ST. DOMINIC'S
VERITAS
FOUNDED 1870

GRAMMAR SCHOOL
FOR GIRLS



Malpractice and Maladministration Policy

Adopted April 2026

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Our Vision, Mission Statement and Aims

Vision

'Leading the way in Education since 1870.'

Mission Statement

Each one of us is unique, created by a unique God, for a unique purpose.

St. Dominic's is a community committed to mutual respect where every individual is valued, respected, encouraged and empowered to reach her/his potential in an atmosphere of love, forgiveness, honesty, openness and optimism.

We are committed to celebrating difference, to promoting equality, self-belief and a culture of confidence where success is celebrated.

We strive to unlock our individual and collective potential and to be prepared to meet the challenges and opportunities of the twenty-first century, reflecting our strong Dominican ethos.

St Dominic's aims:

- To bring our students to a full understanding of our Catholic faith and promote Christian values and attitudes in all members of the school community;
- To awaken in students a sense of their own dignity and self-worth and to promote self-confidence;
- To promote the physical, emotional and mental well-being of all our students and staff ;
- To create warm, caring and positive relationships between all members of the school community and to inculcate in all members of the community respect for, and sensitivity to, the dignity, feelings, beliefs and rights of others;
- To promote the values of good citizenship throughout the school community;
- To build an effective partnership between parents, students, staff and the Board of Governors and to work together to fulfil the school's vision;
- To be a learning community committed to the development of all;
- To optimise the opportunities for our pupils through links with the wider community;
- To ensure that students and staff are prepared effectively for the challenges of a changing world in the 21st Century;
- To ensure that students have access to a wide range of learning opportunities;
- To develop a culture of high achievement among all pupils with every pupil reaching her full potential;
- To develop a culture of accountability, responsibility, self-regulation, self-evaluation and self-improvement.

1. Purpose of this Policy

Purpose & Rational

This policy sets out how St Dominic's Grammar School prevents, identifies, reports, investigates and manages suspected malpractice and maladministration in examinations and assessments.

Its purpose is to:

1. protect the integrity of qualifications;
2. ensure fair treatment of candidates and staff;
3. make clear the responsibilities of all staff and candidates;
4. provide a clear internal process for managing concerns;
5. ensure full compliance with JCQ and awarding organisation requirements; and
6. set out the school's approach to the appropriate use of artificial intelligence (AI) in assessments.

This policy must be read alongside the current JCQ **Suspected Malpractice: Policies and Procedures**, which sets out the agreed procedures for candidate, staff and centre malpractice investigations. If there is any conflict between centre practice and that JCQ document, the JCQ document takes precedence.

2. Scope of this policy

This policy applies to all internal and external assessments delivered by the school, including:

1. written examinations;
2. coursework;
3. non-examination assessments (NEA);
4. internal assessments;
5. controlled assessments where applicable;
6. vocational and technical qualification assessments; and
7. any preparatory, administrative or supervisory arrangements related to assessment.

It applies to both:

1. **candidate malpractice**, and
2. **centre malpractice/maladministration**, including malpractice by staff.

3. Definitions

3.1 Malpractice

Malpractice is any act, default or practice which is a breach of the regulations or which:

- gives, or could give, an unfair advantage to a candidate or group of candidates;
- compromises, or could compromise, the process of assessment, the integrity of a qualification, or the validity of a result or certificate; or
- damages public confidence in qualifications.

3.2 Maladministration

Maladministration is generally poor administration, practice or procedure which results in non-compliance with requirements and may adversely affect candidates, the centre or the integrity of an assessment.

3.3 Plagiarism

JCQ defines plagiarism as unacknowledged copying from or reproduction of third-party sources or incomplete referencing, including material from the internet and AI tools.

3.4 Artificial Intelligence (AI)

For the purpose of this policy, AI refers to digital tools and systems capable of generating or transforming text, images, audio, video, code, translations, summaries or other content in response to user prompts. JCQ describes AI use in assessments as the use of AI tools to obtain information and content.

4. Roles and responsibilities

4.1 Head of Centre

The Head of Centre will:

- ensure the school complies with JCQ and awarding organisation requirements;
- ensure this policy is published, reviewed annually and made available to staff, candidates and parents/carers where appropriate;
- ensure all suspected incidents are handled promptly, fairly and consistently;
- ensure all incidents of suspected candidate malpractice identified **after** a declaration of authentication has been signed are reported to the relevant awarding organisation;
- ensure all suspected staff malpractice and centre malpractice/maladministration are reported to the relevant awarding organisation; and
- oversee investigations or delegate them to an appropriate senior member of staff while ensuring independence where possible.

