

## Plagiarism and Collusion

Reference Number: QUA7

Version: 7

Page(s):	9
Approved SMT Date:	03/09/2012
Last Review Date:	31/07/2023
Review Frequency:	Annually
Next Review Date:	31/07/2024
Originator title:	Head of Quality
Author:	Quality Improvement Manager
Equality Impact Assessment Date:	11/10/2012
Associated Policy:	<ul style="list-style-type: none"> <li>• Academic appeals policy QUA30</li> <li>• Assessment policy QAU26</li> <li>• College marked assessment procedure QUA24</li> <li>• Complaints procedure QUA22</li> <li>• Malpractice procedure QUA9</li> <li>• AI policy QUA40</li> </ul>

## 1. Aim

1.1. To ensure that the work submitted by learners as part of their programme of study is genuinely their own.

## 2. Principles

2.1. Cambridge Regional College (CRC) is committed to the detection of plagiarism and collusion and to taking appropriate measures when it is detected including:

- Ensuring that staff and learners understand what constitutes fair practice and appropriate referencing.
- The use of an electronic plagiarism detection tool.
- Training staff in plagiarism prevention and detection, and providing updates as required
- Informing learners of the College position on plagiarism and collusion, and of the methods being used to aid detection.
- Engendering in learners an ethos of fairness and appropriate reward for effort expended (as part of the College's commitment to citizenship).
- The promotion of effective assessment design and assessment practice.
- Taking disciplinary action as appropriate.
- Complying with Awarding Organisation and JCQ policies concerning plagiarism and malpractice

### 2.2. Definitions

2.2.1. Plagiarism is defined as using someone else's work and claiming it as your own. This includes using other published work (e.g. books, internet, podcasts, newspaper, journals) and work of other students (e.g. current or past students) and of companies (e.g. company policies brochures or manuals) without acknowledging the source. It also includes the inappropriate interaction with a website or software that generates assessment responses.

2.2.2. Collusion is the unauthorised collaboration on assessments either written, oral or practical. Allowing work to be shared and submitted as their own, allowing someone else to write the assignment (unless an authorised and allocated scribe) or paying someone else to complete work on a learner's behalf are examples of collusion.

### 2.3. The use of plagiarism detection systems

2.3.1. The College has implemented electronic plagiarism detection software. This service uses extensive databases of material from a range of sources, including the work of other learners, in order to detect when the material submitted by a learner has been copied from another source. While this system provides an aid to the judgement of College staff, it should not be seen as a substitute for that judgement. The responsibility for judging whether plagiarism has taken place remains with teaching staff.

2.3.2. By enrolling at the College learners agree to the submission of their work to the plagiarism service used by the College. Further they agree to the following:

- The transfer of their College course work and data relating to this work outside the EU for purposes of plagiarism detection

- The transfer of work submitted for assessment to third parties for the purpose of present and future plagiarism detection
- The processing of such work and related data for the purposes of plagiarism detection and the provision of information to the College relating to this work
- The future use and storage of this material in order to facilitate the work of the Plagiarism detection service

2.3.3. The above will be carried out only for the purposes of plagiarism detection, and will involve:

1. Comparison with other works, published or unpublished, either on the internet or in some other electronic form
2. Comparison with works previously submitted by learners for purposes of assessment and maintained on the databases of the third-party supplier of plagiarism detection services
3. Addition of the work submitted to the above databases for purposes of future plagiarism detection

2.3.4. Please note that student material submitted for purposes of assessment is copyright of Cambridge Regional College.

2.3.5. Plagiarism detection will be implemented in line with rights and responsibilities under the Data Protection Act 2018.

### **3. Responsibilities**

It is the responsibility of all learners and staff to ensure that student work submitted for purposes of assessment, especially purposes of summative assessment, is in fact their own work. The following details the specific responsibilities of learners and various members of staff.

#### **3.1. Learners**

3.1.1. It is the responsibility of learners:

- To ensure that work submitted for purposes of assessment is their own.
- To ensure that the work of others, including text, images and digital material is appropriately cited and referenced using an accepted referencing system such as the Harvard referencing system.

