



**POLICY  
ASSESSMENT INTEGRITY**

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Note: MITO reserves the right to revise and review its policies and procedures.

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## 1 Purpose

To provide kaimahi with guidance on how MITO will manage assessment integrity issues.

This assessment integrity policy outlines the principles, expectations, and processes related to assessment integrity breaches within MITO. It is designed to promote honest and ethical practices among our ākonga, ensuring the integrity of their work and upholding the reputation of MITO. By adhering to these principles and expectations, ākonga will foster a culture of honesty, integrity, and professionalism, both during their learning experience and in their future careers.

This policy covers all MITO kaimahi, assessors and ākonga.

## 2 Policy Review

This policy will be reviewed on a five-yearly basis or as necessary.

## 3 Referenced Documents

Te Pūkenga [Policy – Academic Integrity](#)  
[MITO AI Guidelines for learners](#)

## 4 Principles of Assessment Integrity

### 4.1 Honesty

Ākonga are expected to be honest in all aspects of their work, including assignments, assessments, and interactions with MITO kaimahi, Training Advisors (TAs), assessors, mentors, peers, employers, and industry professionals.

### 4.2 Originality

Ākonga must submit original work that reflects their own ideas, knowledge, skills and understanding, and where relevant give proper credit to the sources of information and ideas used. For evidence obtained in the workplace, it must genuinely be the work of the individual ākonga and must be verified by an appropriate supervisor who has witnessed the task being carried out.

### 4.3 Fairness

Ākonga must treat their peers, MITO kaimahi, TAs, assessors, mentors, employers, and industry professionals with fairness, respect, and professionalism, avoiding any form of cheating, plagiarism (copying), or unauthorised collaboration.

## **4.4 Responsibility**

Ākonga are responsible for their own learning assessment success, adhering to the policy set by MITO and complying with Te Pūkenga Academic Integrity Policy.

# **5 Expectations of Ākonga**

## **5.1 Assessment Honesty**

Ākonga must complete all assessments with honest and integrity. They must not engage in any form of cheating, plagiarism, or breaches of assessment integrity. This includes the use of Artificial Intelligence (AI) to generate responses without satisfactory citation or acknowledgement of sources.

## **5.2 Original Work**

Ākonga must submit their own original work that accurately represents their knowledge, skills, understanding and in their own words or images (e.g. photographs). Where relevant, proper citation and acknowledgment of sources must be provided when using external information or ideas. In the case of practical tasks, photographic evidence of the original work being carried out by ākonga is encouraged.

## **5.3 Collaboration**

Ākonga must collaborate and interact with peers and industry professionals during training and assessment in a respectful and ethical manner. Collaboration should be authorised and acknowledged appropriately.

## **5.4 Professionalism**

Ākonga must conduct themselves professionally and ethically during training and assessment, respecting the confidentiality, privacy, and intellectual property rights of organisations and individuals they engage with.

# **6 Expectations of MITO**

## **6.1 Awareness and Education**

MITO will provide ākonga, TAs, assessors, mentors and verifiers with comprehensive information and resources on assessment integrity including definitions of assessment integrity breaches, examples of plagiarism, and guidelines for proper citation and acknowledgement of sources.

## **6.2 Prevention**

MITO TAs will incorporate discussions on assessment integrity and ethics during ākongā visits, reinforcing the importance of honesty and originality in all assessment activities.

## **6.3 Detection**

MITO may use AI and/or plagiarism detection software (where possible) and other appropriate measures to identify instances of assessment integrity breaches, ensuring that ākongā are held accountable for their actions.

## **6.4 Investigation and Disciplinary Actions**

Any suspected cases of assessment integrity breaches will be thoroughly investigated. If an issue is confirmed, appropriate disciplinary actions will be taken, which may include withdrawal of learning credit or qualification, or/and termination of the training agreement.

# **7 Investigation and Disciplinary Process**

## **7.1 Identification of Assessment Integrity breaches**

The assessor, TA, mentor, employer, or other party identifies suspected instances of assessment integrity breaches, such as plagiarism, cheating, or unauthorised collaboration, through various means, including manual review, plagiarism and/or AI detection software, or reports from mentors, peers or supervisors.

## **7.2 Initial Investigation**

7.2.1 Gather evidence related to the alleged assessment integrity breach, including the plagiarised (copied) content, witness statements, communication records, or any other relevant documentation.

7.2.2 Notify ākongā about the allegation and provide them with an opportunity to respond and present their perspective.

7.2.3 Ensure confidentiality and respect the privacy of all parties involved during the investigation.

## **7.3 Evaluation and Determination**

7.3.1 Conduct a fair and thorough evaluation of the evidence, considering the nature and severity of the assessment integrity breach.

7.3.2 Assess the intent, impact, degree, and any mitigating or aggravating factors associated with the offence.

7.3.3 Determine whether the assessment integrity breach has been substantiated and the severity of the offence.

## **7.4 Decision and Disciplinary Actions**

7.4.1 Make a decision based on the evaluation, considering the MITO and Te Pūkenga policies, guidelines, and applicable assessment integrity standards.

7.4.2 Decide on appropriate disciplinary actions that align with the severity of the assessment integrity breach and promote a culture of integrity.

7.4.3 Communicate the decision to the ākonga, including the disciplinary measures, reasons for the decision, and any avenues for appeal or further discussion.

