



The Wellington Academy Assessment Malpractice Policy

Rationale

The rationale for 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. Lastly, to protect the integrity of this centre and BTEC qualifications.

In order to do this, The Wellington Academy 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. HODs, LIV and Assessors will ensure that a rigorous 90 minute session will be held defining malpractice and the consequences and procedures, if malpractice is identified by an assessor. HODs and LIV will ensure that learners have a comprehensive understanding of the Wellington Academy malpractice policy, and where to access it.
- Show learners the appropriate formats to record cited texts and other materials or information sources. HODs, LIVs and assessors will use the induction period to introduce the Harvard Referencing method to cite sources of information. At level 2 and Level 3, it is not expected that learners will Harvard reference their work. However, it should be emphasised as good practice and encouraged where possible.
- Ask learners to declare that their work is their own. LIV's and Assessors will ensure that learners have signed front sheets for every assignment, declaring that the work presented is their own.

- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used. HODs, LIV's and Assessors will ensure that learners have not copy and pasted large proportions of work. Anything over a sentence wholly copied from another source, should be put into italics, right indented, with speech marks and a 1.0 line spacing. At level 3, It is not expected to Harvard reference, but a link to the source, or name of author and or book/journal, should be given. Assessors, should check the source to confirm validity.

“Academic honesty means always giving full credit for any other people's contributions to our own achievements (i.e. by full and correct referencing) and never falsifying the results of any research”

- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the SLT BTEC Lead/Headteacher and all personnel linked to the allegation. It will proceed through the following stages:
 1. HOD and QN will make the learner fully aware (in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
 2. Learners can choose to be represented by parents and carers in such cases where a serious allegation of malpractice has been made.
 3. The will be given 5 working days to respond (in writing to the Headteacher, QN and HOD) to the allegations made.
 4. The learner will then be given the contact details of the school Governors, to appeal any decisions made. At this juncture a further 14 days will be given to appeal the decision.
 5. The HOD, EO, LIV will document all stages of any investigation, and store them in the EO secure room for a period of 3 years.

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

- Any malpractice that attempts to influence the assessment outcomes discovered by The Wellington Academy, will be reported to the examination body by QN, HOD and/or SLT BTEC Lead, using the appropriate documentation and protocols.
- For a first offence learners will have to RETAKE (new scenario and task) the assignment, with their grade capped to a Pass. A second incident of Proven malpractice could result in the School withdrawing certification for part or whole assessment areas of courses. This will be at the discretion of the QN, SLT BTEC Lead and the Headteacher.
- Where incidents of malpractice are sufficiently serious that the School's reputation as an examination centre is brought into question, the incident will be reported to the Governing body.

Definition of Malpractice by Learners

The following are examples of malpractice by the 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 learners to produce work that is submitted as individual learner work.
- Cheating to gain an unfair advantage
- Copying (including the use of ICT to aid copying).
- Deliberate destruction of another's work.
- Fabrication of results or evidence.
- The alteration of any results document, including certificates
- 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 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.

Staff Malpractice Training

- All assessors will be given a 60 minute BTEC malpractice induction by the HOD and/or LIV, before they start teaching the course.
- This Assessment Malpractice Policy will be used by the LIV for 60 minutes during department CPD, to ensure a robust and current understanding of the processes and procedures herein.
- The QN will ensure that any changes to the policy are shared in writing within 24hours of changes being made.
- The QN and SLT BTEC Lead will quality assure learner work and staff integrity by means of quarterly observations and work scrutiny's.

Where malpractice is proven, the whole school Disciplinary Policy (Staff) will adhered to under the direction and supervision of HR, Headteacher and School Governors.

**This policy will be reviewed annually by the Quality
Nominee and Examinations Officer**