



Academic Integrity Policy

Issued: September 2023

Version: 1.0



kcetb

Bord Oideachais agus Oiliúna
Chill Chainnigh agus Cheatharlach
*Kilkenny and Carlow
Education and Training Board*

Document approval and issue details

Version	1.0	Ref. Code:	AIP
Approved by:	QAOC		
Date Approved:	07/09/2023		
Staff members should consult the QA website or Portal for the latest version of this document.			

Members

Amanda Butler

Sarah Barron

Contents

Glossary of Terms	4
1. Introduction	6
2. Policy Statement	6
3. Related Policies, Documents and Guidelines.....	6
4. Expectations of staff	7
5. Expectations of Learners.....	7
6. Mitigating Risks to Academic Integrity	8
6.1. Communicating with Learners	8
6.2. Assessment Design	8
6.3. Programme development and review	9
7. Threats to Academic Integrity	9
7.1.1. Artificial Intelligence	9
7.1.2. Contract cheating services	9
8. Assessment Malpractice	10
8.1. Learner Assessment Malpractice	10
8.1.1. Plagiarism.....	10
8.1.2. Unacceptable behaviour in relation to assessment	11
8.2. Procedures in this Policy Area.....	11
8.2.1. Malpractice in relation to assessment events (i.e. examinations, skills demonstrations).....	11
8.2.2. Malpractice in relation to coursework (i.e. assignments, projects, collection of work)	11
8.3. Reporting and investigation process.....	12
8.3.1. Initial Referral	12
8.3.2. Referral for Investigation	12
8.3.3. Conducting and reviewing the investigation	13
8.4. Notification of outcome of investigation	13
8.4.1. Unsubstantiated.....	14
8.4.2. Substantiated	14
8.5. Assessment Malpractice appeals	14

8.5.1. Process for appealing the outcome of assessment malpractice allegation/investigation	15
8.5.2. Process when no appeal is lodged	15
8.5.3. Review and Corrective/Preventative Action Planning.....	15
9. Quality Assurance Academic Integrity Monitoring.....	15

Glossary of Terms

Academic integrity*	The commitment to, and demonstration of, honest and moral behaviour in an academic setting
Academic misconduct*	Academic misconduct is any attempt by someone to seek unfair advantage in relation to academic activity or which facilitates others to gain an unfair advantage, or to profit from the sharing or selling of your own or others' work without permission.
Assessment Malpractice	Any behaviour engaged in by assessor or learner which enhances the learners' attainment in assessment beyond what they might have attained unaided. Assessment malpractice also includes any action that compromises the integrity of the process.
Assessment Regulations	The rules governing the assessment
Blackmail*	Where there is a demand for payment or favours from a learner in return for keeping their purchase of an assignment which has been submitted to their institution, secret.
Bribery*	The offering, promising, giving, accepting or soliciting of an advantage as an inducement for action.
Cheating*	Actions that attempt to get advantage by means that undermine values of integrity.
Coercion*	Using force, intimidation, authority or persuasion to compel a person(s) to author work for a learner which is subsequently submitted to the institution as that learner's own work without acknowledging the author's work.
Collusion*	Undisclosed collaboration of two or more people on an assignment or task, which is supposed to be completed individually.
Contract cheating*	Form of academic misconduct when a person uses an undeclared and/or unauthorised third party, online or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved.
Data Fabrication*	Making up data and presenting that data as genuine.
Data Falsification*	Data Falsification or Falsification of Data is the unjustified manipulation of research data with the intention of giving a misleading impression.
ETBI	Education and Training Boards Ireland

Fabrication of Evidence	Making up assessment evidence e.g. pretending to have completed a practical task that you did not do
FET	Further Education and Training
Impersonation*	Undertaking in whole or in part any work required as part of a programme in the place of an enrolled learner, without permission from the provider; Sitting an exam; or having someone else sit an exam in place of an enrolled learner, without permission of the provider.
KCETB	Kilkenny and Carlow education and Training Board
NAIN	National Academic Integrity Network
Plagiarism*	Presenting work / ideas taken from other sources without proper acknowledgement.
QQI	Quality and Qualifications Ireland

* Taken from: National Academic Integrity Network: [National Principles and Lexicon of Common Terms; Published by Quality & Qualifications Ireland \(QQI\), September 2021 \(1st edition\)](#)

1. Introduction

This Policy outlines the principles and responsibilities for academic integrity within Kilkenny and Carlow Education and Training Board (KCETB) Further Education and training (FET) centres and colleges. KCETB is committed to the highest standards of academic integrity and honesty. This policy outlines the expected behaviours and practices regarding academic conduct for all learners and staff.

