

BTEC Assessment Malpractice Policy 2025-26

We ensure that:

- We identify and minimise the risk of malpractice by staff or learners;
- We respond to any incident of alleged malpractice promptly and objectively;
- We standardise and record any investigation of malpractice to ensure openness and fairness;
- To report all alleged, suspected, and actual incidents of malpractice to Pearson;
- We impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven;
- We protect the integrity of this centre and BTEC qualifications;

Through:

- Fostering a culture in which all learners and staff feel able to report any concerns of wrongdoing by anyone
- Seeking 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. BTEC programmes at Whickham School include an introductory unit where plagiarism and other common forms of malpractice are discussed. An example of common forms of malpractice is listed later in this document.
- Seeking to avoid potential malpractice by staff through ensuring transparency and the appropriate training of staff. Faculty Leaders and the relevant Programme Leaders in each faculty are responsible for ensuring this happens. An appropriate induction/refresher will be given to all staff at the start of each academic year.
- Showing learners the appropriate formats to record cited texts and other materials or information sources
- Asking learners to declare that their work is their own
- Asking learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Advising learners of the centre's rules regarding whether AI tools (e.g., ChatGPT) can be used and, if so, require learners to acknowledge the use of artificial intelligence (AI) sources and provide copies of any interactions with AI tools made in the production of their work
- Reporting to Pearson all alleged, suspected and actual incidents of malpractice in accordance with [JCO Suspected Malpractice Policies and Procedures](#)
- Where required, gathering information for an investigation in accordance with Pearson instructions. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. **Where malpractice is proven, Pearson will determine the sanctions to be imposed.**
- Where there are grounds to suspect malpractice by a member of staff an investigation would be conducted, as per the staff disciplinary policy.
- Undertaking any investigation at the request of Pearson where evidence of malpractice has arisen through their marking, sampling or moderation processes. Such an investigation will be carried out following the JCO requirements.
- Complying with any other requirement as set out in the Pearson Policy

Minimising the risk of learner/staff malpractice

- Risks are minimised through fostering an open culture of reporting malpractice;
- Courses start with a learner induction where malpractice (including plagiarism and the abuse of AI tools) is discussed;
- Assessors/teaching staff receive an induction prior to first teaching. BTEC PLs provide annual BTEC training at the start of each academic year to their team;

Staff processes

- Suspected malpractice should be reported to the relevant BTEC PL who will then liaise with the Quality Nominee to ensure that correct malpractices are followed;
- The Quality Nominee will also liaise with the examinations officer to ensure that Pearson is appropriately informed and that required deadlines are met;

Relevant Pearson Documents:

- [Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications](#);
- [Plagiarism Factsheet \(Pearson\)](#);
- [BTEC Quality Assurance guidance](#);
- [JCQ Malpractice documents](#);

Examples (not exhaustive) of malpractice by learners:

- Plagiarism of any nature, including the misuse of AI tools;
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner 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;

Examples (not exhaustive) of malpractice by staff:

- 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;
- Failing to provide reasonable adjustments where these have been approved, such as having a scribe or reader;
- 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;

P Wheatley, Quality Nominee

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