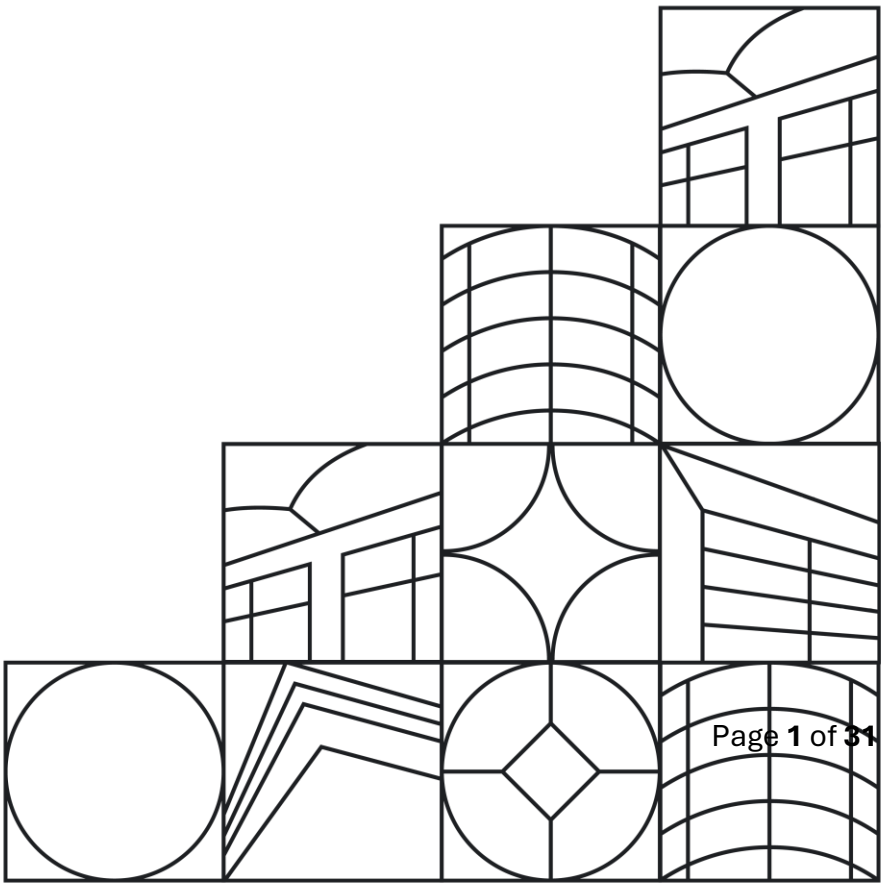
CCG Chichester College Group

Assessment Policy

Including Internal Quality Assurance Policy

Issue Number 18

September 2026



CCG Chichester College Group

ASSESSMENT POLICY

Issue Number 18: September 2026

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1. Introduction

1.1. Assessment is at the heart of the learning experience of students. The Head of Centre is responsible for having arrangements in place to ensure that student work is authentic and assessed in accordance with Awarding Body Instructions.

1.2. Assessment can be:

- **Diagnostic** – identifying a skill or attribute that suggests an appropriate learning pathway and identifying learning difficulties that require support.
- **Formative** – enabling students to obtain feedback on progress and pointing out areas and strategies for improvement.
- **Summative** – provides a clear statement about performance in relation to stated objectives.

2. Scope and purpose

2.1. The purpose of this policy is to set out the teaching, learning and assessment that the college group commits to, for all students.

2.2. The college group recognises that different student groups will have differing needs, and this policy is designed to ensure consistent, effective and fair treatment.

2.3. This policy should be read in conjunction with other college policies and procedures including the Chichester College Community Charter, Equity, Diversity and Inclusion Policy, AI Policy, AI and Assessment (appendix D) Conflict of Interest Policy (appendix E) Policy and Higher Education Policies.

3. Assessment Policy

3.1. The purpose of assessment is to enable students to demonstrate that they have fulfilled the stated learning outcomes and have achieved the standards required for credit to be awarded in line with the relevant awarding body's criteria. In most situations, assessment will quantify the level of performance using letter grades (A-U), number grades (1-9), percentages or a pass / merit / distinction tier marking system.

3.2. Students should only be formally assessed against the published assessment criteria in the awarding body specification for the course which demonstrate national standards. It is important that the lecturer/assessor reads and understands the requirements of the specification and ensures that all-course assessment is fit for purpose and aligned to the specification.

3.3. At the beginning of their course, students should be informed of the assessment methods and assessment plan for their course.

3.4. Students should be informed where artificial intelligence (AI) may or may not be used in assessment, with reference to the AI Assessment Scale (AIAS) or equivalent awarding body guidance where applicable.

3.5. There should be appropriate methods for recording and communicating the outcome(s) of assessment and providing feedback for students in line with the awarding body policy. Feedback should be constructive, support aspiration and progress.

3.6. Assessment arrangements for work/industrial placement should be communicated to students prior to starting placement and be in line with awarding body policy.

3.7. Assessment procedures must be in place for maintaining standards and consistency within the colleges and ensuring comparability between internal curriculum areas and the course across each college and the group.