3.1.2. Learners must not copy materials from other learners, past or present, from written sources, from the internet, or from any other source whether this is through cutting and pasting, rewriting or by any other means. Changing a few words within a copied piece of text does not render this original and still counts as plagiarism. In short, work submitted by learners must be their own unless it is specifically indicated within the text through appropriate referencing that this is not the case – or where originality was clearly not a requirement of the assessment being undertaken.

3.1.3. All learners should be willing to sign a declaration that the work they are submitting during that academic year (coursework, projects, dissertations, etc.) is their own work, that there is no unacknowledged use of another person's work and that there has been no unauthorised co-operation between them and another person in

the preparation and production of work. Even when this is not required, the assumption is that all submitted work is the student's own.

3.1.4. Learners are expected to familiarise themselves with, and make use of, the method(s) of citing other people's work in accordance with the appropriate conventions in their discipline.

3.1.5. Learners must not mislead tutors, assessors and examiners by submitting another person's work for assessment in a way which intentionally and/or negligently and/or recklessly suggests that factual information has been collected and/or analysed which has not, in fact, been collected and/or analysed by the student.

### **3.2. Teaching staff**

3.2.1. It is the responsibility of teaching staff:

- To stress to their learners the unethical nature of plagiarism
- To make clear to learners the College's policy on plagiarism and the consequences if they fail to comply
- To ensure that learners have the knowledge and skills required to enable them to cite and reference appropriately
- To ensure that records of incidents of suspected or actual plagiarism are kept with other assessment records
- To inform the Director of Quality or a Quality Manager if plagiarism is suspected where this relates to formally assessed work

### **3.3. Guidance staff**

3.3.1. The role of guidance staff in the area of plagiarism includes:

- Developing appropriate attitudes and practices in College learners and facilitating discussion around plagiarism and related; including the use of AI in a transparent fair and secure manner
- Co-ordinating information on learners across the range of their course so as to detect and address multiple instances of plagiarism
- Issues surrounding plagiarism provide a useful and appropriate context for the discussion of wider issues of fairness, citizenship and employability.

### **3.4. College technical support staff**

3.4.1. College technical support staff will:

- Ensure that appropriate technical means of plagiarism detection are effectively implemented and maintained.
- Provide statistics on usage for purposes of self-evaluation and the effective management of contracts relating to plagiarism detection between the College and third-party providers
- Ensure effective integration between plagiarism detection software and services and other College systems such as the Virtual Learning Environment and Smart Assessor (e-portfolio).

### **3.5. Human Resources (staff development)**

3.5.1. Human Resources will ensure that:

- All teaching staff receive full and appropriate training in plagiarism, its prevention and detection
- Plagiarism is appropriately covered as part of the induction for new teaching and assessing staff

### **3.6. ILCT Development staff**

- Provide advice on appropriate plagiarism detection services, will support staff in their use and will provide appropriate training for teaching and other staff in this area.
- Provide appropriate guidelines on the use of the detection software.

### **3.7. LRC staff**

- Support learners with appropriate guidance and referencing

## **4. Action on detection of plagiarism**

4.1. Where a learner has been found to demonstrate an offence of plagiarism or collusion, appropriate action must take place.

4.1.1. The identification of the offence must be recorded in writing (either on an e-portfolio, record of meeting, email or assessment records)

4.1.2. Refer to awarding organisation assessment regulations when plagiarism is identified in learner work

4.1.3. The severity of the sanction should be proportional to the size and occurrence of the offence. In the first instance, support should be provided for learners to understand their actions and where allowed, remedy their assessment submission.

4.1.4. All actions that affect assessment must be clearly recorded for IV/IQA and EQA purposes.

4.2. If more help and guidance is required, refer to the Director of Quality, Director of Learning, Curriculum Head, WBL Manager or a member of the Quality Team.

## **ANNEX 1**

### **Guidelines for staff**

Guidelines have been produced to act as additional resources for training or upskilling purposes. They can be accessed on the VLE in the staff virtual staffroom.

