



ALSTON MOOR FEDERATION

Samuel Kings School BTEC Assessment Malpractice Policy

Aim

1. To identify and minimise the risk of malpractice by staff or learners
2. To respond to any incident of alleged malpractice promptly and objectively
3. To standardise and record any investigation of malpractice to ensure openness and fairness
4. To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
5. To protect the integrity of this centre and BTEC qualifications.

In order to do this, Samuel Kings School will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
 - 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
 - Give the individual the opportunity to respond to the allegations made
 - Inform the individual of the avenues for appealing against any judgment made
- Document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

- Meeting with parents
- Detentions
- Redo the assignment

Definition of Malpractice by Learners

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

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT 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

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre 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 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
- 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
- Facilitating and allowing impersonation
- 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
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Links

Add links here to key Pearson and /or centre documents that may be helpful for staff when reading or using the policy & procedures. A few are already listed that may be useful.

Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications: This is

Top tip: You now need to add your centre specific procedures, making sure that you cover the following as a minimum requirement. You can do this in a format that suits you (i.e. flowchart, process map, bullet points or descriptive text etc)

How you minimise the risk of learner malpractice

4.1 Samuel Kings School will take steps to prevent or reduce the occurrences of learner malpractice. These steps will include:

- Learners will undergo an induction which will inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice and they will be provided with a copy of the policy in the learner handbook.
- Showing learners the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.
- Introducing procedures for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. These procedures may include:
 - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner altering assessment assignments/tasks/tools on a regular basis
 - o The assessor assessing work for a single assignment/task in a single session for the complete cohort of learners
 - o Using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work
- Assessors getting to know their learners' styles and abilities, etc
- Ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.
- For BTECs, each learner will provide a written declaration that the evidence is authentic and that the assessment was conducted under the requirements of the assessment specification.

How you minimise the risk of staff malpractice

Samuel Kings School will internally verify assignment briefs prior to pupils completing them.

The school follows a system of regular learning walks and focusses monitoring weeks where they observe staff.

In line with BTEC procedures assignments are internally verified by a lead IV after completion.

How you deal with malpractice

If plagiarism or other forms of malpractice is detected the student should be given an opportunity to redo the work. The seriousness of the matter would be discussed with the student again and the teacher would use their discretion whether to inform parents, issue a detention, refer to SLT etc.

Informing Pearson of any malpractice

The Quality Nominee informs BTEC in line with their procedures.

They work with the assessor to design a suitable assignment for the pupil to redo the work.

Monitoring Arrangements

This policy will be reviewed annually by the Governing Board.

Version Control	
Owned by:	Exams Officer
Approved by:	Education, Pastoral and Curriculum Sub committee
Date approved on:	June 2023
Next review due by:	June 2024