3.8. Marked work should be annotated to show where the assignment criteria have been met.

3.9. If a student declares a disability or learning difficulty and it is believed that this would disadvantage their progress on the qualification, then the Additional Learning Support team, in line with the Equality Act 2010 must be contacted to check whether a reasonable adjustments (for example extra time for assessments, a reader or computer reader) or special consideration (for example terminal illness, a recent traumatic experience) should be applied for. This must be completed before assessment begins. A reasonable adjustment will be applied if the student would otherwise be disadvantaged. Any adjustments must be agreed with the Internal Verifier (IV), recorded as a note in the assessment file and shown to any External Verifier (EV).

3.10. There should be quality assurance processes in place that are aligned to the awarding body policies and can include: an identified lead IV and/or lead standards verifier, IV schedule(s), standardisation meeting(s), external verifier visit(s).

3.11. Apprentice Assessor / Trainers / Lecturers:

The following methods are examples of the different types of assessment which may be used to gather appropriate evidence to support grading decisions:

- Observation
- Professional discussion
- Photographic evidence provided by the student which shows them undertaking a relevant skill.

- Gaining feedback from the employer – particularly in relation to behaviours
- Question and answer
- Video and voice recordings – student would provide these recordings.
- Reflective account
- Witness statements
- On programme assessment - real work evidence completed during the apprenticeship

3.12. Assessment design should take account of the potential use of artificial intelligence (AI), ensuring that assessment tasks remain valid, authentic and appropriate to the learning outcomes. Where AI use is relevant, assessment briefs should clearly state whether AI may be used, the permitted level of use, how this should be acknowledged or evidenced, and any relevant AI Assessment Scale (AIAS) or equivalent awarding body guidance.

4. Assurance of academic standards

4.1. All courses offered by the college group are subject to a rigorous process of both internal and external (awarding body) approval. This can be seen through monitoring measures such as, internal / external verifying, quality review and development visits and curriculum planning.

4.2. Responsibility for validation and review of courses is carried out by Course Leaders, Teaching and Learning Managers, Heads of Learning, Internal Verifiers and External Verifiers.

4.3. Course validation and review panels consider the standard of the course against all relevant college and awarding bodies' criteria documents. This includes consideration of the acceptable AI use level in assessments, where applicable.

5. Systems to support assessment

5.1. The college group employs a rigorous system for course monitoring.

5.2. The college group has a very effective Quality Cycle embedded in Teaching, Learning and Assessment. The Quality Cycle holds teams responsible for exceptional regulatory assessment processes.

5.3. Training is offered to all teaching staff to enable them to develop their knowledge and skills in the design and the conduct of assessment, including around use of the AI Assessment Scale (AIAS). This may take the form of Induction, Training events, Development days and workshops. The college group has an exceptional CPD programme supported by the professional development team.

5.4. Course level standardisation and moderation meetings are held regularly to ensure all staff are assessing in a fair and equitable way.

5.5. Standardisation and moderation meetings should include discussion of AI use in assessment where relevant.

6. Conduct of assessment

6.1. The college group is committed to open and fair assessment. At the start of a course, details of assessment methods and an assessment schedule should be distributed to students.

6.2. Students should be provided with information about the process of assessment, the purpose of the assessment and what the student is required to demonstrate to achieve a particular grade.

6.3. Students should be given clear guidance and instruction about acceptable use of AI in the assessment process using the AI Assessment Scale (AIAS) where applicable. (see Appendix D).

6.4. Following assessment, constructive feedback should be provided, which clearly explains why a particular grade has been awarded, and how this can be improved. Feedback must follow individual awarding body regulations.

6.5. Students must submit work within the assessment deadline and their submitted work is final. Awarding body individual policies may allow for a referral, resubmission or an opportunity to re-take the assessment. In order to award a resubmission or a re-take, the awarding body's policies and procedures must be followed.

6.6. Students remain responsible for ensuring that any submitted work is their own and that any use of AI is consistent with the assessment brief, awarding body requirements and relevant college guidance.

6.7. If a student believes they cannot submit work on time because of extenuating circumstances, they should apply for an extension to the deadline using the extenuating circumstances form in Appendix A.

6.8. Lecturer may take the decision to delay formal assessment only if summative assessment concludes that students are not yet ready to complete formal assessments.

