasks are completed for the college, and AO. (*registrations, Initial assessments, formative assessment access arrangements, EQA visits arranged*)
- QSV 3 – Review the progress of TLA and IQA sampling. (tracking, summative assessment, IQA reports and tracking)
- QSV 4 – Evaluated feedback from EQA visits and approve claims. (AO actions and recommendations, standardisation, full portfolio samples)

In response to the factual findings, the QC will agree actions and recommendations with the CM.

The Quality Team then work alongside the department by offering supportive interventions, such as:

- Additional quality support visits.
- 121 guidance for, CM's, LIQA's, IQA's & Assessors.
- Standardisation meetings with teams.
- QC and AP bespoke CPD sessions.

7 THE OBSERVATION OF TEACHING STAFF

7.1 INTRODUCTION

The observation of lessons is an essential element of the MidKent College Quality Improvement Strategy. This observation policy contains the strategic approach used to conduct lesson observations, an integral part of an effective quality assurance and quality improvement process.

This section of the policy includes details of Formal Ungraded Observations and TLA walks at MidKent College.

This section of the policy includes procedures on the delivery of observations and will detail the stages of the teacher development process.

The aim of this section of the process is to accurately review and improve the quality of TLA at MidKent College by:

- Enhancing the impact of TLA throughout the College.
- Supporting staff to improve the quality of TLA.
- Providing opportunities for staff to consider and address issues of pedagogy following learning delivery.
- Supporting staff by assisting in the identification and achievement of staff development needs.
- Identifying an action plan for professional development opportunities.

- Identifying good practice in TLA which can be shared across the wider college community.
- Increasing staff's ownership of professional development.

This section of the policy applies to all teachers. The observation process consists of:

- TLA Walks.
- Developmental Observations.
- Formal Ungraded Observations.
- Peer Observations.
- Preparation for Inspection Faculty Visits.

7.2 PROCEDURES

7.2.1 Categories of Observation:

- TLA Walks.
- Developmental Observations.
- Formal Ungraded Observations.
- Peer Observations.
- Preparation for Inspection Faculty Visits.

7.2.2 Teaching, Learning and Assessment Walks

Teaching, Learning and Assessment (TLA) Walks are used to support the development of TLA and the purpose of a TLA walk is to gain an insight into the student experience. As a result, TLA walks can take place in any formal learning spaces such as classrooms, workshops, studios, and informal learning spaces such as the library or areas where students undertake independent study or project work.

TLA walks will also take place as part of the Preparation for Inspection Faculty Visits scheduled within the Quality Calendar or may also take place throughout the year as part of quality improvement plans or in response to arising themes.

Where TLA walks take place in a formal learning space they will last approximately 10-15 minutes, and individual teachers will not be provided with written feedback following the TLA walk.

TLA walks will be undertaken by Quality Team, Curriculum Directors, and CMs who have undergone observation training. For moderation purposes, joint TLA walks may take place. This opportunity will be extended to Executive Directors, member of the Governing Body and external specialists accompanied by the Director of Quality and TLA.

- TLA Walks may be conducted by Directors, CMs, Executive Directors, and Quality Team members.
- TLA walks are unannounced, each TLA walk will take between 5 and 15 minutes.
- Teachers may be subject to any number of TLA walks throughout the academic year, these may be diagnostic or developmental. TLA walks will not be graded but may, as a result of any significant issue, trigger an additional formal ungraded observation in line with the formal ungraded observation process outlined in Section 7.2.4.
- In the event of a significant issue, the observee will follow the Formal Developmental Observation process.

- TLA walks will be used to observe the quality of TLA, monitor progress from previous TLA walks and to give a holistic overview of the quality of TLA at MidKent College.
- TLA walks are reported on TLA walk forms and will form an element of teacher review and feedback, TLA outcomes will be held confidentially but can be shared with People Department staff, Managers, and appropriate support staff.
- TLA walks will be utilised as an element of preparation for inspection visits.
- TLA walks are intended to be used to develop faculty action plans.

7.2.3 Developmental Observations

- Developmental observations can be carried out by any individuals supporting teaching staff. This includes Advanced Practitioners, quality assurance staff, observation team members, Directors, CMs, and any other supporting staff members.
- Developmental observations can be of any duration and may be reported on either a hard copy (Appendix B or similar) or in a digital format capable of producing a hard copy.
- Developmental observations are conducted to support the development of the individual.
- It is the responsibility of the observee to undertake any developmental observation actions.
- Whilst the content of developmental observations should be considered as 'confidential' in keeping with the coaching ethos of the College, as they form part of the individual's development record, there may be occasions when they are required to be disclosed (e.g., as part of a formal investigation process). To maintain staff confidence in the confidentiality of the developmental observation process, where an application is made for the disclosure of an individual's developmental observation record(s), the Director of Quality and TLA will review the record(s) content and disclose only that material that they decide is relevant to the disclosure application.

