

YOUR COURSE HANDBOOK

A Level (Level 3)

2025|2026





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WELCOME TO COLLEGE AND PURPOSE OF THE HANDBOOK

On behalf of the A Level team,

Welcome to Cheshire College – South & West. We are delighted you have chosen to study with us.

This learner course handbook is designed to provide you with a detailed explanation of the nature of your course, its structure, the approach to assessment and course policies that affect you.

We will keep you updated on a regular basis with any new information that would be of interest to you as soon as it is available. So please don't forget to make a note in your handbook if we advise you of any new additions.

Additional items for your information will be issued to you at appropriate times. For example, procedures associated with work experience are best dealt with at a time when preparation for work experience is underway rather than at the beginning of your course.

It is essential that you read the course handbook thoroughly at the beginning of the course and ask for clarification of any aspect that is not clear to you. It is also a good idea to keep it safe as there will be many occasions when you will need to refer to it.

We want you to enjoy your course with us at Cheshire College and we will do our best to make sure we all pull together and work hard to aid you in reaching your goal of gaining your qualification. It is important that you in turn work hard with a professional and positive attitude, attend the course regularly and utilise all the facilities that are on offer to you at the College.

Your tutors are here to help and guide you, but your goal can only be achieved by your co-operation, and we are here to teach you and help you become a valuable member of staff to your future employer.

Your timetable will be made up of 4 days in college. Learners on a study programme will have a mandatory 1 hour weekly Personal Development Tutorial supporting wellbeing as well as a mandatory 1 hour weekly personal development tutorial supporting skills development. Learners will also have termly 1:1 meetings with their Personal Development Tutor.

Your course could include a range of various wider learning or enrichment activities – these could be in the form of vocationally related excursions, guest speakers or employer collaborations.

Your course is full time – made up of minimum 15.5hrs timetabled lessons over 4 days and the expectation of an average of 5 hours per subject per week of independent study, with work directed by your teacher.

Past learners on this course are now holding down successful positions such as solicitors, barristers, teachers, accountants, town planning, fashion designers, engineers, architects, nurses, doctors, social workers, environmental work, or undertaking further studies. We trust that you will follow in their footsteps.

Enjoy your course!



ABOUT YOUR COURSE

Welcome to your course team

Assistant Principal of Faculty:



Name Paul Browne

Assistant Director of Curriculum Area:



Name Jenny Nolan & Steve Millican

A Level teachers

- **Biology** (Sam Martin or Jordyn Donnelly)
- **Business** (Lauren Astle)
- **Chemistry** (Neil Hewitt)
- **Classic Civilisation** (Andrew Leath)
- **Computer Science** (Debra Brennan)
- **Drama & Theatre Studies** (Liz Clutton)
- **Economics** (Sandra Jones)
- **Engineering (AAQ)** (Twisha Chopra)
- **English Literature** (Matt Donkin)
- **English Language** (Laura Hassall)
- **EPQ (Year 13)** TBC
- **Fine Art** (Zac Vout)
- **Further Maths** (Mark Szolkowski)
- **Geology** (Helena Curtis)
- **Geography** (Helena Curtis)
- **Graphic Design** (Lucy Broderick)
- **Health and Social Care (AAQ)** (Olivia Harrison)
- **History** (Ben Connor or Andrew Leath)
- **Law** (Kirsten Ward)
- **Maths** (Prue Parker)
- **Media Studies** (Katie Parker)
- **Medical Science (AAQ)** (Jordyn Donnelly)
- **Philosophy** (Simon Richardson)
- **Photography** (Gary Sandilands)
- **Physics** (Jo Klein)
- **Politics** (Ben Connor)
- **Psychology** (Zoe Johnson or Heather Edge)
- **PE** (Richard Brooke)
- **Sociology** (Emma Lees or Olivia Harrison)
- **Spanish** (Gema Peinadovalderas)
- **Textiles and Fashion** (Louise Brown)



Personal Development Tutor:



Name Zara Leary

Personal Development Tutor:



Name Hannah Cottrell

Personal Development Tutors:



Name Andrew Robertson

The Course team wishes you every success on the course and will do everything in their power to ensure that your experience is both an enjoyable and rewarding one.

Teams VLE or Padlet

Your tutors will use Microsoft Teams VLE or Padlet to provide access to resources used in class, for assignment information and assignment submission and for communicating information. The link to your course's Teams VLE or Padlet site will be provided in your lesson – where you will be added to the group.

How you are assessed and assignment submission

The A levels you will study are two-year linear qualifications with formal exams in the second year the Summer Term – 2027. However, Art A levels are assessed through a Personal Investigation and controlled assessment, while other A levels we offer, also have coursework or practical elements, normally making up 20% of your final marks, these include: History, Media, Music, Drama, Physical Education, Geography, Computer Science, Spanish, English. And Science courses have practical endorsement aspects that must be covered and will be applied in the exams.

On-going Assessment is planned over the 2 years to check that you are making good progress against your target grade. These Assessments are designed to check deep learning and to ensure you are developing the skills required to successfully achieve.

We have also scheduled Progress Assessments throughout the year; these are designed carefully to allow us to monitor the progress you are making in all your subjects. You will receive feedback and agree SMART targets to focus on learning and improving your knowledge and skills. We do have subject support sessions and access to our academic coach should we feel that you need a little extra help.

Progress Assessment Dates

Start	End	Deadline Year 1 (Enter mark book)
08/09/2025	12/9/2025	Bridging Tasks & Initial Assessment / Right student right course Deadline 26/09/2025
10/11/2025	14/11/2025	Progress Assessment 1 Deadline 28/11/2025
02/02/2026	06/02/2026	Progress Assessment 2 Deadline 27/02/2026
27/04/2026	01/05/2026	Progress Assessment 3 (In Class Formal mock) Deadline 18/05/26



Timetable

Your timetable is available on ProPortal which can be accessed from the learner intranet ([Student Intranet - Home](#)). This includes details of the times of all of your subject classes and group tutorials with your PDT including start and end times and the rooms the sessions are in.

