



Milford Haven School Exams Policy 2024-25

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Policy created and reviewed by: Examinations Officer & Assistant Headteacher

Subject to change based on JCQ/Exam board updates
ICE 24/25 Link to be added when available



Milford Haven School

Examinations Policy

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The purpose of this Exam Policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.
- it is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.
- This Exam Policy will be reviewed by the Senior Leadership Team and the Exams Officer. This policy will be available on the school website.



Exam responsibilities

The Headteacher

- has overall responsibility for the school as an exam centre.

The Assistant Headteacher for data and standards or nominated SLT person:

- advises the senior leadership team on exam procedures oversees the administration of exams
- is present on exam days to identify candidates and ensure they enter the exam room under exam conditions in conjunction with the strategic leader.

The Exams Officer

- administers Internal and External Exams
- produces and distributes a calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events - produces timetables and statutory examination information as set out in JCQ guidelines - ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to advise on coursework dates in accordance with JCQ guidelines
- receives, checks and stores securely all exam papers and is responsible for ensuring the despatch of completed scripts
- identifies and manages exam timetable clashes
- recruits, trains and monitors a team of exams invigilators responsible for the conduct of exams
- provides AoLE directors/designated leads with user accounts so they can input coursework marks all Awarding Bodies(WJEC). Tracks the despatch of and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- maintains systems and processes to support the timely entry of candidates for their exams
- ensures the integrity and security of exams and exam papers
- is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ (Joint Council Qualification) document *Suspected malpractice in examinations and assessments*.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the HoDs AOLEs and Assistant Associate Headteacher, any appeals/remark requests advice on appeals and re-marks



The Access Arrangements Coordinator:

- trains LSAs on the regulations covering Access Arrangements in exams.

Deputy Head – Teaching & Learning is responsible for

- the organisation of teaching and learning.

Strategic leader for Curriculum is responsible for:

- The external validation of courses followed at key stage 4

Directors are responsible for

- the guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- responsible for the completion of online coursework mark sheets and declaration sheets.
- responsible for the completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- involved in post-results procedures.

Teachers

- Submit entries via SIMS

Additional Learning Needs AOLE is responsible for

- Identification and testing of candidates' requirements for access arrangements.
administers access arrangements and 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
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help

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candidates achieve their course aims.

- Equalities Act 2010 – see section 6.

Lead invigilator will

- Take responsibility for the smooth-running of the examination room
- Report directly to the Exams Officer any incident/irregularity during the exam (eg. mobile phone going off)
- Be responsible for announcing the start and end of the exam, including telling the candidates when they have 5 mins left
- Give instruction to Invigilators regarding their responsibilities, such as
- distribution/collecting of papers etc
- Return papers to Exams Office, ensuring their security at all times

Invigilators must

- Be in Exam Room 15 minutes before the start of the exam
- Help to ensure candidates are seated in an orderly fashion and in silence - Be vigilant and attentive at all times, but not intrusive
- Walk around the room at regular intervals
- Collect all exam papers in the correct order at the end of the exam and return them to the exams office, ensuring their security at all times
- Report any irregularities to the Lead Invigilator/Exams Officer

Candidates must

- Check exam timetables and notify Exams Officer of any errors in personal details, exam entries or clashes which have not already been identified
- Arrive on time to exams, dressed correctly with all necessary equipment for the examination
- Hand in any unauthorised materials including electronic devices and mobile phones to the SLT member, Exams Officer or Invigilators
- Give consideration to other candidates
- Understand coursework and controlled assessment regulations and sign a declaration that authenticates the work as their own

Administrative staff/Invigilators will

- Despatch Exam Scripts
- Support Exams Officer when required (e.g. checking exam entries)



The statutory tests and qualifications offered

- The statutory tests and qualifications offered at this centre are decided by the senior leadership team.
- The statutory tests and qualifications offered are GCSE, A levels, BTEC, OCR Nationals and all qualifications associated with Welsh Baccalaureate.
- The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Exams Officer must be informed.

At year 7, 8 and 9

- The school will consider the use of intervention or booster strategies in connection with any candidates who are unlikely to attain the minimum level.
- Candidates complete the Welsh national Tests/GL tests as part of their everyday lessons however support will be given as and when required.

