



BTEC Malpractice Policy

'Together we are stronger'

BTEC ASSESSMENT MALPRACTICE

Learner malpractice

Attempting to or actually carrying out any malpractice activity is not permitted by EDEXCEL. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by EDEXCEL at its discretion:

Plagiarism by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source.

Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners.

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.

Fabrication of results and/or evidence.

Failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or EDEXCEL conditions in relation to the assessment/examination/test rules, regulations and security.

Misuse of assessment/examination material.

Introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices.

Obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions.

Behaving in such a way as to undermine the integrity of the assessment/examination/test
The alteration of any results document, including certificates.

Cheating to gain an unfair advantage

Centre staff malpractice

The following are examples of malpractice by centre staff. The list is not exhaustive and other instances of malpractice may be considered by EDEXCEL at its discretion:

Failing to keep any EDEXCEL mark schemes secure.

Alteration of any EDEXCEL mark schemes.

Alteration of EDEXCEL's assessment and grading criteria.

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.

Failing to keep learner computer files secure.

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.

Failing to keep assessment/examination/test papers secure prior to the assessment/examination/test.

Obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination test.

Investigating alleged malpractice

When dealing with alleged malpractice in a centre, EDEXCEL will deal primarily with the Principal or a nominated representative. EDEXCEL may require full access to a centre for investigation purposes.

As part of the investigation EDEXCEL retains the right to:
Involve the learner and others in the investigation process.
Deal with the learner (if aged 18 or above) and/or the learner's representative.

This may occur, for example, when a learner's account of events is at variance with that of the centre. Where learners aged 18 or over are involved, they may wish to be assisted by centre personnel, parents or guardians.

During the investigation period, EDEXCEL may:

refuse learner registrations/entries

withhold the release of results/certificate

withhold test/examination papers if the security of a test/examination is considered at risk

pending the outcome of the investigation.

If malpractice is discovered by an EDEXCEL representative (e.g. EV, EE, examiner, moderator, etc) or has been reported directly to EDEXCEL by a third party, EDEXCEL will conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will require the full support of the Head of Centre/Principal/CEO and all personnel linked to the allegation.

In suspected cases of malpractice that involve an EDEXCEL representative (e.g. EV, EE, etc) EDEXCEL will conduct an investigation appropriate to the nature of the allegation.

Malpractice discovered by a centre

Centres are required to have in place a centre policy on malpractice relating to BTEC and EDEXCEL NVQ qualifications, based on this policy statement.

For BTEC and NVQ qualifications any malpractice or attempted acts of malpractice, which have influenced the assessment outcomes, must be reported by the centre to EDEXCEL. Guidance for centres on the procedure for reporting malpractice incidents to EDEXCEL are detailed in EDEXCEL's document *Assessment Malpractice, Guidance for Centres* (www.EDEXCEL.org.uk)

For both BTEC and NVQ qualifications, any alleged incident of malpractice brought to EDEXCEL's attention after the issue of certificates will result in a full investigation by EDEXCEL. Depending on the outcome of the investigation, certificates may be recalled and declared invalid.

Approval by Local Governing Body and Review Date

This policy will be reviewed annually in July and will be amended in line with current best practice, changes in legislation and academy policies.

This policy has been formally approved and adopted by the Local Governing Body at a formally convened meeting

Signed: _____
(Chair of Governing Body)

Date: _____

Review date: _____

Appendix 1: References

'Guidance on First Aid for Schools: A Good Practice Guide' DCFS, 1996

'School Security: dealing with troublemakers' DCFS & Home Office, 1997

'NHS Online'

'Supporting pupils with medical needs' DCFS and DoH, 1996

'A legal toolkit for schools' DCSF – can be downloaded from Teachernet site

'Fire Safety Guide' DCSF, 2000

'How to combat arson in schools' Arson Prevention Bureau, 2004

Online Resources

www.teachernet.gov.uk/emergenceis/index/html

From Teachernet Emergencies Site

- Online arson risk assessment
- Security survey and risk assessment

www.homeoffice.gov.uk/security/

www.ukresilience.info/

a central reference point for all organisations to use in connection with any concern or threat.

www.preparingforemergencies.gov.uk. Another useful site for information.

www.metoffice.uk/weather/uk/uk_forecast_weather.html

This site provides authoritative information on all aspects of the weather.

www.bbc.co.uk/connectinginacrisis/index.shtml Information from the BBC

Appendix 2: Tasks in the event of an emergency

A. ACTION: IMMEDIATELY

- (a) Obtain as much factual information about the state of the emergency to ensure that all staff and students are safe
- (b) Alert the Principal; the Principal should alert the Chair of the LGB and Chief Executive of the SPTA.
- (c) The Principal will activate the emergency management team.