7. Appeals Process

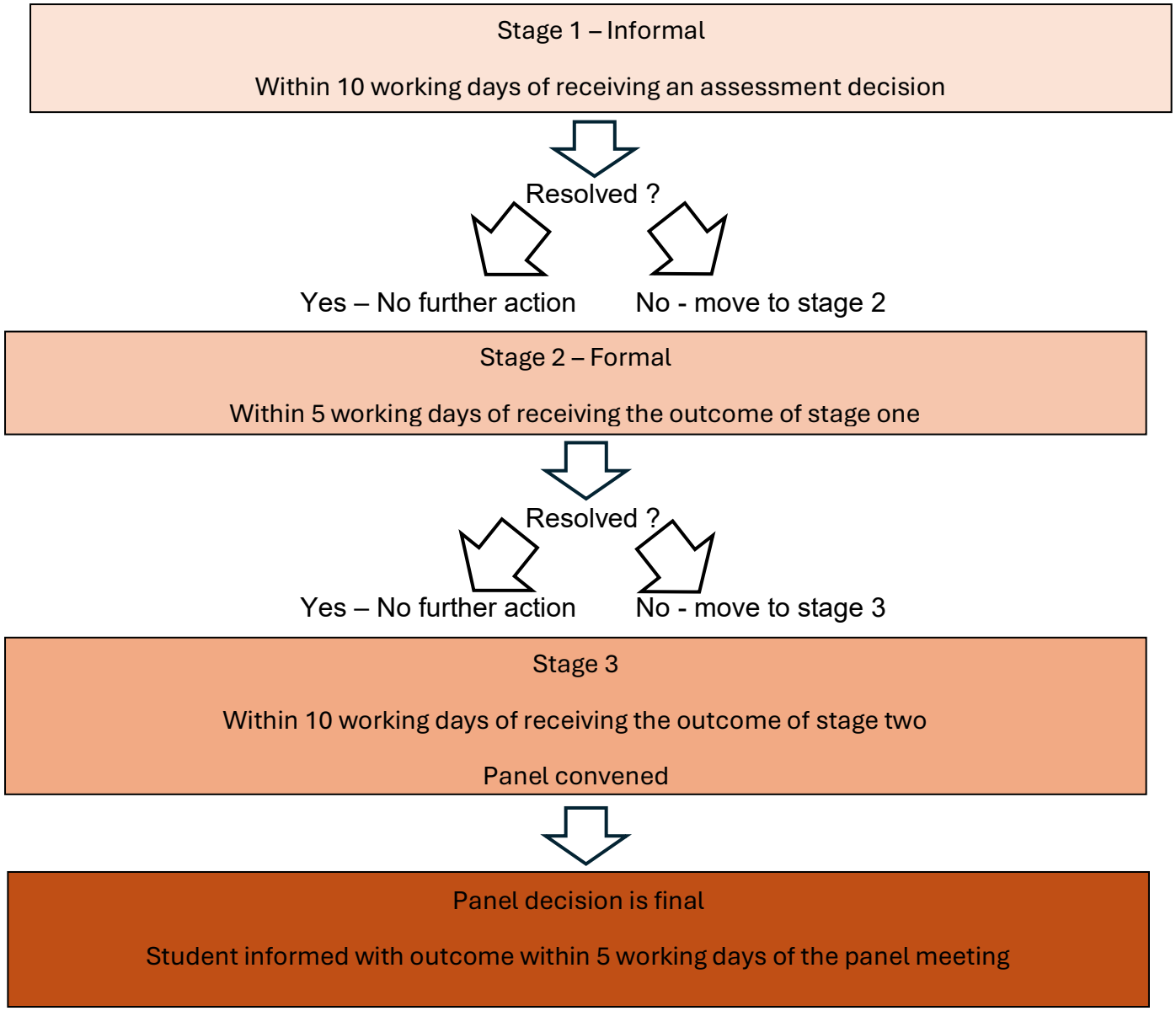
7.1. A student may appeal against a formal assessment decision in relation to:

- An individual unit or assessment
- Progression from one stage of a course to the next

- A recommendation for the final grade

7.2. Students who wish to appeal are advised to do so within ten working days of the assessment decision received. Appeals after that time will be considered but students need to be aware that the college's ability to change grades may be limited by the awarding body's regulations.

Flow chart to demonstrate stages and timescale of appeal against an assessment decision process



Stage One – informal – within ten working days of receiving an assessment decision

If a student disagrees with an assessment decision, the student should discuss it with the assessor as soon as possible. The student should explain why they believe the grade is incorrect and re-examine the work/evidence with the assessor. The assessor should explain fully the reasons for the grade using, awarding body specification guidance, and listen carefully to the points made by the student and decide if there is a case for changing the grade. The assessor must inform the student of this decision in writing. It is expected that most appeals will be resolved at this stage.

Stage Two – formal – within 5 working days of stage 1 meeting decision

If the student is still dissatisfied with the assessment decision after stage one they should complete a 'Student Appeal Form' Appendix B. This should be submitted with the student work or evidence to the internal verifier within 5 working days of the stage 1 outcome. The internal verifier will review the evidence and make a decision. They must inform the student of their decision within 5 working days of receiving the appeal. If the assignment has already been internally verified, the lecturer will ask another colleague to blind double mark it. The decision will also be entered on the "Student Appeal Form".

If the student is dissatisfied about the outcome at stage two, they can request to move to stage three.

Stage Three – formal - within 10 working days of stage 2 meeting decision

An appeals panel will be convened within 10 working days of receiving the request to appeal. The panel will be convened by the Head of Learning and will review the assessment stage 1 and 2 decisions. The appeals panel will consist of:

- The student appealing the assessment decision
- A friend (if the student so wishes)
- The original assessor
- The internal verifier (from Stage Two)
- two independent members appointed by the Teaching and Learning Manager (one of whom will be appointed as Chair)

The panel will review the following evidence:

- The original assessment evidence
- The 'Student Appeal Form' and reasons, with evidence for the decision at stage 2
- Awarding body specification

The Panel cannot consider new evidence. The Panel will reach a decision notify all parties in writing of the outcome within 5 working days of the meeting.

8. Authentication of student work

8.1. Students must sign each formal assessment to confirm that the work submitted is their own. Lecturers/assessors should confirm that the work assessed is solely that of the student concerned and was conducted under required conditions.

8.2. Where AI has been permitted as part of an assessment, students must ensure they have adhered to the relevant AIAS level and that the submitted work continues to demonstrate their own knowledge, understanding, skills and judgement.

