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REPUBLIC OF ZAMBIA

MINISTRY OF HIGHER EDUCATION
ZAMBIA INSTITUTE OF BUSINESS STUDIES AND
INDUSTRIAL PRACTICE
MANAGEMENT BOARD

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ATTENDANCE POLICY AND PROCEDURES

1. Introduction

At ZIBSIP we believe in order to encourage students to attend classes regularly, a conducive learning environment that is safe, success orientated and caring must be created.

ZIBSIP acknowledges the fact that there is a positive correlation between class attendance and student performance. A student who misses class activities for whatever reason(s) reduces the opportunity for learning and this may negatively affect a student's performance in the course.

The aim of the attendance policy is to make sure that all students have an opportunity to excel in their studies. Monitoring of student attendance helps in the identification of students who are weak in certain subjects and thereby intervention strategies can be put in place early enough. We believe the early detection and assessment of the causes of school non-attendance and the provision of organisational structures, which are responsive to the needs of students, is vital.

2. Principles

- The expectation is for students to be 100% 'present' at all scheduled classes.
- Students should know their own attendance levels and the regular review and reporting of attendance must be part of the student monitoring process. The measure of attendance will be 'present'.
- To reduce the amount of time students are not in class, either from sickness or other reasons, there will be regular and consistent processes put in place by college management to monitor, follow up and report on attendance.
- Students will be expected to explain in person the reason for their absence and the authorisation of absences will be limited to specific situations.
- There will be clear consequences for students whose attendance falls below agreed levels.
- Attendance monitoring is part of the college quality processes. Responsibility for achieving high levels of attendance lies with Coordinator of the programme and the Head of Department.

- The Head of Department must ensure that all classes are delivered and students have the opportunity to attend all classes.

3. Students with Disabilities, Learning Difficulties or Other Support Needs

A student with a disability (mental or physical) that directly affects their attendance or ability to come to class on time, should report themselves to the Student Affairs Office who should record the details in the student record card at the start of the academic year or at the time of the incident. ZIBSIP will work with the student to ensure that reasonable adjustments and support is put in place and levels of expectation are set accordingly.

4. Expectations of College Staff (HOD and Coordinators) and Students

Quality improvement in as far as class attendance by students is the responsibility of college lecturers, course Coordinators as well as the Head of Department. The actions required by college staff and students to improve attendance and punctuality are specified below.

College Staff is expected to:

- Communicate clearly the Department's expectations that students are to be present in 100% of classes and to arrive before the start of class ready to learn.
- Provide students with clear instructions on how to communicate their intended absence.
- Accurately and fully complete each class register by the end of each session.
- Ensure that when a student returns, they complete a Student Register to be signed by the lecturer and the class representative.
- Engage any student who arrives 10 minutes after the stipulated starting time of the class and record this student on the attendance register as being late and follow this up with the student after the class has finished. Lateness must be recorded in the register with an 'L'. Late students should not be excluded from the class unless it affects health and safety or disrupts the class.
- Ensure that attendance and lateness is monitored weekly by the Coordinator and the Head of Department
- Openly and regularly discuss the trends in attendance and lateness levels of a group or individual students in class sessions.
- Directly address issues of attendance and punctuality in individual progress reviews as well as to set and monitor targets for improvement.
- Regularly obtain attendance reports for each group and discuss trends and concerns with other lecturers, programme and academic managers.

Students are expected to:

- Ensure that they attend all classes and arrive before the start of the class properly equipped and prepared to participate in the session.

- Inform their lecturer in person before the start of class or by an agreed contact route, if they have genuine reasons for lateness or absence.
- Understand the expectations of attendance, the levels at which follow up action will happen and what the consequences will be.
- Always schedule medical and other appointments out of College hours where possible.
- Not take on work commitments that clash with scheduled class times at the college. Any absence for work will constitute unauthorised absence.
- Commit to complete outstanding work as homework from classes missed due to poor punctuality or attendance.