### **Hints and myth busters for identifying plagiarism and collusion**

- Plagiarism is not just copying word for word; even when some effort has been made to change some words, this still counts as plagiarism.
- A quote without a reference is plagiarism
- A change in the use of language can be a sign
- Changing fonts between different sections can be a sign
- Hyperlinks included in paragraphs
- Using an idea without referencing the source
- Work that is in a significantly different style to the learner's usual style
- Using an image directly from the internet with no reference is plagiarism
- Using published work from lectures, lessons, the college VLE and other students works are all example of plagiarism
- All levels of learner must receive training that helps them understand not to copy other people's work
- Work which is written or produced at a significantly higher standard than the learners normal working level
- Using a company policy or procedure without correctly stating where it is from classes as plagiarism
- The best form of detection is to be a vigilant teacher and assessor

## ANNEX 2

### **Action on detection of plagiarism or collusion**

All instances of plagiarism and collusion, whether intentional or not, require action. The following provides guidelines on the course of action to be taken by staff. In all cases, the member of staff must take care to ensure that there is indeed clear evidence that plagiarism and/or collusion has taken place.

If the plagiarism or collusion would have altered the result obtained by the student if it had been undetected then at the very least the assessment must be retaken by the student. This will count as a second attempt at the assessment. If the problem arises from a failure on the part of the student to reference properly, or to understand the requirements of the assessment, then this issue must be addressed before the assessment is retaken.

If it is clear that the plagiarism or collusion was minor and did not constitute intentional cheating, then guidance and support should be provided to address any underlying issues. This might include revision of appropriate referencing practice. The student should also be informed clearly of the unacceptability of plagiarism and the need to abide by accepted practice. The learners Guidance Tutor should also be informed of this so that any more general issues, or patterns of behaviour, can be identified.

If the plagiarism or collusion is more extensive, but again it is the judgement of the member of staff that this was not intentional cheating, then more extensive action will need to be taken. This might be the case where a student has answered an assessment simply by cutting and pasting material from the internet, but was unaware that this was an unacceptable way of completing the assessment or was unable to complete the assessment in any other way. Care must be taken in making this judgement as a student found cheating may well claim a failure to understand rather than deliberate intent. If the case is genuine, then serious attention will need to be paid to whether the student is actually on the right course, whether there has been a serious failure of teaching or learning, whether the course content itself needs to be modified in some way, or whether the assessment instructions are unclear. Judgement on these matters will, of course, depend on whether problems being encountered are general or are limited to a single student.

Finally, if it is the judgement of the member of staff that this is an instance of genuine cheating, with deliberate intent to deceive, then disciplinary action must be taken. The procedure for this is contained within the College "Disciplinary Procedure". Guidance staff should, of course, be kept fully informed.

Individual cases of plagiarism should, of course, be dealt with due concern for confidentiality.

## Document history

Date	Issue number	Change/Comments	Date Approved	Approved by
<b>12/06/2015</b>	1	Annual Review		Director of Quality
<b>01/07/2016</b>	2	Annual review; content changes and reduction of volume; definitions added; consequences for learners added	01/08/2016	Director of Quality
<b>26/07/2017</b>	3	Annual review – no major changes or updates		
<b>11/09/2018</b>	4	Annual review – no major changes or updates		
<b>07/09/20</b>	5	Annual review – change to update job titles, and latest Data Protection Act to 2018	07/09/20	Head of Quality Improvement
<b>10/11/21</b>	6	Annual review – no changes made	10/11/21	Head of Quality Improvement
<b>26/07/2022</b>	6	Annual Review	26/07/2022	Head of Quality
<b>31/07/2023</b>	7	Annual Review – add AI policy to associated policies, 2.2.1 amendment to definition parameters, 3.3.1 amendment to include use of AI 3.4 inclusion of smart assessor e-portfolio 3.5 inclusion of assessing staff Annex 1 grammar change	31/07/2023	Director of Quality





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