



# **Malpractice Policy Including Maladministration, Plagiarism and Conflict of Interest**

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# Section 1: Definitions

## 1.1 Malpractice

Malpractice, which includes maladministration, according to JCQ involves a failure to follow the rules of an examination or assessment. The word 'malpractice' covers both 'malpractice' and 'maladministration' and it means any act, default or practice which is:

- a breach of the Regulations; and/or
- a breach of awarding body requirements regarding how a qualification should be delivered; and/or
- a failure to follow established procedures in relation to a qualification;
- a breach of security;
- a failure to co-operate with an investigation.

Which:

- gives rise to prejudice to candidates; and/or
- compromises public confidence in qualifications; and/or
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- damages the authority, reputation or credibility of any awarding body or centre, or any officer, employee or agent of any awarding body or centre.

Incidents of malpractice arise for a variety of reasons:

- some incidents are intentional and aim to give unfair advantages in an examination or assessment
- some incidents arise due to a lack of awareness of the regulations, carelessness or forgetfulness in applying the regulations (which may often be called 'maladministration')
- some occur as a result of the force of circumstances which are beyond the control of those involved e.g. a fire alarm sounds and the supervision of the candidates is disrupted

The individuals involved in malpractice may also vary. They may be:

- candidates;
- teachers, lecturers, tutors, trainers, assessors or others responsible for the conduct, administration including examinations officers, invigilators and those facilitating access arrangements e.g. readers, scribes and practical assistances;
- Assessment personnel such as examiners, assessors, moderators and internal and external verifiers;
- Other third parties (e.g. parents/carers, siblings or friends of the candidate).

The JCQ Suspected Malpractice Policies and Procedures apply to all candidates and to centres and centre staff delivering JCQ awarding body qualifications.

<https://www.jcq.org.uk/exams-office/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.

Failure to take action as required by an awarding body as detailed in the JCQ Suspected Malpractice Policies and Procedures or to co-operate with an awarding body's investigation, constitutes malpractice.

The JCQ member awarding bodies divide malpractice into the following types:

- Breach of security
- Deception
- Improper assistance to candidates
- Failure to co-operate with an investigation
- Maladministration
- Candidate malpractice

## 1.2 Staff Malpractice

Centre Staff Malpractice means malpractice committed by:

- A member of staff, contractor (whether employed under a contract of employment or a contract for services) or a volunteer at a centre; or
- An individual appointed in another capacity by a centre such as an invigilator, a Communication Professional, a Language Modifier, a practice assistant, a prompter, a reader or scribe

Examples of staff malpractice are set out in Appendix 1. The list is not exhaustive and does not limit the scope. Awarding bodies reserve the right to identify and consider other instances of malpractice at their discretion.

## 1.3 Candidate Malpractice

'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 (NEA), the presentation of any practice work, the compilation of portfolios of assessment evidence and the writing of any examination assessment. Examples of candidate malpractice are set out in Appendix 2. Awarding bodies reserve the right to identify and consider other instances of malpractice at their discretion.

## 1.4 Plagiarism

There are several definitions of plagiarism according to the Joint Council for Qualifications (Pearson, AQA, City & Guilds, WJEC, CEA, OCR), however they all have in common the idea of taking someone else's intellectual effort and presenting it as their own. The JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures document defines plagiarism as "unacknowledged copying from or reproduction of published sources or incomplete referencing." Mostly plagiarism refers to copying from published texts whether in print or the internet, but it can also refer to essays or pieces of work previously submitted for assessments by others or manufactured artefacts. Text can be copied by being memorised and reproduced.

According to JCQ's guidelines a strict interpretation of the above definition would include the original ideas as well as the actual words or artefacts produced by another. Unless the candidate has submitted an extensive and unacknowledged paraphrase (amounting to more than 50% of the total) of another person's writings, however the Awarding Bodies would not include paraphrasing under the definition of plagiarism. Instead, assessors should reflect the incidence of any paraphrasing in the way they apply the mark scheme/assessment criteria. Plagiarism will cover the direct and unacknowledged translation of foreign language texts into English.

For JCQ plagiarism does not include collusions, that is, working collaboratively with other candidates: neither does it include copying from another candidate in the same examination sessions – both these are defined as different forms of malpractice.

Plagiarism involves copying another person's work, ideas and words and passing it off as one's own. It is fundamentally dishonest as it suggests that a learner is seeking an unfair advantage over other learners. It discredits the qualification and is disrespectful to lecturers/assessors.

