



Online Identity Verification and Examination Proctoring Procedure

GC Academy Limited

BA in Media and Communication and institutional online assessment

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This procedure explains how students are identified, how online assessments are supervised, and how staff handle technical interruptions, evidence and concerns fairly. It applies before, during and after assessment through GC Engine.

GC Engine already provides the identity, camera-based proctoring, random image capture and reporting functions demonstrated to the Panel through the affiliated IJF Academy. The Academy configures and verifies the controls for the BA before programme commencement. Actual checks, approvals and assessment records evidence that implementation.

The procedure connects assessment-specific instructions and reasonable adjustments with secure records, academic review and independent appeal. It retains GC Academy's responsibility when an academic or technology partner supports delivery.

Revision prepared for institutional approval. The approval record establishes the effective date.

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Ownership and approval

The Head of Institution owns this procedure and confirms academic readiness under A17 and A18. The Head of Quality Assurance Office coordinates controlled issue, records and review. Academic Board approves the academic provisions; technical and operational officers implement authorised arrangements within their roles.

Approval reference and date: _____

Effective date and next review: _____

Related procedures

Apply this document with A18 Programme Design, Monitoring and Assessment Policy, the approved programme and module brief, the Presentation Evaluation Rubric, A3 Academic Integrity Acknowledgement, A4 Academic Integrity and Misconduct Policy, A1 Academic Appeals Procedure and the existing AI and Generative AI Guidance for Staff and Students.

A12 Student Learning Agreement, A24 Digital Conduct and Use Policy, A25 Student Records Management Policy, the Data Privacy and Usage Policy, A14 Business Continuity Plan and the Student LMS Onboarding, Technical Support and Accessibility Guide govern the corresponding student, recording, records, incident and access arrangements.

Annexes 1 and 2 are blank records for actual configuration and assessment events. They link to existing assessment, support and case records; they do not replace the A4 or A1 case templates.

Purpose scope and principles

1 Purpose

GC Academy uses administrative, academic and digital controls to establish that an assessment reflects the work and competence of the enrolled student. Proctoring supports authentic assessment; the quality of the student's knowledge, reasoning, analysis and application is evaluated against the published learning outcomes and criteria.

2 Scope

This procedure applies to students, academic staff, assessors, administrative staff and authorised partner personnel involved in registration, individual GC Engine access, online examinations, assignments, case studies, practical projects, online presentations and Final Project defence. It covers submissions, feedback and suspected impersonation, account sharing, plagiarism, collusion, contract cheating or unauthorised tools.

The institutional principles apply across provision. The BA in Media and Communication uses the programme-specific requirements in this procedure and its approved assessment briefs. A control suitable for a timed examination is not imposed on every assignment, presentation or ordinary learning activity.

3 Principles

- Student accountability. Use the registered individual account, protect credentials, identify permitted assistance and submit authentic work.
- Controlled access and traceability. Link the student, programme, module, task, attempt and submitted version to the relevant access, assessment and decision records.
- Academic integrity. Apply the published rules consistently, with human evaluation of actual evidence and an opportunity for the student to respond.
- Proportionality and fairness. Select controls for the assessment purpose, communicate them in advance and implement approved adjustments without lowering the learning outcomes.
- Data protection. Define the purpose, access, notice and retention of identity and assessment evidence; capture only what the authorised process needs.

Existing capability and BA implementation

The demonstration to the Panel established existing GC Engine functionality for identity verification, camera-based proctoring, random image capture and assessment reporting. This procedure specifies how those functions are selected and used. Programme-specific configuration, testing, staff preparation and approval are completed and recorded before BA use; the demonstration does not establish that those BA checks have already passed.

Registration accounts and monitoring

4 Student identity at registration and enrolment

Administration establishes the student's identity through the approved admission and enrolment process. It checks the identity information required for that process against the student's registration and links the verified record to the individual GC Engine account. The record identifies the check, responsible staff member, date, outcome and any unresolved discrepancy.

