L-Università ta' Malta

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SEC Vocational Subjects

Student Handbook

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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 in the form of a written examination and conducted under controlled conditions within a school environment.
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.

VOCATIONAL SEC SUBJECTS

COURSE OUTLINE

SEC 36 HEALTH AND SOCIAL CARE – COURSE OUTLINE

The aim of the vocational programme in Health and Social Care is to provide candidates with the underpinning knowledge related to Health and Social Care. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

Upon completing this programme, learners should be able to:

Unit 1: Effective Communication, Human Development and Holistic Care *(Year 9)*
LO 1. Demonstrate an understanding of the different contexts of communication.
LO 2. Demonstrate communication skills in one-to-one and group interactions.
LO 3. Meet individual needs at different life stages.
LO 4. Demonstrate an understanding of the factors that influence the health and wellbeing of individuals.
LO 5. Develop a plan to meet the general health and wellbeing needs of an individual.
Unit 2: Anatomy, Physiology, Health and Safety in Health and Social Care *(Year 10)*
LO 1. Demonstrate an understanding of the organisation of the human body and the interrelationship of major body systems.
LO 2. Measure vital signs and interpret the results obtained.
LO 3. Demonstrate an understanding of potential hazards in Health and Social Care and how legislation promotes health, safety and security.
LO 4. Demonstrate an understanding of the activities of daily living and how their application improves quality of care.
LO 5. Demonstrate knowledge of basic First Aid skills.
Unit 3: Equality, Diversity and Quality Care *(Year 11)*
LO 1. Demonstrate an understanding of the concept of diversity underpinning Health and Social Care.
LO 2. Demonstrate an understanding of the role of legislation and organisations in promoting antidiscriminatory practice and equality.
LO 3. Demonstrate an understanding of the rights of individuals accessing Health and Social Care services.
LO 4. Demonstrate an understanding of the social service principles and the provision of quality care.

SEC 37 ENGINEERING TECHNOLOGY – COURSE OUTLINE

The aim of the vocational programme in Engineering Technology is to provide candidates with the underpinning knowledge related to the world of Engineering Technology. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

Upon completing this programme learners should be able to:

Unit 1: Using Tools and Materials *(Year 9)*
LO 1. Prepare the necessary PPE according to statutory regulations.
LO 2. Demonstrate an understanding of the properties of different types of materials and manufacturing processes.
LO 3. Make use of measuring and marking out tools.
LO 4. Make use of different tools safely and appropriately to produce an engineering component.
LO 5. Finish a given product to given specifications.
Unit 2: Electronic Circuits Designs *(Year 10)*
LO 1. Demonstrate an understanding of voltage, current and resistance.
LO 2. Recognize basic circuit structures.
LO 3. Demonstrate knowledge of capacitors and resistors in timing circuits.
LO 4. Use semi-conductors and integrated circuits.
LO 5. Construct and test digital and analogue circuits safely and effectively.
Unit 3: Electro-mechanical systems *(Year 11)*
LO 1. Demonstrate knowledge of alternating current and coils.
LO 2. Demonstrate an understanding of power tools and their individual mechanical components.
LO 3. Demonstrate knowledge of emergency procedures.
LO 4. Construct an electro-mechanical product using power tools from given documentation.

SEC 38 HOSPITALITY – COURSE OUTLINE

The aim of the vocational programme in Hospitality is to provide candidates with the underpinning knowledge related to the Hospitality industry. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

Upon completing this programme learners should be able to:

Unit 1: The Hospitality and Tourism Industry *(Year 9)*
LO 1. Demonstrate an understanding of the hospitality and tourism industry and the issues that have an impact on this sector.
LO 2. Demonstrate an understanding of the different types of hospitality businesses and the importance of tourism to the Maltese economy.
LO 3. Demonstrate an understanding of various job roles within the hospitality industry and what the job roles entail.
LO 4. Demonstrate an understanding of the importance of health and safety within the hospitality industry.
Unit 2: The World of Food *(Year 10)*
LO 1. Recognise ways to prevent food poisoning and contamination.
LO 2. Demonstrate an understanding of basic nutrition and different diets.
LO 3. Show basic culinary skills in food preparation.
LO 4. Demonstrate knowledge on the basic principles of Mediterranean cuisine.
LO 5. Demonstrate basic baking techniques within the pastry department.
Unit 3: Hospitality Operations *(Year 11)*
LO 1. Serve customers in the correct manner.
LO 2. Demonstrate knowledge of different non-alcoholic beverages.
LO 3. Communicate effectively with different types of customers.
LO 4. Show an understanding of the different functions and responsibilities of the Rooms Division Department.

SEC 39 INFORMATION TECHNOLOGY – COURSE OUTLINE

The aim of the vocational programme in Information Technology is to provide learners with the underpinning knowledge related to Information Technology. By the end of the programme, candidates are expected to have gained sufficient skills and should be able to apply knowledge and skills.

