Vocational Qualifications Policy

2024 - 26

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Governor Approval Date:

Review Date: July 2026

1.0 Our Vision

Stanchester Academy is a community built on the values of mutual respect and ambition for everyone. This vision underpins our vocational qualifications policy and is reflected in the decisions we have made to ensure that all students can achieve their ambitions and successfully participate in our vocational qualifications successfully, promoting the ability to successfully transition onto the next stage of education.

1.1 Rationale

The purpose of the Stanchester Academy Vocational Qualifications Policy is to ensure the planning and management of any vocational qualifications is conducted efficiently and in the best interest of candidates and to ensure the delivery of such qualification has clear guidelines for all relevant staff. It is the responsibility of everyone involved in the academy's exam processes to read, understand, and implement this policy. The policy will be reviewed annually in line with JCQ guidance and the requirements of relevant exam boards.

This policy applies to all vocational qualifications taken in the school. This includes coursework, non-examined assessments, controlled assessments, and examinations (externally and internally set) as well as practical and other assessments made to assess a student's ability within a particular discipline.

2.0 Roles and Responsibilities

2.1 Deputy Headteacher

- Accountable for the safe and secure conduct of coursework. Ensure assessments comply with the JCQ guidelines and awarding bodies' subject specification
- At the start of the academic year, begin coordinating with HODs to schedule coursework. The school will ensure coursework tasks are spread throughout Years 10-11
- Map overall resource management requirements for the year. As part of this resolve:
  - Clashes/problems over the timing or operation of the coursework
  - Issues arising from the need for the particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff and students have a calendar of events
- Create, publish and update an internal appeals policy for coursework.

2.2 Heads of Department

- Decide on awarding body and specification for a particular qualification
- Obtain the coursework task details from the examination board
- Confirm to the examination office details of all unit codes for coursework and overall certification and provide assessment schedule for the year
- Manage programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria
- Advise exams officer of new students/late arrivals needing registration
- Liaise with exams officer regarding exam entry requirements including retake
- Choose the most appropriate time for the coursework to take place (usually during timetabled time) and inform the relevant member of the senior leadership team of the date(s) as early as possible in the academic year
- Plan when and how the assessment will take place, considering the accommodation and resource required

- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers understand their responsibility about coursework
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes and any other subject specific instructions
- Ensure absentees are contacted to confirm arrangements for completing coursework
- Ensure relevant display materials are removed/covered up in all rooms used for coursework
- Ensure staff are aware of the relevant level of control permitted (high, medium or low) as this will determine the level of supervision
- Ensure all assessment material is securely stored in a suitably place at the end of each session
- Where candidates produce coursework electronically, ensure their work is backed-up regularly and stored securely on the IT system
- Ensure separate user accounts for exams are used for high control level work. These must have no access to the internet or e-mail and must only be accessible during coursework sessions
- Ensure that special consideration is applied for, for students on long absence
- Ensure entries for coursework are made at the appropriate time
- Quality assure all final submissions checking for incidents of plagiarism or other forms of malpractice
- Report all cases of suspected malpractice to the relevant Senior Leadership line manager
- Report all instances of lost work to the examination board
- Ensure that authentication forms are signed by the teachers and candidates
- Submit marks to the awarding body when required, keeping a record of the marks awarded
- Submit samples of students work for external moderation in accordance with the awarding body requirements. Precautions are made to ensure that the package in which the work is dispatched is robust and securely fastened
- Arrange external moderation visits
- Sensitive digital media is encrypted in line with the awarding body guidance
- Retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ensure learner details are accurate and that an audit trail of learner assessment and achievement is accessible.

2.3 Teaching Staff/Assessors

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for conducting coursework
- Understand and comply with the awarding body specification for conducting coursework, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Ask the SENCO for any assistance required for the administration and management of access arrangements
- Supervise coursework (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows

- Where the specification permits, students may work with others- e.g. during collection of data
- Ensure any descriptions of joint work are in each candidate's own words
- Ensure attendance records from assessment sessions are kept
- Ensure work is handwritten in black ink or word processed, and that printouts, charts and videos are included where appropriate
- If required, ensure the students include references and produce a bibliography which lists the full details of publications used to research and support their coursework, even where these are not directly referred to
- Sign any relevant authentication forms on completion of coursework/assessment
- Mark internally assessed components using the mark schemes provide by the awarding body
- Ensure a student has the chance to make up time if absent
- Ensure any need for special consideration goes through the exams officer as soon as possible
- Carry out assessment to national standards
- Formally record and confirm the achievement of specific assessment criteria on the appropriate assessment feedback forms
- Provide appropriate feedback to learners; assure the authenticity of learner work; records and tracks achievement
- Provide clear achievement feedback to learners. If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time
- Design assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.

