

CAMBOURNE VILLAGE COLLEGE POLICY BTEC POLICY	
<b>Committee:</b>	<b>FGB</b>
<b>Accepted:</b>	<b>September 2024</b>
<b>Review cycle</b>	<b>Annually</b>
<b>Responsible Officer:</b>	<b>Ali Hodgson (Assistant Principal)</b>

## 1. Purpose of the Policy

This purpose of this document is to:

- identify staff responsibilities and procedures in planning and managing BTEC Qualifications
- To ensure BTECs are delivered, assessed and awarded inline with the expectations of the exam board.

The policy should be read in conjunction with specific course guidance for each BTEC course.

BTEC Qualification Specifications: these provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the website: [www.btec.co.uk](http://www.btec.co.uk)

This document has been written to sit alongside guidance documents from Pearson, including the BTEC Centre Guidance to Quality Assurance 2020/21 and Centre Guide to Policies and procedures for vocational qualifications. These can be accessed on the CATalogue in the [BTEC Management folder](#)

It is also written in reference to the Exam and Assessment policies for Cambourne Village College

## 2. Key staff

<b>Centre Head</b>	Lynn Mayes
<b>Quality Nominee</b>	Ali Hodgson
<b>Exam officer</b>	Sarah Stevens
<b>Lead IV BTEC SPORT</b>	Gemma Tait
<b>Lead IV Child Dev</b>	Alex Cockburn
<b>Lead IV Enterprise and entrepreneurship</b>	Jeremy Maylin
<b>BTEC Home cooking skills</b>	Jess Long

## 3. Responsibilities

### Head of Centre (HoC):

- Responsible for submitting an appeal in writing, to Pearson if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.
- Should seek proactive ways to promote a positive culture that encourages learners to take individual responsibility for their learning and respect the work of others.
- Responsible for any investigation into allegations of malpractice.

### **Quality Nominee (QN) / link SLG**

- Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.
- Responsible for judging whether assessment decisions are valid, fair and unbiased.
- Responsible for coordinating and monitoring the learner details held with Pearson.
- The Quality Nominee ensures that centre internal verification and standardisation processes operate, acts as the centre coordinator and main point of contact for their respective BTEC programme(s).
- The Quality Nominee ensures Pearson quality assurance reports are monitored and any remedial action is carried out.
- Required to inform Pearson of any acts of malpractice. Assessor (A)
- Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
- Responsible for providing clear achievement feedback to learners.
- If assessment decisions are questioned, the Assessor is responsible for processing the learner's appeal within the agreed time.
- Responsible for designing assessment opportunities which limit the opportunity for malpractice and for checking the validity of the learner's work.

### **Exams Officer (EO)**

- Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.

### **Programme Leader (PL) / Head of Department (HOD)**

- Responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible.
- Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

### **Lead Internal Verifier (Lead IV)**

- By registering with Pearson, has access to standardisation materials which may be used with assessors to ensure that national standards are understood. The Lead Internal Verifier must agree and sign off assessment and internal verification plans.
- A member of the programme team who oversees the implementation of an effective internal verification centre system in their subject area. The Lead Internal Verifier is required to register annually and undergoes the necessary standardisation processes.
- Responsible for judging whether assessment decisions are valid, fair and unbiased.
- Responsible for malpractice checks when internally verifying work. Internal verifier (IV)
- A member of staff able to verify assessor decisions, and validate assignments.
- •The Internal Verifier records findings, gives assessor feedback, and oversees remedial action.
- Responsible for judging whether assessment decisions are valid, fair and unbiased.
- Responsible for malpractice checks when internally verifying work.

### Learner (L)

- Responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.

## 4. Registration and Certification of learners

KEY DATES	ACTION
OCTOBER 2024	Check exam entries
OCTOBER 2024	Exam office registers candidate with exam board
JANUARY 2025	Apply for access arrangements
APRIL-MAY 20205	Submit final results for certification to exam board following audit by BTEC QN and exam officer.
AUGUST 2025	Final results issued to candidates

### Registration & Certification 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.

### In order to do this, Cambourne Village College will:

- Register each learner within the awarding body requirements.
- Register each learner on the appropriate programme code, before any assessment activity is completed.
- Provide a mechanism for programme teams to check the accuracy of learner registrations.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- 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.