5. Consequences

The level for measuring attendance will be the 'present' level. Where absence is unauthorised the following 3 stages of follow up are proposed:

Stage 1 Formal Warning

- This can be issued by the lecturer where there are concerns about attendance. There should be no more than 3 formal warnings before moving to stage 2.

Stage 2 Formal Absence Review Meeting with lecturer and programme manager (plus disciplinary warning if appropriate) where:

- Attendance: Below 80% 'present', or absent one or more sessions in a week or 4 or more absences in any 4 week period.
- Lateness: late twice in a week or more than 5 times in any 4 week period or other patterns of lateness.
- Patterns of absence, e.g. every Monday, every Friday, specific lessons, etc. or sickness occurring on a regular basis.

The review meeting should discuss reasons for absence, and decided on support where required and methods to catch up on missed work. The review meeting should result in an action plan which is agreed to by the student.

Stage 3 Formal Hearing with academic manager

- Attendance: Continued 'present' rate of less than 80%, persistent lateness or failure to improve despite warnings or absence reviews.
- If a second formal hearing for poor attendance or punctuality is held, this can lead to final written warning.
- Should a student fail to comply after the final written warning, this could lead to the cancellation of entry to a final examination or exclusion.

Where attendance is affected by authorised absence, it is still necessary to address the matter directly with the student and institute the above processes where a trend of absence emerges and exceeds 20% of the class time at any given time in the programme.

6. General Actions for Lecturing Staff

- Where appropriate parents/employers should be involved to address issues of attendance and punctuality, and it is imperative for them to receive information on attendance and punctuality the moment it becomes a concern.
- Ensure that classes start promptly and finish as timetabled. Lecturers should be in the room before the start of class ready to start at the scheduled time. Classes should start on time even if there are students who may arrive late.
- Students should not be excluded from classes due to lateness unless there is a very good reason, for example health and safety or the level of disruption.
- Ensure that class attendance is enhanced by good practice in teaching and learning. This may include a variety of activities that engage students in challenging and interesting tasks, use of a variety of teaching styles and formative assessment feedback.
- Emphasise motivational factors such as career progression routes, expectations of employers, the value of the final qualification in the job market or progression to Higher Education, in order to maintain the students' interest and determination to achieve.

7. Authorised Absence

An absence can only be authorised where:

- It is agreed in advance with a college lecturer.
- Every attempt has been made to schedule external appointments outside of college times.

Authorised absences may include:

- Sickness supported by a medical/registered traditional healer's certificate
- Medical/registered traditional healer's appointments
- Court appearances
- Work or Higher Education interviews
- Appointments with government or voluntary organisations
- Funerals
- Religious holidays
- Any other reasons that may be deemed as genuine

An absence can be authorised by a college lecturer for exceptional and unavoidable personal circumstances or by agreement with an appropriate programme manager.

8. Examinations

A student shall be allowed to write the examination for every subject for which he/she has attained a minimum of 80% attendance (including authorised absence and sickness) per subject.



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ZIBSIP EQUALITY AND DIVERSITY POLICY

1. INTRODUCTION AND BACKGROUND

As an Institution, we recognise that our success depends on both internal and external stakeholders. The way we deliver our services is strengthened by taking advantage of what is unique about individuals, drawing on their different perspectives and experiences, and by accessing the strengths and expertise of a diverse range of each stakeholder. By accessing, recruiting and developing people from the widest possible talent pool and engaging with a wide range of stakeholders ZIBSIP can gain an insight into different communities and generate greater creativity in its approaches.

ZIBSIP will constantly strive to create productive environments, representative of and responsive to different cultures and groups, where everyone has an equal chance to succeed. ZIBSIP is helping people and organisations make changes in order to create better neighborhoods, to build skills and job prospects, and to live and work in a greener way. We create projects and services that benefit both people and the wider environment. We focus our activity on disadvantaged communities where we can make most difference.

To achieve this, we need to make sure that as an Institution we should put equality and diversity practices into effect in both employment and service delivery. ZIBSIP's commitment to equality and diversity is more than promoting equal opportunities and eradicating discrimination, bullying and harassment. We are actively committed to implementing the Equality Act 2010 encouraging and promoting the positive contribution of our staff, diverse Federation members, partners and sub-contractors. We will ensure that this is reflected in our practices, policies and services provided.

