

MANAGING MALPRACTICE POLICY

(to include Controlled Assessment)

St. Benedict's College



Guigh Agus Foghlaim

Policy Date: _____

Signature of Principal: _____

Signature of Chairperson of Board of Governors: _____

Review Date: _____

Title	Managing Examinations Malpractice Policy & AI Use in assessments (Feb.'24 updated JCQ document)
Summary	This policy provides an overview of arrangements pertaining to examination
Purpose	To ensure the planning and management of examinations is conducted efficiently and in the best interest of all candidates. To ensure the operation of an efficient examination system with clear guidelines for all relevant staff.
Operational Date	March 2025
Next Review Date	August 2026
Author	Acting Curriculum, Assessment, Learning and Teaching Manager (N Bonnes) and Examinations Officer (D Watters)

To be posted on School website	Yes
Date posted (if applicable)	February 2025

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INTRODUCTION

St. Benedict's College does not tolerate actions (or attempted actions) of malpractice by students or staff.

This policy has been written in line with guidance from JCQ: Suspected Malpractice in Examinations and Assessments: <https://www.jcq.org.uk/exams-office/malpractice> and should be read in conjunction with St. Benedict's External Examinations Policy.

Members of staff should also refer to the Staff Guidance issued on A.I. Plagiarism and Authentication and the Examination Compliance Notices for pupils.

St. Benedict's College believes malpractice is deemed to be those actions and practices which threaten the integrity of public examinations, and/or damage the authority of those responsible for conducting them.

Joint Council for Qualifications (JCQ) define malpractice as: 'Malpractice', which includes maladministration and non-compliance with the Regulations, means any act, default or practice which is a breach of the Regulations or which:

- 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. Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself. Also, failure to take action as required by an awarding body, as detailed in this document, or to co-operate with an awarding body's investigation, constitutes malpractice.

JCQ also states: Instances of malpractice arise for a variety of reasons:

- some incidents are intentional and aim to give an unfair advantage in an examination or assessment;
- some incidents arise due to ignorance of the regulations, carelessness or forgetfulness in applying the regulations;
- some occur as a direct result of the force of circumstances which are beyond the control of those involved (e.g. a fire alarm sounds and the examination is disrupted). It is the responsibility of everyone involved in the centre's examinations process to read, understand and implement this policy.

Members of staff involved with examinations should be fully conversant with all JCQ regulations and are recommended to consult the relevant documents. To ensure internally and externally set examinations are carried out in accordance with JCQ Guidelines and meets the statutory responsibilities of Examination Centres the school has in place the following Team:

- Principal (Named Head of Centre for Examinations) – S Keown (Acting Principal)
- Assistant Principal – Quality of Education Achievement (oversight of KS4 Examinations) – N Bonnes (Acting Curriculum Manager)
- Examinations Officer – D Watters
- Assistant Examinations Officer – M Mulligan
- ICT Manager – C Stott
- Learning Support Co-ordinator – K Armstrong

RESPONSE TO ALLEGATIONS OF SUSPECTED MALPRACTICE

St. Benedict's College investigates allegations of malpractice swiftly and thoroughly. Such investigation would be led by the Head of Centre (the Principal) and a full written report of any case then submitted to the relevant examination board including:

- A statement of the facts; a detailed account of the circumstances of the alleged malpractice and detail of any investigation carried out by the centre;
- The evidence relevant to the allegation; such as written statement(s) from the invigilator(s), assessor, internal verifier(s), or other staff who are involved;
- Written statement(s) from the candidate(s);
- Any exculpatory evidence and/or mitigating factors;
- Information about the school's procedures for advising candidates of examination board regulations;
- Seating plans showing the exact position of candidates in the examination room;
- Any unauthorised material found in the examination room;

Any of the candidate's work and associated material, e.g. relevant source material for coursework, JCQ has its own policies and procedures for dealing with allegations of malpractice and our school adheres to these: The Head of Centre must:

- notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice. The only exception to this is candidate malpractice discovered in coursework or nonexamination assessments before the authentication forms have been signed by the candidate. If staff malpractice is discovered in coursework or non-examination assessments, the head of centre must inform the awarding body immediately, regardless of whether the authentication forms have been signed by the candidate(s);
- complete Form JCQ/M1 (suspected candidate malpractice) or Form JCQ/M2a (suspected malpractice/maladministration involving centre staff) to notify the awarding body/bodies whose qualifications are involved in an incident of malpractice. Each form is available from the JCQ website <http://www.jcq.org.uk/exams-office/malpractice> Malpractice - JCQ Joint Council for Qualifications Notifications in letter format will be accepted providing the information given covers the same points as Form JCQ/M1 or JCQ/M2a;
- supervise personally, and as directed by the awarding body, all investigations resulting from an allegation of malpractice unless the investigation is being led by the awarding body or another party;
- ensure that if it is necessary to delegate an investigation to a senior member of centre staff, the senior member of Centre staff chosen is independent and not connected to the department or candidate involved in the suspected malpractice. The Head of Centre should ensure there is no conflict of interest which can otherwise compromise the investigation;
- respond speedily and openly to all requests for an investigation into an allegation of malpractice. This will be in the best interests of Centre staff, candidates and any others involved;
- speedily and openly make available information as requested by an awarding body;
- co-operate and ensure their staff do so with an enquiry into an allegation of malpractice, whether the centre is directly involved in the case or not;
- inform staff members and candidates of their individual responsibilities and rights as set out in these guidelines;
- forward any awarding body correspondence and evidence to centre staff and/or provide staff contact information to enable the awarding body to do so;
- pass on to the individuals concerned any warnings or notifications of penalties and ensure compliance with any requests made by the awarding body as a result of a malpractice case.

DEFINITIONS OF MALPRACTICE:

Centre Staff Malpractice

The following are examples of malpractice by Centre staff. The list is not exhaustive and other instances of malpractice may be considered and acted upon.

- Moving the time or date of a fixed examination (beyond that permitted) without notifying the relevant Awarding Body.
- Failing to keep examination papers secure prior to the examination.
- Obtaining unauthorised access to examination material prior to an examination.
- Assisting candidates in the production of coursework, beyond that permitted by the regulations.
- Allowing candidates unsupervised access to coursework exemplar material, whether this is the work of former students or that provided by the Awarding Body.
- Failing to keep student computer files secure.
- Assisting or prompting candidates with the production of answers.

CANDIDATE MALPRACTICE

The following are examples of malpractice by candidates. The list is not exhaustive and other instances of malpractice may be considered and acted upon.