### *Procedures and responsibilities*

These procedures are in place to enable us to comply with the registration and certification requirements of the exam board and prevent inaccurate or false registrations, external assessment entries, or certification.

### Overall responsibilities

- Exams Officer (EO): responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners

- HOD or HOS is responsible for ensuring learner details held by the exam board are accurate and that an audit trail of learner attendance, assessment and achievement is accessible
- Lead Internal Verifier (LIV): responsible for ensuring that an audit trail of learner assessment and achievement is accessible and supports certification claims.
- Quality Nominee (QN): responsible for coordinating and monitoring registration and certification procedures within the Centre.
- Responsible for ensuring registration and certification policy and procedures are regularly reviewed, disseminated to staff and overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met

#### **Procedures:**

- Prior to the start of year 10, all currently enrolled students will select and be allocated options subjects. HODs and PL will have these early lists and be able to make recommendations on the suitability of students for BTEC courses.
- At the start of October, BTEC PL should confirm with the exam officer that the BTEC class lists and entry codes are correct and the EO will register them with the exam board.
- During first week of November, PLs to check course registration lists for programmes using Edexcel Online (EOL) and send email to EO to confirm accuracy or notify any changes required.
- EO to make any required changes and email PL to confirm once these have been made
- Candidates or parents/carers can request a subject entry, change of level or withdrawal in conjunction with advice from SLG.
- Re-sit decisions will be made in consultation with candidates, subject teachers, Exams Officer, Heads of Subjects and Heads of Departments.
- Access arrangement applications for BTEC learners are made before the deadline of January of the academic year when the learner is in Year 10.
- For in year transfer students should be enrolled on school management systems on the correct course/class within two weeks of starting.
- For in year transfer students to our centre, we will contact the previous school to obtain student RPL
- For in year transfers to other centres, we will inform the new centre of any RPL
  - Registration procedure:

#### **Results and Certificates**

##### **FULL AWARD**

- Lead IV to ensure assessment records support learner achievement before completing student report forms (SRFs) and passing to PLs for checking.
- PLs to check accuracy of SRFs in meeting with QN.
- Once confirmed as accurate, pass completed SRFs to EO, along with location of departmental assessment records that need retaining for three-year period
- EO, with second person to submit certification claims via excel online
- EO to check accuracy of certificates against assessment records once received: notify Pearson of any inaccuracies and recheck amended certificates on receipt.
- EO to issue certificates to learners.

##### **Interim**

- Where a learner has not completed all of the qualification requirements we will claim an Interim certificate and notify Pearson of the change before awarding.

### Fallback

- Where a learner doesn't intend to complete the programme and we are sure the learner won't be returning to continue the qualification at a later date we will notify Pearson to be issued with a Certificate of Achievement or fallback Certificate of Unit Credit and close the learner's registration - so you should only make this claim where you're sure that the

## 5. Assessment

KEY DATES	ACTION
SEPTEMBER 2024	Assessment plan drafts created by LIV
OCTOBER 2024	Assessment plans agreed and shared with QN
NOVEMBER 2024	Lead IV to agree with Exams Officer the likely date for external examination element

### Aims:

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions.

### In order to do this, Cambourne Village College will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance
- Ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for Malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation
- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement

### **Responsibilities:**

- Programme Leader: responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.
- Assessor: provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.
- Internal Verifier: records findings, gives assessor feedback, and oversees remedial action.
- Lead Internal Verifier: The Lead Internal Verifier must agree and sign off assessment and internal verification plans.
- Quality Nominee: to manage Lead IVs and PL. Review assessment plans, and support on resubmission./ extension / retake decisions as needed.

### **Procedures**

#### **Assessment**

- Before commencing an assessment, the Assessor should take care to ensure each learner understands:
  - the assessment requirements
  - the nature of the evidence they need to produce
  - the importance of time management and meeting deadlines, including the consequences for late submission
  - the importance of submitting authentic work
- Each learner should submit:
- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves.
- The assessor should then:
  - formally record and confirm the achievement of specific assessment criteria
  - complete a confirmation that the evidence they have assessed is authentic and is the learner's own work to the best of their knowledge
  - Pass work to the lead IV for verification.
  - Make amendments to marking if required.

