

CP RIVERSIDE
SCHOOL



MALPRACTICE PROCEDURES

Malpractice Procedures

These procedures are based on the guidance issued by JCQ “Suspected Malpractice in Examinations and Assessments”

Aim:

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

Definitions of Malpractice

- Learner malpractice: any action by the learner which has the potential to undermine the integrity and validity of the assessment of the learner’s work. (plagiarism, collusion, cheating, etc.)
- Centre staff malpractice: any deliberate action which has the potential to undermine the integrity of qualifications (breach of security, deception, improper assistance to candidates, maladministration)

Centre Responsibilities

Centre: should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others

Assessor: responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner’s work

Internal Verifier/Lead Internal Verifier: responsible for malpractice checks when internally verifying work

Exams Officer/HOC to notify relevant awarding body of suspected malpractice

Heads of Centre or their nominees: responsible for any investigation into allegations of malpractice

Processes to reduce the events of malpractice

Addressing learner malpractice:

- Promote positive and honest study practices
- Learners should declare that work is their own; check the validity of their work
- Use learner induction and handbook to inform about malpractice and outcomes
- Ensure learners use appropriate citations and referencing for research sources (including information obtained via AI)
- Assessment procedures should help reduce and identify malpractice

Addressing staff malpractice

- Use robust internal verification and audited record keeping
- Audit learner records, assessments tracking records and certification
- Ensure all staff involved in the delivery of assessments are aware of the key dates and deadlines

In the event of a malpractice incident in either an assessment or external exam, CP Riverside School will:

- Inform the individual of the issues and of the possible consequences
- Inform the individual of the process and appeals rights
- Give the individual the opportunity to respond
- Investigate in a fair and equitable manner
- Inform the relevant awarding body of any malpractice or attempted acts of malpractice which compromised the assessment.
- Penalties should be appropriate to the nature of the malpractice under review
- Gross misconduct should refer to learner and staff disciplinary procedures

In order to do this CP Riverside School will:

- to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- 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
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any source used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation.

Any suspected/proven malpractice will be processed through the following stages:

- The Exams Officer will be notified of any suspicions or concerns who will in turn discuss with the Head of Centre.
- The Exams Officer to take statements from all parties and collate work sample from suspected parties. All parties to be made aware that information may be shared
- The Head of Centre will make the individual fully aware at the earliest opportunity, either in person or writing, of the nature of the alleged malpractice and of the possible consequences should malpractice be proven. The individual will be given the opportunity to respond to allegations made
- The individual will be informed of the avenues for appealing against any judgement made
- The Exams Officer/Head of Centre will inform awarding body of any malpractice issues by completing the relevant paperwork
- Document all stages of any investigation
- Provide the individual with the outcomes when received by the awarding body

Definition of malpractice by learners:

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

- Plagiarism of any nature including the use of AI
- 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).
- 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

Definition of malpractice by centre 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 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.

Additional Information on AI

What is AI?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

What is AI Misuse?

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies

These procedures will be reviewed annually in line with JCQ requirements