FE Assessment Malpractice and Maladministration Policy

Responsible Senior Manager:	**Director of Teaching, Learning & Quality**
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Related Policies:	FE Assessment FE Assessment Appeals
Approved By:	Curriculum, Quality & Learning Committee
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HSDC COLLEGE GROUP

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1. Aims

1.1 To identify and minimise the risk of malpractice/maladministration by staff or students

1.2 To respond to any incident of alleged malpractice/maladministration promptly and objectively.

1.3 To standardise and record any investigation of malpractice/maladministration to ensure openness and fairness.

1.4 To impose appropriate penalties and/or sanctions on students or staff where incidents (or attempted incidents) are proven.

1.5 To protect the integrity of the College and all programmes.

1.6 This policy has been designed to ensure common standards across all levels of provision at HSDC College Group, which comprises Alton College, Havant Sixth Form College and South Downs College. Further guidance on actions to take following academic malpractice by learners can be found in Appendix 1.

1.7 To address the specific challenges of preventing Artificial Intelligence (AI) misuse in examinations and assessments, and to strengthen candidate's & assessor's awareness of malpractice in the use of AI.

2. Guidelines

In order to do this, the College will:

2.1 Seek to avoid potential malpractice/maladministration by informing students, when appropriate, of the College's policy on malpractice/maladministration and the penalties for attempted and actual incidents of malpractice.

2.2 Ensure that all staff are shared details of the malpractice/maladministration policy as part of their induction process and are clear on how to report a potential/actual case. Regular updates and reminders of the prevention, detection and handling of assessment malpractice and maladministration will take place through the College Learner Experience Group. This will be disseminated through Heads of Faculty.

2.3 Ask students to declare that their work is their own.

2.4 Ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.

2.5 Conduct an investigation in a form commensurate with the nature of the malpractice allegation.

- For allegations of learner malpractice, the Back on Track Policy will be used
- For allegations of staff malpractice, the Disciplinary Policy will be used.

2.6 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.

2.7 Give the individual the opportunity to respond to the allegations made.

2.8 Inform the individual of the avenues for appealing against any judgement made.

2.9 Document all stages of any investigation.

2.10 Show students the appropriate formats to record cited texts and other materials or information sources

2.11 Inform the relevant awarding organisation of incidents of serious malpractice, as appropriate in accordance with the particular awarding body notification regulations.

3. Definition of Academic Malpractice by Students

3.1 This list is not exhaustive and other instances of malpractice may be considered by the College at its discretion:

- plagiarism of any nature.
- collusion by working collaboratively with other students to produce work that is submitted as individual student work.
- copying (including the use of the Internet 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.

4. Definition of Academic Malpractice by College Staff

4.1 This list is not exhaustive and other instances of malpractice may be considered by the College 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 students 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 college staff producing work for the student.

- producing falsified witness statements; for example, for evidence the student has not generated.
- allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework.
- facilitating and allowing impersonation.
- misusing the conditions for special student requirements; for example, where students are permitted support, such as a reader/scribe, this is permissible up to the point where the 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 student completing all the requirements of assessment.
- breach of 'Instructions for Conducting Examinations' issued by the Joint Council for Qualifications.

4.2 Any such instances may lead to action being taken in accordance with the Disciplinary Policy.

5. Definition of Maladministration

5.1 Maladministration is essentially any activity or practice which results in non-compliance with administrative regulations and requirements and includes the application of persistent mistakes or poor administration.

5.2 Examples of maladministration

- Persistent failure to adhere to student registration and certification procedures.
- Persistent failure to adhere to centre recognition and/or qualification requirements and/or communications.
- Inaccurate claim for certificates.
- Failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence.
- Withholding of information, by deliberate act or omission.

6. Malpractice/Maladministration Procedure

If maladministration or malpractice is suspected or alleged regarding Awarding Bodies' (see Appendix 2) regulated qualifications, we will immediately inform the relevant AB who will support the investigation following their Maladministration and Malpractice Policy in liaison with HSDC College Group as required. After advice from the AB an investigation will be commenced within 2 working days, carried out by CLT and reported within 5 working days.