Each A Level subject is scheduled for 4.5hrs per week classroom teaching, made up of 1 x 1.5hr and 3 x 1 hr lessons per week. Your lesson times will be dependent on the group/ block, for example, if your group is in Pool A your weekly lessons would be timetabled:

A1	Monday	Tuesday	Wednesday	Thursday	Friday
09:00	C	<div></div>	B	A	D
09:05					
09:10					
09:15					
09:20					
09:25					
09:30					
09:35					
09:40					
09:45					
09:50					
09:55					
10:00	Break / Tutorial		Break / Tutorial	Break / Tutorial	C
10:05					
10:10					
10:15					
10:20					
10:25					
10:30					
10:35					
10:40					
10:45					
10:50					
10:55					
11:00	D	A	E	E	
11:05					
11:10					
11:15					
11:20					
11:25					
11:30					
11:35					
11:40					
11:45					
11:50					
11:55					
12:00	Lunch	E	B	Lunch	
12:05					
12:10					
12:15					
12:20					
12:25					
12:30					
12:35					
12:40					
12:45					
12:50					
12:55					
13:00	A	Lunch	Lunch	Lunch	
13:05					
13:10					
13:15					
13:20					
13:25					
13:30					
13:35					
13:40					
13:45					
13:50					
13:55					
14:00	B	C	A	D	
14:05					
14:10					
14:15					
14:20					
14:25					
14:30					
14:35					
14:40					
14:45					
14:50					
14:55					
15:00	C	B	D	E	
15:05					
15:10					
15:15					
15:20					
15:25					
15:30					
15:35					
15:40					
15:45					
15:50					
15:55					
16:00					

Weekly topics & Independent study time

Each subject will provide you with a Student Scheme of Learning (week by week view)— detailing weekly topics and tasks/ activities to be completed outside the classroom (independent study tasks), these are designed to reinforce your classroom learning and to help deepen your knowledge and understanding; Tasks may include additional reading, writing activity and preparation for your next lesson – particularly if the topic is challenging, it is worthwhile doing some preparation work ahead of the lesson so you can confidently engage from the onset.

Additional study time and homework

Academic Support Tutorials are available for each subject; these are designed to provide target support when needed for individual/ small groups of students – covering contents and skills.

Enrichment activities

Your course includes a wide range of activities during the academic year. As part of your course you may be asked to attend trips, visits, session with visiting speakers and participate in competitions.

Outside of your course there are a range of activities you can participate in which will support your personal development, ignite a new interest or provide some fun and an opportunity to make new friends. You can join a sports activity, do creative play, practice for your driving theory test, join a book club, chess club, e-sports club, get involved with the LGBTQ+ group or Environmental group or any of the other activities on offer or even create a group based on your interests. We can help you with that.

Our Masterclass series provides short sessions over lunchtimes covering a range of topics including wiring a plug, the basics of British Sign Language and building a bird feeder with all materials supplied.

Each campus has a Student Senate which is our student body here to represent you and offer further opportunities for you to take part in fundraising and other activities in the community.

Our enrichment programme is available online on the Student Intranet where you can also sign up for activities.

<https://southcheshire.sharepoint.com/:u:/r/sites/Enrichment/SitePages/VolunteerCenter.aspx?csf=1&web=1&e=t8PTK1>

Freshers' Fairs

The freshers fairs help new learners get introduced to college life, join clubs and societies, discover local services, make friends, and collect freebies—all in one place.

- Tuesday 16th September - Chester 11am-2pm
- Wednesday 17th September - Crewe 11am-2pm
- Wednesday 24th September - Ellesmere Port 11am-2pm



Student Senate

Each campus has its own Student Senate—your voice on campus!

The Senate represents you, champions learner interests, and creates opportunities to get involved in fundraising, community projects, and more. Details of meeting dates, how to get involved, and to explore exclusive student discounts with Totum, UNiDAYS, and Student Beans – are all available on the Student Intranet under the MyVoice section.

<https://southcheshire.sharepoint.com/:u:/r/sites/MyVoice/SitePages/DepartmentHome.aspx?csf=1&web=1&e=wE2A9I>




KEY DATES

Term dates

Term dates are published on the College Website at [link](#).

 Autumn Term Monday 1st September 2025 ↓ Friday 24th October 2025	 Autumn Half Term Monday 27th October 2025 ↓ Friday 31st October 2025	 Autumn Term Monday 3rd November 2025 ↓ Friday 19th December 2025
 Christmas Holiday Monday 22nd December 2025 ↓ Friday 2nd January 2026	 Spring Term Tuesday 6th January 2026 ↓ Friday 13th February 2026	 Spring Half Term Monday 16th February 2026 ↓ Friday 20th February 2026
 Spring Term Monday 23rd February 2026 ↓ Thursday 2nd April 2026	 Easter Holiday Friday 3rd April 2026 ↓ Friday 17th April 2026	 Summer Term Monday 20th April 2026 ↓ Friday 22nd May 2026
 Summer Half Term Monday 25th May 2026 ↓ Friday 29th May 2026	 Summer Term Monday 1st June 2026 ↓ Friday 26th June 2026	 Summer Holiday Friday 26th June 2026

Exam dates for GCSEs

 GCSE Resit November 2025			 GCSE Exams Summer 2026		
English Paper 1	→	4th November 2025	English Paper 1	→	21st May 2026
English Paper 2	→	6th November 2025	English Paper 2	→	5th June 2026
Maths Paper 1	→	5th November 2025	Maths Paper 1	→	14th May 2026
Maths Paper 2	→	7th November 2025	Maths Paper 2	→	3rd June 2026
Maths Paper 3	→	10th November 2025	Maths Paper 3	→	10th June 2026

EXPECTATIONS AND COLLEGE POLICIES

Details of college policies are published on the college website [link](#). Below is an outline of expectations in term of attendance, punctuality, behaviour, being work ready and attendance for assessments.

Expectations in terms of attendance and punctuality

100% Attendance Means...

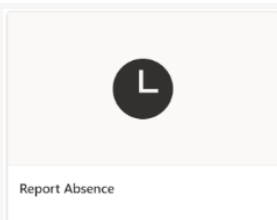
- Higher grades
- Increased confidence
- Stronger memories
- More opportunities
- Brighter future

All learners are expected to maintain excellent attendance and punctuality in all classes. The College expectation is 100% attendance for the duration of your course. Learners and parents / carers can check their attendance on ProPortal.

Learners are required to report all periods of absence via the College's Report Absence App. This will notify the College of a notified absence. Any absence will be considered as 'unauthorised' unless for a valid reason. Absences will only be authorised provided the learner has provided evidence to the College. Learner who do not attend college and fail to notify the College of their absence will be sent a text communication which is also shared with their parent / carer.

Attendance is a key requirement for progression and achievement, please refer to the College attendance policy for more information.

Reporting absence



Any absence should be reported using the College's Report Absence App on the Student Intranet [link](#)

Learners should report absences as early as possible in the day (usually before 8.30am).

Authorised absence

- Any learner who is absent from college but is taking part in a college residential, education visit organised by the college, attending a college examination, on work experience or undertaking self-study will be marked as College Trip, Exam or Work Experience.
- Specialist medical or dental appointments that cannot be arranged outside class time this must be notified in advance. Evidence such as an appointment card or letter will be required to authorise this absence.
- Emergency medical/dental appointment. Evidence such as an appointment card or letter will be required to authorise this absence.
- Any learner who is unwell and requires a period of time at home or in hospital to recover from illness or an operation will be required to provide evidence such as a hospital appointment card or a hospital letter.
- Care of a family member for whom the learner has caring responsibilities. You will be required to notify the College if this is the case.
- A religious holiday if notified in advance (2 days maximum)
- Jury Service.
- Attendance at a family funeral.
- University visit or career/Connexions/job interview if notified in advance.
- Representing the College or self at a regional/national level in a sporting event if notified in advance. Proof of selection will be required.
- Attendance at a probation meeting or court if notified in advance.
- Driving test if notified in advance (A copy of the test letter will be required).
- Absence that is a consequence of disability as defined by the Equality Act or as a result of their declared need eg Education Health and Care Plan.
- Exceptional cases will be considered by the Assistant Principal Learner Services.