This policy describes the role of ZIBSIP in promoting equality and diversity. Commitment to this policy is required by all ZIBSIP employees, volunteers and Board Members, sub-contractors, customers and service beneficiaries (students), referred to collectively as the 'stakeholders'.

1.2 AIM

- To work towards the elimination of discrimination (whether direct, indirect, associative, perceptible or harassment).
- To create positive cultures throughout where equality, diversity and respect is a core value and at the centre of all our activities.

- To encourage positive action to overcome disadvantage and discrimination and to enable people to achieve their full potential.
- To enable the highest possible standards to be achieved in delivery of our services and employment practices and the promotion of equality and diversity through our work internally and externally

EQUALITY AND DIVERSITY POLICY

1.3 POLICY STATEMENT

Diversity according to CIPS (Management in Procurement and Supply Book, 2012) is “the visible and non-visible differences [between people] which include sex, age, background, race, disability personality and work style” whereas Equality according to the same book is “the principle that people should be treated fairly and without bias or discrimination in their access to rights and benefits compared to other groups. ZIBSIP believes that the promotion of diversity and genuine equality of opportunity for all are central to ensuring a fair and just society. ZIBSIP is therefore committed to ensuring all of its stakeholders are given equal opportunity to achieve their potential and are valued for the contribution they can make.

In pursuing the above, ZIBSIP will ensure that:

- In the development and use of employment/student selection procedures and practices, ZIBSIP will positively promote equality and diversity so that no person or group of people will suffer discrimination in recruitment, promotion, terms and conditions, access to training or other benefits. Employees/students will be valued and respected and not be subjected to bullying or harassment in the Institution.
- In the development and delivery of services from or on behalf of ZIBSIP will positively promote equality and diversity so that no person or group of people will suffer discrimination in access to or enjoyment of those services. ZIBSIP will ensure that sub-contractors and delivery partners provide a safe and welcoming environment that offers the support that service users need to succeed and that, where appropriate, they will take positive steps to address gaps in achievement between different groups and will take steps to promote good citizenship throughout our delivery.
- ZIBSIP shall continue to actively work towards positively promoting equality and eliminating discrimination on the grounds of age, disability, gender, gender identity, race, religion or belief, pregnancy or maternity status, marital or civil partnership status, referred to collectively as the ‘protected characteristics’.

ZIBSIP will seek to promote a culture where discriminatory behaviour by its employees, volunteers, and any other stakeholder are routinely challenged in a polite and constructive manner so the person making them has a chance to correct his or her behaviour. If they are unwilling to change their behaviour, then disciplinary action should result and/or their continued engagement with ZIBSIP should be considered as set out in this policy. This is to help all the range of diverse communities that we serve view ZIBSIP as an organisation that is relevant to their needs, which will not act in a way that is discriminatory or offensive, and for whom it is attractive to work, volunteer or partner.

All complaints of discrimination will be sensitively investigated and, if proven, will result in appropriate action for the perpetrator. Any employees, volunteers, trustees or stakeholders that

are found to breach this policy could be subject to disciplinary procedures as set out in their terms of employment, service contract or partnership agreement and/or their continued engagement with ZIBSIP should be considered.

2. EQUALITY, DIVERSITY AND THE ZIBSIP BUSINESS

Working alongside communities, public bodies, private companies and voluntary sector organisations, ZIBSIP develops and delivers programmes that cut across economics, social issues and the environment. To create real change means offering courses that:

- builds people's skills and improves job prospects
- motivates and develops all young people
- promotes greener ways of living and working.

To achieve the above, ZIBSIP must work inclusively as an employer with passionate individuals, as a service provider with proactive public services. This policy applies to both these ZIBSIP roles.

2.1 ZIBSIP AS EMPLOYER

ZIBSIP will ensure that it actively promotes equality to job applicants, persons under contract personally to do work, apprentices, employees and ex-employees on the grounds of the protected characteristics, people resident in areas of deprivation and where relevant, other disadvantaged groups not protected in law.

