



Malpractice Policy 2025-2026 (Exams)

Turning Point Academy

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Centre name	Turning Point Academy
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Current policy approved by	Mike Marshall
Current policy reviewed by	Claire Hand
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Date of next review	26/11/2026

Key staff involved in the policy

Role	Name
Head of centre	Mike Marshall
Senior leader(s)	Anthony Riley Tracy Douglas
Exams officer	Claire Hand
Other staff (if applicable)	Lisa Hesketh

This policy is reviewed and updated annually to ensure that any malpractice at Turning Point Academy is managed in accordance with current requirements and regulations.

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

Introduction

What are malpractice and maladministration?

'Malpractice' and 'maladministration' are distinct but related concepts, the common theme being 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, and/or
- a breach of awarding body requirements regarding how a qualification should be delivered, and/or
- a failure to follow established procedures in relation to a qualification

which:

- gives rise to prejudice to candidates, and/or
- compromises public confidence in qualifications, and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate, and/or
- 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' normally involves 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 completion 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)

Centre malpractice

'Centre malpractice' normally involves malpractice where there is an element of systemic failure, a breach in policies or widespread malpractice such that a centre-level sanction is appropriate (SMPP 2)

Suspected malpractice

For the purposes of this document, suspected malpractice means all alleged or suspected incidents of malpractice (regardless of how the incident might be categorised, as described in SMPP, section 1.9). (SMPP 2)

Purpose of the policy

To confirm Turning Point Academy:

- has in place for inspection that must be reviewed and updated annually, a written malpractice policy which covers all qualifications delivered by the centre detailing how candidates are informed and advised to avoid committing malpractice in examinations/assessments, how suspected malpractice issues should be escalated within the centre and reported to the relevant awarding body; it must also acknowledge the use

of AI (e.g. what AI is, when it may be used and how it should be acknowledged, the risks of using AI, what AI misuse is and how this will be treated as malpractice) (GR 5.3)

General principles

In accordance with the regulations Turning Point Academy will:

- take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments 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 current JCQ document **Suspected Malpractice - Policies and Procedures** and provide such information and advice as the awarding body may reasonably require (GR 5.11)

Preventing malpractice

Turning Point Academy has in place:

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

(SMPP 3.2)

Additional information:

During staff training sessions, examination related specific training is provided. Staff are made aware of the following:

Malpractice is recognised as: breach of security; deception; improper assistance to candidates; failure to cooperate with an investigation; maladministration; candidate 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.

Examples of centre staff malpractice are set out in Appendix 2, Part 1 of Suspected Malpractice Policies and Procedure 24. The list is not exhaustive and does not limit the scope of the definitions set out in this document. Other instances of malpractice may be identified and considered by the awarding bodies at their discretion.

An electronic folder is located on one drive and accessible for all staff in the folder EXAMS 24-25 - JCQ GUIDANCE MALPRACTICE which contains all the documents listed above. The AI use in assessments: Protecting the integrity of Qualifications is also included.

In addition, teaching staff are sent an email in Autumn Term 1 with the required reading JCQ documents- they

are required to sign a form to indicate that they have read and understood the documents.

A hard copy file is also stored in the staff reading area of school for reference

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

Candidates are given a briefing in Spring Term 1 by the exams officer Claire Hand and provided with their Candidate Handbook. During the briefing they are guided through the handbook which contains all relevant JCQ documents: Information for candidates: coursework 25-26; non examination assessment 25-26; on-screen

tests 25-26; written exams 25-26; privacy notice; social media; preparing to sit exams.

They receive a second briefing in Spring 2, that repeats the above process. Parents are also made aware of the

candidate handbook, the exam timetable and centre specific arrangements in a letter and revision pack sent home in Spring 1.

During the briefing students attention is drawn to the use of AI in assessments and the rules and regulations around its use. They are provided with the following information: 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.

Students are informed of what is considered to be the MISUSE of AI and reminded that they must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.

Students informed that they are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification.

They are briefed that ANY use of AI which means students have not independently demonstrated their own attainment is likely to be considered MALPRACTICE.

They are informed that AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse are identified and 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.

Students are informed that 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.

The importance of referencing the sources students have used in assessments accurately is stressed.

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.

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/>), 25/01/2023. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work so the 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. Students are 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 are also be reminded that if they use AI so that they have not independently met the marking criteria they will not be rewarded.

To prevent misuse, education and awareness of staff and students is key.

