

Malpractice Policy 2025-26 (Exams/Assessments)

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This policy is reviewed and updated annually to ensure that any malpractice at Itchen Sixth Form College is managed in accordance with current requirements and regulations.

In its entirety, it provides a comprehensive framework within the centre to ensure that teachers can be assured the work they accept for assessment is authentically the students own work.

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current JCQ publications **General Regulations for Approved Centres (esp. paragraphs 5.3z & 5.11)** and **Suspected Malpractice: Policies and Procedures**.

Introduction

What is malpractice and maladministration?

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

- a breach of the Regulations
- a breach of awarding body requirements regarding how a qualification should be delivered
- a failure to follow established procedures in relation to a qualification which:
- gives rise to prejudice to candidates
- compromises public confidence in qualifications

- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre

Candidate malpractice

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper.

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

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

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice.

Purpose of the policy

The purpose of this policy is to confirm how Itchen Sixth Form College manages malpractice under normal delivery arrangements in accordance with the regulations and that it has in place a written malpractice policy which covers all qualifications delivered by the centre and details how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body (GR 5.3)

General principles

In accordance with the regulations Itchen Sixth Form College will:

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

- Any incidents of suspected malpractice identified before the candidate has signed the declaration of authentication do not need to be reported to the awarding organisation
- Ensure that assessment records will be updated with details of any improper assistance

Preventing malpractice

Itchen Sixth Form College has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 3 of the JCQ publication **Suspected Malpractice: Policies and Procedures**. (SMPP 4.3)
- This includes ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the following JCQ documents and any further awarding body guidance:
 - General Regulations for Approved Centres 2025-2026
 - Instructions for conducting examinations (ICE) 2025-2026
 - Instructions for conducting coursework 2025-2026
 - Instructions for conducting non-examination assessments 2025-2026
 - Access Arrangements and Reasonable Adjustments 2025-2026
 - A guide to the special consideration process 2025-2026
 - Suspected Malpractice: Policies and Procedures 2024-2025
 - Plagiarism in Assessments
 - AI Use in Assessments: Protecting the Integrity of Qualifications
 - A guide to the awarding bodies' appeals processes June 2025

Additional information:

Informing and advising candidates how to avoid committing malpractice in examinations/assessments

All students are exposed to information relating to malpractice in examinations/assessments. This information is sent to all students before any examination series and builds upon advice and guidance from staff to their students through general teaching & learning. Attention will be brought to the following:

- Cheating (copying from others, using unauthorized materials, or getting help during an exam)
- Plagiarism (presenting someone else's work as your own without proper citation) •
Collusion (working with others)

Students are also schooled under the following headings;

- Prevention strategies

- Exam Conduct
- Assessment Submission  Additional Tips

AI Use in Assessments

Using the **JCQ** published guidance on AI use in assessments to support educators and students, the following key points are addressed and made known to students and staff. This is carried out through effective teaching & learning and clear information is given to all students

- **Clear expectations:** Students and teachers must understand the rules regarding AI use.
- **Authenticity:** Work submitted for assessment must be the student's own.
- **Responsible use:** AI can be used as a tool but must be used appropriately and referenced correctly.
- **Teacher role:** Teachers are responsible for ensuring the authenticity of student work. All staff have a responsibility for reporting any potential malpractice that they may identify.
- Students are also taught what constitutes AI, what the benefits & challenges of using AI are, but that misuse of AI will be treated as malpractice.

(See additional AI Policy and information shared to students and staff)

Identification and reporting of malpractice Escalating suspected malpractice issues

- Once suspected malpractice is identified, any member of staff at the centre can report it using the appropriate channels (SMPP 4.3)
- once malpractice is reported, an appointed member of SLT will lead an investigation into the alleged malpractice and proceed accordingly with the next steps below.

Reporting suspected malpractice to the awarding body

- The head of centre will notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice, using the appropriate forms, and will conduct any investigation and gathering of information in accordance with the requirements of the JCQ publication **Suspected Malpractice: Policies and Procedures** (SMPP 4.1.3)
- The head of centre will ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- Malpractice by a candidate discovered in a controlled assessment, coursework or non- examination assessment component prior to the candidate signing the declaration of authentication need not be reported to the awarding body but will be dealt with in accordance with the centre's internal procedures. The only exception to this is where the awarding body's confidential assessment material has potentially been breached. The breach will be reported to the awarding body immediately (SMPP 4.5)

- If, in the view of the investigator, there is sufficient evidence to implicate an individual in malpractice, that individual (a candidate or a member of staff) will be informed of the rights of accused individuals (SMPP 5.33)
- Once the information gathering has concluded, the head of centre (or other appointed information gatherer) will submit a written report summarising the information obtained and actions taken to the relevant awarding body, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Communicating malpractice decisions

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

Appeals against decisions made in cases of malpractice Itchen Sixth Form

College will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant; including an internal appeal against staff decisions to reject a candidate's work on the grounds of malpractice
- Refer to further information and follow the process provided in the JCQ publication **A guide to the awarding bodies' appeals processes**

Appendix 1:

Examples of maladministration

Failure to adhere to the regulations regarding the conduct of controlled assessments, coursework and examinations or malpractice in the conduct of the examinations/assessments and/or the handling of examinations papers, candidate scripts, mark sheets, cumulative assessment records, results and certifications claim forms etc. For example:

- failing to ensure that candidates' coursework or work to be completed under controlled conditions is adequately monitored and supervised
- under-qualified or non-qualified or unauthorised members of staff assessing candidates for access arrangements
- failure to use current assignments for assessments
- failure to train invigilators adequately
- failing to issue to candidates the appropriate notices and warnings
- failing to post notices relating to the examination or assessment in all rooms where examinations and assessments are held
- not ensuring that the examination venue conforms to awarding body requirements the introduction of unauthorised material into the examination room, either during or prior to the examination
- failing to ensure that mobile phones are placed outside the examination room and failing to remind candidates that any mobile phones or other unauthorised items found in their possession must be handed to the invigilator prior to the examination starting
- failure to invigilate in accordance with published Instructions for Invigilators failure to keep accurate records in relation to very late arrivals and overnight supervision arrangements
- failure to keep accurate and up to date records in respect of access arrangements
- granting access arrangements to candidates which do not meet the requirements of the appropriate publication on Access Arrangements, Reasonable Adjustments and Special Consideration
- granting access arrangements to candidates where prior approval if required has not been obtained
- failure to supervise effectively the printing of computer based assignments when this is required;

- failing to retain candidates' controlled assessments or coursework in secure conditions
- failing to maintain the security of candidate scripts prior to despatch to awarding bodies or moderator
- failing to despatch candidate scripts / controlled assessments / coursework to the awarding body or moderators in a timely way

- failing to report an instance of suspected malpractice in examinations or assessments to the appropriate awarding body as soon as possible after such an instance occurs or is discovered
- failure to maintain appropriate auditable records e.g. certification claims and / or forgery of evidence
- failing to conduct a thorough investigation into suspected examination or assessment malpractice when asked to do so by the awarding body
- persistent failure to adhere to learner registration and certification procedures persistent failure to adhere to centre recognition and/or qualification requirements and/or associated actions assigned to the centre
- late learner registrations (both infrequent and persistent)
- unreasonable delays in responding to requests and/or communications from the awarding body
- inaccurate claim for certificates
- misuse of the awarding body's logo or misrepresentation of a centre's relationship with the awarding body
- withholding of information, by deliberate act or omission, which is required to assure the awarding body of the centre's ability to deliver qualifications appropriately.

Appendix 2:

Examples of malpractice by centres

The categories listed below are examples of centre and learner malpractice. Please note that these examples are not exhaustive and are only intended as guidance on our definition of malpractice.

- Denial of access to premises, records, information, learners and staff to any authorised representative of the awarding body and/or the regulatory authorities
- Failure to carry out internal assessment, internal moderation or internal verification in accordance with the awarding body's requirements
- Deliberate failure to adhere to learner registration and certification procedures
- Deliberate failure to continually adhere to centre recognition and/or qualification approval requirements or actions assigned to the centre
- Deliberate failure to maintain appropriate auditable records, e.g. certification claims and/or forgery of evidence
- Fraudulent claim for certificates
- The unauthorised use of inappropriate materials / equipment in assessment settings (e.g. mobile phones)
- Intentional withholding of information which is critical to maintaining the rigour of quality assurance and standards of qualifications

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- Deliberate misuse of the awarding body's logo and trademarks or misrepresentation of a centre's relationship with the awarding body
- Permitting collusion in exams/assessments
- Learners still working towards qualification after certification claims have been made
Persistent instances of maladministration within the centre
- Deliberate contravention by a centre and/or its learners of the assessment arrangements specified for the qualifications
- A loss, theft of, or a breach of confidentiality in, any assessment materials
- Plagiarism by learners/staff
- Unauthorised amendment, copying or distributing of exam/assessment papers/materials
- Inappropriate assistance to learners by centre staff (e.g. unfairly helping them to pass a unit or qualification)
- Deliberate submission of false information to gain a qualification or unit
- Deliberate failure to adhere to, or to circumnavigate, the requirements of our Reasonable Adjustments and Special Considerations Policy
- False ID used at the registration stage
- Impersonation of a learner for an assessment
- Creation of false records
- Cash for certificates (e.g. the selling of certificates for cash)
- Selling papers/assessment details
- Extortion
- Fraud

Appendix 3:

Examples of malpractice by learners

- The alteration or falsification of any results document, including certificates
- A breach of the instructions or advice of an invigilator, examiner, or the awarding body in relation to the examination or assessment rules and regulations
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments
- Collusion: working collaboratively with other candidates, beyond what is permitted
- Copying from another candidate (including the use of ICT to aid the copying)
- Allowing work to be copied e.g. Posting written coursework on social networking sites prior to an examination/assessment
- The deliberate destruction of another candidate's work

- - Disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)
 - Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be examination related by means of talking, electronic, written or non-verbal communication
 - Making a false declaration of authenticity in relation to the authorship of controlled assessments, coursework or the contents of a portfolio
 - Allowing others to assist in the production of controlled assessments, coursework or assisting others in the production of controlled assessments or coursework
- The misuse, or the attempted misuse, of examination and assessment materials and resources (e.g. Exemplar materials)
- Being in possession of confidential material in advance of the assessment
 - Bringing into the examination room notes in the wrong format (where notes are permitted in examinations) or inappropriately annotated texts (in open book examinations)
 - The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework or portfolios
 - Impersonation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment
 - Plagiarism: unacknowledged copying from published sources or incomplete referencing; the submission of another person's work as if it were the candidate's own
 - Bringing into the examination room or assessment situation unauthorised material, for example: notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), instruments which can capture a digital image, electronic dictionaries, reading pens, translators, wordlists, glossaries, iPods, mobile phones, mp3 players, pagers or other similar electronic devices
 - The unauthorised use of a memory stick where a candidate uses a word processor □ Behaving in a manner so as to undermine the integrity of the examination.