

L-Università
ta' Malta

2021 - 2024

SEAC Vocational Subjects

Student Handbook





CONTENTS

| | |
|--|----|
| Terminology | 4 |
| The School Vision and Mission..... | 5 |
| SEAC SUBJECTS COURSE OUTLINE | 6 |
| SEAC 01 Retail - COURSE OUTLINE..... | 7 |
| SEAC 02 HEALTH AND SOCIAL CARE - COURSE OUTLINE | 8 |
| SEAC 03 ENGINEERING TECHNOLOGY - COURSE OUTLINE..... | 9 |
| SEAC 04 Hospitality - COURSE OUTLINE..... | 10 |
| SEaC 05 INFORMATION TECHNOLOGY - COURSE OUTLINE | 11 |
| SEAC 06 MEDIA LITERACY EDUCATION - COURSE OUTLINE | 12 |
| SEAC SUBJECTS POLICIES..... | 13 |
| 1. REGISTRATIONS..... | 14 |
| Initial Student Registration | 14 |
| Late and Very Late Student Registrations..... | 14 |
| Registration for the Synoptic Assessment | 15 |
| Registration for Appeals..... | 16 |
| Registration for Access Arrangements..... | 16 |
| 2. ASSESSMENT POLICY..... | 17 |
| Coursework and the Controlled Assessment..... | 17 |
| Synoptic Assessment..... | 18 |
| 3. SUBMISSION OF ASSIGNMENTS..... | 19 |
| Extenuating Circumstances..... | 19 |
| Marking and Feedback..... | 20 |
| Appeals..... | 20 |
| Unit Achievement | 21 |
| Subject Certification..... | 21 |
| 4. PLAGIARISM POLICY..... | 23 |
| Aim | 23 |
| Definition | 23 |
| Types of Plagiarism | 23 |
| Procedures and Sanctions..... | 23 |
| 5. STUDENT ASSESSMENT MALPRACTICE POLICY | 25 |
| Aim | 25 |
| Definition | 25 |
| Procedure for Dealing with Allegations of Malpractice..... | 26 |
| USEFUL CONTACT INFORMATION..... | 27 |

TERMINOLOGY

| Term | Definition |
|--------------------------------------|---|
| Assessment Criteria | A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved. |
| Assessor | The person responsible to grade the candidate's work, issue a mark and determine the candidate's final grade. |
| Competences | Each competence is defined as a combination of knowledge and skills and is associated with the level of autonomy and responsibility that the person is expected to have at that level. |
| Controlled Assessment | An assessment set by MATSEC which may include written and/or practical tasks as specified in the syllabus. This may be a take-home assessment or carried out under controlled conditions. |
| Coursework | A number of assignments given to the candidate during the course as specified in the syllabus. |
| Knowledge | Knowledge refers to the understanding of basic, factual and theoretical information, which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning. |
| Learning Outcome | Learning Outcomes are statements which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as what the candidate understands and is capable of doing at the end of the learning process. |
| Malta Qualification Framework | The Malta Qualifications Framework (MQF) provides an indication of the level of difficulty as a benchmark for a qualification, which needs to be assigned a level and mapped to the framework. The MQF has level descriptors from Level 1 to 8. The level descriptors are useful for education and training providers as they describe the Knowledge, Skills and Competences and a set of Learning Outcomes, which indicate to the candidate the end of a learning process. |
| Quality Assurance | A continuous process to assure the standards and quality of the learning assessment programme. |
| Sample of Work | A sample of work is a percentage of the candidate's work gathered as a representative sample for the internal or external verifier. |
| Skills | Skills imply the application of acquired knowledge and understanding in different contexts. A skill may be the result of formal learning or of repetitive work in an informal setting. |
| Synoptic Assessment | An assessment in the form of a written examination and conducted under controlled conditions covering all learning outcomes and the majority of Knowledge and Comprehension assessment criteria in a given unit. |
| Unit Content | The unit content is the content required to be communicated and given to the candidate per learning outcome. Each learning outcome must have content related to it, which content must be delivered to provide the candidate with the tools necessary to achieve that outcome. |

THE SCHOOL VISION AND MISSION

School Vision

To create a centre of creativity and learning where all students from all backgrounds and through different educational paths, acquire and develop the skills to adapt and succeed in an ever-changing world.

