

Assessment Malpractice Policy

Aims:

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where malpractice incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of the College.

Framework

The definitions and framework for malpractice in formal assessments is regulated by the Joint Council for Qualifications (JCQ) who issue annual updates and posted further summaries on their website.

Prevention

The College will:

- seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- reinforce student awareness of what constitutes malpractice through academic courses, both generally and specifically when administering Non-Examination Units/Coursework.
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own both informally and using the official declarations from Awarding Bodies.
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Responsibility for such investigations lies with the Principal as Head of Centre but will usually be delegated to the Assistant Principal with responsibility for Examinations and Assessment. Investigations will proceed through the following stages:
 - make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven

- give the individual the opportunity to respond to the allegations made
- inform the individual of the avenues for appealing against any judgment made
- document all stages of any investigation.

Where malpractice is proven, this centre will apply sanctions as appropriate. The initial sanctions will be implemented by JCQ.

However, the College may also impose further sanctions beyond the JCQ sanctions. For example, if a member of teaching staff is forbidden by JCQ from conducting examinations or coursework then this may well preclude them from conducting some or indeed all of their professional role.

In addition, even if JCQ find that malpractice is not proven, but the College feels that the student or staff member's conduct falls short of appropriate standards, the College may still investigate the matter, and potentially apply sanctions, under its student or staff disciplinary policies.

Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature – including allowing another learner to copy work
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying – including internet resources)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
 - impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.
- Failure to follow JCQ published rules regarding conduct in examinations or for coursework.

Malpractice by Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- inappropriate retention of certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated

- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.
- failing to follow published rules and guidance for the administration of examinations and NEA/coursework
- failing to declare 'interests' such as being aware of privileged information through working for Awarding Bodies.

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