Name of Policy:	**ASSESSMENT POLICY**
Last Approved :	September 2025
Approved By:	CMT
Due for Review:	September 2027
Owner:	Steve Dann

1 Introduction

The Long Road Assessment Policy is a common set of expectations and standards that apply to all College courses. It is expected that each course team will develop its own practices within the framework below, setting out type and frequency of assessment, processes for marking and recording achievement, the arrangements for standardisation and moderation of marks and supportive feedback to students. Course Teams will refer to the specific guidance from awarding bodies and JCQ in addition to this policy.

The policy covers

- Formative Assessment
- Key Assessments and Current Attainment (KA and CA)
- Managing Non-Examination Assessment (NEA)
- Controlled Assessments
- Coursework assignments for Applied General courses
- Public Examinations
- Appeals and Complaints
- Malpractice and Plagiarism, including use of AI

Risk Management

- Failure to assess standards of student work in an accurate and timely manner is a significant risk to raising achievement through timely intervention.
- Failure to provide sufficient feedback for students to enable improvement
- Failure to comply with the regulations of regulatory bodies such as JCQ risks the integrity of courses and could lead to penalties up to and including the removal of licences to offer courses.

Definition of Grades

MEG – Minimum Expected Grade. Based on Prior Attainment from GCSEs relative to national regression lines. Using ALPS methodology.
Target Grade – this may be a negotiated target that the student has for a subject over the short or longer term
Predicted Grade for UCAS – a grade that may be achieved at the end of the course under positive circumstances (see separate guidelines for predicting grades)
Working At Grade (WAG) – the grade a student is currently working at, often closely related to KA or CA outcomes along with any NEA.

2 Formative Assessment

2.1 The purpose of this type of assessment is to check students learning during a topic or piece of work. It should allow the learner to demonstrate their knowledge and understanding of the work completed. The purpose is to help the teacher know whether or not a student understands what has been taught and can move on, or identify misconceptions.

2.2 Checks on learning include **classroom activities** such as good questioning, presentations, peer discussions, peer marking of past exam questions, quizzes and games. It should form part of the teacher's planning and be directly related to the lesson (or series of lessons) objectives.

2.3 Students may be asked to prepare for a class activity as part of independent study (flipped learning).Teachers should use the outcomes to reflect upon the success of the lesson in achieving the objectives set. Teachers may record such evidence for later reporting or target setting. **Feedback will be immediate and verbal rather than written**.

2.4 Students may be set work to be completed outside of class and assessed by the teacher (for example an essay). Given that these are completed in uncontrolled environments, teachers and students should be cautious regarding comparative grading. **Feedback** is likely to be a written response to the submission.

2.5 It is considered good practice to interleave topics and use spaced practice to help develop long term memory.

3 **Monitoring.** This type of assessment will be monitored by Learning Reviews. Observed lessons will comment on the quality of feedback and its use in addressing misconceptions, or developing deeper understanding. Observers may ask to see examples

Key Assessments (KA) and Current Achievement (CA)

3.1 In subjects with exams, Key Assessments provide a structured and formalised check on progress. The purpose of this type of assessment is to give feedback relating to a clear set of criteria, and to feed forward to students on how to improve attainment. Each course should have an **Assessment Plan** detailing Key Assessments and any additional common assessments, including external assessments, for the academic year, and **saved on V Drive** in the Course Team Review folder.

3.2 There are 6 Key Assessment weeks over a 2 year course. All examined courses will set an appropriate assessment during this week and record the grades achieved onto ProMonitor, plus a **Working At Grade** for KA3

3.3 **Access Arrangements.** Students should be given access arrangements as agreed with Academic Support. It is important that Access Arrangements are the '*normal way of working'* for a student. Being given Access Arrangements in Key Assessments does not necessarily mean they will be approved for national exams. Details of learning needs can be found in the **One Page Profile** on ProMonitor.

3.4 It would be expected that all students in the class complete this type of assessment. Results will be uploaded to **ALPS Connect** for analysis by student and groups of student (for example gender, ethnicity) as a check that attainment gaps are

minimised. Students who miss a KA will be expected to catch up, but may be marked as U on ALPS.