Mission Statement

Our school strives to create an environment where all stakeholders feel a sense of belonging and ownership which compels them to be actively involved in building a strong community of learners, a society where there's constructive dialogue between the parents and the teachers, where the students take an active role in their learning and where the teachers feel supported.



*SEAC SUBJECTS COURSE
OUTLINE*

SEAC 01 RETAIL – COURSE OUTLINE

Upon completing this programme, learners should be able to:

| Unit 1: Applied Retail Support (Year 9) |
|--|
| LO 1. Demonstrate an understanding of the various work areas and housekeeping activities. |
| LO 2. Follow procedures to ensure that the correct quantity and quality of goods are received. |
| LO 3. Handle goods appropriately in different retail settings. |
| LO 4. Apply tags to retail goods. |
| LO 5. Conduct a basic stock take exercise. |
| |
| Unit 2: Practical Merchandising (Year 10) |
| LO 1. Prepare a compliant retail outlet layout. |
| LO 2. Organise a product line display. |
| LO 3. Assemble and dismantle a promotional display. |
| LO 4. Enhance a customer’s retail experience through the use of themes. |
| LO 5. Demonstrate an understanding of the importance of product packaging for display settings. |
| |
| Unit 3: Retail Front Line (Year 11) |
| LO 1. Handle cash, payment and transactions according to established standards. |
| LO 2. Demonstrate appropriate interpersonal skills when dealing with different customers. |
| LO 3. Approach customers appropriately in different scenarios. |
| LO 4. Demonstrate knowledge of the delivery processes. |

SEAC 02 HEALTH AND SOCIAL CARE - COURSE OUTLINE

Upon completing this programme, learners should be able to:

| Unit 1: Looking After Babies, Children and Adolescents (Year 9) |
|---|
| LO 1. Demonstrate the knowledge and skills gained to feed a baby. |
| LO 2. Follow the principles of bathing a baby. |
| LO 3. Create a child-friendly environment. |
| LO 4. Conduct an activity to meet the needs of children or adolescents taking into consideration all Health and Safety procedures. |
| LO 5. Measure the vital signs of an individual in a respectful and safe manner. |
| Unit 2: Working with Vulnerable Adults (Year 10) |
| LO 1. Conduct an activity taking into consideration the needs of individuals. |
| LO 2. Wash an adult mannequin taking into consideration his/her physical abilities. |
| LO 3. Feed an adult taking into consideration his/her needs. |
| LO 4. Carry out procedures to move and handle an individual who has mobility problems. |
| LO 5. Demonstrate First Aid skills. |
| Unit 3: Working in a Health and Social Care Environment (Year 11) |
| LO 1. Use effective communication skills in one-to-one and group communication. |
| LO 2. Use communication skills to give proper handover. |
| LO 3. Demonstrate an understanding of how services enable individuals through care plans. |
| LO 4. Show appropriate interpersonal skills during an interview. |

SEAC O3 ENGINEERING TECHNOLOGY – COURSE OUTLINE

Upon completing this programme, learners should be able to:

| Unit 1: Manufacturing Processes (Year 9) |
|--|
| LO 1. Demonstrate an understanding of Health and Safety practices while working in an engineering context. |
| LO 2. Make use of measuring and marking out tools on materials with specific properties. |
| LO 3. Make appropriate use of tools and equipment used for cutting materials. |
| LO 4. Make use of permanent and non-permanent joining processes. |
| LO 5. Finish a product according to set requirements. |
| Unit 2: Mechanical Systems (Year 10) |
| LO 1. Manufacture different threads according to given specifications. |
| LO 2. Assemble pulleys and structure systems. |
| LO 3. Use gears and ratchets according to given specifications. |
| LO 4. Assemble cams and cranks according to given specifications. |
| LO 5. Use different sub-mechanical systems to construct a mechanical system. |
| Unit 3: Electrical and Electronic Systems (Year 11) |
| LO 1. Demonstrate an understanding of Health and Safety practices in relation to electronics and electricity. |
| LO 2. Build basic electrical and electronic circuits. |
| LO 3. Use tools and testing equipment to perform an electrical task. |
| LO 4. Interpret drawings and install a wiring system. |