At GCSE/Equivalent course:

- All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body. All candidates will undertake the Welsh Baccalaureate Qualification.



Exam seasons and timetables

- Internal exams are scheduled for January, February, March, May and June.
- External exams are scheduled in November, January, March, May and June. Internal exams in Years 10 and 11 are held in the exam hall under external exam conditions. Year 7,8 and 9 will complete classroom based exams.
- Internal exam decisions will be taken by the senior leadership team in consultation with the relevant director(s).
- The exam series used in the centre is decided by the head of centre and the senior leadership team.
- The Exams Officer will circulate the exam timetables for internal and external exams to all staff and pupils once these are confirmed. These will be published on the website.

Entries, entry details, late entries and retakes

Entries/withdrawals

- Candidates are selected for their exam entries by the Directors and the subject teachers.
- A candidate or parent/carer can request a subject entry, change of level or withdrawal, after consultation with the AOLE Director, SLT and Exams Officer. Final decision will be made by SLT.
- The centre does accept entries from external candidates (who are past pupils or staff from other Centres who are not allowed to sit exams at their own Centre).
- A Director can request a withdrawal of a candidate which will be completed following our school procedure
- If a candidate fails to attend a public examination or series of public examinations or does not complete a qualification related requirement without a valid reason then we reserve the right to withdraw them from that qualification and may charge them for the entry costs incurred.
- If a candidate does not follow the JCQ examination rules when sitting an exam or if the circumstances lead to them being disqualified from the exam then we reserve the right to charge them for the exam entry.

Late entries

- Entry deadlines are circulated to AOLE Directors via memo, the bulletin, on the Intranet and verbally in briefing.
- Late entries are discouraged and must be authorised by a member of SLT. Late fees incurred after deadlines may be charged back to the AOLE.

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Resits

- Candidates are allowed 1 free resit per subject in GCSE.
- Candidates who have achieved at least a C at GCSE English, Maths and Science, and after parental request want to resit to raise their grade, will be charged for the cost of the exam.
- Resit decisions will be made in consultation with the candidates, subject teachers, exams officer and the AOLE Director
- If a candidate fails to attend a resit examination or if they do not follow the JCQ examination rules when sitting the resit exam or if the circumstances lead to them being disqualified from the resit exam then we reserve the right to charge them for the exam entry.

(See also page 9: Exam fees)

Exam fees

- GCSE initial registration and entry exam fees are paid by the centre.
- Late entry or amendment fees are paid by the centre, unless AOLE Directors have failed to meet the deadline, in this case the AOLE may be charged the difference (between standard entry fee and late entry fees).

Candidates will not be charged for the following;

- changes of tier or withdrawals made by the proper procedures
- alterations arising from administrative processes, provided these are made by their teachers and within the time allowed by the awarding bodies.

Candidates may be charged for the following:

- If a candidate fails to attend a resit examination or if they do not follow the JCQ examination rules when sitting the resit exam or if the circumstances lead to them being disqualified from the resit exam then we reserve the right to charge them for the exam entry.
- Refusal by a candidate to sit a scheduled exam may lead to them being charged the entry exam fee.(See below)
- Where a request is made by the candidate/parent against the advice of the teacher/AOLE Director a charge will be made.
- Reimbursement will be sought from candidates who fail to sit an exam without a valid explanation. This requirement will be communicated to candidates when exam timetables are issued. A list of names will be passed to the Finance Assistant who will raise an invoice.
- Fees for second and any subsequent resits will be paid by the candidates. The Exams Officer is responsible for the collection of these fees (in-conjunction with the Finance Assistant).
- Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insists on pursuing the enquiry.



(This is in accordance with the guidelines set out in the Internal Appeals Policy).

The Equality Act 2010, Additional Needs and Access Arrangements

- The Equality Act 2010 strengthens the duty to make reasonable adjustments, defines substantial disadvantage and places new duties on the qualifications regulator.
- A candidate's special needs requirements are determined by the ALNCO, Doctor and/or the educational psychologist / specialist teacher.
- The ALNCO will inform the Exams office of candidates with special educational needs who are embarking on a course leading to an exam.