ZIBSIP will ensure that no applicant (job/college place), person under contract personally to do work, apprentice, employee, or ex-employee experiences discrimination or harassment due to a relevant past or current protected characteristic, another's perception of their possessing a particular relevant protected characteristic, or due to their association with another person possessing a particular relevant protected characteristic.

ZIBSIP will ensure that an individual will not be victimised if they carry out one of the following protected acts: bringing proceedings under the Gender Equity and Equality Act, 2015; giving evidence or information in connection with such proceedings; doing anything which is related to provisions of the Gender Equity and Equality Act, 2015; making an allegation that someone else has done something in breach of the Gender Equity and Equality Act, 2015; or having a "relevant pay discussion" with a colleague or former colleague. Other policies and decisions relating to ZIBSIP terms and conditions of work, pay and benefits, leave and flexible working arrangements, access to facilities, pensions, dress codes, appraisals and performance management, promotion and transfer, handling of grievance and disciplinary, procurement of equipment, IT systems, software, and websites, evacuation procedures, and treatment of employees when their employment ends, are reviewed against this policy in order to ensure a consistent approach to promoting equality of opportunity and ensuring anti-discriminatory practice.

ZIBSIP will not unlawfully discriminate in the selection of employees or students for recruitment or promotion. ZIBSIP may use appropriate lawful methods, including lawful positive action, to address the under-representation of any group which ZIBSIP identifies as being under-represented in particular types of job. Employees/students should report any bullying or

harassment by customers, suppliers, visitors or others, whether or not it is directed at them, to their manager who will take appropriate action and begin relevant investigations as detailed in the Grievance policy.

ZIBSIP is committed to:

- welcoming and valuing diversity amongst our staff, volunteers and other stakeholders for the range of skills, experience and perspectives it brings
- building our reputation as an ethical and truly inclusive organisation where people want to work
- providing an excellent service to all our stakeholders by working in partnership and understanding their needs
- meeting our organisational goals by encouraging and enabling all to fulfill their potential
- recognising we can always do more to become truly inclusive, and committing to regular self-assessment and improvement.

The diversity of the communities we serve is reflected at all levels within our workforce through:

Gender

Women and men are fully and properly represented and rewarded for their contribution throughout all levels of the organisation through:

- challenging gender stereotypes
- supporting employees in balancing their life at work and at home.

Marital status

Employees are treated fairly and equally in the workplace irrespective of their marital, civil partnership or family status.

Race

The racial and cultural diversity of our communities is represented at all levels of the Federation through:

- challenging racial stereotypes
- understanding, respecting and valuing racial and cultural difference and perspectives
- encouraging and enabling members of minority ethnic groups to volunteer or work for ZIBSIP at all levels.

Disability

The abilities of disabled people are recognised and valued at all levels of the organisation through:

- focussing on what employees can do rather than on what they cannot
- challenging stereotypes about people with disabilities and in particular, not making false assumptions that disabled people are unable to do certain things
- making appropriate adjustments in the workplace so that all employees can reach their full potential regardless of any disability.

Age

Age diversity within the workforce is promoted and valued through:

- challenging age stereotyping

- recognising that new ideas and fresh approaches can come from anyone irrespective of their age.
- recognising the benefits of a mixed-age workforce.

Religion or belief

Employees are treated fairly in the workplace irrespective of their religious beliefs, faith or lack of belief. Employees are also expected to recognise the individual freedom of belief and right to protection from intolerance and persecution of other individuals and groups.

Note: The expression of beliefs and opinions should not contravene ZIBSIP's values or its capability to carry out its work.

