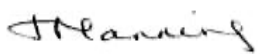




Academic Misconduct Policy

Policy Ref: TMP93v2

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Jackie Manning	Principal		July 2026
	Colin Foster	Vice Principal		July 2026
Approved by	Martin Heaton	CEO		July 2026

Does this Policy require publishing on the College Website? **Yes**

Does this Policy require approval by Board of Governors? **Yes**



Academic Misconduct Policy

Policy Ref: TMP93v2

Record of Changes

Version	Issue Date	Changes	Initials
v1	Jan 2026	Initial issue	JM/CF
v2	July 2026	Checked, minor changes	JM/AD

Board of Governors Approval History

Version	Approved by	Signature	Date
v1	Peter D. Liptrot, Board of Governors		Feb 2026

Date of Next Policy Review: July 2026

Purpose and Scope

All learners at TMP College are expected to uphold academic integrity in every aspect of their learning and assessment. Any form of academic misconduct, including the inappropriate use of AI will be addressed through fair, transparent and consistent procedures.

The purpose of this policy is to uphold the integrity and credibility of the College's qualifications by ensuring that assessment processes are fair, consistent and transparent. The policy outlines clear procedures for identifying, investigating and addressing academic misconduct and aims to promote learner understanding of academic standards, including the responsible and ethical use of Artificial Intelligence (AI).

This policy applies to all learners enrolled on all programmes at TMP College, including those delivered in collaboration with awarding bodies or other partners. It addresses all forms of academic misconduct, whether arising in coursework, examinations, online assessments or other formal academic activities.

It also governs the use of Artificial Intelligence (AI) by learners and staff. Where AI is used in learning, assessment, teaching, feedback or academic support, it must be used responsibly and in line with College guidance. AI must never be used in a way that undermines academic integrity or the expectation of independent learning

All staff are responsible for applying the policy consistently to ensure academic standards are maintained across the College

Definitions

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Malpractice

Malpractice is an all-encompassing term which covers most of the definitions listed below. It is essentially any activity or practice, which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and / or the validity of certificates.

It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- The assessment process
- The integrity of a regulated qualification, accreditation or Quality Assured Award
- The validity of a result or certificate
- The reputation and credibility of TMP College and/or the Awarding Body.

Some examples of malpractice by TMP College would be:

- Failure to carry out assessments, internal quality assurance (i.e. internal verification or moderation) in accordance with the College's requirements
- Fraudulent claims for certification

- Inappropriate assistance to learners by staff (e.g. unfairly helping them to pass a qualification (including units), accreditation or Quality Assured Award
- Unnecessary discrimination or bias towards certain groups of learners.
- Creation of false records
- Issuing certificates relating to specific qualifications, accreditations or Quality Assured Awards (i.e. centre produced certificates)
- Persistent instances of maladministration

Some examples of malpractice by TMP College's learners/ exam candidates would be:

- Plagiarism, cheating, collusion, fabrication, impersonation, extortion and fraud
- Selling certificates, questions and / or assessment details
- False identification used at registration or impersonation of a learner for assessment

Plagiarism

Presentation of someone else's work, words, images, ideas, opinions, or discoveries, whether published or not, as one's own. Alternatively, using the artwork, images or computer-generated work of others, without properly acknowledging the source, with or without their permission.

Plagiarism also covers the direct and unacknowledged translation of foreign language texts into English.

Sometimes poor study skills or different academic practices may result in poor academic practice, occurring with minimal dishonesty. For this reason, cases of plagiarism may be dealt separately to other cases of academic misconduct.

Examples of plagiarism include (this list is not intended to be exhaustive):

- Directly copying from written physical, pictorial, or written material, without crediting the source.
- Paraphrasing someone else's work, without crediting and referencing the source.
- Quoting another's work "word for word" without providing a reference for the source.
- Taking a sentence or sentences from another source and re-using them after changing a small number of words, even if references to the original source were given correctly.
- Using statistics, tables, figures, data, diagrams, etc. created by others without acknowledging and referencing the original source.
- Copying the work of a learner, with or without that learner's agreement.
- Collaborating legitimately with another learner, for example for a group project, and then presenting the resulting work as one's own.

