

# QA GUIDELINES

## ASSESSMENT MALPRACTICE

### FOR COLLEGES OF FURTHER EDUCATION

LEARNER ASSESSMENT SUSPECTED MALPRACTICE/INVESTIGATION  
PROCEDURE

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# QA Assessments Malpractice Guidelines for Colleges of Further Education

## SUSPECTED MALPRACTICE /INVESTIGATION PROCEDURE

Glossary of terms that relate to this document

**Roles and responsibilities are defined by individual FE Colleges.**

<b>Centre</b>	
Learner	Refers to learners/students/participants/trainees, who attend and participate in courses provided and delivered by City of Dublin ETB.
Teacher/ Teaching Staff	Refers to teachers/instructors /tutors
Educator	Any staff who manage, lead or coordinate the course in a centre.
Principal/ Manager	Senior level management.
College of Further Education/ FE Centre	Centre which delivers Further Education Training Courses
<b>Award Terms</b>	
Awarding body	Organisations who certify awards delivered in a centre
QQI	Quality and Qualifications Ireland is an independent State agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012 by the <a href="#">Qualifications and Quality Assurance (Education and Training) Act 2012</a> . See about QQI at: <a href="https://www.qqi.ie/Downloads/Who%20We%20Are-Booklet-August%2017.pdf">https://www.qqi.ie/Downloads/Who%20We%20Are-Booklet-August%2017.pdf</a>
QQI Award	A QQI Award is a quality-assured qualification awarded by QQI.
<b>Course</b>	
Programme/Course	A Programme/Course is a collection of modules that when successfully completed and combined equal a Major Award.
Programme Modules	A module is a unit of a programme.
Assessment	The process of evaluating the achieved outcomes of a programme.
Assessment Extension	An opportunity to submit, take an exam or re-sit, outside the scheduled Assessment Plan.
Grade	A Grade is a level that reflects the attainment of the learner.
Adaptations	Adaptations are where reasonable accommodations are made to enable the learner.
Learner Assessment Malpractice	Deliberate improper action or unacceptable conduct committed by a learner during the course of the assessment process e.g. plagiarism

# Introduction

This document provides support and direction to the staff and management of City of Dublin Education and Training Board (City of Dublin ETB) Colleges. Through the implementation of these guidelines, a consistency of approach in the delivery of programmes/ courses will be further enhanced. The guidelines provide an equality of opportunity for all learners in meeting City of Dublin ETB course learning outcomes and national award standards.

To develop these guidelines City of Dublin ETB has drawn on its wealth of experience, while applying what is best in current practice. They place the needs of the learner at the heart of all decision making in a college/ centre. Guidelines cannot cover every eventuality, when faced with difficult decisions the guiding question should be “what is in the best interest of the learner”.

This document will focus in particular on:

## 1 Assessment Malpractice

- **Suspected Learner Assessment Malpractice Procedure**
- **Learner Assessment Malpractice Investigation Procedure**

# Learner Assessment Malpractice

In order to ensure fair and consistent assessment of learners, the following guidelines should be followed in relation to any suspected cases of malpractice.

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

Learner Malpractice is committed by a learner during the course of the assessment process.

## Examples of Learner Malpractice:

**Plagiarism** - The practice of learners submitting any work for assessment that is not their own original work. This may include any percentage of work that has not been appropriately referenced and has been copied from published work, the internet, other learners' work and/or other sources.

## Examples of Plagiarism include:

- 1 Representing work completed by or authored by another person (*including other learners, family, work colleagues and friends*) as their own.
- 2 Procuring work from a company or external source including the internet.
- 3 Copying work from any source or medium without reference. (*ie: websites, books, journal, articles, etc*)

**Inappropriate Behaviour;** - Behaviour deemed to interfere with fair principle (*equal opportunity for all learners*) and consistent principle (*consistency in approach to assessment across providers, programmes and modules*).