Unauthorised Absence

The following reasons are not considered valid for the purposes of attendance monitoring. This list is not exhaustive.

- All holidays during term time
- Job commitments
- Leisure activities
- Family and other celebrations such as birthdays and weddings
- Babysitting
- Shopping
- Driving lessons



- Optician appointments

As part of your course you will be assigned a Personal Development Tutor (PDT) who is your first port of call with any concerns, issues or worries and any required pastoral support. You should feel free to discuss any matter with your PDT in confidence. Where appropriate, your PDT will offer advice or refer you to a more specialist guidance, for example from one of the College counsellors. Your PDT will meet with you weekly as a group and regularly on a 1 to 1 basis once per term.

It is your responsibility to notify the PDT of any absences. In all circumstances the learner must provide the required evidence such as an appointment card if the attendance is to be authorised. After five days the learner will be unable to self-certify their absence.

Expectations in terms of behaviour - Learner Code of Conduct



The College promotes a culture of positive behaviour.

This is to ensure a safe, inclusive and positive environment for learning and personal development so that students develop positive behaviours for work and further learning.

Students are expected to display the following positive behaviours that:

- Demonstrate respect, consideration and kindness to staff and each other at all times;
- Be proactive in safeguarding themselves and each other, sharing and reporting concerns to a member of staff as soon as they are known;
- Dress appropriately for the learning and working environment and remove coats, hoods, hats and headphones when in classrooms, workshops or other learning facilities.
- Student identification must be worn at all times.
- Attend college and be punctual to all classes.
- No smoking or vaping anywhere on College campus other than the smoking shelter.
- Treat all personal and College property with care.
- Mobile devices should only be used in the learning environment as a teaching tool as directed by staff to support learning;

- Consume food and drinks in designated areas. Only bottled water may be taken into a learning environment;
- Participate in all aspects of their study programme.

Respect the College community at all times by;



Disposing of litter in the bins provided



Avoiding excessive noise or disruption to learning



Playing ball games in designated areas only



Parking only in designated bays. Permits are required for visitor and accessible parking bays



Ensuring all entrances and exits are kept clear at all times

Expectations in terms of being work ready

All learners are expected to be work ready in terms of bringing equipment needed to study to class including workbook/files, pens and any other resources.

Expectations in terms of learner use of IT equipment and systems

The College provides its learners with IT equipment for the purpose of carrying out their studies. Learners must respect that this equipment does not belong to them and ensure that they care for it appropriately.

All learners are encouraged to use Office 365 and OneDrive cloud computing storage at home and in College to save/access their files and documents. This gives all learners secure free storage space to save their College assignments and course files in a safe and secure environment.

The College has a duty of care under the DfE's Keeping Children Safe in Education Statutory Guidance and the Prevent Duty to ensure that students access appropriate materials and know how to maintain their safety and security on the Internet. In order to do this the College uses firewall and web filtering policies to protect learners from inappropriate and unsuitable resources and materials. All activity on college devices is monitored, this includes websites visited and search terms used and all connections to the College WIFI are logged. Campus WIFI has education level filtering.

Where students are required for their course to research potentially sensitive materials such as violence, terrorism and extremism, teachers will advise the students in advance which websites are appropriate.

Electronic equipment such as laptops, tablet computers, iPads, mobile phones are brought onto College premises entirely at the risk of the learner. You are free to use the Campus WIFI.

Learners are responsible for their actions, conduct and behaviour whilst using college computer equipment in the same way that they are responsible during classes or at break time. Use of technology should be safe, responsible and lawful.

When using college equipment and systems learners must not:

- share usernames or passwords with any individual, or write passwords down
- impersonate any other staff member when using equipment or systems or use someone else's username
- attempt to access data that they are not authorised to use or access
- post anonymous messages
- introduce computer viruses, spyware, malware and ransomware on the College network
- install software
- interfere with the connections of any College equipment
- eat or drink in computer areas

Misusing College IT equipment and systems may result in disciplinary action and repair costs may be passed onto the learner. Disciplinary action may include losing your rights to access the College systems and, in some circumstances, could result in you being unable to complete your course and losing your place at college.



Expectations in terms of assessments and Exams

Assessments and Exams

In terms of assessment and exams, all learners should make every effort to:

- Hand assignments in on time to meet deadlines
- Attend all internal and external assessments
- Arrive on time for all exams and complete the exam to the best of their ability

Non-Attendance at Examinations

Learners should make every effort to attend their scheduled examinations, on time:

- Where learners are unable to attend their scheduled examinations, they must ensure that they have reported an absence using the College Absence App and must also notify their teacher that they are absent and will miss an examination
- If the examination is scheduled on a specified day, for example GCSE, BTEC, T level, A level examinations, there will be no opportunity for this examination to be rescheduled; there may also be no opportunity for the exam to be retaken
- Should a learner fail to attend an examination, the Examinations Department will inform the Assistant Director and Assistant Principal of the absence
- The Assistant Principal will review non-attenders to determine whether the learner should be withdrawn from the programme (there may be no further opportunity to resit) or whether a resit is approved with payment
- Where there is good reason for missing the examination and a resit opportunity exists, the Assistant Principal may, on one occasion, approve a resit without charge
- No further resit requests for a learner will be processed by the Examinations Department without Assistant Principal approval or payment of the resit fee

Information for Learners about Malpractice

To maintain the integrity of qualifications, strict regulations are in place. Malpractice means any act or practice which is in breach of the regulations. Any alleged, suspected, or actual incidents of malpractice will be investigated and reported to the relevant awarding body/bodies.

JCQ provides information regarding what constitutes malpractice:

- Introduction of unauthorised material into the examination room
- Breaches of examination conditions
- Exchanging, obtaining, receiving, or passing on information which could be examination related (or the attempt to)
- Offences relating to the content of candidates' work

- Undermining the integrity of examinations/assessments

If you are suspected of malpractice the college is obliged to report this to the exam board.

The Exams Officer will:

- Ask the centre staff involved to write witness statements
- Advise the candidate about the process, their rights, and timescales involved.
- Inform the Head of Centre about the incident and may decide to call a senior member of staff to be present in the room when talking to the candidate
- Will notify the awarding body and send any relevant evidence
- Will confirm actions to the candidate in writing, and their parents/carers

When the awarding body's decision has been received by the Head of Centre, the Exams Officer will advise the candidate and their parents/carers in writing

The candidate has a right to request an appeal if they are not happy with the decision, and the Head of Centre will decide whether this is appropriate. The final decision is made by the Head of Centre.