## 1.5 Contract Cheating - as defined by the QAA

"'Contract cheating' happens when a third party completes work for a student who then submits it to an education provider as their own, where such input is not permitted. It is distinct from collusion, as the student contracts the third party to provide the assessment, usually a company or individual using a website to promote themselves and receive orders. Such companies have become known as 'essay mills', even though they supply more than just essays. The common approach is for the work to be outsourced once again by the mills to individual writers".

## 1.6 Maladministration

Failure to adhere to the regulations regarding the conduct of controlled assessment, coursework, examination 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. See Appendix 1

## Section 2: Responsibilities

### 2.1 Centres:

Centre staff responsibilities in taking all reasonable steps to prevent malpractice:

- To read and understand the requirements for conducting exams and assessments as specified in the JCQ documents listed below, as well as any further awarding body guidance:
  - General Regulations for Approved Centres
  - Instructions for conducting examinations (ICE)
  - Instructions for conducting coursework
  - Instructions for conducting non- examination assessments
  - Access Arrangements and Reasonable Adjustments
  - A guide to the special consideration process
  - Suspected Malpractice: Policies and Procedures
  - Plagiarism in Assessments
  - Post Results Services June 2024 and November 2024
  - AI Use in Assessments: Protecting the Integrity of Qualifications
  - A guide to the awarding appeal process
- To know the key dates and deadlines for assessments and examinations and ensure these are met.
- Do not communicate any confidential information about examinations and assessments materials, including via social media.
- To ensure 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.
- To ensure candidates are informed verbally 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.
- To ensure that candidates are aware of actions that constitute malpractice and the sanctions that can be imposed on those who commit malpractice.
- To ensure that candidates are aware 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.
- To ensure that candidates completing coursework or non-examination assessments are aware of the need for the work to be their own.
- To ensure that members of staff follow the appropriate security procedures to ensure confidential information relating to examinations and assessment materials is not breached.

### 2.2 Head of Centre Responsibilities

- 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 (not including timed assessment for Art & Design qualifications) before the authentication forms have been signed by the candidate. 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 candidates.

To ensure the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

- To ensure that examination officers are appropriately trained, resourced and supported.
- To ensure that all staff who manage and implement special consideration and access arrangements are aware of the requirements and are appropriately supported and resourced.
- To ensure that staff delivering/assessing coursework or non-examination assessments have robust processes in place for identifying and reporting plagiarism or other potential candidate malpractice.
- To ensure that the centre has a culture of honesty and openness so that any concerns of potential malpractice can be escalated appropriately without fear of repercussion.
- To report malpractice using the appropriate forms as detailed in paragraphs 4.4 and 4.6 of JCQ's Suspected Malpractice Policies and Procedures.
- To be accountable for ensuring that the centre and centre staff comply at all times with the awarding body's instructions regarding an investigation.
- To ensure that where a candidate who is a child/vulnerable adult is the subject of a malpractice investigation, the candidate's parent/carer/appropriate adult is kept informed of the progress of the investigation.
- To ensure that if it is necessary to delegate the gathering of information to a senior member of centre staff, the awarding body's agreement is obtained and the senior member of centre staff chosen is independent and not connected to the department or candidate involved in the suspected malpractice. The Head of Centre should ensure there is no conflict of interest (see below) which might compromise the investigation.
- To 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.
- To make information requested by an awarding body available speedily and openly.
- To co-operate with an enquiry into an allegation of malpractice and ensure that their staff do so also, whether the centre is directly involved in the case or not.
- To ensure staff members and candidates are informed of their individual responsibilities and rights as set out in this document.
- To forward any awarding body correspondence and evidence to centre staff and/or provide staff contact information to enable the awarding body to do so.
- At all times comply with data protection law.
- To pass on to the individuals concerned any warnings or notifications of sanctions and ensure compliance with any requests made by the awarding body as a result of a malpractice case.
- To ensure that staff involved in the delivery of assessments and exams understand the requirements for conducting these and are compliant with JCQ guidelines and the relevant awarding body requirements.
- To ensure that members of staff follow appropriate security procedures to ensure confidential information relating to exams and assessment materials is not breached.
- To ensure that exams, including those delivered at alternative sites are conducted in accordance with JCQ ICE requirements.

### **2.3 Exams Manager Responsibilities**

- To ensure that exams at alternative sites are conducted in accordance with JCQ ICE requirements.
- To ensure that examination class arrangements are planned and managed effectively.
- To ensure 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.
- To ensure candidates are informed verbally 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.

- To ensure that candidates are aware of actions that constitute malpractice and the sanctions that can be imposed on those who commit malpractice.
- To ensure that candidates are aware 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.
- To train invigilators and ensure the invigilator checklist is maintained and up to date.