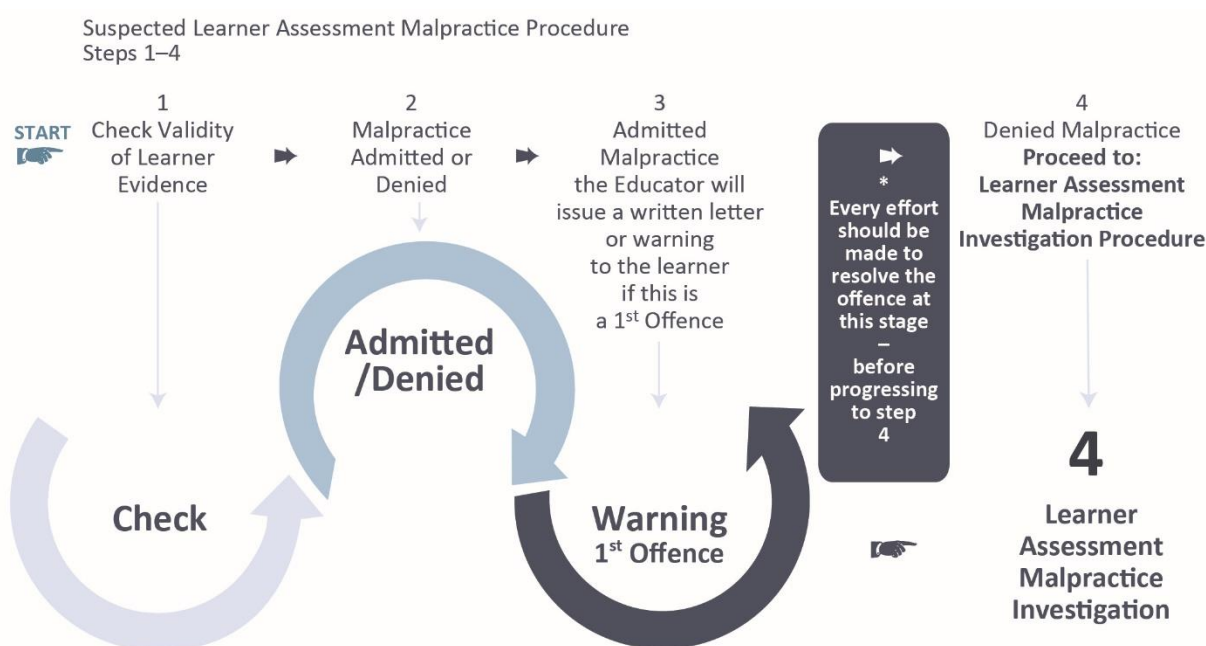
## Examples of Inappropriate Behaviour include:

- 1 Unauthorised removal of assessment material.
- 2 Deliberate damage to or destruction of assessment related materials.
- 3 Tampering or interfering with assessment materials or another learner's work.
- 4 Behaving in such a way as to undermine the integrity of the assessment event or process.
- 5 Disruptive, violent and offensive behaviour.
- 6 Engaging in unsafe practices.
- 7 Use of electronic communication device/technology or other unauthorised materials during an assessment.
- 8 Copying from another learner.
- 9 Assisting other learners during assessment.
- 10 -Any form of communicating or visual gestures with other learners during an assessment event ie Exam
- 11 Collusion by working collaboratively with other learners, beyond what is permitted in an assessment (*instructions/guidance of assessment parameters*).
- 12 Fabrication of results and/or evidence.
- 13 Falsification (*faulty data collection methods*).
- 14 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.
- 15 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.

## Suspected Learner Assessment Malpractice Procedure

### Suspected Learner Assessment Malpractice Procedure

- 1 Check reliability of learner evidence.
- 2 Malpractice Admitted/Denied.
  - a Malpractice Admitted = Educator issues written warning if first offence and learner evidence for that element of module is disallowed.  
  
\*Every Effort should be made to resolve the issue at this stage.
  - b Malpractice is Denied = Learner denies malpractice and process proceeds to Learner Malpractice Investigation Procedure.



**The Teacher/Teaching Staff must be confident that the evidence was produced by the learner.**

The following are ways in which the Teacher/Teaching Staff may ascertain that learner evidence produced is reliable and genuine. The Teacher/Teaching Staff should, where appropriate, implement a range of these:

**Questioning** - Asking the learner to explain and describe part of the evidence. This presents the learner with an opportunity to demonstrate they are responsible for producing the evidence.

**Authorship Statement** - The learner testifying the evidence is their original work. An authorship statement could be embedded into the assessment submission of evidence.

**A Personal Log** - A record of how the learner planned and developed the evidence. A personal log should identify problems and how they were overcome by the learner.

**Personal Statements** - A personal statement may be used to explain the actions

**Peer Reports** - Peer reports are especially suitable for group work. Peer reports are reports drafted by group members that can help explain individual involvement in a task or project.