- Misuse of examination material.
- Behaving in such a way as to undermine the integrity of the examination.
- Failing to abide by the instructions or advice of an invigilator, supervisor or the Awarding Body in relation to the examination rules and regulations.
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations.
- Disruptive behaviour in the examination room (including the use of offensive language).
- Introduction of unauthorised material into the examination room e.g. notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar devices and watches.
- Introducing into the examination room notes in the wrong format (when notes are permitted) or incorrectly annotated texts (in open book examinations).
- Obtaining, receiving, exchanging or passing on information which could be examination related (or the attempt to) by means of talking or written paper/notes.
- Personation: pretending to be someone else, arranging for another to take one's place in an examination.
- The inclusion of inappropriate, offensive or obscene material in scripts or coursework.
- Copying from another candidate (including the misuse of ICT to do so).
- Collusion: working collaboratively with other candidates.
- Plagiarism: the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own.
- Theft of another's work.
- The deliberate destruction of another's work.
- The alteration of any results documents, including certificates.

PROCEDURES FOR INFORMING CANDIDATES OF AWARDING BODIES' REGULATIONS

All candidates receive a copy of the Awarding Bodies' regulations regarding coursework and examinations. During the course of the examination period, notices are displayed both in the area immediately outside the examination room and on display in the examination area.

Verbal Announcements

Before the beginning of every examination, candidates are given a verbal reinforcement of the Awarding Body's regulations. In addition, candidates are given the opportunity to hand in mobilephones that are kept securely outside of the examination room until the end of the examination.

PROCEDURES FOR INVESTIGATING ALLEGED MALPRACTICE

All cases of malpractice are reported to the Examinations Officer who will inform the Head of Centre. The Examinations Officer will obtain written statements from those concerned, whether the malpractice is by members of staff or candidates.

Investigation by St. Benedict's College into alleged malpractice by candidates

The Examinations Officer (DW) will conduct a full enquiry into the malpractice in conjunction with the Head of Centre. If malpractice is deemed to have taken place, then a full written report (using Form JCGQ/M/01 where appropriate) is submitted to the Awarding Body with supporting evidence.

- Candidates accused of malpractice are made fully aware at the earliest opportunity of the nature of the alleged malpractice, and of the possible consequences should malpractice be proven. The parents/guardians of the candidates are also notified - preferably in writing - of the alleged malpractice and of the possible consequences.
- Candidates accused of malpractice must be given the opportunity to respond (preferably in writing) to allegations made.
- Candidates accused of malpractice should be made aware of the avenues for appealing should a judgement be made against him or her. Full details of an Awarding Body's appeals procedure will be sent to the candidate and parents/guardians if the judgement goes against the candidate.
- The candidate and parents/guardians will be informed in writing of the outcome of the Awarding Body's decision.

INVESTIGATION BY THE SCHOOL INTO ALLEGED MALPRACTICE BY MEMBERS OF STAFF

- Investigations into any case of malpractice or irregularities against a member of staff must normally be carried out in the first instance by the Head of Centre of the school, in conjunction with the Awarding Body.
- Investigations into alleged malpractice or irregularities against the Head of Centre must be carried out by the Chair of the School's Governing Body, or the responsible employer, and reported to the Awarding Body when completed.
- Any member of staff accused of malpractice or irregularities must be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice, and the possible consequences should malpractice be proven.
- Any member of staff accused of malpractice or irregularities must have the opportunity to respond (preferably in writing) to allegations made.
- Any member of staff accused of malpractice or irregularities must be made aware of the avenues for appealing should a judgement go against him or her.
- When investigating serious cases or alleged staff malpractice, it may be necessary for a member of the Awarding Body staff to be present at an interview with the staff member concerned. The member of staff being interviewed may be accompanied by a friend or union representative.
- In accordance with the requirements of the Code of Practice and the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland, a report on cases where members of staff are found to have committed malpractice, together with details of the action taken by the Head of Centre, the Governing Body or the responsible employer must be forwarded to the regulatory authorities and may be made available to other Awarding Bodies if the Awarding Body decides that the circumstances of the case are sufficiently serious to warrant such reports being made.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, St. Benedict's College may impose the following sanctions through the direction of Head of Centre.

- 1) Written warning: Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied;
- 2) Training: Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training;
- 3) Special conditions: Impose special conditions on the future involvement in assessments by the member of staff;
- 4) Suspension: Bar the member of staff from all involvement in the administration of assessments for a set period of time;
- 5) Dismissal: Should the degree of malpractice be deemed gross professional misconduct, the member of staff could face dismissal from his/her post.

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the appeals policy.

REPORTS

It is the responsibility of the Head of Centre, acting on behalf of the Awarding Body, to submit a full written report of an investigation and to provide the following where appropriate:

- A statement of the facts, a detailed account of the circumstances and details of any investigations carried out by the Centre;
- Written statement(s) from the invigilators or other staff concerned;
- Written statements from the candidate(s) concerned;
- Any mitigating factors (e.g. relevant medical reports);
- Information about the School's procedures for advising candidates of the Awarding Bodies' regulations;
- Seating plans;
- Unauthorised material found in the examination room;
- Any work of the candidate and any associated material (e.g. source material for coursework) which is relevant to the investigation;
- The form JCGQ/M/01 should be used as the basis of the report.

PLAGIARISM

Plagiarism is a serious offence in the context of examinations. Advice will always be given to pupils that:

- Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. It is very important that you give credit where it is due.
- How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- another person's idea, opinion or theory;
- any facts, statistics, graphs, drawings – any pieces of information that are not common knowledge;
- quotations of another person's actual spoken or written words;
- paraphrase of another person's spoken or written words.

PLAGIARISM AND THE INTERNET

The internet has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarising these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or a quote from a website, they must cite that source.

If a writer wants to use visual information from a website, many of the same rules apply. Copying visual information or graphics from a website (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from websites – for example, if a student is constructing a web page as a class project, and copies graphics or visual from other sites, they must also provide details about the source of this information. In this case, it might be a good idea to obtain permission from the website's owner before using the graphics.

STRATEGIES FOR AVOIDING PLAGIARISM

- Put in quotations everything that comes directly from the text, especially when taking notes.
- Paraphrase, but make sure you are not just rearranging or replacing a few words. Read over what you want to paraphrase carefully: cover up the text with your hand, or close the text so you cannot see any of it (and so are not tempted to use the text as a 'guide'). Write out the idea in your own words without peeking.
- Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
- Using someone else's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

Chair of St. Benedict's Board of Governors

Name:

Phone/email:

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on:(date)

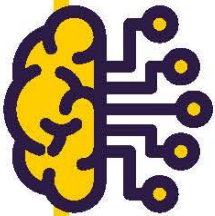
Signed:

Date:

As artificial intelligence (AI) technology is rapidly evolving, it's essential you understand how it can be used and misused within assessments. This summary provides key points to consider, to make sure assessment is fair for all.

1

Know your school or college's approach to managing AI in assessments



- Know what AI is and how it can be used
- Familiarise yourself with the JCQ *AI Use in Assessments* guidance
- Know what the risks are and how your school or college is managing them
- Understand how the approach applies to your subject



You're responsible for confirming the authenticity of students' work!

