



Enniskillen Royal Grammar School

Malpractice Policy

Introduction

This policy has been written in line with guidance from JCQ: Suspected Malpractice in Examinations and Assessments: https://www.jcq.org.uk/wp-content/uploads/2025/09/Malpractice_Sep25_FINAL.pdf and should be read in conjunction with the school's Coursework and Controlled Assessment Policy. It applies to all qualifications and examinations taken by pupils at the school or private candidates and applies to all aspects of these qualifications i.e written and oral examinations and coursework/controlled assessments.

Enniskillen Royal Grammar School takes its responsibility for supporting the appropriate delivery of assessments and upholding the integrity of qualifications very seriously and will ensure that all members of the school community who are involved in any way with these assessments are aware of the risks of malpractice, accept responsibility for taking the necessary steps to prevent it occurring and understand how to report alleged or suspected incidents. It is the responsibility of everyone involved in the centre's examination process to read, understand, and implement this policy and to disseminate it and any related JCQ and awarding body documentation, as appropriate to pupils, parents, and carers.

Definition of Malpractice

JCQ defines Malpractice as' both 'malpractice' and 'maladministration' to mean any act, default, or practice which:

- is a breach of the Regulations: and/or
- is a breach of awarding body requirements regarding how a qualification should be delivered; and /or
- is a failure to follow established procedures in relation to a qualification which:
 - gives rise to prejudice to candidates.
 - and/or compromises the process of assessment, the integrity of any qualification or the validity of a result of a certificate.

- and /or damages the reputation of any awarding body, or centre or any officer or employee of any awarding body or centre and
- compromises public confidence in qualifications.

Failure to act as required by an awarding body to notify, investigate, and report to an awarding body all allegations of malpractice or suspected malpractice or to co-operate with an awarding body's investigation, also constitutes malpractice.

JCQ also states that instances of malpractice arise for a variety of reasons:

- some incidents are intentional and aim to give an unfair advantage in an examination or assessment.
- some incidents arise due to ignorance of the regulations, carelessness, or forgetfulness in applying the regulations.
- some occur as a direct result of the force of circumstances which are beyond the control of those involved e.g if a fire alarm sounds and the examination is disrupted.

Examples of Malpractice drawn from the JCQ Suspected Malpractice Policies and Procedures document are detailed in Appendix 1. Please note that JCQ highlights that these examples are not an exhaustive list. Other instances of malpractice may be identified and considered by the awarding bodies at their discretion.

Prevention of Malpractice

Roles and Responsibilities: -

The Head of Centre/Principal and Senior Leadership Team, working with the Examinations Officer will take the lead in: -

- Ensuring that all staff involved in the delivery of assessments and examinations understand the requirements for conducting these as specified in current JCQ documents and any further awarding body guidance. This will include ensuring that any updates from JCQ and the awarding bodies are communicated to staff in a timely fashion. Current documents which are relevant to this policy are included in Appendix 2.
- Ensuring that the Examinations Officer is appropriately trained, resourced, and supported.
- Ensuring that all centre invigilators are appropriately trained and briefed regarding JCQ and the Awarding Bodies regulations.
- Ensuring that all staff who manage and implement special consideration and access arrangements are aware of the requirements and are appropriately trained, resourced, and supported.
- Ensuring that Curriculum Leaders and through them teaching staff who are delivering /assessing coursework or non-examination assessments are aware of the potential for malpractice, have robust processes in place for identifying plagiarism or other potential candidate malpractice such as the use of AI and understand the procedures to follow if malpractice is suspected.

- Ensuring that all JCQ notices. e.g Information for candidates, non-examination assessments, coursework, on-screen tests, written examinations, social media, plagiarism are distributed to candidates prior to assessments/examinations taking place.
- Ensuring candidates are informed verbally through Year Group assemblies and examination briefings and in writing about the required conditions under which the assessments are conducted, including warnings about the introduction of prohibited materials and devices into the assessments, and access to restricted resources.
- Ensuring that before the start for every examination, candidates are given a verbal reinforcement of the Awarding Body's regulations. In addition, candidates are given the opportunity to hand in mobile phones that are kept securely outside the examination hall until the end of the examination.
- Ensuring that candidates are aware through Year Group assemblies and through their teachers that their coursework, controlled assessment, and non-examination assessments must be their own.
- Ensuring that candidates are aware through Year Group Assemblies and through their teachers of actions in respect of coursework/controlled assessment that constitute malpractice such as plagiarism and misuse of A I.
- Ensuring that candidates are aware through Year Group assemblies and through their teachers of the sanctions of passing on or receiving (even if the information was not requested) confidential assessment materials. If a candidate receives confidential information, they must report it to a member of centre staff immediately.
- Ensuring that candidates involved in examination clash arrangements are aware of appropriate behaviour during supervision, i.e., ensuring that candidates cannot pass on or receive information about the content of assessments, thereby committing candidate malpractice.
- Ensuring that candidates are aware through Year Group assemblies, examination briefings and through their teachers of the possible consequences, should malpractice be proven.