**Independent Testimony** - This is a statement produced by an individual other than the Teacher/Teaching Staff, which confirms that the learner has carried out a series of tasks or produced a product. It should record what the learner has demonstrated and corroborate the learner evidence submitted. The identity and role of the individual to provide the testimony for the learner should be agreed in advance between the Teacher/Teaching Staff and the learner. The use of independent testimony is not intended as a mechanism for assessing learner evidence but as a tool to corroborate the reliability of that evidence.

## Malpractice Admitted/Denied

### Admitted Malpractice

On completion of the checking of learner evidence and meeting with him/her, the learner may acknowledge that their assessment evidence has been plagiarised either by poor academic honesty or dishonesty.

- 1 Where poor academic honesty or dishonesty has been admitted: - the Educator issues a written warning to the learner, if this is the learner's first offence within the Centre then the learner evidence for that element of module is disallowed.
- 2 Where a second offence of Malpractice is admitted; - more serious sanctions will be applied.

### Denied Malpractice

On completion of the checking of learner evidence and meeting with him/her, the learner may deny that their assessment evidence has been plagiarised either by poor academic honesty or dishonestly.

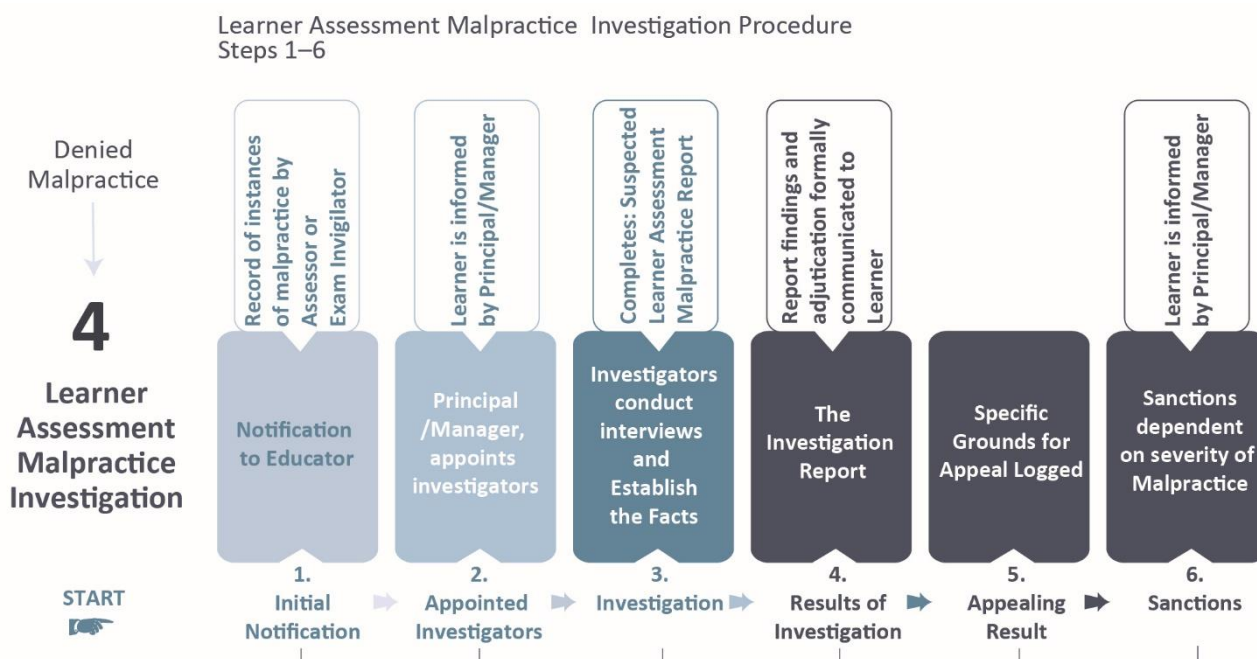
Where a learner denies their assessment evidence has been plagiarised either by poor academic honesty or dishonesty; - An investigation must take place and the Learner Malpractice Investigation Procedure must be followed.

Majority of cases do not go beyond stage 3 and every effort should be made to resolve the issue at this stage.

## Learner Assessment Malpractice Investigation Procedure

### Learner Assessment Malpractice Investigation Procedure

1. Initial notification is given to Educator
2. Investigators appointed
3. Investigation of all known evidence – Formal Interviews
4. Results of Investigation are reported and formally communicated to Learner
5. Appeal Result may take place at this stage.
6. Sanctions are dependent on severity of malpractice, the learner needs to be informed.