Equality

ZIBSIP is committed to ensuring that its service delivery partners, promote equality within their own workforces and deliver services that are accessible and inclusive to people from all backgrounds in particular those within the protected characteristics. ZIBSIP will therefore ensure that its sub-contractors and delivery partners:

- provide policies that reflect the same equality and diversity standards as ZIBSIP; or commit to adhering to ZIBSIP's approved policies

Diversity

ZIBSIP is committed to proactively encouraging diversity across its key activities, including the sourcing and management of supply chains. ZIBSIP seeks to provide a level playing field for all potential suppliers irrespective of:

- Size: ZIBSIP encourages small and medium enterprise (SME) suppliers
- Ethnicity: ZIBSIP encourages students, employees, suppliers from any race
- Ownership: ZIBSIP encourages students, suppliers from public, private and third section organisations

3. SCOPE

This policy applies to all ZIBSIP students, employees, partners and other stakeholders. This policy is subject to the provisions outlined in our Equal Opportunities policy and in particular the Gender Equity and Equality Act, 2015

4. THE NATURE OF DISCRIMINATION

This policy refers to several forms of discrimination. These are explained below:

Direct Discrimination results from treating a person less favourably on the grounds of a relevant protected characteristic.

Associative Discrimination is direct discrimination against someone because they associate with another person who possesses a protected characteristic. **Perceptive Discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination is where a provision, criterion or practice is applied which is such that it would be to the detriment of a considerably larger proportion of the relevant group with a

particular protected characteristic to which the individual belongs, than to others, which is not objectively justifiable and which is to the individual's detriment.

Victimisation occurs if someone is given less favourable treatment than others because they have exercised their rights under the policy, or the relevant legislation, or brought to the attention of others, acts of discrimination (e.g. by making a complaint or providing information on discrimination).

Harassment is where there is unwanted conduct related to one of the protected characteristics which has the purpose of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person, or is reasonably considered by that person to have the effect of violating his or her dignity or of creating an intimidating, hostile, degrading, humiliating or offensive environment for him or her, even if this effect was not intended by the person responsible for the conduct. Failure to make reasonable adjustments is where arrangements disadvantage an individual because of a disability and reasonable adjustments are not made to overcome the disadvantage.

Discrimination arising from a disability is where a person is treated unfavourably because of something connected with their disability and this unfavourable treatment cannot be justified.

5. TRAINING, COMMUNICATION AND DISSEMINATION

ZIBSIP will make every effort to provide training in equal opportunities to managers and others likely to be involved in recruitment, procurement, contract management or other decision-making where equal opportunities issues are likely to arise.

ZIBSIP will provide training to all existing and new employees and others engaged to work at

ZIBSIP to help them understand their rights and responsibilities under the equal opportunities policy and what they can do to help create an environment free of bullying and harassment for employees, trustees, contractors, beneficiaries and other stakeholders.

ZIBSIP will provide additional training to managers to enable them to deal effectively with complaints of bullying and harassment.

ZIBSIP publishes all its policies and procedures, referenced through the staff handbook and promoted during induction of new employees, volunteers and trustees. It is also made available to stakeholders. Updates on this policy are communicated at staff meetings.

6. INDIVIDUAL RESPONSIBILITIES

Every employee, volunteer and stakeholder is required to assist ZIBSIP to meet its commitment to provide equal opportunities in employment, service provision and procurement and to avoid unlawful discrimination.

ZIBSIP's Training Manager will be responsible for ensuring that the Management team monitors the implementation of this policy by their staff and sub-contractors and partners. Acts of discrimination, harassment, bullying or victimisation against employees/students, subcontractors, suppliers or customers are disciplinary offences and will be dealt with under ZIBSIP's

disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal, termination of contract or withdrawal of services. Employees can be held personally liable as well as, or instead of, ZIBSIP for any act of unlawful discrimination. Employees who commit acts of harassment are committing a criminal offence and will be reported to the Police for investigation.

7. GRIEVANCES AND COMPLAINTS

Employees

Employees who consider that they may have been unlawfully discriminated against, bullied or harassed are encouraged to use ZIBSIP's Grievance policy to make a complaint. ZIBSIP will take any complaint seriously and will seek to resolve any grievance that it upholds. Employees will not be penalised for raising a grievance, even if Use of ZIBSIP's Grievance policy does not affect the right of an employee to make a complaint to an employment tribunal. Complaints to an employment tribunal must normally be made within three months of the complaint being made.