The aim of this policy is to:

- Outline expectations of both staff and learners in relation to academic integrity
- Describe how risks to academic integrity can be mitigated against
- Outline threats to academic integrity including the availability of artificial intelligence services and contract cheating services
- Explain what assessment malpractice is and how it is dealt with at KCETB
- Describe how KCETB monitors academic integrity notifications

2. Policy Statement

Academic Integrity is an essential element of the 'Fair and Consistent Assessment of Learners'. KCETB is committed to implementing supports and providing information to staff, learners and other stakeholders in the areas of:

- Academic integrity
- Assessment malpractice
- Artificial intelligence

KCETB is aware of the constantly evolving plagiarism platforms and tools that are freely available online. Although some are referenced in this policy, the principles apply to all such platforms and tools that are, or may become available, at any time.

KCETB is committed to combating attempts to undermine academic integrity by providing information, resources and support to staff and learners. Where possible, plagiarism detection systems are used. Reporting and monitoring systems are also available to both staff and learners.

3. Related Policies, Documents and Guidelines

Below is a non-exhaustive list of related policies, documents and guidelines:

- [National Academic Integrity Network \(NAIN\) Academic Integrity Guidelines](#)
- [National Academic Integrity Network \(NAIN\): National Principles and Lexicon of Common Terms](#)
- [A Learner's Guide Academic Integrity](#) (available internally for KCETB staff on the QA portal and for KCETB learners on the 'Welcome to FET' Learner portal)
- [Referencing Handbook for the Further Education and Training \(FET\) Sector](#) (available internally for KCETB staff on the QA portal and for KCETB learners on the Learner portal)

- [Academic Writing Handbook for Learners in the Further Education and Training \(FET\) sector](#) (available internally for KCETB staff on the QA portal and for KCETB learners on the Learner portal)
- KCETB [Research Integrity Policy](#)
- KCETB [Assessment Policy](#)
- Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019; [New section 43A of Principal Act - offence to provide or advertise cheating services](#)

Note: Any updated relevant information will be included on the KCETB QA website, on the staff QA portal and / or the Learner portal as required. Up to date information is also published by Education and Training Boards Ireland (ETBI) on their [FET Digital Library](#) and [Further Education and Support Services \(FESS\)](#).

4. Expectations of staff

Staff are expected to be aware of threats to academic integrity and endeavour to:

- take all reasonable steps to prevent, detect and deal with instances of academic misconduct.
- make clear to students what constitutes plagiarism, collusion and other forms of academic misconduct in their courses or programs.
- where possible and practicable, use plagiarism detection software and other methods to check assignments and assess originality of student work.
- correct, mark and grade assessments based only on the demonstrated knowledge and abilities of the individual student.
- report suspected assessment malpractice events
- notify Quality Assurance (QA) of any contract cheating opportunities identified

5. Expectations of Learners

All assignments must be the student's own original work. Learners should note that:

- copying another learner's work or allowing work to be copied is a violation of academic integrity and is not allowed.
- sources should be properly acknowledged for all ideas, information, or wording that comes from another source. Failure to properly cite sources is considered plagiarism.
- work must be produced independently, unless otherwise directed by teaching staff. Collusion with another student on assessed assignments is not permitted unless it has been explicitly authorised.
- giving unauthorised aid in assignments or examinations is not allowed.

Learners should read [A Learner's Guide Academic Integrity](#) for more information, explanations and examples.

6. Mitigating Risks to Academic Integrity

KCETB encourages acknowledgement and open discussion around integrity in assessment. Academic integrity is defined as ‘the commitment to, and demonstration of, honest and moral behaviour in an academic setting’¹. To mitigate the risk to academic integrity, KCETB is committed to considering academic integrity throughout the learner journey as outlined in the sections below.