7.2.4 Formal Ungraded Observations

- Formal Ungraded Observations will be undertaken by the Quality Team. For moderation purposes, joint Formal Ungraded Observations may take place. This opportunity will be extended to Directors and Executive Directors.
- The duration of these observations will be conducted by CM's between 60-90 minutes and could involve more than one visit to a learning session, or to a number of learning sessions to ensure a full review is completed.
- Before the Formal Ungraded Observation, the observer will aim to meet with the observee to discuss and agree the focus of the observation. This may include, for example, support with a particularly challenging group, to experiment with a new teaching strategy, to trial innovative technology, or to develop a specific pedagogical approach.
- The content of these observations will include but not be limited to: Observation of teaching and learning, student work scrutiny, student starting points and target setting evidence, Sequence of Learning and/or lesson plan evidence and Student discussions with Observer (with or without the Teacher present). Teachers should expect to be asked to produce evidence of the above during an Observation and should expect to be asked to leave the room for a short period of time. This is to bring the Observation experience in line with the new Ofsted Inspection Framework. Observations of apprenticeship staff undertaking one to one meetings/observations will include, but not be limited to: Observation/evidence of preparation of the meeting,

dialogue, target setting, progress during meeting, health & safety, compliance, the introduction of prevent, and British Values and student feedback.

- All Formal Ungraded Observations will be reported and stored securely.
- On the rare occasion where an observer judges that the session is not appropriate for a Formal Ungraded Observation (for example: if there is a crisis with a student in progress, an EQA (External Quality Assurer) is reviewing activity, students are participating in planned controlled assessment activity, there is no teaching, learning or assessment taking place or a member of staff is returning from long term absence) the Observer will not proceed with that observation and will inform the Director of Quality and TLA accordingly at an appropriate point. The Director of Quality and TLA will raise this with the manager responsible for the member of staff to enable support/intervention to be provided as appropriate.
- All staff will undergo at least one Formal Ungraded Observation in each academic year.

(See flow chart 1)

- Following a Formal Ungraded Observation, the observer will meet with the observee to discuss and agree an action plan. This meeting can take place face to face or remotely via Teams. The action plan may contain more than one action or a choice of actions. Email, Teams, telephone, or face to face discussion will take place between the observer and observee. During these meetings, an Individual Action Plan will be developed collaboratively between the observer and observee.
- On the rare occasion that the observee and observer are unable to meeting a draft copy of the action plan will be sent to the observee via email for reviewing and agreeing.
- Once the action is set the observer will start the first development period, inform the observee and their CM and/or Director that it has started and report this on the observation record.
- Following this, the observee will have a period of four weeks to engage with the action plans. Development activity may include, but is not limited to:
 - Developmental observation.
 - 121 with an Advanced Practitioner.
 - Directed to specific CPD.
 - Directed to extended research and reading.
 - Peer to peer observation.
 - E-learning modules.
- Following the 4-week development period the observee's CM (in collaboration with an AP) will conduct an action plan review with the observee. If the actions set have been completed the CM should inform the Quality Office and this ends the development process. The completion of the action will be recorded on PeerObserve (the colleges observation recording system).
- If the action plan is incomplete, then a further 4-week support and development process will take place. The observer will inform the CM, observee and the Quality Office that a new 4-week development process has started. Details of the second development period will be recorded on PeerObserve (the colleges observation recording system).
- Details of development periods, observation records and action plans will be shared with CMs, Directors. They may be shared with others at the discretion of the Director of Quality.
- Following the second four-week support and development period a second Action Plan Review will take place and be reported in PeerObserve. If actions are complete this ends the development process. If actions are incomplete the CM, with support from an AP, will inform the appropriate Curriculum Director who will ensure that the Director of Quality and TLA and the People Department are appraised of the requirement for the capability process to be implemented.

- A Formal Ungraded Observation will be arranged in advance with the observee.
- Any second Formal Ungraded Observation resulting from an action plan should be arranged by the CM in consultation with the original observer.

7.2.5 Peer Observations

Peer observations can take various forms and may involve colleagues providing supportive feedback and suggestions for improvement. Whilst not compulsory, teachers are strongly encouraged to engage in peer observations within their teams and across the college in order to share best practice, continually reflect on and improve teaching and learning practice.

7.2.6 Preparation for Inspection (PFI) Faculty Visits

PFI faculty visits are an effective way to ensure that MidKent college is providing the best quality of education and experience for all students while supporting teachers to deliver ambitious, inspiring and motivation lessons.

Each faculty will receive a minimum of one PFI visit per academic year. This will generate a report followed by an action plan that will be designed in collaboration with the faculty management team. The Advance Practitioner Team will support with the completion of the teaching and learning actions by providing bespoke CPD designed in response to the action plan.

Evidence required to generate the report will be gathered from a range of activities and sources, that may include but is not limited to:

- Meetings with managers to discuss the curriculum.
- Meetings and discussion with teachers.
- Meetings and discussions with member of the additional learning support team.
- Meetings and discussions with groups of students.
- Classroom visits TLA walks where the teacher may be asked to leave the learning environment while discussions with students take place.
- Student work scrutiny.
- Student surveys.
- Staff surveys.
- Evaluation of learning resources.
- Evaluation of what students do.
- Data analysis.
- Evidence of effective stakeholder engagement.

