Langley Park School for Boys

Malpractice Policy: Exams 2025/26

This policy is reviewed and updated annually to ensure that any malpractice at Langley Park School for Boys is managed in accordance with current requirements and regulations.

Approved/reviewed by	
P Appel/P Sarson	
Date of next review	October 2026

Key staff involved in the policy

Role	Name(s)
Head of Centre	S Munday
Duty Head Teacher (Senior Leader in charge of exams)	P Sarson
Duty Head Teacher	R Guy
Exams officer	P Appel

Reference in the policy to **GR** and **SMPP** relate to relevant sections of the current **JCQ publications General Regulations for Approved Centres** and **Suspected Malpractice: Policies and Procedures**.

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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 (**SMPP** 1)

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. (**SMPP** 2)

Centre staff malpractice

'Centre staff malpractice' means malpractice committed by:

- a member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- an individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader or a scribe (**SMPP** 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice. (**SMPP** 2)

Purpose of the policy

To confirm Langley Park School for Boys:

- 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 and assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body.

General principles

In accordance with the regulations Langley Park School for Boys will:

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

Plagiarism

Plagiarism is the presentation of someone else's work, words, images, ideas, opinions or discoveries, whether published or not, as one's own, or alternatively taking for one's own use, the artwork, images or computer-generated work of others without properly acknowledging the source, with or without the owner's permission. Plagiarism by candidates can occur in examinations, coursework, assignments, portfolios and essays and is considered as malpractice as all work should be the candidates own. Examples of plagiarism may include:

- Directly copying from written physical, pictorial or written material without crediting or acknowledging the primary source.
- Paraphrasing someone else's work without crediting or acknowledging the primary source.
- Work submitted for assessment not being the candidate's own independent work.

Artificial Intelligence (AI)

Artificial intelligence (AI), is the ability of a digital computer, digital computer program or computer-controlled robot to perform tasks commonly associated with intelligent beings. AI simulates human intelligence in machines that are programmed to think and act like humans.

The use of AI tools in schoolwork can be considered as a form of malpractice. Obtaining information/content and using it in work produced for assessments which lead towards a qualification is considered plagiarism, as all work should the candidates own. Examples of AI misuse/malpractice include:

- Copying or paraphrasing sections of AI-generated content and claiming it to be the candidate's own work.
- Copying or paraphrasing whole responses of AI-generated content.

- Using AI to complete parts of an assessment so that the work does not reflect the student's own work, analysis, evaluation, or calculations.
- Failing to acknowledge and reference the use of AI tools when they have been used as a source of information.

Preventing malpractice

Langley Park School for Boys has in place:

- Robust processes to prevent and identify malpractice, as outlined in section 4 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 2025-2026
  - Instructions for conducting coursework 2025-2026
  - Instructions for conducting non-examination assessments 2025-2026
  - Access Arrangements and Reasonable Adjustments 2025-2026
  - A guide to the special consideration process 2025-2026
  - Suspected Malpractice: Policies and Procedures 2025-2026
  - Plagiarism in Assessments
  - AI Use in Assessments: Protecting the Integrity of Qualifications
  - A guide to the awarding bodies' appeals processes 2025-2026

Informing and advising candidates

Candidates are informed and advised to avoid committing malpractice in examinations and assessments:

For examinations:

- Both exam candidates and their parents are issued with the JCQ Information to Candidates prior to examination series commencing. This is done electronically via email and/or MCAS, whichever is appropriate for the size of the examination. The Exam Officer will liaise with the Head Teacher's PA and/or a member of the data department, as they have the ability to facilitate bulk messaging.
- Prior to any examination series a year group examination assembly is held and managed by the head of year and the senior leader in charge of exams. In this assembly the candidates are informed of the behavioural expectations including clear messages as to what constitutes as malpractice, the importance of avoiding malpractice and the potential consequences of any malpractice situation.
- Teaching staff regularly reinforce the regulations surrounding malpractice to candidates during lessons consistently throughout the academic year.
- On the day of exams, an exam briefing occurs prior to candidates entering the exam room. The briefing is usually held by the head of year or head of relevant department. In this briefing the information regarding malpractice (as per the exam assembly) is reiterated to candidates.
- Outside of each exam room, an A3 colour copy of the JCQ Warning to Candidates and the JCQ Prohibited Items poster are on display and are clearly visible. This is done for both mock (TES) and public examinations.

