

Robotics and Automation Apprenticeship (RAA)

Assessment Malpractice Procedure

Arna chomhchistiú ag Rialtas na hÉireann agus ag an Aontas Eorpach
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Document Title/Reference	Robotics and Automation Apprenticeship (RAA) Assessment Appeals Procedure: Process or Results
Purpose	The purpose of this policy is to set out the procedure to appeal the Assessment process or result
Scope	These guidelines apply to all FET centres delivering the Robotics and Automation Apprenticeship, AMTCE as Coordinating Provider and Collaborating providers.
Contents	
Related Policies	
Audience & Communication	Applicable to all staff and learners of LMETB and to those of Collaborating Providers.
Policy/Procedure Owner & Implementation	The Policy owner is the CE of LMETB. It is the responsibility of the AMTCE and of the staff of Collaborating Providers to ensure the policy/procedure is implemented.
Monitoring, Evaluation and Continuous Improvement	The AMTCE QA Office together with the LMETB QA Office shall be responsible for keeping the policy and procedure up-to-date and for ensuring that only approved versions of the Policy/procedure are accessible via the LMETB website. The Procedure Owner shall periodically review this policy.
Revision History & Commencement Date & Date of Next Review	Commencement Date: TBC Date of next review: 4 years after above date

Assessment Malpractice

1. Principles of Assessment in relation to Assessment Malpractice

Quality assured assessment ensures that in criterion referenced assessment “apprentices are assessed, and the assessment judgment is made based on whether the apprentice has reached the required national standards of knowledge, skill and competence for the award” (QQI, Revised 2018 p.5).

Central to quality assured assessment is the assumption that apprentices are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI (Revised 2018) principles for assessment.

Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e., a practical assessment assesses a practical skill)
- Apprentices can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it.

Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills, and competence which the assessment measures should produce reliable and accurate results.

Reliability in assessment ensures that results are consistent under similar conditions. Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Apprentice evidence is reliable
- Results are consistent across various assessors, contexts, conditions, and apprentices over time.

Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all apprentices. Fairness in assessment ensures apprentices have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all apprentices; and policies and procedures exist to ensure fair assessment of apprentices.

Quality

Quality in assessment ensures that all assessment processes are quality assured.

Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

Based on QQI Principles for Assessment (QQI, Revised 2018)

Assessment is underpinned by the principles of assessment including the fair principle (equal opportunity for all apprentices) and consistent principle (consistency in approach to assessment across LMETBs, programmes and modules). In order to ensure the fair and consistent assessment of apprentices, the following procedure should be followed in relation to any suspected malpractice cases.

2. Definitions

Assessment System Irregularity and Assessment Malpractice

It is important to distinguish between assessment system irregularity and assessment system malpractice. The decision on whether an issue is deemed to be considered an assessment system alleged irregularity or malpractice will relate to the intent, scale or fraudulent nature of the incident by the offender. An issue that may initially be adjudged to be an assessment system irregularity could, after preliminary investigation, be determined to be an alleged malpractice issue. Where such an issue is deemed to be an alleged malpractice, the procedures outlined in this document must be utilised.

Definition of Assessment System Irregularity

Assessment system irregularities are typically accidental omissions or mistakes which are detected by mechanisms within the assessment system, are corrected, and which do not impact on the validity of the assessment. These could include test administration errors, missing assessment data, errors in transcription etc. which are detected and rectified. All instances of irregularities should be documented and addressed in line with this procedure.

Definition of Assessment Malpractice

An assessment system malpractice is any act or practice which brings into question the validity or integrity of the assessment process and which normally arises due to one or more non-accidental factors.

Two categories of malpractice exist:

1. Apprentice Malpractice
2. Staff Malpractice

This procedure relates to Apprentice Malpractice only.

Apprentice Candidate Malpractice

Apprentice Malpractice is defined as malpractice committed by a Apprentice Candidate during the course of the assessment process.

Examples of Apprentice Candidate malpractice include but are not limited to:

Plagiarism

Learner/Apprentice plagiarism is defined as the practice of Apprentice Candidate submitting any work for assessment that is not their own original work. This could be any percentage of work that

has not been referenced and has been copied from published work, the internet, artificial intelligence technology (AI), other learners' work and/or other sources. Plagiarism in assessment may include but is not limited to:

- Representing work completed by and/or authored by another person (including other learners, family, work colleagues and friends) as their own
- Procuring work from a company or external source including the internet/AI.
- Copying work from any source or medium without reference (i.e. website, book, journal article, AI.)
- Taking a passage of text, or an idea, and summarising it without acknowledging the original source
- Passing off collaborative work as one's own
- Piecing together sections of others' work into a new whole
- Submitting another learner's work with or without their knowledge.

The submission of such plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with appropriately using the procedures outlined in this document.

Suspected cases of plagiarism will only be investigated when there is a declaration of authenticity which has been signed by the apprentice. Any electronic assessment submitted is deemed as having been declared as authentic by the learner.

Unacceptable Behaviour

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

- Unauthorised removal of assessment material from the assessment location
- Deliberate damage to or destroying of assessment related materials
- Use of electronic communication device/technology or other unauthorised materials during the assessment
- Assisting other learners during the assessment
- In an assessment event (e.g. examination), any form of communication with other learners (written, verbal, gestures, expressions, pointing, etc.)
- Collusion by working collaboratively with other learners, beyond what is allowed
- Copying from another learner (both parties involved in the investigation)
- Fabrication of results and/or evidence
- Falsification (faulty data collection methods)
- Behaving in such a way as to undermine the integrity of the assessment event or process.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment
- Engaging in unsafe practices in assessment
- Disruptive, violent and offensive behaviour in relation to assessment
- Tampering or interfering with assessment materials or another learner's work
- Submission for assessment of a piece of work that has been purchased/procured from another source where the work is not the learner's own work.

This list is not exhaustive

Please note that in practice, many issues can be resolved at an informal level in FET Centres/Colleges, without having to immediately instigate the formal investigations outlined in this Assessment Malpractice procedure. It is LMETB's intention that formal processes will only be initiated if informal approaches are not successful in resolving the issue.