8.3. If the student hands in an assignment and lecturers suspect it is not the student's own work, the matter should be reported to the Teaching and Learning Manager, who must proceed in accordance with the Academic Malpractice section of this policy (section 9).

9. Academic Malpractice

9.1. **Notification of Malpractice:**

Students will be notified about malpractice regulations in a range of ways, including:

- Course induction which highlight the Student Intranet which include all relevant JCQ warning and notifications.
- Exam entry emails which link to the Intranet site.
- Course handbooks and information.

9.2. **Malpractice by students:**

All submitted formal assessments must be the student's own work. Where it is alleged that it is not and malpractice implied, this will be managed through malpractice process. Malpractice is cheating; it is when a person (or people) trick, defraud or deceive others. It includes the following (not an exhaustive list):

- Collusion: where a student works in a fraudulent manner with another (or others) being assessed independently (either wholly or in part) in the same module.
- Plagiarism: taking and using another person's thoughts, writings, inventions as your own. When using others work, this must be acknowledged and referenced correctly the agreed department referencing for example Harvard APA

- Unauthorised, unacknowledged or unacceptable use of AI: using AI outside the assessment brief, relevant AI Assessment Scale (AIAS), awarding body requirements or college guidance.
- Permitted and appropriately acknowledged use of AI should not in itself be treated as academic malpractice.
- Commissioning: getting another person(s) to complete work, which is subsequently claimed as the student's own work.
- Impersonation: where somebody undertakes an examination or assessment posing as another person.
- Syndication: the submission of substantially similar piece(s) of work by two or more students, either in the same institution or in a number of institutions, either at the same time, or at different times.
- Falsification of data: where data has been invented, copied, altered or obtained by unfair means.
- Aiding and abetting: where a student assists another student in any form of dishonest academic practice.
- Professional misconduct: where, in the course of their assessed work, students on professional courses act in a manner that breaches the relevant professional Code of Conduct.

9.3. In all cases of academic malpractice or any other form of attempting to secure unfair advantage, the college group confirms:

- The right of the college to delay reaching a decision on a student's results pending an investigation to establish the facts and take the appropriate action
- The ability of the college to judge the seriousness of the academic malpractice and to exercise its discretion.

9.4. **Centre Staff Malpractice** may be committed by a member of staff or contractor.
Examples of **malpractice** include:

- Failing to keep examination material secure prior to an examination.
- Discussing or otherwise revealing secure information on public, e.g. internet forums.
- Moving the time or date of a fixed examination beyond the arrangements permitted within the JCQ publication Instructions for conducting examinations.
- Failing to adequately supervise candidates who have been affected by a timetable variation; (This would apply to candidates subject to overnight supervision by centre personnel or where an examination is to be sat in an earlier or later session on the scheduled day).

- Failing to retain and secure examination question papers after an examination in cases where the life of the paper extends beyond the particular session. For example, where an examination is to be sat in a later session by one or more candidates due to a timetable variation.
- Permitting, facilitating or obtaining unauthorised access to examination material prior to an examination.
- Tampering with candidate scripts, controlled assessments, coursework or non-examination assessments after collection and before despatch to the awarding body / examiner / moderator; (This would additionally include reading candidates' scripts or photocopying candidates' scripts prior to despatch to the awarding body / examiner).
- Failing to keep candidates' computer files secure which contain controlled assessments, coursework or non-examination assessments.
- Releasing candidates early from a timetabled assessment (e.g. before 10 a.m. for a morning session examination).

10. Procedure for alleged Academic Malpractice

The following actions should be taken in the case of alleged malpractice:

10.1. **A minor case:** e.g. Presenting a short extract from a piece of work produced by another as one's own and not crediting the source. Need to follow 'JCQ Awarding Body Guidelines':

- The case will be discussed with the student in a meeting with the course lecturer, course leader and the Teaching and Learning Manager.
- The meeting will determine whether malpractice has taken place. If malpractice has taken place student will be given a warning and reminded of the malpractice policy.
- Marks from the assessment will be taken away (which may be 6% as a guide), or the student will have work returned to re-do and hand in for remarking.
- If the student is working towards an exam, the relevant awarding body will be informed in accordance with the awarding body's policy by the Examinations Office.

10.2. **A moderate case:** e.g. Presenting a substantial extract from a piece of work produced by another as one's own and not referencing the source; fabricating data and using this within a piece of work which requires the collection of valid data or a repeat of an offence constituting minor malpractice.

- The case will be discussed with the student in a meeting with the course lecturer, course leader and the Teaching and Learning Manager.
- The meeting will determine whether malpractice has taken place. If malpractice has taken place student will be given a warning and reminded of the malpractice policy.

- The mark or assessment grade will be reduced, or the student will be awarded zero, depending on the severity of the case.
- The student may not be allowed to take the unit / exam / test again.
- The relevant examining body will be informed in accordance with the awarding body's policy by the Examinations Office.
- The student will be supported through the Positive Behaviour Management Policy as appropriate

10.3. **A serious case:** e.g. obtaining work done by another and presenting it as one's own; arranging for another to sit an examination in one's place; fabrication or falsification of research to support an analysis or a repeat of an offence constituting moderate misconduct. In a serious case of malpractice, please refer to the JCQ Suspected Malpractice Policies and Procedures (JCQ General Regulations for Approved Centres, paragraphs 5.3 & 5.11, JCQ Suspected Malpractice: Policies and Procedures JCQ AI Use in Assessments: Protecting the Integrity of Qualifications).