The Curriculum Leader will take the lead in:

- Ensuring that all members of staff who are delivering /assessing coursework or non-examination assessments in their subject area are aware of the relevant current documents such as the JCQ guidelines and the awarding body's subject -specific instructions and communicate these as appropriate in a timely fashion to their pupils.
- Ensuring that all members of staff highlight the potential for malpractice, such a plagiarism or the misuse of AI, of the processes in place for identifying malpractice and the possible consequences, with their pupils. Teachers should actively use the JCQ documents Plagiarism in Assessments <https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/> and AI Use in Assessments: Protecting the Integrity of Qualifications; https://www.jcq.org.uk/wp-content/uploads/2025/04/AI-Use-in-Assessments_Apr25_FINAL.pdf to teach their pupils about how to avoid malpractice through plagiarism and the misuse of AI in assessments.

- Ensuring that all members of staff in their subject area are aware of the potential for malpractice, have robust processes in place for identifying plagiarism or other potential candidate malpractice such as the misuse of AI and understand the procedures to follow if malpractice is suspected.

Subject teachers will ensure that they:

- Understand and comply with the general guidelines contained in the current JCQ and CCEA publications *Instructions for conducting coursework and Instructions for conducting controlled assessments* and communicate these as appropriate and in a timely fashion to their pupils.
- Understand and comply with the awarding body specification for conducting coursework/ controlled assessments, including any current subject-specific instructions, teachers' notes or additional information on the awarding body's website and communicate these as appropriate and in a timely fashion to their pupils.
- Actively use the JCQ documents Plagiarism in Assessments <https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/> and AI Use in Assessments: Protecting the Integrity of Qualifications; https://www.jcq.org.uk/wp-content/uploads/2025/04/AI-Use-in-Assessments_Apr25_FINAL.pdf to teach their pupils what is acceptable and not, what constitutes plagiarism, and how to properly acknowledge the use of sources including websites, along with the risks of using AI, when it may be used or not and how its use should be acknowledged.
- Ensure that students are aware of the JCQ regulations concerning malpractice such as plagiarism and the misuse of AI, the processes in place to identify malpractice and the possible sanctions.
- Ensure that students and supervising teachers sign current authentication forms on completion of an assessment.

Response to allegations of suspected malpractice including reporting procedures.

- Enniskillen Royal Grammar School adheres to JCQ policies and procedures for dealing with alleged, suspected, or actual incidents of malpractice as detailed in JCQ document Suspected Malpractice: Policies and Procedures- file:///N:/Downloads/Malpractice_Sep25_FINAL.pdf
- Staff who become aware of potential or actual malpractice must inform the Head of Centre immediately or in their absence, the Deputy Principal. The school will investigate thoroughly all reports of alleged, suspected, or actual incidents of malpractice reported by staff, pupils, parents, or any member of the public.

The Head of Centre must:

- notify the appropriate Awarding Body immediately of all alleged, suspected, or actual incidents of malpractice. The only exception to this is candidate malpractice discovered in coursework or non-examination assessments before the authentication forms have been signed by the candidate. In this instance the Head of Centre will investigate and if malpractice is proven will impose an internal sanction in line with the school's Positive Behaviour Policy. If staff malpractice is discovered in coursework or non-examination

assessments the Head of Centre must inform the Awarding Body immediately, regardless of whether the authentication forms have been signed by the candidate(s)