SEAC 04 HOSPITALITY – COURSE OUTLINE

Upon completing this programme, learners should be able to:

| Unit 1: Back of House Procedures (Year 9) |
|---|
| LO 1. Demonstrate knowledge on the reservation process within the front office department. |
| LO 2. Be conversant with housekeeping and laundry preparations. |
| LO 3. Show basic culinary preparation skills. |
| LO 4. Follow opening and closing procedures of a food outlet. |
| |
| Unit 2: Front of House Operations (Year 10) |
| LO 1. Follow check-in/check-out procedures. |
| LO 2. Prepare rooms for guest's arrival. |
| LO 3. Finish different meals in an appropriate way. |
| LO 4. Prepare the food outlets for service. |
| |
| Unit 3: Guest Relations (Year 11) |
| LO 1. Demonstrate housekeeping skills for the upkeep of guest rooms. |
| LO 2. Communicate effectively with different types of guests. |
| LO 3. Demonstrate cooking and baking techniques. |
| LO 4. Serve customers in the correct manner. |

SEAC 05 INFORMATION TECHNOLOGY – COURSE OUTLINE

Upon completing this programme, learners should be able to:

| Unit 1: Computer Hardware Installation (Year 9) |
|--|
| LO 1. Demonstrate an understanding of computer system and peripheral devices. |
| LO 2. Install (RIU) internal hardware components and the necessary software. |
| LO 3. Install an Operating System. |
| LO 4. Set up user accounts. |
| |
| Unit 2: Networking (Year 10) |
| LO 1. Setup the infrastructure for a small-scale network. |
| LO 2. Configure networking protocols. |
| LO 3. Share data and resources on a network. |
| LO 4. Secure a network from possible threats. |
| |
| Unit 3: Game Development (Year 11) |
| LO 1. Plan a computer game idea. |
| LO 2. Create digital graphics, sounds and sprites for a computer game. |
| LO 3. Develop a computer game. |
| LO 4. Document a computer game which has been tested for functionality. |

SEAC 06 MEDIA LITERACY EDUCATION – COURSE OUTLINE

Upon completing this programme, learners should be able to:

| Unit 1: An Introduction to Still Photography (Year 9) |
|--|
| LO 1. Demonstrate an understanding of the parts, functions and proper handling of photographic equipment. |
| LO 2. Prepare photographic equipment needed for a specific task. |
| LO 3 Use photographic equipment to capture still images. |
| LO 4. Use light to improve the photographic process. LO 5. Edit photos using digital software. |
| Unit 2: An Introduction to Moving Image (Year 10) |
| LO 1. Properly handle videography equipment to shoot short videos. |
| LO 2. Use common gear for videography shoots. |
| LO 3. Record a video shoot. |
| LO 4. Assemble a basic video edit. |
| Unit 3: Creating Media Products (Year 11) |
| LO 1. Develop ideas for media products to communicate a message. |
| LO 2. Create a podcast which discusses a specific theme. |
| LO 3. Produce a print product using photography and typography. |
| LO 4. Shoot a film based on a narrative script. |
| LO 5. Use sound design techniques to tell or enhance a story. |

The background features a complex, layered design. At the top and bottom, there are wavy, ribbon-like shapes in various shades of blue, some with fine, parallel lines. These are overlaid on a pattern of semi-transparent, overlapping squares and rectangles, creating a grid-like effect. The central area is a plain, light blue gradient.

SEAC SUBJECTS POLICIES

1. REGISTRATIONS

Initial Student Registration

- 1.1 In order to obtain a SEAC qualification in a vocational subject, students need to be registered with MATSEC as school candidates within a secondary school where such Subject is being delivered.
- 1.2 MATSEC shall inform schools offering vocational subjects about registration dates, which information should be relayed to students opting for the subjects.
- 1.3 Students are to register at the beginning of Year 9 (Form 3), by the deadline announced by MATSEC.
- 1.4 Students registering for a SEAC vocational subject cannot register for a SEC award in the same vocational subject.
- 1.5 Students who are repeating their first year in a vocational subject are required to register again for the same subject.
- 1.6 Students are to ensure that details provided on registration are complete and correct. An administration fee shall apply for any changes requested.