All Investigations into malpractice and suspected malpractice should aim to:

- Establish the facts, circumstances and scale relating to malpractice /allegations / complaints in order to determine whether any irregularities have occurred. (It is important to remember that just because an allegation has been made it should not be assumed that malpractice has actually occurred)
- Identify the cause of the irregularities and those involved
- Inform the Awarding Body if it is suspected that malpractice and/or maladministration has occurred. (For policy on malpractice relating to Awarding Bodies see the JCQ published guidance for dealing with instances of suspected malpractice in examinations, the latest issue can be found at https://www.jcq.org.uk/)
- Identify and, if necessary, take action to minimise the risk to current learners/candidates and requests for certification
- Evaluate any action already taken
- Determine whether remedial action is required to reduce the risk to current learners/candidates and to preserve the integrity of the qualification
- Ascertain whether any action is required in respect of certificates already issued
- Obtain evidence to support any sanctions to be applied, and/or to members of staff, in accordance with awarding body procedures
- Identify any patterns or trends
- Identify any changes to policy or procedure that need to be made.

7. Possible Grounds for Appeal

7.1 Possible grounds for appeal (non-exhaustive list)

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

8. Definition of Artificial Intelligence (AI) Malpractice

Definition: AI Malpractice in examinations/assessments refers to any unauthorised attempt to use artificial intelligence technology, including chatbots, language models, translation tools, or any other software or device capable of generating responses or assisting with assessment tasks, to gain an unfair advantage.

8.1 Examples of AI malpractice

- 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 the use of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

9. Prevention Procedures & Avoidance of AI Malpractice

9.1 Pre-assessment communication

- Clearly communicate the restrictions of AI use in all assessment materials including examples of AI misuse to raise awareness among candidates. (see 8.1).
- Emphasise the potential consequences of violating the policy. (see Appendix 1).
- Promote the value of academic integrity and fairness in educational activities, highlighting examples of outstanding student work achieved through legitimate effort.
- Students must complete and sign a work declaration as identified previously in the policy (2.3). The declaration should clearly and concisely state that the submitted work is the student's own and has not been copied from any unauthorised source, including AI-generated content.
- Teachers to provide students with clear guidance on how to reference appropriately. In the context of AI, if a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used. Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2023. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable format (such as a screenshot) and provide a brief explanation of how it has been used.

