



MONDO INTERNATIONAL ACADEMY

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MISCONDUCT POLICY AND PROCEDURE

INTRODUCTORY

Rules for neglect of duty of care in evaluation This policy sets out how Mondo International Academy addresses any issues related to maladministration.

Unauthorized practices consist of acts that undermine the integrity and validity of assessment, certification of qualifications and / or undermine the authority of those responsible for conducting assessment and certification.

Mondo International Academy does not tolerate action (or attempts to act) in the event of negligence by:

- learners
- employees in relation to any qualifications.

SECTION I. BRIEFING NOTE ON ASSESSMENT MALPRACTICE

All staff must be vigilant regarding assessment malpractice and where malpractice occurs it must be dealt with an open and fair manner.

1. The policy on malpractice aims to:

- set out the rights and responsibilities, with regard to malpractice, of the learner and staff,
- define malpractice in the context of assessment and certification for any qualifications.

In the interest of learners and staff, the Academy will respond effectively and openly to all requests for an investigation into an incident or a suspected incident of malpractice. The Academy exists to provide and extend education and training. An important aspect of academic endeavours is recognition of the effort and work of the individual learner. As such, the academy views attempt to falsely claim the achievements of others as one's own as a serious academic offence and has policies and procedures to deal with such actions in a fair and just manner.

1.2. Academic offences are defined as:

Cheating in an examination: Copying from the work of other learners, obtaining help from other learners in a way that contravenes the regulations for the examination, bringing into the examination any unauthorised materials, or referring during the examination to any unauthorised material, or any form of impersonation.

Plagiarism: Plagiarism is a form of cheating. More fully, Neville (2007) describes plagiarism as "a practice that involves knowingly taking and using another person's work and claiming it, directly or indirectly, as your own". However, this definition covers a range of degrees of seriousness and intent. Students may be motivated, for example, by laziness as well as by a direct intent to obtain a qualification unfairly. In practice, it can also be difficult to distinguish between deliberate plagiarism and failure to acknowledge sources appropriately. There is a clear difference of degree between poor referencing of a quotation and the deliberate passing off of an entire piece of work with the intention of obtaining a qualification unfairly. It should be noted, however, that whether it is intentional or not, plagiarism presents a problem when it interferes with the accurate assessment of a student's ability — it subverts the purpose of assessment. Plagiarism can also be seen as a breach of trust between lecturers and their students, and between society and its members, and as such issues relating to plagiarism are matters of citizenship, honesty, and fairness.

Fabrication of information: This is the presentation of any false or fabricated information, results, or conclusions in any form of assessment, including practical or fieldwork studies, oral presentations, unpublished work, and including the work of fellow learners, interviews, and reports from work placements, etc.

Collusion: This is the deliberate and intentional collaboration, without official approval, between two or more learners in the development and production of work that is eventually submitted by each learner, in a substantially similar and/or identical form; and is presented by each learner to be the outcome of his or her individual efforts. Collusion also occurs where there is an unauthorised co-operation between a learner and another person, in or outside of Academy, in the preparation and production of work, which is ultimately presented, as the learner's own.

SECTION II.
ACTION TO BE TAKEN AT THE TIME OF ANY SUSPECTED OFFENCE

1. Cheating in Examinations

If an invigilator in an examination has cause to suspect any learner of cheating, for example by the discovery of unauthorized books or papers brought into the examination, these will be confiscated when discovered and any work done by the learner up to that time will be suitably annotated. The learner will, however, be allowed to complete the examination. At the end of the examination, the learner may be asked for an explanation. Unless a totally satisfactory response is received, the invigilator will submit a written report to the Examinations Officer. This report will include a description of the evidence that cheating has occurred, together with details of the learner's name, the date and time of the examination and any other relevant information. Where material is confiscated this material should be presented along with the written report. The Examinations Officer will forward this information to the examining body in line with Examination Regulations.

