

Aylestone School

Examinations Malpractice

Policy

2025/2026

This plan is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Mr B Dugdale – Deputy Headteacher	
Date of next review	March 2027

Key staff involved in the production of the school's Exams Malpractice Policy

Role	Name(s)
Head of Centre	Mr S Robertson
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Introduction

What is Malpractice and Maladministration?

'Malpractice' and 'maladministration' are related concepts. The common theme is that they involve a failure to follow the rules of an examination or assessment. This policy uses the word 'malpractice' to cover both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations.
- a breach of Awarding Body requirements regarding how a qualification should be delivered.
- a failure to follow established procedures in relation to a qualification which:
 - gives rise to prejudice to pupils.
 - compromises public confidence in qualifications.
 - compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate.
 - damages the authority, reputation or credibility of any Awarding Body or Centre or any officer, employee or agent of any Awarding Body or Centre.

Pupil Malpractice

'Pupil malpractice' means malpractice by a pupil in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper. (*Suspected Malpractice: Policies and Procedures* (SMPP) 2 refers).

Centre Staff Malpractice

'Centre Staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a Centre; or
- an individual appointed in another capacity by a Centre such as an Invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (SMPP 2 refers).

Suspected Malpractice

For the purposes of this document, 'suspected malpractice' means all alleged or suspected incidents of malpractice (SMPP 2 refers).

Purpose of the Policy

The purpose of this policy is to confirm that Aylestone School:

- has in place a written Exams Malpractice Policy which covers all qualifications delivered by the Centre and details how pupils are informed and advised to avoid committing malpractice in examinations/assessments and how suspected malpractice issues should be escalated within the Centre and reported to the relevant Awarding Body (*General Regulations for Approved Centres* (GR) 5.3 refers).

- This policy also confirms that Aylestone School is compliant with the JCQ regulation (GR Section 5.3 refers), which covers all aspects of examination administration and will allow members of the Senior Leadership Team (SLT), to act immediately in the event of a suspected case of malpractice.

General Principles

In accordance with the regulations Aylestone School will:

- Take all reasonable steps to prevent the occurrence of any Malpractice (which includes maladministration) before, during and after examinations have taken place (GR 5.11 refers).
- Inform the Awarding Body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a pupil or a member of staff, by completing the appropriate documentation (GR 5.11 refers).
- As required by an Awarding Body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication *'Suspected Malpractice - Policies and Procedures'* and provide such information and advice as the Awarding Body may reasonably require (GR 5.11 refers).

Preventing Malpractice

Aylestone School will have in place robust processes to prevent and identify malpractice, as outlined in Section 3 of the JCQ publication *Suspected Malpractice: Policies and Procedures* (SMPP 4.3 refers), ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further Awarding Body guidance:

- *General Regulations for Approved Centres* (GR).
- *Instructions for Conducting examinations* (ICE).
- *Instructions for Conducting Coursework* (ICC).
- *Instructions for Conducting Non-Examination Assessments* (NEA).
- *Access Arrangements and Reasonable Adjustments* (AARA).
- *A guide to the Special Consideration process* (SC).
- *Suspected Malpractice: Policies and Procedures* (SMPP).
- *Plagiarism in Assessments* (PA)
- *AI Use in Assessments: Protecting the Integrity of Qualifications* (AIA).
- *A Guide to the Awarding Bodies' Appeals Processes* (ABAP).

Artificial intelligence (AI) in Assessments

This section of the Aylestone School *'Exams Malpractice Policy'* has been produced in accordance with the JCQ publication *'AIA.'*

What is AI

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications. While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice.

Teachers and pupils should also be aware that AI tools are evolving quickly but there are still limitations to their use, such as producing inaccurate or inappropriate content (*AIA refers*).

AI tools are now widespread and easy to access with Staff, pupils and parents/carers being familiar with generative chatbots such as ChatGPT and Google Bard. As a result of this, Aylestone School recognises that AI has many uses to help pupils learn but may also lend itself to cheating and plagiarism.

