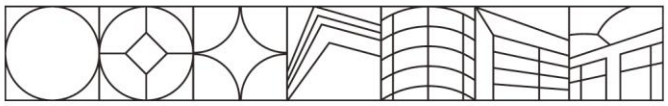
CCG Chichester College Group



HIGHER EDUCATION ASSESSMENT POLICY

1. Overview and Purpose

1.1. The aim of this policy is to set clear and consistent standards for the creation, submission, assessment, and feedback of academic coursework. The policy also sets clear guidelines for the operation of academic appeals. All aspects of this policy are operated in compliance with awarding body regulations and the Quality Assurance Agency (QAA) Quality Code Advice and Guidance (2018) for Assessment, Enabling Student Achievement, Monitoring & Evaluation and Concerns, Complaints & Appeals Academic Appeals as well as the Office for the Independent Adjudicator (OIA) good practice framework (May 2023 and December 2022).

1.2. This policy also supports the transparent, ethical and appropriate use of artificial intelligence (AI) in assessment, ensuring that assessment remains fair, valid and aligned to academic standards, while enabling students to develop responsible digital and academic practice.

2. Scope

2.1. Chichester College Group works in partnership with a number of Higher Education Institutes (HEI). Each awarding body and validating HEI has their own specific assessment requirements and guidelines which constitute part of the partnership agreements within the context of QAA's UK Quality Code. This policy relates specifically to Pearson Higher National qualifications including Higher Technical Qualifications.

2.2. Where provision is awarded or validated by a partner university, the relevant partner university academic regulations, assessment requirements and guidance on the use of artificial intelligence (AI) will apply where these set more specific requirements. This policy provides a consistent CCG baseline for the transparent, ethical and authorised use of AI in assessment.

2.3. Further Guidance from awarding institutions regarding modules/unit and assessment are available on the HE Information Page (link below):

Section: Academic Regulations & Policies | HE Information Pages | CCGOnline (chichester.ac.uk)

3. Objectives

3.1. **Objective 1:** Assessment schemes and tasks are designed to enable students to robustly demonstrate the achievement of all learning outcomes for their programme of study

3.2. **Objective 2:** There are clear arrangements to ensure that all coursework is completed and assessed fairly.

3.3. **Objective 3:** There is a clear procedure for the submission of work by students.

3.4. **Objective 4:** There is a clear procedure for students to request extended deadlines after demonstrating genuine extenuating circumstances.

3.5. **Objective 5:** There is clear guidance on the assessment and moderation of assessed work.

3.6. **Objective 6:** Students can expect a consistent, useful and timely standard of feedback.

3.7. **Objective 7:** Students have clear guidance on standards of conduct expected in the preparation of coursework and the consequences of academic malpractice.

3.8. Objective 8: Students and staff have clear guidance on the appropriate use of AI in assessment.

3.9. Objective 9: Students have clear guidance to a simple and transparent system for appeals against academic decisions.

The expected impact is that all students have clear, consistent, and fair standards governing the creation, submission, and assessment of academic coursework.

4. General Principles and Policy Statement

4.1. All assessments will be designed to promote active learning, using clear language and tasks which are accessible to all students. Assessment feedback should make use of feedforward to help students improve their performance in subsequent assessments.

4.2. Course teams are required to devise an assessment strategy which ensures that all learning outcomes from the programme are met using methodologies that ensure all students are able to successfully demonstrate their learning. Assessment may be revised to meet the needs of students with specific needs. All such revisions must be reviewed through the internal quality assurance procedure and a record of the decision placed in the course files. Any revisions to be discussed at the following Examination Board.

4.3. Assessment strategies will take account of the appropriate use of AI, with reference to the AI Assessment Scale where applicable, ensuring that assessment methods remain valid, fair and aligned to the intended learning outcomes.

4.4. The course leader has responsibility to ensure that all assessors are competent to assess the work in line with awarding body guidelines.