#### **Resubmission/ retakes (as appropriate)**

*Any resubmission decisions must be passed to the subject lead IV.*

Only the subject Lead IV can authorise a resubmission. All of the following conditions must be met:

- The learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
- The Assessor judges that the learner will be able to provide improved evidence without further guidance
- The Assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated learner declaration of authenticity

Where resubmission is permitted these must be recorded on the assessment record, signed and dated by the lead IV with the resubmission deadline clearly stated.

If a learner following resubmission, has still not achieved the targeted pass criteria the Lead IV may authorise one retake opportunity to meet the required pass criteria. The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so and should do this in consultation with the QN.

### **Assignment design/ assignment brief**

All assignment briefs, including authorised assignments briefs must be verified by the unit allocated IV prior to handout. Assignments Should have a practical vocational focus and reference unit grading criteria. A variety of assessment methods is encouraged. A schedule of assignments and assessment dates needs to be planned and monitored during delivery of the programme.

### **Assessment plans**

All assessment plans should be developed jointly by the teaching team, be verified by the Lead Internal Verifier and shared with the QN.

As per BTEC guidance the assessment plan should include:

- names of all Assessors and Internal Verifiers
- scheduling for assignment hand out and submission
- deadlines for assessments
- scheduling for internal verification
- scheduling of the opportunity for resubmission
- scheduling of external assessments

We recognise that assessment plans will be viewed as a working document, however once the assessment plan has been created and shared with the Quality Nominee, the Lead Internal Verifier must discuss and agree any required changes or amendments. This will then be recorded on the assessment plan document. Deadline dates for submission will not be amended after an assignment has been set. Assessment plans will be stored electronically in each subject area of the CATalogue, along with assignment briefs.

### **Assessment recording/ tracking for learners**

Assessment recording and tracking of learners will be stored electronically and managed by the Lead IV for each subject.

Assessment records will be reviewed at termly KIT meetings the QN.

Data entry of learner grades for each unit to the exam board can be made by the Lead IV or Exams Officer, with oversight by the QN to ensure accuracy.

## **6. Internal Verification**

### **Aims:**

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Entry Level - Level 3)
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

**In order to do this, Cambourne Village College will ensure:**

- Where required by the qualification, appoint a Lead Internal Verifier is appropriately for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice.

**Responsibilities**

Quality Nominee (QN) and Lead Internal Verifier: The QN and Lead IV ensure that centre IV and standardisation processes operate. The QN and LIV act as the centre coordinator for SV between Edexcel and course teams. The QN and LIV ensure SV and LIV reports are monitored and any remedial work carried out.

Lead Internal Verifier (LIV): This post holder has overall responsibility for standardization within their subjects.

Internal Verifier (IV): A teacher able to verify assessor decisions, and validate assignments. The IV records findings, gives assessor feedback, and oversees remedial action.

**Procedures**

**IV schedules:** These will be drawn up at the start of the year as part of the assessment plan by Lead IV and shared with QN.

**Lead IV registration** – QN will liaise with PL/ HOD and HOS to find nominated lead IV for each subject and ensure with EO they are registered on Edexcel online. Lead IVs to access standardisation materials and ensure delivery team are standardised and confirm this activity is complete via their registration in Edexcel Online and directly to the QN. This must be completed prior to the first assessments occurring and no later than October half term.

**Staff briefing / annual updating** - Regular IV meetings have been scheduled for each subject throughout the year. Meetings with QN and Lead IV scheduled for each half term. In addition monthly updates/reminders being sent to LIVs by QN.

**IV of assignments** - Carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned. Paper work must be completed and recorded to verify this process. This is to be overseen by lead IV for each subject however it may be allocated to teachers acting as IVs within the department.

**IV of assessment decisions** - The Internal Verifier will sample the work of the unit assigned to them, in a timely manner following the completion of the unit.