## 2.4 Teachers and Assessors

- Follow JCQ (Pearson, AQA, City & Guilds, WJEC, CEA, OCR) guidelines on [plagiarism](#) in assessments and [malpractice](#). JCQ documents that staff must read are emailed annually in September by the Head of Centre. **STAFF MUST READ THESE DOCUMENTS.**
- Accept the obligation to authenticate the work which is submitted for assessment.
- Teachers/assessors must confirm that work produced is solely the work of the candidate concerned.
- Only accept final draft work that has a signed learner declaration acknowledging and confirming that the work submitted is their own (authentication form).
- If plagiarism is discovered prior to the signing of a declaration of authentication the incident need not be reported to the awarding body, but the College will deal with the matter in accordance with its own procedures – see below.
- Explain at induction what is meant by ‘plagiarism’ and other forms of academic misconduct and hand out to all candidates the JCQ Notice to Candidates ([www.jcq.org.uk/exams-office/information-for-candidates-documents](http://www.jcq.org.uk/exams-office/information-for-candidates-documents)). In addition, for Higher Education Learners on Foundation Degrees and BA (Top-up) candidates must be made aware of the University of Chichester’s [academic regulations](#) and submit work via Turnitin. In addition, it may be a requirement of some other awarding bodies that work is submitted via Turnitin.
- Draw the learners’ attention to the College’s policies on plagiarism and misconduct and the consequence of non-compliance including clear communication on the importance of the authentication form.
- Emphasise to learners the unethical nature of plagiarism and why it is wrong.
- Model integrity themselves.
- Ensure that learners have the knowledge and skills required to minimise the risk of plagiarism by teaching them to reference correctly and insist that referencing and bibliographies are used from day 1.
- Include a bibliography referencing the sources of information.
- Authenticate the submission of the learner’s work as required.
- Ensure Assignment/coursework front sheets contain a statement which reads:

*“**Learner Declaration** - I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice.”*

- Ensure plagiarism checks will feature in the internal quality assurance process.
- Report and record incidents of plagiarism to the Curriculum Leaders and/or Co-ordinators in the first instance.
- If the authentication form has been signed and malpractice is alleged, suspected or has occurred this must be reported to the Exams Manager who will manage the process.
- To follow appropriate security procedures to ensure confidential information relating to examinations and assessment materials is not breached.

## Section 3: AI Use in Assessments and Risks of using it in assessments

According to JCQ's AI Use in Assessments: Protecting the Integrity of Qualifications publication (updated 30 April 2025) AI use in this context refers to the use of AI tools to obtain information and content which might be used in work produced for assessments, which contributes to the award of qualifications. The publication also states that: "when properly referenced (the use of AI tools) can be acceptable, although students cannot be credited for any work they produce for assessment which is not their own, so the benefit to them (students) of using AI is likely to be limited and they risk committing malpractice if AI is misused".

The publication goes on to state that AI chatbots are AI tools which produce text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) on which they have been trained. They generate responses which are statistically likely to be relevant and appropriate.

AI chatbots can complete tasks like:

- Answering questions.
- Analysing, improving and summarising text.
- Authoring essays.
- Writing computer code.
- Translating text from one language to another.
- Generating new ideas, prompts or suggestions for a given topic or theme.
- Generating text with specific attributes, such as, tone, sentiment or formality.

AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://jasper.ai>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloom AI (<https://huggingface.co/bigscience/bloom>)
- Gemini (<https://gemini.google.com/>)
- Claude (<https://claude.ai>)
- Gauth (<https://gauthmath.com/>)
- Question AI (<https://questionai.com/>)
- Brainly (<https://brainly.com/>)
- Copilot (<https://copilot.microsoft.com/>)

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

Midjourney – (<https://www.midjourney.com/showcase/top/>)

Stable Diffusion – (<https://stablediffusionweb.com/>)

Dall-E 2 (Open AI) – (<https://openai.com/product/dall-e-2/>)

Soundraw (<https://soundraw.io/>)

Musicfy (<https://create.musicfy.lol/>)

Runway (<https://runwayml.com/>)

LTX Studio (<https://ltx.studio/>)

It is important that teachers and students are aware that the range of AI tools and their capabilities is expanding quickly, and there are limitations to their use such as producing inaccurate or inappropriate content.

The above lists of certain AI suppliers of AI-related products are for information purposes only and do not constitute an endorsement by JCQ.

It is our centre and individual responsibility to investigate and verify any AI tool suppliers we use.

According to JCQ the use of AI chatbots may pose significant risks if used by students completing qualification assessments. As they have been developed to produce responses based on the statistical likelihood of the language selected being an appropriate response the

responses cannot be reliable. AI chatbots produced answers which read convincingly but may contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and can also produce fake references to books/articles.