#### 1 Initial Notification

In the event of suspected learner malpractice in an assessment event (*eg: examination/other*), a prompt response is required to address the matter.

#### 2 Investigators Appointed

The Principal/ Centre Manager will select and appoint Investigators who will conduct the investigation and consult with senior management. It is recommended that two staff members are involved in the investigation and one should include a Educator and a Teacher/Teaching Staff with assessment experience, (*unless there are conflict of interest issues*). The Centre Assistant Manager/ Deputy Principal (*or designated appropriate personnel*) is required to coordinate the investigation. In certain cases, and in conjunction with the relevant Principal/ Manager, a special investigation may be undertaken by: -

- a. An external Investigator
- b. Internal Audit

#### The Suspected Assessment Malpractice Report

Only one report per learner is completed. If the Suspected assessment malpractice is suspected for more than one learner, separate forms must be completed.



## Conflict of Interest

Any issue that might unfairly influence or appear to influence the outcome of an investigation.

Examples of this would include:

- Staff involved in any aspect of the assessment process (*eg: quality assurance function*).
- Staff having a personal relationship or family relationship with the learner being investigated.
- Staff having a professional relationship with the learner being investigated that may be perceived to unfairly influence the investigation process.

Any person who has a possible conflict of interest should not be involved in any investigation or the subsequent adjudication of judgements process.

The Principal/Head of Centre is responsible for ensuring that a conflict of interest does not arise and that all members of an investigation panel sign a declaration to that effect. In cases where real or apparent conflict of interest is identified, alternative arrangements must be put in place.

## Natural Justice

Those responsible for conducting an investigation shall establish the full facts and circumstances of any suspected assessment malpractice. It should not be assumed that an allegation equates to proof of a malpractice. Any investigation into a Suspected malpractice shall have due regard to the principles of natural justice and due process. It is necessary that those managing the conduct of any investigation must ensure adherence to these principles.

### Principles of Natural Justice

All investigations should not disadvantage the person against whom the allegation is made. They should be concluded within a reasonable timeframe (expected to be conducted within a maximum of 40 working days in exceptional circumstances), from the date of the notification to the Centre of the suspected malpractice. An investigator should be informed and framed by the following principles:

- 1 The learners in question are made aware of the allegation and are given the opportunity to respond.
- 2 Care is taken to avoid potential conflicts of interest.
- 3 The Learner against whom an allegation of malpractice has been made should know what evidence exists to support that allegation.
- 4 The Learner/s should be informed of the possible consequences, should an allegation of malpractice be upheld.
- 5 The Learner/s should have the opportunity to consider their response to the allegations.
- 6 The Learner/s should have the opportunity to submit a written statement.
- 7 The Learner/s should be given the opportunity to seek advice and to provide a supplementary statement.
- 8 The Learner/s should be informed of the applicable appeals procedure, should an allegation of malpractice be upheld.
- 9 The Learner/s should be informed of the possibility that information relating to a particular malpractice may be shared with other relevant parties.

### Investigation of all known evidence – Formal Interviews

All notified Suspected Assessment Malpractice must be investigated.

The Principal/Head of Centre Manager shall be responsible for communicating in writing to the learner under investigation, in relation to the Suspected Assessment Malpractice/s.

The Initial Communication should:

- 1 Provide notification that an allegation of an assessment system malpractice has been received.
- 2 Advise that the Centre Procedure for managing assessment malpractices contain full details of how the investigation will be conducted.
- 3 Emphasise that the Exceptional Circumstances cannot guarantee this confidentiality as identity may need to be disclosed to:
  - 3a An Garda Síochána, fraud prevention agencies or other law enforcement agencies.
  - 3b The Courts (in connection with court proceedings)
  - 3c Others to whom City of Dublin ETB and/or awarding bodies are required by law to disclose identity.
- 4 Avoid implying or suggesting that conclusions have already been determined or that decisions have been made in respect of the application or corrective actions.

### Establishing the Facts within the Investigation

The investigation team should endeavour to obtain all the relevant evidence and facts about the suspected assessment malpractice. This may be undertaken through some/all of the steps outlined below:

Review of Allegation details:

- 1 Interview with learner/s being investigated
- 2 Interview with personnel and or management connected to the course, project or Suspected malpractice.
- 3 Interview with Learner/s connected to the course, project or Suspected malpractice.
- 4 Interview with other relevant parties.
- 5 Review of related assessment reports.
- 6 Review of previous learner records to seek to establish whether there has been any previous malpractice investigations for this learner(s).

