

Section A: Assessment	
Name of Procedure	Academic Malpractice and Fair Assessment in the Delivery of Credit Based Learning Procedure
Person/persons conducting this assessment with Contact Details	Rachel Rushforth – LED Manager 02920 715982
Date	15/08/2016

1. The Procedure

Is this a new or existing procedure? Existing – However, originally it was policy which has now been updated into a purposeful procedure following the control document guidelines.

- **What is the purpose of the procedure?** To maintain academic standards in the organisation.
This means that all staff involved in the administration, delivery and assessment of credit based learning understand their personal responsibilities to prevent malpractice. To ensure all staff completing a credit based learning unit or qualification are assessed fairly and offered adjustments in line with the awarding body's procedures meaning:
 - No member of our staff submits any work that is not entirely their own.
 - No member of the training staff knowingly allows the submission of learners work that is not the learners own work.
 - No member of the training staff knowingly passes learners submitted work that has not met the assessment criteria.
 - No member of staff responsible for Internal Verification knowingly allows marked work to pass that has not met the assessment criteria.
 - No qualified internal verifier approves for certificates without the evidence of the assessment and internal verification practice meaning

- maladministration.
- All learners are entitled to a fair assessment.

How do the aims of the procedure fit in with corporate priorities? i.e. Corporate plan

This procedure fits in line with the Integrated Medium Term plan for Cardiff and Vale UHB and focuses on 'great place to work and learn' by providing guidance to malpractice and fair assessment.

By ensuring that Cardiff & Vale UHB is compliant with the relevant legislation and terms and conditions.

This procedure is linked with the following policies/ key documents;

Integrate Education Strategy

Mandatory Training Procedure

Talent management/ succession planning framework

Study Leave Guidelines

Preceptor ship Procedure

Clinical Supervision Procedure

Disciplinary Policy

Procedure for NHS Staff to Raise Concerns

Dignity at work Process.

Whistle blowing policy

Recognition of Prior Learning Policy.

Who will benefit from the procedure?

All staff involved in the delivery of and receipt of credit based learning.

What outcomes are wanted from this procedure?

- Good internal dissemination of the principals and importance of good education practice.
- Commitment to a fair, transparent and robust system of staff engagements allowing access to credit based learning identified through an annual appraisal, with clear objects set. (Prioritising mandatory training first for staff development, then essential skills then professional/personal development).
- Commitment to an honest submission and marking process with regards to learners work.

Are there any factors that might prevent outcomes being achieved? (e.g. Training/practice/culture/human or financial resources)

- Awareness and understanding of own responsibilities may negatively impact on the desired outcomes.
- Non-awareness or understanding of the procedure may hinder the outcomes.
- Poor communication regarding the procedure may decrease employees' awareness of the procedure.
- Insufficient or lack of training may negatively impact on assessment and internal verification abilities and therefore hindering the desired outcomes.
- A negative attitude may compromise the commitment to the procedure.

2. Data Collection

What qualitative data do you have about the procedure relating to equalities groups (e.g. monitoring data on proportions of service users compared to proportions in the population)?

What quantitative data do you have on the different groups¹⁶ (e.g. findings from discussion groups, information from comparator authorities)?

Please indicate the source of the data gathered? (e.g. Concerns/Service/Department/Team/Other)

What gaps in data have you identified? (Please put actions to address this in your action plan?)

A number of EQIA's from other organisations were examined as part of this EQIA process.

E.g. on the 15/08/2016 https://www.cityplym.ac.uk/sites/default/files/docs/impact_assessments/Plagiarism-and-Academic-Dishonesty-Procedure-EIA.pdf found their procedure to have a possible adverse impact on those with learning difficulties and disabilities, international students, partnership and part-time students and student at entry level 3 to level 1. To overcome the negative impact, 7 points were recommended in their EQIA such as the introduction of an electronic plagiarism tool, to have reviews conducted by their international office, ESOL lecturers etc.

The University of Cumbria Academic Procedures and Processes

Accessed 15/08/2016

<http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf>

The Higher Education Achievement Report

Accessed 15/08/2016

<http://www.ncl.ac.uk/students/progress/assets/documents/IntegratedHEARUPDATEPack140411-HEARGuidance.pdf>

Lakes college Northumbria – Assessment Malpractice

Accessed 15/08/2016

<http://www.lcwc.ac.uk/wp-content/uploads/2015/11/Assessment-Malpractice.pdf>

Most of the University policies and procedures researched, indicated that an equality impact assessment was not required/ exempt. The following are examples, not an exhaustive list:

Manchester University

Accessed 15/08/2016

<http://documents.manchester.ac.uk/display.aspx?DocID=639>

The Higher Education Academy

Accessed 15/8/2016

https://www.heacademy.ac.uk/system/files/policy_works_0.pdf

University of South Wales

Accessed 15/08/2016

http://academicregistry.southwales.ac.uk/media/files/documents/2012-05-25/Volume_2_Sept11.doc

During the data collection research has highlighted that plagiarism is a growing concern amongst all ages.

