

Salendine Nook High School (Academy)

BTEC Assessment Malpractice (Non-Statutory)

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1. Assessment Malpractice Policy

- 1.1 To identify and minimise the risk of malpractice by staff or learners;
- 1.2 To respond to any incident of alleged malpractice promptly and Objectively;
- 1.3 To standardise and record any investigation of malpractice to ensure openness and fairness;
- 1.4 To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven;
- 1.5 To protect the integrity of this centre and BTEC qualifications.

2. In order to do this, SNHS will:

- 2.1 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;
- 2.2 Show learners the appropriate formats to record cited texts and other materials or information sources;
- 2.3 Ask learners to declare that their work is their own;
- 2.4 Ask learners 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. 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:
 - 2.5.1 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
 - 2.5.2 Give the individual the opportunity to respond to the allegations made
 - 2.5.3 Inform the individual of the avenues for appealing against any judgment made
- 2.6 Document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions: If the learner is found to be in breach of malpractice then they will be reported to Edexcel and withdrawn from the programme.

3. Student Malpractice

If a learner has conducted malpractice then the following actions will occur:

The student and incident will be reported to the Exams Officer. The Student will write their account and teacher/assessor will write their account of incident.

The Exams Officer will keep a copy of the statements and pass them to the Head of Centre.

Head of Centre will discuss the malpractice issue with both parties and will come to a decision. If the learner is found to be in breach of malpractice then they will be reported to Edexcel and withdrawn from the programme.

All stages of the investigation will be documented.

4. Edexcel Policy - Candidate malpractice

If you discover any irregularity in the internally assessed components of examinations before a candidate has signed the declaration of authentication, you don't need to report this to us. Instead, you may decline to accept the work for assessment purposes.

If you discover an irregularity after a candidate has signed the declaration of authentication, or you suspect any malpractice by a candidate during an examination, you must submit full details of the case to Edexcel at the earliest opportunity by emailing a JCQ Form M1 with supporting documentation to candidatemalpractice@pearson.com.

If you suspect that a member of staff has committed malpractice or that maladministration of the qualification may have occurred, you must let us know by emailing a completed JCQ M2a Form to pqsmalpractice@pearson.com. Our Investigations Team will review the documentation that you provide and advise you on the next steps.

5. Staff malpractice

If you suspect that a member of staff has committed malpractice or that maladministration of the qualification may have occurred, you must let us know by emailing a completed JCQ M2a Form to pqsmalpractice@pearson.com.

The Investigations Team will review the documentation that you provide and advise on the next steps.

Ways that you can reduce malpractice and maladministration

- 5.1 You must check that learners declare that their work is their own, for instance:
 - 5.1.1 For BTEC internally assessed units, internal assessors are responsible for checking the validity and authenticity of the learners' work.
 - 5.1.2 For learners' work taught and/or assessed using distance learning/assessment a centre and its learners must provide a written declaration that the evidence is authentic, and that the assessment was conducted under the requirements of the assessment specification.
 - 5.1.3 You must verify the identity of a learner before they take an examination.
 - 5.1.4 Where assessment is to be conducted in a language other than English, centres must ensure that provision is made for such work to be verified and authenticated.

- 5.1.5 It is the Head of Centre's responsibility to ensure that measures have been taken to prevent and identify learner malpractice in internally assessed units and that work submitted is the learner's own and has been accurately assessed.
- 5.2 There are lots of ways you can reduce learner malpractice such as:
 - 5.2.1 Using the induction period and the student handbook to tell learners about your policy on malpractice and the penalties for attempted and actual incidents of malpractice.
 - 5.2.2 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 understood appropriate information and has acknowledged any sources used.
- 5.3 Checking that access controls are installed to stop learners from accessing and using another person's work.
 - 5.3.1 Checking that learners do not take prohibited material into an exam.
 - 5.3.2 Having procedures for assessing work in a way that reduces or identifies malpractice such as plagiarism, collusion or cheating.

These procedures may include:

- 5.3.3 Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner.
- 5.3.4 Altering assessment assignments/tasks/tools on a regular basis.
- 5.3.5 The assessor assessing work for a single assignment/task in a single session for the complete cohort of learners.
- 5.3.6 Using oral questions with learners to check their understanding of the work.
- 5.3.7 Assessors getting to know their learners' styles and abilities.

6. Definition of Malpractice by Learners

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

- 6.1 Plagiarism of any nature;
- 6.2 Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work;
- 6.3 Copying (including the use of ICT to aid copying);
- 6.4 Deliberate destruction of another's work;
- 6.5 Fabrication of results or evidence;
- 6.6 False declaration of authenticity in relation to the contents of a portfolio or coursework;
- 6.7 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.

7. 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:

- 7.1 Improper assistance to candidates;
- 7.2 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;
- 7.3 Failure to keep candidate coursework/portfolios of evidence secure;
- 7.4 Fraudulent claims for certificates;
- 7.5 Inappropriate retention of certificates;
- 7.6 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 producing falsified witness statements, for example for evidence the learner has not generated;
- 7.7 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;
- 7.8 Facilitating and allowing impersonation;
- 7.9 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
- 7.10 Falsifying records/certificates, for example by alteration, substitution, or by fraud
- 7.11 Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

8. Edexcel Policy - Suspected centre staff malpractice

What to do when you suspect malpractice or maladministration

- 8.1 If you discover or suspect anyone of malpractice, you must make the individual fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- 8.2 You must report any incident of:
 - 8.2.1 malpractice or attempted malpractice by centre staff;
 - 8.2.2 maladministration by centre staff; and
 - 8.2.3 malpractice or attempted malpractice by learners in relation to externally assessed units.
- 8.3 Incidents should be reported to us using the following email addresses:
 - 8.3.1 Learner malpractice: candidatemalpractice@pearson.com
 - 8.3.2 Centre/centre staff malpractice or maladministration: pqsmalpractice@pearson.com Suspected learner malpractice relating to internally assessed units
- 8.4 Cases of suspected learner malpractice relating to internally assessed units should be managed following your own malpractice policy. If malpractice has occurred after certificates have been issued, you should immediately contact our Investigations team by emailing pqsmalpractice@pearson.com.
- 8.5 Suspected learner malpractice relating to externally assessed units

- 8.6 Where learners are suspected of malpractice in relation to externally assessed units of vocational qualifications (such as examinations within BTEC NQF), the Head of Centre is required to inform us at the earliest opportunity, preferably by completing a JCQ Form M1, and submitting this and all supporting documentation to our Investigations team at candidatemalpractice@pearson.com.
- 8.7 Heads of Centre are required to inform the Investigations team of any alleged or suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centre need to contact our Investigations team by submitting a JCQ Form M2(a) with supporting documentation to pqsmalpractice@pearson.com. Where we receive allegations of malpractice from other Centre Guidance: Dealing with Malpractice and maladministration in vocational qualifications (for example Pearson staff or anonymous informants), our Investigations team will conduct the investigation directly or may ask the Head of Centre to assist.
- 8.8 Heads of Centre or their nominees need to inform learners and centre staff of suspected malpractice of their responsibilities and rights.