- The case will be discussed with the student in a meeting with the course lecturer, course leader and the Teaching and Learning Manager.
- The meeting will determine whether malpractice has taken place. If malpractice has taken place student the following apply:
- The relevant awarding body will be informed in accordance with the awarding body's policy by the Examinations Office.
- A penalty will be awarded as agreed with the awarding body. The penalty will depend upon the seriousness of the offence. Any of the following may be given:
    - A zero grade in the exam / test / module is given or the assessed work is not awarded a grade.
    - The student is disqualified from the course.
- The student will be supported through the Positive Behaviour Management Policy as appropriate

10.4. In all cases, a note will be made on the student's file of the allegation, the outcome and any penalty awarded. This information may be used by the college when it is asked to provide a reference.

10.5. Where alleged malpractice relates to AI use, concerns should be considered holistically, taking account of available evidence, prior work, declared or evidenced AI use, discussion with the student where appropriate, and awarding body guidance. The Group does not recommend AI detection software due to concerns about reliability, accuracy and false positives.

10.6. **Centre Staff Academic Malpractice Procedure**

All allegations of malpractice or maladministration will be managed through the College's Staff Disciplinary Policy and Procedure. The Examinations Office will inform the awarding body of the case in line with the awarding body's policy using JCQ Form M2 (b) or its replacement.

11. Maladministration

11.1. Maladministration is the failure to adhere to the regulations regarding the conduct of controlled assessments, coursework, examinations and non-examination assessments, or malpractice in the conduct of examinations/ assessments and/or the handling of examination question papers, candidate scripts, mark sheets, cumulative assessment records, results and certificate claim forms (not exhaustive).

11.2. The awarding body will investigate credible allegations of malpractice or issues reported from our monitoring processes that raise concerns about a failure to follow the published requirements for determining grades. Examples include:

- Exam entries are created for students who had not studied the course of entry or had not intended to enter.
- Grades created for students who have not been taught sufficient content to provide the basis for that grade.
- A lecturer deliberately and inappropriately disregarding the centre's published policy when determining grades.
- A lecturer fabricating evidence of candidate performance to support an inflated grade.
- A lecturer deliberately providing inappropriate levels of support before or during an assessment, including deliberate disclosure of mark schemes and assessment materials, to support an inflated grade.
- A lecturer intentionally submitting inflated grades.
- Failure to retain evidence used in the determination of grades in accordance with the JCQ grading guidance.
- Systemic failure to follow the centre's policy in relation to the application of access arrangements or special consideration arrangements for students in relation to assessments used to determine grades.
- Failure to take reasonable steps to authenticate student work.
- Failure to appropriately manage Conflicts of Interest within a centre.
- Head of Centre's failure to submit the required declaration when submitting their grades.
- Grades being released to students (or their parents/carers) before the issue of results.
- Inappropriate members of staff assessing candidates for access arrangements.
- Failure to use current assignments for assessments.
- Failure to train invigilators adequately, leading to non-compliance with the JCQ publication 'Instructions for conducting examinations'.
- Failing to issue candidates the appropriate notices and warnings, e.g. JCQ 'Information for candidates' documents.

- Failure to inform the JCQ Centre Inspection Service of alternative sites for examinations.
- Failing to post notices relating to the examination or assessment outside all rooms where examinations and assessments are held.
- Not ensuring that the examination venue conforms to the requirements as stipulated in the JCQ publication 'Instructions for conducting examinations'.
- The introduction of unauthorised material into the examination room, either prior to or during the examination; (N.B. this precludes the use of the examination room to coach candidates or give subject-specific presentations, including power-point presentations, prior to the start of the examination).
- Failing to remind candidates that any mobile phones or other unauthorised items found in their possession must be handed to the invigilator prior to the examination starting.
- Failure to invigilate examinations in accordance with the JCQ publication 'Instructions for conducting examinations'.
- Failure to have on file for inspection purposes accurate records relating to overnight supervision arrangements.
- Failure to have on file for inspection purposes appropriate evidence, as per the JCQ publication 'Access Arrangements and Reasonable Adjustments' to substantiate approved access arrangements processed electronically using the Access arrangements online system.
- Granting access arrangements to candidates who do not meet the requirements of the JCQ publication 'Access Arrangements and Reasonable Adjustments'.
- Granting access arrangements to candidates where prior approval has not been obtained from the access arrangements online system or, in the case of a more complex arrangement, from an awarding body.
- Failure to supervise effectively the printing of computer-based assignments when this is required.
- Failing to retain candidates'-controlled assessments, coursework or nonexamination assessments securely after the authentication statements have been signed or the work has been marked.
- Failing to maintain the security of candidate scripts prior to despatch to the awarding body or examiner.
- Failing to despatch candidates' scripts, controlled assessments, coursework or non-examination assessments to the awarding bodies, examiners or moderators in a timely way.
- Failing to notify the appropriate awarding body immediately of all alleged, suspected or actual incidents of malpractice.
- Failing to conduct a thorough investigation into suspected examination or assessment malpractice when asked to do so by an awarding body.

- Breaching the published arrangements for the release of examination results.
- The inappropriate retention or destruction of certificates.