Further risks identified by staff include:

Students being exposed to misinformation and unreliable information.

Students developing an overreliance on AI and

Students not developing the underpinning knowledge and building their skills to fully understand a topic.

Students using AI bots in the same way as Google and students believing AI is better than it is.

Students being prevented from developing original thoughts and ideas.

Students becoming lazy.

Students developing bad habits.

Students being exposed to culturally biased and socially inappropriate information.

Students at risk of malpractice resulting in them being disqualified from the whole qualification and being banned from taking public exams for a period of time.

Further risks include wrongful accusations as AI in work can be difficult to identify.

### **3.1 What is AI misuse by students?**

Student work submitted for assessment must be in their own words and not copied or paraphrased from another source such as an AI tool and must reflect their own independent work. Students must demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question(s) or other tasks students have been set.

The requirements for students are set out in the following documents:

[IFC-NE Assessments 2025 FINAL.pdf](#)

[Coursework ICC 25-26 FINAL.pdf](#)

While AI is becoming increasingly useful in the workplace, for the purposes for demonstrating knowledge, understanding and skills for qualifications, it is important that students do develop the knowledge, skills and understanding of the subjects they are studying and do not rely on AI.

Students must be able to demonstrate the final submission is the product of their own independent work and independent thinking.

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.

Examples of AI misuse include, but are not limited to the following:

- Copying or paraphrasing sections of AI-generated content so that the work 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.

### **Essential Reading for Staff on the Use of AI:**

[AI-Use-in-Assessments\\_Apr25\\_FINAL.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-teacher-presentation-for-students.zip>

AI misuse constitutes malpractice . The malpractice sanctions for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment tracking taking qualifications for a number of years.

### **3.2 Responsibilities in ensuring that students' centre assessed work is produced, authenticated and marked in accordance with the awarding bodies' instructions in relation to AI**

To ensure compliance with the regulations:

Centres **MUST**:

- Have agreed policies and procedures relating to assessment in place which effectively monitor and check that the work a student submits for assessment is their own.
- Address the risks associated with AI misuse.
- Explain to students the importance of submitting work that is the result of their own independent efforts for assessments and stress to them and to their parents the risks of malpractice.
- Regularly review this policy to acknowledge the use of AI including the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used, how it should be acknowledged and how teachers will authenticate work.
- Ensure this policy includes clear guidance on how to reference appropriately including websites.
- Ensure this policy includes clear guidance on how students must acknowledge any use of AI to avoid misuse.
- Ensure teachers and assessors are familiar with AI tools, their risks and AI detection tools.
- Ensure where students are using word processors or computers to complete assessments, teachers and relevant centre staff are aware of how to disable improper internet/AI access where this is prohibited.
- Ensure each student is issued with a copy of, and understands the appropriate JCQ Information for Candidates ([www.jcq.org.uk/exams-office/information-for-candidates-documents](http://www.jcq.org.uk/exams-office/information-for-candidates-documents)) document.
- Reinforce to students the significance of their declaration where they confirm the work they submit is their own, the consequences of a false declaration and they have understood and followed the requirements for the subject.
- Remind students that awarding bodies have staff, examiners and moderators who have established procedures for reporting and investigating malpractice.
- Ensure teachers are aware they must not use AI tools as the sole marker of student work.
- Ensure teachers and Curriculum Leaders & Co-ordinators are clear about their responsibility

to only authenticate and submit work for assessment by the awarding organisation that they are confident is the students' own.

- Have a process in place for teaching staff to follow where misuse of AI is suspected BEFORE the student has signed the declaration form as this does not need reporting to the awarding organization and must be dealt with by the centre directly.

Teacher, Assessor and Other Staff, **must:**

- Regularly review the use of AI in qualifications assessments and agree their approach to managing use of AI by students in the College.
- Make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment.
- Make students aware of this policy including the College's approach to plagiarism and the consequences of malpractice.
- Support the College's approach as laid out in this policy.

### 3.3 Acknowledging AI Use

It is essential students are clear about the importance of referencing the sources they have used when producing work for an assessment, and they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students must ensure they independently verify the AI-generated content – and reference the sources they have used.

Students acknowledging the use of AI and showing clearly how they have used it allows teachers and assessors to review how AI has been used and whether the use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, student acknowledgement must show the name of the AI source used and the date the content was generated. For example:

ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2025.

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

This must be included with the work the student submits for assessment, so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. If this is not submitted, but the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and must take action to assure themselves the work is the student's own. Where the teacher/assessor cannot assure themselves, they must follow their centre's internal procedures and the published guidance for assessment.

