



**WOLGARSTON HIGH SCHOOL**  
Staffordshire



# **Malpractice and Procedures in Examinations and Assessment**

## **A Statement of Policy**

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Date adopted by Governing Body:	<b>14 March 2011</b>	Date of last Review:	<b>N/A</b>
Frequency of Review:	<b>Annually</b>	Next Review:	<b>March 2012</b>

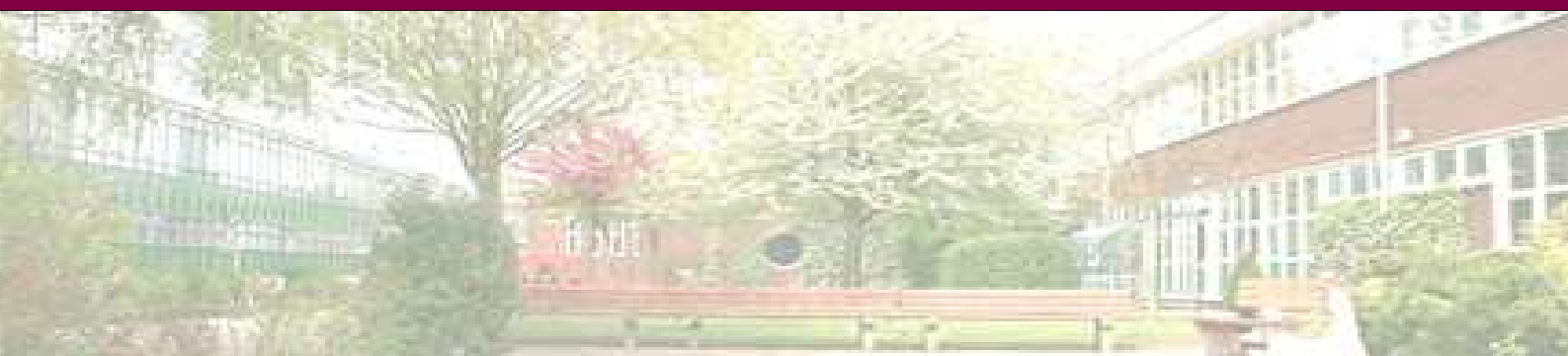
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Location:	<i>T:\SCHOOL POLICIES AND PROCEDURES\Current Adopted Policies\Malpractice And Procedures (Adopted 14 Mar 2011).Doc</i>
Author:	<b>Mrs N Hasting-Smith</b>
Readability Score:	<b>17-18 Years</b>

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Signature of Headteacher: 

Signature of Chair of Governors: 



# ***1. Background and Introduction***

## 1.1 Definition

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

## 1.2 Purpose

The school has a public duty to ensure that highest standards are maintained in the conduct of assessment. The proper discharge of this duty is essential to safeguard the legitimate interests of its students and the school's reputation. Malpractice is taken very seriously. The school will take action against any student or member of staff who contravenes the policy through negligence, foolishness or by deliberate intent. Furthermore, Examination Boards do not tolerate actions (or attempted actions) of malpractice by:

- Learners
- Centres

Examination Boards may impose penalties and/or sanctions on learners or centres where incidents (or attempted incidents) of malpractice have been proven.

## 1.3 Scope

The policy and procedures which follow apply to all students and staff of the school

# ***2. Guidance to prevent or reduce learner malpractice***

## 2.1 Agreed Practice

As a school we always aim to take positive steps to prevent or reduce the occurrence of learner malpractice. Below are examples of good practice that should be followed:

- Using the induction period and the BTEC student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Each examinations timetable (internal and external) provides guidance to candidates relating to malpractice
- Showing learners the appropriate formats to record cited texts and other materials or information sources including websites. Learners should not be discouraged from conducting research; indeed evidence of relevant research often contributes to the achievement of higher grades. However, the submitted work must show evidence that the learner has interpreted and synthesised appropriate information and has acknowledged any sources used.

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- Introducing procedures for assessing work in a way that reduces or identifies malpractice, eg plagiarism, collusion, cheating, etc. These procedures may include:
  - Periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the learner.
  - Altering assessment assignments/tasks/tools on a regular basis.
  - The assessor assessing work for a single assignment/task in a single session for the complete cohort of learners.
  - Using oral questions with learners to ascertain their understanding of the concepts, application, etc within their work.
  - Assessors getting to know their learners' styles and abilities, etc.
  - Ensuring access controls are installed to prevent learners from accessing and using other people's work when using networked computers.