Teaching, Learning and Assessment (TLA) walks will take place as part of the Faculty PFI visit weeks scheduled within the Quality Cycle.

7.2.7 Additional Learning Support (ALS)

Members of the ALS and Supported Learning Team will carry out drop-in Additional Learning Support visits to view the delivery of learning support by ALS staff. Such visits will focus on ALS support and will not include the review of the teacher and/or TLA, teaching content or management unless this affects the delivery of the ALS support. ALS members of staff will deal with any incidents, (safeguarding, support, or behaviour management) that take place in

the normal manner. Member of the ALS team carrying out ALS visits must attend specific ALS observation training.

7.2.8 Additional Observations

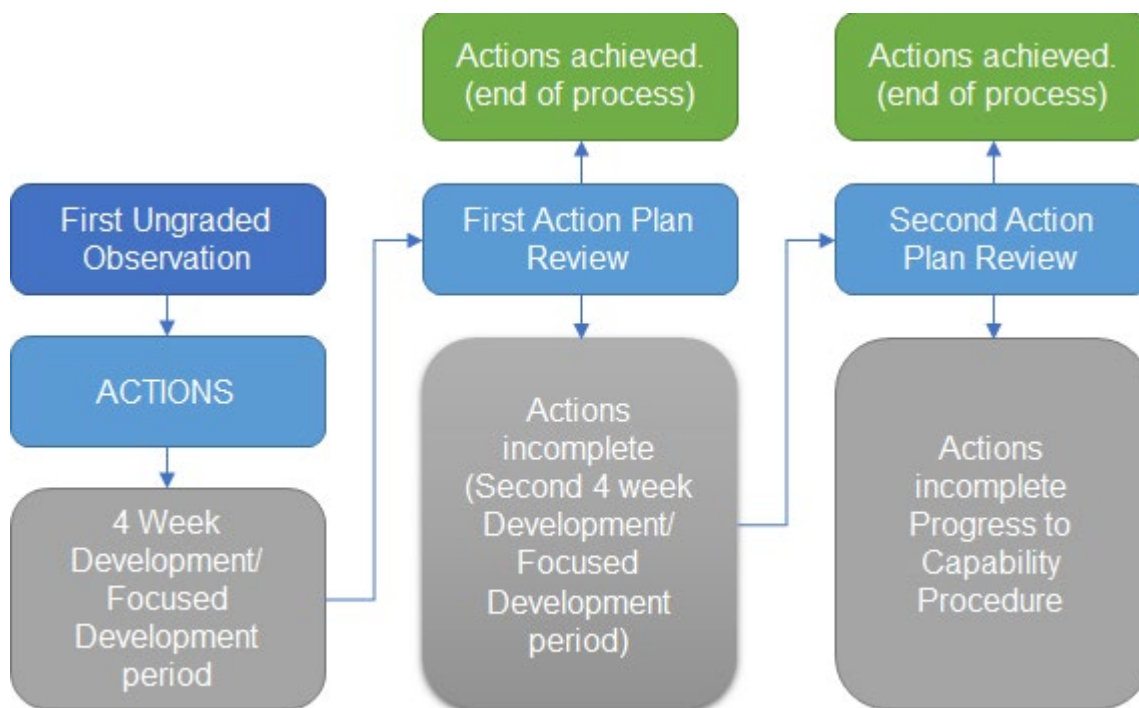
- Staff may also be the subject of an additional observation during an Ofsted visit or in preparation for a formal Ofsted visit. In these cases, staff will be informed, where possible, before any observation process commences whether individual feedback will be provided to staff observed in the process and whether any observation will count as their minimum single Formal Developmental Observation for the year.
- In the event of a significant issue, TLA walks can lead to a Formal Ungraded Observation and individual action plan. When this occurs the observee will follow the Formal Ungraded Observation process.
- New staff will not be subject to a Formal Ungraded Observation for the first 6 working weeks; however, they may be subject to a developmental observation or TLA walk.
- Agency Staff will be subject to TLA walks, developmental and Formal Ungraded Observations. Developmental progress may be the subject of contact with the staff agency.
- Staff are also encouraged to complete peer to peer observations throughout the year as part of their development.

7.2.9 Trade to Teach New Staff

- New staff will be enrolled on the MidKent Trade to Teach programme delivered by the Advanced Practitioner Team
- Staff without a recognised teaching and/or relevant teaching experience will be enrolled onto the first available 10 weeks programme following their induction to the college.
- Staff who have a recognised teaching qualification or relevant FE (Further Education) experience will be enrolled onto 3 weeks of the first available 10 weeks programme following their induction to the college.
- It is the responsibility of the Curriculum Director and CM to ensure the new member of staff has the time to complete the Trade to Teach programme. protected (no timetabled lessons or curriculum team activity) to enable the member of staff to fully engage in the programme.
- It is the responsibility of the Curriculum Director and Curriculum Manger to communicate all New Staff joining the college to the Director of Quality and TLA to enable them to be enrolled on the programme.
- New staff may receive TLA walks.
- New staff can request developmental observations not only as part of the Trade to Teach programme but also to develop their practice and pedagogical knowledge.
- Dependent on the start date of a new member of staff the Formal Ungraded Observation process may need to be carried over into the next academic year.