### Confidentiality

This is a key aspect in the conduct of an investigation into Suspected Assessment Malpractice, due to the risk of reputational damage the learner/s involved. In order to ensure confidentiality is maintained before, during and after an investigation, the following conditions apply:

- 1 Material relating to any allegations, findings or conclusions must not be made known to any parties, either internally or external to the Centre, beyond those key to the investigation.
- 2 It is not necessary to inform all learners being interviewed of the details of meetings with other parties unless there is a specific relevant matter to be raised.
- 3 The name or other details of the Learner making the malpractice allegation should not be divulged to the learner(s) to be investigated without consent.
- 4 All material relating to the investigation must be held and stored in a secure manner. Material relating to a given investigation should be stored together on a single file. Each file should have a unique code to identify the investigation. Copies of electronic material should also be held with this file.

## Results of Investigation/Investigation Report

The Investigation Report that results from the investigation of an Assessment Malpractice should contain the following:

- 1 Number of Learners affected and/or implicated
- 2 How the allegation malpractice was identified and notified to the relevant Principal/Head of Centre.
- 3 The nature of the malpractice and the specific assessment procedures or assessment rule(s) or assessment regulations(s) that has /have allegedly been breached, as well as the award details.
- 4 Details of the scope of the investigation carried out.

### The Findings:

- 1 Details of procedure, rule and/or regulation that is alleged to have been breached.
- 2 A statement of fact as described by all parties.
- 3 Details of any mitigating factors.
- 4 Conclusion (whether the malpractice allegation is upheld or not upheld)
- 5 The investigating team should not adjudicate on the report findings.
- 6 The report will be signed and dated by the investigating team. Any written statements, notes of interviews or other relevant documentation reviewed or obtained as part of the investigation must be filed separately and securely as part of the investigation process.

### Report Findings Adjudication

The Investigation Report is submitted to the Principal/Head of Centre. The relevant Principal/Head of Centre Manager adjudicates on the report findings and notifies the person(s) involved in writing as to whether the allegation has been substantiated or not. Where the allegation is substantiated, the notification will include details of the appeal process in regard to the findings and the sanctions/consequences for this breach of the assessment malpractice. The Principal/Head of Centre Manager must complete the Findings Adjudication and Communication of Findings.

### Communicating the Results

The Principal/Head of Centre Manager is responsible for ensuring that the notification of the suspected assessment malpractice investigation finding is communicated to the relevant learners within ten (10) days from the date of receipt of the investigators report.

### Findings of an Investigation into a Suspected Assessment Malpractice may be:

- 1 Not upheld Assessment Malpractice - The Principal/ Manager will convey the findings of the investigation, in writing and within the timeline specified to the learner(s) involved. A record of the investigation is maintained and all communications kept on file.
- 2 Upheld Assessment Malpractice - The Principal/ Manager will convey the findings of the investigation, in writing and within the timeline specified to the learner(s) involved and should include details of the sanctions/consequences of the assessment malpractice.

The notification to the learner must outline the assessment malpractice appeal process and the timeline in regard to appealing the findings.

### Communicating the Findings to Other Persons

The Principal/ Manager will convey, as appropriate the outcome of the assessment malpractice investigation in writing to the relevant Educator.

## Sanctions for Learner Assessment Malpractice

Depending on the findings of an investigation and the adjudicated outcome, further steps, such as sanctions or disciplinary action may be required.

Sanctions are dependent on:

1. The seriousness of the malpractice
2. History of previous upheld assessment malpractice by learner in the Centre.
3. Nature of assessment activity.

Examples of Sanctions:

- A written warning is issued.
- Assignment is marked zero and submitted
- The learner is also notified that if the offence is repeated once within the Centre, further sanctions may be applied.
- The ultimate sanction may be that the learner will receive no award.

Sanctions should be proportionate to the malpractice which was upheld following a thorough investigation. When faced with determining a sanction, if any, the guiding question should be “what is in the best interest of the learner”.

## Appeals of Assessment Malpractice Finding

The learner has the right to appeal the decision in relation to assessment deadlines. Appeals must be made within five (5) working days of the decision. In exceptional circumstances the Educator may extend this. All appeals must be made in writing using the Appeals Assessment Malpractice application Form (*Suspected Assessment Malpractice Report*). The Appeals process is overseen by the relevant Educator (Manager).

