

# POLICY

## Wirral Grammar School for Boys



<b>Policy</b>	Malpractice Policy
<b>Responsible Manager</b>	Examinations Manager
<b>Approval Date</b>	December 2023
<b>Review Date</b>	December 2024
<b>Approved by</b>	Headteacher

### 1. Malpractice

Malpractice refers to any deliberate act or practice which compromises or threatens to compromise the process and integrity of assessment, and as a result the validity of the result or certificate awarded.

Assessment processes and outcomes can also be put at risk through maladministration; whilst malpractice is a deliberate act, maladministration may be accidental or a result of incompetence or a simple mistake.

The purpose of this policy is to reduce the risk of malpractice and/or maladministration by:

- increasing awareness and understanding of the actions that constitute malpractice and/or maladministration by learners, teachers, trainers, and other staff
- to reduce risk of breach of regulations through ignorance.
- to aid detection of any irregularities.
- explaining how learners and staff will be made aware of this policy.
- identifying strategies to be employed to minimise risk of learner malpractice.
- describing how instances of alleged malpractice will be dealt with

**Wirral Grammar School For Boys** will not tolerate actions (or attempted actions) of malpractice by staff or learners. The school is committed to investigating all cases of suspected malpractice. Where cases of suspected malpractice are proven, the school is fully committed to take appropriate action, including applying punitive measures and reporting suspected malpractice to the appropriate examination board in order to maintain the integrity of assessment and certification.

All staff have a professional duty to ensure that they uphold this policy. Whilst the policy sets out general principles in addition staff must also ensure that they abide by the specific assessment requirements for each course as laid down by the awarding organisation for each subject specification.

### 2. Assessment Malpractice

Malpractice during an assessment includes:

- Taking someone else's work, images or ideas and passing it off as your own e.g., using the Internet to cut and paste material from a website, or by taking another student's work that has been emailed to you. This is called **plagiarism**.



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- **Cheating**, this is acting unfairly or dishonestly to gain an advantage.
- Agreeing with others to cheat or deceive e.g., by allowing other students to copy your work. This is known as **collusion**.
- Failing to follow the instructions given by staff conducting examinations and controlled assessments.
- AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
  - Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
  - Copying or paraphrasing whole responses of AI-generated content
  - Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
  - Failing to acknowledge use of AI tools when they have been used as a source of information
  - Incomplete or poor acknowledgement of AI tools
  - Submitting work with intentionally incomplete or misleading references or bibliographies

Some examples of malpractice and maladministration taken from the JCQ's documentation can be found below, more comprehensive examples can be found in the JCQ publication, *Suspected Malpractice in Examinations and Assessments*

### 3. Examples of Staff Malpractice

This list below is not exhaustive and the School at its discretion may consider other instances of malpractice.

- 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. Assisting students 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 producing work for the student.
- Producing falsified witness statements, for example for evidence the student has not generated.
- Allowing evidence to be included for assessment which is known by the staff member not to be the student's own.
- Facilitating and allowing impersonation.
- Misusing the conditions for special student requirements.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment.

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### 4. Examples of Maladministration

This list below is not exhaustive and the School at its discretion may consider other instances of maladministration.

- Failing to ensure that candidate's coursework or work to be completed under controlled conditions is adequately monitored and supervised
- Failing to conduct examinations in accordance with JCQ's *Instructions for conducting examinations*
- Failing to retain candidate's coursework in secure conditions after the authentication statements have been signed or the work has been marked
- Failure to notify the awarding organisation of an instance of suspected malpractice as soon as possible
- Failing to maintain the security of candidate scripts prior to despatch to the awarding organisation or examiner

### 5. Examples of Student Malpractice

This list below is not exhaustive and the School at its discretion may consider other instances of malpractice.

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding organisation 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.
- 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 nonverbal 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.
- 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.



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- 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, iPads, iWatches, any other watches, mobile phones, MP3 players, pagers, or other similar electronic devices.
- Behaving in a manner so as to undermine the integrity of the examination.