Work submitted for assessment must be the learner's own efforts and must be their own work. Brief quotations from the published or unpublished works of another person, suitably attributed, are acceptable.

Self-plagiarism (Re-use of academic work for credit)

Academic credit should only be given for work once. Re-use of academic work that has previously been used for credit, without fully referencing the earlier work, is a form of academic misconduct and is not allowed. This is referred to as 'self-plagiarism'.

During lesson delivery, the Tutor will explain to the learners that, should they wish to refer to work for which they have previously received credit, they should either:

- reproduce it directly as a quote, or
- rewrite, in a new form of words, the ideas contained in the original work.

In both cases the original work should be referenced.

Where the re-use of academic work without appropriate referencing is detected, it is often due to poor understanding of why it is unacceptable. Providing it is a first offence, the learner should be permitted to resubmit the assessment, as a first attempt and for a full range of marks. Support should be given to help the learner understand the issues associated with this practice and why it is unacceptable. If it is a subsequent offence, the matter should be dealt with as plagiarism.

In some cases, learners submit work for formative feedback which informs subsequent summative assessment. In this situation the formative assessment is not for credit and does not need to be referenced in the final summative assessment.

Poor academic practice

This is when minor irregularities are detected in a piece of work and the assessor suggests that it is a case of poor academic practice rather than a deliberate attempt to deceive. Such cases should be referred to the Head of Department.

If the Head of Department agrees and feels that the poor academic practice may be addressed appropriately within the marking scheme (with no application of a penalty), then the learner should receive explicit feedback with further instructions on proper academic practice, and a note will be put on the learner's record for future internal reference. The learner should also be referred to study skills support.

If the Head of Department suspects that the irregularity may amount to more than poor academic practice the procedure for investigating malpractice should be followed.

Cheating in an exam

This consists of attempting to complete an examination or test that counts towards a grade by unfair means, including but not limited to:

- Impersonation
- Having prior access to the examination questions unless permitted to do so by the rubric of the examination
- Being in possession of notes, 'crib notes', text books or other unauthorised materials during an examination other than an examination where the rubric permits such usage

- Referring to any unauthorised material during the examination
- Communicating during the examination with another candidate
- Unfair or unauthorised use of an electronic calculator/device
- Obtaining help from others in a manner not explicitly permitted by the regulations for the examination, including the use of mobile telephones, or any other electronic communication device
- Any deliberate attempt to deceive

A learner who shares their work with others will be treated with equal seriousness to the learner who copies the work. This applies even if it is not clear that the work was shared with knowledge that academic misconduct was planned.

Collusion

Collusion is an example of unfair means because, like plagiarism, it is an attempt to deceive the examiners by disguising the true authorship of an assignment, or part of an assignment. Its most common version is that learner A copies, or imitates in close detail, learner B's work with learner B's consent. But it also includes cases in which two or more learners divide the elements of an assignment among themselves, and copy, or imitate in close detail, one another's answers.

It is an offence to copy, or imitate in close detail, another learner's work, even with their consent (in which case it becomes an offence of collusion).

Learners are expected to take reasonable steps to safeguard their work from improper use by others. It is also an offence of collusion to consent to having one's work copied or imitated in close detail.

Formal group work is an important skill. Learners have the opportunity to develop this skill in tasks and assessments that are labelled as group work. Outside of this group work, learners are expected to work on assessments independently. Invitations to share assessment answers or message each other during an online assessment should be refused.

Fabrication of results or evidence

This is a form of cheating, consisting of the presentation of false or fabricated information, results or conclusions in any form of assessment.

It also includes the fabrication of information within an application for a programme of study at the College or false declaration of authenticity in relation to the contents of a portfolio or coursework.

