# Ysgol Aberconwy

# Malpractice Policy

**POLICY DOCUMENT NO: 78 ISSUE NO: 2**

**THIS POLICY HAS BEEN APPROVED BY THE FULL GOVERNING BODY**

**Signed:**

**Date : 30/06/26**

**Review due date : 30/06/27 LT Link : GM2**

**Key staff involved in the policy**

| Role | Name |
|---|---|
| Head of Centre | Mr I Gerrard |
| Senior leader(s) | Mrs G Murphy |
| Exams officer | Ms E Jones |
| Other staff (if applicable) | |

This policy is reviewed and updated annually to ensure that any malpractice at Ysgol Aberconwy 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 publications **General Regulations** for Approved Centres and **Suspected Malpractice: Policies and Procedures**.

## 1. Definitions :

### 1.1 What is malpractice and maladministration?

'Malpractice' and 'maladministration' are related concepts, the common theme of which is that they involve a failure to follow the rules of an examination or assessment. This policy and procedure use 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 candidates
  - 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 (SMPP)

**Maladministration**
Failure to adhere to the regulations regarding the conduct of controlled assessments, coursework, examinations and non-examination assessments, or malpractice in the conduct of examinations/ assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms etc.

**Candidate malpractice**
'Candidate malpractice' means 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 writing of any examination paper. (SMPP)

**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)

**Suspected malpractice**
For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. (SMPP)

### 1.2 What is Plagiarism?

Plagiarism is the presentation of someone else's work, words, images, ideas, opinions or discoveries, whether published or not, as one's own, or alternatively taking for one's own use, the artwork, images or computer-generated work of others without properly acknowledging the source, with or without the owner's permission.

Plagiarism by students can occur in examinations, but is most likely to occur outside sat, unseen exams, i.e. in coursework, assignments, portfolios, essays and dissertations. Examples of plagiarism may include:

- Directly copying from written physical, pictorial or written material without crediting the course
- Paraphrasing someone else's work without crediting the source
- Incomplete referencing, including the internet and artificial intelligence tools (AI)

Work submitted for assessment must be the student's own efforts and must be their own work. Students are bound by their student code of conduct and are required to ensure that all submitted work is their own and valid for assessment purposes.

Brief quotations/references from the published or unpublished works of another person, suitably attributed, are acceptable.

### 1.3 What is AI Use?

AI use refers to the use of AI tools to obtain information and content which may be used in work produced for assessments identified above.

The range of AI tools and their capabilities have expanded greatly and are likely to expand even further in the future. Misuse of AI tools in assessment is malpractice.
According to JCQ's AI Use in Assessments: Protecting the Integrity of Qualifications publication AI chatbots are AI tools which produced text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) on which they have be trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving and summarising text
- Authoring essays
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts or suggestions for a given topic or theme
- Generating text with specific attributes, such as, tone, sentiment or formality

AI chatbots currently available include:

- ChatGPT (https://chat.openai.com)
- Jenni AI (https://jenni.ai
- Jasper AI (https://jasper.ai
- Writesonic (https://writesonic.com/chat/
- Bloomai http://huggingface.co/bigscience/bloom)
- Google Bard

There are also AI tools which can be used to generate images, such as:

- Midjourney - https://www.midjourney.com/showcase/top/
- Stable Diffusion - https://stablediffusionweb.com/
- Dall-E 2 (Open AI) - https://openai.com/product/dall-e-2

## 2. Context

### 2.1 Purpose of the policy :

To confirm that Ysgol Aberconwy:

- has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and how they will be reported to the relevant awarding body (GR 5.3)

### 2.2 General principles

In accordance with the regulations Ysgol Aberconwy 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)
- 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 JCQ publication **Suspected Malpractice -Policies and Procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

## 3. Preventing malpractice

Ysgol Aberconwy has 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)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the key dates, deadlines and requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:
  - General Regulations for Approved Centres 2025-2026
  - Instructions for conducting examinations (ICE) 2025-2026
  - Instructions for conducting coursework 2025-2026
  - Instructions for conducting non-examination assessments 2025-2026
  - Access Arrangements and Reasonable Adjustments 2025-2026
  - A guide to the special consideration process 2025-2026
  - Suspected Malpractice: Policies and Procedures 2025-2026
  - Plagiarism in Assessments
  - AI Use in Assessments: Protecting the Integrity of Qualification
  - A guide to the awarding bodies' appeals processes 2025-2026 (SMPP 3.3.1)

### 3.1 Centre's Responsibility

It is important that staff involved in the management, assessment and quality assurance of qualifications, and our students are fully aware of the contents of the policy and that the centre has arrangements in place to prevent and investigate instances of suspected malpractice and maladministration.