Collect only the identity information required for the stated purpose through the approved secure route. Do not request repeated copies in open chat or a public class session. Where a later examination requires identity confirmation, authorised staff use the existing verified record and the approved check, recording the outcome and any necessary evidence reference.

The Student Learning Agreement requires full and accurate admission and registration information. Students notify Administration of changes. A discrepancy is checked and corrected through the controlled records process; a spelling difference or outdated detail is not automatically impersonation.

5 LMS account access and student responsibility

Each student uses their own registered account for authorised learning and assessment. Students protect credentials, do not share access or allow another person to complete assessed work, and promptly report suspected compromise or access difficulty through the institutional support route.

Administration and technical support verify a request before restoring access or changing account details. Record the authorised change, time and relevant incident without including passwords in the record. Any temporary restriction needed to protect an account has a reason, authority and review point, with a workable route for the student to seek help. It does not determine academic responsibility.

6 LMS verification and monitoring

GC Engine supports records of access to materials, module progression, required activities, examination participation, submissions, grading, feedback, engagement and institutional communications. Link relevant records to the particular assessment and preserve source dates, time zones and the submitted version where an issue is reviewed.

An account login, activity pattern or examination report provides evidence of an event, subject to its limitations. It does not alone prove who produced the work or that learning outcomes were achieved. An unusual access pattern prompts proportionate checking with the student and technical staff; it is not an automatic misconduct finding.

Assessment settings and advance instructions

7 Online examination administration

The Head of Institution confirms that the assessment and its controls follow the approved programme, module outcomes, brief and rubric. The module lead and a second suitable academic review the task and criteria under A18. Technical staff configure the authorised settings and retain the version and test evidence. Partner personnel follow the Academy's instructions and reporting route.

The existing platform supports multiple-choice, true-or-false, embedded-video, fill-in-the-gap or completion, substitution, short-answer and longer-text tests, and uploaded assignments, case studies, presentations or video tasks. Selection follows the academic design. Technical availability of a test type does not establish that it is appropriate as the main measure of MQF Level 6 competence.

Settings confirmed for each assessment

- Student eligibility, module, assessment identifier, approved brief and rubric version, assessment mode and permitted audience.
- Access and submission window, start and end times with time zone, duration, permitted breaks, file formats and upload requirements.
- Attempt position, permitted materials, collaboration and AI conditions, declaration, marking rules, feedback and result-validation route.
- Identity check, camera or other authorised monitoring, any image or recording capture, reviewer and report access, with the reason for each control.
- Actual device and connectivity requirements, support and alternative contact, approved adjustments, and the response to disruption or failed upload.

For the BA, three total formal opportunities apply to each assessment: the initial attempt and up to two resits or resubmissions. Formative practice does not count, and returning to study does not reset the count. Each required assessment component needs at least 51%. This procedure introduces no additional attempt, mark cap or automatic penalty.

Information released before the task

Students receive the assessment instructions and privacy notice in advance through the module LMS and relevant student guidance. Explain the actual identity steps, required equipment, permitted conduct, capture and access arrangements, support, adjustments and incident route. Record the version and communication date. General acceptance of institutional terms does not replace specific information or any separately required permission.

Identity checks and supervision during assessment

Applying the authorised controls

Before opening a supervised assessment, the designated staff member confirms the registered student and eligibility, performs the approved identity check privately, and checks the required connection, camera or audio against the published instructions and approved adjustments. Record the time and outcome. If identity cannot be confirmed, pause admission or the affected activity, explain the issue and seek authorised verification or an alternative arrangement.

During the assessment, apply only the approved supervision and capture settings. For camera-based monitoring, students follow the stated visibility, permitted-material and break arrangements. Random image capture uses the configuration authorised for that assessment; the record identifies the actual setting and evidence location. Do not assume continuous audiovisual recording, facial recognition or another unverified function.

