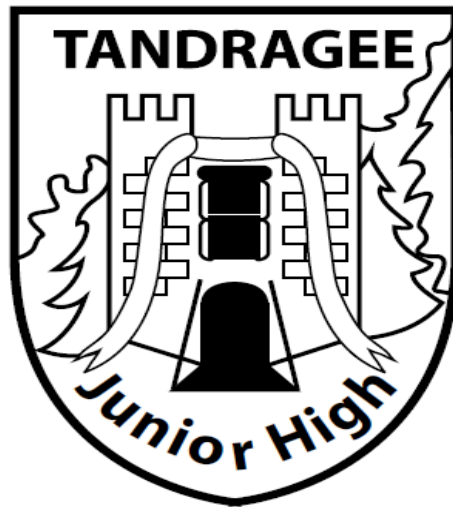


Tandragee Junior High School



Malpractice Policy February 2024

In effect: February 2024

Review Date: February 2025

INTRODUCTION

Tandragee Junior High School takes seriously the issue of malpractice on the part of learners, trainers, and any other individuals involved in the provision of learning and training programmes.

Types of Malpractice:

- Misuse of assessment/examination material
- Bringing unauthorised material into an assessment/examination environment
- Obtaining or passing on assessment/exam-related information through talking or passing notes.
- Copying from another learner
- Disruptive behaviour during the assessment/examination
- Impersonation pretending to be someone else, or arranging for someone else to undertake the assessment/examination in your place
- Breaching security of assessment/examination materials
- Failing to follow instructions provided by an assessor/invigilator
- Changing result statements or certificates
- Undermining the integrity of the assessment/examination

Examples of Tutor/assessor malpractice may include:

- Failure to keep assessment/examination materials secure
- Moving the time or date of the assessment/examination without prior agreement of those concerned
- Failure to supervise the assessment/examination properly
- Helping learners to answer questions during the examination

Malpractice, can refer to intentional breaches and inadvertent breaches. It may be a default, or practice that compromises the examination or assessment process or include breaches of regulations, awarding body requirements, and established procedures.

This policy applies to all individuals involved in the externally awarded qualifications undertaken in Tandragee Junior High School or by our pupils at SRC. Relevant SRC policies will also apply. The emphasis is on prevention through clear guidance, rigorous training, and compliance with regulations. Timely identification and reporting of suspected malpractice are crucial, with responsibilities assigned to both awarding bodies and heads of centre. We aim to conduct thorough investigations, apply appropriate sanctions, and, where necessary, protect candidates. By adhering to these guidelines, we collectively contribute to the safeguarding of the integrity of qualifications at Tandragee Junior High School.

PURPOSE OF POLICY

This policy has been written in line with guidance from JCQ: Suspected Malpractice in Examinations and Assessments.

Definition

According to the Joint Council for Qualifications (JCQ), malpractice is defined as any act, default, or practice that involves a failure to follow the rules of an examination or assessment. The term encompasses both "malpractice" and "maladministration." The key elements of the definition are:

1. **Breach of Regulations:** Any action that violates the regulations set forth by the awarding body.
2. **Breach of Awarding Body Requirements:** Actions that contravene the requirements specified by the awarding body regarding the delivery of a qualification.
3. **Failure to Follow Established Procedures:** Any deviation from established procedures related to a qualification.

The definition further specifies that malpractice includes acts that:

- Give rise to prejudice to candidates.
- Compromise public confidence in qualifications.
- Compromise or attempt to compromise the process of assessment, the integrity of any qualification, or the validity of a result or certificate.
- Damage the authority, reputation, or credibility of any awarding body, centre, or any associated individuals.

Malpractice can be intentional or unintentional and may involve various individuals, including candidates, teachers, assessors, examiners/invigilators, and other third parties.

STAKEHOLDERS

It is the responsibility of everyone involved in Tandragee Junior High School externally awarded centre's examinations process to read, understand, and implement this policy. Members of staff involved with examinations should be aware of 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:

Head of Centre: Mr C W Brown

Examinations Officer: Mr K Gale

Heads of Department

Subject teachers

SENCO

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.