### 6. Preventing Malpractice

To reduce the risk of malpractice, the following actions will be taken:

#### 6.1 Informing students

The school will communicate the policy on malpractice to students via a student information document, entitled **Examinations Handbook** which is made available on the school website and sent in a digital format to the students.

Heads of Faculty and Curriculum co-ordinators have responsibility for ensuring that learners are made aware of this policy before undertaking any assessed work which has the potential to contribute to the awarding of a qualification.

Students need to be made aware of the rules around the use of AI. Students should be directed to the document AI Use in Assessments: Protecting the Integrity of Qualifications:

[https://www.jcq.org.uk/wp-content/uploads/2024/04/AI-Use-in-Assessments\\_Feb24\\_v6.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/04/AI-Use-in-Assessments_Feb24_v6.pdf)

The school will also:

- a) Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them and to their parents/carers the risks of malpractice;
- b) Ensure the school provides clear guidance on how students should reference appropriately (including websites);
- c) Ensure the policy includes clear guidance on how students should acknowledge any use of AI to avoid misuse (see the section on Acknowledging AI use within the document);
- d) Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools (see the What is AI use and what are the risks of using it in assessments? and What is AI misuse? sections);
- e) Ensure that, where students are using word processors or computers to complete assessments, teachers and relevant centre staff are aware of how to disable improper internet/AI access where this is prohibited;
- f) Ensure that students sign a declaration that they have understood what AI misuse is, and that it is forbidden in the learning agreement that is signed at enrolment in some centres;

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- g) Reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject;

### **6.2 Staff responsibilities**

Heads of Faculty and Curriculum co-ordinators have responsibility for implementing assessment practices that reduce the opportunity for malpractice, including for example:

- Periods of supervised sessions during which evidence for assessments is produced by the learner.
- Altering assessment assignments/tasks/tools on a regular basis.
- Using oral questions with learners for a single assignment/task in a single session for the complete cohort of learners.
- Ensuring access controls which prevent learners from accessing and using other people's work when using networked computers.
- Requiring learners to sign to declare that their work is their own when submitting assessments.
- Maintaining confidentiality of any live assessment materials where required by the awarding body
- Ensuring that teaching staff contracted by an awarding body to create and produce examination papers inform the Head of Centre of their role. They must declare to the awarding body which specification they are teaching and where, and also avoid involvement in the preparation and delivery of revision sessions and mock examinations where possible.

### **Preventing malpractice linked to AI**

- a) Restricting access to online AI tools on centre devices and networks;
- b) Ensure that access to online AI tools is restricted on centre devices used for exams;
- c) Set reasonable deadlines for submission of work and provide reminders;
- d) Allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;
- e) Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;
- f) Provide classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material;
- g) Engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;

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### 7. Suspected Malpractice

The school will handle any incidents of suspected malpractice in line with the JCQ's publication *Suspected Malpractice in Examinations and Assessments*. The JCQ document also provides further examples of malpractice and outlines the awarding organisation's investigation, sanctions and appeals procedures.

#### Reporting Suspected malpractice

Malpractice can be reported by a variety of people, either within school or from outside of the school, including the awarding organisations and their examiners.

#### Malpractice reported within school:

All school staff have a responsibility for reporting any suspected incidences of staff or student malpractice through the appropriate channels. Students will be made aware of the procedure for reporting any allegations of suspected malpractice via this *Examinations and Assessment Policy*.

#### Allegations made by school staff:

Allegations of suspected staff / student malpractice to be made to the Head of Centre

#### Allegations made by students:

All school staff have a responsibility to ensure that any allegations made to them in their professional capacity are taken seriously and reported through the correct channels:

Allegations of suspected staff malpractice and/or student malpractice to be reported to the Head of Centre.

The School will consider allegations that are made verbally but will request in all cases that allegations are put in writing with any supporting evidence that is available.

