



Assessment Malpractice Procedure

Chair of Governors:

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Assessment Malpractice Procedures

Malpractice consists of those acts, which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

The school will not tolerate actions (or attempted actions) of malpractice by:

- Learners
- Centre Staff

in connection with ALL qualifications.

The school will be vigilant regarding assessment malpractice and where malpractice occurs it will be dealt with in an open and fair manner.

The policy on malpractice aims to:

- Define malpractice in the context of assessment and certification for the awarding body.
- Set out the rights and responsibilities, with regard to malpractice, of the learner and Consortium.

In the interest of learners and teaching staff the school will respond effectively and openly to all requests for an investigation into an incident or a suspected incident of malpractice. The Headteacher or nominee will supervise investigations resulting from allegations of malpractice. The Headteacher or nominee will inform learners or teaching staff suspected of malpractice of their rights and responsibilities.

The school requires assessors to ask learners to declare that their work is their own, for instance:

- For BTEC internally assessed units, assessors are responsible for checking the validity of the learner's work.

Tutors delivering courses must take positive steps to prevent or reduce the occurrence of learner malpractice. These steps might include:

- Using the induction period and the exam preparation to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Showing learners the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.
- Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating etc. These procedures may include:
 - periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner
 - altering assessment assignments/tasks/tools on a regular basis
 - the assessor assessing work for a single assignment/task in a single session for the complete cohort of learners
 - using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work
 - assessors getting to know their learners' styles and abilities, etc.
- ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.

1. Learner malpractice

Attempting to or actually carrying out any malpractice activity is not permitted. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered:

- Plagiarism by copying and passing off, as the learners' own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of teamwork and this must be made clear to learners
- 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
- Fabrication of results and/or evidence
- Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or conditions in relation to the assessment/examination/test rules, regulations and security
- Misuse of assessment/examination material
- Introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example, notes, guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- Obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- Behaving in such a way as to undermine the integrity of the assessment/examination/test
- The alteration of any results document, including certificates
- Cheating to gain an unfair advantage

2. Staff malpractice

The following are examples of malpractice by staff. The list is not exhaustive and other instances of malpractice may be considered:

- Failing to keep any awarding body's mark schemes secure
- Alteration of any awarding body's mark schemes
- Alteration of an awarding body's assessment and grading criteria
- 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 for the assessment
- Failing to keep learner computer files secure
- 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 keep assessment/examination/test papers secure prior to the assessment/examination test
- Obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination test.

3. Dealing with malpractice

It is the responsibility of the Headteacher or the Quality Nominees to carry out an investigation into allegations of malpractice. The alleged incident must be reported to the awarding body following their described processes at the earliest opportunity.

For this procedure; see their document *Malpractice, Guidance for Centres*.

All awarding bodies reserve the right to carry out an independent investigation in full under any circumstances of alleged malpractice relating to a centre and full cooperation from the centre will be expected.

If there is evidence or suspicion of malpractice the individual will be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

If there is an allegation of malpractices against an individual the individual will be given the opportunity to respond (preferably in writing) to the allegations made. The individual will be informed of the avenues of appeal should a judgement be made against them.

Awarding bodies reserve the right to access any documents held by the centre in relation to alleged malpractice. Also, as required by the regulator, awarding bodies may report to the regulatory authorities certain cases (e.g. where members of staff are found to have committed malpractice) and include details of the action taken by the Headteacher, the Governing Body or the responsible employer. It may be necessary during this process to notify the funding authorities and for the awarding body to share information with other Awarding Bodies. Incidents of serious malpractice will result in disciplinary procedures in line with GTCW guidelines. The awarding body may have to notify the police in some cases of malpractice.

If a learner has conducted malpractice then the following actions will occur:

The learner and incident will be reported to the Exams Officer. The Student will write their account and teacher/assessor will write their account of the incident



The Exams Officer will keep a copy of the statements and make available to the Headteacher if required.



The Headteacher will discuss the malpractice issue with both parties and will come to a decision. If the learner is found to be in breach of malpractice then they will be reported to the awarding body.

4. Penalties and sanctions applied by awarding bodies, i.e. WJEC

Where malpractice against a centre/member of staff/learner is proven, the awarding body will have to consider whether the integrity of its assessments/examinations/tests might be jeopardised if the centre/member of staff/learner in question were to be involved in future assessments/examinations/tests. The awarding body may take action to protect the integrity of its assessments/examinations/tests in the future. This action may include for qualifications:

- The awarding body refusing to accept assessment/examination entries from a centre in cases where malpractice is established
- The awarding body reserving the right to withdraw programme approval from centres where malpractice has been identified
- The awarding body reserving the right to issue or to withdraw certificates.

5. Appeals

Each awarding body has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice.

Appeals against a decision made by WJEC will normally be accepted only from the Heads of Centres (on behalf of learners and/or members of staff) and from individual members of centre staff (in respect of a decision taken against them personally).