4.2 Exams Officer

The Exams Officer will:

- support compliance with JCQ and awarding organisation requirements;
- maintain records and evidence relating to suspected malpractice;
- support reporting to awarding organisations;
- ensure relevant forms, statements and supporting documentation are submitted securely and promptly; and
- retain records in line with awarding organisation requirements and the school's retention arrangements.

4.3 Senior Leaders / Heads of Department

Senior leaders and Heads of Department will:

- promote academic integrity;
- ensure staff and students understand malpractice risks, including AI misuse;
- ensure effective supervision and authentication arrangements are in place;
- report concerns immediately in line with this policy; and
- support investigations and implementation of outcomes.

4. Roles and responsibilities

4.4 Teachers and Assessors

Teachers and assessors must:

- be vigilant for potential malpractice;
- be familiar with current JCQ and awarding organisation rules;
- only accept work for assessment that they judge to be the student's own;
- report any alleged, suspected or actual malpractice promptly;
- record any improper assistance or irregularity appropriately; and
- not assess work that has not been properly authenticated. JCQ states that failure to report allegations or suspected malpractice is itself malpractice.

4.5 Invigilators and Support Staff

Invigilators and support staff must:

- follow examination and assessment regulations;
- report immediately any incident, concern or irregularity to the Exams Officer or senior leader in charge; and
- provide written statements where required.

4.6 Candidates

Candidates must:

- produce and submit work that is their own;
- follow all examination and assessment rules;
- acknowledge all sources used, including AI where permitted;
- sign any required declaration of authentication honestly; and
- report any concern, accidental breach or irregularity immediately to a member of staff.

5. Informing candidates how to avoid malpractice

St Dominic's will ensure candidates are informed and advised how to avoid malpractice in examinations and assessments by:

- issuing relevant JCQ **Information for Candidates** documents at appropriate points in the year;
- delivering induction and briefing sessions before examinations, coursework and NEA;
- giving subject-specific guidance on collaboration, referencing, research, drafting and permitted support;
- explaining the meaning and consequences of plagiarism, collusion, cheating, use of unauthorised materials and AI misuse;
- explaining the declaration of authentication before candidates sign it;
- publishing this policy and the Internal Appeals Procedure on the school website or making them available on request; and
- reminding candidates that improper conduct in exams or assessments may lead to sanctions by the awarding organisation.

Candidates completing coursework/NEA will be told clearly that any work not their own must be acknowledged and that irregularities found before signing the declaration are dealt with internally, while irregularities found after signing must normally be reported to the awarding organisation.

6. Staff duty to report malpractice

All staff have a responsibility to report any potential malpractice, maladministration or irregularity that they identify.

This includes suspected malpractice by:

- candidates;
- teachers or assessors;
- invigilators;
- exams office staff;
- leaders; or
- the centre itself.

Failure by staff to report suspected malpractice may itself constitute malpractice.

7. What staff must do if they identify potential malpractice

Where a member of staff identifies potential malpractice, they must:

- **Act immediately** to preserve the integrity of the assessment.
- **Do not ignore or dismiss the concern**, even if evidence is not yet complete.
- **Secure evidence** where possible, such as:
    - candidate work;
    - source materials;
    - AI transcripts/prompts where available;
    - seating plans;
    - scripts;
    - invigilator logs;
    - IT logs;
    - witness statements;
    - screenshots or device evidence where permitted.

8. Internal handling of suspected candidate malpractice

8.1 Before the declaration of authentication is signed

If suspected candidate malpractice in coursework/NEA is identified **before** the candidate signs the declaration of authentication, the matter will usually be dealt with under the school's internal procedures and **does not need to be reported to the awarding organisation**, unless the issue involves:

- a breach of assessment conditions, such as possession of notes or communication with others, or
- a breach of confidential awarding organisation materials.

In such cases, the school may:

- require the work to be redone under appropriate supervision, where permitted;
- award zero where authenticity cannot be confirmed;
- apply school disciplinary procedures where appropriate; and
- record details of the irregularity and any improper assistance.

8.2 After the declaration of authentication is signed

If suspected candidate malpractice is identified **after** the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to the relevant awarding organisation immediately.

The school will:

- withhold final internal action pending guidance where necessary;
- secure all evidence;
- obtain statements from relevant staff and, where appropriate, the candidate;
- submit the case in the format required by the awarding organisation; and
- fully cooperate with any subsequent investigation.

9. Recording improper assistance and updating assessment records

Where a candidate has received improper assistance, or where any part of the work is found not to be the candidate's own, the school will update assessment records accordingly.
This will include:

- recording details on the awarding organisation's authentication form where required, or in another appropriate place;
- amending internal assessment records to note the nature of the irregularity;
- retaining supporting evidence and notes of decisions made; and
- ensuring marks are not awarded to work that cannot properly be accepted as the candidate's own.