The sample size will be a minimum of 1 for each grade achieved. Each assessor will be allocated a personal sample size based on their experience and previous IV/SV activity. Feedback will be given to the assessors within 48 hours or earlier if possible using the I.V. feedback sheet. It is envisaged that in ideal circumstances, the process will occur in the presence of the assessor as they will be able to provide essential feedback and background. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner. If a resubmission is required, the lead IV must agree please refer to page 8 of this policy. Paper work must be completed and recorded to verify this process.

**Maintenance of IV records** - the lead IV has responsibility to ensure these are all recorded and saved in a secure location. These will be reviewed by the QN during termly KIT meetings. They must remain in a secure place for 3 years after certification.

## 7. Appeals and Complaints

### Aim:

1. To enable the learner to enquire, question or appeal against an assessment decision
2. To attempt to reach agreement between the learner and the Assessor at the earliest opportunity
3. To standardise and record any appeal to ensure openness and fairness
4. To facilitate a learner's ultimate right of appeal to the Awarding Body and the Office of the Independent Adjudicator (BTEC Level 4-Level 7), where appropriate
5. To protect the interests of all learners and the integrity of the qualification.

### In order to do this Cambourne Village College will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to the Awarding Body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by the Awarding Body for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

Here at Cambourne Village College we strive to conduct all assessments in accordance with the specification for the qualification concerned. All staff involved will have appropriate knowledge and understanding and have been trained in performing this activity.

Cambourne Village College is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant examination board for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If at any point in this process, a student feels that his/her work has not been subject to these requirements, then he/she is able to make an appeal. It is important to recognise that this appeal can only be made against the process conducted and not against the grade/mark received.

## APPEALS PROCEDURE

If students have any concerns with regards to their individual assignments then the following procedure should be followed:

Stage One.	The student should speak to the teacher / assessor who has set and marked the assignment, explaining the reason for their concerns. The teacher, after considering the explanation, will provide a response with a clear explanation of the decision taken. If the student still remains unhappy with the outcome they should proceed to the next stage.
Stage Two	The student should speak to QN Assistant principal who will address the issue. She will consider the reason for the appeal and the response of the teacher / assessor. A decision will be given to the student within 5 working days of the concern being received. If the student remains unhappy and wishes to proceed to the next stage the Programme Manager must record the appeal.
Stage Three	The assistant principal will forward relevant details to the Headteacher who must convene, within 10 working days, a panel comprising him/her self, the QN, student, the teacher/assessor and a parent or a friend of the student (if requested). The Headteacher must make a decision and inform all parties within five working days of the Appeals Panel meeting. This decision is final.

A written record will be kept of the proceedings and will include the outcome of the appeal and the reasons for this. A copy of the records will be sent to the candidate and made available to the examination board. If at stage two the teacher / assessor disagrees with the decision then he/she has the right to appeal and stage three occurs. The school will maintain a written record of all appeals. The school will inform the Awarding Body of any change to an internally assessed mark as a result of an appeal. All appeals should have been resolved by the date of the last externally assessed paper of the examination.

## 8. Plagiarism and Assessment Malpractice

### Assessment Malpractice Policy

1. To identify and minimise the risk of malpractice by staff or learners
2. To respond to any incident of alleged malpractice promptly and objectively
3. To standardise and record any investigation of malpractice to ensure openness and fairness
4. To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
5. To protect the integrity of this centre and BTEC qualifications.

### In order to do this, Cambourne Village College will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources

- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre and all personnel linked to the allegation. It will proceed through the following stages:
  - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
  - Give the individual the opportunity to respond to the allegations made
  - Inform the individual of the avenues for appealing against any judgment made
  - Document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions:

- Repeat of the assignment.
- Cancellation of the Assignment
- Cancellation of the Unit
- Withdrawal from the Named BTEC Examination
- Withdrawal from all examinations

Individual has right of appeal.

Circumstances will be investigated by QN / EO plus SCHOOL GOVERNOR.