Any act which breaks the confidentiality of question papers or materials, and their electronic equivalents, or the confidentiality of candidates’ scripts or their electronic equivalents. It could involve:

- Failing to keep examination material secure prior to an examination.
- Discussing or otherwise revealing information about examinations and assessments that should be kept confidential, e.g., internet forums/social media
- Moving the time or date of a fixed examination beyond the arrangements permitted within the JCQ document Instructions for conducting examinations. Conducting an examination before the published date constitutes centre staff malpractice and is a clear breach of security.
- Failing to adequately supervise candidates who have been affected by a timetable variation (this would apply to candidates subject to overnight supervision by centre personnel or where an examination is to be sat in an earlier or later session on the scheduled day)
- Releasing candidates early from a timetabled examination;
- Permitting, facilitating or obtaining unauthorised access to examination material prior to an examination.
- Failing to retain and secure examination question papers after an examination in cases where the life of the paper extends beyond the particular session, e.g., where an examination is to be sat in a later session by one or more candidates due to a timetable variation.
- Tampering with candidate scripts, controlled assessments, coursework or non-examination assessments after collection and before despatch to the awarding body/examiner/moderator (this would additionally include reading candidates’ scripts or photocopying candidates’ scripts prior to despatch to the awarding body/examiner).
- Failing to keep secure computer files which contain candidates’-controlled assessments, coursework or non-examination assessments.

DECEPTION:

Any act of dishonesty in relation to an examination or assessment including, but not limited to:

- Inventing or changing marks for internally assessed components (e.g. non-examination assessments) where there is no actual evidence of the candidates’ achievement to justify the marks awarded.
- Manufacturing evidence of competence against national standards.
- Fabricating assessment and/or internal verification records or authentication statements.
- Entering fictitious candidates for examinations or assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud).

- Substituting one candidate's controlled assessment, coursework or non-examination assessment for another's.
- Providing misleading or inaccurate information to an awarding body, candidates and/or parents.

IMPROPER ASSISTANCE TO CANDIDATES:

Any act where assistance is given beyond that permitted by the specification or regulations to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment. For example:

- Assisting candidates in the production of controlled assessment, coursework, non-examination assessments or portfolios, beyond that permitted by the regulations.
- Sharing or lending candidates' controlled assessments, coursework or non-examination assessments with other candidates in a way which allows malpractice to take place.
- Assisting or prompting candidates with the production of answers.
- Permitting candidates in an examination to access prohibited materials (dictionaries, calculators etc.).
- Prompting candidates in an examination/assessment by means of signs, or verbal or written prompts.
- Assisting candidates granted the use of a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe beyond that permitted by the regulations.

FAILURE TO COOPERATE WITH AN INVESTIGATION:

- Failure to make available information reasonably requested by an awarding body in the course of an investigation, or in the course of deciding whether an investigation is necessary; and/or.
- Failure to investigate on request in accordance with the awarding body's instructions or advice; and/or.
- Failure to investigate or provide information according to agreed deadlines; and/or.
- Failure to immediately report all alleged, suspected or actual incidents of malpractice to the awarding body.

MALADMINISTRATION:

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

- Failing to ensure that candidates'-controlled assessment, coursework, non-examination assessment or work to be completed under controlled conditions is adequately completed and/or monitored and/or supervised.

