



# Exams Malpractice and AI (Artificial Intelligence) Policy 2025-2026

Penny Miller – Exams Officer

September 2025

## Document Control Table

<b>Document title:</b>	<b>Exams Malpractice and AI (Artificial Intelligence) Policy 2025-2026</b>
<b>Author (name &amp; job title):</b>	<b>Penny Miller – Exams Officer</b>
<b>Version number:</b>	3
<b>Date approved:</b>	Autumn 2025
<b>Approved by:</b>	Head of Centre
<b>Date of review:</b>	November 2026

## Document History

Version	Date	Review	Author	Note of revisions
2	Feb 24	Nov 2024	Penny Miller	Annual update of JCQ information
3	Sept 25	Nov 2026	Penny Miller	Annual update of JCQ information change in title to include AI

## Key staff involved in the policy

Role	Name(s)
Head of centre	Mr Tom Crowther
Line manager of Exams officer and Senior leader(s)	Mrs Kelly Ward Mrs Emma Ferrarelli Miss Alison Clark Miss Mandy Stocks Mr Lee Dainty
Exams officer	Mrs Penny Miller
Assistant Exams Officers	Mrs Sharyn Etherington Miss Jennifer McKenzie
Faculty Leaders/Subjects Leaders	All teaching staff

This policy is reviewed and updated annually to ensure that any malpractice at The Elizabethan Academy is managed in accordance with current requirements and regulations.

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ documents **General Regulations for Approved Centre's** and **Suspected Malpractice: Policies and Procedures**.

## CONTENTS

Key staff involved in the policy .....	2
<b>Introduction .....</b>	<b>5</b>
<b>What is malpractice and maladministration? .....</b>	<b>5</b>
Candidate malpractice .....	5
Centre staff malpractice .....	5
Suspected malpractice .....	5
<b>Purpose of the policy .....</b>	<b>5</b>
<b>Centre's &amp; Associated Third Party Responsibility .....</b>	<b>6</b>
General principles .....	6
<b>Preventing malpractice .....</b>	<b>6</b>
<b>Reducing malpractice - Informing and advising candidates how to avoid committing malpractice in examinations/assessments .....</b>	<b>7</b>
<b>The use of Artificial Intelligence (AI) in assessments .....</b>	<b>7</b>
<b>The guidance and specification details for each specific subject/course/component should be carefully checked to ensure centre, teacher and student compliance with its requirements, at all stages. ....</b>	<b>8</b>
What is AI Misuse? .....	8
Detecting and Identifying AI Use .....	8
Potential indicators of AI use: .....	8
Reporting and Investigation .....	9
Sanctions and Consequences .....	9
<b>Reducing AI Malpractice - Informing and advising candidates how to avoid committing AI malpractice in examinations/assessments .....</b>	<b>10</b>
<b>Malpractice .....</b>	<b>10</b>
<b>Assessment Malpractice .....</b>	<b>10</b>
<b>Examples of Staff Malpractice .....</b>	<b>11</b>
<b>Examples of Maladministration .....</b>	<b>11</b>
<b>Examples of Student Maladministration .....</b>	<b>12</b>
<b>Staff responsibilities .....</b>	<b>12</b>
<b>Suspected Malpractice .....</b>	<b>12</b>
<b>Reporting Suspected Malpractice .....</b>	<b>13</b>
<b>Malpractice reported within school: .....</b>	<b>13</b>
<b>Reporting to Awarding Organisations: .....</b>	<b>13</b>
<b>Identification and reporting of malpractice .....</b>	<b>13</b>
<b>Escalating suspected malpractice issues .....</b>	<b>13</b>
<b>Reporting suspected malpractice to the awarding body – the process .....</b>	<b>13</b>
<b>Malpractice reported by Awarding Organisations: .....</b>	<b>14</b>
<b>Investigating Suspected Malpractice .....</b>	<b>14</b>

<b>Investigating Staff Malpractice</b> .....	14
<b>Investigating Student Malpractice</b> .....	15
<b>Communicating malpractice decisions</b> .....	15
<b>Appeals against decisions made in cases of malpractice</b> .....	15