3.5 Common marked tasks will be built into schemes of work. There should be a **standardisation** procedure, which should involve cross-marking, discussion at Course Team Meetings or sampled work.

3.6 **Marking** should be within a reasonable time period. Two weeks maximum.

3.7 Students should be given the opportunity to reflect upon their own performance.

3.8 Key Assessment should be used to inform the **Working At Grade**. **Learning Conversations** will compare grades achieved in assessments to the **Minimum Expected Grade** and identify areas for improvement.

3.9 The teacher will take appropriate action following these assessments including talking to individual students and/or contacting the parents/carers where necessary. This will include passing on information about successes as well as about under-performance.

3.10 The **Course Team Leader** will monitor specified marked assessments and discuss progress with teachers at Course Team Meetings. The CTL will also meet with the Head of Department to discuss student progress. The CTL will also meet with the Deputy Principal and a Director approximately half termly to discuss student progress.

3.11 **Current Achievement grades** are collected from Applied General courses without Key Assessments. These grades reflect the grade currently achieved by the student via their course assignments..

4 Non-Examination Assessment (NEA)

4.1 **Non Exam Assessment** is defined as any piece of written work or practical work which is marked by the College or an external examiner and which contributes to a GCSE, BTEC, Cambridge Technical or GCE A Level award.

4.2 Policy and procedures regarding plagiarism, submission and appeals must be explained to students during the **induction period**. Definitions and examples should be included in a **course handbook** information and emailed to parents in the first few weeks of the course.

4.3 **Submission.** All students are given the same and sufficient time to complete this work. Extra Time and other **Access Arrangements** for exams are not included for NEA. If there are any special circumstances e.g. prolonged absences covered by a medical certificate, there is a possibility of an extension but this must be agreed with the Head of Department.

4.4 If there are any special circumstances on the **deadline day,** arrangements must be made to submit the NEA to meet the deadline. If it is impossible to submit the work, the HoD must be contacted by phone on the deadline day for advice.

4.5 Normally there will be no extension of a NEA deadline if a student is absent for a short period of time during the period that the NEA is being completed.

4.6 **Reporting plagiarism**. (See appendix for definitions of plagiarism and use of AI.) Irregularities in the form of plagiarism in NEA discovered prior to the student signing a **declaration of authentication** will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit. An irregularity in the form of plagiarism in courseworkNEA discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to one of the following:

a. The piece of work will be awarded a zero mark;
b. The student is disqualified from that unit for that exam session;
c. The student is disqualified from the whole subject for that examination session;
d. The student is disqualified and barred from entering again for a period of time.
e. Coursework NEA must be handed in by the agreed published departmental deadline. Interim Deadlines will also be published and teachers will inform the parents of students who miss this deadline. If the coursework has not been completed by the interim deadline, it must be submitted on the final deadline day to receive a mark after which there will be no further opportunity to complete this work for an improved mark.

4.7 The **Course Team Leader** will ensure that marking is consistent across the team using standardisation and moderation process (this may be specified by the exam board). Guidance on NEA is available from the Awarding Bodies, and must follow the regulations set by JCQ. https://www.jcq.org.uk/exams-office/non-examination-assessments All teachers involved in the setting, marking and administration of NEA must make themselves familiar with the guidance and regulations.

4.8 The setting, feedback, marking and administration of NEA is subject to the college **malpractice and maladministration** section of this policy. Any member of college staff who suspects malpractice or maladministration must report it to the relevant line manager, or member of the Leadership Team. See Whistleblowing policy.

4.9 **Students must be informed of the mark they have achieved for NEA** and have the opportunity to appeal the mark, using the review request process (see NEA appeals process document). This must be done in a timely manner so that any review can take place within the timescales expected for submission of marks to the awarding body. Appeals must be made in writing to the Vice Principal.

4.10 **Student NEA and Data Protection.** As student NEA will include personal data this must be kept securely until the period for retention has elapsed. After this period, the student NEA should either be returned to students or securely destroyed by shredding or other means, and deleted if an electronic copy, so that the department does not keep NEA for longer than is necessary.

