Procedure Title:	**Academic Misconduct (Plagiarism) Procedure (FE)**
Procedure Ref:	**AP/10AFC/SP101**
Approved By:	**Karen Wilson**
Responsible Person:	**Mark Birschel**
Date last reviewed:	**26/09/2023**
Date of next review:	**26/09/2025**
Approval date:	**26/09/2023**

Procedural process

1. Purpose

1.1 The purpose of this policy is to ensure that the college maintains high academic standards by requiring all further education learners and apprentices to produce assessed work which is entirely their own.

That where learners have used material in their assessments produced by others, this is correctly and clearly referenced and so acknowledged.

2. Scope

2.1 This procedure applies to all staff responsible for the development, assessment and administration of the assessment of learning.

2.2 All further education learners and apprentices are expected to comply with this procedure and the relevant related policy.

3. Responsibility

3.1 The Vice Principal Curriculum & Quality is responsible for ensuring that this procedure is up to date and relevant.

3.2 Curriculum and Course Leaders are responsible for ensuring that:

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- All learners receive, as part of their induction, guidance on attribution, annotation and referencing
- Ensure that learners are aware of what plagiarism is and provide contextual guidance. See Appendix A
- Clarify the sanctions that could apply for plagiarism
- The learners are aware of the implications of working in breach of the policy and especially those enacted by Awarding Organisations

3.3   Course Leaders, tutors and training advisors are responsible for monitoring learners' work against the policy and for reporting all suspected breaches of the policy to the programme area manager.

- Learners' attention is drawn to a suitable statement in the course handbook or during Apprenticeship induction about the college's policy/procedure on plagiarism. See Appendix A
- Where practicable, put in place sufficient controls to prevent learners from accessing the work of others
- Change assignment topics frequently, with no assessment to be used for more than three years.
- Use tailored assignments rather than generic ones.
- Mark/assess coursework in batches to enhance the likelihood of recognising plagiarism.
- Fully investigate all instances of suspected plagiarism and institute the disciplinary procedure when this appropriate.
- Make use (when available) to plagiarism software, such as Turnitin, and where relevant require learners to submit their assignments through this.
- Refer suspected work to the relevant IQA to be checked further.

3.4.1   All learners are responsible for ensuring that their work cannot be plagiarised by other learners.

4.   **Procedure**

4.1   Where a tutor/work placement training advisor has reasonable grounds to believe that there has been a breach of the plagiarism policy, they shall inform the learner, the course leader and COL/CTL/APL of that belief.

4.2   If the learner admits to plagiarism the disciplinary procedure will be initiated.

4.3   If the learner does not admit to plagiarism the COL/CTL/APL will appoint an internal verifier to examine the learner's work in order to determine the likelihood of plagiarism taking place.

4.4   If the Internal Quality Assessor (IQA) agrees with the tutor/work placement training advisor's judgement, the learner shall be required to attend a problem solving interview attended by the tutor/work placement training advisor, IQA and personal tutor. The learner shall be informed at the meeting of the decision and

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the reasons supporting that decision. Neither the IQA nor the tutor/work placement training advisor has to prove that there has been a breach of the policy; there simply has to be a 'reasonable suspicion' that the policy has been breached.

4.5   If plagiarism has been found the disciplinary procedure will be initiated.

References

[Learner Disciplinary Procedure](#)

This policy must be referenced against relevant Awarding Organisation and, where applicable, Higher Education regulations.

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APPENDIX A - Guidance Notes for Learners on plagiarism -

The statement below may be used by course leaders in their course handbook. Where course leaders believe that an alternative statement would be more relevant to their learners, they may use a statement of their own. However, there **must** be a statement in the handbook.

- You will only hand in your own original work for assessment
- You will show where you have used information provided by someone else by giving the person's name and where you found the information in your work (or in your portfolio) as you go along. For example, if you use someone else's words you will enclose the quote with inverted commas. You will also show this information and the end of the piece –this is called the bibliography/reference section.
- You will show when you have downloaded information from the internet
- You will never use another disk as if it were your own work, nor copy work from another disk as if it were your own
- You will never use someone else's artwork, pictures or graphics (including graphs and spreadsheets) as if they were your own
- You will never let other learners use or copy from your work and pass it off as if it were their own
- Where available, you will use software to check your work for plagiarised content
- You can expect all cases of plagiarism to be fully investigated using the college's disciplinary procedures. If proved, you can expect the college to take action against you. What happens will depend on the particular circumstances of the case.

The following are examples of Plagiarism. As dishonest actions they are unacceptable and will not be accepted by the college:

- Learners taking someone else's work, images or ideas and passing them off as their own
- Learners using the internet or any other digital medium which belongs to someone else and passing it off as their own.
- Copying the work of another learner, with or without their permission
- Learners knowingly allowing another learner to copy their work
- Learners colluding with others to produce a piece of work and submitting it as their own individual work. This includes situations where learners have received substantial assistance from parents, relatives or others.
- Using artificial Intelligence (AI) or other means e.g., essay mills) to produce work for assessment.

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Initial Screening for Equality Impact Assessment (including Safeguarding)
To be completed prior to a Policy or Procedure being introduced and at each review.

Name of Policy/Procedure:	
Is this a new or existing policy/procedure? □ Existing	
1. To ensure that the policy / procedure complies with the Equality Act 2010, which of the listed categories could be impacted by the policy / procedure? (The categories follow the College Single Equality Policy, and the impact could be positive or negative.) □ Age □ Compliance with Children & Families Act 2014 □ Disability □ Gender □ Race/ethnicity □ Gender Re-Assignment □ Marriage/Civil Partnership □ Pregnancy/Maternity □ Socio-Economic □ Sexual Orientation □ Religion/Belief □ All of the above □ None of the above expected	
2. What are the risks of introducing this policy / procedure change to any of the above groups?	
3. What are the expected benefits of introducing this policy / change to any of the above groups?	
4. Are there any areas or issues that could impact on the safety of staff or learners?	
5. What evidence do you have for your responses to questions 2, 3 and 4? (e.g. evidence could be provided to counteract identified risks and, therefore, a full screening would not be required)	
6. What is the level of risk for the policy / procedure?	□ High □ Medium □ Low
7. Is a Full Screening Impact Assessment required?	□ Yes (complete the box below) □No
What are the recommendations from Equality Impact Assessment?	
Date of Review:	
Reviewer's Name:	
Reviewer's Job title:	

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