

Assessment Malpractice Policy

The number of assessment techniques used by awarding bodies has increased in recent years and this will continue as assessment is carried out online and can be administered when the student is ready to access it. This policy attempts to outline the procedures all Carr Hill High School staff involved with assessment must adhere to.

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

The learners - informing learners of the correct procedures

The procedures will be dealt with as

1. Coursework/controlled assessments
2. Examination papers
3. Recognising that these may not be clearly defined in all cases.

1. Coursework/Controlled assessments

- Prior to any assessment taking place staff must inform learners of the school's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Teachers at Carr Hill must ask learners to declare that their work is their own. This must be made known to students as they start the work. 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 is not allowed.
- Plagiarism must be explained to all learners. We define this as 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.
- Students need to be educated how to acknowledge the work of others so that they use 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.

- 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 team work and this must be made clear to the learners. Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work is not allowed.
- Fabrication of results and/or evidence is not permitted.
- Procedures for assessing work in a way that reduces or identifies malpractice, eg. plagiarism, collusion, cheating, etc. should exist. 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.
- Assessors are responsible for checking the validity of the learner's work.
- Awarding bodies will require the school to provide a written declaration that the evidence is authentic and that the assessment was conducted under the requirements of the assessment specification.
- Access controls must be installed to prevent learners from accessing and using other people's work when using networked computers.

2. Examination papers

Prior to the examination all the students must be told of the regulations and failure to adhere to these.

These include

- failing to abide by the instructions or advice of an assessor, a supervisor or an invigilator
- misuse of assessment/examination material
- introduction and/or use of unauthorised material contrary to the requirements of supervised assessment/examination/test conditions, for example: notes, study 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

Staff employed at Carr Hill High School

Teaching, support and administrative staff at Carr Hill all have responsibilities to ensure the validity and reliability of the assessment process.

The following are examples of malpractice by staff. The list is not exhaustive.

- failing to keep any mark schemes secure
- alteration of any mark schemes
- failure to attend Awarding Body meetings re assessment procedures and criteria
- alteration of 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 of 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.

Malpractice discovered by a centre

Any malpractice or attempted acts of malpractice, which have influenced the assessment outcomes, must be reported by the centre to the Awarding Body.

It is the responsibility of the Head of the school or their nominees to carry out an investigation into allegations of malpractice. Investigations into alleged malpractice against the Head of the school will normally be conducted by the Chair of the Governing Body of the school.

Awarding Bodies may 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 a centre discovers or suspects anyone of malpractice, the centre must make the individual 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 a centre is alleging an individual may have been involved in act of malpractice, the centre must give the individual the opportunity to respond (preferably in writing) to the allegations made. Centres must also inform such individuals of the avenues for appealing should a judgment be made against them.