7.2.10 MidKent Observation Process Flow Chart

Flow chart 1 contains details of the MidKent College observation processes.



Flow Chart 1

7.2.11 Moderation

As part of the quality assurance process and to ensure there is a consistent approach taken to observations and TLA walks, moderation activities will be undertaken to assure that:

- Recorded evidence on the relevant observation form supports the action plan.
- Evaluation and observation by individual observers are consistent across the college.

The Quality Team will be responsible for ensuring that a minimum of one standardisation event per academic year is held to review completed observations. All members of the observation team will attend standardisation meetings.

7.2.12 Feedback

Staff will receive written feedback and draft actions within 48 hours of being subject of a Formal Ungraded Observation giving them the opportunity to ask questions and discuss the feedback. This will be followed up by written or electronic feedback. All Formal Ungraded Observations should reach the Quality Department no later than 72 hours after the observation. For Apprenticeship staff undertaking a one-to-one meeting/observation, feedback will be given within 10 working days.

Staff may receive feedback from TLA walks. TLA walks can initiate a requirement for a Formal Ungraded Observation.

7.2.13 The End of the Academic Year

Should a teacher be in the eight-week supported development period following a Formal Ungraded Observation at the end of the academic year, their development will continue into the next academic year.

For non-standard programmes that do not follow the academic year or for roll on, roll-off programmes, where teachers have breaks in their teaching schedule, their development period will continue until teaching recommences.

New Staff

Should a new staff member be in their six-week support process at the end of the academic year, their development will continue into the next academic year.

7.2.14 Appeals

Appeals against any judgement made during a TLA Walk, Formal Ungraded Observation, or developmental observation, should be made by email within 14 days of reception of the observation report. Appeals should be sent to the Director of Quality.

Appeals will be considered by the Director of Quality. Any development period will be suspended until the appeal has been heard.

A further final appeal may be made to the Executive Director of Curriculum and Quality within 14 days of the outcome of the original appeal.

7.2.15 Capability Policy and Procedure

Managers conducting informal meetings must refer to the College Capability Policy and Procedure.

7.2.16 Duties and Responsibilities

Responsibilities of Staff:

- To read and understand the MidKent Quality Policy.
- To discuss lesson observation with their line manager considering the requirements, mission, vision and values of the College.
- To arrange formal observations of their teaching.

The AP Team are responsible for scheduling Formal Ungraded Observations. Each member of the observations team will be responsible for carrying out the scheduled Formal Ungraded Observations allocated to them by the AP team. Each Observer will be responsible for meeting the reporting deadlines.

CMs are responsible for overseeing any teacher development periods, ensuring that any required support is given and conducting 4 week and 8-week reviews. CMs are responsible for ensuring that the review and capability processes are followed.

8 COURSEWORK ASSESSMENT, PLAGIARISM AND MALPRACTICE

8.1 INTRODUCTION

Cheating, plagiarism and malpractice is any act by a student or a member of staff which undermines the integrity and validity of assessment, the certification of qualifications and/or damages the authority of those responsible for conducting the assessment and certification. It specifically prohibits cheating, which is an attempt deliberately to deceive assessors or examiners and plagiarism, which is the presentation of the work of another as if it were one's own. This applies to all work completed by students for the purposes of assessment, both formative and summative

The College and Awarding Organisation do not tolerate actions (or attempted actions) of malpractice by students or staff in connection with qualifications where coursework forms a part of the overall assessment. Penalties or sanctions may be imposed on students or centres where incidents (or attempted incidents) of malpractice have been proven.

Awarding Organisations may withhold results or certificates where there are suspicions of malpractice. Therefore, it is in the interests of all students and centre staff to be vigilant regarding assessment malpractice. Where malpractice occurs, or is suspected, it should be dealt with in an open and fair manner.

8.2 PROCEDURES

It is the duty of all staff to ensure they uphold this policy as part of their professional conduct. This policy sets out the general principles surrounding malpractice, plagiarism, cheating and maladministration. In addition to this, staff must take note and duly adhere to the specific assessment requirements which are set by the individual awarding organisation for the courses they teach. These are found in subject specifications and the relevant awarding organisation website.

8.3 REPORTING SUSPECTED MALPRACTICE

8.3.1 Within College

All College staff have a responsibility for reporting any suspected incidences of staff or student malpractice through the appropriate channels. Students are to be made aware of the procedure for reporting any allegations of suspected malpractice via the Student Handbook and is a focus point for the Induction Process.