Assessment mode	Controls and retained assessment evidence
Timed online examination	Confirm identity before access; apply the approved window, duration, attempts, materials and camera or capture settings. Retain submission status, relevant observations, images or report references and any interruption.
Live presentation or Final Project defence	Confirm identity, participants and permitted materials. Record material questions, individual answers, observations and incidents. Use the approved presentation and questioning format. Retain an authorised recording or sufficiently detailed written evidence.
Uploaded presentation or recorded performance	Link the file version and submission to the registered student, declared contribution and published task. Apply any separately notified authorship clarification. A submitted video does not automatically prove identity or authorise additional recording.
Assignment case study or practical project	Use the individual submission record, source and authorship checks, declared assistance and attributable contribution. Live camera supervision is used only where it forms part of the approved, communicated assessment design.

At the end, record completion, submission receipt and any unresolved issue. Authorised staff check report completeness and relevant observations before referring a concern for academic review. A missing image, alert or interrupted camera is investigated in context, including technical failure and approved adjustments; it does not itself fail the assessment.

Practice accessibility and technical interruption

8 Practice tests and preparation

Practice is formative: it helps students understand question formats, assess readiness and identify revision needs. Practice scores are not final results or formal attempts. Provide an opportunity to try the actual access, identity steps, camera or microphone where required, file upload and submission receipt before the assessed activity.

The rehearsal uses clearly labelled test activity. Record the task tried, date, outcome and unresolved barrier, then confirm the remedy. Access on a common device does not establish that every assessment function works on that device. The student guidance identifies the actual requirements and available support.

Reasonable adjustments

Students raise disability-related, access or other specific learning needs through Student Management and the published support route. The responsible academic and support staff assess the need, agree an appropriate arrangement or ILSP, communicate the practical instructions to relevant staff and test it with the actual task where practicable.

An adjustment can concern timing, breaks, an accessible resource, assistive technology or an authorised alternative identity or supervision method. The approval specifies what changes, who implements it and how the same learning outcomes and integrity requirements are maintained. Explain any remaining limitation and follow-up. Proctors receive the necessary instructions, not unnecessary diagnoses.

Responding to disruption

The student reports an access, connection, camera, upload or other failure as soon as practicable, using the alternative institutional contact if the LMS is unavailable. State the assessment, time and time zone, error, work affected and any available evidence. Do not send passwords or identity documents through public channels.

The proctor or support officer logs the event, preserves the current submission and relevant system evidence, records the student's explanation and applies the authorised immediate steps. Technical staff investigate and escalate service incidents under A14. They do not independently alter marks, grant an extra attempt or determine misconduct.

The Head of Institution ensures academic review under A18 and the mitigating-circumstances route. The authorised decision states whether work can continue, be recovered or submitted through a controlled alternative, or requires rescheduling. Record its effect on time, submission and attempt status, reasons and student notification. A technical interruption does not automatically cause failure or consume an additional attempt; the original record is not silently reset.

Submissions declarations and student conduct

9 Assessment submissions

Students submit written work, case studies, projects, presentations and other tasks through the route specified in the approved brief. The record links the student, assessment, attempt, file version and submission time. Students check the receipt and report a missing or incorrect upload promptly. An authorised alternative submission preserves the received version and the reason it was accepted.

Tutors review originality, references, alignment with the brief and the student's demonstrated knowledge and reasoning. Relevant learning activity or previous work provides context for possible plagiarism, collusion, contract cheating, impersonation or unauthorised tools. It does not replace review of the submission itself.

For group tasks, the brief identifies permitted collaboration and the evidence of each student's contribution. A shared submission or peer rating alone does not establish individual attainment. Preserve the approved contribution record and relevant individual answers or work under A18.

10 Academic integrity declaration and conduct

Students submit authentic work, acknowledge sources, avoid plagiarism and unauthorised collaboration, protect credentials, and use or distribute materials only within the permissions granted. They follow A3, A4, A24 and the task-specific instructions. Authorised learning-resource downloads remain governed by their stated permissions.

The approved brief identifies permitted, restricted or prohibited AI use and the required declaration. Where assistance is permitted, students identify the tool, purpose, extent and affected work as required, verify content and sources, and accept responsibility. Permission for one task does not extend to another; disclosure does not make prohibited assistance permissible.