Access arrangements

- The ALNCO/Specialist Staff Member is responsible for submitting completed access arrangement applications to the awarding bodies.
- Access arrangements for candidates will be arranged by the Exams Officer.
- Support for access arrangement candidates will be organised by the Exams Officer and the ALN Department.



Managing invigilators and exam days

Managing invigilators

- External invigilators will be used for exam supervision for all external and some internal exams.
- The recruitment of invigilators is the responsibility of the Exams Officer.
- Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administration.
- Invigilators are timetabled and briefed by the Exams Officer.
- Invigilators' rates of pay are set by the centre administration in line with the local authority pay grades and rates.

Exam days

- The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.
- Site management and Exams Officer are responsible for setting up the allocated rooms.
- The lead invigilator will start all exams in accordance with JCQ guidelines.
- Subject staff are not allowed in the exam room.
- In practical exams subject teachers must be on hand in case of any technical difficulties.
- Exam papers must not be read by subject teachers or invigilators, nor can they be removed from the exam room before the end of the session.
- Spare exam papers will be distributed to AOLE Director at the end of the exam session, once the scripts have been checked and packed away.

Candidates, clash candidates and special consideration

- The Examination Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- The Attendance officer or designated member of staff will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.
- Disruptive candidates will be dealt with in accordance with JCQ guidelines.
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case they



must be accompanied by an Invigilator or an appointed member of staff. Unaccompanied candidates are not allowed back into an exam room.

Clash candidates

- Clashes will be identified and resolved by the Exams Officer.
- The Exams Officer will be responsible for appointing appropriate supervision for 'clash' candidates

Special consideration

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the Centre and the Exams Officer to that effect.
- The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the last exam for the subject.

Coursework and appeals against internal assessments

Coursework and Non Examined Assessments (NEA)

- Candidates who have to prepare portfolios should do so by the end of the course or board/centre-defined date.
- Directors are responsible for the secure storage of candidates' work and will ensure all coursework/NEAs are ready for despatch at the correct time and the examinations officer will keep a record of what has been sent, when and to whom.
- For the WJEC, the Exams Officer will issue secure accounts to Directors to enable them to put coursework marks online. The Exams Officer will have an overview of the system and will remind Directors whose marks are outstanding.

Appeals against internal assessments

The Centre is obliged to publish a separate procedure on this subject, which is available from the Exams Office and also distributed to all candidates in their Examinations booklet. The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing by 30 June to the Head of Centre (or other nominee) who will decide whether the process used conformed to the necessary requirements



- The Head of Centre's findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection.

Results, enquiries about results (EARs) and access to scripts (ATS)

Results

- Candidates will receive individual results slips on results days in person at the Centre. Candidates who are unable to collect their results may make arrangements for them to be collected by another party, provided they give them written permission and the third party has adequate proof of identity. Otherwise the slips will be posted to their home address at the end of the day.
- Any candidate that has a proven malpractice incident against them will be given a specific time to collect their results and must be accompanied by an adult.

EARs (Enquiries about Results)

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.
- When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged. (See section 5: Exam fees)
- All candidates will be required to sign a form stating they have been made aware of the consequences of an EAR not being upheld.
- After the release of results, candidates or subject staff can request a photocopy of the script within a week, or the return of original scripts. If parents request scripts, they will be charged the cost of the script.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. These will be recharged to departmental budgets.
- Review of marking cannot be applied for once a script has been returned.

Certificates

- Certificates are presented in person at the Aspire evening, or collected from the Office and signed for after that date.
- Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.
- Certificates are not allowed to be withheld from candidates who owe fees.



Artificial Intelligence (AI)

We will follow the JCQ guidance and the following is taken from that update.

Link to JCQ Artificial Intelligence update 2023

“While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds teachers and assessors of best practice in this area, applying it in the context of AI use” JCQ update

“The guidance emphasises the following requirements:

- *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” JCQ update*

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*

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information

- *Incomplete or poor acknowledgement of AI tools*
- *Submitting work with intentionally incomplete or misleading references or bibliographies”.*

Centres should do the following:

a) Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them and to their parents/carers the risks of malpractice;

b) Update the centre’s malpractice/plagiarism policy to acknowledge the use of AI (e.g. what it is, the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged) – most simply by referencing this document;

c) Ensure the centre’s malpractice/plagiarism policy includes clear guidance on how students should reference appropriately (including websites);

d) Ensure the centre’s malpractice/plagiarism policy includes clear guidance on how students should acknowledge any use of AI to avoid misuse (see the below section on acknowledging AI use);

