



# BTEC ASSESSMENT MALPRACTICE POLICY

<b>Recommended by:</b>	Senior Vice Principal
<b>Recommendation Date</b>	11 <sup>th</sup> November 2025
<b>Ratified by:</b>	LAGB
<b>Signed:</b>	<i>J Goodman</i>
<b>Position on the board</b>	Chair of Governors
<b>Ratification Date</b>	25 <sup>th</sup> November 2025
<b>Next Review:</b>	November 2026
<b>Policy Tier (Central/Hub/School):</b>	School

## 1. Roles and Responsibilities

Role	Name(s)	Responsibilities
Head of Centre	Mr S Brownlow	
Examinations Officer	Ms K Machin	Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for students.
Examinations Officer Line Manager	Miss H Tanner	Responsible for overseeing the registration, transfer, withdrawal and certificate claims for students to ensure that awarding body deadlines are met.
Quality Nominee	Mrs M Martin	Responsible for coordinating and monitoring the student details held with awarding body.
SENCO	Ms H Nutting	Oversee the provision for students with SEND
Programme Leader	Various, depending on course	Responsible for ensuring student details held by Pearson are accurate and that an audit trail of student assessment and achievement is accessible. Responsible to grade entry onto Edexcel Online as well as ensuring these are accurate and double checked within department.
Lead Internal Verifier	Various, depending on course	Responsible for moderation of marked work and liaising with course lead. Manage all appeals for a subject. Production and maintenance of assessment plan.

## 2. Aims

1. To ensure that Gospel Oak School has policies and procedures in place to deal with malpractice.
2. To ensure that issues are dealt with in an open, fair and effective manner.
3. To ensure that Gospel Oak School provide appropriate deterrents and sanctions to minimise the risk of malpractice.
4. To identify and minimise the risk of malpractice by staff or students.
5. To respond to any incident of alleged malpractice promptly and objectively.
6. To standardise and record any investigation of malpractice to ensure openness and fairness.
7. To impose appropriate penalties and/or sanctions on students or staff where incidents (or attempted incidents) of malpractice are proven.
8. To protect the integrity of this Centre and BTEC qualifications.

### **To do this, Gospel Oak School will:**

- Promote positive and honest study practices and seek to avoid potential malpractice by informing students of the resources available to them for the task they are working on and what is and isn't allowed according to the specifications set by Pearson. This includes informing candidates of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Collect statements from students declaring that work is their own and check the validity of their work.
- Show students the appropriate formats to record cited texts and other materials or information sources.
- Ensure students use appropriate citations and referencing for research sources.
- Ensure assessment procedures help reduce and identify malpractice e.g. Use of free online plagiarism checkers when assessing work, for example: <https://smallseotools.com/plagiarism-checker/>
- Ensure staff are aware of the contents of the Malpractice Policy (Exams), NEA Policy, the most recent JCQ documents on the use of AI in examinations and any plagiarism documents issued by JCQ, and comply with its contents.

### **3. Definitions/Terminology**

**Student Malpractice:** Any action by the student which has the potential to undermine the integrity and validity of the assessment of the student's work. (Plagiarism, collusion, heating, etc.)

**Assessor Malpractice:** Any deliberate action by an assessor which has the potential to undermine the integrity of BTEC qualifications.

**Plagiarism:** Taking and using another's thoughts, writings, inventions, etc. as one's own.

**Minor Acts of Student Malpractice:** Handled by the assessor, for example, refusal to accept for marking and student being made aware of malpractice policy. Student resubmits work in question.

**Major Acts of Student Malpractice:** Extensive copying/plagiarism, second or subsequent offence, inappropriate for assessor to deal with.

#### **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, including the misuse of Artificial Intelligence (AI).
- 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.

### **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 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 centre staff producing work for the student.
- Producing falsified witness statements, for example for evidence the student has not generated.
- 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.

### **4. Procedures for managing malpractice**

- Inform the individual of the issues and of the possible consequences.
- Inform the individual of the process and appeals rights.
- Give the individual the opportunity to respond.
- Investigate in a fair and equitable manner.

- Inform Pearson of any malpractice or attempted acts of malpractice, which have compromised assessment. Pearson will advise on further action required.
- Document all stages of any investigation.
- Penalties should be appropriate to the nature of the malpractice under review.
- Gross misconduct should refer to student and staff disciplinary procedures.

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

1. Student given a verbal warning with a record kept on file.
2. If continued malpractice occurs, student given a written warning, a copy is sent to parents and heads of departments made aware. Student is placed on appropriate discipline policy.
3. Final warning if malpractice continues. Parents invited into a meeting attended by assessor, head of department, year team leader. Recorded evidence kept on file.
4. Student leaves the programme with recorded evidence kept on file.

## **5. Monitoring and review**

This policy will be reviewed alongside all exam related policies on an annual basis and in line with guidance provided by Pearson. Updated policies will be distributed to the Examinations Officer, SENDCO and Lead IVs.

## **6. Links**

The key policies guiding BTEC policies are informed by the 'Information manual' published by Pearson each year which provides detailed information for Exams Officers about registration and certification procedures for all Pearson programmes.

[Entries & information manual | Pearson qualifications](#)

JCQ - Malpractice

[https://www.jcq.org.uk/wp-content/uploads/2024/08/Malpractice\\_Sep24\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/Malpractice_Sep24_FINAL.pdf)

JCQ - Artificial Intelligence

[JCQ-AI-information-sheet-for-teachers-1.pdf](#)

<https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-AI-poster-for-students-2.pdf>

<https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-AI-teacher-presentation-for-students.zip>