Impersonation by pretending to be someone else

Impersonation means to take the identity of a learner in order to produce work or take someone's place in an examination, test or assessment task. Both the impersonator and the learner being impersonated would normally be alleged to have cheated.

Maladministration

Maladministration is essentially any activity or practice, which results in non-compliance with administrative regulations and requirements and include the application of persistent mistakes or poor administration within TMP College.

Some examples of maladministration by TMP College would be:

- Failure to adhere to the candidate registration and certification procedures
- Failure to adhere to the centre approval requirements and / or associated actions assigned to the centre
- Persistent late candidate registrations
- Unreasonable delays in responding to request and / or communications from Awarding Bodies
- Inaccurate claims for certificates (including certificates claimed in 'error')
- Failure to maintain appropriate auditable records (e.g. certification claims)
- Misuse of qualifications and trademarks or misrepresentation of TMP College's relationship with awarding bodies and / or its recognition and approval status with the approved Awarding Bodies

Generative AI

Technology that can be used to create new content based on large volumes of data that models have been trained on. This can include audio, code, images, text, simulations, and videos.

Procedure for Investigating Suspected Malpractice or Maladministration

All staff have a responsibility for reporting any potential malpractice that they may identify.

In all cases the Director of Quality Improvement will record and review investigation evidence, agree the centre recommendations and inform the relevant Awarding Body in line with the Awarding Body requirements.

Some pieces of work require the signing of a declaration of authentication. Incidents of suspected candidate malpractice identified before the candidate has signed the declaration of authentication do not need to be reported to the awarding body. However, all incidents of suspected staff and centre malpractice/maladministration and all incidents of suspected candidate malpractice identified after the candidate has signed the declaration of authentication must be reported to the awarding body.

Learner Malpractice

In all cases of suspected learner malpractice, plagiarism, cheating or collusion the Director of Quality Improvement will be notified as soon as possible and provided with relevant detail.

The Director of Quality will appoint an investigating officer and, as part of the investigation, a written statement will be obtained from the learner/s with any other relevant evidence. A Tutor who

is involved in any part of assessment of the suspected malpractice cannot assume the role of investigating officer.

Where there is a case of cheating, plagiarism or collusion in connection with written assignments, the assessment must be suspended and Tutors must not come to a decision on the candidate's result.

Centre Malpractice

All cases of suspected centre staff malpractice or maladministration must be reported to the Director of Quality Improvement. Details provided should include the alleged activity and the source/evidence for the allegation.

Investigators will be impartial, have no conflict of interest with the person who raised the issue, or with the people involved in the allegation and must not have been involved in the same issue at an earlier stage.

Responsibility for the Investigation

In accordance with regulatory requirement all suspected cases of maladministration and malpractice will be examined promptly by the College and the Awarding Body to establish if malpractice or maladministration has occurred.

All suspected cases of assessment malpractice and maladministration will be passed to the Director of Quality Improvement and they will acknowledge receipt, as appropriate, to external parties within 48 hours.

The Director of Quality Improvement will be responsible for ensuring that the investigation is carried out in a prompt and effective manner and in accordance with the procedures in this policy. The Director of Quality Improvement will allocate an appropriate manager to lead the investigation and establish whether the malpractice or maladministration has occurred, and review any supporting evidence required or gathered.

If there is an investigation into allegations or malpractice or irregularities against a Head of Department or the management of the centre, then such investigations should be carried out by the College's Chair of the Governing Body, or their nominee.

All personnel assigned to the investigation will have the appropriate level of training and competence and they will have had no previous involvement or personal interest in the matter.

Notifying Relevant Parties

In all cases of suspected or actual malpractice and / or maladministration the College will notify the awarding body that TMP College will be investigating the matter. If the SLT or management is under investigation, communication with the awarding body may be with the Chair of Governors, Local Authority Officials or other appropriate authorities.