*e) Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools (see the *What is AI use and what are the risks of using it in assessments?* and *What is AI misuse?* sections);*

f) Consider whether students should be required to sign a declaration that they have understood what AI misuse is, and that it is forbidden in the learning agreement that is signed at enrolment in some centres;

g) Ensure that each student is issued with a copy of, and understands, the appropriate JCQ Information for Candidates (www.jcq.org.uk/exams-office/information-for-candidates-documents);

h) Reinforce to students the significance of their (electronic) declaration where they confirm the work they’re submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject; and

i) Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice (JCQ document)

Acknowledging AI use

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that 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

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AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. 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, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own. Further guidance on ways this could be done are set out in the JCQ Plagiarism in Assessments guidance document (see link below).

The JCQ guidance on referencing can be found in the following:

- *Plagiarism in Assessments (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)*
- *Instructions for conducting coursework (https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)*
- *The Information for Candidates documents (<https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>)*

(JCQ update)

Other ways to prevent misuse

While there may be benefits to using AI in some situations, there is the potential for it to be misused by students, either accidentally or intentionally. AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, can be considered a form of plagiarism. JCQ has published guidance on plagiarism which provides guidance on what plagiarism is, how to prevent it, and how to detect it

(<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-inassessments---guidance-for-teachersassessors/>).

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Teachers and assessors must be assured that the work they accept for assessment and mark is authentically the student's own work. They are required to confirm this during the assessment process.

To prevent misuse, education and awareness of staff and students is likely to be key. Here are some actions which should be taken (many of these will already be in place in centres as these are not new requirements):

- a) Consider restricting access to online AI tools on centre devices and networks;*
- b) Ensure that access to online AI tools is restricted on centre devices used for exams;*
- c) Set reasonable deadlines for submission of work and providing reminders;*
- d) Where appropriate, allocating time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;*
- e) Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;*
- f) Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material;*
- g) Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;*
- h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.*
- i) Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.*

Identifying misuse:

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. There are also some tools that can be used. We explore these different methods below.

- *Comparison with previous work* 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) A default use of American spelling, currency, terms and other localisations**
- b) A default use of language or vocabulary which might not appropriate to the qualification level**
- c) A lack of direct quotations and/or use of references where these are required/ expected~*
- d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)*
- e) 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*
- f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered*
- g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work*
- h) 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*
- i) A lack of graphs/data tables/visual aids where these would normally be expected*
- j) A lack of specific local or topical knowledge*
- k) 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*
- l) The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output*
- m) The submission of student work in a typed format, where their normal output is handwritten*
- n) The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit*
- o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements*

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within otherwise cohesive content

*p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style *Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content. ~However, some AI tools will produce quotations and references.*

Automated detection

AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI:

- *OpenAI Classifier (<https://openai.com/blog/new-ai-classifier-for-indicating-ai-written-text/>)*
- *GPTZero (<https://gptzero.me/>)*
- *The Giant Language Model Test Room (GLTR) (<http://gltr.io/dist/>)*

In addition, the JCQ awarding organisations are aware that AI detection will shortly be added to the existing tool Turnitin Originality (<https://www.turnitin.com/products/originality>). This tool features an AI review of a student's work, reviewing a portfolio of evidence and, we understand, will indicate the likelihood of AI use. These tools could be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI-generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve. The use of detection tools should form part of a holistic approach to considering the authenticity of students' work; all available information should be considered when reviewing any malpractice concerns.

Reporting:

If your suspicions are confirmed and the student has not signed the declaration of authentication, your centre doesn't need to report the malpractice to the appropriate awarding organisation. You can resolve the matter prior to the signing of the declarations. Teachers must not accept work which is not the student's own. Ultimately the Head of Centre has the responsibility for ensuring that students do not submit inauthentic work. If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation. The procedure is detailed in the JCQ Suspected Malpractice: Policies and Procedures (<https://www.jcq.org.uk/exams-office/malpractice/>).



Emergency Evacuation Procedure

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**The policy is next due for review when the ICE 2024/25 becomes available or
as the need arises**