Late and Very Late Student Registrations

- 1.7 Students can register for a Subject qualification after the closing date of the initial registration period, only if the deadline of Unit 2 – Assignment 2 has not been exceeded.
- 1.8 Students registering after the closing date of the initial registration period should be aware of the following assessment options:

| Period of Late Registration | Assessment |
|--|--|
| Before the deadline of Unit 1 - Assignment 1 | Students are allowed to attempt all Coursework and the Controlled assessment. |
| After the deadline of Assignment 1 of Unit 1 or Unit 2 And before the deadline of Assignment 2 of Unit 1 or Unit 2 | Only marks achieved in the Application criteria through the student's second Coursework for that unit are to be submitted to MATSEC. The students are allowed to sit for the Synoptic assessment and the maximum obtainable mark in that unit is 60 . |
| After the deadline of Assignment 2 for any unit | Students are NOT ALLOWED to attempt any assessment for the unit. |

- 1.9** Students registering after the closing date of the initial registration period:
- (i) are to obtain written approval from the school stating that they will be allowed to study the subject following consultation between MATSEC and the school;
 - (ii) are to present this written approval to MATSEC;
 - (iii) will incur Late and/or Very late registration charges.

Registration for the Synoptic Assessment

- 1.10** Registered students are eligible to sit for the **first Synoptic assessment** session if they:
- (i) failed to pass the unit, **AND/OR**
 - (ii) did not attempt any of, or all unit assignments for a justified reason, **AND**
 - (iii) had attended for the majority of lessons.
- 1.11** Registered students are eligible to sit for the **second Synoptic assessment** session if they:
- (i) were eligible to sit for the first Synoptic assessment, but did not register and/or sit for it, **OR**
 - (ii) failed to pass the unit after sitting for the first Synoptic assessment.
- 1.12** Registered students who are **NOT** eligible to sit for the Synoptic Assessment are those who:
- (i) passed the unit **OR**
 - (ii) did not attend for the majority of lessons.
- 1.13** Eligible students must first register with MATSEC in order to sit for the Synoptic assessment.
- 1.14** Students registering for a Synoptic assessment session should be aware of the following assessment outcomes:

| Reason for Synoptic | Assessment Outcomes |
|--|---|
| Student did not pass the unit after attempting all three assignments. | Maximum unit mark that can be achieved is 60 . |
| Student did not attempt any of, or all the assignments for a justified reason, but attended the majority of the lessons. | Maximum unit mark that can be achieved is 60 . |

- 1.15** The date and venue of the Synoptic assessment will be communicated to students by MATSEC.
- 1.16** No other re-sit will be allowed for any unit after the second Synoptic assessment.

Registration for Appeals

- 1.17** Students who are not satisfied with the unit mark, or the mark obtained through a Synoptic assessment, may appeal from that mark.
- 1.18** Students have to register with MATSEC for the appeal by the published date.
- 1.19** The relevant revision of paper fee applies.
- 1.20** MATSEC will inform students about the appeal's outcome.
- 1.21** The outcome of appeals is final.

Registration for Access Arrangements

- 1.22** Students who require access arrangements must register through the school between October and January of Year 9 (Form 3).
- 1.23** Applications are to be submitted through the appropriate form and include all relevant reports. For further information one can refer to the Access Arrangements section on the MATSEC website:
<https://www.um.edu.mt/matsec/Access>.

2. ASSESSMENT POLICY

Coursework and the Controlled Assessment

- 2.1** These subjects have a modular format. Each subject consists of three units each of which is delivered and assessed in a scholastic year; Unit 1 is to be covered in Year 9 (Form 3), Unit 2 is to be covered in Year 10 (Form 4) and Unit 3 is to be covered in Year 11 (Form 5).
- 2.2** Each unit will be assessed through three assignments, two Coursework and one Controlled assessment, covering all unit Knowledge, Comprehension, and Application assessment criteria. All assignments shall include at least one Knowledge criterion and one Application criterion.
- 2.3** Knowledge criteria and any Comprehension criteria present in the Controlled assignment will be assessed through a written task/s, whereas Application criteria will be assessed through a practical task/s. Criteria that will be assessed through the Controlled assessment shall be indicated in the respective subject syllabi.
- 2.4** Each SEAC vocational unit shall be assessed by means of Knowledge, Comprehension, and Application criteria. Each Knowledge assessment criterion carries 4 marks, each Comprehension criterion carries 6 marks and each Application criterion carries 10 marks for a total of 100 marks. Unit criteria are distributed as follows:

| SEAC VOCATIONAL SUBJECTS | | | |
|--------------------------|---------------------|-----------------------------|----------------------|
| Criteria | Marks per criterion | Number of Criteria per unit | Total Marks per unit |
| Knowledge | 4 | 8 | 32 |
| Comprehension | 6 | 3 | 18 |
| Application | 10 | 5 | 50 |

