



## AUTHENTICITY CHECKS IN NORMAL ASSESSMENT PRACTICE

Build these into routine practice — not just when concerns arise

1

### Compare with previous work

Does the style, language and level of capability feel consistent with earlier evidence from this learner?

*Sudden changes in quality or expression are worth exploring calmly.*

2

### Ask learners to explain their decisions

Can they talk through their reasoning independently, without prompting or hesitation?

*Understanding should sit behind the evidence, not just within it.*

3

### Review timestamps and version histories

Do digital records show a realistic pattern of development over time, or does work appear fully formed without a trail?

*Digital records can be incomplete — use alongside other checks.*

4

### Confirm workplace activity with a witness

Has an appropriate person directly observed the performance?  
Testimony should be specific, factual and based on direct knowledge.

*Broad praise is not the same as valid witness testimony.*

5

### Look for sudden changes in style or capability

A marked improvement is not automatically suspicious, but it warrants a calm, evidence-based conversation.

*Explore fairly — a concern is not the same as a finding.*

6

### Check evidence against the standard

Could another assessor identify the learner's competence from this evidence alone, without further explanation?

*If not, more independent and direct evidence is probably needed.*

**No single check is conclusive. Professional judgement remains central.**

Use these checks as a pattern of evidence, not a pass/fail test.



**Supporting assessors and IQAs to uphold assessment integrity**

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