In addition, allegations of suspected malpractice can also be made by internal / external verifiers, external moderators and examiners which can be reported to the College via the awarding organisation.

8.3.1.1 Allegations Made by College Staff

Allegations of suspected staff / student malpractice to be made to the relevant Curriculum Director. The Curriculum Director will then report it to Director Quality.

8.3.1.2 Allegations Made by Students

Allegations made by students must be taken seriously by staff. These allegations must be reported to the Director of Quality.

Allegations of suspected staff malpractice and/or student malpractice to be reported to the Curriculum Director. The Curriculum Director will then report it to Director of Quality.

Verbal allegations are to be considered by the College. These will need to be put in writing along with any supporting evidence. Curriculum Director will then inform Director of Quality of the allegation.

8.3.2 Awarding Organisations

It is the responsibility of MidKent College to report any suspected student or staff assessment malpractice, cheating and maladministration to the appropriate awarding organisation. The exception to this rule is assessment malpractice in coursework or controlled assessment which is discovered prior to the student signing the declaration of authentication. When this is the case, the incident need not be reported to awarding organisation. It will be dealt with in accordance with the College's disciplinary / student management procedures. No credit will be given to student work which is not their own; in addition, a note will be added to any submitted work, including detail of assistance that has been given.

It is the responsibility of the Director of Quality and the Director of MIS & Exams (or their chosen deputy) to submit the fullest details in all other instances of suspected malpractice of the case at their earliest opportunity to the relevant awarding organisation as per Joint Council of Qualification regulations.

8.4 INVESTIGATION OF SUSPECTED MALPRACTICE – STAFF

Where assessment malpractice is suspected by college staff, there will be a process of investigation, commissioned by the Executive Director to establish the full details of any allegations or evidence. All suspected malpractice investigations must be reported by the Curriculum Directors to the Executive Director. This will need to include the basic facts so that the Executive Director can make an informed decision as to who will carry out the investigation. This is to be carried out under the terms of the College's Staff Disciplinary Policy and Procedure given the potential seriousness of the matter.

8.4.1 Examples of Staff Malpractice

The following are examples of malpractice. This is not an exhaustive list and as such does not limit the scope of the definitions set out earlier in this document. The College expects all staff to behave in a professional manner in relation to assessment of students' work. The following are examples of malpractice by staff. The list is not exhaustive but reports of these, or any other instances of malpractice by staff, will be investigated by the Quality Department in the first instance and dealt with under the appropriate College policy e.g., the Staff Disciplinary Policy.

Other instances of malpractice may be identified and considered by the awarding organisations at their discretion.

8.4.1.1 Malpractice

- Failing to keep mark schemes secure.
- Alteration of mark schemes.
- Alteration of assessment grading and criteria.
- Assisting the student 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.
- 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.
- 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.

8.4.1.2 Deception

Any act of dishonesty in relation to an assessment including, but not limited to:

- inventing or changing marks for internally assessed components (e.g., coursework) where there is no actual evidence of the candidates' achievement to justify the marks awarded.
- Manufacturing evidence of competence against national standards.
- Fabricating assessment and/or internal verification records or authentication statements.
- Entering fictitious candidates for assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud).
- Substituting one candidate's coursework for another.

8.4.1.3 Improper Assistance to Candidates

Any act where assistance is given beyond that permitted by the specification or regulations to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment. For example:

- Assisting candidates in the production of coursework or portfolios, beyond that permitted by the regulations.
- Sharing or lending candidates' coursework or assessment with other candidates in a way which allows malpractice to take place.
- Assisting or prompting candidates with the production of answers.
- Failure to Co-operate with an Investigation.
- Failure to make available information reasonably requested by an awarding organisation in the course of an investigation, or in the course of deciding whether an investigation is necessary.
- Failure to investigate on request in accordance with the awarding organisation's instructions or advice.
- Failure to investigate or provide information according to agreed deadlines.

- Failure to report all allegations of malpractice.

8.5 INVESTIGATION OF SUSPECTED MALPRACTICE – STUDENT

Where assessment malpractice is suspected by a student, there will be a process of investigation, commissioned by the Executive Director to establish the full details of any allegations or evidence. All suspected malpractice investigations must be reported by the Curriculum Director to the Executive Director. This will need to include the basic facts so that the Executive Director can make an informed decision as to who will carry out the investigation. This is to be carried out under the terms of the College’s Student Disciplinary Policy and Procedure given the potential seriousness of the matter.

8.5.1 Stages of Investigation

The relating issues, possible consequences will be communicated to the student in writing. Investigating officer to collect evidence relating to the alleged malpractice; Evidence to be reviewed and report generated. A formal meeting between the Curriculum Director and the student against whom an allegation has been made.

8.5.2 Examples of Student Malpractice

The following are examples of malpractice. This is not an exhaustive list and as such does not limit the scope of the definitions set out earlier in this document.

Other instances of malpractice may be identified and considered by the awarding bodies at their discretion.