4.5. Course teams will devise and implement an internal quality assurance (IQA) strategy which must follow the awarding body requirements. IQA must be planned to ensure that all students have an assessment grade verified by another member of staff at least once across each academic year. A minimum of 20% (or 5 people) of submissions for each assessment must be internally verified using second markers. Blind marking is recommended.

4.6. Where there is a discrepancy in blind marking the marked work will be reviewed by a third marker and recommendations made to the Director of HE group.

4.7. Assessments are to be reviewed at the end of each academic year by teaching teams, taking account of student feedback and the results used to revise the assessment strategy for the following academic year.

4.8. Students will be given an outline scheme of assessment in their course handbook or on CCG On-line or Teams indicating the assignments to be submitted for each module. They will receive a detailed plan giving precise details of assessment task, submission and return arrangements and the role of exam boards at the beginning of each module. Any alterations to the scheme of assessment must be ratified by the Director of Higher Education prior to delivery.

4.9. Assessment instructions will state any requirements relating to the use of AI, including the relevant AI Assessment Scale level where applicable.

5. Coursework submission

5.1. Students are required to submit course work which covers all of the assessment criteria by the specified deadline on the assignment brief. Course work is deemed to have been submitted once it is submitted through Turnitin (plagiarism detection software) on CCG Online/Teams. As part of the assessment

process, all students must complete a declaration of authenticity to confirm that submitted work is their own and complies with Pearson requirements regarding academic integrity.

5.2. Students must ensure that submitted coursework is their own work and that any use of AI is consistent with the assessment brief and relevant AI Assessment Scale level. Any permitted use of AI must be acknowledged in line with the guidance provided.

5.3. Where there is evidence of plagiarism, unauthorised AI use, failure to acknowledge AI use, or other academic misconduct, the course leader will initiate the process described in the Academic Misconduct Policy.

5.4. If evidence of plagiarism is detected, then the course leader will initiate the process described in the Academic Misconduct Policy.

5.5. Meeting deadlines is a critical part of workplace preparedness. Any student who has failed to meet the submission deadline will suffer a penalty. For Pearson awarded qualifications (Higher Nationals) failure to meet the submission deadline will result in a referral. As per the guidelines on referrals (covered later in this policy), referral submissions will be capped at a Pass. For programmes awarded by our partner Universities, you should refer to the programme handbook and/or the partner university assessment guidelines.

5.6. Any student studying a Pearson Higher National course may request an extension to a course work deadline which will be considered by the course management team, if an extension of up to 48 hours is requested. Any extensions over 48hrs would need to be requested under the Extenuating Circumstances process and approved by the Director of Higher Education.

5.7. The purpose of offering Extenuating Circumstances is to ensure that students who have been affected by unexpected and severe problems can be assessed fairly. If a Pearson awarded student wishes to apply for extra time under the extenuating circumstances process, they must complete an Extenuating Circumstances Form (appendix A). An editable copy of the form can be requested by emailing HE@chichester.ac.uk . The form requires the student to explain the grounds for their extenuating circumstances application and must be supported by relevant evidence such as medical certification, for more information see appendix A. The completed form must be submitted to the HE Team via email to HE@chichester.ac.uk , allowing five working days for a decision.

5.8. If extenuating circumstances are granted, a revised date for the submission of the piece of course work will be confirmed. Any extra time will not normally be granted beyond the date of the next examination board for the programme. For programmes awarded by our partner Universities, you should refer to the programme handbook and/or the partner university assessment guidelines.

5.9. Resubmissions. Students who have successfully completed all pass assessment criteria will not be allowed to re-submit work in order to improve their grade.

5.10. Students studying a Pearson award who have not met all the pass criteria will be allowed to re-submit once per module within an agreed deadline of 2 weeks. If the unit has multiple assessment tasks spread over the semester/year students can only have one resubmission attempt at the end of the unit. This resubmission would cover any tasks referred throughout the unit. All resubmissions will be capped at a Pass.