- The invigilators' announcement at the start of the exams gives final reminders of avoiding malpractice during the exam and that any suspected malpractice will be reported to the awarding organisation.

For non-exam assessments:

- Teaching staff regularly reinforce the regulations surrounding malpractice to candidates during lessons.
- Teaching staff inform candidates prior to commencing any submittable work, the risks of malpractice, what constitutes as malpractice, using AI, what AI misuse is and the potential consequences of malpractice. This includes:
    - Stressing the importance that all coursework/NEAs should be should be the candidates own independent work and that submitting work for qualification assessments which is not their own, is considered a form of plagiarism.
    - Explaining the types of malpractice that can occur.
    - Stating that AI programs should not be used in generating work which is attributed as the candidate's own work.
    - Explaining that AI programs can have implicit bias and can present inaccurate information.
    - Reminding candidates that AI use either accidentally or intentionally will be deemed as malpractice.
    - Encouraging candidates to think critically and make sure that their fact-check their primary sources.
    - Encouraging candidates to report any suspected malpractice including AI misuse.
    - Explaining the potential consequences malpractice including AI violations.
    - Explaining that LPSB and the awarding organisations uses systems which can detect plagiarised work including work generated by AI.
    - Explaining that LPSB and awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.
    - Stating that all suspected cases of malpractice will be reported to the awarding organisations.
    - Reinforcing the significance of signing any candidate declarations relating to NEAs/coursework, which confirms that all work is their own and explaining that any breach of this is malpractice.
    - Explaining that copying text or images from AI programs without proper attribution is considered malpractice.
- Teaching staff regularly remind and reinforce the regulations surrounding malpractice to candidates during lessons consistently throughout the academic year.

Preventing misuse of AI technology/tools

LPSB has taken the below precaution steps to control the use of AI technologies:

- Network Manager ensures that restrictions to accessing online AI tools/chatbots have been implemented across centre devices (including ones used for exams) and the school network which ensure that the following AI tools are blocked to student accounts. Current list of blocked tools/chatbots are:
    - ChatGPT (https://chatgbt.net/chatgpt-login/)
    - Jenni AI (https://jenni.ai)
    - Jasper AI (https://www.jasper.ai/)
    - Writesonic (https://writesonic.com/chat/)
    - Bloomai (https://huggingface.co/bigscience/bloom)
    - Google Bard (https://bard.google.com)
    - Midjourney (https://midjourney.com/showcase/top/)
    - Stable Diffusion (https://stablediffusionweb.com/)
    - Dalle-E 2 (OpenAI) (https://openai.com/dall-e-2/)
- Network Manager to monitor internet usage to detect when new AI tools/chatbots are used and when detected add these sited to the blocked list.
- Network Manager to update blocked AI tools/chatbots as required. Including new links for the already block sites.
- Regular AI risk assessments occur between SLT and the Network Manager, to detect and understand any new changes to the rapid development of AI technologies and their capabilities, so to put in place any new measures as and when required.
- Teachers set reasonable deadlines for the submission of work and providing regular reminders of when these deadlines are. By setting realistic deadlines which incorporates sufficient time to complete work aids to deter candidates from using AI tools as a quick alternative to generate work.
- Teachers allocate time for sufficient portions of work to be done in class under direct supervision of teaching staff. This allows the teacher to authenticate each student's whole work with confidence.
- Teaching staff design assignments/assessments that require critical thinking, creativity and problem solving. This makes it more difficult for candidates to plagiarise. Work set promotes original thought and expression.
- Teaching staff issue tasks for centre-devised work 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.
- During computer-based lessons, teachers have access to the class computer monitoring software AB Tutor. This gives the teachers information of what web-sites students are accessing. If any AI sites are detected by the teacher, they can implement measures to restrict access to such sources immediately and report to the Network Manager who can add restrictions to such sites on a school-wide basis.
- Teaching staff ensure that they examine intermediate stages in the production of work to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages.
- Teaching staff have students submit outlines, drafts or annotated bibliographies at different stages of producing work, allowing teachers to monitor progress and verify the originality of the work.