JCQ requires details of work which is not the candidate's own to be recorded on the authentication form supplied by the awarding body or another appropriate place.

10. Reporting to awarding organisations

The school will report to the relevant awarding organisation:

- **all suspected staff malpractice**;
- **all suspected centre malpractice/maladministration**; and
- **all suspected candidate malpractice identified after the candidate has signed the declaration of authentication**.

The school recognises that:

- incidents of suspected candidate malpractice identified **before** the declaration of authentication is signed do **not** need to be reported to the awarding organisation, except where there is a breach of assessment conditions or confidentiality of assessment materials.

11. Staff malpractice and centre maladministration

Examples may include, but are not limited to:

- failure to follow awarding organisation or JCQ requirements;
- inappropriate assistance to candidates;
- failure to supervise assessments properly;
- failure to authenticate candidate work properly;
- alteration of candidate work or marks improperly;
- failure to report suspected malpractice;
- breach of confidentiality;
- breach of security of assessment materials; and
- misuse of AI by staff in a way that compromises the integrity of assessment.

Any suspected staff malpractice or centre maladministration must be reported immediately to the Head of Centre. Where the allegation concerns the Head of Centre, it must be reported to the Chair of Governors/Trustees or other appropriate accountable body in accordance with the school's governance and whistleblowing arrangements.

12. Internal appeal against rejection of work on malpractice grounds

St Dominic's will maintain a published **Internal Appeals Procedure** which is widely available and accessible to all candidates.
That procedure will include appeals against:
•decisions to reject a candidate's coursework or internally assessed work on the grounds of malpractice; and
•decisions that the school cannot confidently authenticate the candidate's work as their own.
This reflects JCQ's requirement that centres have a published internal appeals procedure covering such decisions.

12.1 Appeal process

A candidate may:
1.submit a written appeal within **5 school days** of being informed of the decision;
2.state clearly the grounds for appeal and provide any supporting evidence;
3.have the appeal considered by a senior member of staff not directly involved in the original decision, where possible;
4.receive a written outcome, normally within **10 school days**.
The appeal will consider whether:
•the published procedure was followed;
•the evidence was considered fairly;
•the decision was reasonable in light of the evidence; and
•any further action is required.
The internal appeal does not override any requirement to report suspected malpractice to an awarding organisation where JCQ requires that report.

13. Artificial intelligence (AI): school position

13.1 What AI is

AI includes tools that can generate or modify text, images, audio, video, code and other content in response to prompts. In the assessment context, JCQ describes AI use as using AI tools to obtain information and content.

13.2 Risks associated with AI use

The school recognises that AI tools may:

- generate inaccurate, biased or fabricated content;
- produce false quotations or references;
- mask whether work is genuinely the student's own;
- encourage over-reliance on machine-generated wording or analysis;
- create data protection and safeguarding concerns depending on the platform used; and
- expose students to malpractice if used inappropriately.

JCQ states that AI-generated responses may appear convincing while containing incorrect or biased information and may create serious malpractice risks.

13.3 When AI may be used

AI may only be used where:

- the specification, awarding organisation and teacher guidance allow it;
- the use does not undermine the requirement for the submitted work to be the student's own;
- the student understands the content used and can evidence independent understanding;
- the use is transparent and acknowledged appropriately; and
- the use is consistent with this policy and subject-specific guidance.

Examples of potentially acceptable use, where expressly permitted and properly acknowledged, may include:

- initial research support;
- planning prompts;
- checking spelling, grammar or expression;
- generating practice questions;
- translation support where not prohibited;
- support for revision.

Whether any such use is acceptable will depend on the qualification and task. Students must follow teacher instructions for each assessment.

13.4 When AI must not be used

AI must not be used to:

- generate answers, analysis, evaluations, calculations, conclusions or creative content which the student then submits as their own;
- paraphrase AI-generated content in a way that disguises authorship;
- complete all or part of an assessment where this is not permitted;
- create misleading or incomplete references;
- breach examination conditions or controlled assessment rules; or
- replace the student's own independent work.

13. Artificial intelligence (AI): school position

13.5 Definition of AI misuse

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. JCQ lists examples including copying or paraphrasing AI-generated content, using AI to complete parts of the assessment, failing to acknowledge AI as a source, incomplete acknowledgement, and intentionally incomplete or misleading references/bibliographies.

13.6 How AI use should be acknowledged

Where AI is permitted and used, students must acknowledge it in a clear and specific way. Depending on the task, this may include:

- identifying where AI was used;
- stating the name of the AI tool used;
- describing how it was used;
- referencing prompts and outputs where appropriate;
- including AI use in footnotes, references, appendices or process logs, as directed by the teacher/department; and
- checking and referencing any sources suggested by AI, rather than citing fabricated references.