8.5.2.1 Student Malpractice

For example:

- The alteration or falsification of any results document, including certificates.
- Collusion: working collaboratively with other candidates, beyond what is permitted.
- Copying from another candidate (including the use of technology to aid the copying).
- Allowing work to be copied e.g., posting work on social networking sites prior to an examination/assessment.
- The deliberate destruction of another candidate’s work.
- Disruptive behaviour during an assessment session (including the use of offensive language).
- Making a false declaration of authenticity in relation to the authorship of coursework or the contents of a portfolio.
- Allowing others to assist in the production of coursework or assisting others in the production of coursework.
- Impersonation: pretending to be someone else.
- Plagiarism: unacknowledged copying from or reproduction of published sources or incomplete referencing.
- Theft of another candidate’s work.

8.5.2.2 Possible Actions Taken by the College

Where clear evidence of malpractice is evident:

Where students have signed to declare the work is their own, the associated awarding organisation will be informed by the college of the allegation of malpractice, and they will be given the supporting evidence; Where students have not signed to declare the work is their own, the College will carry out internal disciplinary action in line with college student Disciplinary Policy & Procedure and procedures. This action will be commensurate with the seriousness of the malpractice.

8.5.2.3 Cheating and Plagiarism

MidKent College will ensure that all assessment of students' work is fair and provides an accurate measure of students' progress in their learning. In order to do this, it is our policy that:

- An examination candidate must not communicate with anyone other than an invigilator or other appropriate member of staff during an examination.
- An examination candidate must not copy work from another candidate.
- An examination candidate must not introduce to the examination any unauthorised material, written, printed or electronically stored or communicated, or any communications equipment.
- No candidate will impersonate another, or allow him or herself to be impersonated, and identity badges will be checked to ensure this.
- No candidate will behave in such a way as to undermine the integrity of the assessment process.
- Clear information and instructions must be given in the expectation that they will be followed by candidates.
- No candidate will alter any certificate or results document.
- Any work presented for assessment is the properly produced, original work of the assessment candidate. The incorporation of work originating with others is entirely acceptable provided it is properly acknowledged and referenced according to the instructions of the student's teachers.
- Assessors will be responsible for checking the validity of all work submitted for assessment. Checking might include the use of the Turnitin software or other electronic means such as Google searches. Further information and guidance for assessors and verifiers can be found in the Coursework Assessment Malpractice Policy 2018-2019.
- The Turnitin software compares students work with published sources. Also, student work checked via Turnitin will be stored in a central repository so that it is available for checking against work that may be submitted for checking via our own College or other educational establishments. Turnitin UK does however have a 'no repository' option where a student's work will be checked against other material but will not itself be kept and made available for future matching. This no repository option can be implemented on an individual basis and students will be required to opt out via the option available in the Student Agreement.

Any student breach, or attempt to breach, these expectations and prohibitions will be considered to be gross misconduct by the College and will be dealt with under the Student Disciplinary Policy & Procedures.

Any penalty will be assessed in proportion to the gravity of the breach and could range from downgrading the result to exclusion from the College. In some cases, it will be necessary for the College Quality Nominee to notify the relevant awarding organisation. The College will follow the awarding organisation guidelines and procedures in the event of having to notify them.

8.5.2.4 Procedures

This procedure has been written with reference to JCQ (Joint Council for Qualifications) guidance 'Plagiarism in Examinations: guidance for teachers and assessors'.

8.5.2.5 Defining Plagiarism

The JCQ guidelines for dealing with instances of suspected malpractice defines plagiarism as:

"The failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own."

8.5.2.6 Examples of Plagiarism

- Copying from published texts.
- Copying from internet sources.
- Copying or submitting essays or pieces of work previously submitted for examination.
- Copying or submitting manufactured artefacts.
- Direct and unacknowledged translation of foreign language texts into English.
- Copying from work packs produced by the College.

8.5.2.7 Preventing Plagiarism

- Raise awareness of plagiarism during induction or before beginning coursework.
- Ensure that all students are aware of the Notice to Candidates: Coursework and Portfolio.
- Ensure that all students understand which penalties may be applied.
- Ensure that all students have signed the college declaration stating that they understand what plagiarism is.
- Ensure that students are aware of what is and what is not acceptable in respect of plagiarism.
- Ensure that students are introduced to the conventions of using footnotes and bibliographies to acknowledge sources, as appropriate.
- Ensure that all deadlines are reasonable and where deadlines are set to assess progress.

8.5.2.8 Identifying Plagiarism

The following points may help in the identification of plagiarism:

- Check whether the student has submitted draft work throughout the coursework process.
- Changes in the quality of content, spelling, punctuation style, writing style and presentation throughout the work.
- Outdated references used throughout the work.
- The use of specialised terminology and jargon which would not ordinarily be expected from a student at that level.

8.5.2.9 Confirmation of Plagiarism

Several methods can be used to confirm a case of plagiarism:

- Type a 4–6 word phrase from the text in a search engine such as 'Google'. It may be useful to try a few search engines.
- Conduct a viva voce with the students. This may help to assess whether the work is that of the student.
- Ask the student whether they have used unacknowledged sources or another student's work.