- complete Form JCQ/M1 (suspected candidate malpractice) or Form JCQ M2 (suspected malpractice/maladministration involving centre staff) to notify the awarding body/bodies whose qualifications are involved in an incident of malpractice and to provide all the required information as detailed on the relevant form, including a detailed account of the circumstances of the alleged malpractice, an objective description of the information gathered during the course of the investigation, details of any exculpatory information (or mitigating factors) found during the investigation process and evidence (as appropriate) as detailed in para 5.39 of JCQ document Suspected Malpractice: Policies and Procedures-file:///N:/Downloads/Malpractice_Sep25_FINAL.pdf
- be accountable for ensuring that centre staff always comply with the awarding body's instructions regarding an investigation.
- respond speedily and openly to all requests for an investigation into an allegation of malpractice. This will be in the best interests of centre staff, candidates and any others involved.
- ensure that where a candidate is the subject of a malpractice investigation, the candidate's parent /carer is informed of the investigation and of the possible consequences.
- ensure that staff members and candidates are informed of their responsibilities and rights as laid out in the JCQ document Suspected Malpractice: Policies and Procedures-file:///N:/Downloads/Malpractice_Sep25_FINAL.pdf
- ensure that if it is necessary to delegate the gathering of information to a senior colleague that the awarding body's agreement is obtained, and the senior colleague is independent and not connected to the department or candidate involved in the suspected malpractice to avoid any potential conflict of interest.
- pass on to the individuals concerned any warnings or notifications of sanctions and ensure compliance with any requests made by the awarding body because of a malpractice case.
- make candidate or member of staff accused of malpractice aware of the avenues for appealing should a judgement be made against them. Full details of the Awarding Body's Appeals procedure will be forwarded to the candidate and their parents/carers or member of staff.

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Appendix 1

Examples of Candidate Malpractice: -

- the alteration or falsification of any results document, including certificates.
- a breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination or assessment rules and regulations.
- the unauthorised use of alternative electronic devices or technology during remote assessment and remote invigilation.
- accessing the internet, online materials or AI tools during remote assessment and remote invigilation, where this is not permitted.
- failing to abide by the conditions of supervision designed to maintain the security of the examinations or assessments.
- collusion: working collaboratively with others, beyond what is permitted.
- copying from another candidate (including the use of technology to aid the copying).
- allowing work to be copied, e.g., posting work on social networking sites prior to an examination/assessment.
- the deliberate destruction of another candidate's work.
- disruptive behaviour in the examination room or during an assessment session (including the use of offensive language)
- failing to report to the centre or awarding body the candidate having unauthorised access to assessment related information or sharing unauthorised assessment related information online.
- exchanging, obtaining, receiving, passing on information (or the attempt to) which could be assessment related by means of talking, electronic, written or non-verbal communication.
- making a false declaration of authenticity in relation to the authorship of controlled assessment, coursework, non-examination assessment or the contents of a portfolio.
- allowing others to assist in the production of controlled assessments, coursework, nonexamination assessments, examination responses or assisting others in the production of controlled assessments, coursework, non-examination assessments or examination responses.
- the misuse, or the attempted misuse, of examination and assessment materials and resources (e.g., exemplar materials).
- being in possession of unauthorised confidential information about an examination or assessment.
- 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 offensive comments, obscenities, or drawings; discriminatory language, remarks or drawings directed at an individual or group in scripts, controlled assessments, coursework, non-examination assessments or portfolios.
- personation: pretending to be someone else, arranging for another person to take one's place in an examination or an assessment.
- plagiarism: unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and artificial intelligence (AI) tools).
- theft of another candidate's work.
- being in possession (whether used or not) of unauthorised material during an examination or assessment, for example: notes, study guides and personal organisers, own blank paper,

calculators (when prohibited), dictionaries (when prohibited), watches, instruments which can capture a digital image, electronic dictionaries (when prohibited), translators, wordlists, glossaries, iPods, mobile phones, AirPods, MP3/4 players, pagers, or other similar electronic devices.

- the unauthorised use of a memory stick or similar device where a candidate uses a word processor.
- facilitating malpractice on the part of other candidates.
- behaving in a manner to undermine the integrity of the examination.