Further guidance is set out in the JCQ Plagiarism in Assessments document (see link below).

The JCQ regulations for candidates on referencing may be found in the following:  
Instructions for conducting coursework [Coursework ICC 25-26 FINAL.pdf](#)

The Information for Candidates documents <https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>

The JCQ guidance for teachers on referencing may be found in the following: • Plagiarism in Assessments [Plagiarism-in-Assessments.pdf](#)

Other actions which should be considered in relation to acknowledging AI use are:

a) Students are reminded, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, and could attract severe sanctions including disqualification. In the context of AI use, students must be clear what is, and what is not, acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;

b) Students are also reminded if they use AI they have not independently met the marking criteria therefore they will not be rewarded. Examples of how to implement this can be found in Appendix B: Exemplification of AI use in marking student work: [AI-Use-in-Assessments Apr25 FINAL.pdf](#)

## Section 4: Procedures to Prevent and Identify Malpractice

All learners are expected to act with integrity and honesty when producing and presenting work for assessment and not undertake any form of malpractice (cheating) to gain an unfair advantage during any assessment activity, including but not restricted to: examinations; coursework assessments; non-examination assessments; speaking and listening exams; online exams; practical endorsements, controlled assessments:

### 4.1 Training for Staff

All curriculum leaders receive training on the use of AI

[Plagiarism-in-Assessments \(8\).pdf](#)

[AI-Use-in-Assessments Apr25 FINAL.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-teacher-presentation-for-students.zip>

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

### 4.2 Course Information

All learners will receive guidance as to what constitutes plagiarism and other instances of malpractice through the pre-course work; course induction; academic tutorial and via the VLE. This includes the possible consequences of plagiarising and/or using AI or contract cheating in qualification assessment. All learners should be issued with a copy or have access via the VLE, and website to relevant College policies and JCQ Information to Candidates. Colleges may adapt the wording where appropriate to ensure learners fully understand their responsibilities. The above will also be reinforced through teaching, learning and assessment.

### 4.3 Assessment Work

Pre-task information

The college has in place process to provide learners with information on how to prepare and present coursework and submitting their own independent work for assessment and for identifying potential malpractice. This will include how to provide full citation of all sources used including websites and using a recognised referencing system prior to assessment activities commencing.

In addition, teachers must go through the JCQ's AI teacher presentation for students when they first embark on assessment work:

<https://www.jcq.org.uk/wp-content/uploads/2024/02/JCQ-AI-teacher-presentation-for-students.zip>

### 4.4 Authentication statements

An authentication sheet must be used on all learner work submitted for assessment, which requires the learner to declare that the work is their own. Where awarding bodies do not provide their own authentication statement, assessment front sheets include the following statement which learners will sign and date when submitting any work for marking, including resubmission and upgrades:

*“I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources and any artificial intelligence (AI) tools used in the work. I understand that false declaration is a form of malpractice.”*

#### **4.5 Teacher or Assessor Practice**

- Must ensure that each candidate is issued with an individual copy of the appropriate JCQ Notice to Candidates (reviewed and updated each year).
- Must ensure that each candidate understands the contents of the notice; particularly the meaning of plagiarism and what penalties may be applied.
- Must go through the JCQ’s AI teacher presentation for students when they first embark on assessment work.

#### [Updating the JCQ document on AI Use in Assessments - JCQ Joint Council for Qualifications](#)

- Must reinforce to a candidate the significance of their signature on the form which states they have understood and followed the requirements for the subject.
- Must require candidates to sign a declaration that they have understood what plagiarism is, and that it is forbidden.
- Must make clear what is and what is not acceptable in respect of plagiarism and the use of sources, including the use of websites.
- Must teach the conventions of using footnotes and bibliographies to acknowledge sources.
- Should teach the use of quotation marks when sources are quoted directly.
- Should set reasonable deadlines for submission of work and provide reminders.
- Where appropriate, should give time for sufficient work to be done in class under direct supervision to allow the teacher to authenticate each student’s whole work with confidence.
- Should examine intermediate stages, in line with relevant awarding body’s rules and regulations, in the production of work in order to ensure that the work is underway in a planned and timely manner.
- Should introduce classroom activities that use the level of knowledge/understanding achieved during the coursework thereby making the teacher confident that the student understands the material.
- Should explain the importance of the candidate producing work which is their own and stress to them and to the advocates the penalties of malpractice.
- Must take care to ensure that work undertaken in previous years’ examination by other candidates is not submitted as their own by candidates for the current examination. The safekeeping of such earlier work is of great importance, and its issue to candidates for reference purposes should be carefully monitored.
- Must not accept, without further investigation, work which you suspect has been plagiarised.
- 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 of tone
  - vocabulary
  - complexity and coherency
  - general understanding and working level
  - the mode of production (ie 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.