2

Plan how to prevent AI misuse in assessments

- If possible, find time for students to complete work under exam-like conditions/in class to help you understand the standard they are currently working at
- Talk to students about their work to check their understanding on an ongoing basis – before you start marking



REMEMBER

Your malpractice policy **MUST** include the use of AI

What AI is
The risks of using AI

How AI misuse will be treated as malpractice

What AI misuse is

When AI may be used

How AI should be acknowledged



3



Communicate the approach to students and parents/carers

- Be clear about when and if students can use AI tools
- If the qualification rules allow the use of AI tools, make sure students know how to reference clearly
- Remind students that any content produced using AI must be referenced and cannot be given marks – and a failure to reference use of AI is malpractice
- Make sure students and parents know that misusing AI is **cheating** and a form of malpractice. The consequences are severe – they could lose the marks for the assessment or even be disqualified from the subject
- Stress the importance of the candidate declaration (which references AI use) when they submit their work for assessment

If you suspect AI misuse...

4

Only accept work for assessment you consider to be the student's own!

- Compare with previous work for differences in quality, formatting, spelling, punctuation, grammar, vocabulary and tone
- Look out for AI indicators, for example, language style, lack of local knowledge, confidently wrong statements
- Consider the use of AI detection tools and discussing the work with the student as part of a holistic approach

IF YOU FIND AI MISUSE

If the student hasn't signed the declaration form, follow your school or college's malpractice policy

If the declaration form has already been signed, report to the awarding body





What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!

Know the rules
Talk to your teachers
Reference clearly

Examination/assessment details

Qualification or specification code	Qualification or specification title
Component/unit code/batch number	Component/unit title

Name(s) of invigilator(s)/assessment personnel or other witness/witnesses

Name	Role

Complete Sections A, B, C and D as indicated.

Section A (All qualifications)

Describe the nature of the suspected candidate malpractice including details as to how it was discovered, by whom and when.

--

Section B (Vocational qualifications only)

Describe how the candidates were made aware of the examination or assessment regulations.

--

Section C (All general qualifications and other qualifications if applicable)

Examinations

Was the *Warning to Candidates* displayed outside the examination room? (either by means of a projector or in hard copy paper format)

YES	<input checked="" type="checkbox"/>
NO	<input type="checkbox"/>

Had the candidate(s) been issued with a copy of the *Information for candidates?* (either electronically or a paper version)

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

Were candidates reminded of examination regulations at the beginning of this particular examination?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

Coursework/non-examination assessment

Had the candidate(s) been issued with a declaration of authentication?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

Had the candidate(s) signed the declaration of authentication stating that all work completed was the candidate's own?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

Was the *Information for candidates* issued to the candidate(s) prior to signing the declaration of authentication?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

Section D (All qualifications)

If the incident involves disruptive behaviour, did the candidate's behaviour cause disturbance to other candidates?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

If the answer to the above question is yes and you wish to request special consideration for other candidates, please submit an application for special consideration in the normal way.

If the incident involves the introduction of unauthorised material, is the unauthorised material enclosed?

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

If the answer to the above question is no, please give details below of the nature of the unauthorised material.

--

If the case involves plagiarism, please provide full details (i.e. title, author, edition, website, etc.) of the material plagiarised and include copies if possible.

--

If there are any other details you feel are relevant to this allegation, including mitigating circumstances, please give further information below.

--

Supporting evidence

Please indicate below the supporting evidence submitted with this report. All relevant information and materials **must** be submitted at this time. Evidence submitted subsequently may not be considered.

If submitting this form by email, please ensure that all supporting documents are scanned and attached (preferably as PDF documents) to the same email.

Evidence submitted with this form	
Statement(s) from invigilator(s)	<input type="checkbox"/>
Statement from teacher/tutor/head of subject/assessor/internal verifier	<input type="checkbox"/>
Statement from examinations officer	<input type="checkbox"/>
Statement(s) from candidate(s)	<input type="checkbox"/>
Statement from employer	<input type="checkbox"/>
Seating plan of examination room	<input type="checkbox"/>
Unauthorised material removed from the candidate(s)	<input type="checkbox"/>
Copies of sources of plagiarised material	<input type="checkbox"/>
Assessment and Internal Verification or Moderation records	<input type="checkbox"/>
Other (please give details)	<input type="checkbox"/>

If statement(s) from the candidate(s) is/are not enclosed, please put a cross in this box to indicate that the candidate(s) has/have been given the opportunity to make a statement, but has/have chosen not to do so.

To be completed by the head of centre

Name (please print)		Tel no.	
Signature*		Date	

* Submission by email from the centre's registered email address will be accepted in place of a signature.

NOTES ON THE COMPLETION OF FORM JCQ/M1

This form **must** be used by the head of the centre to notify the appropriate awarding body of an instance of suspected candidate malpractice in the conduct of examinations or assessments. It can also be used to provide a report on investigations into instances of suspected malpractice.

In order to prevent the issue of erroneous results and certificates, it is essential that the awarding body concerned is notified immediately of instances of suspected candidate malpractice.

Full details of the procedures which **must** be followed when investigating cases of suspected malpractice can be found in the JCQ publication: *Suspected Malpractice in Examinations and Assessments; Policies and Procedures*. <http://www.jcq.org.uk/exams-office/malpractice>

Reports on investigations from centres **must** include:

- a detailed account of the circumstances surrounding the suspected candidate malpractice including, in the case of disruptive behaviour, an indication as to whether the behaviour continued after warnings were given, and whether the candidate was removed from the examination room/assessment situation or not;
- the procedures for advising candidates of the regulations concerning the conduct of examinations and/or assessments;
- a report of any investigation carried out subsequently by the centre;
- signed and dated statements from the staff concerned (e.g. invigilators, assessors, teachers, tutors, etc.) on the centre's official letterheaded paper;
- signed and dated statements from the candidate(s) concerned or a clear indication that they have been given the opportunity to make a statement; (In circumstances which make it inappropriate to interview the candidate, the centre should discuss the case in confidence with the awarding body.)
- seating plans of the examination room (if appropriate).

This form is intended to be used as the basis for the report.

If the first four pages of the form are printed on A3 paper, and backed, it can be used as a coversheet for supporting documentation.

This form may be submitted either by post or by email. Submission by email from the centre's registered email address will be accepted in place of a signature.

When submitting the form by email, all supporting documents should be scanned and attached (preferably as PDF documents) to the same email, and the originals retained within the centre. Reports which require the inclusion of lengthy documents or candidate work should be sent by post. Centres must not submit the same report by both methods.

The awarding body concerned will acknowledge receipt of this form.



Report of suspected candidate malpractice

This checklist is intended to assist centres when completing a report of suspected candidate malpractice.

It is the responsibility of the head of centre to ensure that these requirements have been met.