Screening and academic responsibility

Written submissions undergo the applicable institutionally authorised plagiarism and AI-related screening before or alongside academic review. Initial technical or administrative screening retains the submitted work, report, date and relevant settings where available. Authorised staff protect assessment and personal information when using tools.

Similarity percentages, AI scores and proctoring alerts are indicators for human review. No percentage or threshold establishes guilt, changes a grade or guarantees detection. The absence of a flag does not prove originality. The tutor evaluates the actual evidence under A4 and section 12 of the existing AI guidance; the independent Panel decides a formal misconduct case.

Authenticity review and suspected account misuse

11 Additional academic verification

Where a specific concern remains, the tutor or assessor identifies the published requirement and the evidence that needs explanation. Review relevant LMS and submission records, prior work, declarations, source matches, assessment observations and the student's explanation. Record what each item supports and its limitations.

Staff can request clarification or a secure academic discussion about the submitted work. Explain its purpose and the relevant issue, provide a fair opportunity to respond, and arrange support or adjustments where needed. Questions address the student's reasoning, method, sources and contribution. Authorship clarification is not an unannounced additional graded assessment.

For an online presentation or defence, preserve the questions, individual answers and assessor observations, including the effect of interruption or an adjustment. Recording requires the separate authorised privacy arrangements. Where there is no authorised recording, retain sufficiently detailed written evidence for review.

12 Suspected impersonation or account misuse

Specific evidence that another person accessed the account or completed assessed work can warrant review. Unusual access or submission patterns, unexplained changes in work, or difficulty explaining an answer can prompt questions, but do not by themselves establish impersonation or other misconduct.

Consider legitimate reasons, including a reported compromised account, device or location change, network failure, unfamiliarity with the platform, anxiety or an agreed adjustment. Check timing and the relationship between the alleged event and the assessed work. Record exculpatory evidence and unresolved uncertainty as well as the concern.

From concern to the appropriate route

If checking resolves the matter, record the explanation and reason for closure without a misconduct finding. If a concern remains, send the documented referral securely to the Head of Quality Assurance Office under A4. Identify the student, module, task, attempt, rule, specific allegation and evidence references; retain the original submission and relevant records.

QA registers the matter, checks completeness and conflicts, and coordinates notice and response. Technical support, a proctor, a screening officer or the original assessor supplies relevant evidence but does not impose a misconduct sanction. A technical or access matter also retains its support or mitigation record; linking the records does not prejudge either outcome.

Fair decisions and independent academic appeal

13 Investigation and decision making

A4 governs first-instance academic-misconduct cases. The student receives the allegation, relevant rule, evidence, possible consequences and response instructions in writing, with a reasonable opportunity to provide an explanation, evidence or a meeting request. Actual response and expected decision dates are stated; access needs and justified extensions are considered and recorded.

Unconflicted Academic Board members appoint three suitably qualified independent academic voters, including a senior academic chair. No original teacher, assessor, referrer, proctor or other person involved in a way that compromises impartiality decides the case. External academics are used where necessary. QA provides non-voting procedural support; conflicted oversight or administration is replaced under A16, A17 and A23.

All three voters participate and decide by majority on the evidence. The record addresses the rule, allegation, accepted and rejected evidence, student explanation and reasons. Share material new evidence for response before decision. Non-response is not an admission; check notice, access and any explanation before deciding whether it is fair to proceed.

If no breach is established, return the work to normal assessment without a misconduct sanction. If established, only the authorised Panel imposes a proportionate A4 outcome: warning or academic counselling, grade reduction or resubmission, or module failure or programme removal for serious or repeated substantiated violations. State the precise consequence, reasons, applicable attempt position and implementation dates. This procedure adds no penalty category.

Direct independent appeal under A1

A student can appeal a misconduct finding or sanction within ten working days of notification through the formal academic-appeal route or published alternative contact. The appeal goes directly to the independent Appeals Panel; return to the original tutor for informal resolution is not required. The written decision states the actual deadline, time zone, route and grounds.