12. CPD for Staff

Chichester College Group recognises the value of continuous professional development of staff skills and knowledge to ensure fair standards of assessment that meet awarding body and JCQ guidance. The college group ensures that all staff have appropriate level of qualifications and experience to carry out their roles with our quality standards.

The college group invests in the training and development of all staff from the first day of employment. Curriculum staff are all given a thorough induction to support the internal quality assurance processes.

Training and Development is continuous throughout the year. Curriculum staff undertake regular standardisation exercises and are provided opportunities for further development on an ongoing basis.

The appraisal process is rigorous and identifies any gaps where staff can be supported to develop and reflect.

The Malpractice and Maladministration Policy (p9 to p15) is updated and communicated to all staff. Further training and development is carried out with the teams so they can effectively communicate all Assessment Policies to the students and apprentices.

Staff are given opportunities to update their knowledge and understanding of the most-up-to-date assessment requirements including the use of AI and the AI Assessment Scale (AIAS).

13. Sharing the Assessment Policy

Curriculum Teams will receive an up-to-date version of this policy at the beginning of each academic year.

This policy is available for all students / apprentices to access from Chichester College Group's website and the student intranet. Staff are vigilant in making sure students and apprentices are directed to the necessary policies relevant to their needs at induction.

Appendix A - Extenuating Circumstances Form

Confidential

(Example – adapt to centre requirements)

Write in **BLOCK CAPITALS** your name and the address to which you wish the outcome to be sent.

Student College ID	
Last Name	
Forename(s)	
Course name and level	
Unit name and number	
Assignment number/name	
Reason for requesting extenuating circumstances (see guidance on next page)	
What is being requested? (e.g. later submission date)	

Evidence - *Please note your case cannot be considered unless all the information is provided below.*

Description of your extenuating circumstance

Date

Evidence (e.g. doctor's note) *List here all the documents attached*

Date submitting this form

Staff use only			
Due date	Valid	Invalid	Reason(s)

Decision	
Signature	
Name and role	
Date	

Please allow five working days for a decision, emergency situations will be prioritised to be dealt with as quickly as possible.

Extenuating Circumstances Guidance Notes

What are extenuating circumstances?

These are any unexpected situations which have a serious impact upon a student's ability to complete assessments. For example: a serious illness for the student (or someone for whom the student has primary caring responsibilities). To be considered serious the illness would require a doctor's note requiring complete rest or hospitalisation. Death of a close personal relative would qualify. Transport disruption caused by an unexpected event such as failure of trains.

The following do not qualify as extenuating circumstances: losing the work to be assessed because of computer failure, or loss or malfunctioning of a memory stick or other storage device, the student should have work backed up in several locations including the cloud storage provided by the college. Minor illnesses or long-standing medical conditions are not extenuating circumstances however, the latter should be considered in planning reasonable adjustments by the teaching and assessing team.

Transport disruption caused by planned strikes would not count. Moving house or holidays are not extenuating circumstances.

Appendix B - Student Appeal Against an Assessment Decision Form

(Example)

To be updated once all Awarding Body requirements have been received.

Name of Student	
Course	
Unit number and name	
Assignment number and name	
Date of Assessment	

Name of Assessor	
Name of Internal Verifier	

Reasons for your appeal
Please summarise below the reason(s) for your appeal

Signature

Date

Assessor's comments
Assessor should present a brief response / comment on the student's stated reasons for appeal

Signature		Date	

Internal verifier's comments and decision
IV should briefly comment on the student's appeal and record their decision

Date appeal received

Date of reply

IV signature

Date

Appeal panel's comments and decision
Chair of appeal panel should briefly comment on the student's appeal and record the panel's decision

Date appeal received

Date of reply

Signature

Date

Appendix C - Receipt of Student Portfolio, Assignment or Work

Curriculum Area	
Course / level	
Student Name	
Unit Number and Title	

Student Declaration

I confirm that I have received this assessed work back that I accept the grade, and I acknowledge responsibility for its safe keeping.

Student signature	
Date	

Appendix D – Artificial Intelligence (AI) and Assessment

Purpose

This sets out principles and expectations for the use of artificial intelligence (AI) tools in teaching, learning, and assessment across Chichester College Group, ensuring academic integrity and compliance with awarding body and sector guidance. It complements the CCG AI Policy, HE-specific policies, and applies to all CCG provision.

Definitions

AI tools refer to a broad range of technologies, including language models, image and video generators, code assistants that can produce or support the creation of content in response to user input. These tools may assist with research, writing, design, data analysis and other academic tasks, but their use must be transparent and appropriately referenced.

Guidelines

- AI tools may only be used for assessment where permitted by the assessment brief, relevant AI Assessment Scale (AIAS) level and awarding body requirements.
- The use of AI tools to generate content for assessment must be transparent and appropriately referenced, in line with college and awarding body requirements.
- AI tools must not be used to complete assignments or coursework on behalf of the student or as a substitute for their own work.
- Students and staff should use their own judgement when relying on AI tools, as these are not a substitute for professional advice or human interaction, and may produce inaccurate, biased or misleading information.
- Students are responsible for verifying the accuracy of any AI generated content and must avoid over reliance on such tools.
- Where AI is used, students should include details of prompts and outputs in an appendix as required.
- Misuse of AI, including submitting AI-generated content as one's own without acknowledgement or permission, constitutes academic malpractice.
- Students and staff must not upload or use work created by others—including other students—without explicit permission, as this may breach copyright or intellectual property rights.
- Staff must communicate expectations around the use of AI clearly to students

- Staff must ensure assessment tasks are secure and authentic, specify in assignment briefs whether AI use is permitted and how it should be documented.
- Staff must investigate suspected malpractice using a holistic approach including discussion with the student, review of prior work, and avoid relying on AI detection tools.