2. Plagiarism / Fabrication

Mondo International Academy is committed to the detection of plagiarism and to taking appropriate measures when it is detected including the implementation of electronic means of plagiarism detection the training of its staff in plagiarism prevention and detection informing its students of the Academy position on plagiarism and of the methods being used to aid detection engendering in its students an ethos of fairness and appropriate reward for effort expended (as part of the Academy's commitment to Citizenship) the promotion of effective assessment design and assessment practice ensuring that students are properly instructed in what constitutes fair practice and appropriate referencing taking disciplinary action as appropriate. Collusion

Where a member of teaching staff marking an assignment, or any piece of work associated with the assessment of modules, suspects unauthorized collusion in the production of that piece of work, between two or more learners, the matter will be reported to the relevant authority; responsible for the program via a written report. The written report should include the nature of the alleged offense; the names of the learners suspected of colluding; and the evidence upon which the allegation is based. The Academy's disciplinary process will then be followed.

SECTION III. GUIDANCE ON ASSESSMENT MALPRACTICE

1. The Academy requires assessors to ask learners to declare that their work is their own.
 - For internally assessed units, assessors are responsible for checking the validity of the learner's work
 - For externally assessed units, e.g. the controlled assessment, the learner must sign the statement of authenticity that is provided by awarding bodies
 - Learners must sign a written declaration that the evidence submitted is their own work. Assessors must confirm that evidence comes from the candidates own work. Course team leaders take positive steps to prevent or reduce the occurrence of learner malpractice.

These steps include:

- using the induction period to inform learners of the Academy's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- where applicable using the induction period to inform learners of the purpose and use of the Academy anti-plagiarism software
- showing learners, the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed, evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.
- introducing procedures for assessing work in a way that reduces or identifies malpractice, eg plagiarism, collusion, cheating, etc. These procedures may include:
 - o periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner
 - o altering assessment assignments/tasks/tools on a regular basis
 - o the assessor assessing work for a single assignment/task in a single session for the complete cohort of learners
 - o using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work
 - o assessors getting to know their learners' styles and abilities, etc
 - o assessors using Academy authorised plagiarism software
- ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.

The academy will take positive steps to prevent or reduce the occurrence of learner malpractice.

These steps will include:

- using the induction period and the learner handbook to inform learners of the academy's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- showing learners, the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed, evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.
- introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc.

These procedures may include:

- periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner
- altering assessment assignments/tasks/tools on a regular basis
- the assessor assessing work for a single assignment/task in a single session for the complete cohort of learners
- using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work
- assessors getting to know their learners' styles and abilities, etc.
- ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.

SECTION IV LEARNER MALPRACTICE

Attempting to or actually carrying out any malpractice activity is not permitted by the academy. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the Academy at its discretion:

- plagiarism by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
 - collusion by working collaboratively with other learners to produce work that is 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
 - 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/examination/test
 - fabrication of results and/or evidence
 - failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or awarding body conditions in relation to the assessment/examination/test rules, regulations and security
 - misuse of assessment/examination material
 - introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
 - obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
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- behaving in such a way as to undermine the integrity of the assessment/examination/test
 - the alteration of any results document, including certificates
 - cheating to gain an unfair advantage.

SECTION V. ACADEMY STAFF MALPRACTICE

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

- failing to keep any awarding body mark schemes secure
- alteration of any awarding body mark schemes
- alteration of any awarding body's assessment and grading criteria
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves staff producing work for the learner
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework
- failing to keep learner computer files secure
- falsifying records/certificates, for example by alteration, substitution, or by fraud fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment
- failing to keep assessment/examination/test papers secure prior to the assessment/examination/test obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.

If the academy discovers or suspects anyone of malpractice, it will make the individual fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. If the academy is alleging an individual may have been involved in act of malpractice, the individual will be given the opportunity to respond (preferably in writing) to the allegations made.

Related Directive: „Directive's for final theses”