4.11 Departments should make students aware that awarding organisations may not return copies of NEA sent for moderation, so it would be best practice for all students to keep a copy of their NEA for any future reference before it is submitted.

4.12 It is the student responsibility to back up any work they have submitted electronically, failure to keep safe copies of NEA will not be accepted as a reason for non-submission.

4.13 Course Team Leaders will analyse the outcomes of all summative assessment, including NEA, in order to monitor student progress and inform course planning and Course Team Reviews. It is best practice for **NEA outcomes to be recorded on ProMonitor** so that results are accessible if needed by the Exams Officer or managers.

5 Controlled Assessment

5.1 Controlled assessment consists of assessed tasks completed under certain controls. The controls may relate to level of supervision, time restriction or materials allowed. Assessments may be marked internally or externally.

5.2 **Responsibilities**. The senior leadership team has overall responsibility for ensuring controlled assessment operates successfully, which involves:

- establishing centre policy on controlled assessment
- assigning responsibilities to specific members of staff
- ensuring that all staff understand their roles and responsibilities – for example using professional development sessions
- dealing with issues arising – for example resolving timetable clashes, obtaining additional facilities
- monitoring the operation of controlled assessment – for example receiving reports from subject departments and/or the exams office.

The Course Team Leader will

- decide on timings of assessment to meet requirements of terminal assessment
- arrange internal standardisation of marking by all teachers involved in assessing an internally assessed component
- ensure that all teachers understand their roles and responsibilities in controlled assessment and are familiar with the requirements of the specification
- ensure schemes of work incorporate controlled assessment appropriately
- consult with the special educational needs coordinator (SENCO) on additional arrangements, which might be needed for particular candidates
- make contingency arrangements for the event of absences by candidates or teacher – for example a second, alternative date for the controlled assessment
- arrange for secure storage of candidates' work.

Individual teachers will need to:

- provide a coherent sequence of learning and ensure students are well-prepared for the controlled assessment – for example in developing linguistic or practical skills or carrying out fieldwork or research
- supervise assessments, applying the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher
- store candidates' work securely.

Exams office staff will:

- liaise as necessary with the senior management team, subject departments and individual teachers
- enter students for individual units, including controlled assessment units and externally examined units
- be responsible, as necessary, for storage and transmission of information, data and confidential materials between awarding organisations and teachers.
- ensure all necessary accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for controlled assessment tasks

- arranging any additional equipment or materials which will be needed for the controlled assessment task well in advance
- resolve any timetabling clashes for accommodation or facilities

6 Quality Assurance on OCR Cambridge Technicals and BTEC Courses

Context
The college runs both OCR and BTEC courses which have slightly different quality assurance processes. The college currently offers both the 2012 and 2016 suites of qualifications. However, within the college, all course teams will essentially follow the same best practice for internal quality assurance (QA). For BTEC teams this involves internal verification and for OCR teams this involves internal standardisation. All teachers on applied courses are required to assess and take part in internal QA as part of their teaching role.

6.1 Aims

- To ensure that internal assurance is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal assurance procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal assurance decisions.
- For BTEC courses, to ensure that all teams meet the criteria expected by the BTEC Quality Review and Development Process which is that there is a 'robust, consistent and transparent approach to verification.'

Checking expected end dates
CTLs must work with the Exams Officer to ensure that entries and expected certification dates are correct. There are checking points throughout the year where CTLs will be asked to verify entries and end dates and the progress of candidates.

Checking Unit entries
The Exams Officer will send a checklist to CTLs to confirm unit entries and planned exam entries. CTLs must return this in a timely manner, making any amendments.

6.2 BTEC courses: roles and responsibilities

BTEC Quality assurance processes are the overall responsibility of the **Quality Nominee (Principal)**. The Quality Nominee will be the main point of contact for the **Centre Quality Reviewer**. They will agree the agenda of the visit, negotiating when this will take place and which practitioners need to be involved, and complete the **Centre Engagement Document.**

Following the visit or desktop review they will manage the resolution of any Essential Actions and Recommendations.

