

**NEW COLLEGE LEICESTER**



# **BTEC Malpractice Policy**

## **October 2024**

# MALPRACTICE POLICY

## Aim:

- To identify and minimise the risk of malpractice by staff or students
- 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 students or staff where incidents (or attempted incidents) of malpractice are proven
- To report all alleged, suspected, and actual incidents of malpractice to Pearson.
- To protect the integrity of New College Leicester and BTEC qualifications.

## In order to do this, Programme Leaders and their teams will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform students of New College's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Foster a culture in which all learners and staff feel able to report any concerns of wrongdoing.
- Show students the appropriate formats to record cited texts and other materials or information sources.
- Ensure that teaching meets the needs of all students, in order to ensure students do not commit malpractice to meet assessment outcomes.
- Carry out regular BTEC assessor meetings and training to ensure staff are fully aware of our centre quality assurance process.
- Ask students to declare that their work is their own, completing relevant BTEC documentation.
- Ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used (including the use of artificial intelligence (AI) sources).
- Follow Pearson guidance for conducting internal assessments and subject administrative guides detailing the permitted use of internet access.
- Investigate in a form commensurate with the nature of the malpractice allegation.
- Procedures for dealing with **minor** concerns for example 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. The Programme Leader may need to liaise with QN and consult Pearson.



## **Pupil Malpractice procedure**

To be led by the programme leader:

1. Inform the student 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 on **Sims Events**.
5. Where malpractice is proven, the school will inform the student's parents. They will work with the student's head of year to apply an appropriate consequence, which may include:
  - Supervised reflection to redo the work in isolation.
  - Long stay reflection room
  - Fixed term exclusion
  - Ejection from the course. This will only be considered in extreme cases.
  - Consult Pearson in cases of serious malpractice.

## **Definition of Malpractice by students**

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 students to produce work that is submitted as individual student 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.

## **Minimising the risk of student plagiarism**

As a centre we aim to contribute to a culture in which learners do not consider plagiarism as an option. To do this we will:

- Provide all students a copy of the centre devised BTEC Learner Handbook and teacher keep a signed copy acknowledging students compliance to outlined procedures.
- Make students aware of the concept of individual ownership of ideas and words, the ownership of electronic material and the difference between 'intellectual property' and 'common knowledge'.
- Adhere to subject administrative guidance regarding the use of internet usage during the completion of internal assessments.
- Adhere to subject administrative guidance regarding storage of research notes taken during the assessment window, prior to commencing assessment.
- Insist upon the use of referencing bibliographies.
- Hold regular meetings with the assessor team on the matter of plagiarism, specifically knowing how to spot the signs of plagiarism.

- Where subject administrative guides permit the use of internet access, assessors will make use of IMPERO software to monitor internet use.

### **Definition of Malpractice by New College Leicester staff:**

This list is not exhaustive and other instances of malpractice may be considered by New College Leicester at its discretion:

- Improper assistance to students
- Failure to comply with guided learning hours
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the students' achievement to justify the marks given or assessment decisions made
- Failure to keep a student's coursework/portfolios of evidence secure
- Failure to comply with supervised conditions for internal assessment outlined in course specifications
- Inappropriate retention of certificates
- Assisting students 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 New College Leicester staff producing work for the student
- Producing falsified witness statements, for example for evidence the student has not generated
- Operational errors when dealing with the moderation process and upload to sample assessments.
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special student requirements, for example where students 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 student completing all the requirements of assessment.

### **Minimising the risk of staff malpractice**

- Carry out quality assurance checks of BTEC classes to ensure that students are not accessing improper support and guidance from their teachers and that assessments (when being taken) are within controlled conditions and adhere to subject administrative guidance.
- Carry out a BTEC policy meeting to ensure that staff are fully aware of policies relating to the delivery of BTEC Tech Awards and their specific responsibilities as Programme Leads and Assessors.
- Carry out BTEC meetings to review processes for internal standardisation and preparing for timely and accurate moderation.
- Directors of Learning or Programme lead to shadow staff new to BTEC in all aspects of quality assurance.
- Directors of Learning to ensure that internal standardisation of assessment decisions follows our centre policy.
- Directors of learning to provide a second pair of eyes check as the final sample is uploaded.



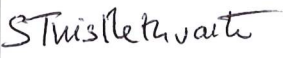
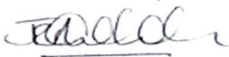
**Staff Malpractice procedure:**

1. Inform the member of staff of the alleged malpractice
2. Give the individual the opportunity to respond to the allegations made
3. Inform the individual of the process of investigation (relating to alleged malpractice).
4. Any investigation will take place by the Quality Nominee with findings reviewed by the Assistance Principle overseeing exams.
5. Alert Pearson of the findings and action taken.
6. Where malpractice is proven and, with severity acknowledged, the principle will decide final actions taken.

**Links**

- **Pearson BTEC Assessment Malpractice Policy:** This is Pearson's policy on assessment malpractice relating to BTEC programmes
- **BTEC Centre Guide to Policies & Procedures:** [BTEC Centre Guide to Policies and Procedures for vocational qualifications \(pearson.com\)](#)

**Reviewed and agreed by Governors on**

Author:	Sophie Newman – Quality Nominee for BTEC			
Review Date:	October 2025			
Signed:		Chair of Governors: Sue Thistlethwaite	Date:	21/11/24
Signed:		Principal: James Aldred	Date:	03.10.2024