- Teaching staff encourage draft submissions. By promoting a culture of multiple draft submissions for work, allows teachers to monitor progress and verify the originality of the work.
- Teaching staff engage in classroom activities that use the level of knowledge/understanding achieved during the course, thereby making the teacher confident that the student understands the subject matter. This may include verbal discussions with candidates about their work to ascertain that they understand it and that it reflects their own independent work.
- Teaching staff implement the use of plagiarism detection tools that use AI algorithms to scan and compare student submissions against a vast database of academic content, including published articles, papers, and student essays. Examples of plagiarism detection tools used include (but not limited to):
  - Turnitin (https://www.turnitin.com/)
  - Copyscape (https://www.copyscape.com/)
  - Grammarly (https://www.grammarly.com/)
- Teaching staff implement the use of AI detection tools. 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 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. Examples of AI detection tools used include (but not limited to):
  - OpenAI Classifier (https://platform.openai.com/ai-text-classifier)
  - GPT Zero (https://gptzero.me/)
  - Zero GPT (https://www.zerogpt.com/)
  - Scribbr (https://www.scribbr.co.uk/ai-detector/)
  - Copyleaks (https://copyleaks.com/ai-content-detector)
- During the assessment process, by following the above steps, teachers will confirm that the work they accept for assessment and mark is authentically the student's own work.
- Teachers only accept work for assessment which they consider to be the students' own, including where work is suspected to be AI generated. Where teachers have doubts about the authenticity of student work submitted for assessment, this is reported to a member of SLT in charge of assessments who will assist the teacher in further investigation and the potential reporting of such a malpractice to the relevant awarding organisation.
- LPSB provides training to teaching staff on the effective use of plagiarism/AI detection tools and out to interpret their results.
- LPSB provides training to teaching staff on how to recognise signs of plagiarism in candidate work.
- LPSB fosters a culture of integrity, which values academic integrity and encourages students to take pride in their individual original work.   LPSB celebrates student achievements on a regular basis, to reinforce the importance of honesty in an educational environment.

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)

Suspected malpractice can be reported to:

- P Appel (Exams Officer)
- P Sarson (Deputy Head Teacher- SLT member in charge of assessment & examinations)
- R Guy (Deputy Head Teacher)
- A Munday (Head Teacher/Head of Centre)

They will assist in investigating the matter further to determine a full picture of the events surrounding the suspected malpractice. This will include:

Student malpractice

- Communicating the following with the student suspected of committing the malpractice:
    - Informing them in writing of the allegation and that the situation needs to be reported to the awarding body.
    - Offering them opportunity respond to the allegation and to submit a written statement (within a set deadline) that will accompany the information sent to the awarding body.
    - Signpost them to the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures https://www.jcq.org.uk/exams-office/malpractice/
    - Inform them of the evidence there is to support the allegation.
    - Explain the possible consequences/sanctions, for example:
        - **Possible malpractice sanctions (student)**:
        - Warning
        - Loss of all marks for a section
        - Loss of all marks for a component
        - Loss of all marks for a unit
        - Disqualification from a unit
        - Disqualification from all units in one or more qualifications
        - Disqualification from a whole qualification
        - Disqualification from all qualifications taken in that series
        - Candidate debarment
    - Explain that they have the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required).
    - Inform them of the applicable appeals procedure should a decision be made against them.
    - Inform them 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.

Staff malpractice

- Communicating the following with the member of staff suspected of committing the malpractice:
    - Informed them of their individual responsibilities and rights (**SMPP** 4.1.3 & 5.13).
    - Informing them in writing of the allegation and that the situation needs to be reported to the awarding body.