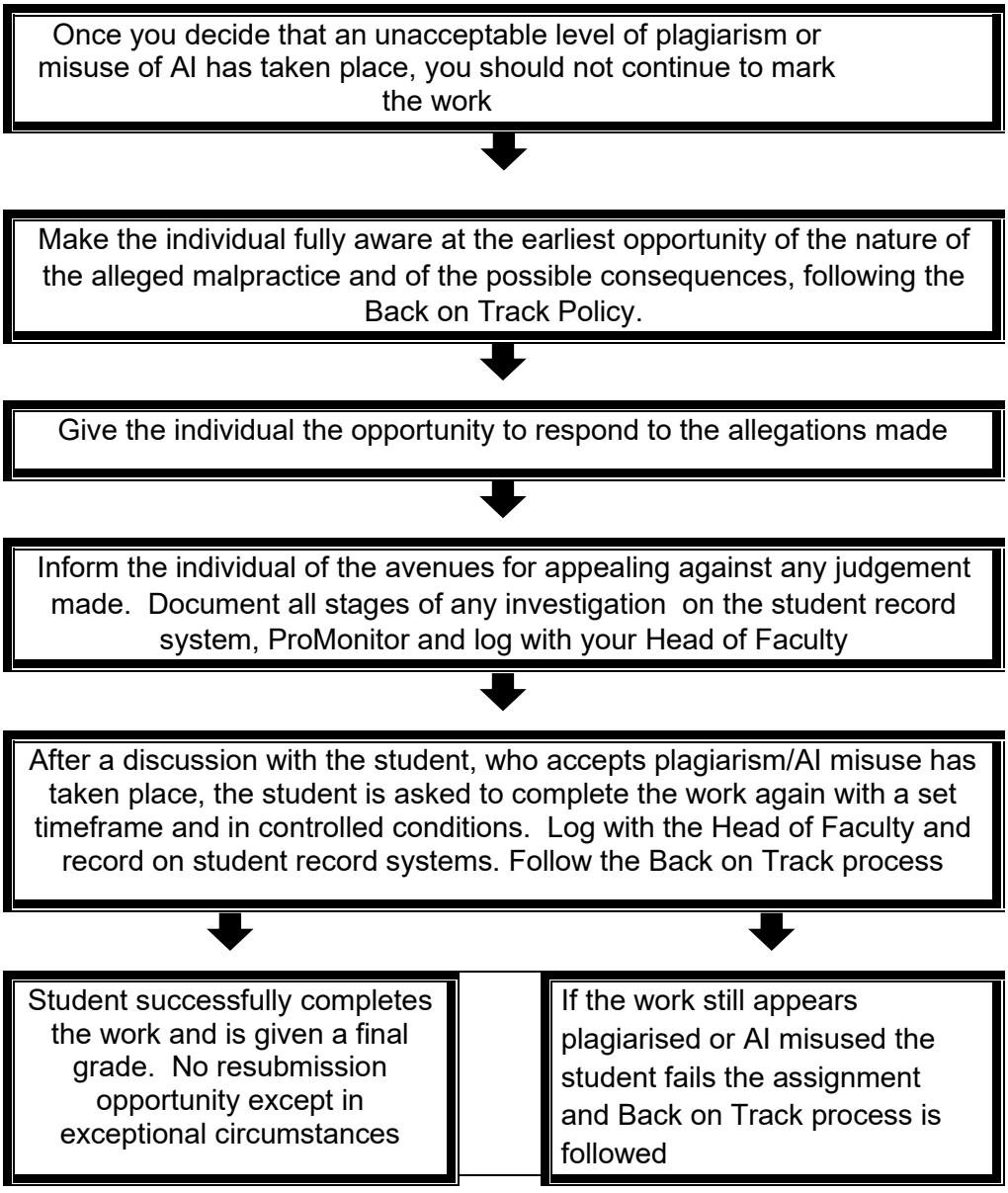
9.2 Assessment design

- The institution will adopt a diverse range of assessment types and methods to accommodate different learning needs and assess a broad range of student abilities.
- Adjustments will be made to assessments to ensure fair access and inclusion for all students, including those with disabilities or additional needs. These adjustments may include alternative assessment formats, extended time, or assistive technology.
- Develop assessments that rely less on rote memorisation and more on critical thinking, application, and analysis skills, making them less susceptible to AI assistance.
- Real-world scenarios: Present problems or situations relevant to students' future careers or current lives.
- Group projects: Collaborative projects can promote critical thinking, communication, and problem-solving skills, requiring students to go beyond individually memorised information and work together to address complex challenges.
- Limited access to technology: Compared to online assessments where students might have access to AI-powered tools, written exams and controlled assessments take place in controlled environments with restricted access to technology.
- Essay prompts with multiple perspectives: Ask students to consider different viewpoints and arguments when responding to essay prompts. This requires them to critically analyse information and formulate their own opinions, making it difficult for AI to generate a satisfactory response
- Portfolios and self-evaluations: Encourage students to curate portfolios of their work, documenting their learning journey and reflecting on their progress.
- Performance-based assessments: Assess student skills through practical demonstrations, such as presentations, simulations, or artistic performances.
- Oral examinations: Engaging students in open-ended discussions allows you to assess their critical thinking skills, understanding of concepts, and ability to articulate their knowledge in real-time.

Appendix 1- Plagiarism and use of AI – further guidance for staff

Plagiarism and the use of AI is an ongoing issue, but the key is to establish **the root cause and the severity of the incident.** Does the student fully understand what constitutes plagiarism or the misuse of AI? Is it a case of a missed citation or extensive copying? If it is clear that students have copied from one another, try to establish the identity of the originator. Common sense should prevail; one option is to 'educate' the originator of the work but to continue to mark it. Clearly if it is not clear who the originator is then malpractice through collusion and/or copying has taken place. The actions you take will be dependent on your assessment of the situation; however, all incidences must be noted and discussed with the Head of Faculty. The following guidelines are intended to bring some consistency to our approach across college.

Action to be taken for suspected and actual plagiarism/misuse of AI



Appendix 2- List of awarding bodies with which HSDC is an approved centre

Alton College AAT Ascentis AQA City & Guilds CMI Eduqas LASER NCFE/CACHE OCR Pearson Sports Leader UAL VTCT WJEC **Havant Sixth Form College** AAT AQA Ascentis City & Guilds (via SD number) CMI Eduqas Gateway Highfield LASER NCFE/CACHE OCR Pearson TQUK WJEC	**South Downs College** 1st for EPA AAT AQA Ascentis ASDAN CIPD City & Guilds CMI EAL Eduqas Highfield Gateway ILM Laser including Access NCFE/CACHE OCN London OCR PAL -UoC & UoP Pearson RSPH Skills Education Group Awards Sports Leader UAL VTCT WJEC

Revisions				
Version Number	**Section Reference**	**Summary of Changes**	**Author**	**Date**
1.1	Section 2.5 Section 6 Appendix 1 Appendix 2	Student Capability updated to Back on Track policy Clarification on timings to working days Update to include Use of AI Update to list of Awarding Bodies	Quality Office	10/2025
1.2	Front page Whole policy Section 2.2 Appendix 2	Update Responsible Senior Manager Update HSDC to HSDC College Group as per new branding guidelines Quality Forum updated to College Learner Experience Group Update to list of Awarding Bodies	Quality Office	09/2026