2.4 Special Educational Needs Coordinator (SENCO)

- Ensure access arrangements have been applied for and advise HODs accordingly
- Work with teaching staff to ensure requirements for support staff are met.

2.5 Exams Officer

- Ensure timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners, as directed by the subject leader
- Ensure candidates are registered on the course according to relevant deadlines and that any entries for individual coursework units are also made for the relevant exam series, as directed by the subject leader
- Where applicable, enter students' cash-in codes for the terminal series
- Provide teachers with legal names of students
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format. Comply with JCQ regulations re distributing material to teachers
- Liaise with HODs/SLT to ensure the relevant centre declaration forms are submitted to the exam boards
- Work with HODs to ensure marks are submitted before board deadlines
- Work with HODs to enable samples to be sent to external moderators or arrange visits.

2.6 Internal Quality Assurer

- Verify assessor decisions, and validate assignments

- Produce an IQA schedule as part of the annual assessment plan, and will keep a record of which learner work has been sampled and in which units
- Record findings, gives assessor feedback, and oversees remedial action
- Judge whether assessment decisions are valid, fair and unbiased
- Perform malpractice checks when internally quality assuring work.

2.7 Lead Internal Quality Assurer/Verifier

When a qualification requires a lead internal verifier, they will:

- Agree and sign off assessment and internal quality assurance plans. A member of the programme team who oversees the implementation of an effective internal quality assurance centre system in their subject area
- Register annually and undertake the necessary standardisation processes. Judge whether assessment decisions are valid, fair and unbiased
- Perform malpractice checks when internally quality assuring work.

2.8 Quality Nominee

- Oversee the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met
- Ensure that centre internal quality assurance and standardisation processes operate
- Act as the centre coordinator and main point of contact for vocational programmes
- Ensure quality assurance reports are monitored and any remedial action is carried out
- Complete annual declaration or agreement forms
- Inform boards of any acts of malpractice
- Judge whether assessment decisions are valid, fair and unbiased
- Verify assignment briefs in instances where the Lead IV is the course leader.

2.9 Head of Centre

- Submit an appeal in writing if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures
- Conduct any investigation into allegations of malpractice.

3.0 Student Recruitment

Students are offered the opportunity to study vocational qualifications as part of their KS4 curriculum. All students are invited to select their course choices as part of the KS4 options process. To ensure students pick suitable courses:

- All students will receive guidance around course choices collectively and individually through whole year events, parents' evenings and 1:1 conversation
- Subjects are all actively promoted to encourage the highest participation possible.

Some courses may have a limit on the number of students per class due to health and safety requirements, for example the use of the workshop or cooking room.

Once students are enrolled on the course, a full induction will be provided at the start of the course.

4.0 Staff Recruitment, Induction and Continuing Professional Development

The academy will work to ensure that suitably qualified and trained staff are selected to deliver any vocational qualification. This involves a commitment towards:

- Ensuring staff receive suitable induction training to a qualification, either from experience staff of through training provided by the exam board
- Staff have the opportunity for continuing professional development such as attending any relevant qualification training, having the opportunity to work alongside colleagues at another school who offer the same qualification, or participate in the quality assurance process as a means of understanding how to develop the programme of study and assessment.

5.0 Transfer of Credits and Recognition of Prior Learning

Should a student already have credits towards a vocational qualification that is offered at Stanchester Academy, for example having been transferred from another school, where possible the academy will seek to enrol that student on the same qualification to capitalise on their prior learning.

Where this is not possible, the academy will advise the students as to which courses are most suitable that may still allow for the transfer of skills and knowledge.

6.0 Contingency and Changes

The academy commits to delivering the vocational qualifications unto such a time that it feels it is in the best interest of the students to change the qualifications available.

Whilst delivering the qualifications the academy commits to ensuring they are delivered as per the standards expected of the qualification's exam board.

