assessment malpractice Policy

AC005

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## Scope and Purpose

The scope of this document relates to both learners and tutors/assessors of Chequers Academy. The purpose is:

* 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 Incidents (or attempted incidents) of malpractice are proven.
* To protect the integrity of this centre and qualifications we deliver.

## Definition of Malpractice by Learners

This list is not exhaustive and this Academy at its discretion may consider other instances of malpractice:

* 1. Plagiarism of any nature.
  2. Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
  3. Copying (including the use of ICT to aid copying).
  4. Deliberate destruction of another’s work.
  5. Fabrication of results or evidence.
  6. False declaration of authenticity in relation to the contents of a portfolio or coursework.
  7. 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 Academy Staff

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

* 1. Improper assistance to candidates.
  2. 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.
  3. Failure to keep candidate coursework/portfolios of evidence secure.
  4. Fraudulent claims for certificates.
  5. Inappropriate retention of certificates.
  6. 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.
  7. 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.
  8. Facilitating and allowing impersonation.
  9. 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.
  10. Falsifying records/certificates, for example by alteration, substitution, or by fraud.
  11. Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

## Reducing the likelihood of Malpractice

* 1. Chequers Academy will seek to avoid potential malpractice by:
  2. Using the induction period to inform learners of the centre’s policy on malpractice and the penalties for attempted and actual incidents of malpractice. These will be published on the Chequers Academy website.
  3. Show learners the appropriate formats to record cited texts and other materials or information sources.
  4. Ask learners to declare that their work is their own.
  5. Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.

## Malpractice Procedure

* 1. Chequers Academy commits to conducting an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Medical Education Lead and all personnel linked to the allegation. It will proceed through the following stages:

### Initial Investigation

* + 1. 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.
    2. The Academic Development Lead is responsible for collating evidence.
    3. Document all stages of any investigation.
    4. Contact awarding body where relevant to notify of any investigations.

### Consultation

* + 1. The individual should be given the opportunity to respond to the allegations made.
    2. All information should be gathered and reviewed by a panel consisting of the Medical Education Lead and another member of academy staff that is not involved in the alleged malpractice.
    3. A decision will be made and communicated in writing to the individual involved.



### Decision

* + 1. The individual should be made aware of the avenues for appealing against any judgment made (please see the Learner Appeals Policy AC004).
    2. A report will be made to the awarding body any cases of malpractice or maladministration (suspected or otherwise)
    3. Chequers Academy will keep a secure record of all investigations and outcomes.

## Penalties / Sanctions

* 1. Where malpractice is proven, this centre may apply the following penalties / sanctions:
     + Referral of work in first instance.
     + Failure of unit.
     + Expulsion from programme.
  2. This will be dependant on the level of study, seriousness of incident, and with consultation with the Awarding Body.
  3. The learner will have the opportunity to appeal as per the Learner Appeals Policy (AC004).

## Monitoring

* 1. We will maintain and review the records of all learners in order to monitor the progress of this policy.
  2. Monitoring may involve:
     1. the collection and classification of information regarding the race in terms of ethnic/national origin and sex of all learners.
     2. the examination by ethnic/national origin and sex of the distribution and success rate of learners; and
     3. recording enrolment and training records of all learners, the decisions reached and the reason for those decisions.
  3. The results of any monitoring procedure will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford greater equality of opportunities to all applicants and learners.

## Policy Review

* 1. This policy will be reviewed on an annual basis. However, where legislation is updated, the policy will be reviewed accordingly.

## Document Control



### Confidentiality Notice

This document and the information contained therein is the property of Chequers Health Group Ltd.

This document contains information that is privileged, confidential or otherwise protected from disclosure.

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### Document Revision and Approval History

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Version** | **Date** | **Created By / Updated By** | **Approved by** | **Comments** |
| 1 | 01/09/2024 | J. MacGregor |  | New policy release |

As with all Polices, protocols and procedures, this policy is a working document and may be changed from time to time. Any changes will be communicated accordingly within the organisation

## Complaints Policy Screening

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Policy Title: Assessment Malpractice | | | | | | | |
| Policy Content:  For each of the following check whether the policy under consideration is sensitive to people of a different age, ethnicity, gender, disability, religion or belief, and sexual orientation?  The checklist below will help you to identify any strengths and weaknesses of the policy and to check whether it is compliant with equality legislation. | | | | | | | |
| 1. Check for DIRECT discrimination against any minority group of LEARNERS: | | | | | | | |
| Question: Does the policy contain any statements which may disadvantage people from the following groups? | | Response | | Action required | | Resource implication | |
| Yes | No | Yes | No | Yes | No |
| 1.0 | Age? | No | | No | | No | |
| 1.1 | Gender (Male, Female and Transsexual)? | No | | No | | No | |
| 1.2 | Learning Difficulties / Disability or Cognitive Impairment? | No | | No | | No | |
| 1.3 | Mental Health Need? | No | | No | | No | |
| 1.4 | Sensory Impairment? | No | | No | | No | |
| 1.5 | Physical Disability? | No | | No | | No | |
| 1.6 | Race or Ethnicity? | No | | No | | No | |
| 1.7 | Religious Belief? | No | | No | | No | |
| 1.8 | Sexual Orientation? | No | | No | | No | |
| TOTAL NUMBER OF ITEMS ANSWERED ‘YES’ INDICATING DIRECT DISCRIMINATION = 0 | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2. Check for INDIRECT discrimination against any minority group of LEARNERS: | | | | | | | |
| Question: Does the policy contain any conditions or requirements which are applied equally to everyone, but disadvantage particular people because they cannot comply due to: | | Response | | Action required | | Resource implication | |
| Yes | No | Yes | No | Yes | No |
| 3.0 | Age? | No | | No | | No | |
| 3.1 | Gender (Male, Female and Transsexual)? | No | | No | | No | |
| 3.2 | Learning Difficulties / Disability or Cognitive Impairment? | No | | No | | No | |
| 3.3 | Mental Health Need? | No | | No | | No | |
| 3.4 | Sensory Impairment? | No | | No | | No | |
| 3.5 | Physical Disability? | No | | No | | No | |
| 3.6 | Race or Ethnicity? | No | | No | | No | |
| 3.7 | Religious, Spiritual belief (including other belief)? | No | | No | | No | |
| 3.8 | Sexual Orientation? | No | | No | | No | |
| TOTAL NUMBER OF ITEMS ANSWERED ‘YES’ INDICATING DIRECT DISCRIMINATION = 0 | | | | | | | |