Students/Customers

Students/Customers who consider that they may have been unlawfully discriminated against, bullied or harassed may use ZIBSIP's Complaints policy to make a complaint. ZIBSIP has a responsibility to seek to ensure the highest possible standards of service to partners, funders, users and all those with whom ZIBSIP has dealings in line with the Trust's purpose and core values, limited only by available funding and staffing resources.

Use of ZIBSIP's Complaints policy does not affect any statutory rights.

8. MONITORING AND REVIEW

This policy will be monitored by annual review by ZIBSIP Board to judge its effectiveness and will be updated in accordance with changes in the law, in response to employer, sub-contractor and beneficiary feedback.

ZIBSIP will monitor the ethnicity, gender, age and disability status of the existing workforce, of job applicants (including promotion), and of beneficiaries, and will review its equality and diversity policy in accordance with the results shown by the monitoring. If changes are required,



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Malpractice policy

Malpractice Policy and Procedure for Zambia Institute of Business Studies and Industrial Practice (ZIBSIP)

Zambia Institute of Business Studies and Industrial Practice treats all cases of suspected malpractice* very seriously and will investigate all suspected and reported incidents of possible malpractice. The purpose of this Policy [*and Procedure*] is to set out how allegations of malpractice in relation to all CIPS qualifications are dealt with. The scope of the policy is to provide:

- a definition of malpractice
- examples of student and centre malpractice and maladministration;
- possible sanctions that may be imposed in cases of malpractice.

*The term 'malpractice' in this policy is used for both malpractice and maladministration.

1 Introduction

1.1 For the purpose of this document 'malpractice' is defined as:

Any act, or failure to act, that threatens or compromises the integrity of the assessment process or the validity of CIPS qualifications and their certification. This includes: maladministration and the failure to maintain appropriate records or systems; the deliberate falsification of records or documents for any reason connected to the award of [CIPS] qualifications; acts of plagiarism or other academic misconduct; and/or actions that compromise the reputation or authority of **Zambia Institute of Business Studies and Industrial Practice**, or of CIPS, its centres, officers and employees.

Zambia Institute of Business Studies and Industrial Practice will report all relevant cases of suspected malpractice to CIPS, accepting that in certain circumstances CIPS may take action of its own, including imposing sanctions.

2 Malpractice by students

2.1 Some examples of student malpractice are described below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.

- 2.1.1 Obtaining examination or assessment material without authorisation.
- 2.1.2 Arranging for an individual other than the student to sit an assessment or to submit an assignment not undertaken by the student.
- 2.1.3 Impersonating another student to sit an assessment or to submit an assignment on their behalf.
- 2.1.4 Collaborating with another student or individual, by any means, to complete a coursework assignment or assessment, unless it has been clearly stated that such collaboration is permitted.
- 2.1.5 Damaging another student's work.
- 2.1.6 Inclusion of inappropriate or offensive material in coursework assignments or assessment scripts.
- 2.1.7 Failure to comply with published CIPS examination regulations.
- 2.1.8 Disruptive behaviour or unacceptable conduct, including the use of offensive language, at centre or assessment venue (including aggressive or offensive language or behaviour).
- 2.1.9 Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
 - personal identification
 - supporting evidence provided for reasonable adjustment or special consideration applications and
 - CIPS results documentation, including certificates
- 2.1.10 Falsely obtaining, by any means, a CIPS certificate.
- 2.1.11 Misrepresentation or plagiarism.
- 2.1.12 Fraudulent claims for special consideration while studying.