8.5.2.10 What is Cheating?

There is more than one kind of cheating, and a student may find themselves cheating accidentally. Make sure you know what cheating is, how to recognise it, and what the penalties might be if a student cheats.

It is classed as cheating if a student lends work to someone else so that they can copy from it. If they then copy particular phrases (even if they are short) and do not acknowledge them, then this is cheating.

Does this mean that students cannot use study guides, books or websites to help with your ideas? No. If a student uses an extract from the writings of someone else, they must:

- Make sure they know the author and title of any book, or the exact web address used. Students must record these and tell the examiner. It is perfectly OK to acknowledge the source as 'Greenhead College Study Guide' if the precise author is not named in the guide.
- Put in quotation marks any extract used, even if it is only a short phrase of a few words; if this is not followed, it will be classed as cheating.
- If a student is summarising the argument of a critic, then acknowledge the authorship of the argument they are paraphrasing.
- Use the 'References and Citations: Creating a Bibliography' guide available in the library.

8.5.2.11 Definition of Maladministration

Maladministration is any activity or practice, which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration within a centre (e.g., inappropriate candidate records).

Examples of maladministration are (this list is not exhaustive):

- Late candidate registrations (both infrequent and persistent).
- Inaccurate claims for certificates (including certificates claimed 'in error').
- Failure to adhere to qualification approval requirements.
- Failure to maintain appropriate auditable records (e.g., certification claims).
- Misuse of logos and trademarks or misrepresentation of a centre's relationship with the Awarding organisation and/or its recognition and approval status with the Awarding organisation.
- Withholding of information from the Awarding organisation which is required to assure the Awarding organisation of the centre's ability to deliver qualifications appropriately.

8.5.2.12 Reporting Plagiarism and Cheating

If you suspect that a student has submitted work which involves unacknowledged sources or may be the work of another:

- Inform your Curriculum Director immediately. Provide evidence to support your assessment.
- Curriculum Director will inform the Assistant Principal that you suspect that a case of plagiarism has taken place.

8.5.2.13 Dealing with Plagiarism

If suspicions are confirmed and the student has not signed the declaration of authentication, the case will be dealt with as an internal college matter. Depending on the severity the following outcomes are to be used:

- The student will be informed that any marks given for their piece of work will be removed. There will be no opportunity for the resubmission of work. If the Curriculum Director and Director Curriculum and Quality agree that it would be difficult for the student to successfully pass the qualification, the student will be withdrawn from the qualification.
- The student will be given a formal warning which will be recorded on their file and communicated to the parents by letter.
- If the student involved lent work to a student which was then used and submitted as a student's own, the student will receive a formal warning which will be recorded in the student's file and communicated to parents by letter. No further action will take place unless the student is involved in a second case of plagiarism.

If suspicions are confirmed and student has signed the declaration of authentication, the case must be reported to the awarding organisation. This procedure is detailed in Guidance for Dealing with Instances of Suspected Malpractice in Examinations, published by the JCQ. The awarding body will consider any sanctions.

8.5.2.14 Dealing with Cheating

If found, during the course of the year, that a student is cheating in one of the ways above, then the Curriculum Director must be informed in writing. The Curriculum Director must inform the Director Curriculum and Quality. The student is to receive a formal warning and parents will need to be informed. The College will notify the examination board according to the relevant Awarding Organisation guidelines. This may result in the student being withdrawn from the unit and effectively the whole course. Serious offences can lead to disqualification from all public examinations.

When students hand coursework in, they must be asked to sign a declaration to say that they have not cheated. At that point, if someone finds that the student has lied, it is the examination board who will investigate the situation. Depending on the seriousness of the offence, the student may be removed from the whole of the exam, or in the worst cases from all their exams.

8.5.2.15 Reporting

Anybody who identifies or is made aware of suspected or actual cases of malpractice or maladministration at any time must notify the Quality Department of MidKent College immediately. In doing so, details should be provided in writing, with the appropriate supporting evidence.

All allegations must include (where possible):

- The nature of the suspected or actual malpractice/maladministration and associated dates.
- Details of the qualification, unit or exam.
- Centre's name, address and number.
- Candidate's name and registration or enrolment number.
- Details of centre personnel (e.g., name, job role) if they are involved in the case.
- Details and outcome of any initial investigation carried out by MidKent College or anybody else involved in the case, including any mitigating circumstances.

8.5.2.16 Confidentiality

Sometimes a person making an allegation of malpractice or maladministration may wish to remain anonymous, although it is always preferable if they reveal their identity and provide us with their contact details. However, if a whistle-blower is concerned about possible adverse consequences that may occur should their identity be revealed to another party, they should inform us that they do not want their identity divulged.

MidKent College will always aim to keep the identity of the person making the allegations confidential where asked to do so, although we cannot guarantee this. We may need to disclose their identity should the allegation lead to issues that need to be taken forward by other parties such as:

- The Police (to investigate or prevent crime).
- The Courts (in connection with any court proceedings).
- Other third parties such as regulatory authorities (in connection with certification).