Where pupils may and may not use AI tools

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas.
- When specifically studying and discussing AI in schoolwork, for example in IT lessons or art homework about AI-generated images. Therefore, all AI-generated content must be properly attributed.
- Where a pupil uses an AI tool, the pupil should retain a copy of the question(s) asked and the AI-generated responses provided. Pupils must submit this along with the assessment itself.

Staff should:

- Be aware that AI tools are still being developed and should use such tools with caution as they may provide inaccurate, inappropriate or biased content.
- Make pupils aware of the risks of using AI tools and that they need to appropriately reference AI as a source of information to maintain the integrity of assessments.

How AI should be acknowledged

It remains essential that pupils are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments.

If a pupil uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the pupil and referenced in their work in the normal way. Where an AI tool does not provide such details, pupils should ensure that they independently verify the AI-generated content and then reference the sources they have used.

In addition to the above, where pupils use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a pupil's acknowledgement must show

the name of the AI source used and should show the date the content was generated.

The risk of using AI

The use of AI chatbots may pose significant risks if used by pupils completing qualification assessments. They have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/articles by real or fake people.

What AI misuse is

AI misuse is where a pupil has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the pupil's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the pupil's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

How AI misuse will be treated as Malpractice

AI misuse constitutes malpractice as defined in the JCQ '*Suspected Malpractice: Policies and Procedures*' document. The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years.

Pupils' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

For more information on AI misuse, reference is to be made to the JCQ's document entitled '*AI Use in Assessments: Protecting the Integrity of Qualifications*'. Any misuse of AI tools may be treated as malpractice.

Informing and advising pupils and staff

A pupil briefing is to be delivered at the start of each academic year by teachers and, again, before the start of the summer exam season by the Exams Officer.

This briefing should highlight best practice and cover examples of pupil malpractice (as outlined in Appendix A).

A Staff briefing is to be delivered at the start of each academic year raising awareness of both staff

malpractice and AI awareness in assessments by a member of the SLT. This briefing should cover examples of Staff malpractice (as outlined in Appendix B), and highlight best practice.

The Staff briefing is also required to provide examples of maladministration, as outlined in Appendix C.

Reporting Suspected Malpractice

Escalating suspected Malpractice issues

- Once suspected malpractice is identified, any member of Staff at the Centre can report it using the appropriate channels (SMPP 4.3 refers).
- Suspected malpractice should be reported to the Exams Officer and/or Head of Centre.
- In addition, concerns regarding the EO and/or Head of Centre should be reported as follows:
 - Concerns regarding the Exams Officer should be reported to the Head of Centre.
 - Concerns about the Head of Centre should be reported to the Board of Governors.

Reporting suspected Malpractice to the Awarding Body

- The Head of Centre will notify the appropriate Awarding Body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication '*Suspected Malpractice: Policies and Procedures*' (SMPP 4.1.3 refers).
- The Head of Centre will ensure that where a pupil who is a child/vulnerable adult is the subject of a malpractice investigation, the pupil's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3 refers).
- Form JCQ/M1 will be used to notify an Awarding Body of a suspected pupil malpractice incident. Form JCQ/M2 will be used to notify an Awarding Body of a suspected malpractice / maladministration incident involving Centre staff (SMPP 4.4, 4.6 refers) and Form JCQ/M3 will be used when completing a report into suspected cases of Malpractice/maladministration involving Centre staff (SMPP 5.37 refers).
- Malpractice by a pupil discovered in a controlled assessment, coursework or non-examination assessment component prior to the pupil signing the declaration of authentication need not be reported to the Awarding Body, but will be dealt with in accordance with the Centre's internal procedures. The only exception to this is where the Awarding Body's confidential assessment material has potentially been breached. The breach must be reported to the Awarding Body immediately (SMPP 4.5 refers).
- If, in the view of the Investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a pupil or a member of staff) will be informed of the allegation made against them and be made aware of their right to appeal should a sanction be applied (SMPP 5.33 refers). A suggested template to use when notifying a pupil and/or Centre Staff of malpractice is enclosed at Appendix D.
- Once the information gathering has concluded, the Head of Centre (or other appointed information-gatherer) will submit a written report summarising the case to the relevant Awarding Body, accompanied by the information obtained during the course of their enquiries (SMPP 5.35 refers).
- The Awarding Body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further

investigation is required. The Head of Centre will be informed accordingly (SMPP 5.40 refers).