Grounds on which the appeals process can be activated:

- 1 The alleged malpractice was not dealt with in accordance with the procedures.
- 2 The regulations did not adequately cover the circumstances relating to the malpractice.
- 3 New information has become available that was not available to the investigation.

## Communication of Sanctions to the Learner

If the learner does not lodge an appeal within the stated timeline; The Principal/Manager can proceed to notify the learner in writing of any sanctions being imposed.

Appendices Suspected Learner Assessment Malpractice Procedure

1. Summary Learner Malpractice and Investigation Procedure ..... p12

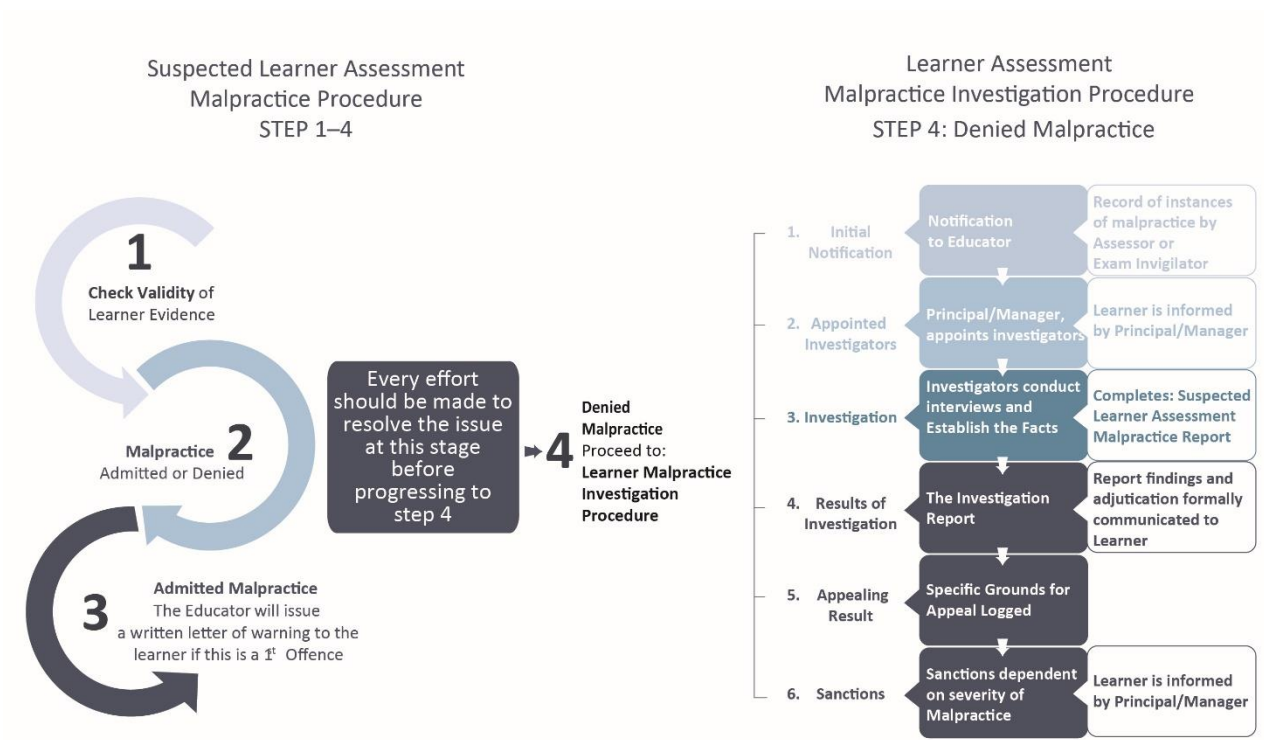
SAMPLE TEMPLATES

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SAMPLE LETTERS

Notification of Investigation of Suspected Learner Assessment Malpractice ..... p20  
Notification of Learner Assessment Malpractice Findings ..... p21

## SUMMARY Learner Malpractice and Investigation Procedures



❖ Malpractice is Denied = Proceed to Learner Assessment Malpractice Investigation Procedure. (refer to detailed procedure in document PAGE 5-10)

### Suspected Learner Assessment Malpractice Procedure

1. Check reliability of learner evidence.
  2. Malpractice Admitted/Denied.
    - a. Malpractice Admitted = Educator issues written warning if first offence and learner evidence for that element of module is disallowed.
- \*Every Effort should be made to resolve the issue at this stage.
- b. Malpractice is Denied = Learner denies malpractice and process proceeds to Learner Malpractice Investigation Procedure.