Reference is made to the requirements detailed in the JCQ document:
Suspected Malpractice in Examinations and Assessments: Policies and Procedures
<http://www.jcq.org.uk/exams-office/malpractice>

Please indicate by putting a cross in the appropriate box for the following points:

		Yes	No
1.	The candidate(s) has/have been informed of their individual responsibilities and rights (section 5.3.2).	<input type="checkbox"/>	<input type="checkbox"/>
2.	A candidate or candidates accused of malpractice:		
	<ul style="list-style-type: none"> has/have been informed (preferably in writing) of the allegation made against him or her; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> has/have been advised that a copy of the JCQ publication <i>Suspected Malpractice in Examinations and Assessments: Policies and Procedures</i> can be found on the JCQ website; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> know(s) what evidence there is to support the allegation; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> know(s) the possible consequences should malpractice be proven; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> has/have had the opportunity to consider their response to the allegations (if required); 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> has/have had an opportunity to submit a written statement; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> has/have had an opportunity to seek advice (as necessary) and to provide a supplementary statement (if required); 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> has/have been informed of the applicable appeals procedure should a decision be made against him or her; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> has/have been informed of the possibility that information relating to a serious case of malpractice may be shared with other awarding bodies, the regulators and other appropriate authorities. 	<input type="checkbox"/>	<input type="checkbox"/>

The form and supporting documentation must be sent to:

AQA

Irregularities/Malpractice

AQA

Devas Street

Manchester M15 6EX

irregularities@aga.org.uk

CCEA

Irregularities/Malpractice

29 Clarendon Road

Belfast BT1 3BG

malpractice@ccea.org.uk

City & Guilds

Investigation and Compliance

5-6 Giltspur Street

London EC1A 9DD

investigationandcompliance@cityandguilds.com

NCFE

Customer Compliance & Investigations Team

Q6, Quorum Business Park

Benton Lane

Newcastle Upon Tyne NE12 8BT

CustomerCompliance@NCFE.org.uk

OCR

Vocational Qualifications

Compliance Team

Progress House

Westwood Way

Coventry CV4 8JQ

malpractice@ocr.org.uk

General Qualifications

Compliance Team

The Triangle Building

Shaftesbury Road

Cambridge

CB2 8EA

malpractice@ocr.org.uk

Pearson

Candidate Malpractice

Investigations Processing Team

Lowton House

Lowton Way

Hellaby Business Park

Rotherham S66 8SS

candidatemalpractice@pearson.com

WJEC

Compliance Team
245 Western Avenue
Cardiff CF5 2YX
malpractice@wjec.co.uk



JCQ/M2

Notification of suspected malpractice/maladministration involving centre staff

Confidential

This form is to be used by a head of centre **before** an investigation commences to notify an awarding body of an instance of alleged, suspected or actual malpractice or maladministration. **It must be completed and submitted to the appropriate awarding body immediately a suspicion is raised or an allegation received.**

Awarding body

--

Centre Number

--

Centre Name and address

Head of centre's email address

Head of centre's telephone number

--	--

Name of head of centre

--

Name(s) of centre staff involved

Position

Details of examinations/assessments involved

Qualification, unit or specification code	Qualification, unit or specification title

Date and time of incident

Describe the nature of the suspected malpractice/maladministration, including details as to how it was discovered by whom and when.

Could the candidates have been unfairly advantaged or disadvantaged by the suspected malpractice/maladministration? If so, please give details.

Describe the steps the centre management propose to take to gather evidence relating to this matter.

Individual proposed to gather evidence

Name:	
Role within centre/organisation:	
Reason why suitable to gather evidence (e.g. experienced senior leader):	

Have you and the individual proposed to gather evidence read the JCQ guidance on conflicts of interest and personal interest at sections 4.1.3 and 5.7-5.8 and Appendix 3 within the JCQ <i>Suspected Malpractice: Policies and Procedures</i> ?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Does the individual proposed to gather evidence have any known conflicts of interest or personal interest in the outcome of the investigation?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Name and position (please print): _____

Signed: _____

Date: _____

The form and supporting documentation must be sent to:

AQA

Irregularities/Malpractice
AQA
Devas Street
Manchester M15 6EX
irregularities@qa.org.uk

CCEA

Irregularities/Malpractice
29 Clarendon Road
Belfast BT1 3BG
malpractice@ccea.org.uk

City & Guilds

Investigation and Compliance
5-6 Giltspur Street
London EC1A 9DD
investigationandcompliance@cityandguilds.com

NCFE

Provider Assurance Team
Q6, Quorum Business Park
Benton Lane
Newcastle Upon Tyne NE12 8BT
providerassurance@ncfe.org.uk

OCR

Vocational Qualifications

Compliance Team
Progress House
Westwood Way
Coventry CV4 8JQ
malpractice@ocr.org.uk

General Qualifications

Compliance Team
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA
malpractice@ocr.org.uk

Pearson

Maladministration/Staff Malpractice

Investigations Team
80 Strand
London WC2R 0RL
pqsmalpractice@pearson.com

WJEC

Compliance Team

245 Western Avenue

Cardiff CF5 2YX

malpractice@wjec.co.uk



JCQ M3

Report into suspected malpractice/maladministration involving centre staff

Confidential

This form is to be used by a head of centre following the gathering of evidence related to an investigation into an instance of suspected malpractice or maladministration. It **must** be completed and submitted to the appropriate awarding body together with supporting statements and documentation.

If the gathering of evidence has not yet commenced please use **Form JCQ/M2 Notification of suspected malpractice/maladministration** which can be found on the JCQ website:

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

Awarding body

--

Centre Number

--

Centre Name and address

Head of centre's email address

Head of centre's telephone number

--	--

Name of head of centre

--

Name(s) of centre staff involved

Position

Name(s) of centre staff involved	Position

Details of examinations/assessments involved

Qualification, unit or specification code	Qualification, unit or specification title

Date and time of incident

--

Individual(s) who gathered evidence

Name:	
Role within centre/organisation:	
Reason why suitable to gather evidence (e.g. experienced senior leader):	

Did any external people (e.g. local authority personnel, union officers) assist in the gathering of evidence? If so, please give details:

Name(s)

Position

Give details of the evidence you have obtained and your findings

Where malpractice (including maladministration) has been identified, please use the box below to provide:

- **details of the actions your centre proposes to take to mitigate the impact on candidates; and**
- **details of the actions your centre proposes to take to prevent a recurrence of similar incidents in future**

Does the individual proposed to gather evidence have any known conflicts of interest or personal interest in the outcome of the investigation?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
--	---------------------------------	--------------------------------

Name and position: _____

Signed: _____

Date: _____



Report into suspected malpractice/maladministration involving centre staff

This checklist is intended to assist centres when gathering evidence for an investigation into suspected malpractice or maladministration involving centre staff. Once completed, it **must** be submitted to the awarding body together with the supporting statements and documentation. **It is the responsibility of the head of centre to ensure that these requirements have been met.**

Reference is made to the requirements detailed in the JCQ document:

Suspected Malpractice: Policies and Procedures

Name of centre staff member: _____

Please indicate by putting a cross in the appropriate box for the following points:

		Yes	No
1.	The head of centre and accused member of staff has been informed of their individual responsibilities and rights (sections 4.1.3 and 5.3.2).	<input type="checkbox"/>	<input type="checkbox"/>
2.	The member of staff accused of malpractice should:		
	<ul style="list-style-type: none"> be informed (preferably in writing) of the allegation made against him or her (include a copy of any letter/notification in the submission); 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> be provided with a copy of the JCQ publication <i>Suspected Malpractice: Policies and Procedures</i>; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> know what evidence there is to support the allegation (provide full details in the submission to the awarding body); 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> know the possible consequences should malpractice be proven; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> have the opportunity to consider their response to the allegations (provide a verified record of any interviews conducted); 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> have an opportunity to submit a written statement (provide a copy of all statements); 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> be informed that he/she will have the opportunity to read and make a statement in response to the submission to the awarding body's Malpractice Committee; 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> have an opportunity to seek advice (as necessary) and to provide a supplementary statement (if required); 	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> be informed of the applicable appeals procedure should a decision be made against him or her; 	<input type="checkbox"/>	<input type="checkbox"/>

	<ul style="list-style-type: none">• be informed of the possibility that information relating to a serious case of malpractice may be shared with other awarding bodies, the regulators and other appropriate authorities.	<input type="checkbox"/>	<input type="checkbox"/>
--	---	--------------------------	--------------------------

This form must be enclosed with the report and any other relevant evidence.

The form and supporting documentation must be sent to:

AQA

irregularities@aqa.org.uk

CCEA

malpractice@ccea.org.uk

City & Guilds

investigationandcompliance@cityandguilds.com

NCFE

CustomerCompliance@NCFE.org.uk

OCR

malpractice@ocr.org.uk

Pearson

pqsmalpractice@pearson.com

WJEC

malpractice@wjec.co.uk



Joint Council for
Qualifications ^{CIC}

REVISION ONE

AI Use in Assessments: Protecting the Integrity of Qualifications

Guidance for Teachers & Assessors

Published on: 26 April 2023

Revision one: 2 February 2024

Produced on behalf of:



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Executive summary

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds teachers and assessors in centres of best practice in this area, applying it in the context of AI use.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(k) of the *JCQ General Regulations for Approved Centres* (<https://www.jcq.org.uk/exams-office/general-regulations/>), **teachers and assessors must only accept work for qualification assessments which is the students' own;**
- Students 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;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students 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 student 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 (please see the **Acknowledging AI use** and **AI use and marking** sections below and **Appendix B: Exemplification of AI use in marking student work** at the end of this document); and
- Where teachers have doubts about the authenticity of student 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.

The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating student malpractice, including the misuse of AI.

This guidance refers to AI tools and AI detection tools as they were at the time of publication; the JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate. Examples of candidate AI misuse cases and marking candidate work where AI tools have been used can be found in **appendices A** and **B** to this document.

This document was first published on 26 April 2023. It was amended on 2 February 2024.

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The assessments this guidance applies to

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs). This document is primarily intended to provide guidance in relation to these assessments.

What is AI use and what are the risks of using it in assessments?

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 students 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.

AI chatbots are AI tools which generate 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) upon which they have been 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, articles, fiction, and non-fiction
- 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/auth/login>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Gemini (<https://gemini.google.com/>)
- Claude (<https://claude.ai/>)

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

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

There are also AI tools which can be used to generate music. These include:

- Soundraw (<https://soundraw.io/>)
- wavtool (<https://wavtool.com/>)
- Musicfy (<https://create.musicfy.lol/>)

The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, 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 is AI misuse?

As has always been the case, and in accordance with section 5.3(k) of the *JCQ General Regulations for Approved Centres* (<https://www.jcq.org.uk/exams-office/general-regulations/>), students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work. Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- AI misuse is where a student 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 student'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 student'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.

AI misuse constitutes malpractice as defined in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>). 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. Students' 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.

Examples of AI misuse cases dealt with by awarding organisations can be found in **Appendix A: AI misuse examples** at the end of this document.

Centre engagement with and discussion of AI

Centres should already have agreed policies and procedures relating to assessment in place to ensure the authenticity of assessments. Centres must now ensure that these can also address the risks associated with AI misuse.

Teachers, assessors and other staff must discuss the use of AI in qualification assessments and agree their approach to managing students' use of AI in their school, college or exam centre. Centres must make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment. They should also make students aware of the centre's approach to plagiarism and the consequences of malpractice. Centres should consider communicating with parents to make them aware of the risks and issues and ensure they support the centre's approach.

Centres should do the following:

- a) Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them and to their parents/carers the risks of malpractice;
- b) Update the centre's malpractice/plagiarism policy to acknowledge the use of AI (e.g. what it is, the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged) – most simply by referencing this document;
- c) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should reference appropriately (including websites);
- d) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should acknowledge any use of AI to avoid misuse (see the below section on **Acknowledging AI use**);
- e) Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools (see the **What is AI use and what are the risks of using it in assessments?** and **What is AI misuse?** sections);
- f) Ensure that, where students are using word processors or computers to complete assessments, teachers and relevant centre staff are aware of how to disable improper internet/AI access where this is prohibited;
- g) Consider whether students should be required to sign a declaration that they have understood what AI misuse is, and that it is forbidden in the learning agreement that is signed at enrolment in some centres;
- h) Ensure that each student is issued with a copy of, and understands, the appropriate JCQ *Information for Candidates* (www.jcq.org.uk/exams-office/information-for-candidates-documents);
- i) Reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject;
- j) Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice (see the **Awarding Organisation actions** section below and the examples of AI misuse cases dealt with by awarding organisations can be found in **Appendix A: AI misuse examples** at the end of this document); and
- k) Ensure that teachers are aware they must not use AI tools as the sole marker of student work (see **AI use and marking** section below).

Acknowledging AI use

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

In addition to the above, where students 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 student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own. Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document (see link below).

The JCQ guidance on referencing can be found in the following:

- *Plagiarism in Assessments* (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)
- *Instructions for conducting coursework* (https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)
- The Information for Candidates documents (<https://www.jcq.org.uk/exams-office/information-for-candidates-documents>)

Other actions which should be considered in relation to acknowledging AI use are:

- a) Students being reminded that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification – in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;
- b) Students should also be reminded that if they use AI so that they have not independently met the marking criteria, they will not be rewarded (examples of how to implement this can be found in [Appendix B: Exemplification of AI use in marking student work](#) at the end of this document).

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 still 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 applied, the assessor may need to take into account the failure to independently demonstrate their understanding of certain aspects when determining the appropriate mark/grade to be awarded. Where such AI use has been considered, and particularly where this has had an impact upon the final marks/grades awarded by the assessor, clear records should be kept - this provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for moderation/standards verification.

Examples of how to take into account the acknowledged use of AI tools when marking can be found in **Appendix B: Exemplification of AI use in marking student work** at the end of this document.

Centres may determine, after careful consideration of any data privacy concerns, whether it is appropriate for their teachers and assessors to use AI tools to help mark student work. Where centres do permit AI tools to be used to mark student work, an AI tool cannot be the sole marker. A human assessor must review all of the work in its entirety and determine the mark they feel it warrants, regardless of the outcomes of an AI tool. The assessor remains responsible for the mark/grade awarded.