There are several penalties that could be applied if an exam board decide that malpractice has been committed:

- Letter of warning
- Marks could be reduced
 - Zero Marks could be awarded for:
 - A paper or unit of an exam
 - A specified subject
 - All the exams for a specified exam board
 - All the exams for a specified exam season
 - Information relating to a serious case of malpractice may be shared with other awarding bodies, the regulators and other appropriate authorities

Plagiarism and the use of Artificial Intelligence (AI)

Plagiarism means copying from published sources (including the internet) without acknowledgement.

Cheating includes copying the work from others or getting someone else to do the work for you. Copying includes allowing your work to be copied by others.

You must ensure that all the work that is produced in assignments is your own. Work must not be copied from other learners, or from any other person. You must not produce assignment work in collaboration with other learners unless this is allowed as part of the assignment and clearly indicated by the lecturer.

Quotations from published sources (including books, newspapers, magazines or the internet) must be clearly indicated in the assignment.

All cases of suspected plagiarism, cheating or copying will be investigated and, if proven, the learner will be subject to the college's disciplinary procedure. Awarding bodies may also impose their own sanctions and

penalties, including disqualification. For more information see **Appendix 1** at the end of the course handbook.

Ethical Use of AI

AI may be used in the preparatory, research and production stages of Non-Examined Assessments (NEAs), coursework and internal assessments in line with individual awarding body guidelines and the guidance below. Examples include:

- to generate/formulate initial ideas as a starting point.
- to search for sources prior to more in-depth research using teacher-led academic sources.
- to provide alternative explanations to help understand a concept.
- to get guidance on how to improve writing skills (grammar, structure)

Where AI tools have been used as a source of information a learner'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/>), 15/02/2024".

The learner must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a noneditable 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.

Appendix 2 provides examples of AI misuse in assessments by learners at other colleges that have been provided by the Joint Council for Qualifications (JCQ).

Learner Responsibilities for the Use of AI

- Learners under 18 are using AI tools, they need to check the terms and conditions to see if parental/legal guardian permission is required.
- Learners should ensure they are aware of the JCQ – AI and Assessments – a quick guide for learners (see below).
- Sign the candidate declaration on their assessment submission sheets to acknowledge that the work is their own and that AI has not been misused.
- Learners must be able to demonstrate their final submission is the product of their own independent work, independent thinking and that they have independently met the marking criteria.
- Appropriately acknowledge/reference any use of AI.
- Independently check any reference sources generated by AI.
- Learners should be aware that the use of AI outside of the guidelines is considered Examination Malpractice and will be reported to the exam board and learner sanctions will be at the exam board's discretion.



AI and Assessments

A quick guide for students



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!

How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

If you're allowed to use AI tools, you must reference them clearly

- Name the AI tool you used
- Add the date you generated the content
- Explain how you used it
- Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references



What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



REMEMBER
Misusing AI is cheating!
Know the rules
Talk to your teachers
Reference clearly



RESOURCES TO SUPPORT YOUR STUDIES AND CAREERS DEVELOPMENT

Digital resources









Student intranet

Accessed from the college website: <https://www.ccsw.ac.uk/>

➔ Account Log in

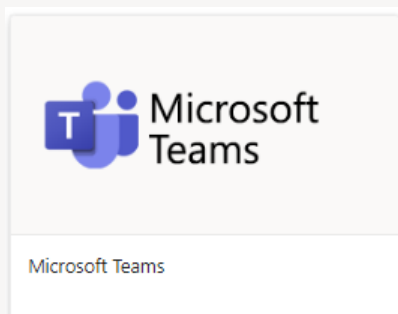
➔

Log in to your Student account

 Microsoft Teams Microsoft Teams	 ProPortal ProPortal	 Smart Assessor Smart Assessor	 Learning Resource Centre Learning Resource Centre
 I Need Help I Need Help	 Student Digital Induction Digital Induction	 MYVOICE MyVoice	 Report Absence Report Absence



Microsoft Teams VLE



Microsoft Teams VLE is used to:

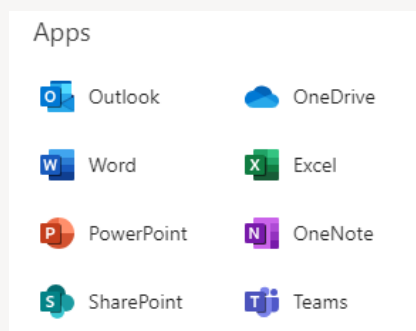
- easily communicate with tutor and other learners in your class
- access resources your tutors have uploaded
- view assignment details, deadlines and submit assignments


Microsoft Teams can be used at College or away from College

Works on computers, laptops and phones

Some courses also use **Padlet** to present work. **Any work on Padlet should also be saved in OneDrive. Students should use their college e-mail address as their Padlet username and not a personal e-mail address.**