Should the exam board determine at any stage that the academy can no longer deliver said qualifications, the academy will:

- Liaise with the exam board to understand what has led to this decision
- Identify any changes required to maintain delivery of the qualification
- Seek to rectify necessary changes to maintain delivery of the qualification
- If the above is not possible, the academy will seek to identify the most suitable qualification to enter students for that utilises the maximum skills, knowledge and assessed work that has already been completed.

7.0 Procedures

7.1 Registration

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that individual exam or coursework unit entries are made where necessary
- Newly appointed assessors and Lead IVs will complete the induction programme through the department teams and the QN. They will also be assigned an experienced member assessor/LIV to mentor and support
- Ensure students that join after the cohort are registered within a timely period.

7.2 Assessment/Coursework

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment

- Assess learner's evidence using the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Develop assessment procedures that will minimise the opportunity for malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal quality assurance procedure
- Monitor reports and undertake any remedial action required
- Share good assessment practice between all vocational programme teams
- Ensure that assessment methodology, and the role of the assessor, are understood by all relevant teaching staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Every learner will have units and assignments marked and internally quality assured according to the schedule for their course
- Ensure that the students are aware of the assessment requirements and regulations prior to them starting an assessment
- Ensure that students are granted access arrangements where applicable and where possible
- The assessor must not provide the students with specific assessment feedback directly related to the achievement of specific assessment criteria
- The feedback from the assessor must be completed on the appropriate awarding body's feedback form and within the specified time allocated within the assessment plan
- The feedback should confirm which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved. There must not be feedback on how to improve
- Ensure all work is authenticated on the awarding body's authentication forms
- If the internal quality assurer questions the award of grades this must be reviewed and resolved with the assessor before the work is given back to the student
- All student work will be secured in a locked cabinet or secure drive (electronic copies)
- Each HOD will liaise with the exams officer to ensure certification is accurate
- Each Lead IV will meet with exams officer to verify all results
- Generally, only one submission is allowed for each assignment task. At their discretion, the Lead IV may authorise for a student to resubmit evidence to meet assessment criteria targeted by an assignment. The following conditions must be met;
    o The students has met the initial deadline set in the assignment (or agreed extension)
    o The assessor judges that the students can produce the evidence without further teacher guidance
- In the case of a resubmissions the following information is required on the assessment feedback form:
    o Programme Title:
    o Unit Name and Number:
    o Learner Number:
    o Learner Name:
    o First submission Grade:
    o Resubmission Grade:
- Resubmissions must be completed within 15 school days of the student receiving feedback from the assessment
- Resubmissions must be authenticated by the student and the assessor
- Staff malpractice will be dealt with in accordance with the professional code of conduct.

7.3 Internal Quality Assurance

- Ensure that all centre assessment instruments (assignment briefs, assessment plans and internal assessment decisions) are verified as fit for purpose
- All subjects to have one member of staff to register and complete the online standardisation process and assessment in order to become Lead IQA
- The Lead IQA will inform the QN if there are concerns over the marking of assignments by a member of staff
- In instances where the Lead IQA is also the assessor, the lead IQA must ensure there is an appropriately trained member of staff to verify their assessment judgements
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standard requirements
- Verify an appropriately structured sample to include pieces of work from all levels of achievement, including more of the most common grade
- Plan an annual internal quality assurance schedule, linked to assignment plans
- Support assessors, who are new to the role, by increasing the sample size
- Define, maintain, and support effective internal quality assurance roles
- Ensure that identified staff will maintain secure records of all internal quality assurance activity
- Brief and train staff of the requirements for current internal quality assurance procedures
- Promote internal quality assurance as a developmental process between staff
- Provide standardised internal quality assurance documentation
- Use the outcome of internal quality assurance to enhance future assessment.

7.4 External Moderation

- Ensure entries for units requiring external modification are made before applicable deadlines
- Work with the exams officer to send off any samples
- Liaise with the boards to arrange external visits where necessary.

7.5 External Assessments/Exams

- Ensure students are aware that some units will be conducted under exam conditions
- Exams will be conducted according to the board requirements and JCQ regulations where applicable
- For more information, see the *Examination Policy 2022-23*.