## **7.5 Implementation of Disciplinary Measures**

7.5.1 Enforce the disciplinary measures consistently and promptly, ensuring that ākonga understand the consequences and expectations.

7.5.2 If applicable, collaborate with relevant parties (such as mentors, supervisors, or employer) to implement the disciplinary measures.

7.5.3 Provide support, resources, or educational interventions as necessary to facilitate ākonga understanding of assessment integrity principles and encourage future ethical conduct.

## **7.6 Documentation and Recordkeeping**

7.6.1 Maintain accurate records of the assessment integrity breach case, including the evidence, investigation process, decision, and disciplinary measures taken.

7.6.2 Ensure the confidentiality and security of the records, adhering to applicable privacy laws and regulations.

7.6.3 Maintain the records for reference in future evaluations, appeals, or instances of repeated assessment integrity breaches.

## **7.7 Appeals Process**

7.7.1 Provide a clear process for ākonga to appeal the decision or disciplinary measures, allowing them to present additional evidence or arguments.



- 7.7.2 Review the appeal in a fair and impartial manner, considering new information, potential procedural errors, or extenuating circumstances.
- 7.7.3 Communicate the outcome of the appeal process and any adjustments or reaffirmation of the original decision.

## **8 Determining Severity of Assessment Integrity Breaches**

The severity assessment should be conducted with care, objectivity, and adherence to Te Pūkenga policies and guidelines. It is essential to provide due process to ākonga, allowing them an opportunity to respond and present their perspective before finalising any disciplinary actions.

Determining the severity of assessment integrity breaches requires a careful review of the nature and impact of the dishonest act. Here are some steps to consider when evaluating the severity of assessment integrity breaches.

### **8.1 Understand the Context**

Gain a comprehensive understanding of the specific training programme and associated assessments. Ensure familiarity with the expectations, guidelines, and rules related to assessment integrity within MITO.

### **8.2 Gather Evidence**

Collect all relevant evidence related to the alleged assessment integrity breach. This may include plagiarised portions of assessments, witness statements, communication records, or any other documentation that supports the claim. Ensure that the evidence is reliable and can be used to make an informed judgment.

### **8.3 Evaluate Intent**

Consider the intent of the ākonga when engaging in the assessment integrity breach. Was it a deliberate attempt to deceive or gain an unfair advantage, or was it a result of misunderstanding, poor judgment, or inadequate knowledge of assessment integrity principles? Intent can help determine the level of culpability and inform the appropriate disciplinary response.

### **8.4 Assess the Impact**

Determine the impact of the assessment integrity breach on the learning process, the ākonga workplace environment, and any other affected stakeholders. Consider factors such as the magnitude of the integrity breach, the harm caused to others, the breach of trust, and the potential consequences on the reputation of MITO.

## **8.5 Consider Repeat Offences**

Consider whether the assessment integrity breach is a first-time offence or a repeated occurrence. Repeat offences may indicate a pattern of behaviour that requires more stringent disciplinary actions to address and prevent further instances of integrity breach.

## **8.6 Seek Input and Consultation**

Consider seeking input from relevant stakeholders, such as training advisors, assessors, mentors, supervisors, or employers. Their perspectives can provide valuable insights and help in making a fair and informed decision regarding the severity of the assessment integrity breach.

# **9 Ākonga Disciplinary Actions**

Specific disciplinary actions may vary depending on the severity of the assessment integrity breach. Each case should be evaluated individually, taking into consideration ākonga intent, the impact of the integrity breach, and any mitigating factors. Applied disciplinary actions may comprise of one or more of the actions listed below. Employers of ākonga should be advised of all disciplinary actions.

## **9.1 Warning**

A formal warning may be issued to ākonga, highlighting the seriousness of the assessment integrity breach, and emphasising the expectation of integrity in their work. The warning serves as a cautionary measure and an opportunity for the ākonga to rectify their behaviour.

## **9.2 Resubmission**

Ākonga may be required to resubmit the assessment, ensuring that they produce original and honest work. This gives them a chance to learn from their mistakes and demonstrate their understanding without resorting to assessment integrity breaches.

### 9.3 Workplace Consequences

Ākonga may face consequences related to their training agreement, such as a formal meeting and intervention with their employer. This allows for a holistic approach to wrap around ākonga and reinforce the importance of assessment integrity and ethical behaviour.

### 9.4 Assessment Misconduct Record

A record of ākonga misconduct may be maintained in their file, indicating the nature of the offence and the disciplinary actions taken. This record can serve as a reference for future evaluations or disciplinary proceedings if further instances of assessment integrity breaches occur.

## 10 Actions for MITO

What	Who	When
Advise expectations to ākonga	Training Advisors	Induction/enrolment
Requirements of ākonga included in Training Agreement	WDG	Enrolment
Include Assessment Integrity statements in assessment resources, e.g. through the learner portal, LMS	Programmes Team	Resource/Programme Development
Ākonga are regularly reminded of expectations	Training Advisors	During visits with ākonga
Assessment integrity guidelines are implemented and understood	All staff	
Identification and initial investigation of suspected assessment integrity breach and compile report for Manager Quality and Assessment	Senior Advisor – Quality and Compliance	As needed basis
Evaluation, determination, and disciplinary action decisions	Manager Quality and Assessment, Quality Oversight Committee, GM Qualifications, Senior Leadership Team as required	As needed basis
Implementation of disciplinary actions	WDG	As needed basis