AI Assessment Scale (AIAS)

The AI Assessment Scale (AIAS) is being introduced to provide staff and students at CCG with a shared language for discussing and communicating the use of artificial intelligence in learning, teaching and assessment. It is a communication and assessment design framework and does not replace awarding body, university partner, JCQ, QAA regulations and guidance, academic misconduct procedures or professional judgement.

The appropriate level for each assignment is set by the course teaching team and should be considered through normal quality assurance, verification and standardisation processes.

AIAS	**1**	**No AI – Independent Knowledge Demonstration** You must not use AI at any point during your assessment.
	2	**AI for Planning and Structuring** You may use AI for planning, idea development and research.
	3	**AI for Editing and Refining** You may use AI to draft, refine and critically evaluate your work.
	4	**AI for Task Completion with Human Evaluation** You may use AI throughout your assessment. Demonstrate your critical thinking.
	5	**AI Exploration and Co-Design** You should use AI creatively to solve the task. Potentially co-design new approaches.

Support and Review

The Group provides support and resources for students and staff members to use AI tools appropriately and transparently. This includes providing guidance on how to use AI tools as well

as promoting academic integrity and proper citation practices. For students online learning and digital badges are available on CCG Online and referencing guides in the Libraries and Learning Resource Centres.

This policy will be reviewed annually and updated in line with sector guidance.

Refer to the Higher Education Assessment Policy and Academic Misconduct Policy for related procedures.

Appendix E - Guidance on Conflicts of Interest in Assessment

Purpose

The purpose of this document is to provide guidance on handling possible conflicts of interest that may arise and so protect the reputation of the Chichester College Group (CCG) for high academic standards. It ensures compliance by CCG with awarding bodies' regulatory requirements and maintains the integrity of the Group.

This guidance applies to all staff and other individuals whenever they interact or potentially interact with any of the college's operations.

The guidance

- Defines what is meant by conflict of interest in relation to assessment and sets out the roles and responsibilities for managing conflict of interest.
- Illustrates of potential conflict of interest situations.

Scope

All Lecturers, Assessors and Internal Verifiers acting on behalf of Chichester College Group must be free from conflicts of interest that could adversely affect their judgment or objectivity to the organisation in conducting business activities and assessments.

Definition of Conflict of Interest

A conflict of interest, for the purposes of this policy, is defined as a situation in which the professional judgment of an individual is compromised because of competing interests or loyalties. This may occur because of any of the following:

- Employees of CCG studying for an award that is assessed by colleagues.
- A relative, friend, colleague is a student for which a member of staff is responsible for assessment, internal quality assurance or invigilating an exam.
- Lecturers and assessors participating in the appointment, supervision evaluation or assessment of a person with whom the person, has close or familial ties.
- A person who is connected to the development, delivery or award of qualifications by the organisation has interests in any other activity which have the potential to lead that person to act contrary to his or her interests in that development, delivery or award in accordance with the awarding organisations conditions of recognition.
- An informed and reasonable observer would conclude that either of the above situations was the case.

Roles and responsibilities

All relevant staff undertaking assessment ('assessors'), moderation ('moderators' or 'verifiers') and other individuals have a responsibility to be aware of the potential for a conflict of interest.

Such situations must be carefully managed to ensure that any conflict of interest does not detrimentally impact on the standards of the college and its awarding and inspecting bodies as well as public confidence.

It is the duty of all lecturers and assessors to disclose any actual or potential conflict of interest, to their line managers, in writing. The information submitted is then evaluated to identify, if any further action is required, and a written record of the outcome of the evaluation is kept and a copy will be provided to the concerned individuals.

If the individual concerned has any changes to their declared circumstances, they must inform their line manager immediately in writing, so that the conflict of interest can be evaluated, and the register updated.

Procedure

The Head of Learning/Teaching and Learning Manager and/or member of the Exams team will take steps to manage the conflict using any of the strategies below:

- In the first instance seek to appoint an assessor / invigilator / IQA who has no personal or professional relationship with the student(s).
- Ensure that any assessment carried out where there is a conflict of interest is internally quality assured by another member of staff.
- Inform the awarding body if the course lecturer is the only available specialist in that subject area to seek their permission and to arrange for any additional scrutiny to monitor fair and impartial approaches.
- Record the conflict of interest in the 'conflict of interest log' maintained by the examinations team and for Higher Education note conflicts of interests and strategies to mitigate risk in the exam board minutes.
- Provide details of conflicts of interest to visiting External Quality Assurers and External Examiners or others associated with the awarding body for the relevant qualifications.

Appendix F – Internal Quality Assurance Policy

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1. **Introduction**

Chichester College group (CCG) is committed to maintaining the highest standards of teaching, learning, and assessment across all programmes. Internal Quality Assurance (IQA) ensures that assessment decisions are consistent, fair, valid, authentic, and reliable, while also supporting the professional development of staff and improving learner outcomes.