Evidence found at:

<http://www.plagiarism.org/resources/facts-and-stats/>

Accessed 15/08/16

<http://www.pharmatutor.org/articles/plagiarism-growing-concern-scientific-community>

Accessed 15/08/16

However, the rates of plagiarism increase in universities:

<http://www4.ncsu.edu/~ladare/eac595/readings/scanlon-neumann.pdf>

Accessed 15/08/16

https://books.google.co.uk/books?id=HePY8nyV_4cC&pg=PA33&lpg=PA33&dq=plagiarism+growing+concern+all+ages&source=bl&ots=9vS0pFbD&sig=UHe49TB4GuD2zFxlRsfyqMwQ4&hl=en&sa=X&ved=0ahUKewjw96alh8POAhXMAMAKHbJeAwwQ6AEITzAI

Accessed 15/08/16

Disability statistics

There were 15,010 people on registers of people with learning disabilities, of whom 12,884 (86 per cent) were living in community placements and 2,126 (14 per cent) were in residential establishments.

There were 76,880 people on registers of people with physical or sensory disabilities. Of these, 47,335 (62 per cent) were registered as having a physical disability only.

<http://gov.wales/statistics-and-research/local-authority-registers-people-disabilities/?lang=en>

Accessed 15/08/16

There are over 11 million people with a limiting long term illness, impairment or disability.

<https://www.gov.uk/government/publications/disability-facts-and-figures/disability-facts-and-figures>

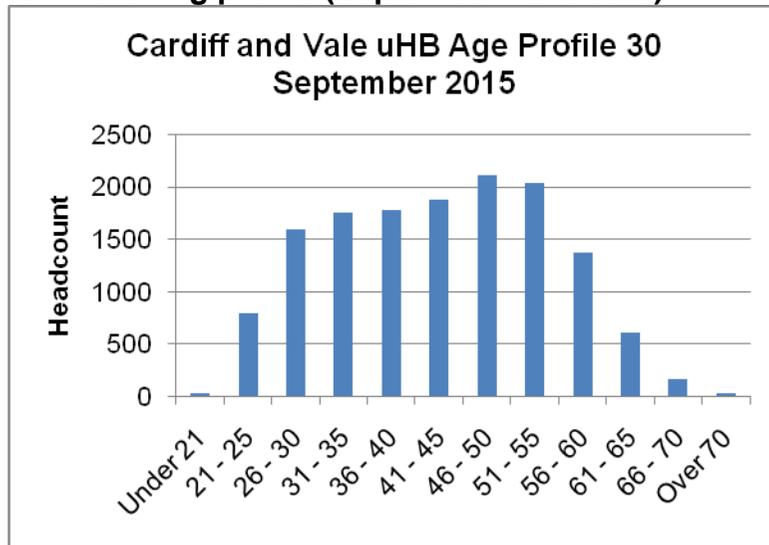
Accessed 15/08/16

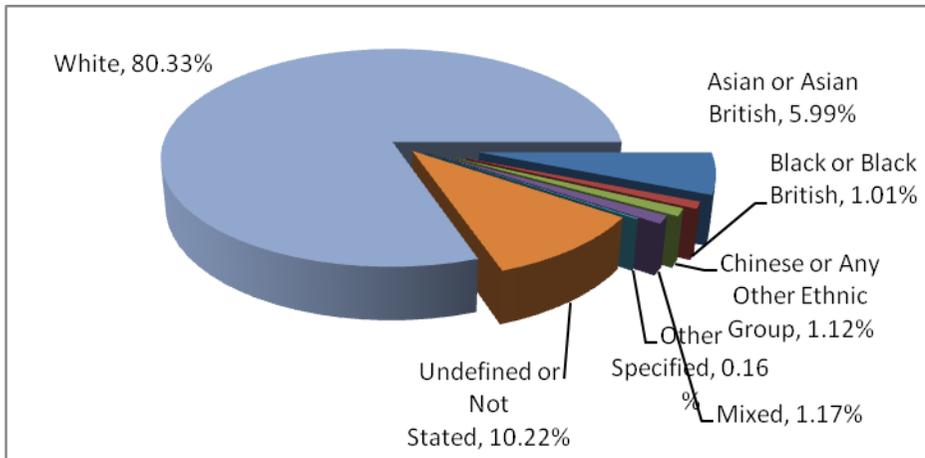
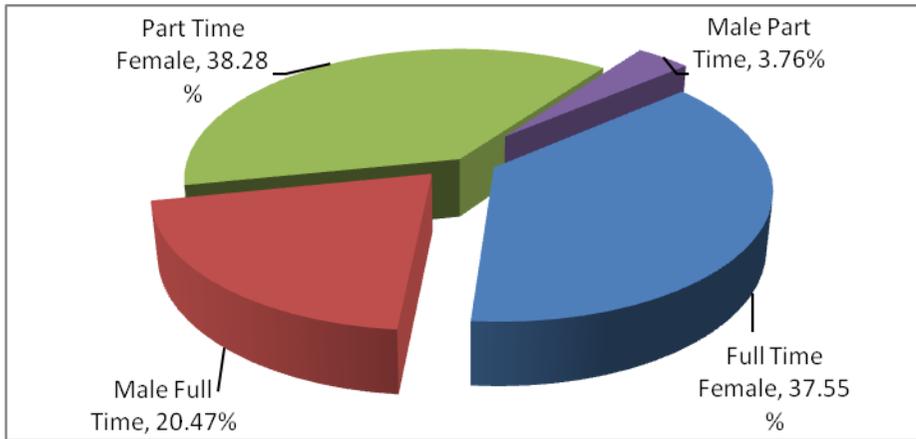
Dyslexia is a disability that affects 1 in 10 people.