Examples of Centre Staff Malpractice

1. Breach of security

Any act which breaks the confidentiality of question papers or materials, and their electronic equivalents, or the confidentiality of candidates' scripts or their electronic equivalents. It could involve:

- failing to keep examination material secure prior to an examination.
- discussing or otherwise revealing information about examinations and assessments that should be kept confidential, e.g., internet forums/social media.
- moving the time or date of a fixed examination beyond the arrangements permitted within the JCQ document Instructions for conducting examinations. Conducting an examination before the published date constitutes centre staff malpractice and is a clear breach of security.
- failing to adequately supervise candidates who have been affected by a timetable variation (this would apply to candidates subject to overnight supervision by centre personnel or where an examination is to be sat in an earlier or later session on the scheduled day).
- releasing candidates early from a timetabled assessment (e.g., before 10 a.m. for a morning session examination).
- permitting, facilitating, or obtaining unauthorised access to examination material prior to an examination.
- failing to retain and secure examination question papers after an examination in cases where the life of the paper extends beyond the session, e.g., where an examination is to be sat in a later session by one or more candidates due to a timetable variation.
- tampering with candidate scripts, controlled assessments, coursework, or non-examination assessments after collection and before despatch to the awarding body/examiner/ moderator (this would additionally include reading candidates' scripts or photocopying candidates' scripts prior to despatch to the awarding body/examiner)
- failing to keep secure computer files which contain candidates' controlled assessments, coursework, or non-examination assessments.

2. Deception

Any act of dishonesty in relation to an examination or assessment including, but not limited to:

- inventing or changing marks for internally assessed components (e.g., non-examination assessments) where there is no actual evidence of the candidates' achievement to justify the marks awarded.
- manufacturing evidence of competence against national standards.
- fabricating assessment and/or internal verification records or authentication statements.

- entering fictitious candidates for examinations or assessments, or otherwise subverting the assessment or certification process with the intention of financial gain (fraud).
- substituting one candidate's-controlled assessment, coursework, or non-examination assessment for another's.
- providing misleading or inaccurate information to an awarding body, candidates and/or parents.

3. Improper assistance to candidates

Any act where assistance is given beyond that permitted by the specification or regulations to a candidate or group of candidates, which results in a potential or actual advantage in an examination or assessment. For example:

- assisting candidates in the production of controlled assessment, coursework, nonexamination assessments or portfolios, beyond that permitted by the regulations.
- sharing or lending candidates' controlled assessments, coursework, or non-examination assessments with other candidates in a way which allows malpractice to take place.
- assisting or prompting candidates with the production of answers.
- permitting candidates in an examination to access prohibited materials (dictionaries, calculators etc.).
- prompting candidates in an examination/assessment by means of signs, or verbal or written prompts.
- assisting candidates granted the use of a Communication Professional, a Language Modifier, a practical assistant, a prompter, a reader, or a scribe beyond that permitted by the regulations.

4. Failure to co-operate with an investigation.

- failure to make available information reasonably requested by an awarding body during an investigation, or while deciding whether an investigation is necessary; and/or
- failure to investigate on request in accordance with the awarding body's instructions or advice; and/or
- failure to investigate or provide information according to agreed deadlines; and/or
- failure to immediately report all alleged, suspected, or actual incidents of malpractice to the awarding body.

5. Maladministration

Failure to adhere to the regulations regarding the conduct of controlled assessments, coursework, examinations and non-examination assessments, or malpractice in the conduct of examinations/assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results, and certificate claim forms, etc. For example:

- failing to ensure that candidates' controlled assessment, coursework, non-examination assessment or work to be completed under controlled conditions is adequately completed and/or monitored and/or supervised.
- failure, on the part of the Head of Centre, to adhere to awarding body specification requirements in the delivery of non-examination assessments, Endorsements and other projects required as part of a qualification. These include the GCSE Computer Science

Programming Project, GCSE English Language Spoken Language Endorsement and/or the GCE A-level Biology, Chemistry, Geology and Physics Practical Skills Endorsement.