Once a concern has been raised, we have a duty to pursue the matter.

8.5.2.17 Responsibility for the Investigation

The Quality Department of MidKent College must ensure that the staff involved in any internal investigation are competent and have no personal interest in the outcome of the investigation. The Director of Quality should be involved in all such investigations unless the allegations relate to the Director of Quality or the management of the centre. In which case, such investigations should be carried out by an additional Management person of the centre or his/her nominee.

The nominated person will be responsible for ensuring that the investigation is carried out in a prompt and effective manner and in accordance with the procedures in this policy. They will allocate a relevant member of staff to lead the investigation and establish whether or not the malpractice or maladministration has occurred, and review any supporting evidence received or gathered by the process.

At all times we will ensure that MidKent College personnel assigned to the investigation have the appropriate level of training and competence and they have had no previous involvement or personal interest in the matter.

8.5.2.18 Notification of Relevant Parties

Where malpractice or maladministration has taken place or is alleged, we will notify the most appropriate senior member of the MidKent College.

Where applicable, MidKent College will inform the Awarding Organisation if we believe there has been an incident of malpractice or maladministration, which could either invalidate the award of a qualification, accreditations or QAPs (Qualification Approval). In particular we will keep them informed of progress in the matter.

8.5.2.19 Investigation Timelines and Process

Where possible, MidKent College aim to complete the investigation within 10 working days of receipt of the allegation. However, in some cases the investigation may take longer. In such instances, we will advise all parties concerned of any revised timescales.

The fundamental principle of all investigations is to conduct them in a fair, reasonable and legal manner, ensuring that all relevant evidence is considered without bias. In doing so, investigations will be underpinned by terms of reference and based around the following broad objectives:

- To establish the facts relating to allegations in order to determine whether any malpractice and/or maladministration has taken place.
- To identify the cause of any malpractice and/or maladministration and those involved.
- To establish the scale of any malpractice and/or maladministration and whether other qualifications, accreditations or QAPs are affected.
- To determine whether remedial action is required to reduce the risk to current registered candidates and to preserve the integrity of the qualifications, accreditations or QAPs.
- To ascertain whether any action is required in respect of certificates already issued.
- To identify any adverse patterns or trends.

In carrying out any investigation we will be sensitive to the effect on, and reputation of MidKent College, and/or those members of staff who may be the subject to investigation. We will strive to ensure that the investigation is carried out as confidentially as possible and the organisation/person who is the subject of the allegation will have the opportunity to raise any issues about the proposed approach and the conduct of the investigation.

The investigation may involve a request for further information from relevant parties and/or interviews with personnel involved in the investigation. Therefore, we will expect all parties, who are either directly or indirectly involved in the investigation, to co-operate fully with us. In any interviews carried out with the person(s) accused of malpractice and/or maladministration, they can choose to be accompanied by a work colleague, trade union representative or other party.

We will ensure that all material collected as part of an investigation is kept secure. All records and original documentation concerning a completed investigation will be retained for a period of no less than 6 years.

If an investigation leads to invalidation of certificates, or criminal or civil prosecution, all records and original documentation relating to the case will be retained until the case and any appeals have been heard and for 6 years thereafter.

8.5.2.20 Investigation Report

If MidKent College believes there is sufficient evidence to implicate an individual within our centre, in malpractice and /or maladministration we will:

- Inform them (preferably in writing) of the allegation.
- Provide them with details of the evidence we found to support our judgment.
- Inform them of the possible consequences.
- Inform them that information in relation to the allegation and investigation may be, or has been, shared with the IMI and other relevant bodies (e.g., police).
- Provide them with an opportunity to consider and respond to the allegation and our findings.

After an investigation, we will produce a report for the parties concerned to check the factual accuracy. Any subsequent amendments will be agreed between the parties concerned and ourselves. The report will endeavour to:

- Identify where the malpractice/maladministration, if any, occurred.
- Confirm the facts of the case (and any mitigating factors if relevant).
- Identify who was responsible for the malpractice/maladministration (if any).
- Contain supporting evidence where appropriate (e.g., written statements).
- Confirm an appropriate level of remedial action to be applied.

If it is an internal investigation against a member of our staff the Head of Human Resources will agree the report with the relevant internal managers and appropriate internal disciplinary procedures will be implemented.

8.5.2.21 Investigation Outcome

If the investigation confirms that malpractice or maladministration has taken place MidKent College will consider what action to take to:

- Minimise the risk to the integrity of certification now and in the future.
- Maintain public confidence in the delivery of qualifications.
- Discourage others from carrying out similar instances of malpractice or maladministration.
- Ensure there has been no gain from compromising our standards.

In such cases where certificates are deemed to be invalid, we will inform the candidates that are affected and let them know the action being taken and that their original certificates are invalid. We will work with the relevant IMI and return the invalid certificates to them.