http://www.dyslexiaaction.org.uk/page/facts-and-figures-about-dyslexia-0#_edn1

Accessed 15/08/16

UHB staffing profile (September 2015 data)





Sexual Orientation	Headcount	% Total
Bisexual	32	0.23%

Gay		78	0.55%
Heterosexual		6516	45.93%
I do not wish to disclose my sexual orientation		536	3.78%
Lesbian		46	0.32%
Undefined		6978	49.19%
Grand Total		14186	
Disabled	Headcount	% Total	
No	5062	35.68%	
Not Declared	183	1.29%	
Undefined	8759	61.74%	
Yes	182	1.28%	
Grand Total	14186		

Religious Belief	Headcount	% Total
Atheism	996	7.02%
Buddhism	34	0.24%
Christianity	4239	29.88%
Hinduism	61	0.43%
I do not wish to disclose my religion/belief	951	6.70%
Islam	96	0.68%
Jainism	2	0.01%
Judaism	5	0.04%
Other	822	5.79%
Sikhism	3	0.02%

Undefined	6977	49.18%
Grand Total	14186	

WELSH LANGUAGE



Skill level 1 - Cannot speak Welsh at all to can speak a few phrases of Welsh
Skill level 2 - Very basic conversational Welsh to Fair conversational Welsh
Skill level 3 - Good conversational Welsh to Fluent in spoken Welsh

3. Impact

Please answer the following

Consider the information gathered in section 2 above of this assessment form, comparing monitoring information with census data as appropriate (see www.ons.gov.uk Office National Statistics website) and considering any other earlier research or consultation. You should also look at the guidance in Appendix 1 with regard to the protected characteristics **stating the impact and giving the key reasons for your decision.**

Do you think that the procedure impacts on people because of their age? (This includes children and young people up to 18 and older

people)

No specific evidence was found to suggest that this procedure impacts on people because of their age – the procedure is intended to provide guidance to ensure all staff/ candidates are aware of their personal responsibilities in undertaking credit based and competency based courses.

Do you think that the procedure impacts on people because of their caring responsibilities?

This procedure positively impacts on caring responsibilities by taking into account maternity, paternity and parental leave whilst UHB staff is undertaking an accredited academia by using special considerations.

Do you think that the procedure impacts on people because of their disability? (This includes Visual impairment, hearing impairment, physically disabled, Learning disability, some mental health issues, HIV positive, multiple sclerosis, cancer, diabetes and epilepsy.)

Due to the incorporation of fair assessment evidence was found to suggest that this procedure positively impacts on people because of their disability by providing special circumstances and reasonable adjustments– the procedure is intended to provide guidance to ensure all staff/ candidates are aware of their personal responsibilities regarding fair assessment in undertaking credit based and competency based courses.

Do you think that the procedure impacts on people because of Gender reassignment? (This includes Trans transgender and transvestites)

No specific evidence was found to suggest that this procedure impacts on people because of their gender reassignment – the procedure is intended to provide guidance to ensure all staff/ candidates are aware of their personal responsibilities in undertaking credit based and competency based courses.

Do you think that the procedure impacts on people because of their being pregnant or just having had a baby?

This procedure positively impacts on people who are pregnant or just had a baby by including guidance for staff that are utilizing maternity, paternity and parental leave and undertaking accredited academia using special considerations.

Do you think that the procedure impacts on people because of their race? (This includes colour, nationality and citizenship or ethnic or national origin such as Gypsy and Traveller Communities.)