A failure to report suspected or actual malpractice/maladministration cases including plagiarism, cheating and collusion or have in place effective arrangements to prevent such cases, may lead to sanctions being imposed on the centre.

The school's compliance with this policy and how it takes reasonable steps to prevent and/or investigate instances of malpractice and maladministration will be reviewed by awarding organisations periodically.

Should an investigation be undertaken, the Head of Centre will:

- Ensure the investigation is carried out by competent investigators who have no personal involvement in the incident or personal interest in the matter.
- Ensure the investigation is carried out in an effective, prompt and thorough manner and that the investigator(s) look beyond the immediate reported issue to ensure that arrangements at the college are appropriate for all qualifications.
- Respond timely and openly to all requests relating to the allegation and / or investigation.
- Co-operate and ensure that staff co-operate fully with any investigation and / or request for information.

### 3.2 Informing and advising candidates

The examination officer informs year groups in assemblies on the examination rules and regulations which include malpractice in exams and assessments. Candidate information regarding examinations and assessments are on the school website and referenced in their pupil exam booklet.

- Information for candidates - coursework
- Information for candidates – non examination assessments
- Information for candidates – on screen tests
- Information for candidates – written exams
- Information for candidates – preparing to sit exams
- Information for candidates – privacy notice
- Information for candidates – social media

The 'Warning to Candidates' poster is displayed outside of all examination rooms; before every examination, pupils are reminded of the examination rules and regulations. Information on the use of AI and other forms of malpractice in NEAs and Controlled Assessments is shared with staff and students at appropriate times in their delivery.

**Preventing AI misuse in assessments**

There is the potential for AI to be misused by students, either accidentally or intentionally. Teachers and assessors must be assured that the work they accept for assessment and mark is authentically the student's own work. They are required to confirm this during the assessment process.

To prevent misuse, education and awareness of staff and students is the key.
Staff are aware of the 'Preventing AI misuse in assessments' in the JCQ AI use in Assessments guidance and will follow the 'Examinations, NEA and Controlled Assessment Policy'.

## 4. Identification and reporting of malpractice

### 4.1 Use of Artificial Intelligence (AI) in Assessments

Using AI, to generate or modify content to evade plagiarism detection is deemed as malpractice.

Examples of AI misuse include:

- copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- copying or paraphrasing whole responses of AI-generated content
- using AI to complete parts of an assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations
- failing to acknowledge and reference the use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgment of AI tools.
- submitting work with intentionally incomplete or misleading references or bibliographies.

Examples of AI misuse cases dealt with by awarding organisations can be found in **Appendix A,** of the **JCQ AI Use in Assessments: protecting the Integrity of Qualifications guidance.**

Work submitted for assessment must be the student's own efforts and must be their own work. Students are bound by their student code of conduct and are required to ensure that all submitted work is their own and valid for assessment purposes.

If any sections of learner's work are reproduced directly from AI generated responses, those elements must be identified by the learner and they must understand that this does 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 students' own and where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it has been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action. (JCQ AI use in Assessments)

**Identifying misuse**

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are already using to assure themselves student work is authentically their own.

- Comparison with previous work – spelling and punctuation, grammatical usage, writing style and tone, general understanding and working level
- Potential indicators – default use of language, vocabulary, American spelling
- Inclusion of references which cannot be found or verified
  (JCQ AI use in Assessments – Identifying misuse)

**AI use and marking**

- When marking student work in which AI use has been acknowledged, and there are no concerns of AI misuse, the assessor must ensure that if the student has used AI tools such that they have not independently met the marking criteria, they are not rewarded.

Depending upon the marking criteria or grade descriptors being applioed, the assessor may need to take into account the failure to independently demonstrate their understanding of certain aspects when determining the appropriate mark or grade to be awarded.