## **Introduction**

### **What is malpractice and maladministration?**

'Malpractice' and 'maladministration' are related concepts, the common theme being that they involve a failure to follow the rules of an examination or assessment. This policy and procedure 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, and/or
- a breach of awarding body requirements regarding how a qualification should be delivered, and/or
- a failure to follow established procedures in relation to a qualification which:
- gives rise to prejudice to candidates, and/or
- compromises public confidence in qualifications, and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate, and/or
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre (SMPP 1)

### **Candidate malpractice**

'Candidate malpractice' normally involves malpractice by a candidate 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 completion of any examination. (SMPP 2)

### **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)

### **Suspected malpractice**

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 19). (SMPP 2)

## **Purpose of the policy**

To confirm **The Elizabethan Academy**:

- has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice) (GR 5.3)

This policy covers all qualifications delivered by the school and its purpose is to ensure that all staff and students:

- are aware of what constitutes malpractice.
- understand how to prevent it occurring so that they can actively take steps to prevent it; and
- where malpractice does occur, take prompt action to report it.

This policy outlines how students are informed and advised to avoid committing malpractice in examinations/assessments, and how suspected malpractice issues should be escalated within the school and reported to the relevant awarding body.

**It is the responsibility of everyone involved in the exam processes to read, understand and implement the policy.**

The Malpractice Policy will be reviewed annually by the Exams Officer in conjunction with the Head of Centre, and the Assistant Principal – line manager of examinations and the Exams Officer.

This policy covers all forms of assessment, including exams and non-exam assessment taken as part of students' GCSE and A-level qualifications plus Vocational Qualifications such as BTEC, Cambridge Nationals, Cambridge Technicals, Cambridge Advanced Nationals and L3 Applied qualifications.

### **Centre's & Associated Third Party Responsibility**

It is important that anyone involved in the management, assessment and quality assurance of all qualifications, and learners are fully aware of the contents of this policy and that arrangements are in place to prevent and investigate instances of malpractice and maladministration.

**It is staff's responsibility to acquaint themselves with the appropriate regulations governing assessments they are conducting and to seek advice from their Faculty Leaders, Heads of Subject, linked SLT and the Exams Officer if anything is unclear**

### **General principles**

In accordance with the regulations The Elizabethan Academy will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place (GR 5.11)
- inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation (GR 5.11)
- as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the current JCQ document Suspected Malpractice - Policies and Procedures and provide such information and advice as the awarding body may reasonably require (GR 5.11)

### **Preventing malpractice**

The Elizabethan Academy has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ document Suspected Malpractice: Policies and Procedures. (SMPP 4.3)
- This includes ensuring that 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 2025-2026](#)
  - [JCQ-Instructions-for-conducting-examinations 2025-2026](#)
  - [Coursework Instructions for conducting Coursework 20225-2026.pdf](#)
  - [Instructions for conducting non-examination assessments \(NEAs\) GCE & GCSE 2025-2026](#)

- [Access Arrangements & Reasonable Adjustments 2025-2026](#)
- [A Guide to the Special Consideration Process 2025-2026](#)
- Suspected Malpractice: Policies and Procedures 2025-2026 (this document)
- [Plagiarism-in-Assessments](#)
- [AI Use in Assessments: Your role in protecting the integrity of qualifications - JCQ Joint Council for Qualifications](#)
- Post Results Services June 2025 and November 2025 and June 2026 when published - [Post-Results Services - JCQ Joint Council for Qualifications](#)
- [A guide to the awarding bodies' appeals processes 2025-2026](#)
- (SMPP 3.3.1) [Suspected Malpractice Policies and Procedures](#)

## **Reducing malpractice - Informing and advising candidates how to avoid committing malpractice in examinations/assessments**

To reduce the risk of malpractice, the following actions will be taken:

The Academy will communicate the policy on malpractice to students via a student information document titled **A Students Guide to Malpractice**, which will be issued via email and also made available on the Academy website in the Exams information section. This document will be in addition to the issue to students of the JCQ Information for candidates' documents, which will be updated and issued to candidates and parents/carers each academic year via email by the Exams Officer, with re-issues of these documents prior to each exam season.