5.11. Students may appeal a grade via the academic appeals process, which is informed by the Academic Appeals Procedure.

The grounds on which an appeal may be based are as follows:

5.11.1.1. That there exist circumstances affecting the performance of the candidate which the assessor or internal verifier were unaware of.

5.11.1.2. That there were procedural irregularities in the conduct of the assessment (including administrative errors).

5.12. The following are not considered to be legitimate grounds for an academic appeal:

5.12.1. Where a student questions the exercise of academic judgment, that is, the decision made by academic staff on the quality of the work itself or the criteria being applied to mark the work (rather than the administrative marking process).

6. Assessment and moderation

6.1. The process of assessing and moderating assessments must be explained clearly to learners so that they understand the procedure and the timescale.

6.2. Assessors must show how they have reached their decisions using the published assessment criteria and recording the results in a format for use by Boards of Examiners and to communicate individual results to learners.

6.3. When a learner has completed an assignment, the assessment team will give a grade for each unit. Refer to the programme handbook/module descriptors for details of assessment criteria and how grades are awarded. Grades will be awarded according to the highest level for which the learner is judged to have met all of the criteria. As an example, for Pearson qualifications (Higher Nationals):

6.4. To achieve a **Pass**, the learner must have satisfied all the pass criteria for the learning aims, showing coverage of unit content and attainment of the appropriate level on the national framework.

6.5. To achieve a **Merit**, the learner must have satisfied all of the pass criteria and all of the merit criteria through high performance in each learning outcome.

6.6. To achieve a **Distinction**, a student must have satisfied all of the pass and merit criteria as well as all of the distinction criteria through outstanding performance.

6.7. Assessment decisions will be based on evidence against the published learning outcomes and assessment criteria. Permitted and acknowledged use of AI, in line with the assessment brief and AI Assessment Scale, will not in itself constitute academic misconduct.

The assessment team:

6.8. The **course leader** has overall responsibility for the programme, its assessment and internal quality assurance to meet awarding body requirements, record keeping and liaison with the External Examiner. The course leader will have full knowledge of the assessment and IQA requirements and processes.

6.9. **Internal Quality Assurers** (IQAs) oversee all assessment activity, liaising with the Lead IQA (where required). They check that all assignments and assessment decisions are valid. The activities of IQAs will be standardised through working with the curriculum team. Normally IQAs are

assessors, but they do not verify their own assessments (see 6.4 marking internal verification requirements)

6.10. **Assessors** assess students to the standards set by the Awarding Organisation. Before making assessment decisions, assessors participate in standardisation activities led by the course leader.

6.11. The **External Examiner** will sample student work across assessors. The External Examiner will also review evidence of IQA and assessment decisions.

6.12. Any assignment briefs must be verified internally and a sample shared with the external examiner. The assignment must be assessed, internally verified (according to the plan), and approved by external examiners before being returned to the learner

6.13. Internal verification and moderation will include consideration of whether AI requirements in assessment briefs are clear, proportionate, and applied consistently.

6.14. Feedback must follow the assessment criteria as laid out in the subject handbook and set by the Awarding Organisation. Grading must show how the grading decision has been reached, may show why attainment against criteria has not been demonstrated, may give guidance on how to improve in the future but must not provide feedback on how to improve the evidence provided.

6.15. Where a learner has not met the pass criteria the Awarding Organisation's current policy on re-assessment opportunities must be followed.

6.16. The learner must be informed that the grade awarded is provisional until it has been confirmed by the appropriate Examination Board.

7. Assessment Feedback

7.1. Assessed work will be returned to students in accordance with the arrangements in the assessment brief. Feedback should be provided as soon as possible after the submission date, under normal circumstances a student can expect written feedback within two working weeks for any formative assessment, and within 4 working weeks for any summative assessment, and in line with exam board requirements. In all cases students should be clear when they will receive assessed work and feedback and the assessment should communicate revised deadlines if these are unavoidable.