6.1. Communicating with Learners

An open discussion around the value of academic integrity with learners is encouraged at the beginning and throughout the course. It is important to emphasise the ethics and principles around plagiarism and cheating and how a strong ethical approach to work is an important vocational attribute.

It is important to explain the difference between collusion and collaboration. Group work and teamwork is a great way to learn. However, colluding to find shortcuts and cheating opportunities, is not an honest and sincere approach to education.

Any learner that does not complete an assessment as intended will have gaps in their knowledge, skills and / or competence irrespective of the certificate they obtain.

Supporting documents have been listed in section 3.

Staff should be alert to learners that might be vulnerable to Academic Integrity threats and be ready to support them. Vulnerable learners might include:

- learners under pressure for time
- learners with poor participation levels in class
- learners struggling to meet assessment deadlines
- learners with mental or physical health difficulties that might impact their ability to complete assessments as directed
- learners with poor attendance records
- learners who are struggling to meet the required standard for the award
- learners who are unable or unwilling to follow the referencing guidelines

For these learners, additional supports, compassionate consideration, reasonable accommodation or directing them to guidance counsellors may be appropriate.

6.2. Assessment Design

Internal assessors are encouraged to acknowledge the risk to academic integrity when designing assessments. This can be done by considering:

- Alternative versions of examinations that are reviewed and changed annually
- Assessment briefs that require the presentation of project and assignment type assessments

¹ National Academic Integrity Network: National Principles and Lexicon of Common Terms; Published by Quality & Qualifications Ireland (QQI), September 2021 (1st edition)

- Conducting interviews with learners about their work that has been submitted. This could be a ‘capstone interview’ across many or all the modules in a course
- Outlining the requirement to reference in the assessment brief
- Reviewing and modifying assessment briefs regularly

Note: Assessments other than those outlined in a descriptor are possible. Alternative assessments can be reviewed by the QA team as per *Process 7: Submit an alternative assessment brief or update a current assessment brief* which is detailed in the [Programme and Awards Approval and Review Policy](#). If a descriptor update is required, *Process 4: Review an existing award (major/minor/special purpose/supplemental) and update it*, can be followed.

6.3. Programme development and review

The programme development and review process at KCETB is detailed in the [Programme and Awards Approval and Review Policy](#). This applies to new and existing awards. KCETB is committed to considering academic integrity at all stages of programme development and review.

7. Threats to Academic Integrity

7.1.1. Artificial Intelligence

‘AI is the ability of a machine to display human-like capabilities such as reasoning, learning, planning and creativity’ (Taken from ‘What is artificial intelligence and how is it used?’)².

KCETB recognises the generative artificial intelligence tools that are available and in use in education and training. The European Union (EU) is currently developing a regulation on artificial intelligence³ that outlines new rules to establish obligations for providers and users depending on the level of risk from artificial intelligence.

KCETB is aware of artificial intelligence tools (acknowledging that this is a fast-evolving area and that many more will be available and updated by the time this policy is issued) and staff can access this list on the [QA Portal](#):

KCETB permits use of artificial intelligence for the purposes of teaching and learning in controlled circumstances that are transparent and fair to all learners and complement the delivery of a module. The use of artificial intelligence in submitted assessment material must be carefully and accurately acknowledged by the learner in line with recommendations on referencing ([Referencing Handbook for the Further Education and Training \(FET\) Sector](#)).

7.1.2. Contract cheating services

In addition to threat from artificial intelligence, there are individuals and online companies that offer bespoke assignment writing services to learners across all discipline areas and award types on the National Framework of Qualifications. The use of these services is known as ‘contract

² <https://www.europarl.europa.eu/news/en/headlines/society/20200827STO85804/what-is-artificial-intelligence-and-how-is-it-used> (accessed 29/08/2023)

³ [EU AI Act: first regulation on artificial intelligence](#) (accessed 09/08/2023)

cheating’. These services can modify assignments to combat anti-plagiarism tools (such as TurnItIn) and provide bespoke assessment material on demand; normally for a fee.

Quality and Qualifications Ireland (QQI) QQI is the state agency responsible for the external quality assurance of further and higher education and training in Ireland. The QQI website outlines the Legislation that was introduced in November 2019. ‘Section 43A of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 makes it an offence to:

- facilitate a learner to cheat in any way;
- advertise cheating services to learners; and
- publish advertisements for cheating services to learners⁴

Anyone can report an incidence of contract cheating to the QA team using the form [AI 01 KCETB Contract Cheating Notification](#).