The following formal notices provided by the JCQ [Information for candidates documents - JCQ Joint Council for Qualifications](#) are included in this communication prior to exams commencing each academic year:

- Information for candidates – Written examinations
- Information for candidates – Controlled Assessments/Non-Examined Assessments (NEA's)
- Information for candidates – Coursework
- Information for candidates – Onscreen tests
- Information for candidates – Privacy notice
- Information for candidates – social media
- JCQ Warning to Candidates
- JCQ Unauthorised Items poster
- [JCQ-AI-poster-for-students-2.pdf](#)

**Faculty Leaders Heads of Subjects and Course co-ordinators also have responsibility for ensuring that learners are made aware of this policy before undertaking any assessed work which has the potential to contribute to the awarding of a qualification.**

## **The use of Artificial Intelligence (AI) in assessments**

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. Most of these assessments will be Non-Examined Assessments (NEAs) for General Qualifications, coursework and internal assessments. This section is primarily intended to provide guidance in relation to these assessments but can also apply to vocational qualifications such as BTEC, Cambridge Nationals, Cambridge Technicals, Cambridge Advanced Nationals and L3 Applied qualifications

**The guidance and specification details for each specific subject/course/component should be carefully checked to ensure centre, teacher and student compliance with its requirements, at all stages.**

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.30) of the JCQ General Regulations for Approved Centre's (<https://www.jcq.org.uk/examsoffice/general-regulations/>), all work submitted for qualification assessments must be the pupil's own.
- Pupils who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Pupils and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Pupils must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the pupil, and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.
- Teachers and assessors must only accept work for assessment which they consider to be the pupil's own (in accordance with section 5.30) of the JCQ General Regulations for Approved Centre's).
- Where teachers have doubts about the authenticity of pupil work submitted for assessment (for example, they suspect that parts of it have been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action.

### **What is AI Misuse?**

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the students 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 students 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

### **Detecting and Identifying AI Use**

#### **Potential indicators of AI use:**

If you see the following in pupils' work, it **may** be an indication that they have misused AI:

- A default use of American spelling, currency, terms, and other localisations\*
- A default use of language or vocabulary which might not appropriate to the qualification level\*
- A lack of direct quotations and/or use of references where these are required/expected. Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects.
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.

- A difference in the language style used when compared to that used by a pupil in the classroom or in other previously submitted work.
- A variation in the style of language evidenced in a piece of work.
- A lack of graphs/data tables/visual aids where these would normally be expected.
- A lack of specific local or topical knowledge
- Content being more generic in nature rather than relating to the pupil themselves, or a specialised task or scenario, if this is required or expected.
- The inadvertent inclusion by pupils of warnings or provisos produced by AI to highlight the limits of its ability.
- The submission of pupil work in a typed format, where their normal output is handwritten.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit.
- The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.
- Overly verbose or hyperbolic language that may not be in keeping with the pupil's usual style.

**\*Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content. However, some AI tools will produce quotations and references.**

### **Reporting and Investigation**

**If AI misuse is suspected by a teacher or reported by another pupil or member of the public, it must be reported immediately.** The subject department will confirm to the Exams Officer, if the pupil in question has signed a declaration of authentication, if at this initial stage the pupil has not signed the stated form, the centre is not required to report this matter to the relevant awarding body and will deal with the case internally.

If a suspected pupil has signed a declaration of authentication document, then the relevant awarding body will be notified and liaise with the Exams Officer and Head of Centre to conduct a full investigation. The procedure is detailed in the JCQ Suspected Malpractice: Policies and Procedures document.

( <https://www.jcq.org.uk/exams-office/malpractice/>).

### **Sanctions and Consequences**

The sanctions applied to a pupil committing plagiarism and making a false declaration of authenticity include but are not limited to:

- Disqualification and possible debarment from taking qualifications for several years.
- Students' marks may also be affected if they have relied on AI to complete an assessment.
- Awarding bodies will also take action against the centre, which can include the imposition of sanctions, where centre staff are knowingly accepting or failing to check, inauthentic work for qualification assessments.