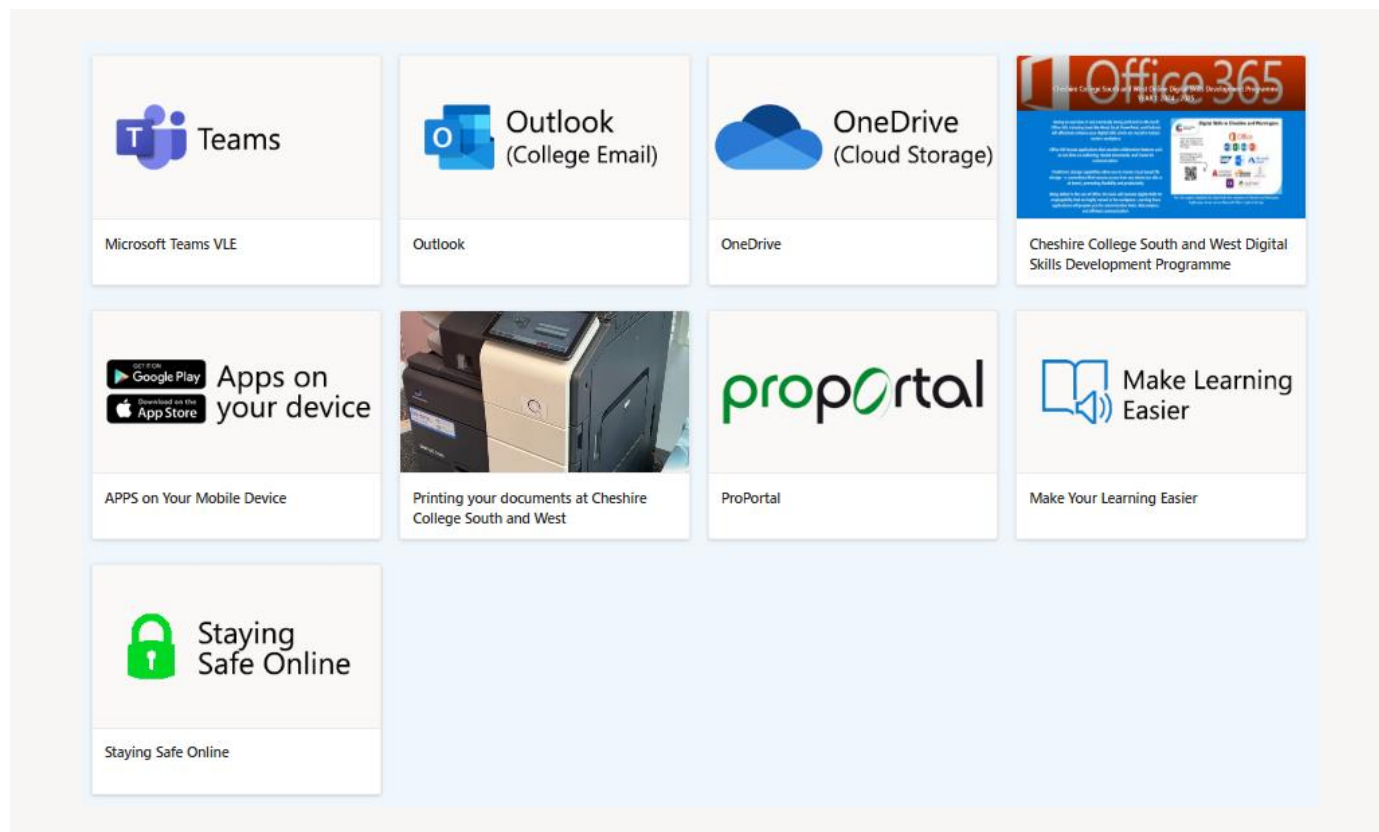
Office 365




- is accessed from Teams by clicking on 
- provides free applications to create documents (Word) and presentations (PowerPoint) and spreadsheets (Excel)
- provides secure online storage area to access your own work (OneDrive) from college or away from college. **You should only store your college work and communicate with your teachers and PDTs using OneDrive or Teams**

Student Digital Induction

Guides on how to use Microsoft Teams, college e-mail, OneDrive, Office 365 and more are available at [link](#)




Digital skills in Cheshire and Warrington



The image shows a collection of logos for various digital skills and technologies, including Microsoft Office (Word, Excel, Outlook, PowerPoint), SAP, SQL, Microsoft Azure, Autodesk AutoCAD, Amazon web services, JavaScript, C#, and python.

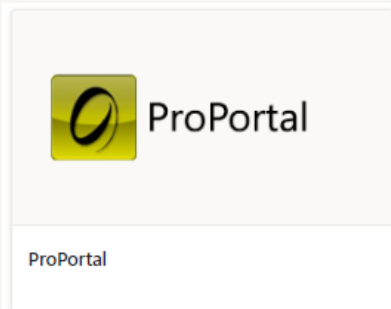
These are some of the top digital skills employers are looking for in Cheshire and Warrington

All learners on courses over 12 weeks are expected to develop their digital skills using the Colleges' Digital Skills Development Programme - [link](#)



Learners who have completed this will be directed to work on the Building Digital Capabilities Programme.

ProPortal



ProPortal is your progress tracker, where you can access all the information about you, including your attendance, personal details, meetings, 1:1's, goals, targets and your grades.

ProPortal is used to record information about you and your journey at college. No other learner can see your information on ProPortal. Your tutors and PDT will access this information through a system called ProMonitor and you can see this through ProPortal.

ProPortal is accessed from the Student Intranet site [link](#)

A guide to using ProPortal is available at [link](#)

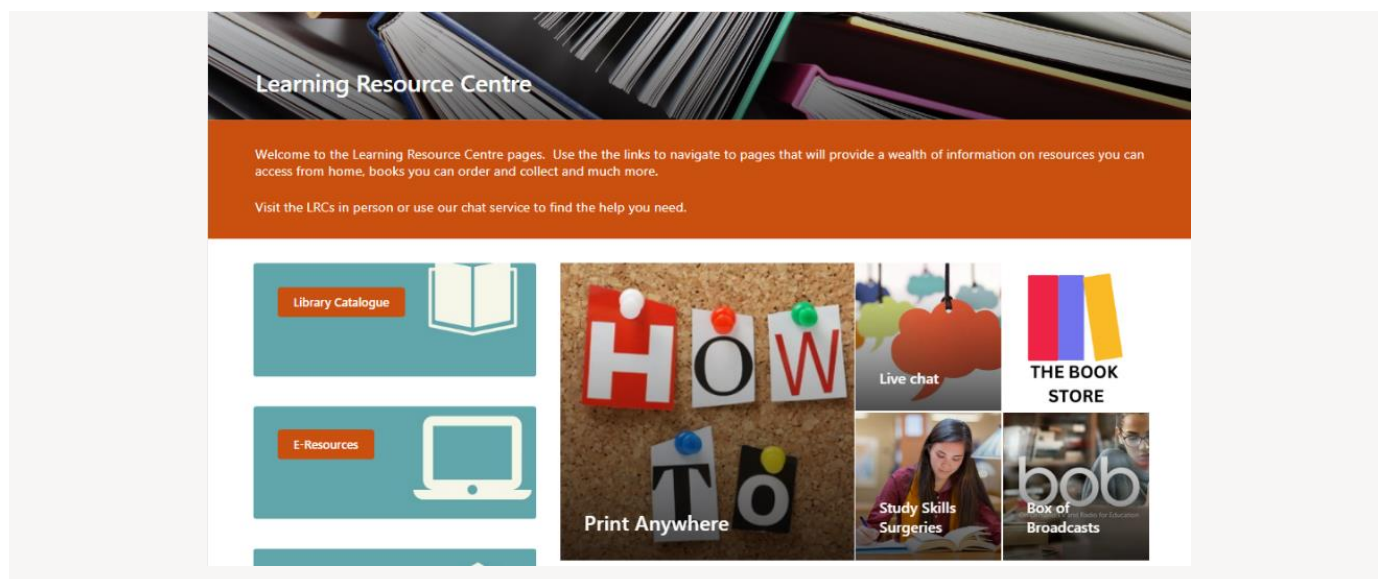
Parents / carers of learners aged 16-19 will be granted access to ParentPortal [link](#) to view your progress. For further information about how we use your personal data and with who it may be shared please see our Privacy Statement: <https://www.ccswh.ac.uk/privacy-statement/>

Library Resources

Every campus has a Learning Resource Centre (LRC), your go-to space for study support.