Detailed processes and roles are found on the Pearson website:

https://qualifications.pearson.com/en/support/support-topics/quality-assurance/btec-quality-assurance-handbook.html

BTEC Registration and Certification is the responsibility of the **Exams Officer** (see BTEC Registration and Certification Policy)

Aim:
1. To register individual learners to the correct programme within agreed timescales.
2. To claim valid learner certificates within agreed timescales.

3. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

Course Team Leaders are the programme leader and has the overall responsibility for the effective delivery and assessment of BTEC qualifications. The CTL is usually the IV for the course.

For Entry to Level 3 qualifications, the programme leader may also act as the **Lead Internal Verifier** if appropriate.

6.3 OCR Applied courses.

The administration of OCR General Applied qualifications is detailed here
http://www.ocr.org.uk/administration/admin-overviews/cambridge-nationals/

The Principal (Head of Centre) has overall responsibility for ensuring processes are followed and that quality assurance is in line with OCR and JCQ regulations.

The Exams Officer is responsible for ensuring the centre is approved and for making entries are onto the **Interchange** in a timely manner. The Exams Officer is also responsible for the administration of examinations, including liaising with the SENCO about access arrangements.

Course Team Leaders are responsible for ensuring that assessment outcomes are entered onto the interchange accurately and in a timely manner so that students are able to achieve the qualification by the planned date.

Course Team Leaders are responsible for ensuring the sample is ready for moderation and all required evidence is available for the moderation visit, or for posting to the moderator. Course Team Leaders should produce an assessment plan and share it with their **HoD.**

7 Public Examinations

Long Road College policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding. In all cases, the final awarding decisions are taken by the Awarding Bodies: AQA; OCR; Edexcel; WJEC; CCEA and others.

7.1 Examinations and Procedures Relating to Examinations

The Principal, as **Head of Centre,** is responsible for ensuring the college complies with all requirements set out for public examinations. The Examinations Officer is responsible to the **Head of Centre** for day-to-day examination administration.

The College undertakes to administer examinations in accordance with the published JCQ guidance, given in the **Instructions for the Conduct of Examinations** (I.C.E.) document, **Special Consideration Guidance**, and **Access Arrangements Guidance.** The college policy on Access Arrangement process management is available on the college website.

Awarding Bodies are unable to process **appeals and queries** relating to the examinations process, timetabling, internal assessment or complaints from students or parents. All queries of this type must be raised in the first instance with the **College Examinations Officer**. Should a complaint relating to the administration of some part of the exams process be made against the Examinations Officer, this must be notified to the Principal.

Candidates must be aware of the JCQ '**Warning to Candidates'**, a copy of which is posted inside and outside each exam room. During examinations, candidates must follow any instructions given to them by the Examinations Officer, member of the Examinations Office staff or any Invigilator present. Failure to do so can result in the Awarding Bodies or the JCQ setting penalties which can include official reprimands, loss of examination marks or in extreme cases the loss of all examination results and banning from future examinations.

7.2 Technological Communication Devices and Examinations
The possession of any kind of technological communication device (such as a mobile phone or IPOD) in an examination room, whether switched on or not, is an offence under JCQ regulation I.C.E. 9.3. College policy is that a technological communication device of any kind must not be brought into the examination room. Failure to observe this regulation may result in the loss of marks or all results for the exam.

7.3 Exam Entries and Fees
Students on full time courses at the college have their planned examination entries paid for and administered by the college as part of the Study Programme agreement. Additional entries for re-takes or missed exams must be paid for by the student.

Students and former students who wish to resit an examination need to take responsibility for entering themselves for that examination. The College website has the relevant fee and form Entries will not be made without correct payment.

If a student does not meet the college expectations for commitment to their Study Programme, by having **poor attendance**, or by failing to complete sufficient directed study, the college may require the student to contribute to the costs of examination entries. This decision is taken by the Assistant or Deputy Principal and can be appealed under the complaints process.

Entries will not be taken after the closing date.