8. Assessment Malpractice

8.1. Learner Assessment Malpractice

Learner Assessment Malpractice is defined as intentional malpractice perpetrated by a learner during the assessment process. Within the scope of Learner Assessment Malpractice, KCETB recognises two further sub- categories of plagiarism and unacceptable behaviour in relation to learner malpractice in assessment.

8.1.1. Plagiarism

Plagiarism is defined as ‘Presenting work / ideas taken from other sources without proper acknowledgement’⁵. This is the practice of learners submitting work for assessment that is not their own original work but work that has been copied from published work, on- line sources, other learners’ work and/or other sources and not referenced as such. Plagiarism in assessment may include practices that involve, but are not limited to:

- Copying work from any source or medium without reference (i.e. website, book, journal article)
- Representing as their own, work completed by and/or authored by another person, including other learners
- Procuring work from a company or external source including the internet
- Submitting work that was previously submitted for assessment by another learner
- Passing off a design or an idea as one’s own without acknowledging the original source
- Submitting collaborative work as one’s own without acknowledging the contribution of others

⁴ <https://www.qqi.ie/what-we-do/quality-assurance-of-education-and-training/prosecution-of-contract-cheating>

⁵ [National Principles and Lexicon of Common Terms; Published by Quality & Qualifications Ireland \(QQI\), September 2021 \(1st edition\)](#)

KCETB considers such practices as malpractice and fraudulent and all suspected cases will be investigated and dealt with appropriately in accordance with the procedures that follow.

KCETB expects all work submitted by learners for assessment to be accompanied by a copy of the relevant Assessment Brief, with the Declaration of Original Work signed by the learner. Work submitted electronically must also be authenticated e.g. by tick box. All suspected cases of plagiarism will be investigated in accordance with these procedures if the work has been signed and deemed as authentic by the learner.

8.1.2. Unacceptable behaviour in relation to assessment

Unacceptable behaviour in assessment may include but is not limited to:

- Engaging in behaviour that undermines the integrity of the assessment event or process
- Violent, disruptive or offensive behaviour in relation to assessment
- Impersonation of another person for the purpose of completing an assessment
- Fabrication or falsification of data, results or evidence for the purpose of assessment
- Unauthorised removal of assessment material from the assessment location
- Deliberate tampering, interference with, damage to or demolition of assessment related materials including those of other learners
- Unauthorised use of electronic communication technology or other materials during the assessment
- Unauthorised assisting of other learners during the assessment
- Any form of unauthorised communication with other learners during an assessment event such as an examination
- Collusion with other learners on an assessment, beyond what is authorised
- Engaging in unsafe practices in assessment
- Engaging in blackmail / coercion / bribery in relation to assessment

This list is not exhaustive.

8.2. Procedures in this Policy Area

8.2.1. Malpractice in relation to assessment events (i.e. examinations, skills demonstrations)

Suspected learner malpractice in an assessment event e.g. examination or skills demonstration, will be dealt with promptly by the Assessment Invigilator and in accordance with procedure outlined in KCETB's policy and procedures pertaining to Examinations: Preparing, Conducting and Concluding. These instances must be recorded and where applicable, evidenced on the Examination Invigilation Report, see [AP15 Exam Invigilation Report](#). Material that forms the basis for the suspicion of malpractice will be confiscated. The learner will be permitted to continue and complete the examination or skills demonstration.

8.2.2. Malpractice in relation to coursework (i.e. assignments, projects, collection of work)

The Internal Assessor may be able to check learner evidence in respect of assessment as it progresses or develops. This may include draft submissions of work in progress. Where the Internal Assessor is not able to directly observe or verify the work in progress, he/she may employ a number of approaches designed to enhance the reliability of the evidence and discourage/detect malpractice. These include:

- Learner's Declaration of Original Work (Mandatory)
- Personal diaries/logs/statements
- Independent testimony from third parties

- Peer reports (for group assessments)
- Questioning/Interviewing
- Use of plagiarism detection software

Cases of suspected Assessment Malpractice involving coursework (assignment, project, collection of work) must be reported by the Internal Assessor who has detected malpractice and is unable to verify the reliability of the evidence.