For further information please follow the below links:

[JCQ-AI-information-sheet-for-teachers-1.pdf](#)

[JCQ-AI-poster-for-students-2.pdf](#)

## **Reducing AI Malpractice - Informing and advising candidates how to avoid committing AI malpractice in examinations/assessments**

Candidates will be issued with a copy of the “**JCQ AI and Assessments – A quick guide for students**”, document, via email, as part of the communications to them around malpractice. This will also be displayed on the Exams information noticeboard, and in the Exams information section on the Academy website. This will be issued by the Exams Officer at the start of the academic year.

Students will also have the “**JCQ AI teacher presentation for students**” power point shared with them by the Exams Officer or senior leaders in information assemblies at the start of the academic year, with reminders taking place prior to exam seasons.

The Head of Centre and Senior leaders will ensure Faculty Leaders and Heads of Subject have also had presented to them the “**JCQ AI senior leader presentation for teachers**” power point and the student version to ensure all staff are fully informed of their responsibilities around AI and it’s use, restrictions and it’s place in any assessments/exams.

All teaching staff will also be provided with the information sheet – “**JCQ summary for teachers - Preventing AI Misuse in Assessments**” by the Exams Officer at the start of the academic year.

[JCQ-AI-information-sheet-for-teachers-1.pdf](#)

The above presentations can be found here: [Malpractice - AI presentations staff & students - JCQ Joint Council for Qualifications](#)

### **Malpractice**

Malpractice refers to any deliberate act neglect, default or practice which compromises, or threatens to compromise:

- The assessment process and integrity of assessment or regulated qualification
- The validity of the result or certificate awarded.
- The reputation and credibility of AQA, Cambridge OCR, Edexcel/Pearson, WJEC/Eduqas, or any other awarding organisation the Academy is registered with
- The qualification or the wider qualifications community

Assessment processes and outcomes can also be put at risk through maladministration; whilst malpractice may be accidental or a result of incompetence or a simple mistake. Malpractice may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates. For the purpose of this policy this term also covers misconduct and forms of unnecessary discrimination or bias towards certain learners/groups of learners.

The purpose of this policy is to reduce the risk of malpractice and/or maladministration by:

- Increasing awareness and understanding of the actions that constitute malpractice and/or maladministration by learners, teachers, trainers and other staff
- To reduce risk of breach of regulations through ignorance.
- To aid detection of any irregularities;
- Explaining how learners and staff will be made aware of this policy
- Identifying strategies to be employed to minimise risk of learner malpractice;
- Describing how instances of alleged malpractice will be dealt with;

The Elizabethan Academy will not tolerate actions (or attempted actions) of malpractice by staff or learners. The Academy is committed to investigating all cases of suspected malpractice. Where cases of suspected malpractice are proven, the school is fully committed to taking appropriate action, including applying punitive measure and reporting suspected malpractice in order to maintain the integrity of assessment and certification

**All staff have a professional duty to ensure that they uphold this policy. Whilst the policy sets out general principles, in addition staff must also ensure that they abide by the specific assessment requirements for each course/qualification as laid down by the awarding organisation for each subject specification/component.**

JCQ Malpractice documents and information can be found at: [Malpractice - JCQ Joint Council for Qualifications](#)

### **Assessment Malpractice**

Malpractice during an assessment includes:

- Taking someone else's work, images or ideas and passing it off as your own eg using the internet to cut and paste material from a website, or by taking another students work that has been emailed to you. This is called **plagiarism**;
- **Cheating**, this is acting unfairly or dishonestly to gain an advantage;
- Agreeing with others to cheat or deceive eg by allowing other students to copy your work. This is known as **collusion**;
- Failing to follow the instructions given by staff conducting examinations and controlled assessments;
- Using AI incorrectly and not within the rules stated by JCQ.

Some examples of malpractice and maladministration taken from the JCQ's documentation can be found below, more comprehensive examples can be found in the JCQ publication, ***Suspected Malpractice in Examinations and Assessments***

### **Examples of Staff Malpractice**

This list below is not exhaustive and the Academy at its discretion may consider other instances of malpractice.