7.2. The written feedback will consist of judgements against overall grading criteria and a detailed assessment of the strengths as well as areas for improvement in each student's work. Each student may request to receive verbal feedback to help them improve future submissions.

7.3. Feedback may support students to develop appropriate and ethical use of AI for future learning, but must not provide content that completes or materially improves the assessed submission.

7.4. Students have the right to appeal against an assessment decision and reference should be made to the academic appeals procedure should they wish to make an appeal against an assessment decision.

8. Recognition of Prior Learning

8.1 Learners may wish to claim prior learning towards the qualification they are currently following. Successful RPL means that the learner does not have to repeat assessments for evidence they

have already achieved in the chosen subject area and at the correct level. This process should be completed by the Course Leader BEFORE a learner begins their qualification and must be approved by the Director of Higher Education.

8.2 The operation of the policy, including academic appeals will be monitored through the Higher Education Management Group and evaluated by the Higher Education Board.

8.3 Where amendments to the policy are required, a paper will be submitted to the Higher Education Board for consideration before the beginning of the following academic year.

8.4 This policy should be considered alongside the information available in the Joint Council Qualifications (JCQ) Information for candidates – Joint Council for Qualifications. Information for candidates – Joint Council for Qualifications

9. Related Policies and Procedures

HE Academic Misconduct Policy

10. Document and Version Control Information (*please complete all sections*):

Version control information heading	**Details**
Owner	Director of HE
Author	Director of HE
Policy Review Area	HE,
Approved by	GLT/Committee/Corporation
Date of approval of this version	Please insert date of meeting where policy was approved.
Review Cycle	3 years
Next review date	2029
Version number	Note: v1.01

Appendix A – Extenuating Circumstances Form (ECF)

For an editable version of this form, please email HE@chichester.ac.uk

CONFIDENTIAL EXTENUATING CIRCUMSTANCES FORM (ECF) (TO REQUEST AN EXTENDED DEADLINE FOR AN ASSESSMENT FOR A PEARSON VALIDATED COURSE.)

Please read the guidance notes below before completing this form.

Keep a copy of this form for your records. All correspondence relating to this claim will be sent to your registered **College email address** so please make sure that you check it regularly.

Your claim must be submitted with complete supporting evidence as soon as possible, ideally within two weeks of the circumstances commencing, and at least five working days prior to the assessment deadline.

Please submit your completed form to the HE Quality Team email address: HE@chichester.ac.uk

<table>
<tr><th colspan="8">Part A - Student Details:</th></tr>
<tr><td rowspan="4">1</td><td colspan="3">Student ID number:</td><td colspan="4">Course:</td></tr>
<tr><td colspan="3">Name:</td><td colspan="4">Stage/Year of Study:</td></tr>
<tr><td colspan="3">College Email Address:</td><td colspan="4">Course Leader:</td></tr>
<tr><td colspan="3">Contact Telephone:</td><td colspan="4">Personal Tutor (Unit Tutor):</td></tr>
<tr><th colspan="8">Part B – Claim Details:</th></tr>
<tr><td rowspan="3">2</td><td colspan="7">Please state all units and assignments that have been affected:</td></tr>
<tr><td colspan="7">Unit Title(s):</td></tr>
<tr><td colspan="3">Assignment(s):</td><td colspan="4">Assignment Deadline(s):</td></tr>
<tr><td rowspan="2">3</td><td colspan="7">Nature of the EC (Please Tick):
Please refer to the guidance table at the end of this form for further details.</td></tr>
<tr><td>Health Related Grounds</td><td>Bereavement</td><td>Trauma or Crisis</td><td>Financial Hardship or Housing Issues</td><td>IT or system related Technical Failures</td><td>Personal & Public emergencies and Social obligations/ disruptions</td><td>Other</td></tr>
<tr><td>4</td><td colspan="2">Date(s) of the EC:</td><td colspan="2">From: dd/mm/yyyy</td><td colspan="2">To: dd/mm/yyyy</td></tr>
</table>

5	**Description of the Extenuating Circumstances:** *Continue on a separate sheet if necessary.*
6	**How have these circumstances affected the assessment(s) listed above? Please include exact dates.** *Continue on a separate sheet if necessary.*
7	**What supporting evidence is attached to this form?**

	Please note that forms submitted without formal supporting documentary evidence will not be considered. Please see the guidance for further information on the types of evidence that will be considered.