B. ACTION: WITHIN THE FIRST HOUR

- Carry out a quick appreciation of the immediate responses required
- Select and set up control arrangements to manage the incident and ensure students and staff in the Academy are safe

C. ACTION: WITHIN HOURS

- Call a staff meeting to give information
- Inform students in a sensitive way – in small groups if possible
- Arrange a debriefing meeting for all staff involved in the incident
- Arrange a debriefing meeting for all students involved in the incident

D. ACTION: WITHIN THE NEXT FEW DAYS; IT COULD BE LONGER

- Facilitate support for high-risk students and staff
- Attend / organise funerals, services, memorials

E. ACTION: AS SOON AS POSSIBLE FOR AS LONG AS NECESSARY

- Decide and agree on a range of responses and support measures
- These have the potential to run for several weeks or months
- Refer affected students and staff to appropriate counselling

Appendix 3: Arson

Prevention Strategy

The academy will complete a Fire Risk Assessment, which will include the possibility of Arson. This assessment will form part of the Staff Handbook.

Fire Safety will be included in the curriculum as part of the PSHE course.

The academy Behaviour Policy and staff supervision rotas for breaks and lunchtimes will support staff to carefully manage student access during lessons, at breaks and before/after academy.

A comprehensive site security review will be completed on a yearly basis, or at more frequent intervals, if the situation dictates. This survey will control:

- Unauthorised entry onto the academy site, minimised through the installation of appropriate signs, fencing and if appropriate CCTV;
- Unauthorised entry into the academy buildings, minimised by ensuring all doors, windows and skylights are secure, lighting, an effective intruder alarm system is fitted and prosecution-quality CCTV cameras and digital recording facilities are fitted where necessary.
- Any further building work 'designs out' potentially vulnerable areas.
- Procedures are applied to ensure that access to any combustible material is strictly limited.
- Procedures to 'close-down' areas of the academy are applied at the end of each day as appropriate.

In line with Government advice, any instances of suspected arson will be reported to all parents, to inform and equally stress the dangers of arson.

The academy's Fire Safety Policy is applied and reviewed annually, with the assistance of the Fire Service.

The academy will make use of the Online Arson Risk Assessment tool within the Teachernet Emergencies website to minimise an arson attack:

<http://www.teachernet.gov.uk/emergencies/typesofincident/fire/index.html#>

Appendix 4: Contact List

The names and telephone numbers of organisations and individuals who may be useful to the academy in an emergency

Organisation	Name	Telephone Number
SPTA Chief Executive	Sir Paul Edwards	07535 253304
SPTA Finance Director	Karen Bromage	07535 253 419
Diocese of Sheffield Director of Education	Heather Morris	Church House: 01709 309100
Doncaster Council	Andy Crabtree (TBC)	01302 736 724 Mob: 07831 540 727
Doncaster Council	Milorad Vasic	01302 737 909
DoncasterFirst		01709 566 000
BBC Radio Sheffield		0114 273 1177
Trax FM		01302 33 11 66 Studio: 01302 76 99 76
British Gas	24 hour number	0800 111 999
Yorkshire Electricity	24 hour number	0800 375 675
Yorkshire Water	24 hour number	0845 1 24 24 24
Zurich Municipal Relationship Manager: David Harris	David.j.harris@uk.zurich.com	Office: 0870 241 8050 Out of hours: 0800 0280 336

Appendix 5: Emergency Contact Cascade

In the event of an incident or emergency which necessitates the closure of the academy, while the academy is not open, staff will be notified using this system.

Staff should ensure that they provide the colleague who will ring them, their contact details.

