

Examination and Assessment Malpractice as defined by the Joint Council for Qualifications.

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.

Further information may be found on the JCQ website: www.jcq.org.uk

1. Principles

- The Academy does not tolerate actions (or attempted actions) of malpractice by learners or staff
- The Academy will impose penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice have been proven.
- All staff involved in assessment processes and procedures must be vigilant regarding assessment malpractice and where malpractice occurs it must be dealt with in an open and fair manner.
- All allegations of malpractice will be investigated. A member of the Senior Leadership Team will supervise investigations resulting from allegations of malpractice and will inform learners and staff suspected of malpractice of their responsibilities and rights.
- The Awarding Bodies reserve the right, in suspected cases of malpractice, to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation results/certificates may be released or withheld.

2. Aims

The policy on malpractice aims to:

- define malpractice in the context of assessment and certification for qualifications
- set out the rights and responsibilities, with regard to malpractice, of the learner, staff and Awarding Bodies.

3. Practice

Awarding Bodies require assessors in centres to ask learners to declare that their work is their own by providing a written declaration that the evidence is authentic and that the assessment was conducted under the requirements of the assessment specification. This may be in the form of signing the front of the examination paper or the coursework declaration sheet available from the Awarding Body.

Teaching staff and assessors should inform learners of the Academy's policy on malpractice and the penalties for attempted and actual incidents of malpractice and show 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.

Staff should use 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 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.

4. Examples of learner malpractice

- plagiarism by copying and passing off, as the learner's 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 any sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc., are an essential part of team work and this must be made clear to the 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.