For A Levels, all examined components must be taken in a single exam series. NEA marks can be carried through from a previous exam series. The college will not normally accept NEA from former students as a resubmission.

7.4 DDA and Accessibility for exams

1. No candidate with a disability should be disadvantaged through the college's processes of facilitating public examinations and assessment. The college strives to ensure that all candidates are given an equal opportunity to perform.
2. The College will ensure that the expectations of the Equality Act 2010 are met in regard to examinations. This includes applying to Awarding Bodies for access arrangements or reasonable adjustments for candidates with a disability. This is through the Access Arrangements Online tool.
3. The College will comply with the regulations, guidance and recommended deadlines contained in the JCQ **"Access Arrangements, Reasonable Adjustments and Special Consideration"** document published and revised on an annual basis.
4. Access Arrangements for exams at school may no longer be applicable. Students must have Access Arrangements confirmed at college. **Academic Support** co-ordinate this review and pass relevant information to the Exams Office to make operational arrangements.*See the **Access Arrangements Policy** for details.*
5. Students who do not attend Academic Support meetings to review access need, or do not respond to reminders, or who do not meet deadlines for submitting any required evidence of need, may not be able to have access needs met.
6. Data transmitted to JCQ and Awarding Bodies is subject to College Data Protection policies. **All students who wish the Exams Office to apply to Awarding Bodies for Access Arrangements must have completed and signed the relevant data**

protection notice giving us permission to share their relevant personal data with the Awarding Bodies.

7. In circumstances where the access arrangements which have been sanctioned by Exam Boards are disputed by the student or parents, the college will investigate in order to report back but will not become involved in a dispute between students and Awarding Bodies.

7.5 Attendance at Examinations

If for any reason, a student cannot attend an examination, they must contact the College Exams office immediately and before the start of the examination. If a candidate misses an examination they will not be able to sit it until the next time the exam is offered. In very special circumstances, if a candidate has a medical certificate they may be given an assessed grade for an examination. Candidates MUST attend examinations on time. Failure to do so could mean that the awarding body does not accept your script. Students are expected to pay for a retake if they missed sitting a scheduled exam.

7.6 Exam results and certificates

Results are emailed to the student email address. The college will not release results to any 3rd party, including parents, without student consent. Certificates will be posted to students, and a part of the college services fee is allocated to this cost. Accessing older certificates will incur an admin fee.

7.7 Post Results Services

Awarding Bodies offer a range of post results services, some of which are free, and others have a cost attached. The most up to date list of services available will be published on the college website, along with details of how to access them. Students will receive a link to the site along with their examination results email.

8 Malpractice

This section should be read alongside current guidance from JCQ on assessment malpractice https://www.jcq.org.uk/exams-office/malpractice

It is the responsibility of all staff involved in the assessment of student work to be up to date with the latest guidance from JCQ and the awarding bodies.

8.1 Malpractice (JCQ definition)

'Malpractice', **includes maladministration and non-compliance**, meaning any act, default or practice which is a breach of the Regulations or which:

- 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.

In practice this refers to:

- improper assistance to candidates
- inventing or changing assessment marks
- failure to keep candidate work or evidence secure
- fraudulent certification claims
- inappropriate retention of certificates
- producing falsified witness statements for non-written assessment
- allowing work which is plagiarised to be submitted
- facilitating or allowing impersonation (i.e. someone other than the enrolled and claimed candidate sitting an examination)
- misusing learner support concessions, or knowingly allowing the same
- student malpractice during exams

8.2 Mitigation

- All staff will have training each year on exam regulations and be asked to remind students before exam periods.
- Exam regulations will be stated on the Statement of Entry to all students taking exams in a session.
- Regular reminders will be sent via college communications routes in the run up to exams, including any new risks such as social media claims that exam papers have been leaked and can be bought.
- All signage as per the ICE booklet will be displayed prominently in examination areas.

8.3 Reporting

It is the duty of all staff to report any suspected malpractice to the Head of Centre or Exams Officer. See the college Whistle Blowing Policy and Code of Conduct. The Head of Centre will report suspected malpractice according to the JCQ guidance and undertake any resulting investigation. Staff involved in malpractice will be subject to the Staff and Student Disciplinary policies in addition to the outcomes of any Awarding Body investigation.