- Failure, on the part of the head of centre, to adhere to awarding body specification requirements in the delivery of non-examination assessments, Endorsements and other projects required as part of a qualification.
- Failing to adhere to awarding body key dates and deadlines relating to the delivery of examinations and assessments (such as those relating to the return of scripts, reporting of internal assessment marks/grades, making entries/claims, and Head of Centre declarations).
- Inappropriate members of staff assessing candidates for access arrangements who do not meet the criteria as detailed within Chapter 7 of the JCQ document Access Arrangements and Reasonable Adjustments.
- Failure to use the correct tasks/assignments for assessments.
- Failure to train invigilators and those facilitating access arrangements adequately, e.g. readers and scribes, leading to non-compliance with the JCQ documents.
- Failing to issue to candidates the appropriate notices and warnings, e.g., JCQ Information for candidates' documents.
- Failure to inform the JCQ Centre Inspection Service of alternative sites for examinations.
- Failing to post notices relating to the examination or assessment outside all rooms where examinations and assessments are held.
- Not ensuring that the examination venue conforms to the requirements as stipulated in the JCQ document Instructions for conducting examinations.
- Failing to prevent the introduction of unauthorised material into the examination room, either prior to or during the examination (NB this precludes the use of the examination room to coach candidates or give subject-specific presentations, including power-point presentations, prior to the start of the examination).
- 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 examinations in accordance with the JCQ document Instructions for conducting examinations.
- Failure to have on file for inspection purposes accurate records relating to overnight supervision arrangements.
- Failure to have in place a malpractice policy.
- Failure to have on file for inspection purposes appropriate evidence, as per the JCQ document Access Arrangements and Reasonable Adjustments, to substantiate approved access arrangements processed electronically using the Access arrangements online system.
- Granting access arrangements to candidates who do not meet the requirements of the JCQ document Access Arrangements and Reasonable Adjustments.
- Granting access arrangements to candidates where prior approval has not been obtained from the Access arrangements online system or, in the case of a more complex arrangement, from an awarding body.
- Failure to supervise effectively the printing of computer-based assignments when this is required.
- Failing to retain candidates'-controlled assessments, coursework or non-examination assessments securely after the authentication statements have been signed or the work has been marked.
- Failing to maintain the security of candidate scripts prior to despatch to the awarding body or examiner.
- Failing to despatch candidates' scripts, controlled assessments, coursework or non-examination assessments to the awarding bodies.

CANDIDATE MALPRACTICE:

As defined by JCQ “‘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.”

Examples include:

- The alteration or falsification of any results document, including certificates;
- A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations;
- The unauthorised use of alternative electronic devices or technology during remote assessment and remote invigilation;
- Accessing the internet, online materials or ai tools during remote assessment and remote invigilation, where this is not permitted;
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments;
- Collusion: working collaboratively with others, beyond what is permitted;
- Copying from another candidate (including the use of technology to aid the copying);
- Allowing work to be copied, e.g., Posting work 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);
- Failing to report to the centre or awarding body the candidate having unauthorised access to assessment related information or sharing unauthorised assessment related information online;
- Exchanging, obtaining, receiving, passing on information (or the attempt to) which could be assessment related by means of talking, electronic, written or non-verbal communication;
- Making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio;
- Allowing others to assist in the production of controlled assessments, coursework, nonexamination assessments, examination responses or assisting others in the production of controlled assessments, coursework, non-examination assessments or examination responses;
- The misuse, or the attempted misuse, of examination and assessment materials and resources (e.g., Exemplar materials);
- Being in possession of unauthorised confidential information about an examination or 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 offensive comments, obscenities or drawings; discriminatory language, remarks or drawings directed at an individual or group in scripts, controlled assessments, coursework, non-examination assessments or portfolios;
- Personation: pretending to be someone else, arranging for another person to take one’s place in an examination or an assessment;

- Plagiarism: unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and artificial intelligence (ai) tools);
- Theft of another candidate's work;
- Being in possession (whether used or not) of unauthorised material during an examination or assessment, for example: notes, study guides and personal organisers, own blank paper, calculators (when prohibited), dictionaries (when prohibited), watches, instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, ipods, mobile phones, airpods, mp3/4 players, pagers, or other similar electronic devices; • the unauthorised use of a memory stick or similar device where a candidate uses a word processor;
- Facilitating malpractice on the part of other candidates;
- Behaving in a manner so as to undermine the integrity of the examination.