7.6 Certification

- Ensure that certificate claims are made within board deadlines
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

8.0 Secure Storage

8.1 The subject teacher will:

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in in the JCQ publication Instructions for conducting non-examination assessments
- Take sensible precautions when work is taken home for marking

- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Remind candidates of the need to keep their own work always secure and not share completed or partially completed work on-line on social media or through any other means
- Liaise with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically.

8.2 The IT manager will:

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Provide support for the provision of IT hardware and software.

For details on the secured storage of examinations material, refer to the *Examinations Policy 2023-24.*

9.0 Malpractice and Plagiarism

9.1 Definition

Malpractice consists of those acts, which compromise, attempt to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of an examination result or certificate. Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. This can damage the authority and reputation of all concerned.

Maladministration is any activity or practice which results in non-compliance with administrative regulations and requirements. Stanchester Academy does not tolerate actions (or attempted actions) of malpractice or maladministration by Students and internal and external staff in connection with any qualification and examinations.

Stanchester Academy may enforce disciplinary action on Students or staff where incidents (or attempted incidents) of malpractice or maladministration have been proven.

All staff must be vigilant regarding malpractice and maladministration where malpractice or maladministration occurs it must be dealt with in a fair, thorough, impartial and objective way.

The Deputy Headteacher will supervise investigations resulting from allegations of malpractice or maladministration. They are also required to inform all suspected of malpractice or maladministration of their rights and responsibilities. Investigations will escalate to Headteacher, depending on their gravity and scope.

Stanchester Academy reserves the right, in suspected cases of malpractice and maladministration to withhold the issuing of results/certificates or suspend any employee or contractor while an investigation is in progress. The re-issuing will then depend on the outcome of the investigation.

9.2 The head of centre will:

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Be familiar with the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures

- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

9.3 The subject teacher will:

- Be aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work
- Ensure candidates understand the JCQ document Information for candidates - non-examination assessments
- Ensure candidates understand the JCQ document Information for candidates - social media
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre.

9.4 The exams officer will:

- Signpost the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the head of centre
- Signpost the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work to subject heads
- Signpost candidates to the relevant JCQ information for candidates' documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice.

9.5 Guidance

- Tutors to have asked all Students to declare that their work is their own
- All Students are informed of malpractice and the penalties for attempted and actual incidents
- All Students to be aware of the appropriate formats recorded cited texts and other relevant materials or information sources that can contribute to achievement
- That procedures for marking and examining work are efficient and reduce or identify malpractice e.g. plagiarism, collusion, cheating etc.
- Access controls to prevent students from accessing and using other people's work when using networked computers
- Examiners to follow JCQ guidelines for security of exam papers and invigilation procedures

9.6 Student malpractice

The following are examples of malpractice by Students; this list is not exhaustive and the company, at its

discretion, may consider other instances of malpractice.

- Plagiarism - copying or passing off work as own including artwork, images, words, computer generated work (including internet sources), thoughts, inventions and/or discoveries with or without the inventor's consent
- Collusion – working collaboratively with other Students, beyond what is permitted
- Copying from another Student or allowing work to be copied
- Deliberate destruction of another Student's work
- Disruptive behaviour in an examination room (including the use of offensive language)
- Exchanging, obtaining, receiving, passing on information (or the attempt to), which could be examination related

- Making a false declaration of authenticity in relation to the authorship of coursework or the contents of a portfolio
- Allowing others to assist in the production of coursework or assisting others in the production of coursework
- The misuse, or the attempted misuse, of examination materials and resources (e.g. exemplar materials)
- Being in possession of confidential material in advance of the examination
- Personating/pretending to be someone else
- Theft of another student's work
- Bringing into the examination room unauthorised material e.g. study guides,
- Behaving in a manner as to undermine the integrity of the examination
- Altering any results documentation including certificates.
- Failing to abide by instructions or advice of an examiner
- Breach of the instructions or advice of an examiner.