- failing to adhere to awarding body key dates and deadlines relating to the delivery of examinations and assessments (such as those relating to the return of scripts, reporting of internal assessment marks/grades, making entries/claims, and Head of Centre declarations).
- inappropriate members of staff assessing candidates for access arrangements who do not meet the criteria as detailed within Chapter 7 of the JCQ document Access Arrangements and Reasonable Adjustments.
- failure to use the correct tasks/assignments for assessments.
- failure to train invigilators and those facilitating access arrangements adequately, e.g., readers and scribes, leading to non-compliance with the JCQ documents.
- failing to issue to candidates the appropriate notices and warnings, e.g. JCQ Information for candidates documents.
- failure to inform the JCQ Centre Inspection Service of alternative sites for examinations.
- failing to post notices relating to the examination or assessment outside all rooms (including Music and Art rooms) where examinations and assessments are held.
- not ensuring that the examination venue conforms to the requirements as stipulated in the JCQ document Instructions for conducting examinations.
- failing to prevent the introduction of unauthorised material into the examination room, either prior to or during the examination (NB this precludes the use of the examination room to coach candidates or give subject-specific presentations, including power-point presentations, prior to the start of the examination).
- failing to remind candidates that any mobile phones or other unauthorised items found in their possession must be handed to the invigilator prior to the examination starting.
- failure to invigilate examinations in accordance with the JCQ document Instructions for conducting examinations.
- failure to have on file for inspection purposes accurate records relating to overnight supervision arrangements.
- failure to have in place a malpractice policy.
- failure to have on file for inspection purposes appropriate evidence, as per the JCQ document Access Arrangements and Reasonable Adjustments, to substantiate approved access arrangements processed electronically using the Access arrangements online system.
- granting access arrangements to candidates who do not meet the requirements of the JCQ document Access Arrangements and Reasonable Adjustments.
- granting access arrangements to candidates where prior approval has not been obtained from the Access arrangements online system or, in the case of a more complex arrangement, from an awarding body.
- failure to effectively supervise the printing of computer-based assignments when this is required.
- failing to retain candidates' controlled assessments, coursework or non-examination assessments securely after the authentication statements have been signed or the work has been marked.
- failing to maintain the security of candidate scripts prior to despatch to the awarding body or examiner.

- failing to despatch candidates' scripts, controlled assessments, coursework or nonexamination assessments to the awarding bodies, examiners, or moderators in a timely way.
- failing to notify the appropriate awarding body immediately of all alleged, suspected, or actual incidents of malpractice.
- failing to conduct a thorough investigation into suspected examination or assessment malpractice when asked to do so by an awarding body.
- breaching the published arrangements for the release of examination results.
- inappropriate retention or destruction of certificates.
- failing to recruit learners with integrity, including the recruitment of learners who have not met the qualification's minimum entry requirements wherever stipulated and/or the recruitment of learners who are unable or otherwise unlikely to complete the qualification.

Appendix 2 Please check JCQ and CCEA websites for most up to date versions annually

Information for Invigilators and those responsible for Access and Special Consideration arrangements

https://www.jcq.org.uk/wp-content/uploads/2024/01/ICE_23-24_Jan24revision_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2023/09/AA_regs_Revision_One_Sep23_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2023/09/Malpractice_Sep23_FINAL.pdf

Information for Teachers, Candidates and Parents/Carers

https://ccea.org.uk/downloads/docs/regulation-asset/Guidance/Conducting%20Controlled%20Assessments%20in%20CCEA%20GCSE%20Qualifications%20in%202324%20-%20Instructions%20for%20subject%20teachers%2C%20senior%20leaders%20and%20Heads%20of%20Centre_1.pdf

<https://ccea.org.uk/downloads/docs/ccea-asset/Examinations/Information%20for%20Candidates%20-%20GCSE%20Controlled%20Assessments.pdf>

Preventing Malpractice: Guidance for Parents/Guardians: <https://ccea.org.uk/document/1225>

Preventing Malpractice: Guidance for Pupils https://ccea.org.uk/downloads/docs/ccea-asset/Support/Preventing%20Malpractice%20in%20Examinations%20and%20Assessments%3A%20Guidance%20for%20Candidates_4.pdf

https://www.jcq.org.uk/wp-content/uploads/2024/01/IFC-Written_Examinations_2324_Revision_One_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-Coursework_Assessments_2023_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-NE_Assessments_2023_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2023/08/IFC-On-Screen_Examinations_2023_FINAL.pdf

<https://www.jcq.org.uk/wp-content/uploads/2023/04/JCQ-Social-Media-Infographic-v4.pdf>

https://www.jcq.org.uk/wp-content/uploads/2023/09/Malpractice_Sep23_FINAL.pdf

https://www.jcq.org.uk/wp-content/uploads/2024/02/AI-Use-in-Assessments_Feb24_v3.pdf

<https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-AI-information-sheet-for-teachers-1.pdf>

<https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-AI-poster-for-students-2.pdf>

[file:///N:/Downloads/Plagiarism-in-Assessments%20\(1\).pdf](file:///N:/Downloads/Plagiarism-in-Assessments%20(1).pdf)