Part C - Disabilities and Long Term Medical Conditions:		
8	**If you have a disability, are you happy for the Extenuating Circumstances Panel to contact the Disability Service for information about your condition?**	**Yes/ No**
	The Disability Service will not normally pass information about your condition to a third party, including the EC Panel, without your consent. However, it will help us to process your EC claim more effectively if we can contact the Disability Service to find out more about your condition and any special arrangements that have been put in place for you. If you *are* happy for the EC Panel to speak to the Disability Service, please let us know. This information will remain confidential to the EC Panel and will not be made available to your tutors or other course staff.	
Part D – Checklist and Student Signature		
9	**Please check the following questions before you sign and date the form:**	
	• Have you completed all sections of the form? • Have you clearly indicated which units and assignments have been affected by the EC? (You might need to check your course handbook to find the exact unit title). • Have you given clear details of the dates that have been affected by the EC? • Have you attached appropriate supporting evidence?	**Yes/ No** **Yes/ No** **Yes/ No** **Yes/ No**
10	**Student Signature:**	**Date:**

Please allow five working days for a decision.

Extenuating Circumstances Guidance

Please note that, if you are providing evidence from a medical practitioner, the evidence must clearly relate to the period of assessment for which you are claiming. Medical practitioners should be registered with the General Medical Council (GMC) and a list is available at http://www.gmc-uk.org/doctors/register/LRMP.asp

If you are providing evidence from a Counselling and Health Advice Service the evidence must relate to the period of assessment for which you are claiming and it must demonstrate that you attended more than one counselling session prior to the assessment deadline.

Extenuating Circumstances (EC) Supporting Evidence Guidance

1. Health Related Grounds

Reason for Claim	Acceptable Grounds	Evidence Required	Unacceptable Grounds
Physical/ Mental Health	Serious illness, injury, or mental health condition preventing assessment participation	Medical letter from GP or College Counselling Services	Minor ailments (e.g. colds, headaches), illness after the deadline, elective medical treatments Pre-existing conditions which are reasonably managed or already supported with reasonable adjustments.
Serious illness/ injury to close family member	Impact on study due to condition of child, partner, or close relative	Written evidence from patient's registered medical practitioner with evidence of relationship to student **OR** Written evidence of impact on claimant from a registered medical practitioner	Minor ailments (e.g. colds, headaches), illness after the deadline, elective medical treatments Pre-existing conditions which are reasonably managed or already supported with

			reasonable adjustments.

Worsening of ongoing condition	Serious worsening or acute episode of known ongoing condition (e.g. disability, mental health)	Updated/ contemporary written medical/ counselling letter detailing worsening which demonstrates a serious worsening or acute episode of an ongoing condition	Pre-existing conditions which are reasonably managed or already supported with reasonable adjustments.
New medical diagnosis relating to a disability during studies	Diagnosis during studies, new assessments carried out, acute episodes which suddenly occur	Written medical letter from registered medical practitioner	Pre-existing conditions which are reasonably managed or already supported with reasonable adjustments.
Pregnancy	Morning sickness or complications	Written medical letter from a registered medical practitioner/ ante natal clinic services support letter	Pregnancy in the absence of complications