### Learner Assessment Malpractice Investigation Procedure

7. Initial notification is given to Educator
8. Investigators appointed
9. Investigation of all known evidence – Formal Interviews
10. Results of Investigation are reported and formally communicated to Learner
11. Appeal Result may take place at this stage.
12. Sanctions are dependent on severity of malpractice, the learner needs to be informed.

## Template 1 REPORTING Suspected Learner Assessment Malpractice

(Staff/Office Only) STRICTLY PRIVATE AND CONFIDENTIAL

Details			
Centre /Campus:			
Course and Reference Number/ Course Code ( <i>as applicable</i> ):			
Course Contact Name and contact details (email, Tel No.):			
Assessment Details			
Award Details ( <i>Type/Level/Title</i> ):			
Title of Assessment/Exam:			
Assessment Location:			
Description of Alleged Malpractice			
Date of Suspected Malpractice (AM):		Time of (AM):	
Description of Suspected Malpractice ( <i>Specify the assessment procedure/rule that has allegedly been breached. Include details of mitigating factors, if any</i> ):			
Number of Learners Impacted ( <i>if any</i> )			
Nature of Impact on Learners			
Certification Status at time of Allegation Notification ( <i>tick as appropriate</i> )			
Certificates not requested and will not be progressed until process is concluded			
Certificates have been issued and are to be retrieved and held pending outcome of process			
Certificates have not been issued and will be held until the process is concluded			
Certification will not be impacted			
Notification of Malpractice Allegation			
Name: Relevant Manager:			
Notified by (name):		Date	
Learner to be investigated notified in writing (Name)		Date:	
Name(s) of Investigator(s):		Contact No:	
		Email:	

Comment:	
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Investigation				
Name(s) of person(s) spoken to/met:				
Documents reviewed:				
Evidence reviewed:				
Investigation Findings				
Investigation Findings:				
Supporting Documents/ Evidence/Testimony:				
Allegation Upheld:	Yes <input type="checkbox"/> <span style="margin-left: 100px;">No <input type="checkbox"/></span>			
Investigation Report submitted to relevant Centre Manager:	Date:			
<b>Signed (Investigator):</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; height: 30px;"></td> <td style="width: 20%; padding: 5px;"><b>Date:</b></td> <td style="width: 20%; height: 30px;"></td> </tr> </table>		<b>Date:</b>	
	<b>Date:</b>			
<b>Print Name:</b>				



## Template 2 FINDINGS - Suspected Learner Assessment Malpractice Report

(Staff/Office Only) STRICTLY PRIVATE AND CONFIDENTIAL

Findings Adjudication by Centre Manager				
Malpractice Allegation Findings	Upheld <input type="checkbox"/>		Not Upheld <input type="checkbox"/>	
Comment:				
Signed (Principal/Manager):		Date:		
Communication of Adjudicated Findings				
Adjudicated Findings	Communicated to: <i>(as relevant)</i>	Please tick <input checked="" type="checkbox"/>	Date	Informed by
	Investigated Learner	<input type="checkbox"/>		
	Principal/Manager	<input type="checkbox"/>		
	Other	<input type="checkbox"/>		

### Template 3

### SANCTIONS - Learner Assessment Malpractice (Issued to Learner)

STRICTLY PRIVATE AND CONFIDENTIAL

Sanction				
The sanction(s) recommended to Learner:				
Approved: Signed (Principal/ Manager)				Date:
Communication of the Sanction to Learner				
Sanction being imposed:	Communicated to:	Please tick <input checked="" type="checkbox"/>	Date:	Informed by ( <i>means of communication</i> ):
	Learner(s)	<input type="checkbox"/>		
	Principal/Manager	<input type="checkbox"/>		
Other party informed (specify):				

## Part A: Learner Appeal of Assessment Malpractice Application

### INSTRUCTIONS

Please complete all parts of this form. Send it to the relevant Principal/Manager who wrote to tell you about the Assessment Malpractice Finding. Please do this within five (5) working days from the date of their letter.