Learners, or stakeholders other than teaching staff, may also detect and report suspected cases of assessment malpractice.

8.3. Reporting and investigation process

8.3.1. Initial Referral

If an assessment malpractice event is suspected and the reliability of learner evidence cannot be verified with confidence, then form [AI 02 Alleged Assessment Malpractice Notification Form](#) should be completed. It is recommended that the form is completed as soon as possible (within 24 hours of detection where possible).

The QA Team receives and monitors all assessment malpractice notifications. They will review each submission and discuss the details with any or all of the following:

- Centre Manager / Principal / Deputy principal or his/her nominee
- Internal assessor
- Learner
- Person who has reported the alleged malpractice.

If the learner acknowledges that malpractice has been perpetrated, the potential sanctions are as follows:

- The learner evidence for that element of the assessment is awarded 0 marks
- Re-submission is not permitted
- A written warning is issued to the learner if it is a first offence
- Additional sanctions will apply where it is not a first offence

Every effort will be made to ensure the process is concluded within three (3) working days from the receipt of the initial notification.

8.3.2. Referral for Investigation

If the issue remains unresolved, i.e. the learner denies that malpractice has been perpetrated, then the matter must be referred to the Academic Integrity Committee for further investigation. Every effort will be made to ensure the process of referral for investigation is completed within three (3) working days.

The learner under investigation must be notified in writing, by post or email, that an allegation of assessment malpractice has been received and that the matter has been referred for investigation. The QA team has responsibility for organising this notification and must provide the learner with the salient information in relation to how the investigation will be conducted. A

template for this notification – [AI 03 Notice of Allegation of Assessment Malpractice Template Letter](#) is provided. This notification must be provided to the learner within three (3) working days of the receipt of the form alleging that malpractice has occurred. **Section A** of the [AI 05 Alleged Assessment System Malpractice Review and Report Form](#) must be completed documenting the decision to proceed to investigation.

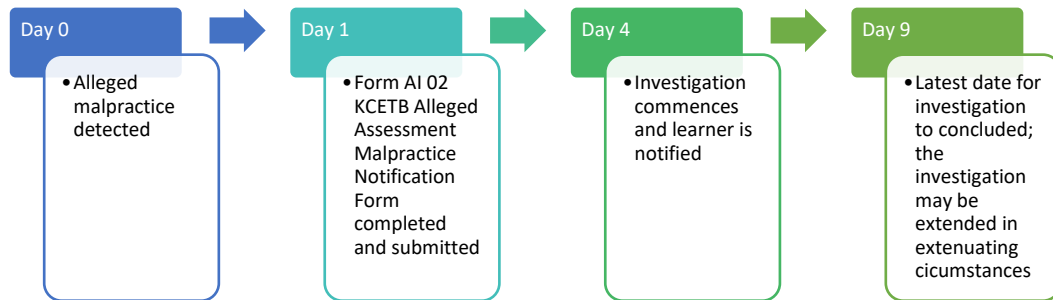


Figure 1 Timeline for the Alleged Malpractice process

8.3.3. Conducting and reviewing the investigation

The Academic Integrity Committee will review the details of the investigation. The persons involved in the investigation must confirm that no conflict of interest exists by completing and signing [AI 04 Declaration Regarding Conflict of Interest Issues](#).

The investigation will commence with a collation of all the relevant facts pertaining to the alleged Learner Assessment Malpractice. This may include the following:

- the completed [AI 02 Alleged Assessment Malpractice Notification Form](#) and / or [AP15 Examination Invigilation Report](#) pertaining to the alleged malpractice.
- the materials, documentation or other evidence giving rise to the allegation
- relevant evidence e.g. reports generated by software that have substantiated malpractice
- notes resulting from any interview with the Internal Assessor/teacher making the allegation
- notes resulting from any interview with the learner under investigation
- notes/ statements resulting from interviews with other relevant parties e.g. other learners
- review of related or relevant assessment reports
- other records deemed to be relevant to the investigation

Section B of the [AI 05 Alleged Assessment System Malpractice Review and Report Form](#) is completed when a review of the information and evidence is finished.

