

Malpractice Policy

Policy Statement

This policy has been written in line with the awarding body guidelines and will be reviewed annually.

Aim:

The malpractice policy aims 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 or sanctions on learners or staff where incidents (or attempted/suspected incidents) of malpractice occur.
- Protect the integrity of the qualification and the centre.

In order to do this, we will:

- Make all reasonable attempts to avoid malpractice by bringing the malpractice policy to the learners' attention, along with the penalties for attempted and actual instances of malpractice.
- Inform Teaching Qualifications UK (TQUK) if we believe malpractice has occurred.
- Show learners how to properly cite text or material from other websites or information sources.
- Ask learners to declare all work as their own.
- Rigorously investigate any allegations of malpractice supported by all parties involved.

Definition of Malpractice by learners:

(This list is not exhaustive, and any relevant instances will be considered at our discretion.)

- Plagiarism of any nature.
- Passing another learner's work as their own.
- Destruction of another learner's work deliberately.
- Falsifying evidence.
- False declaration of the authenticity of work, portfolio, or evidence.
- Pretending to be someone else in order to produce work or arranging for someone else to take one's place in any assessment examination or test.

AI Use in Assessments:

AI use refers to using AI tools to obtain information and content that might be used in work produced for assessments that lead to qualifications.

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 on patterns in the data sets (large language models) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

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. Tutors, Assessors, IQAs and learners should also be aware that AI tools are evolving quickly, but there are still limitations to their use, such as producing inaccurate or inappropriate content.

What is AI misuse?

Learners must submit work for assessments which is their own. This means ensuring that the final assessment work is in their own words, isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work. Learners are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks learners have been set.

While AI may become an established tool in the workplace in the future, to demonstrate knowledge, understanding and skills for qualifications, it's important for learners' progression that they do not rely on tools such as AI. Learners should develop the knowledge, skills and understanding of the subjects they are studying.

Learners must be able to demonstrate that the final submission is the product of their own independent work and independent thinking. AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the learners'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 learners's own work, analysis, evaluation or calculations.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include possible disqualification from the qualification. Learners will be requested to revisit and resubmit any answers if it is deemed they have used AI tools in any capacity within their assessment, per the judgement of the assessor, IQA or management team.

Definition of malpractice by staff:

(This list is not exhaustive, and any relevant instances will be considered at our discretion).

- Improper assistance offered to learners.
- Inventing or falsely changing marks or assessment decisions being made without justified evidence.
- Failure to keep work secure.
- Fraudulent certificate claims.
- Inappropriate retention of certificates.
- Falsifying records or evidence.
- Facilitating or allowing impersonation.
- Falsifying records or certificates.
- Fraudulently claiming certificates before a learner has completed the work.

Where malpractice is suspected in cases of staff this will be investigated by OnBoarding Group Limited and will follow the disciplinary process.

Where malpractice is proven in cases of learners they may be withdrawn from the course, depending on the severity and circumstances of the incident.

This policy will be reviewed annually by the Management Team.
Last reviewed 07/04/2025 – next review date 07/04/2026