No specific evidence was found to suggest that this procedure impacts on people because of their race – the procedure is intended to provide guidance to ensure all staff/ candidates are aware of their personal responsibilities in undertaking credit based and competency based courses.

Do you think that the procedure impacts on people because of their religion, belief or non-belief? (Religious groups cover a wide range of groupings the most of which are Buddhist, Christians, Hindus, Jews, Muslims, and Sikhs. Consider these categories individually and collectively when considering impacts)

No specific evidence was found to suggest that this procedure impacts on people because of their religion, belief or non-belief – the procedure is intended to provide guidance to ensure all staff/ candidates are aware of their personal responsibilities in undertaking credit based and competency based courses.

Do you think that the procedure impacts on men and woman in different ways?

No specific evidence was found to suggest that this procedure impacts on people because of their gender – both genders are entitled to maternity, paternity and parental leave whilst undertaking accredited academia using special considerations.

Do you think that the procedure impacts on people because of their sexual orientation? (This includes Gay men, heterosexuals, lesbians and bisexuals)

No specific evidence was found to suggest that this procedure impacts on people because of their sexual orientation – the procedure is intended to provide guidance to ensure all staff/ candidates are aware of their personal responsibilities in undertaking credit based and competency based

courses.

Do you think that the procedure impacts on people because of their Welsh language?

No specific evidence was found to suggest that this procedure impacts on people because of their Welsh language – the procedure is intended to provide guidance to ensure all staff/ candidates are aware of their personal responsibilities in undertaking credit based and competency based courses.

4. Summary.

Which equality groups have positive or negative impacts been identified for (i.e. differential impact).

Disability – positive impact through reasonable adjustments.

Caring responsibilities – positive impact through special considerations.

Pregnant staff or staffs who have just had a baby – positive impact through special considerations.

Is the procedure directly or indirectly discriminatory under the equalities legislation? No

If the procedure is indirectly discriminatory can it be justified under the relevant legislation? Not applicable

The procedure is applicable to all UHB employees, candidates, assessors and verifiers involved in the delivery of awarding body accredited courses delivered within the UHB. The process will support fair and equitable treatment for all staff.

Section B: Action

5. Please complete your action plan below. Issues you are likely to need to address include

- What **consultation** needs to take place with equality groups (bearing in mind any relevant consultation already done and any planned corporate consultation activities?) The Equal has been developed in partnership with the unions, specifically..... I will be sent to equality groups and employee policy sub group.
- What **monitoring/evaluation** will be required to further assess the impact of any changes on equality target groups? Annual monitoring/ evaluations will be required to further assess the impact of any changes on equality target groups.

Equalities Impact Assessment Implementation Mitigation/Action Plan

Issue to be addressed	Responsible Officer	Action Required	Timescale for completion	Action Taken	Comments
Maximise awareness of this procedure	LED Manager	Ensure that all trainers and learners involved in credit based learning are aware of the Academic Malpractice in the delivery of Credit based education procedure and its rationale	On-going		

<p>6. Report, publication and Review Please record details of the report or file note which records the outcome of the EQIA together with any actions / recommendations being pursued (date, type of report etc)</p>
<p>Please record details of where and when EQIA results will be published On UHB Intranet and internet site</p>
<p>Please record below when the EQIA will be subject to review. The Guidelines and EQIA will be reviewed 3 years after approval, unless changes to terms and conditions, legislation or best practice determine that an earlier review is required.</p>

Name of person completing	Rachel Rushforth
Signed	
Date	

Name of Responsible Executive/Clinical Board Director Authorising Assessment and Action Plan for publication	
Signed	
Date	

Executive Summary

Background

The elimination of malpractice and promotion of fair assessment in credit based education is in the interest of quality control and peace of mind for all involved in delivery of credit based education.

The procedure is designed to provide security of procedure and confidence in this area in order to comply with the regulations of any involved awarding body.

It is vital for the UHB to communicate the existence of this procedure as widely as possible, to engage with the staff on how it will be applied and to listen and respond to concerns and feedback.

The scope of the EQIA

The likely affects of this procedure were assessed through looking at other related EQIA's and the previous EQIA to evaluate any need for updating.

Key findings

This procedure ensures quality monitoring of the education processes will continue and therefore will maintain confidence in the value of any qualifications obtained via the credit based pathways in Cardiff and Vale UHB.

Evidence was found to suggest that this procedure positively impacts on employees with a disability, caring responsibilities, pregnant staff and staff who have recently had a child due to the incorporation of reasonable adjustments and special considerations.

Recommendations

The recommendations are that the procedure will be more publicised appropriately to any potential learners intending to undertake credit based learning through the UHB.