- 2.5** Each SEAC vocational unit shall consist of three to six learning outcomes. Each learning outcome has assessment criteria at MQF Level 1, MQF Level 2 and MQF Level 3. All assessment criteria shall be assessed to provide the student with the opportunity to achieve an MQF Level 3. Marks for each criterion are distributed by MQF Level, as follows:

| Criteria | MQF Level 1 | MQF Level 2 | MQF Level 3 |
|---------------|-------------|-------------|-------------|
| Knowledge | 1 | 1 | 2 |
| Comprehension | 2 | 2 | 2 |
| Application | 3 | 3 | 4 |

2.6 Marks are distributed across assignments, as per table below:

| Assignment Number | Assignment Type | Percentage distribution |
|-------------------|-----------------|-------------------------|
| 1 | Coursework | 24 - 42% |
| 2 | Coursework | 24 - 42% |
| 3 | Controlled | 24 - 42% |

Synoptic Assessment

- 2.7** MATSEC is responsible for developing and marking the Synoptic assessment. MATSEC is also responsible for communicating the results of the Synoptic assessment to the students and the schools.
- 2.8** The Synoptic assessment for SEAC vocational subjects shall cover all learning outcomes and the majority of Knowledge and Comprehension assessment criteria (theory aspect) defined in the unit. The marks achieved in the Application criteria through the Coursework shall be carried forward and added to the mark achieved through the Synoptic assessment.
- 2.9** The Synoptic assessment session shall be 2 hours long.

3. SUBMISSION OF ASSIGNMENTS

- 3.1 Students are to be informed of the submission date as written on the assignment brief front sheet.
- 3.2 Work submitted after the set assignment deadline without a justifiable reason must not be accepted and/or assessed.
- 3.3 Students are to submit their work by the deadline/s specified by the teacher in the assignment brief.
- 3.4 Students should submit their work in the format requested through the mode of assessment being used; **other formats should not be accepted for marking.**
- 3.5 No resubmissions shall be permitted after the assignment/task deadline.
- 3.6 Candidates may seek feedback and support from their teachers, as long as:
 - a. Communication is verbal, although the candidate may write notes;
 - b. Detailed indications of errors or omissions are not provided by the teacher;
 - c. Specific improvements to meet the assessment criteria are not identified;
 - d. A draft version of an assignment is not collected for marking;
 - e. Parts are neither added nor removed from an assignment following submission.
- 3.7 The school is to direct legal guardians that if candidates seek support from them to complete coursework, they:
 - a. Should urge their children to allocate time for their Coursework, planning ahead wherever possible;
 - b. May suggest additional resources to complete their task;
 - c. May discuss the Coursework but should not give specific indications on the content that should and/or should not be included;
 - d. Should encourage their children to speak to their teacher/s.

Extenuating Circumstances

- 3.8 Students who do not meet the deadline for the submission of an assignment due to extenuating circumstances may be allowed to present the assignment after the deadline provided that the circumstances incurred by the student are accepted by the head of school in agreement with MATSEC.

3.9 Examples of reasons which may be considered as justifiable include the following:

- a. Student/s taking part in international events, such as sport events in which they represent the country;
- b. Justified medical illnesses;
- c. Death or hospitalisation of a close family member;
- d. Student injury and/or hospitalisation which affects his/her ability to complete the assignment in the given timeframe;
- e. Personal or psychological problems for which the student has been referred to or is already receiving aid from a qualified practitioner/s.

3.10 Examples of reasons which are **NOT** to be considered as justifiable include the following:

- a. Holidays;
- b. Computer problems, corrupt data, lost files, etc.;
- c. Time management problems;
- d. Other appointments and/or commitments;
- e. Sporting events in which students are not representing Malta on an international level.

Marking and Feedback

3.11 Students shall be informed of the assignment marks achieved and receive formal feedback, only once the internal verification of assessment decisions process of the complete assignment has been concluded.