9 Requests for reviews of assessment (NEA)

This section should be read alongside the college Assessment Policy and relates to updated regulations from JCQ https://www.jcq.org.uk/exams-office/coursework/appeals-against-internally-assessed-marks--suggested-template-for-centres

9.1 Long Road Sixth Form College is committed to ensuring that whenever staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

9.2 Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Long Road Sixth Form College is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

9.3 Long Road Sixth Form College will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. Candidates will not be told a grade, as grade boundaries are variable year on year, and are applicable to the overall assessment, not individual components. Where staff decide to give an estimation of grade, it must be made clear that this is indicative only.

9.4 Long Road Sixth Form College will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. This would normally comprise the student's work and the markscheme, as well as notes from other standardisation and moderation processes undertaken. It will not include details of other students' marks across the cohort.

9.5 Long Road Sixth Form College will, having received a request for copies of materials, promptly make them available to the candidate. The College will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

9.6 Requests for reviews of marking must be made in writing to the Principal within 3 working days of receiving the NEA mark. The college will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

9.7 Long Road Sixth Form College will ensure that the review of marking is carried out by someone who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. This will usually be the Head of Department, or a different Head of Department if it is in the same teaching team. The College will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9.8 The candidate will be informed in writing of the outcome of the review of the centre's marking. The outcomes of the review are that the mark to be submitted changes, including

being revised down, or that there is no change. The reviewer will feed back to the Course Team Leader and the Principal.

9.9 The candidate cannot make any changes to the work submitted and will not normally be allowed to resubmit this component as part of any resit of the exam in a future examination series.

9.10 A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Long Road Sixth Form College and is not covered by this procedure.

Appendix 1: Plagiarism

1. Purpose
This appendix outlines the expectations and responsibilities regarding academic integrity, specifically addressing plagiarism and the correct use of Harvard referencing and citation practices. It applies to all students submitting academic work within the college.

2. Definition of Plagiarism
Plagiarism is the act of presenting another person's work, ideas, or expressions as one's own without proper acknowledgment. This includes, but is not limited to:

- Copying text from books, articles, websites, or other sources without citation.
- Paraphrasing someone else's ideas without appropriate referencing.
- Submitting work that has been produced by another individual or entity.
- Reusing one's own previous work without disclosure (self-plagiarism).

Plagiarism is considered a serious breach of academic integrity and may result in disciplinary action.

3. Expectations
All academic work must be the original product of the individual submitting it, except where collaboration is explicitly permitted. Proper acknowledgment of sources is required in all forms of academic output, including NEA, essays, reports, presentations, and research projects.

4. Harvard Referencing Guidelines
The Harvard referencing style is the preferred format for all academic submissions. It consists of two key components:

1. In-text Citations

In-text citations should include the author's surname and the year of publication. For example:

- Direct quote: “Education is the most powerful weapon” (Mandela, 1994, p. 23).
- Paraphrased idea: Mandela (1994) argues that education is a transformative tool.

2. Reference List

A complete list of all sources cited must be included at the end of the document, arranged alphabetically by author surname. Each entry should contain:

- Author(s)
- Year of publication
- Title of the work (in italics)
- Publisher
- Place of publication

Example:
Mandela, N. (1994). *Long Walk to Freedom*. Little, Brown and Company: London.

For online sources:
Smith, J. (2020). *The Future of Education*. Available at: https://www.educationfuture.org (Accessed: 10 August 2025).

5. Guidance and Support
Students are encouraged to seek support from teachers or Progress Coaches for help with referencing and avoiding plagiarism. Workshops and resources are available to assist with proper citation practices and the use of referencing tools.

6. Monitoring of authenticity
Teachers will monitor student work during its production. If plagiarism is suspected at any stage, the teacher will raise this with the student and advise that better referencing is required, or that sections will need to be rewritten before final submission.

