BTEC Specific Assessment Malpractice Policy

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Richard Barnes Academy

Assessment Malpractice Policy

This policy operates in conjunction with the 'RBA Examinations Policy 2023/2024'

Aim:

- 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.
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre 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.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation. It will proceed through the following stages:
  - o Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
  - o Give the individual the opportunity to respond to the allegations made.
  - o Inform the individual of the avenues for appealing against any judgment made document all stages of any investigation.
  - o Remind staff involved with assessments or invigilation the necessary training.

Where malpractice is proven, this centre will apply any penalties / sanctions appropriate to the offence committed. Always in line with the Examinations Policy and following BTEC assessment guidelines.

Definition of Malpractice by Learners

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.
- 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.
- Misusing AI tools to produce any component of assessment, portfolio or coursework.

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.

Misuse of AI

Online AI tools can be used in a variety of ways including – answering questions, analysing text, improving text or generating new text. To ensure that AI is not misused in any part of a candidate's assessment, coursework or portfolio the centre will take the following actions:

Staff will:
- Familiarise themselves with the JCQ document JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf
- Ensure that candidates are aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Ensure that laptops used for assessments have restricted access to online AI tools.
- Take appropriate action to investigate any work that they suspect has been generated using AI tools, and take appropriate action, with reference to the JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf document.

Candidates will:
- Be aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Ensure that any assessment, coursework or part of a portfolio submitted for a qualification is demonstrably their own work.
- Declare any parts of an assessment, coursework or part of a portfolio that has been generated using AI, and understand that this work will not be assessed.