PREVENTING MALPRACTICE

Tandragee Junior High School will take all reasonable steps to prevent malpractice. These can include but are not limited to:

- Ensure that staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in the JCQ documents above and any further awarding body guidance.
- Ensure that staff involved in the delivery of assessments and examinations understand the key dates and deadlines and that there are robust procedures in place to ensure these are met.
- Ensure that examination officers are appropriately trained, resourced and supported.
- Ensure that exams at alternative sites are conducted in accordance with JCQ ICE requirements.
- Ensure that all staff who manage and implement special consideration and access arrangements are aware of the requirements and are appropriately supported and resourced.
- Ensure that members of staff do not communicate any confidential information about examinations and assessment materials, including via social media.
- Ensure that examination clash arrangements are planned and managed effectively.
- Ensure that staff delivering/assessing coursework or non-examination assessments have robust processes in place for identifying and reporting plagiarism or other potential candidate malpractice.
- Ensure that the centre has a culture of honesty and openness so that any concerns of potential malpractice can be escalated appropriately without fear of repercussion.

CANDIDATE MALPRACTICE

- Ensure that all JCQ notices, e.g., Information for candidates, nonexamination assessments, coursework, on-screen tests, written examinations, social media, plagiarism are distributed to candidates prior to assessments/examinations taking place.
- Ensure candidates are informed (by examinations officer, LSC staff and relevant HODs) about the required conditions under which the assessments are conducted, including warnings about

the introduction of prohibited materials and devices into the assessments, and access to restricted resources.

- Ensure that candidates are aware of actions that constitute malpractice and the sanctions that can be imposed on those who commit malpractice.
- Ensure that candidates are aware of the sanctions of passing on or receiving (even if the information was not requested) confidential assessment materials. If a candidate receives confidential information, they must report it to a member of centre staff immediately.
- Ensure that candidates involved in examination clash arrangements are aware of appropriate behaviour during supervision, i.e. ensuring that candidates cannot pass on or receive information about the content of assessments, thereby committing candidate malpractice.
- Ensure that candidates completing coursework or non-examination assessments are aware of the need for the work to be their own.

IDENTIFICATION AND REPORTING OF MALPRACTICE:

Tandragee Junior High School investigates allegations of malpractice swiftly and thoroughly. Such investigation would be led by the Head of Centre (Mr Brown) 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 non-examination 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);
- Report malpractice using the appropriate forms
- Be accountable for ensuring that the centre and centre staff comply at all times with the awarding body's instructions regarding an investigation;
- 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;
- Ensure that if it is necessary to delegate the gathering of information to a senior member of centre staff, the awarding body's agreement is obtained and 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 might 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;
- Make information requested by an awarding body available speedily and openly;
- Co-operate with an enquiry into an allegation of malpractice and ensure that their staff do so also, whether the centre is directly involved in the case or not;

- Ensure staff members and candidates are informed of their individual responsibilities and rights as set out in this document;
- Forward any awarding body correspondence and evidence to centre staff and/or provide staff contact information to enable the awarding body to do so;
- At all times comply with data protection law;
- Pass on to the individuals concerned any warnings or notifications of sanctions and ensure compliance with any requests made by the awarding body as a result of a malpractice case.
- Verbal announcements before the beginning of every exam, candidates are given a verbal reinforcement of the awarding body's regulations. In addition, candidates are given the opportunity to hand in mobile phones/banned devices that are kept in the office until the end of the exam.

USE OF AI IN ASSESSMENTS

According to JCQ (2023) 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 still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.

According to section 5.3(j) of the JCQ General Regulations for Approved Centres (available at <https://www.jcq.org.uk/exams-office/general-regulations/>), students are obligated to submit assessments that truly represent their own efforts. This involves ensuring that the submitted work is composed in their own words, devoid of any copying or paraphrasing from external sources, including artificial intelligence (AI) tools. It is imperative that the content reflects the students' independent work, showcasing their knowledge, skills, and understanding aligned with the qualification's specifications.

Students are expected to demonstrate their proficiency in meeting the assessment objectives specific to the subject and tasks assigned. Any utilisation of AI that compromises the independent demonstration of a student's attainment is deemed potential malpractice. While AI may find utility in professional settings, its reliance for academic qualifications is discouraged to ensure students' genuine progression.

The permissible use of AI tools is contingent upon assessment conditions allowing internet access, with the proviso that students unequivocally establish the final submission as the result of their independent work and critical thinking.