8.4. Notification of outcome of investigation

The outcome of the investigation is recorded on [AI 05 Alleged Assessment System Malpractice Review and Report Form](#). The report will indicate the outcome of the investigation as ‘Allegation substantiated: Yes / No’. The report outlines the individuals consulted and evidence / documentation reviewed as part of the investigation. The report must be submitted to the Centre

Manager or his/her nominee.

8.4.1. Unsubstantiated

If the investigation fails to conclusively substantiate malpractice, having considered all of the evidence and submitted documentation, the Centre Manager or his/her nominee will convey these findings to the learner under investigation within three (3) working days from the receipt of the investigators report. No sanctions are applied, and no further action is taken. This outcome is communicated in writing on [AI 06 Notice of Outcome of Investigation \(Unsubstantiated\)](#). The Centre Manager or nominee will follow-up with a well-being check with the learner.

8.4.2. Substantiated

If the investigation concludes that the allegation of Learner Assessment Malpractice is substantiated, the Centre Manager or his/her nominee must convey this finding in writing to the learner under investigation within three (3) working days from the receipt of the investigators report. This communication must also outline the sanction that will apply, the appeal form and timeline. A template letter is available: [AI 07 Notice of Outcome of Investigation Letter \(Substantiated\)](#).

The Centre Manager or his/her nominee is also responsible for the decision as to the sanction that is to be applied in the case of a substantiated malpractice outcome, having regard to the guidelines on sanctions (see Appendix 2 – Sanctions). The sanction to be applied is outlined in the written notification to the learner. The Centre Manager or his/her nominee must also ensure that the learner is made aware of the actual and/or potential impact on certification.

The outcome of the investigation must also be communicated to other relevant personnel including the Internal Assessor and the co-ordinator of the programme on which the learner is registered. A summary of the substantiated findings and the subsequent sanction applied must be included in all reporting pertaining to the Internal Verification, External Authentication and Results Approval process. Recommendations from assessment malpractice reports should inform planning for corrective and/or preventative action within the centre and KCETB as required.

An investigation involving a learner for alleged Assessment Malpractice does not preclude the learner being referred to the centre's Code of Conduct and associated process and procedures.

8.5. Assessment Malpractice appeals

A learner is entitled to appeal the outcome of the Learner Assessment Malpractice investigation. The appeal can be activated on the following grounds:

- The alleged malpractice was not processed in accordance with fair procedures and underpinning principles
- The process did not adhere to the Terms of Reference or timelines outlined for the process
- The decision was erroneous and not based on sound evidence
- New evidence/information has become available that was not available at the initial investigation stage

The learner may also appeal the sanctions imposed on the grounds that they feel that the sanction is disproportionate and/or unfair.

8.5.1. Process for appealing the outcome of assessment malpractice allegation/investigation

Appeals must be received by the Centre Manager within ten (10) working days of the receipt of the outcome of the investigation by the learner. All appeals must be made in writing by completing and submitting the form [AI 08 Appeal of Outcome of Assessment Malpractice Allegation/Investigation](#) to the Centre Manager or his/her nominee.

Appeals are referred by the Centre Manager to the QA team who shall direct the appeals to the Assessment Appeals Review Committee. Personnel who were involved in the original investigation are not permitted to adjudicate on appeals applications. Additional representation for assessment malpractice appeals may be warranted from any of the following:

- Board of Management of the centre, where relevant
- Director of Further Education
- Suitable independent representation

[AI 04 Declaration Regarding Conflict of Interest Issues](#) must be signed by all parties.

If the grounds for appeal are deemed to be substantiated, a new investigation may be ordered by the appeals board/personnel.

The outcome of an appeal application should be communicated to the learner as promptly as is practicable, using [AI 09 Assessment Malpractice Appeals Result Notification Letter](#).

8.5.2. Process when no appeal is lodged

If no appeal is lodged, after 10 working days from the date of receiving notification of the findings of the investigation, the Centre Manager or his/her nominee can proceed to implement the sanctions (Appendix 2).