#### **Definition of Malpractice by Learners**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

#### **Definition of Malpractice by Centre Staff**

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated

- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Procedures:

#### **Minimising risk of learner malpractice**

- All learners will declare that their work is their own, internal assessors are responsible for checking the validity and authenticity of the learners' work.
- Class teacher encouraged to tell learners about the centres policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Class teachers support learners on how to use appropriate formats to record cited texts and other materials or information sources including websites.
- Much of the work will be completed in school under direct teacher supervision

#### **Minimising risk of staff malpractice:**

- Ensuring all staff teaching on the BTEC are aware of what constitutes staff malpractice.
- To ensure they are training in assessing work were appropriate.
- To have a rigorous internal verification process overseen by the QN.

#### **Dealing with malpractice:**

##### **Staff**

- Inform the staff member's SLG line manager, the centre QN and the Headteacher.
- The alleged malpractice will then follow the school procedure.
- Any malpractice or attempted malpractice must be recorded and Edexcel must be informed.

##### **Student**

##### **To be lead by PL and QN.**

1. Inform the learner of the alleged malpractice
2. give the individual the opportunity to respond to the allegations made
3. inform the individual of the avenues for appealing against any judgment made
4. document all stages of any investigation.
5. Where malpractice is proven, the school will inform the pupil's parents. They will work with the pupil's head of year to apply an appropriate consequence, which may include:
  - Application of school code of conduct (where applicable)
  - Individualised arrangements for supervision, e.g. parental monitoring
  - Other agreed actions
  - Ejection from the course should only be considered in extreme cases. All such decisions would be subject to the existing school procedures, including approval from the Head Teacher.

## **REFERENCE: Exam Policy - Appendix 2: Malpractice Procedures for internally assessed components**

Candidates may not:

- submit work which is not their own.
- lend work to other candidates.
- allow other candidates access to, or the use of, their source material, unless it is part of an authorised joint project.
- include work copied directly from books, the internet or other sources without acknowledgement or attribution.
- Submit work typed or word-processed by a third person without acknowledgement.

Irregularities in internally-assessed components of examinations discovered prior to the signing of declarations of authentication need not be reported to the Exam Board. The Centre may instead decline to accept the work for assessment purposes.

If an irregularity is discovered by the Centre after the signing of declarations of authentication, full details of the case must be submitted to the Exam Board at the earliest opportunity. The matter will then be treated as a formal case of suspected malpractice.

Irregularities discovered by the Exam Board will be reported to the Centre.

Under the terms of JCQ Regulations, candidates who breach the Regulations may be disqualified from subjects for which they have been entered in the current examination series.

Cambourne Village College is committed to adhering to the rules and regulations as set out by JCQ and the Exam Boards.

All matters of suspected malpractice will therefore be thoroughly investigated by the College and the Exam Board will be notified.

### **The Use of Artificial Intelligence in Assessments**

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. Most of these assessments will be Non-Examined Assessments (NEAs) for

General Qualifications, coursework and internal assessments. This section is primarily intended to provide guidance in relation to these assessments.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations/>), all work submitted for qualification assessments must be the pupil's own.
- Pupils who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Pupils and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Pupils must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the pupil, and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.

- Teachers and assessors must only accept work for assessment which they consider to be the pupil's own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres).
- Where teachers have doubts about the authenticity of pupil work submitted for assessment (for example, they suspect that parts of it have been generated by AI, but this has not been acknowledged), they must investigate and take appropriate action.

What is AI Misuse?

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the students pupil'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 students 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, for example s Submitting work with intentionally incomplete or misleading references or bibliographies.

### **Detection and Identifying AI Use.**

#### **Potential indicators of AI use**

If you see the following in pupils' work, it may be an indication that they have misused AI:

- A default use of American spelling, currency, terms, and other localisations\*
- A default use of language or vocabulary which might not appropriate to the qualification level\*
- A lack of direct quotations and/or use of references where these are required/expected. Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects.
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.
- A difference in the language style used when compared to that used by a pupil in the classroom or in other previously submitted work.
- A variation in the style of language evidenced in a piece of work.
- A lack of graphs/data tables/visual aids where these would normally be expected.
- A lack of specific local or topical knowledge
- Content being more generic in nature rather than relating to the pupil themselves, or a specialised task or scenario, if this is required or expected.
- The inadvertent inclusion by pupils of warnings or provisos produced by AI to highlight the limits of its ability.
- The submission of pupil work in a typed format, where their normal output is handwritten.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit.
- The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.