3 Malpractice by centre employees and stakeholders

- 3.1** Examples of malpractice by, teachers, tutors and other officers, (*including, where the centre is also an examination centre, invigilators and examination administrators*) are listed below. These examples are not exhaustive and all incidents of suspected malpractice, whether or not described below, will be fully investigated, where there are sufficient grounds to do so.
- 3.1.1 Failure to adhere to the relevant CIPS regulations and procedures, including those relating to centre approval, security undertaking and monitoring requirements as set out by CIPS.
 - 3.1.2 Knowingly allowing an individual to impersonate a student.
 - 3.1.3 Allowing a student to copy another student's assignment work, or allowing a student to let their own work be copied.
 - 3.1.4 Allowing students to work collaboratively during an assignment assessment, unless specified in the assignment brief.
 - 3.1.5 Completing an assessed assignment for a student or providing them with assistance beyond that 'normally' expected.
 - 3.1.6 Damaging a student's work.
 - 3.1.7 Disruptive behaviour or unacceptable conduct, including the use of offensive language (including aggressive or offensive language or behaviour).
 - 3.1.8 Allowing disruptive behaviour or unacceptable conduct at the centre to go unchallenged, for example, aggressive or offensive language or behaviour.
 - 3.1.9 Divulging any information relating to student performance and / or results to anyone other than the student.
 - 3.1.10 Producing, using or allowing the use of forged or falsified documentation, including but not limited to:
 - personal identification
 - supporting evidence provided for reasonable adjustment or special consideration applications and
 - CIPS results documentation, including certificates
 - 3.1.11 Falsely obtaining by any means a CIPS certificate.
 - 3.1.12 Failing to report a suspected case of student malpractice, including plagiarism, to CIPS.

4 Possible malpractice sanctions

- 4.1** Following an investigation, if a case of malpractice is upheld, **Zambia Institute of Business Studies and Industrial Practice** may impose sanctions or other penalties on the individual(s) concerned. Where relevant we will report the matter to CIPS, and CIPS may impose one or more sanctions upon the individual(s) concerned. Any sanctions imposed will reflect the seriousness of the malpractice that has occurred.
- 4.2** Listed below are examples of sanctions that may be applied to a student, or to a teacher, tutor, invigilator or other officer who has had a case of malpractice upheld against them. Please note that
- i) this list is not exhaustive and other sanctions may be applied on a case-by-case basis
 - ii) where the malpractice affects examination performance, CIPS may impose sanctions of its own

Possible study centre sanctions that may be applied to students

- A written warning about future conduct.
- Notification to an employer, regulator or the police.
- Removal from the course.

Possible sanctions that may be applied to teachers, tutors invigilators, and other officers

- A written warning about future conduct.
- Imposition of special conditions for the future involvement of the individual(s) in the conduct, teaching, supervision or administration of students and/or examinations.
- Informing any other organisation known to employ the individual in relation to CIPS courses or examinations of the outcome of the case.
- **Zambia Institute of Business Studies and Industrial Practice** may carry out unannounced monitoring of the working practices of the individual(s) concerned.
- Dismissal.

Procedure

5 Reporting a suspected case of malpractice

- 5.1 This process applies to, teachers, tutors, invigilators students and other centre staff, and to any reporting of malpractice by a third party or individual who wishes to remain anonymous.
- 5.2 Any case of suspected malpractice should be reported in the first instance to the Head of Department – Business Studies.
- 5.3 A written report should then be sent to the person identified in 5.2, clearly identifying the factual information, including statements from other individuals involved and / or affected, any evidence obtained, and the actions that have been taken in relation to the incident.
- 5.4 Suspected malpractice must be reported as soon as possible to the person identified in 5.2, and at the latest within two working days from its discovery. Where the suspected malpractice has taken place in an examination, the incident be reported urgently and the appropriate steps taken as specified by CIPS.
- 5.5 Wherever possible, and provided other students are not disrupted by doing so, a student suspected of malpractice should be warned immediately that their actions may constitute malpractice, and that a report will be made to the centre.
- 5.6 In cases of suspected malpractice by centre teachers, tutors invigilators and other officers, and any reporting of malpractice by a third party or individual who wishes to remain anonymous, the report made to the person in 5.2 should include as much information as possible, including the following:
 - the date time and place the alleged malpractice took place, if known
 - the name of the centre teacher/tutor, invigilator or other person(s) involved
 - a description of the suspected malpractice and
 - any available supporting evidence
- 5.7 In cases of suspected malpractice reported by a third party, or an individual who wishes to remain anonymous, **Zambia Institute of Business Studies and Industrial Practice** will take all reasonable steps to authenticate the reported information and to investigate the alleged malpractice.