2. Bereavement

Reason for Claim	Evidence Required	Unacceptable Grounds
Death of immediate family member (parent, child, stepchild, spouse, grandparent, sibling, partner, civil partner)	Death certificate OR letter from official (e.g. undertaker) OR impact statement/ letter from GP or counselling services Formal death notice, obituary, funeral programme or prayer card	Bereavement that has taken place following the date of submission or deadline

3. Trauma or Crisis

Reason for Claim	Evidence Required	Unacceptable Grounds
Victim of serious crime	Written evidence in the form of a Police report or written evidence of impact on claimant from a registered medical practitioner or counsellor	Minor offences (for example – minor traffic violations, speeding, driving without due care and attention, minor criminal damage, shop lifting) or incidents which have not been reported to the relevant authority
Theft of essential equipment/ work required for assessment including laptop or phone	Written evidence in the form of a Police report or written evidence of impact on claimant from a registered medical practitioner or counsellor	Failure to back up or save work. IT issues with own equipment. Failure to properly and safely store work.

Major fire/ disaster in residence	Official report (Police/ Fire Service). Wellbeing letter/ impact statement from a registered medical practitioner or counsellor. Letter from Housing Officer/ local authority if relevant.	Events that have taken place after the submission deadline. Where an incident occurred in a property where you are not reasonably expected to reside or where impact can be considered as unreasonable or unlikely.
Direct experience of war, terrorism or natural disaster	Written evidence or official confirmation of incident. Impact statement or letter from a registered medical practitioner/ counsellor.	Events that have taken place after the submission deadline. Incidents that could not be reasonably considered as a natural disaster.
Family breakdown, significant personal or family crisis directly affecting the student	Written evidence from civil authority. Written evidence of impact on claimant from a registered medical practitioner/ counsellor.	Events that have taken place after the submission deadline or significantly in the past. An ongoing personal matter which you receive regular support for.
Sexual assault/ harassment/ stalking/ domestic abuse/ sudden safeguarding situations	Written evidence from civil authority. Written evidence of impact on claimant from a registered medical practitioner/ counsellor/ safeguarding team.	An incident which has taken place after the submission deadline.

4. Financial Hardship or Housing Issues

Reason for Claim	Acceptable Grounds	Evidence Required	Unacceptable Grounds
Financial hardship (unexpected)	Job loss, crisis, victim of cybercrime or financial scam	Creditor letter, employment termination letter P45/P60, written confirmation from police.	Tuition fee debt, general employment issues. Where students are studying on a full-time basis, issues relating to paid employment except in cases of work placements which contribute to the programme of study.
Accommodation/ housing crisis	Formal eviction, homelessness, unexpected housing difficulties	Letter of eviction. Confirmation from social services or appropriate body confirming circumstances. Written evidence of impact on claimant from a registered medical practitioner / counsellor.	Planned house moves, renovations, routine tenancy end, minor repairs, routine accommodation difficulties, end of halls contract, electing to help others move home.

5. IT or system related Technical Failures

Reason for Claim	Acceptable Grounds	Evidence Required	Unacceptable Grounds
College wide IT failure	Platform/ network outage when off-campus access not possible. Institutional IT failure. Loss of Wi-Fi on campus when submitting work.	Letter from IT services confirming issue and date.	Failure of personal IT equipment. Failure to back up electronic documents regularly and securely.
			Old devices which were not routinely repaired/ maintained or upgraded. Poor time management. Submitting an incorrect or old file. Errors in uploading work, including large file sizes.