- Overly verbose or hyperbolic language that may not be in keeping with the pupil's usual style.

\*Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content. However, some AI tools will produce quotations and references.

There are some programs and services which statistically analyse written content and determine the likelihood that it was produced by AI:

- OpenAI Classifier (<https://openai.com/blog/new-ai-classifier-for-indicating-ai-written-text/>)
- GPTZero (<https://gptzero.me/>)
- The Giant Language Model Test Room (GLTR) (<http://gltr.io/dist/>)
- Turnitin Originality (<https://www.turnitin.com/products/originality>) will soon add an AI tool.

These tools could be used as a check on pupil work but should not be relied on as a single identifier. For example, they will give lower scores for AI-generated content which has been subsequently amended by students. All available information should be considered when reviewing any malpractice concerns.

### **Acknowledging AI Use**

If a pupil uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the pupil and referenced in their work in the normal way. Where an AI tool does not provide such details, pupils should ensure that they independently verify the AI-generated content – and then reference the sources they have used. In addition to the above, where pupils use AI, they must acknowledge its use and show clearly how they have used it.

Where AI tools have been used as a source of information, a pupil's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The pupil must retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used. This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Pupils should also be reminded that if they use AI so that they have not independently met the marking criteria they will not be rewarded.

### **Reporting and Investigation**

If AI misuse is suspected by a teacher or reported by another pupil or member of the public, it must be reported acted on immediately. The subject department will confirm if the pupil in question has signed a declaration of authentication. If they have not, if at this initial stage the pupil has not signed the stated form, the centre is not required to report this matter to the relevant awarding body and will deal with the case internally.

If a suspected pupil has signed a declaration of authentication document, then the relevant awarding body will be notified and will liaise with the Head of Centre to conduct a full investigation. The procedure is detailed in the Jcq Suspected Malpractice: Policies and Procedures document (<https://www.jcq.org.uk/exams-office/malpractice/>).

### **Sanctions and Consequences**

The sanctions applied to a pupil committing plagiarism and making a false declaration of authenticity include but are not limited to:



- Disqualification and debarment from taking qualifications for several years.
- Student's marks may also be affected if they have relied on AI to complete an assessment.

Awarding bodies will also take action against the centre, which can include the imposition of sanctions, where centre staff are knowingly accepting or failing to check, inauthentic work for qualification assessments.

For further information please see the links below:

- JCQ-AI-poster-for-students-2.pdf
- JCQ-AI-information-sheet-for-teachers-1.pdf
- Plagiarism in Assessments (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)
- Instructions for conducting coursework ([https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework\\_ICC\\_22-23\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf))
- The Information for Candidates documents (<https://www.jcq.org.uk/examsoffice/information-for-candidates-documents>)
- JCQ AI Use in Assessments (AI-Use-in-Assessments\_Feb24\_v6.pdf (jqc.org.uk))

## 9. Distance and/or Blended Learning

At Cambourne Village College, we wish to ensure that blended learning delivery meets the guidelines set by the exam board/awarding body. We also recognise the assessment methodology must be valid, reliable and does not disadvantage any group or individual learners.

In order to achieve this, the centre will:

- Ensure that all lesson materials, and any support materials, are shared with all learners on MS Teams in line with the timetabled lesson. Learners will also have access to course materials through the CATalogue. Pupils working remotely will therefore be able to keep up with the learning.
- Ensure that there is a process to manage feedback on assignments, questions are constructively answered, and feedback is provided in a timely manner
- Ensure that the **setting of assignments** is undertaken in face-to-face sessions and that **deadlines are clear**; it is understood that for some learners this will mean that assessment deadlines may have to be amended/adjusted from the initial assessment plan, and that this will be done in consultation with the LIV for the course and/or the QN. If a learner is not attending face-to-face sessions over a long time period, further consultation with the LIV, QN and any other relevant parties will be needed to decide how to further support the learner in setting of assignments and understanding assignment briefs.
- Ensure that when learners submit work, measures are taken to ensure the work is authentic and has been completed by the learner
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Centre Agreement.