### ***3. Learner Malpractice***

Attempting to or actually carrying out any malpractice activity is not permitted by Wolgarston High School. The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the school, in consultation with Examination Boards:

- 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 Exam Board 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.

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- Obtaining, receiving, exchanging or passing on information (or the attempt of the same) which could be assessment/examination/test related by means of talking, electronic 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.

#### ***4. Centre Staff Malpractice***

The following are examples of malpractice by staff. The list is not exhaustive and other instances of malpractice may be considered in consultation with Examination Boards:

- Alteration of Examination Board'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.

## 5. Dealing with Malpractice

### Stage 1 – Initial procedures

5.1 Where a member of staff suspects a student is culpable of malpractice in relation to assessed work, he/she shall:

5.1.1 Register that malpractice is suspected on the feedback sheet.

5.1.2 Write a brief report detailing the location of any suspected plagiarism, collusion, or other form of malpractice.

5.1.3 In the case of plagiarism, provide a copy of the submission and plagiarized sources; and

5.1.4 Report the suspicions to the Programme Leader, Quality Nominee (Kerry Lawson) and Senior Manager (Nikki Hastings-Smith).

5.2 It is important that the Programme Leaders exercise their judgement as to whether an example of plagiarism should be dealt with as a tutorial matter. Care should be taken to establish a climate in which condemnation of plagiarism and the importance of acknowledging sources of information and inspiration are both explicitly addressed.

5.3 Where a member of staff suspect that another member of staff is culpable of malpractice, the Headteacher must be informed.

### Stage 2 – Formal Investigations

5.4 Upon receipt of any allegation of malpractice, the BTEC Senior Manager (Nikki Hastings-Smith) and/or the Examinations Officer shall decide if there is sufficient evidence to suggest that the student has contravened the assessment regulations. If there is reason to believe there has been malpractice a disciplinary panel will be held, involving the Senior Manager, Quality Nominee and/or Programme Leader.

5.5. The Senior Manager will:

- Distribute information to the candidate and their carer/s about the possible malpractice including all relevant documents (e.g. evidence).
- Convene a Disciplinary Panel giving reasonable notice as to when the hearing will take place.
- Provide a written record of the outcome and send a copy to the candidate and, where appropriate, to the carer/s within six school working days.
- Inform the Headteacher about the existence and outcome of the panel.
- Provide a written record of the outcome to the headteacher if requested.
- To inform the Awarding Body of an outcome where malpractice has occurred

5.6 Upon receipt of information that a member of staff is suspected of malpractice, the Headteacher will follow the County Council's Disciplinary Policy.

## **6. Grounds for Appeal**

A student may appeal against the findings. This process is outlined below.

### **1. Writing a letter of appeal**

1.1 If having met with the headteacher of the institution where the course is being delivered the appellant or their carer/s feel they have grounds for dispute they are to submit in writing to the Headteacher a request for a meeting of the Appeals Panel. The details of the complaint and the reasons for the appeal must be made clear in the letter of appeal.

1.2 The letter of appeal must be submitted within three college working days of any final meeting with the headteacher.

1.3 The school will inform the candidate and/or carer/s that there is to be a meeting of the Appeals Panel at which arbitration will be sought.

1.4 The Appeals Panel is to meet within six college working days of receiving the letter of appeal.

1.5 The Appeals Panel will be made up of the Headteacher and one other individual who has not so far been involved with the case but may be a member of the school's teaching staff or a governor

### **2. The Appeal Panel meeting**

2.1 Before the Appeals Panel meeting takes place, the candidate will have sight of all the relevant documents (e.g. evidence).

2.2 Candidates presenting their own case are allowed to be accompanied by a single carer/friend.

2.3 The teacher(s) and the candidate will have the opportunity to hear each other's submission to the Panel at the hearing.

2.4. A written record of the appeal will be kept. This record will include the appeal and the reasons for that outcome.

2.5 A copy of the outcome of the appeal will be sent to the candidate and, where appropriate to their carer/s within six school working days of the Appeals Panel having met.

### **3. After the Appeal Panel meeting**

3.1 The Senior Manager will inform the Examination Board of any change as a result of an appeal.

## **7. Responsibilities**

Ultimate responsibility for this policy's introduction and implementation lies with the Head Teacher in consultation with the Governing Body. It is important to recognise that all staff, students and parents/carers have an active part to play in the evolution, development and maintenance of this policy.