#### **4.6 Free online-plagiarism checker tools to be used by students who will write the checker they have used to ensure their work is not plagiarised on the assignment frontsheet:**

Grammarly - <https://www.grammarly.com/ai-detector>

Scribbr (free Turnitin) - <https://www.scribbr.co.uk/ai-detector/>

ChapGPT - [https://www.zerogpt.com/#google\\_vignette](https://www.zerogpt.com/#google_vignette)

In the academic year 2025 – 2026 the College will be piloting the use of Turnitin beyond the courses for which it is a requirement set by the awarding body or validating partner in Higher Education. While these may be used as a check on students' work and/or to verify concerns about the authenticity of student work, these are not without risk. The above tools will give lower scores for AI-generated content which has been subsequently amended by students, as they based their scores on the predictability of words. However, care needs to be taken as plagiarism checkers are not infallible. These tools vary in their accuracy and therefore it is good practice to use more than one tool alongside a holistic approach when considering student work. All available information must be considered when reviewing any malpractice concerns. Teachers know their students best and so are best placed to assess the authenticity of work submitted to them for assessment. AI detection tools can be a useful part of the evidence they can consider.

## **Special Note: Distance Learning**

All the statements in this policy apply to this method of learning and assessment with the following additions:

- When using e-assessor the learners' work can only be accepted when the relevant box has been ticked to confirm authenticity of work.
- When completing by paper the work cannot be assessed until the signed authentication statement from the learner is received.
- Failure to complete the above would be considered as malpractice.

## Section 5: Reporting Actual or Suspected Malpractice

**JCQ regulations state:** for suspected learner malpractice staff must immediately inform the Exams Manager who will keep an internal record and immediately inform the Head of Centre. 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.

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).

However, where an awarding body's confidential assessment material has potentially been breached this must be reported to the awarding body immediately.

The Head of Centre needs to ensure that, where a candidate is a child or an adult at risk and is the subject of a malpractice investigation, the candidate's parent/carer/appropriate adult is kept informed of the progress of the investigation.

The Head of Centre ensures that the data protection law is complied with at all times.

The Head of Centre ensures that all individuals concerned are given any warnings or notifications of sanctions and ensures compliance with any requests made by the awarding body as a result of a malpractice case.

### **Candidates must know that they can request an internal appeal against this decision and the centre's process.**

The Head of Centre completes and submits:  
Form JCQ/M1 for candidate malpractice  
Form JCQ/M2 for staff malpractice

Upon receipt of the forms, the awarding body will review the information provided and determine the appropriate next steps for the investigation. The centre should not proceed with gathering further information until authorisation has been received from the awarding body.

Any investigation that the awarding body decides requires further information will need an individual appointed to gather information. The awarding body will determine who this individual will be and can be chosen from:

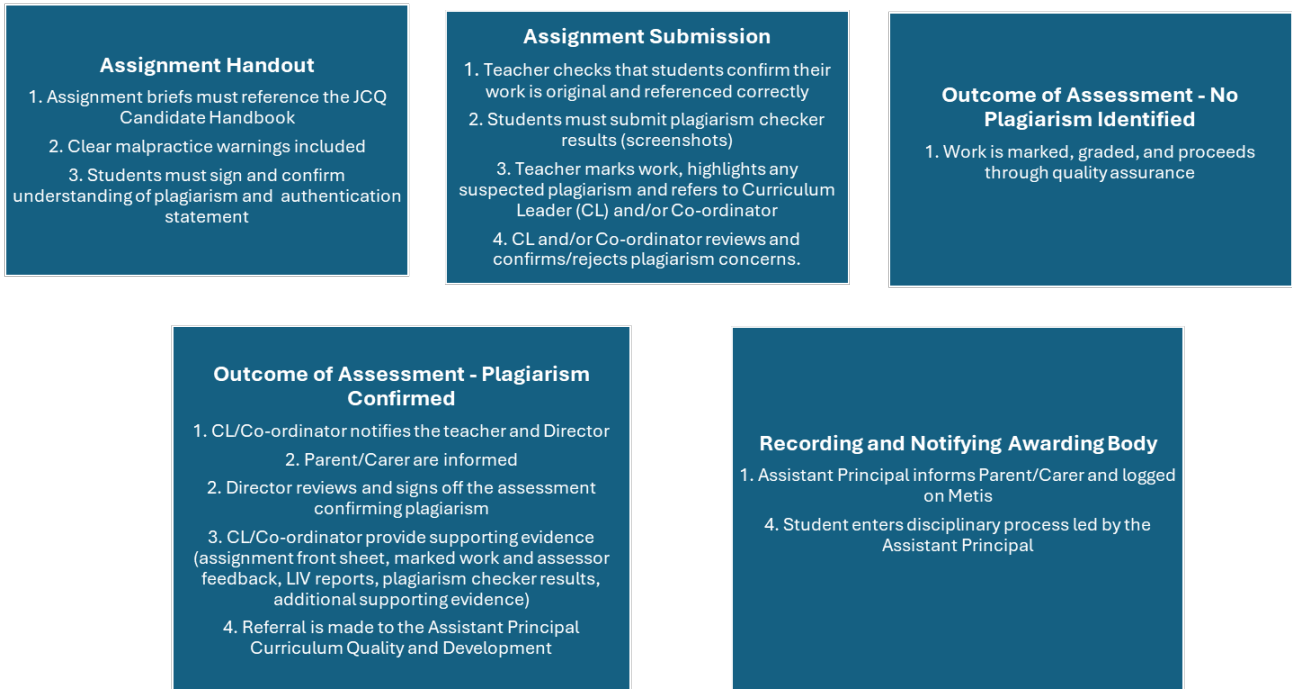
- The Head of Centre
- The Chair of Governors
- Awarding body staff from the malpractice team
- Another suitably qualified individual such as an Ofsted inspector or the Head of another centre