This policy should be read in conjunction with CCG Assessment policy.

2. **Scope**

The policy relates to all FE provision. For the purposes of this policy the term Internal Quality Assurance (IQA) encompasses all forms of activity that check and validate assessment. It may be implemented through the systems of verification as required or laid down by examining bodies, awarding organisations or Apprenticeship Assessment Organisations (AAOs); or it may occur through shared observation of student activities; second marking of students' work, or team grading/assessment of students work, to support quality improvement in non-regulated learning, such as on-programme aspects of Apprenticeship standards/units.

3. **Purpose**

The purpose of this policy is to:

- Ensure that assessment practice is standardised, and that all assessment decisions are valid, authentic, reliable, current, and safe.
- Comply with the requirements of awarding organisations, Apprenticeship Assessment organisations the DfE/DWP, Ofsted, and the regulatory framework.
- Identify strengths and areas for development of assessment practice through regular observation, sampling, and monitoring.

- Provide clear guidance on the risk-based approach used to manage performance of those undertaking assessment activities.
- Support the continuous professional development (CPD) of all staff involved in assessment and delivery.

4. Roles & Responsibilities

- Vice Principal Quality: Monitor IQA activity, compliance, and performance at organisation level.
- Quality Managers: Oversee IQA strategy, ensure sampling and observation schedules are implemented, within each College
- IQA Team: Conduct sampling, observations, and standardisation of assessment; provide developmental feedback to tutors/Assessor-Trainers; maintain accurate records.
- Tutors/Assessor-Trainers: Deliver assessment and learning in line with awarding body/AOO standards; maintain accurate records; engage with IQA processes and act on feedback.
- Course Leader: Ensure timely learner registrations, accurate records, and support IQA reporting.

5. Internal Quality Assurance (IQA) process

5.1 Sampling strategy

Lead IQAs and IQA should always refer to their Awarding Body or Apprenticeship Assessment organisation guidance and policies, however CCG encourage that all IQA activity takes a risk-based approach to its sampling strategy.

IQA activity should consist of

1. Portfolio/learner work sampling
2. Standardisation activity
3. Observation of assessment practice

When determining IQA activity and sample size and activity the IQA should follow the principes of CAMERA rational:

CAMERA

- **Candidates or learners** – sampling must cover the full diverse range of the learners, including but not limited to ethnicity, gender, age, employed full or part time and additional learning/support needs etc.

- **Assessors** – sampling will cover all assessors taking into account a higher risk of new assessors or feedback from External Verifier (EV) reports, across all assessment sites, occupational and qualification, experience, evidence of countersigning of unqualified/trainee Assessors.

- **Methods of assessment**- sampling will cover all the full range of units delivered and assessment methods employed within an Apprenticeship standard or qualification.

- **Evidence types**- sampling should encompasses all evidence types used to make assessment decision against specified criteria.

- **Records** – all documents relating to planning for and delivery of assessments, including assessor feedback to learners.

- **Assessment locations**- across different assessment locations, College based, work based, face-to-face and online assessment environments.

Interim sampling will be built into the plan and will occur at both the early and middle stages of the assessment process. This enables the IQA and Teaching & learning Managers to check formative assessment and identify consistency or assessment risks at an early stage for corrective action. Summative sampling will occur at the end of the qualification assessment

5.2 Sample size

The percentage of sampling will follow the Awarding Body/AOO rules. Where the AAO or Awarding body does not specify CCG would expect a risk-based approach to determining sampling size.

The IQA should determine the risk rating considering both the experience/performance of the Tutor/Assessor-Trainer and the team's experience/performance in delivering the qualification

Risk category	Required Activities
High risk: Newly qualified Tutor/Assessor-Trainer or those identified as falling below expected standards Or new qualification within the department.	100% sample of first 2 learners then: 50% sampling rate 2 observations of assessment practice
Medium risk: Tutor/Assessor-Trainer who are in need of development but often meet the standard required	25% sampling rate 1 observation of assessment practice
Low risk: Tutor/Assessor-Trainer who are experienced with the qualification or unit they have been assigned to and continually meet the standard required	15% sampling rate 1 observation of assessment practice

5.3 Standardisation

Standardisation meetings must be planned and occur at regular intervals and as a minimum twice yearly.

There must be evidence of these meetings through minutes, and your External Quality Assurer (EQA) will ask to view these and actions required.

The internal quality assurance (IQA) personnel must ensure all assessors attend including associates and that an agenda is set which covers standardisation of planning of assessments, judgements, external quality assurance (EQA) reports, and assessor feedback

Agenda items for standardisation could include:

- Standardisation of practice
- Updating interpretation of the standards (Qualification specifications/NOS)
- Discussing standardisation of judgments especially problem units
- Reviewing any marginal evidence or marks (borderline or fails) that may give cause for concern and appeals
- Reviewing the consistency of sampling
- Identify Training needs
- Discussing opportunities for staff development and associated workshops
- Progression and sharing good practice
- Monitoring and Equal Opportunity and Diversity
- Sector updates
- Awarding organisation updates
- EQA – External verifier reports
- Updating CPD Consider
- RPL provision

6. **Documentation & Recording**

CCG will ensure all records and documentation are kept in accordance with Awarding Body/AAO guidelines, and be made available for the purpose of appeals, complaints, and EQA activity.