Communicating Malpractice Decisions

Once a decision has been made, it will be communicated in writing to the Head of Centre as soon as possible. The Head of Centre will communicate the decision to the individuals concerned and pass on details of any sanctions and action in cases where this is indicated. The Head of Centre will also inform the individuals if they have the right to appeal (SMPP 11.1 refers).

Appeals against Decisions made in cases of Malpractice

Aylestone School will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant. Appeals must normally be made within 14 days of receiving the outcome of the Malpractice Committees decision (SMPP 12.3 refers).
- Refer to further information and follow the process provided in the JCQ publication '*A guide to the Awarding Bodies' Appeals Processes*' (SMPP 12.3 refers).

A '*Suspected Malpractice Guidance*' flowchart is included at Appendix E, providing an holistic overview of proceedings.

Appendices:

- A. Examples of Pupil Malpractice.
- B. Examples of Staff Malpractice.
- C. Examples of Maladministration.
- D. Suspected Malpractice in Examinations and Coursework Template Letter.
- E. Suspected Malpractice Guidance.

Appendix A – Examples of Pupil Malpractice

The following are examples of pupil malpractice. Although this is not an exhaustive list, other instances of malpractice may be identified and considered by the Awarding Bodies at their discretion. Examples of pupil malpractice may include:

- the alteration or falsification of any results document, including certificates.
- a breach of the instructions or advice of an Invigilator, supervisor, or the Awarding Body in relation to the examination or assessment rules and regulations.
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments.
- collusion: working collaboratively with other pupils, beyond what is permitted.
- copying from another pupil (including the use of IT to aid the copying).
- allowing work to be copied e.g. posting written coursework on social networking sites prior to an examination/assessment.
- the deliberate destruction of another pupil's work.
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language).
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication.
- making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio.
- allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework.
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. exemplar materials).
- being in possession of confidential material in advance of the examination.
- bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations).
- the inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios.
- impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment.
- plagiarism: unacknowledged copying from published sources or incomplete referencing.
- theft of another pupil's work.
- bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, earphones/earbuds, AirPods, watches or other similar electronic devices.
- the unauthorised use of a memory stick or similar device where a pupil uses a word processor.
- behaving in a manner so as to undermine the integrity of the examination.
- Improper use of AI.

Appendix B – Examples of Staff Malpractice

The following are examples of staff malpractice. This is not an exhaustive list. Other instances of malpractice may be identified and considered by the Awarding Bodies at their discretion.

Breach of security

- Any act which breaks the confidentiality of question papers or materials, and their electronic equivalents, or the confidentiality of pupils' scripts or their electronic equivalents. It could involve:
 - failing to keep examination material secure prior to an examination.
 - discussing or otherwise revealing secure information in public, e.g. internet forums.
 - moving the time or date of a fixed examination beyond the arrangements permitted within the JCQ publication *'Instructions for Conducting Examinations'* (ICE).
 - Conducting an examination before the published date constitutes Centre Staff malpractice and a clear breach of security.
 - failing to supervise adequately pupils who have been affected by a timetable 'clash'; (This would apply to pupils subject to overnight supervision by Centre personnel or where an examination is to be sat in an earlier or later session on the scheduled day.)
 - permitting, facilitating or obtaining unauthorised access to examination material prior to an examination.
 - failing to retain and secure examination question papers after an examination in cases where the life of the paper extends beyond the particular session. For example, where an examination is to be sat in a later session by one or more pupils due to a timetable 'clash'.
 - tampering with pupil scripts or controlled assessments or coursework after collection and before despatch to the Awarding Body/examiner/moderator.
 - (This would additionally include reading pupils' scripts or photocopying pupils' scripts prior to despatch to the Awarding Body/examiner. The only instance where photocopying a pupil's script is permissible is where he/she has been granted the use of a transcript).
 - failing to keep pupils' computer files secure which contain controlled assessments or coursework.