Where the Head of Centre wishes to appoint a staff member to gather information, the agreement of the awarding body must be obtained first.

The person gathering information must have no personal or other conflict of interest in the outcome of the investigation. The Head of Centre will retain responsibility for ensuring the information has been obtained appropriately. The Head of Centre must ensure the information gathering meets the deadlines and requirements set by the awarding body.

## Process when AI Misuse is identified before Candidate Authentication Forms have been signed:

In circumstances where there are concerns about AI misuse before the student's work is authenticated it is an internal process that is followed, and the teacher/assessor should not refer the work to the awarding body for a decision.



## Section 6: Sanctions imposed by awarding bodies

### 6.1 Staff Malpractice

If a member of staff or contractor has been found guilty of malpractice, an awarding body may impose one or more of the following sanctions.

#### Written warning

A written warning that if the member of staff commits malpractice within a set period of time, further specified sanctions will be applied.

#### Training

The member of staff, as a condition of future involvement in the delivery of the awarding body's examinations and/or assessments, to undertake specific training or mentoring within a particular period of time.

The awarding body may request written confirmation of the delivery of the training.

#### Special conditions

Special conditions are imposed on the member of staff regarding their future involvement in the delivery of the awarding body's examinations and/or assessments. For example, the member of staff must be supervised.

#### Suspension/debarment

The member of staff is suspended/debarred from all involvement in the delivery or administration of the awarding body's examinations and assessments for a set period of time.

Other awarding bodies, regulators, and other organisations such as the Teaching Regulation Agency (TRA) and Education Workforce Council (EWC) may be informed when a suspension/debarment is imposed

### 6.2 Centre Malpractice

The following are sanctions which may be imposed against centres by the awarding body:

- Written warning
- Review and report procedures/action plans
- Approval of specific assessment tasks
- Additional monitoring or inspection
- Removal of direct claims
- Restrictions on examination and assessment materials
- Independent invigilators
- Suspension of candidate registrations or entries
- Withdrawal of approval for a specific qualification(s)
- Withdrawal of centre recognition/approval

### 6.3 Learner Malpractice

Learners may be subject to one or more sanctions. The following are sanctions which may be imposed against learners by the awarding body:

- Warning
- Loss of all marks for a section
- Loss of all marks for a component
- Loss of all marks for a unit
- Disqualification from a unit
- Disqualification from all units in one or more qualifications taken in that series or academic year
- Disqualification from whole qualification

- Disqualification from all qualifications taken in that series or academic year
- Candidate debarment – candidate is barred from entering one or more qualifications for a set period of time

## Section 7: Conflicts of Interest in Assessment

Brockenhurst College has an obligation to identify and manage potential perceived conflicts of interest within the College. This policy applies to all staff of Brockenhurst College and is intended to mitigate risks and safeguard student achievements, as well as staff and College integrity and reputation.

### Definitions

A conflict of interest is where an individual or organisation has competing interests or loyalties. Conflicts of interest can arise in a variety of ways and it is possible that people working for Brockenhurst College may encounter potential conflicts of interest from time to time.