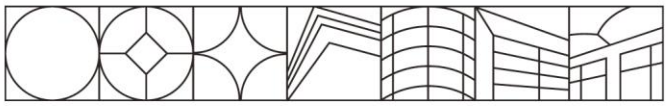
6. Personal & Public emergencies and Social obligations/disruptions

Reason for Claim	Acceptable Grounds	Evidence Required	Unacceptable Grounds
Sudden caring responsibilities	Unexpected or increased caring responsibilities	Medical or counselling impact letter	Providing general support or arrangement after the submission deadline. Long-term caring without change. Voluntary or formal employed carer work.
Failure of essential assistive technology	Malfunction of breakdown of essential assistive technologies used for specific and diagnosed condition (e.g. screen readers, mobility device to access campus, software specifically used to aid studies/ support studies)	Evidence of malfunction, screenshots of the error messages, evidence of matter being raised to IT services, supporting letter from disability coordinator.	Technology that has been purchased independently of professional advice and guidance. Failure of general IT equipment (see above). Purposefully damaging equipment with no valid cause. Absence of equipment where advice/ support for needs has not been sought.

Jury duty/ public duty obligation/ court attendance & legal matters	Partaking in judicial proceedings by formal invitation, court attendance	Invite to attend in position of juror letter, summons or court documentation. Letter from home embassy, police report, official correspondence from solicitors or government agency.	Elected work experience or charity volunteering. Missing submission due to routine administrative tasks (e.g. passport renewal). Electing to prioritise legal matters where matters could reasonably be rescheduled.

If you are studying on a course validated by one of our University Partners and wish to apply for extenuating circumstances, please use the guidance in the following link:

Section: Academic Regulations & Policies | HE Information Pages | CCGOnline (chichester.ac.uk)



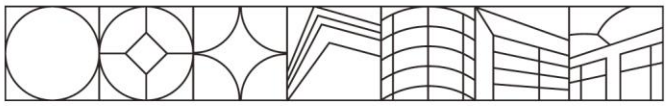
Appendix B - Higher Education Assessment Policy – Summary for Staff

Students will be given a detailed plan for all assessments at the beginning of each module giving dates assessments are set, due to be submitted and returned. Students should also be made familiar with this policy and be able to access a copy of it.

- All assessments will be carefully devised to maximise student achievement, making use of contextualised grading criteria.
- It is the course leader's responsibility to ensure that assessors are appropriately qualified and experienced to assess.
- Assessment results should not be communicated to students until the work has been internally verified.
- Assessment briefs should state the permitted use of AI, including the relevant AI Assessment Scale level where applicable.
- Where approved College tools are available, they may support the review of submitted work, but must not be used as the sole basis for an assessment or academic misconduct decision.
- Feedback to students should help them to improve their performance in subsequent coursework.
- Students may request extra time to complete an assessment using the ECF (Extenuating Circumstances Form) form, at least 5 working days before the work is due (unless there is a genuine last-minute emergency). Approval will be required by the Director of HE and will be confirmed by the HE Quality Team.
- Students who do not submit work on time and have not had a request for extra time approved will be unable to achieve grades higher than a pass.
- Students may appeal against assessment decisions. Any appeals should be resolved between the student and assessor wherever possible. Students who wish to appeal should do so by completing the Student Appeal Form (see appeals procedure) and submitting it with evidence to HE@chichester.ac.uk

Students should:

- Be given access to and be familiar with the HE Assessment Policy
- Be given an assessment plan covering the modules or academic year. The plan will detail assessments, submission or exam dates, and return of assessed work or issue of results dates.
- Students must be aware of the requirements to submit assessments that are complete, are the student's own work, and are submitted on time.
- Students must submit work covering all required tasks by the date/time specified.
- Students may appeal assessment decisions in line with the guidance provided in the Academic Appeals procedures, using the Student Appeal form which should be completed and submitted to HE@chichester.ac.uk



Appendix C – Guidance on the use of Artificial Intelligence (AI) Tools in Assessment and Academic Work

This guidance supports the appropriate, transparent and ethical use of artificial intelligence (AI) in assessment and academic work. It should be read alongside the Higher Education Assessment Policy, Academic Misconduct Policy, assessment briefs, programme guidance and any relevant awarding body or partner university requirements.