Preventing AI misuse in assessments

While there may be benefits to using AI in some situations, there is the potential for it to be misused by students, either accidentally or intentionally. AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, can be considered a form of plagiarism. Jcq has published guidance on plagiarism which provides guidance on what plagiarism is, how to prevent it, and how to detect it (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>). 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 likely to be key. Here are some actions which should be taken (many of these will already be in place in centres as these are not new requirements):

- a) Consider restricting access to online AI tools on centre devices and networks;
- b) Ensure that access to online AI tools is restricted on centre devices used for exams;
- c) Set reasonable deadlines for submission of work and providing reminders;
- d) Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;
- e) Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;
- f) Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material;
- g) Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
- h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- i) Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Identifying misuse

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own. There are also some tools that can be used. We explore these different methods below.

Comparison with previous work

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:

- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.

Private candidates

Verifying the authenticity of work submitted by private candidates can be more challenging for centres, given that they may not have a good understanding of the standard the student is currently working at. 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* (<https://www.jcq.org.uk/exams-office/coursework/>).

Potential indicators of AI misuse

If the following are seen in student work, it may be an indication that the student has misused AI:

- a) A default use of American spelling, currency, terms and other localisations*
- b) A default use of language or vocabulary which might not accord with the qualification level*
- c) A lack of direct quotations and/or use of references where these are required/expected-
- d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- e) 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
- f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
- g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work

- h) A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
- i) A lack of graphs/data tables/visual aids where these would normally be expected
- j) A lack of specific local or topical knowledge
- k) Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
- l) The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
- m) The submission of student work in a typed format, where their normal output is handwritten
- n) 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 and variety or to overcome its output limit
- o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
- p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

*Please be aware, though, that AI tools can be instructed to employ different languages, registers and levels of proficiency when generating content.

-However, some AI tools will produce quotations and references.

Automated detection

AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who tend to use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI, for example:

- Turnitin AI writing detection (<https://www.turnitin.com/solutions/topics/ai-writing/ai-detector/>)
- Copyleaks (<https://copyleaks.com/ai-content-detector>)
- GPTZero (<https://gptzero.me/>)
- Sapling (<https://sapling.ai/ai-content-detector>)

These can be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI-generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve. Spending time getting to know how the detection tools work will help teachers and assessors understand what they are and aren't capable of.

AI detection tools, including those listed above, employ a range of detection models which can vary in accuracy depending on the AI tool and version used, the proportion of AI to human content, prompt types and other factors (such as an individual's English language competency). In instances where misuse of AI is suspected it can be helpful to use more than one detection tool to provide an additional source of evidence about the authenticity of student work.

The use of detection tools, where used, should form part of a holistic approach to considering the authenticity of students' work; all available information should be considered when reviewing any malpractice concerns. Teachers will know their students best and so are best placed to assess the authenticity of work submitted to them for assessment – AI detection tools can be a useful part of the evidence they can consider.

Reporting

If your suspicions are confirmed and the student has not signed the declaration of authentication, your centre doesn't need to report the incident to the appropriate awarding organisation. Steps to resolve such incidents should be detailed in the centre's malpractice/plagiarism policy. These should include ensuring that students are aware of what malpractice is, how to avoid malpractice, how to properly reference sources and acknowledge AI tools, etc.

Teachers must not accept work which is not the student's own. Ultimately the Head of Centre has the responsibility for ensuring that students do not submit inauthentic work.

If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation. The procedure is detailed in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>).

Awarding Organisation actions

The Jcq awarding organisations ensure that their staff, moderators and examiners are appropriately trained in the identification of malpractice and have established procedures for reporting and investigating suspected malpractice.

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 relevant awarding organisation will liaise with the Head of Centre regarding the next steps of the investigation and how appropriate evidence will be obtained. The awarding organisation will then consider the case and, if necessary, impose a sanction in line with the sanctions given in the *Jcq Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>). The sanctions applied to a student committing plagiarism and making a false declaration of authenticity range from a warning regarding future conduct to disqualification and the student being barred from entering for one or more examinations for a set period of time.

Examples of AI misuse cases dealt with by awarding organisations can be found in **Appendix A: AI misuse examples** at the end of this document.

Awarding organisations will also take action, which can include the imposition of sanctions, where centre staff are knowingly accepting, or failing to check, inauthentic work for qualification assessments.

Appendix A: AI misuse examples

Introduction

The following are anonymised examples from recent malpractice cases involving the misuse of AI tools. Please note that although specific subjects are identified in the examples below, the circumstances described, and the associated actions and sanctions could be applied to any qualification as appropriate. We have chosen the following so as to give examples which cover a range of different contexts, including where centres have reported AI misuse concerns and where awarding body assessment personnel have identified potential issues. The final example is an example of what can go wrong when word processors have not been correctly set up for examinations.

Plagiarism - AI misuse

Awarding body: AQA

Qualification: A Level History NEA

A centre reported that the teacher for A Level History had concerns relating to two candidates' NEA submissions. The concerns were that multiple sections were inconsistent with other parts of the candidates' work and the candidates' usual level and style of writing.

The centre used AI detection software to follow up on the teacher's concerns. The centre's review identified the following.

Candidate A: The AI detection software identified the work as being highly likely to have been generated by AI. This candidate admitted using ChatGPT to generate a guideline for their own work and claimed that they had accidentally submitted the guideline instead of their own work.

Candidate B: The AI detection software identified the work as being potentially generated by AI, and likely a combination of AI and human input. This candidate admitted using ChatGPT for some of the content of their work, for both the improvement of their own work as well as the creation of entirely new content.

The centre reported both candidates to the awarding body and provided confirmation that the candidates had been issued all relevant 'information for candidates' documents and that the candidates had signed the declaration of authenticity to declare that the work completed was their own.

Both candidates were found to have committed malpractice. Candidate A was disqualified from the A Level History qualification and candidate B received a loss of all marks gained for the A Level History NEA component.

Awarding body: OCR

Qualification: Cambridge Nationals Enterprise and Marketing

The moderator raised concerns of suspected plagiarism in a unit of the above qualification, due to a lack of referencing seen within candidates' work.

Through using Turnitin, two candidates were identified who may have potentially used AI tools, or Large Language Models (LLMs), to generate content for at least one Learning Objective. These included explanations of different business terms and financial analyses.

One candidate admitted to using ChatGPT in the later parts of their coursework as they had not understood some of the questions and felt that assistance from their teacher was "too infrequent". They stated that their logic was that it was no different to asking a teacher for advice as the AI tool would take information from across the internet and since they were asking specific questions, the 'reply' from the AI tool would be the same as getting teacher advice and feedback.

The other candidate admitted that they had used an AI tool to generate content for their work but couldn't remember which sections of work had been their own.

Although the cohort had been told about plagiarism and how to avoid it, there had been no specific mention of AI tools – despite AI misuse being a form of plagiarism.