- Access computers, books, and a wide range of online resources to help with your learning.
- Support is available both in person and online.
- Visit the Student Intranet to explore our LRC pages, where you'll find helpful videos, guides, and information about our services—including support for developing your study skills.



Useful websites, texts, journals and magazines

It is recommended that you access our E learning resources and pin this to your favourites on your toolbar – accessing Massolit, Review Journals and E books to support learning in your subjects.

Careers and Futures

Our Careers Team offers a confidential, impartial and accessible service, delivered by professional and highly-qualified staff, across all three Campuses. If we can help you in anyway, we will. The team can be found in the Student Hub,

Financial Support (Bursary)



The Bursary Fund is available to learners who require support to help them stay in education or training, you can apply through the College for the Bursary Fund. The College uses an online system called PayMyStudent for applying for financial support.

<https://cheshire.paymystudent.com/portal/>

You can use PayMyStudent on a mobile phone, PC, tablet and laptop. You can upload evidence online, which makes it quicker and easier to apply. You can also view and check your payments online too.

Transport



The College offers FREE transport for all full time learners aged 16-18 living over one mile from the Campus where their course is delivered.

There are three different options available depending on your home location:

1. College Coach Service (Crewe Campus only)
2. Public Transport
3. County Council Transport

For learners aged under 19 years old where a College Coach service exists, this is the only service that the College will subsidise. [Find out more about free transport including bus routes and times here.](#)

You can apply for free transport here:
[Transport Application Form.](#)

Free Breakfast and Lunch

All students are eligible for a free breakfast and soup and a roll at lunchtime, the free breakfast is added to each ID card.

Bursary students eligible for free college meals can access an award of £4/day which is credited to their ID cards.

Learner Support

Whilst you are at the College, we will do our best to support you to ensure you are successful. We can offer help and support, to enable you to fully access the College environment and achieve your goals. We work closely with a range of partners including Local Authorities and external agencies.

Our Learning Support Team have a wealth of experience and knowledge in supporting students with SEND and inclusion needs. Support is determined on an individual basis and the best way we can support you is by letting us know about your support and inclusion needs. You can be studying on any programme at the College to have SEND support.

All learners will have the opportunity to meet with the Learning Support Team if a disability or learning need is declared on the enrolment form.

If you have an Education Health Care Plan (EHCP), please let the College Learning Support Team know so that they can follow the appropriate processes to ensure you have the support you need at the College. Support from the College could include transition support and advice, support with exams, equipment loans,

access to an Inclusive Learning Advisor or Learning Support Assistant. All support packages will be assessed on an individual basis are based on evidence / information shared with the College.

For more information: [SEND Support - Cheshire College South & West](#)

If you have a request for Exam Access Arrangements, you must let the Learning Support, PDT or Tutor know as soon as possible. The Learning Support Team will contact you to gather evidence and if applicable, apply for exam access arrangements. You will need to share your evidence, either from your previous setting (school) or medical evidence. Ask your school for your Form 9/Form 8/letter detailing entitlement and arrangements.

For adult learners, your tutor will meet with you at the start of your course to complete an adult screener form and assess if you would benefit from additional support from the College.

Academic Support

If you feel you would benefit from some small group support, please discuss this with your Assistant Director who will be able to refer you to an Academic Coach.

Counselling & Wellbeing Support

Your health and wellbeing are always our main priority. So, we offer a number of different ways they can confidentially share any thoughts and concerns they have so we can help in the best way possible.

In addition to your PDT, learners can also access the College Wellbeing Team. The College also has 2 trained Counsellors on site who are able to provide a short-term support for counselling should a learner require the support.

The College also has a dedicated BeSafe Team who are available for support and advise during your time at college.



APPEALS, COMPLAINTS AND COMPLIMENTS

Appeals

The college has a robust appeals procedure which can be found here: <https://www.ccswh.ac.uk/about-us/policies-procedures/> The Appeals Policy outlines the steps and processes you and the college should follow, if you disagree with an assessment decision.

Complaints and Compliments

The college welcomes your feedback and actively seeks out learner views, we encourage the celebration of compliments from learners and share these internally and externally. However, if a learner feels the College standards have failed to meet expectations this will be fully investigated. All information on how to leave a compliment or complaint can be found here: <https://www.ccswh.ac.uk/about-us/policies-procedures/> under the Further Education (FE) Complaints & Compliments Policy (Learner).

KEEPING SAFE

Safeguarding

Cheshire College is committed to keeping its staff, learners and visitors safe at all times on Campus.

To help ensure the College is a safe and secure environment for all:

Provide ID

When you arrive on Campus, please show your lanyard or sign in and out with the Reception team. Your ID lanyard must be worn at all times.

If you're a visitor of the College, you will be issued with a visitors lanyard. Visitors need to be accompanied by a member of staff at all times. Please ensure you wear this at all times while on the College premises and return it to Reception when you leave.

Respect on Campus

During your time on Campus, please behave in a way that shows respect for others and avoid language and/or actions that may cause offence. Please support us keeping our College clean by using the bins provided.

Smoke Free Policy

Cheshire College operates a strict smoke and vape free policy which has been developed to protect staff, learners and visitors from exposure to second hand smoke/vape and to comply with smoke free legislation. If you wish to smoke or vape outside, please use the designated smoking/vaping area.

Safety on Campus

The College Campus roads are used throughout the day by buses, motor vehicles, bicycles and pedestrians crossing the road. Please respect the speed limit of 5mph in the car park. If you believe

anyone is acting suspiciously on Campus, or you witness any accidents or incidents, please report them to the Reception team immediately.

Additional needs

If you have any additional needs, please let us know so that we can ensure your time at the College runs as smoothly as possible.

If you have any safeguarding concerns you wish to report, you can email our Be Safe Team on Besafe@ccsw.ac.uk or email the Designated Safeguarding Lead, chris.baggs@ccsw.ac.uk

First aid and accident reporting

The College has a number of qualified first aiders who can administer simple medical help. First aiders can be contacted in an emergency by any learner or member of staff via the College Reception. Under the Health and Safety at Work Act, all accidents or safety incidents must be recorded by a member of staff in the Accident Book for the area where the incident occurred.

Fire procedure

Fire evacuation procedures must be strictly adhered to in the event of a fire or fire drill.

If you discover a fire:

Operate the nearest break glass point to raise the alarm. Try to inform a member of staff so that they may pass details to Central Control and Phone College Emergency Number.

If the fire alarm sounds:

Close windows and isolate or switch off equipment, which could cause a further fire hazard. Leave the building by the nearest available exit and proceed to the Fire Assembly Point.

On evacuation:

If you are in the main building evacuate as follows:

If you are on floor 1, 2, or 3, use the main staircase(s) and exit down to the ground floor, exit the building through the nearest fire exit and assemble at the fire assembly point(s) as signposted.