6 Administering suspected cases of malpractice

- 6.1 **Zambia Institute of Business Studies and Industrial Practice** will investigate each case of suspected or reported malpractice relating to CIPS qualifications, to ascertain whether malpractice has occurred. The investigation will aim to establish the full facts and circumstances. We will promptly take all reasonable steps to prevent any adverse effect that may arise as a result of the malpractice, or to mitigate any adverse effect, as far as possible, and to correct it to make sure that any action necessary to maintain the integrity of CIPS qualifications and reputation is taken.
- 6.2 **Zambia Institute of Business Studies and Industrial Practice** will acknowledge all reports of suspected malpractice within five working days. All of the parties involved in the case will then be contacted within 10 working days of receipt of the report detailing the suspected malpractice. We may also contact other individuals who may be able to provide evidence relevant to the case.

- 6.3** The individual(s) concerned will be informed of the following:
- that an investigation is going to take place, and the grounds for that investigation;
 - details of all the relevant timescales, and dates, where known;
 - that they have a right to respond by providing a personal written response relating to the suspected malpractice (within 15 working days of the date of that letter);
 - that, if malpractice is considered proven, sanctions may be imposed either by **Zambia Institute of Business Studies and Industrial Practice** or by CIPS, , (see section 6, below) reflecting the seriousness of the case;
 - that, if they are found guilty, they have the right to appeal.
 - That **Zambia Institute of Business Studies and Industrial Practice** has a duty to inform CIPS and other relevant authorities / regulators, but only after time for the appeal has passed or the appeal process has been completed. This may also include informing the police if the law has been broken and to comply with any other appropriate legislation.
- 6.4** Where more than one individual is contacted regarding a case of suspected malpractice, for example in a case involving suspected collusion, we will contact each individual separately, and will not reveal personal data to any third party unless necessary for the purpose of the investigation.
- 6.5** The individual has a right to appeal against a malpractice outcome if they believe that the policy or procedure has not been followed properly or has been implemented to their detriment.
- 6.6** Records of all malpractice cases and their outcomes are maintained by **Zambia Institute of Business Studies and Industrial Practice** for a period of at least five years, and are subject to regular monitoring and review.



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**MINISTRY OF HIGHER EDUCATION
ZAMBIA INSTITUTE OF BUSINESS STUDIES AND
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STATEMENT ON COMPLAINTS PROCEDURE FOR LEARNERS

All ZIBSIP learners are valued since without them ZIBSIP cannot be in existence. It is for this reason that they should be provided with a means of airing their complaints or grievances whenever they arise. Students may not be happy either with their lodging, learning process (lecturing) or general administration of their welfare.

There are several ways in which they may lodge their complaints. These ways include:-

- Through the class representative
- Through the matron
- Through the student affairs officer

ACADEMIC COMPLAINT

Where the complaint is of academic in nature, a student or students are encouraged to air their complaint to the class representative who will in turn take it up with the respective lecturer. If the matter is unresolved, the issue will be brought to the attention of the course coordinator. Should the complaint be unresolved, it will be taken to the Head of Department, if it still remains unresolved, it will be taken to the Training Manager, Principal and thereafter to the Board at which point the complaint will be expected to be resolve.

ACCOMODATION COMPLAINT

Where the complaint has to do with accommodation (cleanliness of rooms). The complaint will be taken to the matron who should be able to resolve it. Should the complaint be unresolved, it will be taken to the Training Manager, Principal and thereafter to the Board at which point the complaint will be expected to be resolve.

SOCIAL COMPLAINT

Where the complaint is of social nature, the complaint will be taken to the student affairs officer who should be able to resolve it. Should the complaint be unresolved, it will be taken to the Training Manager, Principal and thereafter to the Board at which point the complaint will be expected to be resolve.