



**BRANNEL SCHOOL**

**BTEC  
MALPRACTICE  
POLICY**

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## **BTEC Malpractice Policy**

### **The purpose of this policy is:**

- 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 and/or sanctions on learners or staff where Incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this centre and BTEC qualifications.

### **In order to do this, the centre will:**

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice. Pupils should be made aware of what constitutes plagiarism.
- 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. Learners must sign declarations for each assignment submitted.
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Ensure that staff are aware of what constitutes assessment malpractice.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation.
- Such an investigation will be supported by the Headteacher and all personnel linked to the allegation.

### **Definition of Malpractice by Learners**

#### **This list is not exhaustive:**

- Plagiarism – presenting material from secondary sources as original, e.g. unacknowledged copying and pasting from the internet, copying. Pupils should be taught an appropriate format of referencing to ensure they do not inadvertently commit plagiarism.
- copying others' work
- deliberate destruction of another's work
- fabrication of results or evidence, e.g. making false claims about having participated in a practical activity
- False declaration of authenticity, e.g. claiming work of another learner, declaring collaboratively produced work as own etc.

### **Malpractice procedure**

Minor concerns about authenticity, e.g. work which has been poorly referenced through neglect (not deliberate deception) should be dealt with by the assessor in the first instance.

Where an assessor has serious concerns about the authenticity or validity of a piece of work (e.g. deliberate deception, repeat offence) he/she should immediately inform the Programme Leader.

## **Pupil Malpractice procedure**

To be led by the programme leader:

1. Inform the learner of the alleged malpractice
2. give the individual the opportunity to respond to the allegations made
3. inform the individual of the avenues for appealing against any judgment made
4. Document all stages of any investigation.
5. Where malpractice is proven, the school will inform the pupil's parents. They will work with the pupil's head of house to apply an appropriate consequence, which may include:
  - Application of school code of conduct (where applicable)
  - Individualised arrangements for supervision, e.g. parental monitoring
  - Other agreed actions
  - Ejection from the course should only be considered in extreme cases. All such decisions would be subject to the existing school procedures, including approval from the Head Teacher.

## **Definition of Malpractice by Centre Staff**

This list is not exhaustive:

- 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.

## **Where staff malpractice is suspected, you must:**

- Inform the staff member's line manager, the centre QN and the Headteacher.
- The alleged malpractice will then follow the school procedure.
- Any malpractice or attempted malpractice must be recorded and Edexcel must be informed.