Based on the evidence provided by the centre, it was determined that the two candidates would receive zero marks for the affected Learning Objectives.

Awarding body: Pearson

Qualification: Extended Project P301

During a regular review of work for the purposes of identifying potential AI misuse, a candidate's Extended Project submission was identified by detection software as containing several unreferenced sections of AI generated content. A further manual evaluation of the submission concluded that multiple sections of the work included extensive indicators associated with generative AI. Upon contacting the centre, the candidate declined to provide a statement explaining the concerns, and the case was referred to Pearson's Malpractice Committee for consideration.

Following a careful review of the available evidence, the Malpractice Committee found the candidate to be in breach of the JCQ AI Use in Assessments guidance which defines as malpractice "copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own" and "failing to acknowledge use of AI tools when they have been used as a source of information".

The Malpractice Committee determined that, as the result of the malpractice, the candidate be disqualified from the qualification.

Awarding body: AQA

Qualification: GCSE Religious Studies

A candidate's word processed exam script was escalated to the malpractice team by the examiner marking it because they had identified frequent American spellings and they felt the highly sophisticated language and concepts it contained were not consistent with GCSE level work.

The candidate's word processed script was reviewed using AI detection software which returned a high probability score for the use of AI. The candidate was asked to provide a statement, in which they denied the use of AI.

After consideration of the evidence gathered, it was decided that the candidate had breached examination conditions and used AI for the production of answers in their examination. The candidate received a loss of all marks gained for a component. Post-results, it was also concluded by the centre that the candidate's marks and grades were not consistent with expectation or previous attainment. Following the outcome of this case and the disparity in performance flagged by the centre, all of the candidate's assessments were processed through AI detection software which showed multiple components were affected. The outcome was that the candidate received a loss of all marks gained for the affected components.

The candidate's word processor had not been correctly set up. Internet access should have been disabled for the word processor, which would have prevented this malpractice from occurring. As part of the investigation, the awarding body sought to ensure that such incidents could not recur. The centre gave details of the steps that would be taken to prevent a recurrence of this issue, which included the re-training of invigilators on word processor set up.

Appendix B: Exemplification of AI use in marking student work

Introduction

The following are examples of how the JCQ AI Use in Assessments guidance relating to students using AI tools such that they have not independently met the marking criteria can be applied by teachers and assessors, as per page 6 of the guidance: “b) Students should also be reminded that if they use AI so that they have not independently met the marking criteria they will not be rewarded.” In the below examples, students have not independently met the marking criteria because of their over reliance on AI tools.

Examples

Awarding body: Pearson
Qualification: A level History

A candidate has produced coursework for the NEA component of the qualification which is of a good standard. The candidate has used a range of sources and AI tools which have been appropriately cited within the work. The candidate has demonstrated some understanding of the topic, using generally correct and appropriate information. The candidate has also expressed an opinion on the topic at hand and has attempted some discussion of differing viewpoints. The work is clear and coherent but does lack depth.

The assessor marking the work at the centre consults the mark scheme for this component and identifies that the work is likely to attract marks which make it fall within Level 3. The mark scheme for this level is as follows:

Level	Mark	Descriptor						
Level 3		Explains analysis and attempts evaluation						
17-24		<ul style="list-style-type: none"> • A range of material relevant to the enquiry has been identified from reading and appropriately cited. Information has been appropriately selected and deployed to show understanding of the overall issue in question. • A judgement on the question is related to some key points of view encountered in reading and discussion is attempted, albeit with limited substantiation. Contextual knowledge of some issues related to the debate is shown and linked to some of the points discussed. • Analyses some of the views in three chosen works by selecting and explaining some key points and indicating differences. Explanation demonstrates some understanding of the reasons for differences. • Attempts are made to establish valid criteria for evaluation of some arguments in the chosen works and to relate the overall judgement to them, although with weak substantiation. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the conceptual focus of the enquiry, but material lacks range or depth. The answer is concise and shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. 						
		<table border="0"> <tr> <td>Low level 3: 17-18 marks</td> <td>Mid level 3: 19-21 marks</td> <td>High level 3: 22-24 marks</td> </tr> <tr> <td>The qualities of Level 3 are displayed, but material is less convincing in some aspects and it is not concise.</td> <td>The qualities of Level 3 are displayed, but material is less convincing in some aspects or it is not concise.</td> <td>The qualities of Level 3 are securely displayed.</td> </tr> </table>	Low level 3: 17-18 marks	Mid level 3: 19-21 marks	High level 3: 22-24 marks	The qualities of Level 3 are displayed, but material is less convincing in some aspects and it is not concise.	The qualities of Level 3 are displayed, but material is less convincing in some aspects or it is not concise.	The qualities of Level 3 are securely displayed.
Low level 3: 17-18 marks	Mid level 3: 19-21 marks	High level 3: 22-24 marks						
The qualities of Level 3 are displayed, but material is less convincing in some aspects and it is not concise.	The qualities of Level 3 are displayed, but material is less convincing in some aspects or it is not concise.	The qualities of Level 3 are securely displayed.						

Having carefully considered the descriptors and the candidate's work, the assessor considers that the work is of a high level 3 standard, worth 22-24 marks. However, for the section in the work in which the candidate discusses some key points and differences between three historical resources, the candidate has relied solely upon an AI tool. This use has been appropriately acknowledged and a copy of the input to and output from the AI tool has been submitted with the work. As the candidate has not independently met the marking criteria they cannot be rewarded for this aspect of the descriptor (i.e. the third bullet point above). The assessor therefore places the work in the mid-level 3 category, awarding 20 marks.

The assessor ensures this decision regarding the student's AI use and its impact on marking is clearly recorded. This provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for moderation.

Awarding body: Pearson

Qualification: BTEC Level 3 National Extended Diploma in Business

A student has produced work for unit 1: Exploring Business. The student has produced work of a good standard in which they have compared two different businesses in some depth. The candidate has used a range of sources and AI tools which have been appropriately cited within the work. In the work the student has assessed the relationship with stakeholders by the two companies, analysed the two organisations' structures, discussed the effects of the business environment on the companies - including their response to recent and potential future changes in the market, and reviewed the importance of innovation and entrepreneurship in the success of one of the companies.

The assessor to whom the work has been submitted carefully reviews the assessment criteria for unit 1, which are as follows:

Assessment criteria		
Pass	Merit	Distinction
Learning aim A: Explore the features of different businesses and analyse what makes them successful		
<p>A.P1 Explain the features of two contrasting businesses.</p> <p>A.P2 Explain how two contrasting businesses are influenced by stakeholders.</p>	<p>A.M1 Assess the relationship and communication with stakeholders of two contrasting businesses using independent research.</p>	<p>AB.D1 Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.</p>
Learning aim B: Investigate how businesses are organised		
<p>B.P3 Explore the organisation structures, aims and objectives of two contrasting businesses.</p>	<p>B.M2 Analyse how the structures of two contrasting businesses allow each to achieve its aims and objectives.</p>	
Learning aim C: Examine the environment in which businesses operate		
<p>C.P4 Discuss the effect of internal, external and competitive environment on a given business.</p> <p>C.P5 Select a variety of techniques to undertake a situational analysis of a given business.</p>	<p>C.M3 Assess the effects of the business environment on a given business.</p>	<p>C.D2 Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques.</p>

Assessment criteria

Pass

Merit

Distinction

Learning aim D: Examine business markets

D.P6 Explore how the market structure and influences on supply and demand affect the pricing and output decisions for a given business.