7. Consequences of Plagiarism
Plagiarism may result in:

- **Rejection of the submitted work with resubmission.** The teacher may hand it back and allow resubmission without plagiarised sections.
- **Reject the submission without the option of resubmission.** Teachers must not submit grades to Awarding Organisations for where they suspect plagiarism.
- **Accept the submission but award reduced marks for sections that are not the student's own work.** This would be recorded on the marking sheets.
- **A formal warning or disciplinary hearing**. Persistent plagiarism may result in removal from the course.
- **Reporting to the Awarding Organisation**. See below

8. Reporting to Awarding Organisation
For submissions that count towards a qualification (for example coursework NEA or BTEC/OCR Assignments), students are required to complete a **statement of authenticity** confirming that the submitted work is their own. **If plagiarism is detected after this document has been signed, it must be reported to the Awarding organisation (Exam Board).** This may be considered as **Exam Malpractice** and result in serious consequences including:

- Being disqualified from the unit
- Being disqualified from the whole subject
- Being disqualified from all subjects

Teachers should refer to the JCQ documentation on plagiarism and the appendix on acceptable use of AI.

Appendix 2: The Use of AI in Assessment

1. Purpose
This appendix provides guidance on the appropriate use of AI tools in coursework, non-examination assessments (NEAs), and other forms of academic work. It aims to uphold academic integrity while recognising the evolving role of AI in education.

2. Principles
The use of AI in academic work must be:

- **Transparent**: Any use of AI must be clearly acknowledged.
- **Authentic**: The submitted work must reflect the student's own understanding and effort.
- **Compliant**: All use must adhere to JCQ regulations and college policies.

Misuse of AI—such as submitting AI-generated content without proper attribution—may be considered **malpractice** and treated as **plagiarism**.

3. Uses of AI
Students may use AI tools for:

- **Idea generation** or brainstorming
- **Language refinement**, such as grammar or spelling suggestions
- **Research support**, such as identifying sources or summarising content

These uses are permitted **only if** the student:

- Maintains ownership of the intellectual content
- Appropriately references any AI-generated material

4. Prohibited Uses of AI
The following uses are considered **malpractice** unless explicitly authorised:

- Submitting AI-generated essays, reports, or responses as original work
- Using AI to paraphrase or rewrite large sections of text without attribution
- Relying on AI to complete tasks intended to assess personal understanding or skill

5. Referencing AI Use
As with all academic work, it is the responsibility of the student to show that the work is authentic. This is done through referencing and acknowledgement. When AI tools are used, students must include a clear statement in their work, such as:
"This work includes content generated or supported by [AI tool name], used for [purpose]."

In Harvard referencing style, AI tools should be cited as follows:
Example:
OpenAI. (2025). *ChatGPT [Large language model]*. Available at: https://chat.openai.com/ (Accessed: 10 August 2025).

6. Teacher and Assessor Responsibilities
Teachers and assessors are responsible for:

- Ensuring students understand the **rules regarding AI use**
- Reviewing work for signs of **unauthenticated AI use**
- **Reporting suspected malpractice** in line with JCQ procedure. If a teacher suspects work is AI generated and does not represent the student's knowledge and understanding, it will be treated according to the malpractice process in Appendix 1.

- **AI tools may assist teachers** in marking tasks such as checking grammar, summarising student responses, or identifying potential plagiarism or AI-generated content.
- **Teachers must not rely solely on AI** to determine marks. The final judgment must be made by a qualified human assessor to ensure fairness and alignment with assessment criteria.
- **Appendix B** of the JCQ guidance provides **examples of acceptable and unacceptable uses** of AI in marking. For instance, using AI to generate feedback templates is acceptable, but using AI to assign grades without human oversight is not.
- **Transparency is essential**: If AI tools are used in the marking process, teachers should document how and why they were used, especially in internal assessments.
- **AI detection tools** may be used to support authenticity checks, but they should not be the sole basis for determining malpractice.
- **Marking must remain a human-led process**, with AI used as a supplementary tool rather than a replacement.
- **Students must be informed** about how AI may be used in marking and how it affects feedback and assessment outcomes.