- Improper assistance to candidates;
- Inventing or changing marks for internally assessed work (non-examination assessment, 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/non-examination assessment, portfolios of evidence secure;
- Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where assistance involves producing work for the student;
- Producing falsified witness statements, for example for evidence the student has not generated;
- Allowing evidence to be included for assessment which is known by the staff member not to be the student's own;
- Not following the JCQ guidance around the use of AI in assessments
- Facilitating and allowing impersonation;
- Misusing the conditions for special student requirements;
- Falsifying records/certificates, for example by alteration, substitution, or by fraud;
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment;

Further details regarding JCQ Suspected Malpractice in Examinations and Assessments can be found at:

<http://www.jcq.org.uk/exams-office/malpractice>

### **Examples of Maladministration**

This list below is not exhaustive and the Academy at its discretion may consider other instances of maladministration.

- Failing to ensure that candidate's coursework, non-examination assessment or work to be completed under controlled conditions is adequately monitored and supervised
- Failing to conduct examinations in accordance with JCQ's *Instructions for conducting examinations*,
- Failing to retain candidates controlled assessments, non-examination assessments or coursework in secure conditions after the authentication statements have been signed or the work has been marked
- Failing to follow JCQ guidance around the use of AI in assessments
- Failure to notify the awarding organisation of an instance of suspected malpractice as soon as possible
- Failing to maintain the security of candidates' scripts prior to despatch to the awarding organisation or examiner

### **Examples of Student Maladministration**

This list below is not exhaustive and the Academy at its discretion may consider other instances of malpractice.

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding organisation 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 candidates, beyond what is permitted;
- Copying from another candidate (including the use of ICT to aid the copying)
- Failing to follow JCQ guidance around the use of AI in assessments
- Allowing work to be copied eg posting written coursework on social networking sites prior to an examination/assessment
- 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, non-examination assessments, coursework or the contents of a portfolio;
- Allowing others to assist in the production of controlled assessments, non-examination assessments, coursework or assisting others in the production of controlled assessments or coursework;
- 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, non-examination 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;
- Bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators or dictionaries (when prohibited) any watches, instruments which can capture a digital image, electronic dictionaries, reading pens, translators, wordlists, glossaries, iPods, iPads, iWatches, Smart watches, mobile phones, MP3 players, pagers or other similar electronic devices;
- Behaving in a manner so as to undermine the integrity of the examination.

### **Staff responsibilities**

**It is staff's responsibility to acquaint themselves with the appropriate regulations governing assessments they are conducting and to seek advice from their Faculty Leaders, Curriculum co-ordinators and the Exams Officer if anything is unclear.** Faculty Leaders, Heads of Subjects and Curriculum co-ordinators, together with The Senior Leadership Team, have responsibility for implementing assessment practices that reduce the opportunity for malpractice, including for example:

- Periods of supervised sessions during which evidence for assessments is produced by the learner;
- Altering assessment assignments/task/tools on a regular basis;
- Using oral questions with learners for a single assignment/task in a single session for the complete cohort of learners;
- Ensuring access controls which prevent learners from accessing and using other people's works when using networked computers;
- Requiring learners to sign to declare that their work is their own when submitting assessments

### **Suspected Malpractice**

The Academy will handle any incidents of suspected malpractice in line with the JCQ's publication [Suspected Malpractice in Examinations and Assessments](#)

The JCQ document also provides further examples of malpractice and outlines the awarding organisation's investigation, sanctions and appeals procedures.

### **Reporting Suspected Malpractice**

Malpractice can be reported to a variety of people, either within school or from outside of the school, including the awarding organisations and their examiners.

#### **Malpractice reported within school:**

All school staff have a responsibility for reporting any suspected incidences of staff or student malpractice through the appropriate channels. Students will be made aware of the procedure for reporting any allegations of suspected malpractice via the *Students Guide to Malpractice*, available via the Academy's website.

