

2.2.4 Academic Integrity and Assessment Malpractice

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Policy area:	2.2 Support for Learners
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Purpose

The purpose of this procedure is to detail how KWETB uphold the culture of Academic Integrity.

Scope

This procedure applies to all FET Provision and FET Provision-Second Providers. There is an integrated single policy, with integrated procedures for FET Provision and FET Provision-Second Providers.

Preamble

KWETB is committed to ensuring that assessment is fair and consistent and that all learners for assessment have equal opportunities to demonstrate their competence by participating in valid, reliable and transparent assessment.

Ethical behaviour in relation to assessment is part of the wider curriculum of all FET Provision and FET Provision-Second Providers. Learners and staff should be fully informed about their responsibilities in relation to assessment and for the prevention of assessment malpractice.

It is the responsibility of learners that all submitted work for assessment purposes, including text, graphics, tables, or any representation of ideas in print, electronic or any other media and artefacts, correctly acknowledges the source of any data which is not original to the learner. Within FET Provision and FET Provision-Second Providers, it is acknowledged that some learners are starting their academic journey, and that education about academic integrity must be embedded in planning of, and delivery of learner induction and information to learners.



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It is the responsibility of the Learning Practitioner to enable assessments which are valid, reliable and accessible and give learners the opportunity to reflect their real progress in learning or achievement. Formative feedback in response to submitted assessment evidence is key to furthering learning and supporting learners to achieve their goals. While KWETB centres avail of electronic applications to detect plagiarism, education about responsibility for academic integrity is the primary focus and strength for ethical behaviour in assessment.

The Programme Co-ordinator should ensure that both learners and Learning Practitioners are informed in relation to Assessment Malpractice

Assessment malpractice may include but is not limited to:

- Plagiarism i.e., passing off someone else's work as the learner's own work, with or without receiving their permission
- Direct plagiarism of another learner's work or getting another person to complete the assessment activity (both parties should be involved in the investigation)
- Impersonation of another learner
- Failure to produce correct personal identification for the purpose of engagement in an assessment activity
- Fabrication of assessment evidence
- Purchasing or obtaining assessment evidence from a third party/online source/another source where the work is not the learner's own work
- AI generated material
- Alteration of results
- Wrongly obtaining secure assessment materials – e.g., examination papers
- Unauthorised removal of assessment material from the assessment location
- In an assessment event (e.g. examination), any form of communication with other learners Tampering with assessment instruments or evidence
- Behaving in any way that undermines the integrity of the assessment process

Where assessment malpractice is suspected with due cause, this should be reported and processed according to KWETB procedures in a way which is consistent, transparent and fair to all learners.

Procedure – 2.2.4 Academic Integrity and Assessment

1	The Programme Co-ordinator should ensure that education about academic integrity and assessment malpractice is transparent and embedded in learner induction and information-sharing. To ensure that learners are confident in their abilities to successfully participate in assessment activity, the Programme Co-ordinator and Learning Practitioner should reinforce information-sharing on Reasonable Accommodation, Compassionate Considerations, Referencing Support and the ALISS service throughout the duration of the course.
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2.	The Programme Co-ordinator and Learning Practitioner should ensure that information-sharing about Academic Integrity and Assessment Malpractice is constantly reinforced through the duration of the course.
3	The Learning Practitioner should use computer applications, where applicable to check the reliability of assessment evidence submitted. The Learning Practitioner should ensure the validity of the submission of Skills Demonstration or Examinations assessment.
4	The Learning Practitioner should engage in questioning and seek clarification with the learner prior to escalating to the Programme Co-ordinator.
5	The Learning Practitioner should report suspected infringements of academic integrity, or assessment malpractice to the Programme Co-ordinator or designated responsible person. The Learning Practitioner should complete the Assessment Malpractice Incident Report. The Learning Practitioner should return the completed and signed Assessment malpractice Incident Report to the Programme Co-ordinator.
6	The Programme Co-ordinator should convene a meeting with the Learning Practitioner and the learner. The learner can bring a person with them to the meeting. The Learner should be given the opportunity to respond and give an initial response. The Programme Co-ordinator should ensure that the learner(s) whom the allegations have been made against are aware of: • The evidence that exists to support the allegations • The possible consequence for them if the allegation is upheld • Confidentiality if documentation is shared with relevant parties. (Documentation should only be shared with parties that are key to the investigation) • The appeals procedure, should a decision be made against him or her Minutes should be signed and dated.
7	The Programme Co-ordinator should convene a second meeting no later than five working days with the Learner to allow the Learner the opportunity to respond to the allegation. The Learning Practitioner may be requested to attend the meeting.
8	The Programme Co-ordinator should ensure that the learner's response to the allegation is recorded in writing.

	The Programme Co-ordinator should ensure that all other evidence about the incident is recorded in writing. The Programme Co-ordinator should ensure that minutes of the meeting are typed up and signed by all parties. The Programme Co-ordinator should ensure that documentation is stored in a secure manner.
9	The Programme Co-ordinator with recommendation from the Learning Practitioner should decide the outcome based on the evidence gathered. The decision should be based on the Policy with established sanctions. If the learner admits to Learner Assessment Malpractice at this point, the Programme Co-ordinator and the Learning Practitioner should decide on appropriate sanctions. If the Programme Co-ordinator deems that there is no evidence of assessment malpractice, the matter is closed.
10	The Programme Co-ordinator should communicate the decision to the learner.
11	Dependent if the Assessment Malpractice is a minor or major offence, sanctions should be put in place: A minor offence involves errors in judgement without clear intent by the learner to engage in Assessment Malpractice. A major offence is whereby the learner premeditates to engage in Assessment Malpractice. If an instance of a major offence in malpractice/plagiarism is proven, a mark of zero is assigned to that piece of the learner's work.
12	If malpractice/plagiarism is not proven, the learner's submission is marked and graded in the normal way.
13	It is important that the learner who has engaged in assessment malpractice is supported by the Programme Co-ordinator and supports are put in place to support the learner.
14	The Programme Co-ordinator should complete the Investigation Report (Academic Integrity).

	The Programme Co-ordinator should ensure that the Investigation Report (Academic Integrity) is filed in a secure manner.
15	The Programme Co-ordinator should ensure that the Investigation Report (Academic Integrity) is attached to the Internal Verification Report for the certification cycle and drawn to the attention of the External Authenticator. If zero mark has been awarded, this would not require to be externally authenticated. The Programme Co-ordinator should send a copy of the Investigation Report (Academic Integrity) to their line manager.
16	The Programme Co-ordinator should ensure that the learner is aware that they can appeal the process through KWETB's appeals procedures, in which case their line manager will manage the process. The Programme Co-ordinator should ensure that the learner is aware that appeals must be made within 5 working days from the date of communicating the findings of the investigation using the Appeals Assessment Malpractice Application Form.

Link to other Policies/Procedures

1.3.2	Information to learners about Assessment
1.3.9	Feedback to Learners
1.3.10	Internal Verification
1.3.11	External Authentication
2.1.1	Student Induction
2.1.3	Information to Learners
3.4.1	Learner Records
3.4.4	GDPR

Resources

Resources	• KWETB Citing and referencing Guide/Style Guide • Assessment Malpractice Incident Report Template • Investigation Report (Academic Integrity) Template • Appeals Assessment Malpractice Application
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