#### Reporting to Awarding Organisations:

The school accepts the responsibility to report any suspicion of student or staff assessment malpractice to the appropriate awarding organisation. The only exception to this relates to assessment malpractice in coursework or controlled assessment which is discovered prior to the student signing the declaration of authentication. In these cases, the incident need not be reported to awarding bodies, but will be dealt with in accordance with the school's disciplinary / student management procedures. Any work which is not the student's own will not be given credit; in addition, a note will be added to the cover sheet to detail any assistance that has been given.

In all other instances of suspected malpractice, the Head of Centre will submit the fullest details of the case at the earliest opportunity to the relevant awarding organisation as per JCQ regulations.

#### Malpractice reported by Awarding Organisations:

Suspected malpractice may also be reported to awarding organisations by examiners, moderators, regulators, or members of the public. In such cases the Head of Centre may be asked to conduct a full investigation, or the awarding organisation may decide to investigate the matter directly.



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### Investigating Staff Malpractice

If malpractice is suspected by school **staff** there will be a process of investigation, to establish the full facts and circumstances of any allegations or evidence, such an investigation will usually be under the terms of the school's *Staff Disciplinary Policy and Procedure* given the potential seriousness of the matter.

The Head of Centre will usually nominate an investigating officer. In order to avoid conflicts of interest investigations into suspected malpractice should not be delegated to the manager of the section, team or department involved in the suspected malpractice.

Any disciplinary investigation will proceed as described in the *Staff Disciplinary Policy and Procedure* and include provision for:

- The member of staff to be informed about the concerns and possible consequences.
- Possible suspension depending on the circumstances of the case.
- The member of staff to be accompanied at any subsequent investigation meeting.
- Collection of evidence related to the alleged malpractice.
- The review of evidence and production of a report.
- A decision to be made on whether or not to proceed to a formal disciplinary hearing.
- If necessary, a formal hearing with a right of representation.

In cases where it is believed, following an investigation and hearing, that there is clear evidence of malpractice:

- The appropriate awarding organisation will be informed by the school of the allegation of malpractice, and they will be given the supporting evidence for their consideration.
- The school will take disciplinary action commensurate with the seriousness of the malpractice. There will be a right of appeal against any formal disciplinary warning or dismissal.

In any instances where suspected malpractice will be reported to awarding bodies the school will provide the individual/s with a completed copy of the form or letter used to notify the awarding organisation of the malpractice.

### Investigating Student Malpractice

Incidences of **student** malpractice will be investigated in a similar manner by the Head of Centre. As with staff malpractice potential conflicts of interest will be avoided by nomination of an investigating officer who is external to the management of the student and/or particular curriculum area.

Investigations will proceed through the following stages:

- The student will be informed about the issues, possible consequences and right of appeal.
- Collection of evidence related to the alleged malpractice.
- The review of evidence and production of a report.
- A formal meeting between the Head of Centre and the student against whom an allegation has been made.

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In cases where it is believed that there is clear evidence of malpractice:

- The appropriate awarding organisation will be informed by the school of the allegation of malpractice, and they will be given the supporting evidence for their consideration
- The school will take internal disciplinary action in line with the school *Behaviour Policy*. This action will be commensurate with the seriousness of the malpractice. The right of appeal against any disciplinary action will be outlined to the student in writing at the time the decision is made.

In any instances where suspected malpractice will be reported to awarding organisation the school will provide the individual/s with a completed copy of the form or letter used to notify the awarding organisation of the malpractice.

### **8. Malpractice Sanctions and Penalties by the Awarding Organisation**

On receipt of notification of suspected malpractice, the awarding organisation will decide how to proceed with the incident. Where malpractice is identified, the awarding organisation will decide on the sanctions and penalties to impose. Please refer to the *JCQ Suspected Malpractice* document for full details of such procedures and processes.

In all cases, the final awarding decisions are taken by the awarding organisations.