##### **Allegations made by school staff:**

Allegations of suspected staff / student malpractice to be made to the Head of Centre

##### **Allegations made by students:**

All school staff have a responsibility to ensure that any allegations made to them in their professional capacity are taken seriously and reported through the correct channels;

Allegations of suspected staff malpractice and / or student malpractice to be reported to the Head of Centre;

The Academy will consider allegations that are made verbally, but will request in all cases that allegations are put in writing with any supporting evidence that is available.

#### **Reporting to Awarding Organisations:**

The Academy accepts the responsibility to report any suspicion of student or staff assessment malpractice to the appropriate awarding organisation

### **Identification and reporting of 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)

#### **Reporting suspected malpractice to the awarding body – the process**

- 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 document *Suspected Malpractice: Policies and Procedures* (SMPP 4.1.3)
- The head of centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication does not need to 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 will be

- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (the candidate or the member of staff) will be informed of the rights of accused individuals (SMPP 5.33)
- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- 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)
- The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately

### **Malpractice reported by Awarding Organisations:**

Suspected malpractice may also be reported to awarding organisations by examiners, moderators, regulators or members of the public. In such cases the Head of Centre may be asked to conduct a full investigation or the awarding organisation may decide to investigate the matter directly.

### **Investigating Suspected Malpractice**

#### **Investigating Staff Malpractice**

If assessment malpractice is suspected by school **staff** there will be a process of investigation, to establish the full facts and circumstances of any allegations or evidence, such an investigation will usually be under the terms of the Academy's Staff Disciplinary Policy and Procedure given the potential seriousness of the matter.

The Head of Centre will usually nominate an investigating officer. In order to avoid conflicts of interest investigations into suspected malpractice should not be delegated to the manager of the section, team or department involved in the suspected malpractice.

Any disciplinary investigation will proceed as described in the Staff Disciplinary Policy and Procedure and include provision for:

- The member of staff to be informed about the concerns and possible consequences;
- Possible suspension depending on the circumstance of the case;
- The member of staff to be accompanied at any subsequent investigation meeting;
- Collection of evidence related to the alleged malpractice
- The review of evidence and production of a report
- A decision to be made on whether or not to proceed to a formal disciplinary hearing;
- If necessary a formal hearing with a right of representation.

In cases where it is believed, following an investigation and hearing, that there is clear evidence of malpractice:

- The appropriate awarding organisation will be informed by the Academy of the allegation of malpractice and they will be given the supporting evidence for their consideration;
- The Academy will take disciplinary action commensurate with the seriousness of the malpractice. There will be a right of appeal against any formal disciplinary warning or dismissal.

In any instances where suspected malpractice will be reported to awarding bodies the Academy will provide the individual/s with a completed copy of the form or letter used to notify the awarding organisation of the malpractice.

### **Investigating Student Malpractice**

Incidences of **student** assessment malpractice will be investigated in a similar manner by the Head of Centre. As with staff malpractice potential conflicts of interest will be avoided by nomination of an investigating officer who is external to the management of the student and/ or particular curriculum area.

Investigations will proceed through the following stages:

- The student will be informed about the issues, possible consequences and right of appeal;
- Collection of evidence related to the alleged malpractice;
- The review of evidence and production of a report;
- A formal meeting between the Head of Centre and the student against whom an allegation has been made.

In cases where it is believed that there is clear evidence of malpractice:

- The appropriate awarding organisation will be informed by the Academy of the allegation of malpractice and they will be given the supporting evidence for their consideration (see section 9 and appendices 4 & 5 of JCQ Suspected Malpractice Document 18-19 5 for details about sanctions and penalties which can be applied by the awarding organisation);
- The Academy will take internal disciplinary action in line with the *Academy Behaviour Policy 6*. This action will be commensurate with the seriousness of the malpractice. The right of appeal against any disciplinary action will be outlined to the student in writing at the time the decision is made.

In any instances where suspected malpractice will be reported to awarding organisations the school will provide the individual/s with a completed copy of the form or letter used to notify the awarding organisation of the malpractice.

### **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)

### **Appeals against decisions made in cases of malpractice**

The Elizabethan Academy will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant
- Refer to further information and follow the process provided in the JCQ document [A guide to the awarding bodies' appeals processes](#)