Remember:

- Close all doors behind you
- Do not stop to collect personal belongings
- Do not use the lifts
- Do not obstruct exits
- Do not re-enter the building



PARENTAL ENGAGEMENT

Parental Engagement




The College has a Parental Engagement Strategy that includes times in the year when parents / carers will be invited to meet with staff in the College and review progress of their child on ParentPortal. Types of engagement include a parental welcome evening, three parents' evenings and two parental updates via ParentPortal.

ParentPortal

ParentPortal is a version of ProPortal for parents / carers to access. It provides information on your expected grades, upcoming assessments, SMART targets, your comments, MarkBook tracker, attendance and punctuality and dates of meetings.

Instructions on how to register for, log into and use ParentPortal can be found on the Parents and Carers section of the College Website. <https://www.ccswh.ac.uk/parents-and-carers-2/>

Stay connected through **ParentPortal**

 Log in to ParentPortal →	 Register for ParentPortal 🔗	 How to use ParentPortal 🔗
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Plagiarism

Plagiarism occurs whenever a learner dishonestly presents as his or her own work the work of another person, whatever the medium (text, written or electronic, computer programmes, data sets, visual images whether still or moving). The College uses Turnitin to check for plagiarism.

Unacknowledged direct copying from the work of another person, or the close paraphrasing of some organisation else's word, is plagiarism. This applies to copying both from other learners' work, work of staff and from published sources such as books, reports or journal articles. Plagiarised material may originate from any source. It is as serious to use material from the World Wide Web or from a computer based encyclopaedia or literature archive as it is to use material from a printed source if it is not properly acknowledged.

Use of quotations or data from the work of others is entirely acceptable and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly one's own. When quoting word-for-word from the work of another person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.

Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. Taking a piece of text, from whatever source, and substituting words or phrases with other words or phrases is plagiarism. Any paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.

Direct quotations from an earlier piece of the learner's own work, if unattributed, suggests that the work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.

Source of quotations used should be listed in full in a bibliography at the end of the piece of work and in a style required by the learner's curriculum area.

Coursework (including assignments, essays, skills assessments and management reports) must be the learner's own work unless in the case of group projects a joint effort is expected and is indicated as such. Learners must acknowledge assistance given from fellow learners, staff and work-based mentors to avoid suspicion of plagiarism.

Major plagiarism is a serious offence and will result in the College disciplinary process being invoked. In deciding upon the penalty, the College will consider factors such as the stage of the study, the extent and proportion of the work that has been plagiarised and the apparent intent of the learner. The penalties that may be imposed range from a minimum of a zero mark for the work (with or without allowing resubmission), the down grading of a result, reporting to the awarding organisation, to disciplinary measures such as disciplinary contact, temporary or permanent exclusion from the College. It is important to distinguish between minor plagiarism and those cases in which the plagiarism is major. Staff assessing learners' work use their own professional judgement to decide when an instance of plagiarism is significant, i.e., when action needs to be taken over the case. The unattributed use of several words or a single sentence would not normally require significant action (other than appropriate tutor).



We have a Study Skills Section on the Intranet which might be helpful with referencing. Learners can also contact the LRC for individual support

<https://southcheshire.sharepoint.com/:u:/r/sites/LearningResourceCentre/SitePages/Study-Skills-Portal.aspx?csf=1&web=1&e=EdXpMT>



APPENDIX 1

Recording work experience on the ConnectED App

Details of your work experience are recorded on the ConnectED App. Instructions for how to download the ConnectED App and enter information about your work experience are below:

Cheshire College South & West **changing education**

Recording your Work Experience

If you haven't already done so, now is the time to arrange your Work Experience and record the placement on the ConnectED app on your mobile device. Please refer to the instructions on this leaflet and the TV screens around campus. You can also contact one of our Work Experience Co-ordinators or your Personal Development Tutor for support.

Step 1: Download the app

Search for work
Search for available work placements through the app

Download on the App Store | GET IT ON Google Play

Type in Connect Placement Manager into your Apple or Google Play store and download the app.

Step 2: Log into the App

Scan your unique QR Code or click the link in your invite email and create your own password.

ccsw.ac.uk workexperience@ccsw.ac.uk

Once you have signed into the app or accessed the student portal Via the URL link if requested. Select create a new placement and follow the 4 simple steps below:

Step 1- Submit the dates for the placement.

The end date can be adjusted by the Work experience team after it has been created if it needs to be extended or ends



early.

The start date **MUST** be at least **TWO WEEKS** from the date submitted for risk assessment to be completed.

Submit Self-Placement Application ?

1 Placement Dates
Your start and end dates

→

2 Employer Details
The employer and job details

→

3 Timetable
The hours you will attend

→

4 Review and Submit
Confirm all placement details

Step 1 - Submit Placement Dates ?

Start Date *

End Date *

Submit placement dates

cancel

Step 2- Submit placement details

Category- The industry your placement is taking part in.

We **MUST** have a Contact Phone number and email address to be able to contact the employer for risk assessments and reviews

if the placement is taking place in various locations (for example construction) enter the registered address for the company.



Step 2 – Submit Employer Details ⓘ

Category * ⓘ

Employer Name *

Job / role description * ⓘ

Address ⓘ

Postcode ⓘ

Contact Name ⓘ

Contact Phone * ⓘ

Contact Email * ⓘ

Step 3- Select the days and times for placement.

The work experience team can add extra day/ hours after if you complete more just let us know.

Step 3 – Submit Placement Timetable (Planned Hours) ⓘ

Timetable – Planned Hours

- Select the start and end time for each day. Split shifts are available. Times use the 24 hour clock
- For placements covering multiple weeks use the copy tools under the options menu to the right
- If multiple shifts are required in a single day click the 'Enable split shifts' checkbox
- You can use your keyboard's delete/backspace key to clear a day
- Shift times can only be intervals of 15 minutes

☐ Include unsocial hours choices (7pm to 7am)
☐ Enable split shifts

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total	
w/c 07 Aug 23:	09:00 – 17:00	09:00 – 17:00	09:00 – 17:00	09:00 – 17:00	09:00 – 17:00			40	options ▾



Step 4- review the information and submit the placement

The placement will then be sent to the work experience team to verify and send out the risk assessments to the employer.

Step 4 - Self Placement Application Summary ?

If the details below are correct, please click the "submit placement" button below to complete the application.

Placement planned from Mon 7-Aug-2023 to Fri 11-Aug-2023

Placement Name

Placement Contact

Contact Number

Contact Email Address

Placement Category

Placement Address

Job / role description:
What you will be doing while on placement

Timetable - Planned Hours

	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
w/c 07 Aug 23:	09:00 - 17:00	09:00 - 17:00	09:00 - 17:00	09:00 - 17:00	09:00 - 17:00			40

Submit placement

cancel

If you need any additional support in adding a placement or changing the details of a placement once it has been submitted, please contact the work experience team by teams/email.