Definition

AI tools refer to a broad range of technologies, including language models, image and video generators, code assistants, data analysis tools and other systems that can produce or support the creation of content in response to user input. Staff and students must follow current College guidance on approved AI tools, data protection and information security. The College's endorsed AI tools, including any conditions for use with College accounts and enterprise data protection, will be published separately and kept under review.

Use of AI in assessment

AI may be used in assessment only where this is consistent with the assessment brief, the relevant AI Assessment Scale level, programme requirements and any awarding body or partner university regulations. The AI Assessment Scale will be used, where applicable, to communicate the level of AI use permitted in an assessment. Assessment briefs will state the relevant level and any specific requirements for how AI may be used, acknowledged or evidenced.

Detailed guidance on the AI Assessment Scale, including level descriptors, assessment brief wording and examples for staff and students, will be available through the HE Information Hub. Further information is provided in Appendix E.

Student and staff responsibilities

Students are responsible for ensuring that submitted work is their own and that any use of AI is consistent with the assessment brief and AI Assessment Scale level. Students are expected to keep records of AI use and may be required to provide them. Students remain responsible for the accuracy, reliability, originality and academic integrity of submitted work.

Staff are responsible for making AI expectations clear in assessment briefs, including the relevant AI Assessment Scale level where applicable. Staff should support students to understand appropriate AI use and should consider AI when designing assessments that remain valid, fair and aligned to learning outcomes.

Acknowledging and evidencing AI use

Where AI use is permitted, students must acknowledge how AI has supported their work in line with the guidance provided by Group Libraries and on the HE Information Hub. This may include identifying the tool used, the purpose of use and retaining prompts, outputs or other evidence where required by the assessment brief.

Misuse, support and review

Suspected misuse of AI will be considered through the Academic Misconduct Policy. Where approved College tools are available, they may support the review of submitted work, but must not be used as the sole basis for an assessment or academic misconduct decision. Any concern should be considered alongside the assessment evidence, the student's prior work and any discussion with the student.

The College will provide guidance and support to help students and staff use AI appropriately and transparently. This includes support for academic integrity, referencing, digital capability, accessibility and responsible use of AI tools. This guidance will be reviewed alongside the Higher Education Assessment Policy

to ensure it remains current and aligned with developments in AI assessment practice, awarding body requirements and partner university guidance.

Appendix D – Artificial Intelligence Assessment Scale (AIAS) for Higher Education

This appendix explains how the Artificial Intelligence Assessment Scale (AIAS) will be used in Higher Education assessment at Chichester College Group. The AIAS provides a shared language for communicating the extent to which AI may be used in an assessment. It is intended to reduce ambiguity, support assessment validity and help staff and students understand expectations before work begins.

Purpose of the AIAS

The AIAS is an assignment-level communication tool. It does not replace CCG policy, academic misconduct procedures, partner university regulations, awarding body requirements or academic judgement. Where partner guidance is more specific or more restrictive, the partner guidance takes precedence.
Where the AIAS sits in HE governance

The AIAS uses five levels to describe permitted AI use, ranging from Level 1, where AI must not be used, to Level 5, where AI is used creatively as part of assessment exploration and co-design. The full level descriptors, examples and student-facing wording are maintained separately on the HE Information Hub so that they can be updated as practice and external guidance develop.

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.

Use in assessment briefs

Where the AIAS is used, the relevant level must be stated clearly on the assessment brief. The brief must explain what students may and may not use AI for, whether AI use must be acknowledged or evidenced, and how the level relates to the learning outcomes and assessment method.

Responsibilities

Course teams are responsible for selecting an appropriate AIAS level, checking alignment with partner or awarding body requirements and ensuring that expectations are explained in accessible language. Students

are responsible for checking the assessment brief, using AI only within the permitted level and acknowledging or evidencing AI use where required.

Further guidance and review

Detailed AIAS guidance, including the current colour-coded scale, examples, assessment brief wording and student guidance, will be available through the HE Information Hub. The use of AIAS levels will be reviewed through normal assessment design, internal verification, moderation and quality review processes.