Examples of AI misuse encompass copying or paraphrasing AI-generated content to the extent that it no longer retains the student's originality, copying entire AI-generated responses, using AI to complete assessment sections, and failing to appropriately acknowledge the use of AI tools. Submission of work featuring intentionally incomplete or misleading references or bibliographies is also considered misuse.

AI misuse falls under the purview of malpractice, as outlined in the JCQ Suspected Malpractice: Policies and Procedures (accessible at <https://www.jcq.org.uk/exams-office/malpractice/>). Sanctions for offenses such as 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from undertaking qualifications for a specified duration. Additionally, students' marks may be adversely affected if the use of AI does not authentically reflect their independent work as required by the qualification.

It is imperative for students to comprehend the significance of properly referencing sources in their assessment work, showcasing their commitment to academic integrity. Adequate referencing plays a crucial role in upholding the integrity of assessments. When utilising an AI tool that discloses its information sources, students must meticulously verify and reference these sources in the customary manner. In cases where an AI tool lacks this information, students are obligated to independently verify the AI-generated content and subsequently reference the sources used.

Moreover, when incorporating AI in their work, students must explicitly acknowledge its use and transparently demonstrate how it has been employed. This explicit acknowledgment facilitates the evaluation by teachers and assessors to ascertain the appropriateness of AI use within the specific

assessment context. This is particularly vital considering that AI-generated content is not subjected to the same level of academic scrutiny as traditional published sources.

In instances where AI tools serve as information sources, the student's acknowledgment should include the name of the AI source and the date the content was generated (e.g., ChatGPT 3.5, <https://openai.com/blog/chatgpt/>, 25/01/2023). Students must retain a non-editable copy of the questions and computer-generated content, such as a screenshot, for reference and authentication purposes, along with a brief explanation of how it has been utilised.

This documentation must accompany the submitted work, enabling the teacher or assessor to review the student's work, assess the integration of AI-generated content, and evaluate its appropriateness. Failure to submit this documentation may lead the teacher to suspect the use of AI tools, prompting consultation of the centre's malpractice policy for appropriate actions.

Detecting the misuse of AI by students necessitates employing familiar skills and observation techniques used by teachers to verify the authenticity of student work. Additionally, certain tools can aid in this process, as outlined below.

Comparison with Previous Work:

When ensuring the authenticity of a given piece of work, comparing it to the student's previous work proves valuable. Characteristics to consider include spelling, punctuation, grammar, writing style, vocabulary, complexity, coherence, general understanding, and the mode of production (handwritten or word-processed).

Potential Indicators of AI Use:

Several indicators may suggest AI misuse in student work:

- Default use of American spelling, currency, terms, or inappropriate language for the qualification level.
- Absence of direct quotations or references where required.
- Inclusion of references that cannot be found or verified, possibly provided falsely by AI tools.
- Lack of reference to events post-dating the AI tool's data source compilation.
- Incorrect or inconsistent use of first-person and third-person perspective in unaltered generated text.
- Variation in language style compared to the student's usual work.
- Generic content unrelated to the student or a specific task, contrary to expectations.
- Inclusion of warnings or provisos from AI to highlight its limitations or the hypothetical nature of its output.
- Submission of typed work when the student typically produces handwritten content.
- Unusual use of multiple concluding statements or repetitions in a lengthy essay, indicating potential AI-induced alterations.
- Inclusion of confidently incorrect statements within cohesive content.
- Use of overly verbose or hyperbolic language inconsistent with the candidate's usual style.

Important Note: AI tools can be instructed to use different languages and proficiency levels, and some tools may generate accurate quotations and references.

Students must understand proper referencing practices for AI use, avoiding poor referencing, paraphrasing, or copying, as these actions may lead to severe sanctions, including disqualification. Specific AI sources, like 'AI' or 'ChatGPT,' should be referenced appropriately, similar to other sources like 'Google' requiring specific website and webpage references. 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.

Source: <https://www.jcq.org.uk/wp-content/uploads/2023/04/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf>