

# The Charter School North Dulwich

## Assessment Malpractice Policy 2025-26

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## 1. Policy Aim

- To identify and minimise the risk of malpractice by staff or learners.
- To advise all staff that they have a responsibility for reporting any potential malpractice that they may identify.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise and record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of this Centre and the integrity of the examination process.
- To ensure the Centre complies with the regulations set out by the JCQ in [Malpractice\\_Sep25\\_FINAL.pdf](#)

## 2. Centre Actions to Prevent Malpractice

To do this, the Centre will:

- seek to avoid potential malpractice by using the induction period and lessons (and/or assemblies) to inform learners of the Centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- require that all staff have a responsibility for reporting any potential malpractice that they may identify.
- in non-examined assessments and coursework, ensure that subject teachers make candidates aware of notices to candidates relating to malpractice as outlined by JCQ and/or the awarding bodies instruction (refer to Appendix 1 and the school's NEA Policy for further information).
- ensure all staff involved in NEAs are aware of authentication procedures.
- ensure students are aware of notices to candidates from JCQ or awarding bodies when relevant and required (either through lessons, assemblies, briefings, posters, ClassChart notices or email, or a combination of these).
- show learners the appropriate formats to record cited texts and other materials or information sources.
- ask learners to declare that their work is their own.
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- investigate in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher, and all personnel linked to the allegation. It will proceed through the following stages:
  1. Investigation by Subject Leader or Key Curriculum Leader or Lead Invigilator
  2. Investigation by the Examinations Officer, Quality Nominee or member of SLT nominated by the Head of Centre
  3. Reporting to the Head of Centre and relevant exams board/JCQ if potential evidence of malpractice found

Or

1. Investigation by Head of Centre or Quality Nominee if requested by exam body/JCQ
2. Recommendation of Quality Nominee for sanction to learner / staff member to Headteacher

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- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
- give the individual the opportunity to respond to the allegations made.
- Consider whether there might be any safeguarding concerns when interviewing candidates suspected of malpractice and ensure that appropriate support is provided if so
- provide the individual with guidance as specified by JQC and awarding body.
- inform the individual of the avenues for appealing against any judgment made.
- document all stages of any investigation.

Where malpractice is proven, this Centre will apply the appropriate and proportionate penalties / sanctions issued by the awarding body, JQC or appropriate body.

Interviews with staff or candidates during an investigation will refer to the Centre's Safeguarding Policy, and the Centre will contact the awarding body before any interview takes place if there are concerns for the wellbeing of the student/staff member.

For all non-examined assessments, coursework, and all internal work, the Centre reserves the right to not submit work to an awarding body (or for marking in the case of internal exams) where an investigation concludes there is a possibility of malpractice on the part of the learner. In such an event, the subject teacher should consult with the Exams Officer, who will relay this decision with the Head of Centre.

If the Head of Centre decides not to submit work based on malpractice, the Exams Officer will relay this decision to the candidate at the earliest opportunity, along with information on internal appeals proceedings as listed in **Appendix 4**.

**Evidence from malpractice investigations where there is suspected malpractice will have records kept in line with the Trust's GDPR practice or JQC guidance and as part of assessment records.**

**All incidents of suspected staff and Centre malpractice/maladministration and all incidents of suspected candidate malpractice identified after the candidate has signed the declaration of authentication must be reported to the relevant awarding body.**

Incidents of suspected candidate malpractice identified before the candidate has signed the declaration of authentication do not necessarily need to be reported to the awarding body where the malpractice relates to the content of the work (unless the work has already been submitted), and in these instances the Centre may determine a course of action and/or sanction as deemed appropriate. Where the suspected malpractice relates to the conditions of the assessment (such as taking a mobile phone or other device into a controlled assessment), the Centre must report this to the awarding body, even where an authentication form has not yet been signed.

### 3. Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this Centre at its discretion:

- plagiarism of any nature, including use of AI
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- copying (including the use of ICT and AI to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity (including the unreferenced use of AI) in relation to the contents of a

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portfolio or coursework

- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test
- impersonation by pretending that someone else's work in an assessment/examination/test is their own.

## AI Use

*What is AI 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 still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content. AI chatbots are 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
- Jenni AI
- Jasper AI
- Writesonic
- Bloomai
- Google Bard
- Google Gemini

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

- Midjourney
- Stable Diffusion
- Dalle-E 2 (OpenAI)

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

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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/Malpractice?*

As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres, students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and that it 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. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. 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.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of 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.

## *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 noneditable 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

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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](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/examsoffice/information-for-candidates-documents>)

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

- 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
- 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).

## 4. Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this Centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves Centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud

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- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.
- Knowingly providing inaccurate or misleading information during a malpractice investigation.
- Posting candidates' work (for example from an NEA) on social media.

This policy will be reviewed every year by the Quality Nominee and Examinations Officer.

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## Appendix 1 – Information to be shared with students

**Attention all students - Please be aware of the following information regarding malpractice:**

**All staff have a responsibility for reporting any potential malpractice that they may identify.**

Attempting to or carrying out any malpractice activity is not permitted by the examination board.

Below is a list of some instances of malpractice:

- Plagiarism by copying and passing off other's work as learners own, including AI
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learners' work
- Pretending to be someone else in order to produce the work for another or arranging to take another's place in an assessment
- Pretending someone else's work, including AI usage, is your own to submit work, or arranging another to take your own place in an assessment
- Fabrication of results/evidence (for example when carrying out a survey)
- Failing to abide by the instructions or advice of an assessor
- Misuse of assessment and/or examination material
- Use of unauthorised material
- Obtaining, receiving, exchanging, or passing on information which could be assessment related
- Behaving in such a way to undermine the integrity of any assessment
- The alteration of any results document, including certificates
- Cheating

This is not an exhaustive list. In general, it is good to ask your subject teacher or invigilator if unsure about any of the rules or about whether something is permitted or not.

### NEA/Coursework

-Coursework: [https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework\\_Assessments\\_2024\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework_Assessments_2024_FINAL.pdf)

-NEA: [https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework\\_Assessments\\_2024\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework_Assessments_2024_FINAL.pdf)

-Social Media: <https://www.jcq.org.uk/wp-content/uploads/2024/05/JCQ-Social-Media-Infographic-v6.pdf>

### Exams

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Notice to candidates: [https://www.jcq.org.uk/wp-content/uploads/2024/08/Warning-to-candidates-poster\\_2024\\_5.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/Warning-to-candidates-poster_2024_5.pdf)

Unauthorised items: [https://www.jcq.org.uk/wp-content/uploads/2022/08/2022-Unauthorised-Items-poster-live-text\\_September22.pdf](https://www.jcq.org.uk/wp-content/uploads/2022/08/2022-Unauthorised-Items-poster-live-text_September22.pdf)

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## Appendix 2: Additional information for teachers and staff:

### NEA/Coursework

- [https://www.jcq.org.uk/wp-content/uploads/2024/08/Instructions\\_NEA\\_24-25\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/Instructions_NEA_24-25_FINAL.pdf)
- [file:///N:/Notice to Centres-teachers sharing non-examination work 2024 FINAL.pdf](file:///N:/Notice%20to%20Centres-teachers%20sharing%20non-examination%20work%202024_FINAL.pdf)
- [https://www.jcq.org.uk/wp-content/uploads/2024/08/Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks\\_2425\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/Notice-to-Centres-Informing-candidates-of-their-centre-assessed-marks_2425_FINAL.pdf)
- <https://www.jcq.org.uk/exams-office/non-examination-assessments/notice-to-centres-sharing-nea-material-and-candidates-work/>
- School NEA policy

### Exams:

- General regulations: [https://www.jcq.org.uk/wp-content/uploads/2024/08/Gen\\_regs\\_approved\\_centres\\_24-25\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/Gen_regs_approved_centres_24-25_FINAL.pdf)
- Instructions for Conducting Exams (ICE): [https://www.jcq.org.uk/wp-content/uploads/2024/11/JCQ-Instructions-for-conducting-examinations-2024\\_FINAL\\_accessible.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/11/JCQ-Instructions-for-conducting-examinations-2024_FINAL_accessible.pdf)
- Instructions for conducting MFL Listening Exams:: [https://www.jcq.org.uk/wp-content/uploads/2024/08/MFL\\_Listening\\_2024\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/08/MFL_Listening_2024_FINAL.pdf)