The Joint Council for Qualifications General Regulations requires an examination centre, like Brockenhurst College to:

Manage conflicts of interest **by informing the awarding bodies**, before the published deadline of entries for each examination series, of:

- Any members of centre staff who are taking qualifications in their own centre which include internally assessed components/units
- Any members of centre of staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units and

**maintains internal records** of all instances where:

- Exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres;
- Centre staff are taking qualifications at their own centre which do not include internally assessed components/units;
- Centre staff are taking qualifications at other centres
- No member of staff will internally quality assure work that has been assessed by a spouse/partner/family member.

The Head of Centre must ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected. The records may be inspected by a JCQ Centre Inspector and/or awarding body staff. They might be requested in the event of concerns being reported to an awarding body. The records **must** be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.”

Heads of Centre should note that entering members of centre staff for qualifications at their own centre **must** be as a last resort in cases where the member of centre staff is unable to find another centre. The Head of Centre is responsible for ensuring that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials. The Head of Centre **must** ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, **does not** have access to examination materials and **does not** receive any preferential treatment.

To ensure compliance with this policy a declaration will be completed by Heads of Curriculum (countersigned by the Assistant Principal) on an annual basis. The declaration will confirm that there is no current or potential conflict of interest for the current academic year.

The declaration will confirm that all conflicts of interest for the current academic year are known and processes put in place to mitigate all identified risks.

## **APPENDIX 1 - 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 particular 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 dispatch to the awarding body/examiner/ moderator (this would additionally include reading candidates' scripts or photocopying candidates' scripts prior to dispatch 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 in the course of an investigation, or in the course of 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:

- Failure 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.
- Failure 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.
- Failure 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.
- Failure 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.
- Failure 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)
- Failure 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 supervise effectively the printing of computer-based assignments when this is required.
- Failure to retain candidates' controlled assessments, coursework or non-examination assessments securely after the authentication statements have been signed or the work has been marked.
- Failure to maintain the security of candidate scripts prior to dispatch to the awarding body or examiner.
- Failure to dispatch candidates' scripts, controlled assessments, coursework or non-examination assessments to the awarding bodies, examiners or moderators in a timely way.
- Failure to notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice.
- Failure 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.
- Failure 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.
- Failure to ensure that, where candidates are producing work for assessments which are not completed under examination conditions, teaching staff check that the assessment tasks being completed and the approach candidates are taking are appropriate, giving due consideration to ethical standards and the centre's safeguarding responsibilities
- 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.

## APPENDIX 2 – LEARNER MALADMINISTRATION

Examples include but are not limited to:

- 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, non-examination 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.

## APPENDIX 3 – SANCTIONS

Awarding bodies impose sanctions on individuals and on centres responsible for malpractice in order to:

- Minimise the risk to the integrity of examinations and assessments, both in the present and in the future.
- Maintain the confidence of the public in the delivery and awarding of qualifications.
- Ensure as a minimum that there is nothing to gain from breaching the regulations.
- Deter others from doing likewise.

Awarding bodies will impose sanctions on individuals found guilty of malpractice where appropriate. Sanctions will usually be applied in cases where there has been a risk to the integrity of the qualification. The individuals who receive sanctions will usually be the candidate(s) or the responsible member(s) of centre staff. However, when malpractice is judged to be the result of a serious management failure within a department or the whole centre the awarding body may apply sanctions against the centre and/or centre management.

When determining the appropriate sanction(s) to be applied, the awarding body will consider whether the malpractice committed undermined, or attempted to undermine, the integrity of its examinations and assessments, or had the potential to undermine public confidence.

Sanctions imposed upon candidates will only be applied in relation to assessments taken in the series/academic year in which malpractice has been identified and, where appropriate, future assessments (where a candidate is prohibited from taking an awarding body's qualifications for a period of time).

A permanent record will be kept of the impact of any sanctions on an individual candidate's results. For this reason, centres must not withdraw candidates after malpractice has been identified, even if the candidates have not completed the assessments in question. Similarly, centres are required to continue to make an entry for a candidate(s) who were not entered at the time they were found to have committed malpractice (see section 4.5 for more details).

All other information relating to specific instances of malpractice or irregularities will be destroyed, following the expiry of the awarding body's data retention period.

Heads of Centre must inform those individuals found guilty of malpractice that information may be passed on to other awarding bodies and/or other appropriate authorities. This information will typically include the names, offences and sanctions applied to those found guilty of breaching the published regulations.

Staff and learners who are found to be in breach of the rules will be subject to disciplinary procedures as set out in the relevant policies:

- **Disciplinary Policy and Procedure for Staff other than Senior Postholders**
- **Disciplinary Procedure for Senior Postholders**
- **Student Code of Conduct**
- **Behaviour and Learner Disciplinary Policy**