9.7 Internal and external staff malpractice and maladministration

The following are examples of malpractice by internal and external staff; this list is not exhaustive and the company, at its discretion, may consider other instances of malpractice:

- Failing to keep JCQ records secure
- Tampering with Students scripts or coursework after collection
- Failing to keep Student computer files, which contain coursework secure
- Obtaining unauthorised access to exam materials prior to examination
- Altering or changing marks for internally assessed components
- Manufacturing evidence of competence
- Entering fictitious Students for examinations
- Altering JCQ assessment criteria
- Assisting Students in producing work where the support has the potential to influence an outcome or assisting with answers
- Failing to ensure Students coursework is adequately monitored
- Failure to use current assignments for assessments
- Failure to issue Students with appropriate notices and warnings
- Failure to inform JCQ of alternative sites for examinations
- Failure to ensure that the examination venue conforms to JCQ requirements
- Failure to keep accurate and timely records
- Failing to report an instance of suspected malpractice to JCQ as soon as possible after such an incident occurs or is discovered
- Failing to conduct a thorough investigation into suspected malpractice
- Inappropriate retention or destruction of certificates • Producing falsified records e.g. sick notes, student ID
- Knowingly allowing evidence that is not the students to be included in coursework
- Facilitating and allowing imitation
- Misusing conditions for special learner requirements
- Falsifying records/certificates.

9.8 Discovery of malpractice and maladministration

Any malpractice or maladministration or attempted acts of malpractice or maladministration, which have influenced the outcomes for Students, must be reported to the Exams officer. Any alleged incident of malpractice or maladministration brought to attention after the issue of certificates may

result in a full investigation by JCQ. Depending on the outcome of the investigation, certificates could be recalled and declared invalid.

9.9 Investigating alleged malpractice and maladministration

When dealing with alleged malpractice and maladministration, Stanchester Academy will primarily deal with the Exams officer and will require full access to all records for investigation purposes. If applicable, examiner feedback may also form part of the investigation.

As part of this investigation the company retains the right to involve Students and others in the investigation process. During the investigation period JCQ may withhold the release of results/certificates or withhold examination papers if the security of an examination is considered at risk (pending the outcome of the investigation).

If malpractice or maladministration is discovered or is reported directly to JCQ by a third party, JCQ will conduct an appropriate investigation into the nature of the allegation.

9.10 Dealing with malpractice and maladministration

It is the responsibility of the Exams officer to investigate any allegation of malpractice and maladministration. Any allegation of malpractice and maladministration against the Exams officer will be investigated by the Deputy Headteacher. Any alleged incident must be reported to the Exams officer at the earliest opportunity. If malpractice or maladministration is discovered or suspected within Stanchester Academy the individual must be made fully aware, in writing, at the earliest opportunity of the nature of the allegation and of the possible consequences should the malpractice or maladministration be proven. The individual must be given the opportunity to respond, in writing, to the allegations made and informed of the avenues for appealing should the judgement be made against them.

In cases where certificates are deemed to be invalid the regulatory authorities will be informed. Investigations will escalate to the Headteacher depending on their gravity and scope.

9.11 Penalties and sanctions applied

Where malpractice or maladministration is proven, Stanchester Academy will have to consider whether the integrity of the examination might be in jeopardy and if the member of internal or external staff or Student in question would be involved in future examinations.

Actions from JCQ may include:

- Refusing to accept examination entries from the school
- Reserving the right to withdraw programme approval
- Refusing to issue or to withdraw certificates

9.12 Appeals

If the outcome of an investigation is unsatisfactory, those involved have the right to appeal in the first instance to the Headteacher then to the governors whose decision is final. JCQ require school/schools to inform Head Office promptly should there be any publicity around malpractice or maladministration to minimise any adverse effect for all concerned.

10.0 Use of Artificial Intelligence

10.1 Definition

Artificial Intelligence (AI) use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

10.2 Examples of AI

Examples could include, but are not limited to:

- ChatGPT (https://chat.openai.com/auth/login)
- Jenni AI (https://jenni.ai)
- Jasper AI (https://www.jasper.ai/)
- Writesonic (https://writesonic.com/chat/)
- Bloomai (https://huggingface.co/bigscience/bloom)
- Gemini (https://gemini.google.com/)
- Claude (https://claude.ai/)
- Midjourney (https://midjourney.com/showcase/top/)
- Stable Diffusion (https://stablediffusionweb.com/)
- Dalle-E 2 (OpenAI) (https://openai.com/dall-e-2/)
- Soundraw (https://soundraw.io/)
- wavtool (https://wavtool.com/)
- Musicfy (https://create.musicfy.lol/)

10.3 AI and the risk of malpractice

Students must submit work that is their own. This applies to examinations, but especially to internal assessments such as NEAs (non-examined assessments) and internally assessed coursework.