A1 grounds include procedural irregularity, bias or conflict, relevant new evidence, inadequate consideration of mitigation, an unsupported finding or a materially disproportionate sanction. Three independent voters decide by majority. No original assessor, moderator, proctor, referrer, first-instance voter or person involved in the disputed decision or its implementation adjudicates the appeal; they may supply evidence.

A1 provides a reasoned written outcome within fifteen working days of receipt of the formal appeal. Exceptional delay is explained with a revised date. The Panel can uphold, vary or set aside the decision or require the appropriate remedy within A1 and A4. The Academy implements the authorised outcome and preserves the original and corrected records under A25. Service complaints follow A2 without removing academic appeal rights.

Privacy access and retention of evidence

14 Data protection and record keeping

Apply the Data Privacy and Usage Policy and A25 before collecting, capturing or sharing identity and assessment evidence. The responsible officers confirm the purpose, applicable legal basis, necessary data, actual systems and storage, authorised recipients, retention entry and student contact route. Obtain any permission required by the applicable arrangements; acknowledgement of a policy alone does not replace it.

The advance notice explains the actual identity check and capture method, what is collected and when, why it is needed, who can review it, any authorised supplier access, the retention period or criterion, and how to raise an access, privacy or assessment concern. Do not describe an undisclosed capture as an ordinary consequence of joining an online session.

Assessment evidence is a separate category

A24 ordinary webinar camera choices, recording permissions, student downloads and semester-removal arrangements do not automatically apply to assessment submissions, recorded presentations or identity and proctoring evidence. A webinar camera opt-out does not waive separately explained assessment requirements. Consider any objection or access difficulty through the appropriate privacy and adjustment routes before the task.

Records can include necessary registration and verification details, access logs, assessment settings, student instructions, submission and receipt, relevant images or authorised recordings, examination reports, marking and moderation, incidents, student responses, integrity decisions, appeals and implementation. Use a controlled index linking the student, module, task, attempt and event. Keep unnecessary raw data out of ordinary course areas and general correspondence.

Restricted review and reliable evidence

Only authorised staff and specifically authorised partner personnel receive access necessary for their role. Protect third-party details while giving a student sufficient relevant information to answer an allegation or pursue an appeal. Preserve the source, date, version, reviewer and any extraction or redaction; retain the original where required. Technical access does not confer academic decision-making authority.

Retention and disposal

Complete the specific A25 retention entry before capture, identifying category, purpose, location, custodian, access, retention period or justified criterion, trigger, review or disposal point and approval. Raw images and recordings do not automatically inherit either semester-end deletion or the 40-year provision for essential academic records. Retain sufficient academic proof under A25 and a separately justified period for underlying captures.

Before disposal, check any open assessment review, complaint, appeal or other justified hold. Record its scope, authority, reason and review date, and release it when the reason ends. Apply authorised disposal to the relevant working copies and backup cycle and record actual verification. No blanket retention period or indefinite storage is created by this procedure.

Responsibilities readiness and quality review

15 Responsibilities

Students use their own account, follow the published task and identity instructions, submit authentic work, protect credentials, report difficulties promptly and cooperate with fair verification. They retain their response, support and appeal rights.

Tutors and assessors apply approved outcomes, briefs and rubrics; explain permitted assistance; review work and evidence; record academic reasons, feedback and relevant questions; and refer unresolved concerns through A4. A proctor conducts the authorised identity and supervision steps, records observations and disruption, and supplies evidence without determining misconduct.

The Head of Institution confirms academic readiness, qualified personnel, adjustments and authorised responses to assessment disruption. Academic Board retains academic approval; the Board of Examiners validates results under A18. Independent case and appeal Panels retain their distinct decision-making powers.

Administration and Student Management maintain verified student and assessment links, communicate instructions, coordinate support and adjustments, and record authorised changes. Technical staff configure and test settings, support access, preserve relevant records and investigate incidents. The technology provider works within the actual agreement and authorised access; GC Academy retains oversight and academic responsibility.