Students must understand that reproducing AI-generated text directly, even when acknowledged, may still not attract credit because it does not demonstrate independent achievement of the assessment criteria. JCQ states that where sections are reproduced directly from AI responses, these elements must be identified by the student and may not be rewarded.

13.7 How AI misuse is classified and handled

AI misuse is treated by the school as a form of malpractice.
Where suspected:

- the work will be reviewed for authenticity;
- the student may be asked to explain how the work was produced;
- evidence such as drafts, notes, version history, oral questioning, source checks and classwork comparisons may be used;
- where the issue is identified before authentication, it will usually be dealt with under internal procedures;
- where identified after authentication, it will be reported to the awarding organisation; and

sanctions may include rejection of work, awarding of zero, internal disciplinary action, and awarding organisation sanctions.

14. Staff awareness of AI and malpractice risks

The school will ensure teachers, assessors and relevant staff are made aware of appropriate AI use, AI misuse and their role in managing risk through:

- annual training at the start of each academic year;
- briefings before coursework/NEA and internally assessed work begins;
- circulation of updated JCQ guidance when published;
- department-level standardisation and moderation meetings;
- training on authenticity checks, red flags and permitted/forbidden AI use;
- reminders that teachers must only accept work that is the student's own; and
- guidance that AI tools must not be used as the sole marker of student work.

JCQ says centres must regularly review malpractice/plagiarism policies to address what AI is, its risks, what AI misuse is, how it will be treated as malpractice, when it may be used, how it should be acknowledged and how teachers will authenticate work. It also says centres must ensure teachers and assessors are familiar with AI tools, their risks and detection tools.

15. Student awareness of AI use and AI misuse

Students will be made aware of appropriate AI use and AI misuse through:

- whole-school assemblies and year-group briefings;
- subject teacher guidance before any assessed work begins;
- candidate handbooks and assessment guidance;
- classroom reminders on plagiarism, referencing and authenticity;
- publication of this policy and related guidance;
- use of JCQ student support materials where appropriate; and
- communication with parents/carers where appropriate.

Students will be told clearly:

- what AI is;
- when it may and may not be used;
- how any permitted use must be acknowledged;
- the risks of relying on AI;
- that AI misuse is malpractice; and
- the possible consequences of malpractice.

JCQ expects centres to make students aware of appropriate and inappropriate AI use, risks, consequences, and the centre's approach to plagiarism and malpractice.

16. Ensuring work accepted for assessment is authentically the student's own

To ensure teachers can be assured that work accepted for assessment is authentically the student's own, St Dominic's will use a proportionate combination of the following:

- supervised classroom production of key sections of work;
- monitored drafting processes;
- teacher observation of the student's progress over time;
- use of interim checkpoints, plans, notes and bibliographies;
- comparison with classwork, prior attainment and known writing style;
- review of document version history where available;
- viva voce/oral questioning where appropriate;
- authenticity declarations by candidate and teacher;
- checks for plagiarism, copied content and signs of AI misuse;
- departmental standardisation and moderation processes; and
- refusal to accept work where authenticity cannot be established.

Teachers must not assess work that has not been properly authenticated, and where they are unable to confirm the work is solely that of the individual candidate, the work must not be accepted for assessment.

17. Investigation principles

Any internal investigation will be conducted fairly, impartially and confidentially. The school will:

- consider the evidence objectively;
- avoid prejudging outcomes;
- keep an accurate written record;
- allow the candidate or staff member an opportunity to respond where appropriate;
- refer to the awarding organisation promptly where required; and
- implement outcomes and sanctions as directed.

18. Possible sanctions and outcomes

Outcomes may include:

- warning and further guidance;
- requirement to redo work where permitted;
- rejection of work;
- mark of zero where authenticity cannot be confirmed;
- internal disciplinary action;
- reporting to the awarding organisation; and
- any sanction imposed by the awarding organisation, including disqualification where applicable.

JCQ notes that sanctions for malpractice, including plagiarism and AI misuse, can be severe. ted.

19. Monitoring and review

This policy will be reviewed at least annually and sooner if JCQ or awarding organisation requirements change. Updates will be communicated promptly to staff and students.

20. Key JCQ references

This policy should be read alongside the current versions of:

- **JCQ Suspected Malpractice: Policies and Procedures 2025–2026**
- **JCQ General Regulations for Approved Centres 2025–2026**
- **JCQ Instructions for Conducting Coursework 2025–2026**
- **JCQ Instructions for Conducting Non-Examination Assessments**
- **JCQ AI Use in Assessments: Your role in protecting the integrity of qualifications**
- **JCQ Plagiarism in Assessments**
- **JCQ Information for Candidates documents**

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