



ALTERNATIVE PROVISION

AI Policy

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Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP
Directors*

Table of Contents

Aims.....	3
Intentions / Guiding Principles	3
Monitoring AI Use	4
Identifying Misuse	5
Use of AI in Exams	6
Reporting of Non-Compliance	7
Conclusion.....	7
Raise Values	7

Aims

The aim of this policy is to provide guidance and support to all stakeholders, with regard to the use of generative Artificial Intelligence (AI) in the provision; whilst ensuring that we protect the integrity of assessments, in line with the guidance from the JCQ.

Intentions / Guiding Principles

At [RAISE AP](#) we are keen to embrace the opportunities that Artificial Intelligence (AI) affords our learners, and we are aware of the need to educate students and prepare them for the workplace, where AI will potentially play a key role.

We encourage the use of AI to expand classroom instruction, facilitate personalised learning, develop student curiosity, critical thinking and personalised learning. We also encourage the use of AI to reduce teacher workload and provide feedback and personalised assessment of student work.

AI will not replace direct instruction of teacher interaction.

Staff will guide and monitor student use of AI, to ensure that it aligns with the [RAISE AP](#) curriculum objectives and learning outcomes.

We will take a proactive stance about AI-related safeguarding risks

We will ensure that any use of AI in Non-Examination Assessment (NEA) materials is compliant with the guidance set out by the [JCQ](#).

AI Use in Assessments: Protecting the Integrity of Qualifications

Students must make sure that work submitted for assessment is demonstrably their own. If sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student, and the student must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore they will not be rewarded.

If teachers have doubts that the authenticity of student work submitted for assessment, and if the use of AI has not been properly acknowledged, they must investigate and take appropriate action.

Monitoring AI Use

In order to reduce the risk of plagiarism and inappropriate use of AI the class teacher will:

- Explain the importance to all students of submitting their own independent work for assessments (via communication through course materials, exam instructions and regular class / assembly briefings).
- Ensure that students are clear about how to reference the use of technology and websites appropriately.
- Ensure they are familiar with AI tools, their risks and the available AI detection tools.
- Ensure that, if necessary, they know how to disable access to AI/internet if they need to.
- Reinforce to students the importance of their declaration when they confirm that the work they submit is their own and the consequences of a false declaration.
- Set reasonable deadlines for the submission of work and provide reminders.
- Where appropriate, ensure that a sufficient proportion of the work is completed under direct supervision to allow the teacher to authenticate the student's work with confidence.
- Examine intermediate stages in the production of work to ensure that there is a natural continuation of earlier stages.
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material.
- It may occasionally be necessary to engage the student in a short verbal discussion about their work to ascertain that they understand it and it reflects their own independent work.
- Not accept, without further investigation, any work that they suspect may have been generated without proper acknowledgement.
- Ensure consequences are emphasized when using unauthorised AI, such as disqualification, failure or disciplinary action.

Identifying Misuse

Teachers and leaders will use a wide range of approaches to review work. These include comparing the assessment material with work previously created by the student.

If the teacher suspects malpractice, then the piece of work in question must be submitted to the Exams Officer and they will enlist the use of Automated Detection software to check and verify these concerns.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Detection measures (potential indicators of AI) include:

- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not appropriate to the qualification level.
- A lack of direct quotations and/or use of references where these are required/expected. Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors).
- A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects.
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered.

- A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work.
- A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this.
- A lack of graphs/data tables/visual aids where these would normally be expected.
- A lack of specific local or topical knowledge.
- Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected.
- The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability.
- The submission of student work in a typed format, where their normal output is handwritten.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit.
- The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.
- Overly verbose or hyperbolic language that may not be in keeping with the student's usual style.

Use of AI in Exams

We will not use AI in any exam without prior written approval from the JCQ.

All AI-based assistance and software will be subject to the regulations laid out by the JCQ.

AI-based assistance or software may only be used if it is authorised by the JCQ and is used in accordance with the regulations.

Reporting of Non-Compliance

Any staff member who identifies any AI-based activities or software that is or may be in violation of the JCQ regulations must report the activity or software immediately to the Exams Officer.

Any students who are found to be in violation of the AI policy will be subject to disciplinary action as per the examinations policy.

If AI misuse is identified the consequences may include, but are not limited to:

- Invalidation of the NEA in question.
- A failing grade for the NEA or the entire course.

[RAISE AP](#) is fully committed to complying with JCQ regulations and guidelines regarding the prevention of unauthorised AI use.

Conclusion

At [RAISE AP](#) we are keen to embrace the opportunities new technology provides, **but this must not** come at the expense of upholding the integrity and fairness of assessments and examinations.

Raise Values

Our [RAISE-AP values](#) (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations), invest (tailoring setup for our young people) social skills (becoming part of a community) which are linked to our AI policy.