In the case of learner malpractice, the college will usually investigate the issue in conjunction with the awarding body. In doing so, TMP College may withhold details of the person making the allegation in order not to breach a duty of confidentiality or any other legal duty.

If fraud is suspected and / or identified, TMP College may also notify the police.

Investigation Process and Timelines

TMP College aims to action and resolve all stages of the investigation within 10 working days of receipt of the allegation. However, in some cases the investigation may take longer. In such instances, all parties will be advised of any revised timescales.

The fundamental principle of all investigations is to conduct them in a fair, reasonable and legal manner, ensuring that all relevant evidence is considered without bias. In doing so, investigations will be underpinned by terms of reference and based around the following broad objectives:

- To establish the facts relating to allegations in order to determine whether any malpractice and / or maladministration has taken place.
- To identify the cause of any malpractice and / or maladministration and those involved.
- To establish the scale of any malpractice and / or maladministration and whether other qualifications, accreditations or Quality Assured Awards are affected.
- To evaluate any action already taken.
- To determine whether remedial action is required to reduce the risk to current registered candidates and to preserve the integrity of the qualification, accreditation or Quality Assured Award.
- To ascertain whether any action is required in respect of certificates already issued.
- To obtain clear evidence to support any sanctions to be applied and / or any actions relating to members of staff.
- To identify any adverse patterns or trends.

The investigation may involve a request for further information from relevant parties, and / or interviews with personnel involved in the investigation. Therefore, all parties, who are either directly or indirectly involved in the investigation, are expected to co-operate fully.

The College will ensure that all records of investigation of suspected assessment malpractice or maladministration will be retained for at least 6 years (and including where any criminal investigation is involved). In all cases of suspected minor and major assessment malpractice, copies of evidence and centre investigation reports will be provided and retained by the college's Quality team.

Throughout the investigation the Director of Quality Improvement will be responsible for overseeing the work of the investigation team to ensure that due process is being followed, appropriate evidence has been gathered and reviewed, for liaising with and keeping informed relevant external parties. The Director of Quality Improvement will conduct all liaisons with the relevant awarding bodies, including review and submission of all centre investigation reports and evidence following suspected assessment malpractice.

Investigation Report

The report will:

- Identify where the malpractice / maladministration, if any, occurred
- Confirm the facts of the case, and any mitigating factors if relevant
- Identify who was responsible for the malpractice / maladministration, if any
- Contain supporting evidence where appropriate (e.g. written statements)

TMP College will make the final report available to the regulatory authorities and other external agencies as required. Any subsequent amendments will be agreed between the parties concerned and the college.

If it's an internal investigation against a member of TMP College's staff the Director of Quality Improvement will agree the report with the relevant internal managers and appropriate internal disciplinary procedures will be implemented.

If it was an independent / third party that notified the College of the suspected or actual case of malpractice and / or maladministration, TMP College may also inform them of the outcome, normally within 10 working days of the decision. In doing so, some details may be withheld if to disclose such information would breach a duty of confidentiality, or any other legal duty.

Investigation Outcomes

If the investigation confirms that malpractice or maladministration has taken place, TMP College will consider what action to take to:

- Minimise the risk to the integrity of certification now and in the future.
- Maintain public confidence in the delivery and awarding of qualification, accreditation or Quality Assured Awards.
- Discourage others from carrying out similar instances of malpractice or maladministration.
- Ensure there has been no gain from compromising the standards.

In line with relevant awarding body policy and considering the extent of the assessment malpractice, the academic penalty will be decided by the Head of Department and/or Principal and agreed by the Director of Quality Improvement.

Where the assessment malpractice is minor it may be appropriate to assess the work after deletion of the offending paragraphs. In general, the usual minimum academic penalty would be a requirement to re-submit the work to bring it up to the pass standard or an opportunity to undertake an alternative piece of work so as not to deny the learner the opportunity to complete the qualification. This would be subject to approval from the relevant Awarding Body.