Upon completing this programme, learners should be able to:

Unit 1: Computer Hardware Installation *(Year 9)*
LO 1. Demonstrate an understanding of good practices on the workplace.
LO 2. Describe different types of computer systems.
LO 3. Choose compatible internal hardware components for a computer installation (RIU).
LO 4. Install (RIU) internal hardware components and configure the necessary software.
LO 5. Document a computer installation (RIU).
LO 6. Identify appropriate computer maintenance.
Unit 2: Multimedia Systems and Basic Website Design *(Year 10)*
LO 1. Describe different types of multimedia systems.
LO 2. Modify and create digital images and animations.
LO 3. Use video editing software to develop an audio-visual production.
LO 4. Plan and design a website according to specific requirements.
Unit 3: Networking *(Year 11)*
LO 1. Demonstrate an understanding of computer networks and data transmission media.
LO 2. Setup a small-scale local area network.
LO 3. Share files and devices on a network.
LO 4. Setup security measures.

SEC 41 MEDIA LITERACY EDUCATION – COURSE OUTLINE

The aim of the vocational programme in Media Literacy Education is to provide candidates with the underpinning knowledge related to Media. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

Upon completing this programme, learners should be able to:

Unit 1: The Media and "Me" *(Year 9)*
LO 1. Demonstrate an understanding of how the different media contexts impact media content.
LO 2. Demonstrate knowledge of how contextual factors impact the dissemination of information through media.
LO 3. Demonstrate how all factors construct the mise-en-scène and contribute to the narrative.
LO 4. Apply a range of camera techniques to produce a series of photographs.
Unit 2: Communicating "Me" *(Year 10)*
LO 1. Demonstrate an understanding of how print and text/images are used effectively.
LO 2. Demonstrate knowledge of how graphics impact different audiences.
LO 3. Develop a print product for a specific audience.
LO 4. Demonstrate knowledge of the personal and collective responsibilities when publishing online.
Unit 3: Creative and Collaborative "Me" *(Year 11)*
LO 1. Demonstrate knowledge of aspects related to moving image production.
LO 2. Communicate an original idea for a moving image production.
LO 3. Compile the preparatory building blocks required to complete a moving image production.
LO 4. Collaboratively produce a moving image production.

SEC 42 RETAIL – COURSE OUTLINE

The aim of the vocational programme in Retail is to provide candidates with the underpinning knowledge related to retail industry. By the end of the programme, candidates are expected to have gained sufficient skills and knowledge and be able to apply them.

Upon completing this programme, learners should be able to:

Unit 1: Introduction to Retail, Sales and Customer Care *(Year 9)*
LO 1. Demonstrate an understanding of the retail sector and the range of retail occupations.
LO 2. Outline the retail selling process.
LO 3. Recognise the importance of teamwork in retail.
LO 4. Demonstrate a good customer service in a retail environment.
LO 5. Demonstrate an understanding of the key elements related to consumer rights in Malta.
Unit 2: Dealing with Stock and Visual Merchandising *(Year 10)*
LO 1. Describe the basic elements related to the receipt of goods.
LO 2. Apply practices of goods storage and stock level maintenance.
LO 3. Demonstrate an understanding of the basics of consumer behaviour.
LO 4. Apply the concepts of visual merchandising.
Unit 3: Key Aspects of Retail Operations *(Year 11)*
LO 1. Demonstrate housekeeping and safety practices when working in retail.
LO 2. Recognise threats to security in retail and related mitigation measures.
LO 3. Apply good practices in handling cash and processing customer payments.
LO 4. Demonstrate an understanding to the basic financial terms and processes used in the retail business.

VOCATIONAL SEC SUBJECTS POLICIES

1. REGISTRATIONS

Initial Student Registration

1.1 In order to obtain a SEC 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 SEC vocational subject cannot register for a SEAC 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**.
Student attempted all Coursework but did not sit for the Controlled assessment for a justified reason.	The mark obtained in the theory part of the Synoptic assessment will be apportioned to replace the Controlled assessment mark. The unit mark will be updated accordingly.

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.

2.3 The Controlled assessment shall consist of written work and shall not be more than 2 hours long.

2.4 Criteria that will be assessed through the Controlled assessment shall be indicated in the respective subject syllabi.

2.5 Each SEC 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:

SEC VOCATIONAL SUBJECTS			
Criteria	**Marks per criterion**	**Number of Criteria per unit**	**Total Marks per unit**
Knowledge	4	10	40
Comprehension	6	5	30
Application	10	3	30

2.6 Each SEC 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

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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

Synoptic Assessment

2.8 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.

2.9 The Synoptic assessment for SEC 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.

2.10 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 this 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 SEC vocational unit, at least **50 marks** should be attained after attempting all unit assignments, out of which at least **26 marks** must be obtained through Coursework and **19 marks** through the Controlled assessment.

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 (Grades 1 to 5) 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 (Grades 6 or 7) 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 Subject grades 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 Subject grades 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 Subject grades 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.

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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25984400/14/17