Actions which should be taken

- 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 providing reminders;
- d) Where appropriate, 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) Introduce 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) Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
- h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- i) Issuing tasks for centre-devised assignments 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.

JCQ Posters pertaining to the appropriate use of AI are located in each classroom.

AI use in assessments

With reference to the JCQ guidance "AI use in assessments" Students complete the majority of their exams and a large number of other

assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments should be unaffected by developments in AI tools as students must not be able to use such tools when completing these assessments.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs). The use of AI chatbots may pose significant risks if used by students completing qualification assessments. 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. Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- 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.

Checking on student work and/or to verify concerns about the authenticity of student work:

- Turnitin AI writing detection (<https://www.turnitin.com/solutions/topics/aiwriting/ai-detector/>)
- Copyleaks (<https://copyleaks.com/ai-content-detector>)
- GPTZero (<https://gptzero.me/>)
- Sapling (<https://sapling.ai/ai-content-detector>)

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

Turning Point Academy will

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) Update the centre's malpractice/plagiarism policy to acknowledge the use of AI (e.g. what it is, the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged)
- c) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should reference appropriately (including websites);
- d) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should acknowledge any use of AI to avoid misuse (see the below section on Acknowledging AI use);
- e) Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools: AI chatbots currently available include:
- ChatGPT (<https://chat.openai.com/auth/login>)
 - Jenni AI (<https://jenni.ai>)
 - Jasper AI (<https://www.jasper.ai/>)
 - Writesonic (<https://writesonic.com/chat/>)
 - Bloomai (<https://huggingface.co/bigscience/bloom>)
 - Gemini (<https://gemini.google.com/>)
 - Claude (<https://claude.ai/>)

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

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

There are also AI tools which can be used to generate music. These include:

- Soundraw (<https://soundraw.io/>)
- wavtool (<https://wavtool.com/>)
- Musicfy (<https://create.musicfy.lol/>)

- f) 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;
- g) Consider whether students should be required to 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;
- h) Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates (www.jcq.org.uk/exams-office/information-for-candidates-documents);
- i) 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;
- j) Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice and
- k) Ensure that teachers are aware they must not use AI tools as the sole marker of student work

An AI presentation from Senior leadership team, led by Lisa Hesketh and supported by Claire Hand is delivered in the Spring term for all staff covering its appropriate use and avoiding malpractice.

Candidates will be issued with of the JCQ **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document prior to completing their work/prior to signing the declaration of authentication.

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)

All instances of suspected malpractice should be reported to Claire Hand, Exams officer and The Head of centre Mike Marshall.

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 document **Suspected Malpractice: Policies and Procedures** (SMPP 4.1.3)
- The head of centre will ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/ appropriate adult is kept informed of the progress of the investigation (SMPP 4.1.3)
- Form JCQ/M1 will be used to notify an awarding body of an incident of candidate malpractice. Form JCQ/M2 will be used to notify an awarding body of an incident of suspected staff malpractice/maladministration (SMPP 4.4, 4.6)
- 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 will be dealt with in accordance with the centre's internal procedures.

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 that an individual may have committed malpractice, that individual (the candidate or the member of staff) will be informed of all the required information and the accused individual informed of their rights and responsibilities (SMPP 5.33-3.4)
- Once the information gathering has concluded, the head of centre (or other appointed information-gatherer) will submit a written report to the relevant awarding body summarising the information obtained and actions taken, accompanied by the information obtained during the course of their enquiries (5.35)
- Form JCQ/M1 will be used when reporting candidate cases; for centre staff, form JCQ/M3 will be used (SMPP 5.37)
- The awarding body will decide on the basis of the report, and any supporting documentation, whether there is evidence of malpractice and if any further investigation is required. The head of centre will be informed accordingly (SMPP 5.40)

Additional information:

N/A

Communicating malpractice decisions

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

Additional information:

N/A

Appeals against decisions made in cases of malpractice

Turning Point Academy 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 document **A guide to the awarding bodies' appeals processes**

Additional information:

N/A

Changes 2025/2026

(Added) New heading **Centre malpractice** added.

(Added) Under heading **Preventing malpractice** added to the list of JCQ documents.

(Added/amended) Under heading **AI use in assessments**:

- additional/amended text added in bullet points to reflect slight changes in SMPP
- optional insert field added referencing the JCQ document **Information for candidates - AI (Artificial Intelligence and assessments)** or similar centre document.

(Amended) Under heading **Reporting suspected malpractice to the awarding body** text amended to reflect wording changes/additions in SMPP.

Centre-specific changes

Additional training for staff around AI use has been added.