APPENDIX 2

Examples of the misuse of AI in Assessments

The information below provides 5 examples of the misuse in assessments by learners at other colleges, these have been provided by the Joint Council for Qualifications (JCQ). The examples are from A Level History, Cambridge Nationals Enterprise and Marketing, Extended Project P301, A Level Art and Design and Level 3 Diploma in Criminology.

Plagiarism – AI misuse

Example 1 - Awarding body: AQA

Qualification: A Level History NEA

A centre reported one of its teachers for A Level History had concerns relating to two candidates' NEA submissions. The concerns were that multiple sections were inconsistent with other parts of the candidates' work and the candidates' usual levels and styles of writing.

The centre used AI detection software to follow up on the teacher's concerns. The centre's review identified the following.

Candidate A: The AI detection software identified the work as being highly likely to have been generated by AI. This candidate admitted using ChatGPT to generate a guideline for their own work and claimed that they had accidentally submitted the guideline instead of their own work.

Candidate B: The AI detection software identified the work as being potentially generated by AI, and likely a combination of AI and human input. This candidate admitted using ChatGPT for some of the content of their work, for both the improvement of their own work as well as the creation of entirely new content.

The centre reported both candidates to the awarding body and provided confirmation that the candidates had been issued all relevant 'information for candidates' documents and the candidates had signed the declaration of authenticity to declare that the work completed was their own.

Both candidates were found to have committed malpractice. Candidate A was disqualified from the A Level History qualification and Candidate B received a loss of all marks gained for the A Level History NEA component.

Example 2 - Awarding body: OCR

Qualification: Cambridge Nationals Enterprise and Marketing

The moderator raised concerns of suspected plagiarism in a unit of the above qualification, due to a lack of referencing seen within candidates' work.

Through using Turnitin, two candidates were identified who may have potentially used AI tools, or Large Language Models (LLMs), to generate content for at least one Learning Objective. These included explanations of different business terms and financial analyses.

One candidate admitted to using ChatGPT in the later parts of their coursework as they had not understood some of the questions and felt assistance from their teacher was “too infrequent”. They stated their logic was it was no different to asking a teacher for advice as the AI tool would take information from across the internet and since they were asking specific questions, the ‘reply’ from the AI tool would be the same as getting teacher advice and feedback.

The other candidate admitted they had used an AI tool to generate content for their work but couldn’t remember which sections of work had been their own.

Although the cohort had been told about plagiarism and how to avoid it, there had been no specific mention of AI tools – despite AI misuse being a form of plagiarism.

Based on the evidence provided by the centre, it was determined that the two candidates would receive zero marks for the affected Learning Objectives.

Example 3 - Awarding body: Pearson

Qualification: Extended Project P301

During a regular review of work for the purposes of identifying potential AI misuse, a candidate’s Extended Project submission was identified by detection software as containing several unreferenced sections of AI generated content. A further evaluation of the submission concluded multiple sections of the work included extensive indicators associated with generative AI. Upon contacting the centre, the candidate declined to provide a statement explaining the concerns, and the case was referred to Pearson’s Malpractice Committee for consideration.

Following a careful review of the available evidence, the Malpractice Committee found the candidate to be in breach of the JCQ AI Use in Assessments document which defines as malpractice “copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student’s own” and “failing to acknowledge use of AI tools when they have been used as a source of information”.

The Malpractice Committee determined, as the result of the malpractice, the candidate be disqualified from the qualification.

Example 4 - Awarding body: OCR

Qualification: A Level Art and Design

A candidate was suspected of having AI-generated content from DeepL, an AI powered translation tool, in their sketchbook for A Level Art and Design. The Deputy Head of the centre explained that the candidate’s approach involved researching in their own language and then translating all of this into English. The candidate admitted they used DeepL to translate source material into their sketchbook and were aware that this was not allowed for their assessment. By translating their work in this way, the candidate effectively called into question the overall authenticity of the work. From that point onward, it became unclear what ideas, knowledge, and understanding presented were entirely their own.

The teacher reported that while reviewing the candidate's work, they identified several sections with writing inconsistencies. Through their own internal analysis, the centre estimated 98% of the content to be influenced by AI. The candidate explained that most of their academic materials were in their own language, which caused difficulties in their work. They assumed that DeepL would be a reliable and accurate translator for their needs. However, they were unaware that it utilised AI support.

Despite checking DeepL's website, they did not realise the seriousness of using AI at the time and would have avoided translation software had they known. The centre stated that candidates were made fully aware of the rules and regulations around AI use leading up to the assessment.

The JCQ Instructions for Conducting Non-Examination Assessments prohibit candidates from using the internet or other sources without acknowledgment. It is evident that the candidate breached the assessment regulations by not acknowledging and referencing the use of an AI-powered translation tool in their work. Furthermore, the candidate was aware of the implications as the centre had, on multiple occasions, provided guidance on referencing and AI. Additionally, the candidate signed a declaration of authenticity form confirming that the work submitted was their own, which included that they had clearly referenced any sources and AI tools they had used.

In view of the above and in accordance with the JCQ Suspected Malpractice Policies and Procedures document, the candidate was sanctioned with a loss of marks which resulted in zero marks being awarded for the component.

Example 4 - Awarding body: WJEC

Qualification: Level 3 Diploma in Criminology, Unit 3 controlled assessment

During a centre's internal moderation process and prior to work being submitted to WJEC moderation, an assessor/teacher at the centre suspected that part of the work presented was not entirely the candidate's own.

It was suspected by the assessor that certain assessment criteria within the work did not match the work produced within other assessment criteria produced by the candidate.

With this particular qualification, candidates are permitted to take a folder of general notes into the assessment based on prior research for an unseen assignment brief.

When comparing the assessment criteria of concern to the notes the candidate took into the assessment, it was found that the candidate had copied their notes word for word, and they were identified as being generated by AI. The candidate had not referenced the source as AI-generated and had not declared it.

On receipt of the candidate's work WJEC conducted further checks of the work via an AI detection tool, which provided evidence to confirm the centre's suspicion.

The checks of the candidate's full body of work did not detect any further AI-generated content elsewhere.

As part of the investigation, the candidate confirmed that they had used an AI tool for one section of their notes only, due to rushing to prepare their notes prior to the assessment taking place.



Following a careful review of the available evidence, WJEC determined that the candidate was in breach of the assessment requirements and JCQ AI Use in Assessments document which defines as malpractice “copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student’s own” and “failing to acknowledge use of AI tools when they have been used as a source of information”.

WJEC decided that as a result of the AI misuse being confined to one assessment criteria, the candidate received a penalty of loss of marks for a section. The impact of which resulted in the candidate not obtaining the overall qualification, as all assessment criteria for the unit must be met and a minimum number of marks must be achieved in each assessment criteria to gain the qualification.