Once the seriousness of the offence has been considered and agreed, this may also result in a written warning being issued by the college, as deemed appropriate under TMP College's Learner Disciplinary Procedure.

Following an investigation, there are a number of actions that the awarding body may take to address the cause of, or the issues surrounding, the malpractice / maladministration to prevent a

recurrence. Although this list is indicative only and is not meant to form an exhaustive list, it shows the type of actions that could be expected.

The awarding body could:

- Impose sanctions on TMP College.
- Undertake additional / increased visits to the centre to provide a greater level of support and / or monitoring depending on the identified needs and performance.
- Require specific staff to undergo additional training and / or scrutiny by the awarding body if there are concerns about the ability to undertake effective delivery of qualifications, accreditations or Quality Assured Awards.
- Require specific staff to be removed from the delivery or assessment of qualifications, accreditations or Quality Assured Awards
- Alter the way, and the period in which, assessment materials are received from awarding bodies if there are concerns around their ability to maintain the security and confidentiality of such materials.
- Insist independent personnel (e.g. invigilators, assessors, internal verifiers) are used for the future delivery of qualifications, accreditations or Quality Assured Awards.
- Act against candidates in relation to proven instances of cheating, plagiarism, fraud, in some or all of the following ways:
 - Issue a written warning that if the offence is repeated further action may be taken.
 - Sanction loss of all marks / credits for the related work / unit.
 - Disqualification from the qualification (including units), accreditations or Quality Assured Awards.
 - Place a ban for a set period of time from taking any further qualifications, accreditations or Quality Assured Awards with the awarding body.
 - Inform relevant third parties (e.g. funding bodies) of all findings in case they need to take relevant action.

Making an Appeal against the outcome of an assessment malpractice investigation

A learner may appeal against the outcome of a suspected assessment malpractice investigation and the sanction imposed on them.

TMP College's Principal may also appeal against a finding of malpractice and/or the sanction imposed on it, members of staff and on behalf of its learners.

Grounds for Appeal: Appeals must be based on reasonable grounds which relate to the incident in question and the following are accepted as reasonable grounds:

- The incident was not dealt with in accordance with the college's Malpractice and Maladministration policy.
- The decision was unreasonable in light of the evidence presented to the Investigating Officer.
- Further evidence (including medical evidence) has come to light which could change the basis of the investigation outcome.

- The sanction imposed is disproportionate to the seriousness of the malpractice in line with internal policy and the policy related to the relevant awarding body.

The following do not, by themselves, constitute grounds for an appeal:

- The individual did not intend to cheat.
- The individual has an unblemished academic record.
- The individual could lose a university place.
- The individual regrets their actions.

How to appeal: A learner should submit a written request to the college's Director of Quality Improvement to appeal against a decision within 5 working days of notification of the original outcome following internal investigation. When an appeal is received, an acknowledgement will be sent in writing to the learner by the Director of Quality Improvement. The evidence will be reviewed by the Director of Quality Improvement and Principal and supporting evidence checked for validity. (All relevant documentation should be submitted and reviewed at this point as there will be no further opportunity to review new evidence).

Following a second review the Director of Quality Improvement and Principal may:

- Resolve the appeal, on one of the accepted reasonable grounds for appeal.
- Reject the grounds for appeal.

Outcome of an appeal: The decision of the Director of Quality Improvement and Principal is final. There are no further avenues of internal appeal against decisions taken on malpractice or with the awarding body. The final outcome of a malpractice/maladministration appeal will be communicated and confirmed in writing by the Director of Quality Improvement.

Taking an appeal beyond the College: Where the College's Malpractice and Maladministration Policy has been exhausted and a resolution has not been achieved, a learner has the right to seek advice from the Awarding Body. Contact details can be found on their website.

