



Guidance for Workplace Assessors

Detecting and managing academic misconduct

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Introduction

When a learner presents assessment evidence that is not their own, gathered from another learner’s work, or from online resources (including generative AI), or from any other sources, we call this ‘academic misconduct.’

Careerforce takes academic misconduct seriously.

As an assessor you have a key role in ensuring the integrity of our programmes and qualifications. Your organisation also needs to know that the staff member/learner is skilled and competent to do their job, and that your clients are properly looked after and supported.

Your role as a Careerforce assessor is primarily to uphold the quality of the qualification. In some cases, your learner may have other priorities e.g. to gain a VISA, or a pay increase. Remember that your concern here is about your own reputation as an assessor and that learners have the knowledge and skills to support those in their care.

Detecting academic misconduct

Use your judgement. It is likely you will know the learner well.

You may know the learner well enough to know how they normally speak and write. Check their notes. Is the style of writing different from what is presented in assessments?

Consider asking them to write a brief couple of paragraphs explaining their role or providing an overview of the needs of a resident.

You may also know the clients who they are referring to in their assessments and can verify that the examples provided are legitimate.

Talk to the 'Observer'. They are likely to be on the premises and may be easily accessible. The observer is also likely to know the clients who the staff member is caring for.

Check to see if the learner has done the learning. If the learner is completing their programme online, Aka Toi allows you to check to see if they have clicked on the learning, and how long they spent on it.

Managing academic misconduct

What to do and say to the learner when you suspect them of academic misconduct

Be confident and firm in your approach.

Tell the learner, “This is not allowed, Careerforce does not accept this.”

Tell them that your responsibility is to uphold the integrity of the NZQA qualification and ensure the client is protected and properly cared for and supported.

Remind the learner that they also have a responsibility to their clients as well as to their employer. In their assessments, they need to show that they know how to do the job properly, to support their clients and patients properly.

Remind the learner that they have signed to agree they will use their own words over the course of the learning journey, from the onboarding via the Training agreement, and along the way. “You have ticked the box to say that you will ‘Produce, generate, and supply all my own evidence in assessments.’”

Tell the learner, “I suspect this may not be your own work, and that you haven’t used your own words.”

You don’t need to say you think they have cheated.

Ask firmly, “Have you used AI in your assessments?” “Is this your own work?”

Ask “Why have you used AI?” Was it an innocent use of AI, or a deliberate attempt to cheat?

Tell them, “I’m unsure of your understanding of this. You need to show your understanding in your assessment.”

Ask them to provide examples, “We need real examples in your own words. Use real examples from your workplace.”

Remind them at each stage, “I want to hear your stories and experiences.”

Tell them, “Don’t worry about spelling or grammar – we are not assessing your ability to write in English, or use of grammar, we are assessing your ability to do your job. You don’t need perfect English.”

As an assessor, you don’t need to use the terms ‘pass’ or ‘fail’, instead, “We still need more information.”

Dealing with continued cases of academic misconduct

Tell the learner, “If we suspect continued academic misconduct, the Moderator will investigate your assessment.”

Remind the learner of the possible consequences

“When examples of academic misconduct are detected, in some cases, unit standards will be removed from a learner’s NZQA record of achievement and the learner required to re-submit new assessment evidence for marking. And this will likely result in the learner falling further behind within the expected timeframe to complete.

If a qualification has been awarded and unit standards are removed from the NZQA record of achievement, the qualification will be removed. If continued academic misconduct is detected, the learner’s training agreement may be terminated, meaning the qualification is unable to be completed. These consequences can have impacts on the relationship between the learner and the employer, and without the qualification your rate of pay may be impacted.”

Additional Support

The following web page for workplace assessors explains the Careerforce process for handling academic misconduct, and how we can support assessors:

<https://www.careerforce.org.nz/managing-academic-misconduct/>

Your organisation may wish to set up a “buddy system” where a ‘buddy’ who has already completed the programme is allocated to a new learner. If a learner is struggling with how to provide evidence, or to find examples, chatting with a peer worker/buddy might help remind the learner which real life examples they can legitimately use in their assessments. Please remind the buddy they must not provide their previous assessments as examples, or their Aka Toi login.

Assessors can join the weekly virtual Hono Mai sessions Wednesdays 1 - 2pm to connect with a Careerforce moderator to discuss any assessment practice issues including academic misconduct. Assessors can join the meeting link by logging into iportal, clicking on the ‘Hono Mai meeting for assessors’ menu option, and if they get stuck, email moderation@careerforce.org.nz.

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