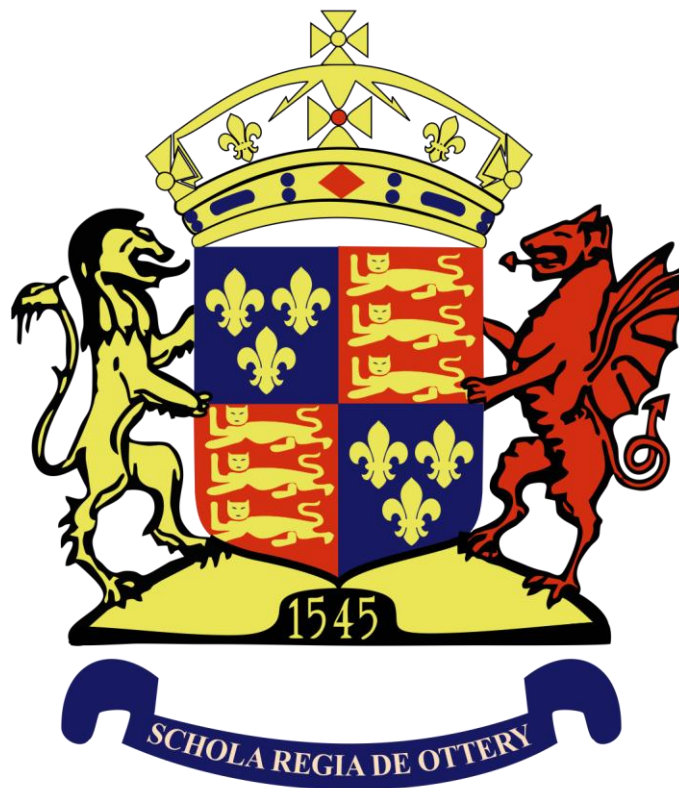




Examinations Policy

The King's School
Cadhay Lane
Ottery-St-Mary
Devon
EX11 1RA

Policy Change Control

Policy Owner	DHT Teaching Learning and Professional Development
Approved By	Curriculum Committee
Date of Last Approval	March 2025
Next Revision Due	March 2026

Date	Version	Person	Change / Action
12/06/2014	1.0	Trustees	Adoption of Policy
02/05/2017	1.1	SBM	Update to Template
29/06/2017	1.2	NJW	Minor change to statement on recruitment of invigilators
13/07/2017	1.3	SBM	Minor Change to reflect review term of policy
13/07/2017	1.3	Trustees	Approval by Governing Board
25/02/2018	1.4	DHT	Added reference to JCQ regulation on page 6 (malpractice) Addition of appeals procedure – previous policy referred to a separate policy
07/03/2018	1.4	Trustees	Approval by Trustees
14/02/2019	1.5	DHT	Changes to Private candidates and Review of marking section.
17/03/2019	1.5	Trustees	Approval by Trustees
07/01/2022	1.6	DHT	Significant rewrite – removed internal examinations – will move to NEA policy, added exam contingency plan and use of word processor in exams. Don't bother commenting on the format – Ill tidy it up at the end.
08/03/2022	1.6	Trustees	Approval
10/02/2023	1.7	EO and DHT	Addition of bullet point in 4.1 and Cybersecurity in examinations & Whistleblowing/reporting. Any links updated to 2022-2023, minor other changes.
09/03/2023	1.7	Trustees	Approval
11/12/2023	1.8	EO and DHT	Addition of following sections: - 16. Managing Behaviour in Examinations (Page 22) - 17. Candidates Leaving the Exam Room (Page 26) - 18. Artificial Intelligence – Use of Technology in Assessments and Relation to Potential Malpractice (Page 27)
07/03/2024	1.8	Trustees	Approved
04/12/2024	1.9	EO and DHT	Minor adjustments only to grammar and phrasing.

Table of Contents

Page 4	Examination Responsibilities
Page 6	The Statutory Tests and Qualifications Offered
Page 6	Exam Seasons and Timetables
Page 7	Entries, Entry details, Late Entries and Retakes
Page 8	Examination Fees
Page 8	The Disability Discrimination Act (DDA), Special Needs and Access Arrangements
Page 9	Managing Invigilators and Examination Days
Page 10	Emergency Arrangements
Page 10	Candidates, Clash Candidates and Special Consideration
Page 11	Results, Reviews of Marking (ROMs) and Access to Scripts (ATS)
Page 12	Certificates
Page 12	Examination Contingency Plan
Page 19	Use of a Word Processor in Examinations
Page 22	Whistle blowing
Page 24	Cybersecurity
Page 25	Managing Behaviour in Examinations
Page 30	Candidates Leaving the Exam Room
Page 31	Artificial Intelligence – Use of Technology in Assessments and Relation to Potential Malpractice

The purpose of this Examinations Policy is:

- To ensure that the planning and management of examinations is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient examination system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's examination processes to read, understand, and implement this policy.

1. Examination Responsibilities

Head of Centre (Headteacher of The King's School)

Overall responsibility for the school as an Examination Centre:

- Advises on appeals and review of marking.
- The Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.
https://www.jcq.org.uk/wp-content/uploads/2023/02/Malpractice_Feb23_v1.pdf

Examinations Officer

Manages the administration of public and internal examinations and supports some data analysis of results.

- Advises the Senior Leadership Team, Subject Teachers, Tutors and other relevant Support Staff on examination timetables and application procedures, as set by the various Examination Boards.
- Oversees the production and distribution to Staff, Trustees and candidates of an annual calendar for all examinations in which candidates will be involved, and communicates regularly with Staff concerning imminent deadlines and events.
- Ensures that the candidates and their parents/carers are informed of and understand those aspects of the examination timetable that will affect them.
- Consults with Teaching Staff to ensure that necessary Coursework/Non-Examined Assessment is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and securely stores all examination papers and completed scripts.
- Makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*.
- Identifies and manages examination timetable clashes.
- Accounts for income and expenditures relating to all examination costs/charges.
- Line manages the Examination Invigilators; organises the recruitment, training, and monitoring of a team of Examination Invigilators, including Teaching Assistants (in liaison with the DHT for Inclusion) responsible for the conduct of examinations.
- Prepares and presents reports to the Senior Leadership Team, indicating where future procedural improvements might be made.
- Collects student data regarding mitigating circumstances and submits this to the relevant Examination Board.

- Submits candidates' Coursework/Non-Examined Assessment marks. Correctly tracks, dispatches, and stores returned Coursework/Non-Examined Assessment and any other material required by the appropriate Awarding Bodies, to meet the appropriate deadlines.
- Arranges for dissemination of examination results and certificates to candidates.
- Administers, in consultation with the Senior Leadership Team, any appeals/review of marking requests.
- Maintains systems and processes to support the timely entry of candidates for their examinations.

Deputy Headteacher with Responsibility for Examinations:

- Is responsible for ensuring that the examinations system operates efficiently and that it acts in the best interests of candidates.
- External validation of courses followed at Key Stage 4 and Key Stage 5.

Heads of Department

- Involvement in post-results procedures.
- Accurate completion of Coursework/Non-Examined Assessment mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.

Careers Co-ordinator

- Guidance and careers information.
- Co-ordinating access to independent advice and guidance.

Subject Teachers

- Deliver courses in line with Examination Board requirements.

Deputy Headteacher - Inclusion

- Administration of access arrangements.
- Identification and testing of candidates' requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, specific learning difficulties or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Invigilators and Teaching Assistants

- Collection of examination papers and other materials ~~from~~ for the appropriate venue before the start of the examination.
- Ensuring the school's expectations are followed for examinations.
- Ensuring all examination regulations are followed.

- Collection of all examination papers in the correct candidate order at the end of the examination and their return to the examination's office.

Candidates

- Confirmation and signing of entries.
- Understanding Coursework/Non-Examined Assessment regulations and signing a declaration that authenticates the Coursework/Non-Examined Assessment as their own.
- Ensure they conduct themselves in all examinations according to the JCQ regulations.

2. The Statutory Tests and Qualifications Offered

- The qualifications offered at this centre are decided by the Head of Centre and Senior Leadership in consultation with the Heads of Department.
- The statutory tests and qualifications offered are: CATS, Entry levels, GCSEs, A levels, BTECs, CSLA and University Entrance examinations.
- The subjects offered for these qualifications in any academic year may be found in the centre's published option booklet and website for that year. If there has been a change of specification from the previous year, the Examinations Officer must be informed at the earliest opportunity, but 1st September at the latest.

3. Exam Seasons and Timetables

3.1 Exam Seasons

- Internal examinations are scheduled in the assessment calendar.
- All internal examinations are held under external examination conditions.

3.2 Timetables

- The Examinations Officer will circulate the examination timetables for both external and internal examinations once they are confirmed.
- Students can access these via *EduLink*.

4. Entries, Entry Details, Late Entries and Retakes

4.1 Entries

- Candidates are selected for their examination entries by their Subject Teachers.
- A candidate or parent/carer may request a subject entry, change of level or withdrawal, but this is subject to agreement by teaching staff and the Head of Department. The final decision will be made by the Head of Centre.
- Where students have significant absence and/or are not likely to achieve a grade, the Head of Centre can, in discussion with the student and parents/carers, withdraw the student from some or all of the examinations. The final decision will be made by the Head of Centre.

- The centre **may** accept entries from external candidates - these are considered on an individual basis. Managing private candidates is the responsibility of the Examinations Officer. They will complete and sign a code of conduct agreement. Any private candidates who are not ex-students or who are not known to the school will be invited to the school to see the examination venue and will be interviewed after their code of conduct agreement has been signed and submitted. The King's School cannot be responsible for the marking of any NEA components attached to an examination entry. The final decision on accepting external candidates will be made by the Head of Centre.

4.2 Late Entries

- Entry deadlines are circulated to Heads of Department via email.
- Late entries are **only** authorised by Heads of Department.

4.3 Re-sits

- As a general rule, all retakes of exams must be paid for by students, although the school is prepared to consider individual cases on request.
- Retake decisions will be made in consultation with the candidates, Subject Teachers and the Examinations Officer. (See also Section 5: Examination Fees)

5. Examination Fees

- GCSE initial registration and entry examination fees are paid by the centre.
- A level initial registration and entry examination fees are paid by the centre.
- Late entry or amendment fees are usually paid for by the subject department but in certain circumstances this may be passed on to the students/parents/carers with the agreement of the Headteacher.
- Candidates or Departments will not be charged for changes of tier, withdrawals made by the proper procedures, or alterations arising from administrative processes, provided these are made within the time allowed by the Awarding Bodies, assuming there is no charge to the school.
- Reimbursement will be sought from candidates who fail to sit an examination or meet the necessary Coursework/Non-Examined Assessment requirements.
- Retake fees for first and any subsequent retakes are paid by the candidates. (See also section 4.3: Retakes)
- Candidates must pay the fee for an enquiry about a result. (See also section 11.2: Results, Reviews of Marking [ROMs])
- Managing private candidates is the responsibility of the Examinations Officer. All private candidates will be charged the cost of the examination paper, invigilation and administration fees.

6. The Disability Discrimination Act (DDA), Special Needs, and Access Arrangements

6.1 The Disability Discrimination Act DDA

- The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All Examination Centre Staff must ensure that the access arrangements, special consideration regulations and guidance are consistent within the law.

6.2 Special needs

- A candidate's special needs requirements are determined by the DHT for Inclusion who will inform Subject Teachers of candidates with special educational needs, who are embarking on a course leading to an examination. The DHT for Inclusion can then inform individual staff of any special arrangements that a candidate may be granted and will provide training on how to use the access arrangement as a normal way of working during the course and in the examination.

6.3 Exam Access Arrangements (EAAs)

- Making special arrangements for candidates to take examinations is the responsibility of the DHT for Inclusion and the Examinations Officer.
- Submitting completed access arrangement applications to the Awarding Bodies is the responsibility of the ~~Examinations Officer~~ SENCO.
- Rooming for access arrangement candidates will be arranged by the Examinations Officer in consultation with the DHT for Inclusion and the Absence and Cover Manager.
- Invigilation and support for access arrangement candidates will be organised by the Examinations Officer and the SENCo assistant.

7. Managing Invigilators and Examination Days

7.1 Managing Invigilators

- External invigilators will be used for examination supervision. There will be a roving invigilator to support examinations in individual rooms where there is a TA present.
- Invigilators will be used for all written examinations and practical examinations, where appropriate.
- The recruitment of invigilators is the responsibility of the Examinations Officer in liaison with the DHT responsible for Examinations.
- Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Director of Finance and Operations.
- DBS fees for securing such clearance are paid by the centre.
- Invigilators are timetabled and briefed by the Examinations Officer.
- Invigilators' rates of pay are set by the school.

7.2 Examination Days

- The Examinations Officer will ask the Absence and Cover Manager to book all examination rooms after liaising with other users and will make the question papers, other examination stationery and materials available for the invigilator/s. ~~The Skills for Learning team will prepare resource packs for the TAs working with students with specific EAAs.~~

- The Site Management team is responsible for setting up the allocated rooms.
- The nominated invigilator will start all examinations in accordance with JCQ guidelines. HODs or a subject specialist to be present at the start of the examination, outside of the venue to assist with identification of candidates, but must not advise on which questions are to be attempted.
- In all practical examinations, Subject Teachers will supervise, with an external invigilator in case of any technical difficulties where required.
- Examination papers must not be read by Subject Teachers or be removed from the examination room before the end of a session. Papers will be distributed to the Heads of Department at the end of the examination session after the examination scripts have been checked and packaged.

8. Emergency Arrangements

In the event of a fire alarm or alert for a managed evacuation during an examination, the invigilator in charge of the examination must take the following actions:

- Stop the candidates from writing; making a note of the exact time.
- Collect the attendance register and evacuate the examination room, when instructed by the Examinations Officer, taking the candidates to a safe place away from the rest of the school. This is the front lawn, if it is safe to do so.
- All question papers and examination scripts must be left in the examination room and candidates must leave the room in silence.
- Once it is deemed safe to return, candidates must be allowed the full remaining time for the examination.
- The Examinations Officer will make a full report of the incident and send it to the relevant Awarding Body for special consideration.

9. Candidates, Clash Candidates and Special Consideration

9.1 Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile telephones and all electronic devices apply at all times. The school reserves the right to deny access to an examination if the student is not wearing correct school uniform.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of staff must accompany them.
- The Examinations Officer will request that the Attendance Officer attempts to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

9.2 Clash Candidates

- If the total duration of three or more examinations to be taken in one day is more than 5 hours 30 minutes for GCSE or more than 6 hours for GCE, centres may wish to arrange overnight supervision.
- The candidate will be offered the opportunity to sit all the examinations on the scheduled day with an application for special consideration for the last examination taken.

Overnight Clashes

- The Examinations Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays if and when necessary.
- The Examinations Officer will ensure that the overnight supervision declaration form has been completed by all parties no later than 24 hours prior to the overnight supervision commencing.
- Where the centre allows the candidate to take an examination scheduled for the afternoon session the following morning (if it is a Friday afternoon the exam must be taken on Saturday morning), the centre will appoint an invigilator to supervise the candidate while they are on the premises and sitting examinations. The candidate must be under supervision from 30 minutes after the Awarding Body's published start time for the delayed examination, ensuring there is no contact with other students.

Timetabled Clashes

- If candidates are taking two or more examinations in a session and the total time is three hours or less, the centre may decide the order within the timetabled session in which to conduct the examinations. Candidates may also be given a supervised rest break **in the exam room** of no more than 20 minutes between papers within a session
- If candidates are taking two or more examinations that are timetabled for the same session and the total time is more than three hours including approved extra time allowances and/or supervised rest breaks, the centre may conduct one examination in a later or earlier session within the same day. The centre may determine the examination which is to be conducted in a later or earlier session within the same day.

9.3 Special Consideration

- Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the centre, or the examination invigilator, to that effect. Surveys will be completed immediately after every examination series to gather evidence that may be applicable when asking the Examination Board for special consideration.
- Any special consideration claim must be supported by appropriate evidence within five days of the examination, for example a letter from the candidate's doctor.
- The Examinations Officer will then forward a completed special consideration form to the relevant Awarding Body within seven days of the **final** examination.

10. Results, Reviews of Marking (ROMs) and Access to Scripts (ATS)

10.1 Results

- Candidates will receive individual provisional statements of results on results days in person at the centre. They will also be released on EduLink at an agreed time.

- Arrangements for the school to be open on results days are made by the Examinations Officer together with the Deputy Headteacher Responsible for Examinations.
- The provision of staff on results days is the responsibility of the Head of Centre.

10.2 Review of Marking (ROM)

- ROMs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The Examinations Officer must obtain permission from the candidate if the school wishes a ROM and the candidate must sign a document agreeing to a ROM and acknowledge that the grade could change (increase or decrease).
- If a candidate requests a ROM independently from the school, the candidate will be charged the cost of the ROM. (See section 5: Examination Fees).

10.3 Access to Scripts (ATS)

- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of the candidates must be obtained.
- ~~GCSE review of marking cannot be applied for once a script has been returned.~~

11. Certificates

- Certificates will be collected by students when available from the examination boards. Any unclaimed certificates will be destroyed by a secure method, as JCQ guidance after holding them securely for 12 months, A record of all certificates destroyed will be kept for a further four years from the date of their destruction.

12. Examinations Contingency Plan

12.1 Purpose

- This plan examines potential risks and issues that could cause disruption to the management and administration of the examination process at The King's School. By outlining actions/procedures to be followed in case of disruption, it is intended to mitigate the impact these disruptions have on our examination process.
- At all times, the Examinations Officer and the Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and that JCQ regulations are adhered to where possible.
- Alongside internal processes, this plan is informed by information contained in the *joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that "Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur."

12.2 Exam Officer extended absence at key points in the exam cycle

Criteria for implementation of the plan:

Key tasks required in the management and administration of the examination cycle at risk of not being undertaken including:

Planning

- Annual data collection not undertaken to collate information on qualifications and Awarding Body specifications being delivered
- Annual examinations plan not produced identifying essential key tasks, key dates and deadlines
- Sufficient invigilators not recruited and trained

Entries

- Awarding Bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- Candidates not being entered with Awarding Bodies for external examinations/assessment
- Awarding Body entry deadlines missed or late or other penalty fees being incurred

Pre-examinations

- Examination timetabling, rooming allocation; and invigilation schedules not prepared
- Candidates not briefed on examination timetables and Awarding Body information for candidates
- Examination/assessment materials and candidates' work not stored under required secure conditions
- Internal assessment marks and samples of candidates' work not submitted to Awarding Bodies/external moderators

Examination time

- Examinations/assessments not taken under the conditions prescribed by Awarding Bodies
- Required reports/requests not submitted to Awarding Bodies during examination/assessment periods e.g. very late arrival, suspected malpractice, special consideration
- Candidates' scripts not dispatched as required to Awarding Bodies

Results and post-results

- Access to examination results affecting the distribution of results to candidates
- The facilitation of the post-results services

Centre actions:

Senior Leadership Team (SLT) to assume responsibility for the above tasks.

12.3 SENCo/EAA Assessor extended absence at key points in the examination cycle

Criteria for implementation of the plan:

Key tasks required in the management and administration of the access arrangements process within the examination cycle at risk of not being undertaken including:

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements
- Evidence of need and evidence to support normal way of working not collated

Pre-examinations

- Approval for access arrangements not applied for to the Awarding Body
- Modified paper requirements not identified in a timely manner to enable ordering to meet the external deadline

- Staff providing support to access arrangement candidates are not allocated and trained

Exam time

- Access arrangement candidate support not arranged for examination rooms

Centre actions:

The Specialist Assessor and Examinations Officer to work with SLT to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required.

12.4 Teaching staff extended absence at key points in the examination cycle

Criteria for implementation of the plan:

Key tasks at risk of not being undertaken including:

Early/estimated entry information not provided to the Examinations Officer on time; resulting in pre-release information not being received

Final entry information not provided to the Examinations Officer on time; resulting in:

- *candidates not being entered for examinations/assessments or being entered late*
- *late or other penalty fees being charged by Awarding Bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

The Examinations Officer to liaise with Head/Second of Department and/or SLT, if necessary, to ensure all necessary deadlines are adhered to. Where this is not possible, the Examinations Officer will liaise with the relevant Awarding Body and act upon advice received.

12.5 Disruption because of COVID-19 or other pandemic:

Criteria for implementation of the plan:

It is our expectation that schools and colleges will run summer series examinations, including where the school or college is only open for smaller student groups. We also expect schools and colleges in areas under local restrictions to run examinations. Where candidates are travelling to or within an area under local restrictions to take examinations, they should refer to the local restriction's guidance. Candidates should expect to be able to travel for the purpose of taking examinations.

Centre actions:

- The Examinations Officer will ensure that students are aware that examinations will continue as published if there are local lockdown restrictions.
- The Examinations Officer will ensure that where students are in mixed bubbles they will be seated at least 2 meters apart. Invigilators must be able to stay 2 meters away from students and still see all the students.
- The centre will ensure that the examination rooms will be thoroughly cleaned including desks and chairs.

- Invigilators will be provided with visors if requested. Once the identity of a candidate has been checked they may wear a face covering if they wish.
- Invigilators do not need to wear gloves but they will need to wash their hands after handling examination papers.

12.6 Internal governance arrangements

Criteria for implementation of the plan:

Should the Head of Centre, or a member of the Senior Leadership Team with oversight of examination administration, be absent;

- a nominated member of the Senior Leadership Team will provide support and guidance to the Examinations Officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

Centre Actions:

- All members of SLT know how to support the Examinations Officer and have the experience to start examinations. In particular, they are aware that the times that examinations are allowed to start are dependent upon the length of time of the examination.
- SLT are also aware that the security of the examination materials is paramount.

12.7 Invigilators – lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan:

- *Failure to recruit and train sufficient invigilators to conduct examinations*
- *Invigilator shortage on peak examination days*
- *Invigilator absence on the day of an examination*

Centre actions:

- The Examinations Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- The Examinations Officer will be aware of the school staff available for invigilation duties at short notice and for peak examination days.

12.8 Examination rooms – lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan:

- *Examinations Officer unable to identify sufficient/appropriate rooms during examination timetable planning*
- *Insufficient rooms available on peak examination days*
- *Main examination venues unavailable due to an expected incident at examination time*

Centre actions:

- The Examinations Officer will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately.

- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Examinations Officer at all times during such emergencies.

12.9 Failure of IT systems

Criteria for implementation of the plan:

- *MIS system failure at final entry deadline*
- *MIS system failure during examinations preparation*
- *MIS system failure at results release time*

Centre actions:

- The Examinations Officer, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Bodies. At all times during the system failure, the Examinations Officer will liaise with the Awarding Bodies to minimise disruption and costs incurred.

12.10 Emergency evacuation of the examination room (or centre lockdown)

Criteria for implementation of the plan:

Whole centre evacuation (or lockdown) during examination time due to a serious incident resulting in examination candidates being unable to start, proceed with or complete their examinations.

Centre actions:

- Stop the candidates from writing, invigilators to collect attendance registers, evacuate the examination room in line with the school fire and emergency evacuation procedures policy, ensure all question papers are left in the examination room. Advise candidates they must leave the room in silence and any discussion of the paper may lead to disqualification. Lead the students out of the hall in single file keeping a distance of 1 ~~meter~~ **metre** between each other. Keep a record of the time and duration of the interruption. For small examinations; move candidates to an alternative location, where possible, ensure candidates have the full duration. Complete the incident log sheet and submit to the relevant Awarding Body.

12.11 Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan:

Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Centre actions:

- SLT to manage all such incidents. There is a contingency plan in place to provide a system of blended learning to all students.

12.12 Centre unable to open as normal during the examinations period

Criteria for implementation of the plan:

Centre unable to open as normal for scheduled examinations

**In the event that the Head of Centre decides the centre cannot be opened for scheduled examinations, the relevant Awarding Body must be informed as soon as possible. Awarding Bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- The Examinations Officer will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

12.13 Candidates unable to take examinations because of a crisis, centre remains open

Criteria for implementation of the plan:

Candidates are unable to attend the examination centre to take examinations as normal.

Centre actions:

- The Examinations Officer will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

12.14 Disruption in the distribution of examination papers

Criteria for implementation of the plan:

Disruption to the distribution of examination papers to the centre in advance of examinations.

Centre actions:

- Awarding Organisations to provide centres with electronic access to examination papers via a secure external network. Centres would need to ensure that copies are received, made and stored under secure conditions and should have plans in place to facilitate such an action. Awarding organisations would provide guidance on the conduct of examinations in such circumstances. As a last resort, and in close collaboration with centres and regulators, Awarding Organisations to consider the scheduling of the examination on an alternative date.

12.15 Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan:

Delay in normal collection arrangements for completed examination scripts.

Centre actions:

- The Examinations Officer will contact the Awarding Body to notify them of any such difficulties and put in place suitable alternative arrangements.

12.16 Assessment evidence is not available to be marked

Criteria for implementation of the plan:

Large scale damage to, or destruction of, completed examination scripts/assessment evidence before it can be marked.

Centre actions:

- The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

12.17. Centre unable to distribute results as normal

Criteria for implementation of the plan:

The centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services.

Centre actions:

- The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.
- If results can be accessed, but it is not possible for "hard copies" to be distributed, they will be released via EduLink.

**Information taken from the Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland.*

13. Use of a Word Processor in Examinations

13. 1 Introduction

- The use of a word processor in examinations and assessments is an available access arrangement/reasonable adjustment.
- The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate.
- Although access arrangements/adjustments are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.
- Candidates may not require the same access arrangements/reasonable adjustments in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The Deputy Headteacher for Inclusion must consider the need for access arrangements/reasonable adjustments on a subject-by-subject basis.
- The Deputy Headteacher for Inclusion must ensure that the proposed access arrangement/reasonable adjustment does not disadvantage or advantage a candidate.
- The candidate must have had appropriate opportunities to practice using the access arrangement(s)/reasonable adjustment(s) before their first examination.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

13.2 The use of a word processor

The centre will:

- Allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre.
- Award the use of a word processor to a candidate where appropriate to their needs. For example, a candidate with:
 - a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
 - a medical condition; a physical disability, a sensory impairment, planning and organisational problems when writing by hand or poor handwriting
- Only permit the use of a word processor where the integrity of the assessment can be maintained.
- Not grant the use of a word processor where it will compromise the assessment objectives of the specification in question.
- Consider if the candidate will need to use a word processor. Process access arrangements/reasonable adjustments at the start of the course, or as soon as practical, having firmly established a picture of need and normal way of working, ensuring arrangements are always approved before an examination or assessment (AA 4.2.4).
- Provide the use of word processors to candidates in Non-Examination Assessment components as standard practice unless prohibited by the specification (AA 5.8.2).
- Provide training for the candidates before both trial and external examinations.

The centre will not:

- Simply grant the use of a word processor to a candidate because they now want to type rather than write in examinations or can work faster on a keyboard, or because they use a laptop at home.

Exceptions:

- The only exceptions to the above where the use of a word processor would be considered for a candidate would be in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

13.3 Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is accommodated in an examination venue or a classroom being used as an examination venue or a dedicated IT room if available.

In compliance with the regulations the centre:

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre, unless an Awarding Body's specification says otherwise.
- Where a candidate is to be seated with the main cohort without the use of a power point, checks the battery capacity of the word processor before the candidate's examination to ensure that the battery is sufficiently charged for the entire duration of the examination.
- Ensures the students log into their own individual Exam User account where their access arrangement has been previously set up and where an approved word document template has been set up for them to complete, meeting JCQ regulations.
- Ensures the candidate is reminded to check that their centre number, candidate number and the unit/component code appear on each page as a header or footer.
- Ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6.
- Ensures the candidate is reminded to save their work at regular intervals, (or where possible, an IT technician will set up 'autosave' on each laptop/tablet to ensure that if there is a complication or technical issue, the candidate's work is not lost).
- Instructs the candidate to use a minimum of 12pt font and 1.5 line spacing in order to make marking easier for examiners.

The centre will ensure the word processor:

- Is only used in a way that ensures a candidate's script is produced under secure conditions.
- Is not used to perform skills which are being assessed.
- Is not connected to an intranet or any other means of communication.
- Is in good working order at the time of the examination.
- Is accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- Is used as a typewriter, not as a database, although standard formatting software is acceptable.
- Is cleared of any previously stored data.
- Does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- Does not include graphics packages or computer aided design software unless permission has been given to use these.
- Does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the Awarding Body's specification permits the use of automatic spell checking.
- Does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software.
- Is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Portable storage medium:

The centre will ensure that any portable storage medium (e.g. a memory stick) used, is provided by the centre.

Printing the script after the exam is over:

The centre will ensure:

- The word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- The candidate is present to verify that the work printed is his or her own.
- A word-processed script is attached to any answer booklet which contains some of the answers.
- Where an Awarding Body requires a cover sheet to be completed, this is included with the candidate's typed script (according to the relevant Awarding Body's instructions).

14 Whistleblowing (See 6.4 Whistleblowing policy)

Staff at The King's School are aware that they have the duty to report any concern they have regarding the conduct and integrity of the examination process. The Examinations Officer is ultimately responsible for the reporting of malpractice to examinations awarding bodies and the senior leadership team as a matter of urgency. As a collective, the Examinations Officer and senior leadership team aim to create and maintain a positive approach to examinations which maintains and protects the integrity and security of the process.

In full compliance with the JCQ's General Regulations for Approved Centres (5.11), the school will:

- *Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place;*
- *Inform the awarding body **immediately** of any alleged, suspected or actual incident of malpractice or maladministration, involving a candidate or member of staff, by completing the appropriate documentation;*
- *As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication Suspected Malpractice – Policies and Procedures, 1st September 2024 to 31st August 2025 and provide such information and advice as the awarding body may reasonably require.*

14.1 Whistleblowing Procedure:

If the individual does not feel safe raising the issue or reporting malpractice within the centre, or has done so and has concerns that the appropriate action has not been taken, that individual could consider contacting the examination board and disclosing the information directly to the awarding body for the relevant qualification.

To investigate concerns of malpractice effectively and efficiently, examination awarding bodies will require specific and detailed evidence, this may include, but is not limited to:

- Specific nature of suspected malpractice
- The qualification and subjects involved
- The centre and centre number involved
- Names of candidates involved
- Details/positions and names of any staff member involved
- The regulations breached and specific nature of malpractice
- If the issue has already been reported to the centre, what the outcome was in the first instance
- When and where the suspected malpractice occurred
- If the case of malpractice is likely to, or has affected multiple examination series

For members of centre staff wishing to report any case of malpractice, it is likely that the Public Interest Disclosure Act, 1998, (PIDA) can offer legal protection from being dismissed or penalised for raising certain concerns.

14.2 Anonymity

In instances where a member of centre staff needs to report a case of malpractice or maladministration and finds it difficult to communicate this effectively with a member of nominated senior leadership, a concern can be raised anonymously. However, the issue may be unable to be taken further if insufficient information has been provided. In these circumstances, concerns can be reported directly to Ofqual, who is identified as a 'prescribed body'

A whistle-blower can give their name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistle-blower.

15 Cybersecurity

SLT, the Network manager and the Examinations Officer at The King's School are responsible for providing a robust contingency plan and incident management plan in the case of a cyber-attack on the school, as outlined in JCQ regulations.

15.1 Contingency

Containment may include isolation or closing a compromised section of the network, whilst making attempts to recover any losses and limit the damage caused.

Identify any affected data and notify organisations (outlined in 15.2) as appropriate as well as ensure there is a backup of SIMs data bases and that the Exams and Data managers have alternative access.

15.2 Reporting

In the event of a cyber-attack on the school, all cases should be reported via the appropriate organisational channels, including National Cyber Security Centre (NCSC). The Examination Officer will work with IT and the Network manager to seek the correct advice and support with senior leaders will monitor the situation and take any action as required, as directed by the Awarding Bodies.

If you are unsure of who to report to, referring to the Cyber Incident Signposting Service (CISS) can provide further guidance. Before any reporting takes place; Senior Leadership, Examinations Officer, Data, Network and Data Protection managers should be liaised with.

It is vital that all awarding bodies are made aware of any data breach/cyber attack which may pose a threat to examinations.

Submissions for reporting a cyber incident consist of six sections:

- Report details
- Organisational Details
- Incident Basics
- Incident Impact
- Attack Identifiers
- Attack Specific Questions

15.3 Prevention/Alternative Provision in the Event of An IT Failure

There should be a constant review of risk and weak points in security measures, whilst increasing staff awareness of data protection and security through training.

In the event of an IT system failure, affecting the MIS system; IT system or network failure at key points during the examination cycle:

- Exams Officer will make entries from another site direct to the awarding bodies (using awarding bodies' secure extranet sites).
- Exam room scheduling/timetables compiled using alternative methods (alternative software/manual bookings and timetables).
- Exams Officer will contact awarding bodies in respect of re-sitting online exams affected by system failure, or to seek an alternative solution.
- Results accessed directly from the awarding bodies' secure extranet sites (accessed from an alternative site if necessary).

16 Managing Behaviour in Examinations

The purpose of this section is to confirm that candidate behaviour in the examination room at The King's School is managed in line with JCQ regulations.

16.1 Briefing Candidates

To ensure candidates are aware of the standard of behaviour that is required in the examination room, The King's School will:

- ensure the JCQ Information for candidates' documents (coursework, non-examination assessments, on-screen tests, privacy notice, social media and written examinations) is distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place (GR 5.8)
- ensure candidates are also made aware of the content of the JCQ 'Unauthorised items and Warning to candidates' posters (GR 5.8)
- prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments (GR 5.8)

At The King's School candidates are made aware of JCQ information/briefed by:

Students, along with parents/carers are issued a handbook on examinations, which is supported by a year group assembly led by the Deputy Head Teacher and Examinations Officer. This is then reinforced with Q&A sessions at parents' evening, outlining the expectations of candidates in both trial and public examinations. This is also inclusive of what candidates must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examinations assessments (NEA).

16.2 Candidate malpractice

'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP 1.2). Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP 2).

'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment, including the preparation and authentication of any controlled assessments, coursework or non-examination assessments, the presentation of any practical work, the compilation of portfolios of assessment evidence and the writing of any examination paper (SMPP 2).

Inappropriate behaviour by a candidate in the examination room is deemed 'candidate malpractice'.

Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP 1.7)

Examples of inappropriate behaviour/actions that constitute 'candidate malpractice' are provided in the final section of this policy.

16.3 Instructions for conducting examinations - Malpractice in the examination room

The following requirements are applied at The King's School:

- Candidates are under formal examination conditions from the moment they enter the room in which they will be taking their examination(s) until the point at which they are permitted to leave. Any malpractice suspected or actual, from this point must be reported to the relevant awarding body (ICE 19.1)
- Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)
- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3)
- Form JCQ/M1 - Report of suspected candidate malpractice must be completed (ICE 24.3)
- The Head of Centre has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room (ICE 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ publication Suspected Malpractice: Policies and Procedures (ICE 24.5)
- In cases of suspected malpractice, examination scripts must be packed as normal and Form JCQ/M1 must be submitted separately to the relevant awarding body (ICE 24.6)

Additional information:

For internal examinations, reports of malpractice; negative or disruptive behaviour in the exam room will be reported to the senior leadership team and may result in a zero mark being awarded. In the instance of malpractice or negative behaviour during trial examinations, parents/carers would receive a formal letter outlining the potential consequences of malpractice or negative behaviour in a public exam, as well as the school responding in line with its Behaviour Policy.

16.4 Roles and Responsibilities

The role of the invigilator:

- Be vigilant and remain aware of incidents or emerging situations, looking out for malpractice (ICE 20.2)
- Warn a disruptive candidate that he/she may be removed from the examination room (ICE 24.1)
- Record what has happened and actions taken on the exam room incident log (ICE 24.1)

The role of the Exams Office/Officer:

- Ensure that the JCQ Information for candidates documents (coursework, non-examination assessments, on-screen tests, privacy notice, social media and written examinations) are distributed to all candidates prior to assessments and/or examinations taking place and that candidates are also made aware of the content of the JCQ Unauthorised items and Warning to candidates posters (GR 5.8)
- Ensure the JCQ Unauthorised items and Warning to candidates posters are displayed in a prominent place for all candidates to see prior to entering the examination room (GR 5.8)
- Where a candidate is being/has been disruptive in the examination room, warn the candidate that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

The role of the Head of Centre

- Where a candidate is seriously disrupting others, makes the decision to remove the candidate from the examination room (ICE 24.3)
- Report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination by completing form JCQ/M1 (ICE 24.3)

The role of the senior leader

- Ensure support is provided for the Exams Officer and invigilators when dealing with disruptive candidates in examination rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

16.4 Examples of 'candidate malpractice'

These include (but are not limited to):

Introduction of unauthorised material into the examination room

- Own blank paper: used for rough work, used for final answers
- Calculators, dictionaries (when prohibited)
- Bringing into the examination room notes in the wrong format or prohibited annotations
 - o notes/annotations go beyond what is permitted but do not give an advantage; content irrelevant to subject

- notes/annotations are relevant and give an unfair advantage
- notes/annotations introduced in a deliberate attempt to gain an advantage
- Unauthorised notes, study guides and personal organisers
 - content irrelevant to subject
 - content relevant to subject
 - relevant to subject and evidence of use
- Mobile phone or similar electronic devices (including iPod, MP3/4 player, memory sticks, smartphone, smartwatch, AirPods, earphones and headphones)
 - A mobile phone or technological device not in the candidate's possession but that makes a noise in the examination room
 - A mobile phone or technological device in the candidate's possession but no evidence of being used by the candidate
 - A mobile phone or other form of technology in the candidate's possession and evidence of being used by the candidate
- Watches (inclusive of smartwatches and analogue) in candidate's possession

Breaches of examination conditions

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations;
- minor non-compliance: e.g. sitting in a non-designated seat; continuing to write for a short period after being told to stop;
- major non-compliance: e.g. refusing to move to a designated seat; significant amount of writing after being told to stop;
- related non-compliance;
- failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations;
- leaving examination early (no loss of integrity); removing script from the examination room, but evidence of the integrity was maintained;
- removing script from examination room but with no proof that the script is safe; taking home materials;
- deliberately breaking a timetable clash supervision arrangement; removing script from the examination room and with proof that the script has been tampered with; leaving examination room early so integrity is impaired;
- Disruptive behaviour in the examination room or assessment session (including use of offensive language)
 - minor disruption lasting a short time; calling out, causing noise, turning around;
 - repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room; taking another's possessions;
 - warnings ignored; provocative or aggravated behaviour; repeated or loud offensive comments; physical assault on staff or property.

Exchange, obtaining, receiving, or passing on information which could be examination related (or the attempt to)

- Verbal communication;
- isolated incidents of talking before the start of the examination or after papers have been collected

- talking during the examination about matters not related to the exam; accepting examination related information;
- talking about examination related matters during the exam; whispering answers to questions
- communication;
- passing/receiving written communications which clearly have no bearing on the assessment or accepting assessment related information;
- passing assessment related information to other candidates; helping one another; swapping scripts.

16.5 Offences relating to the content of candidates' work

The inclusion of inappropriate, offensive or obscene material in preparatory work, scripts, controlled assessments, coursework, non- examination assessments or portfolios

- isolated offensive words or drawings;
- frequent offensive words or drawings; isolated obscenity or offensive comments directed at an individual or group;
- frequent obscenities; discriminatory language, remarks or drawings directed at an individual or group;
- Plagiarism: unacknowledged copying from or reproduction of third-party sources (including the internet and AI tools); incomplete referencing;
- minor amount of plagiarism/poor referencing in places;
- plagiarism from work listed in the bibliography or referenced/acknowledged; or minor amount of plagiarism from a source not listed in the bibliography or referenced / acknowledged;
- plagiarism from work not listed in the bibliography or referenced/acknowledged; or plagiarised text consists of the substance of the work submitted and the source is listed in the bibliography or referenced/acknowledged.

17 Candidates Leaving the Exam Room

The purpose of this section is to confirm that candidates leaving the examination room at The King's School are managed in line with JCQ regulations.

This section confirms:

- the correct procedures are followed in relation to candidates leaving the examination room;
- The King's School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

17.1 Arrangements for leaving the examination room

- For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination. (ICE 23.1)
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (ICE 23.2)
- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the

examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.3)

- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room. (ICE 23.4)
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room. (ICE 23.5)

The following arrangements are applied at The King's School:

- Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence. (ICE 23.3)
- Any additional time allowed for a candidate who may have been absent from the examination room for a short period of time, is on a case-by-case basis and will only be applied at the discretion of the Examinations Officer or Head of Centre.

17.2 Roles and Responsibilities

The role of the Exams Office/Officer

- Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded

The role of the invigilator

- Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3)
- Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)
- Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.4)
- At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.5)

The role of the senior leadership team

- Ensure support is provided for the exams officer and invigilators when dealing with disruptive candidates in examination rooms, this may include removing candidates from the room under supervision
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

18 Artificial Intelligence (AI) – Use of Technology in Assessments and Relation to Potential Malpractice

In line with guidance published by JCQ centres must ensure there is a clear policy in place to protect the integrity of assessments in the context of AI. This policy should outline the established measures which are in place to ensure that students are submitting their own independent work for assessment. It should also set out the clear expectations for students, to ensure they understand the importance and potential ramifications of submitting

work which has not been independently created, including the repercussions of and identification of potential malpractice.

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations/>), all work submitted for qualification assessments must be the students' own;
- students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section below);
- teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and
- where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action. The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying

JCQ, Sept 2023

18.1 Risks of AI in the examination system:

AI refers to the use of digital tools to obtain information or content which could be used in work being produced for assessment, leading to qualifications. The misuse of such tools, or attempting to submit work for assessment which has been created in conjunction with an AI tool would constitute as malpractice. While this is a developing tool, teachers and students need to be aware that AI tools are still being developed and often have limitations to their use; such as producing inaccurate or inappropriate content. One particular area of concern in response to assessment criteria is the unregulated use of chatbots. These AI tools generate text responses to user prompted questions. This includes, but is not limited to; translation between languages, authoring essays, answering questions, writing computer code and generating new ideas.

Examples of AI chatbots which are currently in circulation include:

- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Google Bard

The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. 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.

18.2 AI and Malpractice

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 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 should be aware of what constitutes as malpractice, through support from teaching staff. This must be discussed with students in managing the appropriate use of AI and risks, particularly the potential submission of any work for assessment which has not been completed independently.

18.3 Identifying Misuse of AI

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own. We explore these different methods below. When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:

- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions. Potential indicators of AI use If you see the following in student work, it may be an indication that they have misused AI:

- A default use of American spelling, currency, terms and other localisations
- A default use of language or vocabulary which might not appropriate to the qualification level
- A lack of direct quotations and/or use of references where these are required/ expected
- Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)

- A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
- A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work
- A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
- A lack of graphs/data tables/visual aids where these would normally be expected
- A lack of specific local or topical knowledge. Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
- The inadvertent inclusion by students of warnings or provisos produced by AI.