Artificial Intelligence (AI) Use and Misuse in Academic Work

Guiding Principles on AI Use at TMP College

TMP College recognises that AI presents both opportunities and risks in education. The following principles guide its responsible use in teaching, learning and assessment:

- AI poses opportunities and challenges for the education sector. The College will make the best use of opportunities, build trust, and mitigate challenges to protect academic integrity.
- AI is not a substitute for knowledge. Effective use requires subject understanding to write prompts and critically assess results. AI is not a replacement for effective teaching, learning or professional development activities.
- Information generated by AI is not always accurate or appropriate, so users need skills to verify, analyse, evaluate and adapt material produced by AI tools.

- AI tends to be developed by a specific demographic; therefore, it could perpetuate a one-dimensional view. Cultural differences and a range of voices may not be generated by AI tools. Users need to be aware of this and the potential for bias in AI output.
- Personal and sensitive data entered into AI tools might be shared with unknown parties, posing a security risk and potential data breach. In order to protect learners and staff, personal and sensitive data must never be entered into AI tools.

Where the use of AI is encouraged or required, the College will ensure learners have equitable access to tools at no additional cost to themselves.

Definitions

Several useful definitions are given in the JCQ document: *AI Use in Assessments: Your role in protecting the integrity of qualifications*¹ and are as follows:

AI: *“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.”*

Misuse of AI: *“AI misuse is where a learner 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 submitted for assessment is no longer the learner’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 learner’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.”*

Roles, Responsibilities and Procedures: Learners

Learners may use AI responsibly to support their studies, provided text generated is:

- Checked for validity, accuracy, reliability and relevance.
- Free from bias or prejudice and used with integrity.
- Critically evaluated, like any other information source.
- Referenced correctly in-text and in final references.

¹ https://www.jcq.org.uk/wp-content/uploads/2026/01/AI-Use-in-Assessments_Apr25_FINAL-1.pdf

The in-text citation must follow these rules:

- State who used the AI tool.
- Name the AI tool and the developer.
- State what question was asked, and any additional parameters set.
- State the year the question was asked/parameters set.
- Explain that the full response appears in an appendix, and state which one – ensure the appendix contains everything generated by the AI tool on this occasion.
- Evaluate the AI response.
- If text is taken directly from AI, quotation marks must be used. The text must be exact, including any errors or use of American English.

Presenting work created by AI without suitable acknowledgement is plagiarism and will be treated using the same principles and processes as plagiarism of a person.

It is the learner's responsibility to ensure AI is correctly referenced and that the information gained from AI tools is accurate and used appropriately in the work submitted.

Where AI has been used, this must always be in accordance with the guidelines provided by the College. These guidelines may vary depending on the nature of the assessment activity and are adapted to reflect this. It is therefore important that the specific guidelines supplied with each assessment are followed as they may differ from previous assessment guidelines.

Roles, Responsibilities and Procedures: Tutors

If a Tutor believes AI has been used without a Learner crediting it as a source of information, they must report it as a suspected case of cheating to their Head of Department for further investigation.

Tutors must teach learners critical AI literacy so they have the skills to use it responsibly, ethically and appropriately. This supports learners in preparing for workplaces which are adopting AI technologies. Learners must be able to use emerging technologies by understanding:

- benefits and limitations
- reliability and validity
- potential bias
- organisation and ranking of information on the internet
- online safety to protect against harmful or misleading content

The following are examples of strategies used by lecturers to encourage open and transparent use of AI by learners:

- Making the AI policy, and learners' responsibilities under this policy, clear to them during induction, as well as throughout the duration of their programme.
- Encouraging learners to use AI for feedback on their formative assessments, and then to discuss the value of the AI output with their peers. For example, to refine a research proposal and research questions.
- Asking learners to critique and edit an AI-generated answer, solution, or translation.