7. Resources and Support

JCQ has published a range of materials to support understanding and compliance, including:

- Posters and presentations for students and staff
- Real-life examples of AI-related malpractice
- Guidance on AI detection tools and authentication procedures [1]

8. Clarity of expectations

Teachers should be explicit in the acceptable use of AI within a piece of work. To improve AI literacy, teachers should also point out the risks of relying on AI, including hallucinations and in-built bias. A grid like the example here might be used.

Assignment: "Using a case study, assess the causes and consequences of coastal flooding."			
Use	Allowed	Example	Referencing required and cautionary notes
Initial research	AI Allowed	Use of Google AI function to generate information	State the tool used (eg ChatGPT 5) and the prompt used
Planning the essay	AI assisted, referencing required	Use AI to generate a mind map from your research notes	State the tool used (eg ChatGPT 5) and the prompt used. Make sure the structure used builds towards a conclusion and answers the question.
Writing the conclusion	AI not allowed under any circumstances. Use may result in non-acceptance of work.	This must be your own words based on the arguments you have built up.	I will be looking for clarity of your thinking in the conclusion, based on the ideas discussed in class.

Re-drafting	AI assisted, referencing required	Using Grammarly to proofread	Reference required – state tool used and any prompts. Read it back yourself – context may not be recognised by AI

References

[1] AQA
[2] Updating the JCQ guidance on AI Use in Assessments
[3] ASCL - Updated JCQ guidance on the use of AI

Information for candidates **AI (Artificial Intelligence and assessments)**

What is AI?

AI stands for artificial intelligence and can be used to create text, images, videos, music and artwork based on instructions given to an AI tool.

What is an AI tool?

AI tools are applications, such as ChatGPT, Snapchat My AI, Google and Google translate. There are many more!*

*The list of certain suppliers of AI-related products is for information purposes only and does not constitute an endorsement by JCQ and awarding bodies. It is each centre s responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier s products. The list provided is not exhaustive.

When can I use AI?

- Your teachers may use it in class when teaching the course, but remember teaching in the classroom is not an exam!
- There are some assessments where you can use AI – your teachers will tell you if you can or cannot use an AI tool.
- Remember, the rules are different for different assessments and subjects, so always check with your teachers first!
- When an AI tool is allowed, **you must acknowledge**** the AI tools and the material produced by the AI tool that you have used in your work. If you do not acknowledge AI use, it will be **considered as cheating.**

When can I not use an AI tool?

- AI tools cannot be used in an exam or any other assessment where exam rules apply. This includes use or possession of hidden AI-enabled technology like smart glasses.
- This is what exam boards call **AI misuse and it is a form of cheating.**

**Acknowledgment – When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is known as referencing. You must make sure that you give detailed references for everything in your work which is not in your own words, for example, *ChatGPT 3.5 (https://openai.com/blog/chatgpt/), 25/01/2025.*

IF YOU USE AN AI TOOL, YOU CANNOT GET MARKS FOR WHAT THE AI TOOL HAS PRODUCED, AS IT IS NOT YOUR OWN WORK

If I'm allowed to use AI, how is this breaking the rules?

AI misuse is:

- when you use an AI tool in an exam or assessment where you are not allowed to; and/or
- where you use an AI tool to create work and then say it's your own.

AI misuse can have serious consequences including possible disqualification.

How to make sure you don't misuse AI

ACKNOWLEDGE

If you are allowed to use an AI tool in your assessment (remember to check!), you must do the following:

- reference the AI tool you have used
- give the date of when the AI tool generated the content
- give details of how you used it
- save screenshots of what you have asked or instructed the AI tool to do and what answer the AI gave you, and include this with the work submitted.

DECLARE

- Remember to sign your declaration form when handing in your work for final assessment.
- Your signature on the declaration form tells your teacher and the exam board that you are saying all the work you're handing in is your own.
- If you have used an AI tool, **you must declare***** that you have used it before signing the declaration form!

***Declare – this means that when you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

LAST CHECKS — **Know the rules** — **Check with your teachers** — **ACKNOWLEDGE and DECLARE**

EFFECTIVE FROM 1 SEPTEMBER 2026