Opportunities to use AI present a risk of malpractice in such a way that the use of AI tools means a student's work can no longer be described as their own. Students must be able to demonstrate that the final submission of any assessed work is the product of their own independent work and independent thinking, therefore meeting the requirement of any given assessment for a student to show progression in their knowledge, understanding and skills.

10.4 Application of AI

Examples of the context within which AI could be used to complete, supplement or improve a student's work to the extent that it can no longer be described as independently produced by the student alone are:

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

10.5 Malpractice resulting from AI in assessed work

Currently, use of AI in assessed work will be categorised as malpractice, as defined in the JCQ Suspected Malpractice: Policies and Procedures (https://www.jcq.org.uk/exams-office/malpractice/).

Examples of AI malpractice include but are not limited to:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content

- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Submitting work with intentionally incomplete or misleading references or bibliographies.

10.6 Acceptable use of AI

The academy does not currently recognise any approved use of AI tools in assessed work. This may be reviewed over time depending on the context of the assessment. Should any AI tools be recognised as a supporting tool in assessed work in the future, guidance will be provided on the limitations of that use, and how malpractice can be identified.

10.7 Declarations of Independent Work

As is currently the practice, students completing an NEA, internally assessed exam or coursework must sign a declaration of independent work. This is done in line with the exam board requirements for any given qualification.

When appropriate, it will be explained to students that when signing this declaration, they declare that no AI tools have been used.

10.8 Further Information

For more information, see the JCQ *AI Use in Assessments guidance* - https://www.jcq.org.uk/wp-content/uploads/2024/04/AI-Use-in-Assessments_Feb24_v6.pdf

11.0 Complaints and Appeals

Any appeals will be dealt with in accordance with the Internal Complaints and Appeals Procedure document found in the *Examination Policy*.

The following procedure has been put in place for appeals against decisions made by awarding bodies, and for internal assessments made by the School:
- Appeals can only be made against the procedure used in arriving at internal assessment decisions not against the grade or mark allocated
- The parent/carer of the candidate must make the appeal in writing to the examinations officer at least two weeks prior to the last externally assessed paper of the series
- The internal process will be led by a member of the senior leadership team in conjunction with the Examination Officer. The member of the senior leadership team involved must not have been involved in the original internal assessment procedure
- The investigation will consider whether the procedures laid down by the Awarding Body and the "Code of Practice" were adhered to
- The investigation will be completed within 10 school days
- The criteria for the internal assessment of work is specified by the awarding body who must moderate the assessment and make the final decision of marks awarded
- The appellant will be informed in writing of the outcome of the appeal
- The appellant is able to appeal against a decision taken by the centre but it must first go through the centre's appeal process.

12.0 Withdrawal from a Qualification

It is essential that the decision to withdraw a student from entry for an assessment is not taken lightly and should only take place under exceptional circumstances. However, it must also be recognised

that each year, to provide a personalised curriculum that is appropriate to each student's needs, it may be necessary to arrange modified timetables for a small minority of students during Key Stage 4.

When deciding whether to withdraw a student from a qualification several issues will need to be considered. These will include:

- The welfare and well-being of the student
- The school targets and projections for example progress and attainment scores
- Whether dropping the subject will benefit the student in terms of their overall achievement
- Whether provision can be made to accommodate the student during the time gained from dropping the subject and whether the student can be adequately supervised with appropriate work set
- Whether the student has not fulfilled the exam board assessment criteria by failing to complete a component of a course despite being given numerous opportunities and maximum support and therefore cannot be entered under exam board regulations
- Student, parent/carer, and teacher views.

A student will not be allowed to drop a qualification simply because:

- The student/parent/carer wishes to drop the subject
- The subject teacher wishes the student to drop the subject
- The student is at risk of not achieving a Level 2 Pass
- The teacher wishes to improve the pass rate for their subject.

All decisions regarding the withdrawal of a student from a qualification must be approved by the Headteacher following clear communication with the student and parent/carer.

13.0 Exam Board Notification of Changes

In a situation where the academy needs to notify the exam board of any changes, the exams officer will be responsible for communicating those changes directly.

Examples of changes that will be communicated could include:

- Changes to the students being entered for a qualification
- The ability for the academy to deliver the qualification effectively
- A change to the qualifications the academy wishes to deliver.