- Openly modelling the ethical, appropriate and critically evaluative use of AI during their teaching, familiarising learners with these tools.
- Asking learners to reflect on the extent to which AI has been useful for a task/unit and the extent to which a human was needed.
- Using AI to analyse and draw conclusions from a data set, then discussing the strengths and weaknesses of the output.
- Getting AI to create experimental design and data collection for research, then comparing with learners' own approaches.
- Asking learners to identify AI-generated answers, giving their justifications.
- Discussing AI hallucinations (where AI generates false information and presents it as fact), explaining why they might seem plausible.
- Setting an AI-generated artistic element, e.g. logo design, where learners explain their choice of prompts.
- Getting AI to generate prompts or questions, if learners get stuck on reflective logs.
- Asking AI to identify key themes in reflective logs and asking learners to reflect on and respond to these themes.
- Asking learners to include an AI-generated literature review and provide a critique.
- Asking learners to post prompts for advice and solutions for simulations, with critique of results.
- Asking AI to create a structure for a report, paper, article or other written document.

Tutors must ensure they are aware of possible AI-related assessment issues and how to make assessment more resilient to avoid academic misconduct.

Learner submissions can be run through AI detectors, such as OpenAI Classifier, GPT Zero or GLTR, but these are not always accurate or reliable. They base their scores on the predictability of words and may give lower scores where text has been subsequently adapted. AI detectors alone must not be used as evidence of plagiarism and academic misconduct due to their unreliability. They should be used alongside other methods for checking authenticity in a holistic approach to academic misconduct.

Some indications that a submission may have been generated using AI include:

- use of American spelling, currency, terms and localisations
- use of language or vocabulary which might not be appropriate to the qualification level
- lack of direct quotations and/or references where these are required/expected
- lack of graphs/data tables/visual aids where these would normally be expected
- references which cannot be found or verified
- lack of reference to events occurring after a certain date
- incorrect/inconsistent use of first-person and third-person perspective
- difference in the language style used when compared to that used by a learner in the classroom or in other previously submitted work
- overly verbose language
- submission of learner work in a typed format, where their normal output is handwritten

- inclusion by learners of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
- 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 or variety
- use of non-sequiturs (lack of meaning relative to what was previously said)
- confidently incorrect statements within otherwise cohesive content
- lack of specific local or topical knowledge
- content of a generic nature rather than relating to the learner themselves, the task or scenario

Tutors must make sure learners understand submission and declaration forms cover the use of AI in the evidence they have submitted. This should be pointed out during induction, with reminders at each assessment point during the course.

Roles, Responsibilities and Procedures: Director of Quality Improvement

The Director of Quality Improvement will investigate and recommend outcomes for any malpractice that involves AI.

The Director of Quality Improvement needs to monitor induction activities, learning resources, plans and documents produced by lecturers using AI, for appropriateness and accuracy. They need to ensure Tutors are following the most recent version of the policy and are aware of their responsibilities.

Use of AI should be included on the agenda for regular discussion at Programme Team Meetings to support a collaborative approach to ethical use of AI.

If a need for Professional Learning and Development relating to AI amongst team members is identified, Programme Leaders must notify the Principal so this can be arranged.

Use of AI must be included in onboarding processes. The Director of Quality Improvement must also ensure their team members have undertaken mandatory GDPR training and updates.

Roles, Responsibilities and Procedures: Internal Verifiers

IVs must be aware of all issues relating to use of AI above, so they can support high quality, ethical assessment processes and consistent practice in the College.

Monitoring the appropriate use of AI in assessment is an important part of the IV process.

Roles, Responsibilities and Procedures: All Employees

All employees need to be vigilant with regards cyber security, particularly as AI could increase the sophistication and credibility of attacks.

Any employee who suspects AI has been used inappropriately should report this to the Director of Quality Improvement for further investigation.

Appendix 1 – Sources of Information

JCQ

The JCQ website provides useful information and downloads:

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

Suspected Malpractice Policies and Procedures:

https://www.jcq.org.uk/wp-content/uploads/2025/09/Malpractice_Sep25_FINAL.pdf

DfE

The following document details the Department for Education's (DfE) position on the use of generative AI in the education sector.

<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education>