- o Make sure they are provided with a copy of the JCQ document Suspected Malpractice: Policies and Procedures.
- o Informing them of the evidence there is to support the allegation.
- o Explain the possible consequences/sanctions (**SMPP** 8.5), for example:

> **Possible malpractice sanctions (staff)**:
> - ▪ Written warning
> - ▪ Training
> - ▪ Special conditions
> - ▪ Suspension/debarment

- o Offering them opportunity respond to the allegation and to submit a written statement (within a set deadline) that will accompany the information sent to the awarding body.
- o 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.
- o Explain that they have the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required).
- o Inform them of the applicable appeals procedure should a decision be made against them.
- o Inform them 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

SLT will conduct thorough investigation with the aim to collate evidence to accompany the malpractice report sent to the awarding organisation. Evidence can include, but is not limited to:

- ● Statement from the accused.
- ● Statement from witnesses (e.g. teaching staff, invigilators, the exams officer, support staff etc).
- ● CCTV recordings
- ● Copies of unauthorised materials.
- ● Evidence from AI/plagiarism detection tools.
- ● Internet logs.
- ● Copies of suspected plagiarised works.

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.
- ● 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.
- ● 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).
- ● Candidate malpractice offences relating to the content of work (i.e. inappropriate/offensive content, copying/collusion, plagiarism (including AI misuse) and/or false declaration of authentication) which are discovered in a controlled assessment, coursework or non-examination assessment component prior to the candidate signing the declaration of authentication, do not

need to be reported to the awarding body. Instead, they must be dealt with in accordance with the centre's internal procedures. (**SMPP** 4.5).

- Malpractice by a candidate discovered in a controlled assessment, coursework or non-examination assessment where the offence does not relate to the content of candidates' work (e.g. possession of unauthorised materials, breach of assessment conditions) or where a candidate has signed the

  declaration of authentication, must be reported using a JCQ M1 to the relevant awarding body� If,

  at the time of the malpractice, there is no entry for that candidate (who the centre intended to enter), the centre is required to submit an entry by the required entry deadline. (**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 (**SMPP** 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)

Appeals against decisions made in cases of malpractice

Langley Park School for Boys will:

- Provide the individual with information on the process and timeframe for submitting an appeal, where relevant.
- Refer to further information and follow the process provided in the JCQ publication A guide to the awarding bodies' appeals processes.

Further Information

General Regulations for Approved Centres 2025-2026 (https://www.jcq.org.uk/exams-office/general-regulations/)

Instructions for conducting examinations (ICE) 2025-2026 (https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/)

Instructions for conducting coursework 2025-2026 (https://www.jcq.org.uk/exams-office/coursework/)

Instructions for conducting non-examination assessments 2025-2026 (https://www.jcq.org.uk/exams-office/non-examination-assessments/)

Access Arrangements and Reasonable Adjustments 2025-2026 (https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/)

A guide to the special consideration process 2025-2026 (https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/)

Suspected Malpractice: Policies and Procedures 2025-2026 (SMPP) (https://www.jcq.org.uk/exams-office/malpractice/)

Plagiarism in Assessments (https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/)

AI Use in Assessments: Protecting the Integrity of Qualifications (https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/)

Awarding bodies' appeals processes:

- **AQA** https://www.aqa.org.uk/exams-administration/after-results/post-results/appeals
- **Pearson/Edexcel** https://support.pearson.com/uk/s/article/Results-Post-Results-Appeals
- **OCR** https://www.ocr.org.uk/administration/general-qualifications/post-results/appeals/
- **Eduqas/WJEC** https://www.eduqas.co.uk/home/administration/results-grade-boundaries-and-prs/post-results-services-and-appeals/#tab_1

Awarding bodies' malpractice information:

- **AQA** https://www.aqa.org.uk/exams-administration/exams/malpractice
- **Pearson/Edexcel** https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice.html
- **OCR** https://www.ocr.org.uk/administration/general-qualifications/assessment/malpractice/
- **Eduqas/WJEC** https://www.eduqas.co.uk/home/administration/malpractice/