- Examples of how to take into account the achnowledged use of AI tools when marking can be found in **Appendix B** of the **JCQ AI Use in Assessments: protecting the Integrity of Qualifications guidance.**

**Private candidates**
Before accepting work for assessment, teachers/assessors must take steps to ensure it is the student's own independent work. This may involve a review of the student's portfolio of evidence across a range of qualifications and a short discussion with the student regarding their work. Further guidance on authenticating student work can be found in the JCQ Instructions for conducting coursework

**Awarding Organisation actions**
If AI misuse is suspected by an awarding organisation's moderator or examiner, or if it has been reported by a student or member of the public, full details of the allegation will usually be relayed to the centre. The awarding organization will liaise with the Head of Centre.

Examples of AI that has not been referenced appropriately can be found in Appendix A of the JCQ AI Use in Assessments guidance.

### 4.2 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)
- Members of staff initially report suspected malpractice to the examination officer and SLT in charge of examinations and assessments - Mrs G Murphy.
- A statement is taken from the member of staff and the pupil involved if the suspected malpractice is to be reported to the exam board. All those interviewed are made aware that awarding bodies reserve the right to share their statements, records or transcripts of any interviews taken to third parties. (SMPP 4.12 and 7.11)
- The examination officer will complete the malpractice form, summarizing the information obtained and actions taken, and gather any evidence and give these to the Head of Centre to sign and check.
  The exam officer and SLT speak to the pupil and inform them of their individual responsibilities and rights; and all points are discussed that are on the checklist on the M1 form.

### 4.3 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)
- The head of centre will ensure that where a candidate who is a child/vulnerable adult 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 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 will be reported to the awarding body immediately (SMPP 4.5)
- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a 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)

## 5. Communicating malpractice decisions

Once a decision has been made by the awarding bodies, 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)

## 6. Appeals against decisions made in cases of malpractice

Ysgol Aberconwy 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 publication : **A guide to the awarding bodies' appeals processes**

# Appendix – Workload Impact Assessment

*(Malpractice Policy – Issue 2, 2026)*

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**Workload Impact Assessment**

This workload impact assessment considers whether the updated Malpractice Policy (Issue 2, 2026) introduces any **new or additional workload demands** on teaching staff, support staff, school leaders or governors when compared with the previous version (Issue 1, 2024).

The assessment considers the school's arrangements for preventing, identifying and managing malpractice in examinations and assessments.

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**Nature of Policy Change**

The updated policy:

- refreshes references to the current Joint Council for Qualifications (JCQ) regulations and guidance;
- updates named personnel responsible for examination administration;
- maintains existing procedures for preventing, investigating and reporting malpractice, including the misuse of artificial intelligence in assessments.

The policy does not introduce new local procedures beyond those already required by the annual JCQ regulations.

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**Impact on Teaching and Support Staff**

Teaching and support staff continue to be expected to:

- follow existing JCQ examination and assessment procedures;
- authenticate students' work;
- recognise and report suspected malpractice where appropriate;
- remain aware of guidance relating to the use of artificial intelligence in assessments.

These expectations already form part of normal examination and assessment practice.

The revised policy does not introduce additional administrative, monitoring or record-keeping requirements.

**Assessment:**
➡ **No additional workload impact on teaching or support staff in normal operation.**

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**Impact on Leadership and Governors**

Leadership responsibilities remain unchanged and continue to include:

- maintaining compliance with JCQ requirements;
- overseeing investigations where required;
- reporting suspected malpractice to awarding organisations;
- ensuring appropriate staff awareness and training.

The updated policy does not create additional governance structures or reporting requirements.

**Assessment:**
➡️ Leadership and governor workload remains unchanged and reflects existing statutory examination responsibilities.

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**Equality and Fairness Considerations**

The policy continues to promote fair and consistent treatment of candidates by:

- applying nationally prescribed JCQ procedures;
- ensuring investigations are evidence-based and impartial;
- protecting the rights of candidates and staff throughout malpractice investigations;
- applying consistent expectations regarding the appropriate use of artificial intelligence in assessments.

No disproportionate workload implications relating to protected characteristics have been identified.

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**Conclusion**

This workload impact assessment concludes that the updated Malpractice Policy:

- does **not** introduce additional routine workload;
- maintains compliance with current JCQ regulations;
- updates operational references without altering established school procedures;
- continues to support fair, consistent and secure management of examinations and assessments.

**Overall judgement:**
➡️ **No adverse workload impact identified.**

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