8.5.3. Review and Corrective/Preventative Action Planning

Corrective and preventative actions arising from review of malpractice incidents may include but are not limited to:

- Amendments to learner information pertaining to assessments
- Refresher briefing for personnel involved in assessment
- Amendments to assessment rules, procedures and/or regulations

9. Quality Assurance Academic Integrity Monitoring

The QA team will receive and monitor all notifications from [AI 02 Alleged Assessment Malpractice Notification Form](#) and [AI 01 KCETB Contract Cheating Notification](#). These are Microsoft forms. An Academic Integrity tracker will be managed by the QA team to track all notifications and ensure follow up. Where necessary, the QA Team will work with Quality and Qualifications Ireland (QQI) and any other awarding body to inform them of Academic Integrity

issues that have potential to impact on the integrity of awards. The QA team will be responsible for notifying QQI of concerns about contract cheating or possible breaches of Section 43A of the 2019 Act (email: academicintegrity@gqi.ie).

Appendix 1

Investigations of Alleged Assessment Malpractice - Underpinning Principles

Principle	Key Issues
Natural Justice	<p>Investigations will not disadvantage the person against whom the allegations have been made.</p> <p>The learner has the right to be made aware of the full facts and evidence associated with the allegation and given the opportunity to respond. The learner must not be penalised or excluded from any aspect of their course or other assessments pending the outcome of an investigation.</p> <p>Pending the outcome of an investigation, the learner will be permitted to continue and complete the assessment which should be marked on its own merit.</p>
Confidentiality	<p>Information pertaining to the investigation will be confined to those who have a role in the investigation.</p> <p>The learner must be informed that the outcome may be shared with other parties as is deemed necessary and procedural (e.g. examination and accrediting bodies, other relevant authorities where a crime has been committed). In cases of serious malpractices, it may be necessary for information to be exchanged amongst other relevant parties within KCETB.</p>
Transparency	<p>KCETB's policy and procedures pertaining to assessment malpractice will be communicated to learners as part of the initial induction process, at various stages throughout the duration of the programme and before and during assessment processes and events.</p> <p>All individuals involved in the process should be made fully aware of the process and informed of relevant dates, arrangements and decisions in relation to the investigation.</p>
Avoidance of Conflict of Interest	<p>The process will seek to ensure that those involved in an investigation of assessment malpractice do not have conflicting interests that may unfairly influence, or appear to influence, the outcome of an investigation. This includes situations where personnel:</p> <ul style="list-style-type: none"> • were engaged in any aspect of the assessment process • have a personal relationship or family relationship with the party being investigated • have a professional relationship with the party being investigated, that may be perceived to unfairly influence the investigation process

Appendix 2

Sanctions

Sanctions will be applied where Learner Assessment Malpractice is substantiated. Depending on the nature and extent of the malpractice and with reference to the Code of Acceptable Behaviour/Conduct of the centre, disciplinary actions may be required. In devising a fair and consistent system of sanctioning in respect of substantiated instances of Learner Assessment Malpractice, centres must have due regard to:

- The extent/severity of the malpractice
- The history of substantiated assessment malpractice by the specific learner within the centre
- The nature of the assessment activity

System of Sanctioning		
Occurrence	Recommended Sanction	Procedure
Learner Assessment Malpractice has been substantiated and the following conditions occur: The learner did not submit draft material for feedback in advance of the submission date thus negating the opportunity for issues of malpractice to have been detected and resolved.	Formal notification of outcome (see AI 07 Notice of Outcome of Investigation - substantiated) and <u>assessment element is</u> marked as zero and submitted.	The learner is issued with a formal notification of outcome by the Centre Manager. The assessor awards zero for that assessment element (assignment, examination, project) and this result is submitted.
Learner Assessment Malpractice has been substantiated in all elements of the assessment requirements of a minor award/module.	Formal notification of outcome and the <u>entire minor award/module</u> is marked as zero and submitted.	The learner is issued with a formal notification of outcome by the Centre Manager. The assessor awards zero for the module and this result is submitted.
A history of substantiated assessment malpractice by the learner. Serious unacceptable behaviour in respect of assessment practice.	Disciplinary Action is taken according to the Centre's Code of Acceptable Behaviour/Conduct and/or KCETB guidelines.	The Centre Manager takes appropriate steps in accordance with the Centre's Acceptable Behaviour/Conduct and/or KCETB guidelines.

The Centre Manager or his/her nominee will follow up with a well-being check on all learners who have been the subject of an investigation.