3.12 Students should be made aware that marks can change as a result of external verification.

3.13 All students have to sign on the assignment front sheet to confirm that they have seen the corrected assignment. This should be carried out before the external verification visit.

Appeals

3.14 Students who are not satisfied with the result awarded to them in the unit may request a review of their assessment by a Reviser within the period specified by MATSEC and against a fee as determined by the University of Malta. Students may only appeal from a unit mark of the completed unit in the previous scholastic year.

- 3.15 MATSEC shall communicate the outcome of the appeals in writing to the student and the school.
- 3.16 The student can only appeal once for a unit, and one time after every Synoptic session of that particular unit.
- 3.17 The result of the appeal is final.

Unit Achievement

- 3.18 For a student to achieve a Pass in a SEAC vocational unit, at least **50 marks** should be attained after attempting all Unit assignments, out of which at **least 25 marks** must be obtained through the combination of **Knowledge and Comprehension criteria**, and **25 marks through Application criteria**.
- 3.19 In order to pass the Synoptic assessment students must satisfy the examiner in the theory aspect (Knowledge and Comprehension criteria) and attain at least **50 marks**, including marks obtained through the Application criteria carried forward from the Coursework.

Subject Certification

- 3.20 Students can only qualify for an **MQF Level 3** certificate if they pass each unit with a total of at least **150 marks** throughout the Subject, after having attempted all assessments, as described above.
- 3.21 Students can qualify for an **MQF Level 2** certificate if they pass any two units and have a total score of at least **120 marks** throughout the Subject **or** have a total score of at least **120 marks** throughout the Subject and at least **40 marks** in each of the three units.
- 3.22 Students can qualify for an **MQF Level 1** certificate if they score at least **60 marks** throughout the Subject achieved through at least **20 marks** in each of any two units.
- 3.23 Students not scoring at least **20 marks** in each of any two units **or** obtaining less than **60 marks** throughout the Subject will be awarded an Unclassified (U) grade.
- 3.24 Conditions for certification are summarised, as follows:

| Conditions for Certification | | |
|------------------------------|--------------------------|--------------------------------------|
| Award | Marks throughout subject | Unit achievement |
| MQF Level 3 | ≥ 150 | Pass the three units |
| MQF Level 2 | ≥ 120 | Pass any two units |
| MQF Level 2 | ≥ 120 | ≥ 40 in each of the three units |
| MQF Level 1 | ≥ 60 | > 20 in each of any two units |
| U | ≥ 60 | < 20 in each of any two units |
| | < 60 | - |

- 3.25** A result slip showing the MQF Level achieved on completion of the three-year programme following the Main session, shall be posted by MATSEC to each student.
- 3.26** A result slip showing the MQF Level achieved on completion of the three-year programme following any Supplementary (Synoptic) sessions, shall be separately posted by MATSEC to each student.
- 3.27** Certificates showing the MQF Level achieved in any session shall be collected from the school once these have been issued by MATSEC.

4. PLAGIARISM POLICY

Aim

The aim of this policy is to emphasise the fact that using other people's work without acknowledging the source is not acceptable. Ways to avoid this misconduct and possible consequences of not adhering to this policy are highlighted.

Definition

Plagiarism refers to the appropriation and use of someone else's thoughts, writings, illustrations and/or inventions without acknowledging the source. Students are to make use proper paraphrasing or summarisation of someone else's words, ideas, or data in their assignments, supporting such work with proper referencing.

Types of Plagiarism

4.1 There are different forms of plagiarism:

- a. Intentional;
- b. Unintentional.

4.2 Both practices are prohibited and will lead to disciplinary action.

The following may be cited as instances of plagiarism:

- a. Copying whole paragraphs without referring to the sources which may be, for example, books, online sources, newspapers, journals, teacher's notes;
- b. Presenting work carried out by someone else, including parents;
- c. Presenting someone else's assignments from different schools or from previous years instead of doing one's own.

4.3 In those cases where students are not sure of their work's authenticity, they may either opt not to use that material at all or else consult with their teacher on the best way forward to approach the problem.