Deception

- Any act of dishonesty in relation to an examination or assessment, but not limited to:
 - inventing or changing marks for internally assessed components (e.g. coursework) where there is no actual evidence of the pupils' achievement to justify the marks awarded.
 - manufacturing evidence of competence against national standards.
 - fabricating assessment and/or internal verification records or authentication statements.
 - entering fictitious pupils for examinations or assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (i.e. fraud).
 - substituting one pupil's controlled assessment or coursework for another.

Improper assistance to pupils

- Any act where assistance is given beyond that permitted by the specification or regulations to a pupil or group of pupils, which results in a potential or actual advantage in an examination or assessment. For example:
 - assisting pupils in the production of controlled assessments or coursework, or evidence of achievement, beyond that permitted by the regulations.
 - sharing or lending pupils' controlled assessments or coursework with other pupils in a way which allows malpractice to take place.
 - assisting or prompting pupils with the production of answers.
 - permitting pupils in an examination to access prohibited materials (dictionaries, calculators etc.).
 - prompting pupils in an examination/assessment by means of signs, or verbal or written prompts.
 - assisting pupils granted the use of a practical assistant, a prompter, a reader or a scribe beyond that permitted by the regulations.
 - Failure to co-operate with an Investigation.
 - failure to make available information reasonably requested by an Awarding Body in the course of an investigation, or in the course of deciding whether an investigation is necessary; and/or
 - failure to investigate on request in accordance with the Awarding Body's instructions or advice; and/or
 - failure to investigate or provide information according to agreed deadlines; and/or
 - failure to report all suspicions of malpractice.

Appendix C – Examples of Maladministration

The following are examples of maladministration. This is not an exhaustive list. Other instances of maladministration may be identified and considered by the Awarding Bodies at their discretion.

Failure to adhere to the regulations regarding the conduct of controlled assessments, coursework and examinations or malpractice in the conduct of the examinations/assessments and/or the handling of examination question papers, pupil scripts, mark sheets, cumulative assessment records, results and certificate claim forms, etc are such examples of maladministration.

Other examples include:

- failing to ensure that pupils' coursework or work to be completed under controlled conditions is adequately monitored and supervised.
- inappropriate members of staff assessing pupils for Access Arrangements who do not meet the criteria as detailed within Chapter 7 of the JCQ publication '*Access Arrangements and Reasonable Adjustments*'.
- failure to use current assignments for assessments.
- failure to train Invigilators adequately, leading to non-compliance with the JCQ publication '*Instructions for Conducting Examinations*' (ICE).
- failing to issue to pupils the appropriate notices and warnings, e.g. JCQ information for Pupils documents.
- failure to inform the JCQ Centre Inspection Service of alternative sites for examinations.
- failing to post notices relating to the examination or assessment outside all rooms (including Music and Art rooms) where examinations and assessments are held.
- not ensuring that the examination venue conforms to the requirements as stipulated in the JCQ publication '*Instructions for Conducting Examinations*' (ICE).
- the introduction of unauthorised material into the examination room, either prior to or during the examination; (N.B. this precludes the use of the examination room to coach pupils or give subject-specific presentations, including power-point presentations, prior to the start of the examination).

Appendix D – Suspected Malpractice in Examinations and Coursework Template Letter

TO BE COPIED ON TO HEADED PAPER

DATE

Dear *(insert details here)*

RE SUSPECTED MALPRACTICE IN EXAMINATIONS AND COURSEWORK

I write to inform you that there has been an allegation of Malpractice made against you. The allegation is *(insert details here)*.

The evidence to support the allegation is *(insert details here)*.

Should the malpractice be proven, the Awarding Body can issue sanctions ranging from a warning to disqualification from one or all of your exams.

You have the opportunity to provide a written statement.

You will have the opportunity to read the submission and make an additional statement in response, should the case be put to the Malpractice Committee.

You have the opportunity to seek advice and to provide a supplementary statement if required.

Upon learning of the result of the investigation, you will not be able to Appeal directly to the Awarding Body, but you may put your case forward to the Executive Headteacher who can Appeal on your behalf if he is in agreement.

If the case is deemed serious enough, the Awarding Body may share the case with other Awarding Bodies and other appropriate authorities.