USE BLOCK LETTERS OR TYPE DETAILS INTO FIELDS BELOW

<b>Part A:</b>	<b>Nature of Appeal:</b>	Appeal on Findings <input type="checkbox"/> or                      Appeal on Sanctions <input type="checkbox"/> (please tick <input checked="" type="checkbox"/> <u>one</u> box only)
<b>Name:</b>		
<b>Address:</b>		
<b>Reference Title/Number</b> (you may find this on your letter):		
<b>Contact number:</b>		
<b>Email address:</b>		

<b>Grounds/Reason for your appeal</b> (please tick <input checked="" type="checkbox"/> <u>one</u> box only)	
4	Malpractice was not dealt with in line with the Centre procedures
4	Regulations did not adequately cover the circumstances around the malpractice
5	New information is now available that was not available to the investigation
<b>Please explain your reason for this appeal application:</b>	
<b>Print Name:</b>	<b>Date:</b>
<b>Signature:</b>	

**Part B: Centre Response to Learner Appeal of Assessment Malpractice Application** (Staff/Office Only)  
 TO BE COMPLETED - WHEN A LEARNER HAS APPEALED A DECISION

Part B: (Office Use)	
This section is completed by the Principal/Manager	
Name:	
Date application was received:	
Application:	I can confirm that a review of the Application has been completed and that the Appeal is Granted <input type="checkbox"/> Declined <input type="checkbox"/>
Reason:	
Signature:	Date:

## Declaration Regarding Conflict of Interest

For Persons involved in the Investigation of  
Suspected Malpractice with the City of Dublin ETB Centre

*Conflict of interest means any issue that might unfairly influence, or appear to influence, the outcome of an investigation. A conflict of interest for a person investigating a suspected malpractice with the City of Dublin ETB Centre assessment shall be deemed to exist if the personnel:*

- *Were engaged in any aspect of the assessment process (including quality assurance functions)*
- *Have a personal relationship or family relationship with the party being investigated*
- *Are perceived to have a professional relationship with the party being investigated that may unfairly influence the investigation process*

*Where a conflict of interest exists, there can be no involvement in the investigation of the suspected malpractice, or the decision-making surrounding the outcome of the suspected malpractice.*

Centre	
--------	--

**This is to certify that, as far as I am aware, no conflict of interest exists in relation to my participation in the investigation of the above-mentioned Suspected Assessment Malpractice.**

Name (Block Capitals):	
Signature:	
Position:	
Date:	

## SAMPLE Letter

### Notification of Investigation of Suspected Learner Assessment Malpractice

---

NAME

CENTRE NAME

ADDRESS LINE 1

ADDRESS LINE 2

ADDRESS LINE 3

Reference Number:

Date: <dd/mm/yy>

#### **Subject: Suspected Assessment Malpractice**

Dear Mr/Ms <Name>

I wish to inform you that it has come to our attention that an assessment malpractice may have occurred relating to: *(delete as appropriate)*

<Assessment held at <Location> on <Date>

<Assessment held at <Location> on <Dates>

<other – specify what the Suspected malpractice relates to, when and where it is alleged to have occurred if known>

The <Centre Name> intends to conduct an investigation into the suspected malpractice in accordance with the City of Dublin ETB *Assessment Malpractice Procedures (copy attached)*. You will be contacted by the Investigator appointed to investigate the suspected assessment malpractice in due course.

I wish to assure you that the investigation will be carried out in a discreet and confidential manner, and will have due regard to the principles of natural justice for all parties concerned.

If you require any further information please do not hesitate to contact me. Please quote the reference number above in all your correspondence with the <Centre Name> in this regard.

Yours sincerely

---

Principal / Manager

## SAMPLE Letter

### Notification of Learner Assessment Malpractice Findings

NAME

CENTRE NAME

ADDRESS LINE 1

ADDRESS LINE 2

ADDRESS LINE 3

Reference Number:

Date: <dd/mm/yy>

#### **Subject: Finding of the Suspected Malpractice Investigation**

Dear Mr/Ms <Name>,

I am writing to tell you about the finding of our investigation into the suspected assessment malpractice. We have

<Upheld / not upheld> (delete as appropriate) the allegation.

(In the case of an allegation that has been upheld)

<If you want to appeal this finding, you must complete the attached application form and return it to me within ten (10) working days from the date of this letter>.

If you require any further information, please do not hesitate to contact me. Please keep this letter as you will need the above reference number to complete the appeal form (if you choose to appeal) and when you contact us on this matter.

Yours sincerely

---

Principal/ Manager