Procedures and Sanctions

4.4 Where plagiarism is suspected before an assignment deadline, the teacher should:

- a. Make the student/s fully aware at the earliest opportunity of the suspicion;
- b. Give the student/s the opportunity to answer to the allegations made;
- c. Direct the student/s to repeat the work;

with the intent of teaching students that such work cannot be accepted and support them in using a proper referencing system.

4.5 Where plagiarism is suspected after an assignment deadline:

- a. The teacher should make the student/s fully aware at the earliest opportunity of the suspicion;
- b. The teacher should give the student/s the opportunity to answer to the allegations made;
- c. The teacher will inform the internal verifier and the head of school about this incident in writing indicating which part of the assignment was plagiarised, the extent of the plagiarism, potential sources from where the material was copied, and the reasons provided by the student/s when informed of the misconduct.
- d. The student should be called in by the head of school who should communicate a date and time for a viva to be conducted in relation to the case. The head of school together with the teacher and the internal verifier should be present for the viva.
- e. The teacher should prepare a list of questions and a marking scheme for the viva. These have to be internally verified before the viva.
- f. During the viva, the teacher should ask the questions and give enough time for the student to answer. After the viva, the teacher and the internal verifier should agree on a common mark and document the reasons for awarding this mark.
- g. The final viva documentation should be attached to the original assignment. The viva should be video recorded as evidence.

4.6 Where there is enough evidence that confirms plagiarism after an assignment deadline:

- a. If the answer in attempting one assessment criterion is plagiarised, all the marks for that criterion at all MQF levels are completely lost. The student is issued with a written warning and legal guardians are informed.
- b. If the answers in attempting more than two assessment criteria are plagiarised, marks for the whole assignment are lost. The student is issued with a written warning and legal guardians are informed.

4.7 If plagiarism is repeated, the head of school should consult with MATSEC to decide on appropriate action which could lead to an Unclassified (U) grade being awarded in the Subject, overriding any marks already achieved.

5. STUDENT ASSESSMENT MALPRACTICE POLICY

Aim

The aim of this policy is to:

- a. Ensure that assessment is fair within and across all schools;
- b. Identify and minimise the risks of malpractice and outline appropriate actions that can be taken if such practices take place.

Definition

Student malpractice is any action by the student that has the potential to undermine the integrity and validity of the assessment of his/her or other students' work. The following is a non-exhaustive list of examples of malpractice by students:

- a. Plagiarism of any nature (*refer to 4. Plagiarism Policy*);
- b. Working with friends on a piece of work and then presenting it as an individual assignment;
- c. Cheating or attempting to cheat during assessment;
- d. Deliberate alteration or destruction of other students' work;
- e. Inventing data and figures to support statements included in the assignment;
- f. False declaration of authenticity in relation to Coursework;
- g. Impersonation by pretending to be someone else during assessment or making arrangements for such practice;
- h. Failing to abide by the instructions relating to the assessment rules, regulations and security;
- i. Being in possession of and/or using unauthorised material during assessment, such as notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices;
- j. Obtaining or attempting to obtain, receive, exchange or pass on information during assessment, unless specifically authorised or instructed to do so in the assignment brief.
- k. Behaving in such a way as to undermine the integrity of the assessment;
- l. Breaching assessment security measures;
- m. Making alterations to any results document, including certificates.

Procedure for Dealing with Allegations of Malpractice


- 5.1** All students, staff and external verifiers have a responsibility to report any suspected incidences of student malpractice to the SLT. All allegations made shall be taken seriously.
- 5.2** Once an allegation is made, the following procedure shall be followed:
- a. The head of school should ask the person making the allegation to write and sign a report attaching any available supporting evidence.
 - b. An investigation will be initially undertaken by the SLT, which will interview all personnel linked to the allegation to establish the full facts and circumstances.
 - c. The student/s and legal guardians are made aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
 - d. The student/s is/are given the opportunity to respond to the allegations made.
 - e. If malpractice is proven, MATSEC should be informed and *The Conduct of the Matriculation and Secondary Education Certificate Examinations Regulations* section 10 will apply, accessible through this link: <https://www.um.edu.mt/matsec/regulations>.


USEFUL CONTACT INFORMATION

 MATSEC Support Unit, University of Malta Msida, MSD 2080

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 matsec@um.edu.mt

 23402814/5/6


 Winter Hours: 08:15 - 12:00 - 13:30 - 16:30

 Summer Hours: 08:00 - 13:30

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