D.M4 Assess how a given business has responded to changes in the market.

C.D3 Evaluate how changes in the market have impacted on a given business and how this business may react to future changes.

Learning aim E: Investigate the role and contribution of innovation and enterprise to business success

E.P7 Explore how innovation and enterprise contribute to the success of a business.

E.M5 Analyse how successful the use of innovation and enterprise has been for a given business.

E.D4 Justify the use of innovation and enterprise for a business in relation to its changing market and environment.

The assessor is content that the work meets all Pass, Merit and Distinction criteria. However, the assessor is aware that in the section in which the student discusses how one of the businesses might react to future changes in the business environment, the student has relied upon the use of an AI tool (appropriately acknowledged, with the input and output from the AI tool submitted together with the assignment) and has not independently demonstrated their own understanding beyond this. The assessor therefore cannot award criterion D.D3 and, as the work has not met all Distinction assessment criteria (which is required to achieve an overall Distinction grade), the work is awarded a Merit grade overall.

The assessor ensures this decision regarding the student's AI use and its impact on marking is clearly recorded. This provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for standards verification.

Awarding body contacts

Centres and assessors can contact the relevant awarding body for more advice and guidance when marking work for a particular qualification.

AQA

Tel: 0800 197 7162

Tel: +44 161 696 5995 (outside the UK)

Email: eos@aqa.org.uk

Website: www.aqa.org.uk/contact-us

CCEA

Tel: 02890 261 200

Email: info@ccea.org.uk

Website: www.ccea.org.uk/contact

City & Guilds

Tel: 0844 543 0033

Email: learnersupport@cityandguilds.com

Email: general.enquiries@cityandguilds.com

Website: www.cityandguilds.com/help/contact-us

NCFE

Email: customersupport@ncfe.org.uk

Tel: 0191 239 8000

Website: <https://www.ncfe.org.uk/contact-us>

OCR

Tel: 01223 553 998

Email: support@ocr.org.uk

Website: www.ocr.org.uk/contact-us

Pearson

Tel: 0845 618 0440

Webform: <http://qualifications.pearson.com/en/forms/contact-the-team.html>

Website: <http://qualifications.pearson.com/en/contact-us.html>

WJEC/CBAC

Tel: 02920 265 000

E-mail: info@wjec.co.uk

Website: <http://www.wjec.co.uk/home/about-us/useful-contacts/>

Ongoing Responsibilities

- **Familiarise with JCQ Guidance:** Ensure thorough understanding of JCQ regulations on malpractice and access arrangements.
 - Review the latest JCQ publications: *Suspected Malpractice in Examinations and Assessments* and *Access Arrangements and Reasonable Adjustments*.
 - Ensure subject-specific schemes adhere to regulations set by CCEA, OCN, and WJEC.
- **Staff Training:** Conduct regular updates with staff about malpractice prevention, access arrangements, and data protection.
- **Candidate Awareness:** Share guidance with students on plagiarism, academic integrity, and permitted resources.
- **Details of Agreement trials shared by Exams Officer (DW)**

September to October

Access Arrangements

- **Deadline:** Submit initial requests for access arrangements by **October 31**.
 - Collaborate with the Learning Support coordinator (KA) to identify students needing access arrangements (e.g., extra time, readers, scribes).
 - Ensure psychological and medical evidence is up-to-date and valid for the current academic year.

Exam Entries

- Begin reviewing student registrations and confirm course enrolments.
- **Deadline:**
- Submit entries for November exams by **????**. Late fees may apply after this date.

Malpractice Prevention

- Conduct malpractice training with staff and students, covering:
 - Collusion, plagiarism, and use of prohibited materials.
 - Reporting suspected cases of malpractice.

November to December

Mock Examinations

- **December (specific dates to be confirmed):**
 - Oversee the administration of mock exams under JCQ-compliant conditions.
 - Provide students with exam rules and expectations ahead of mocks.
 - Monitor the implementation of access arrangements to ensure they are appropriate and effective.
 - Use mock exams as an opportunity to identify gaps in understanding or training for invigilators and staff.

Access Arrangements

- **Deadline:** Submit access arrangement forms to awarding bodies by **December 21**.
 - Use JCQ's *Access Arrangements Online* portal for applications.
 - Collect feedback from mock exam invigilators about access arrangement implementation.

Exam Entries

- **Deadline:** Submit entries for January exams (if applicable) by **November 21**.

Malpractice Monitoring

- Audit mock exam scripts for authenticity (e.g., check for plagiarism or collusion).
- Prepare for possible resits or adjustments if malpractice is identified.

January to March

Exam Entries

- **Deadline:**
- Submit entries for March exams by **January 31**. Late fees may apply after this date.
- Submit entries for summer exams by **February 21**. Late fees may apply after this date.
- Verify candidate details and issue Statement of Entry to students for confirmation.

Access Arrangements

- Conduct follow-ups for approved access arrangements, ensuring practice papers are conducted under these conditions.

Malpractice Monitoring

- Perform sample checks on coursework/NEAs to verify authenticity.
- Address suspected cases of malpractice following JCQ procedures.
 - Collect evidence and submit *Form M1* for suspected malpractice incidents.

April to June

Examination Period Preparation

- **Deadline:**
- Submit entries for controlled assessments (CCEA) by **May 05**. Late fees may apply after this date.
- **Malpractice Prevention:**
 - Remind students and staff of exam regulations, including prohibited items (e.g., mobile phones, smartwatches).
 - Arrange seating plans and invigilators in compliance with JCQ regulations.

Access Arrangements

- Verify access arrangements during live exams. Address any last-minute adjustments.

Malpractice Reporting

- Report any incidents of malpractice to the awarding body immediately via *Form M1*.

July to August

Results and Appeals

- Review student results to identify any irregularities.
- **Deadline:** Submit any post-results service requests (e.g., reviews of marking) by deadlines specific to each awarding body.
- Investigate potential malpractice in results or appeals cases as per JCQ guidance.

Key Notes

1. **Deadline Compliance:** All deadlines vary slightly between awarding bodies, so consult specific timetables regularly.
2. **Record Keeping:** Maintain detailed records of access arrangements, candidate entries, and malpractice incidents for at least three years.
3. **Internal standardising:** Record in dept. minutes details of internal standardisation / internal verification
4. **Regular Audits:** Schedule internal audits for NEAs, access arrangements, and student registrations