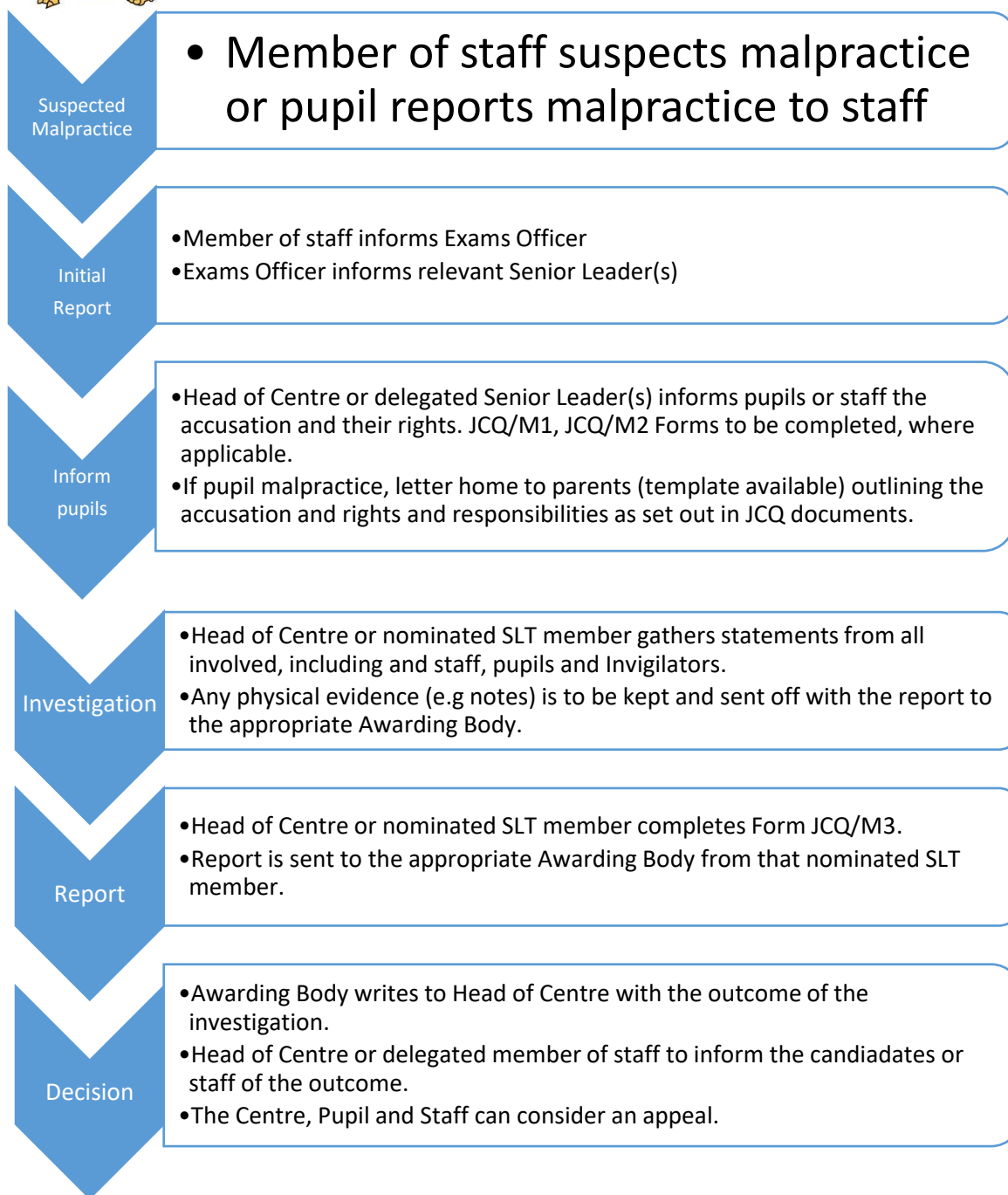
For further information on suspected malpractice, please refer to the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*.

Regards

(insert details here)
Executive Headteacher



SUSPECTED MALPRACTICE GUIDANCE



Once the relevant evidence has been collated by the SLT member(s) following the completion of the internal investigation, Form JCQ/M3 is to be sent to the appropriate Awarding Body.