QA coordinates version control, evidence, procedural administration and review with the privacy, academic and operational officers. It checks that case roles are unconflicted, records actual preparation and maintains the Quality Enhancement Log. It does not convert technical reports into findings or decide the academic merits of a case.

Programme readiness before use

Before programme commencement, the academic and technical leads verify the BA configuration and end-to-end assessment workflow using labelled test data. Confirm student instructions, practical access and adjustment tests, identity and capture settings, secure report retrieval, permissions, retention, incident escalation and available staff. Record actual results, unresolved gaps, corrective action and authorisation in Annex 1 or an equivalent controlled record.

Before each assessment, confirm the applicable configuration and any change since testing. Train relevant staff and partner personnel in the actual controls, evidence limits, student rights and escalation. A policy, blank checklist or affiliated-academy demonstration is not a completed BA readiness record. An unresolved barrier is escalated for remedy or an approved workable alternative before the affected activity.

16 Review of the procedure

Review annually and after a material assessment, technology or regulatory change, or a significant incident. Consider actual student and tutor feedback, assessment and moderation evidence, technical incidents, integrity cases, appeal outcomes and relevant external feedback. Routine review uses aggregated or appropriately anonymised information; LMS participation is contextual evidence.

The QA and Curriculum Committee and Academic Board review academic findings through the Annual QA Calendar; operational and technical owners address service issues. Record the finding, decision, action, owner, due date, implementation evidence and later effectiveness check in the Quality Enhancement Log. Communicate approved changes through document control and staff and student guidance.

Annex 1 Assessment configuration and readiness

Blank controlled record. Complete for an actual programme check and assessment configuration; link supporting tests and continuation records. A signature or tick without evidence does not establish readiness.

Record identifier and configuration version: _____

Programme module and assessment: _____

Approved brief rubric and approval reference: _____

Mode platform and responsible academic: _____

Technical lead and designated proctor or reviewer: _____

Student eligibility attempt rule and materials: _____

Window duration breaks and time zone: _____

Submission formats receipt and permitted tools: _____

Approved identity and supervision steps including any camera or random image capture settings

Notice version communication date and privacy contact: _____

Capture purpose basis permissions and audience: _____

Evidence location access group and retention entry: _____

Device requirements rehearsal and support contacts: _____

Adjustment or ILSP instructions and restricted reference: _____

Actual test date task outcome and evidence reference

Unresolved issue action owner and due date or authorised alternative

Staff preparation and incident route evidence: _____

Academic and technical confirmation and date: _____

Authorisation reference date and conditions for release: _____

Identify whether the record concerns labelled test data or an actual assessment. Confirm the current configuration before release and retain authorised changes. Do not record student diagnoses or duplicate identity documents here. Institutional approval and actual verification are separate records.

Annex 2 Assessment event and incident record

Blank restricted record. Use one event identifier and secure evidence links; expand in an authenticated continuation record where required. An observation is not a misconduct finding.

Event reference student identifier and programme: _____

Module task attempt and configuration version: _____

Date start and end time and time zone: _____

Proctor assessors participants and roles: _____

Identity method check time and outcome: _____

Submission version receipt and completion status: _____

Images report or authorised recording reference: _____

Questions answers or written observation reference: _____

Relevant adjustment and restricted instructions: _____

Observed event or interruption including time duration and effect on the task

Student explanation supporting evidence and immediate support action

Technical investigation and evidence references: _____

Authorised academic response reasons and effect on time submission or attempt

Decision authority date and student notification: _____

Academic review or secure A4 referral if required: _____

Access retention entry and any review or appeal hold: _____

Record completed by role and date: _____

Keep the original submission, relevant settings and incident evidence. A4 and A1 retain their own notice, response, independence, decision and appeal records. An unresolved technical event, missing image or unconfirmed concern does not automatically change a mark, establish a breach or create another attempt.