



## PLAGIARISM AND MALPRACTICE POLICY STATEMENT

The following guidelines are based on best practice in the sector. They apply to all students at The Henley College and are to be used in conjunction with specific policies of exam boards and validation bodies.

### Introduction

1. Any essay, assignment, project or other work submitted by students for formal assessment during the course of their study must be produced by the students themselves and expressed in their own words, except for quotations from sources which must be clearly indicated and acknowledged. The source of any photograph, map, illustrations or any other material not resulting from a student's own research, observation or experiments, including the work of fellow students, must be indicated.
2. Plagiarism is to copy another person's ideas, words or work and pretend that they are one's own. Examples of plagiarism include:
  - The verbatim copying of another's work without proper acknowledgement
  - The close paraphrasing of another's work by simply changing a few words or altering the order of presentation without proper referencing
  - The deliberate and detailed presentation of another person's ideas as one's own
  - Downloading off the internet and collating without acknowledgement
  - Copying class notes and handouts provided by teachers directly into essays
  - Copying or paraphrasing other students' work.
  - Re-submission of work previously submitted for another assignment
3. Learner malpractice is any falsification, fabrication, deceit in the production of any work being assessed. Examples of malpractice include:
  - The use of unauthorised materials during an examination
  - Obtaining assistance with answers to examination questions from another person with or without their knowledge
  - Impersonation of a student in an examination
  - Deliberate falsification of evidence/data
  - Using unauthorised aids in examinations

- Fraudulent use (or purchase) of electronic materials
  - Bribery or collusion
  - Deliberate destruction of another's work
  - False declaration of authenticity in relation to the contents of a portfolio or coursework
4. In addition, students will expect staff take action where they identify or suspect plagiarism or malpractice to occur. Students will also expect staff:
- not to give improper assistance to students
  - not to invent or change marks for internally assessed work, where there is insufficient evidence of the candidate's achievement to justify the marks
  - to keep coursework/portfolios of evidence secure
  - not to make fraudulent claims for certificates
  - inappropriately retain certificates
  - to assist students in the production of work for assessment, where the support has the potential to influence the outcome of assessment (e.g. where the assistance involves staff producing work for the student)
  - to produce falsified witness statements (e.g. for work the student has not produced)
  - not to allow evidence, which is known by the staff member not to be the student's own, to be included in their assignment/task/portfolio/coursework
  - to facilitate or allow impersonation
  - to misuse conditions for special learner requirements (e.g. allowing students access to additional time, an amanuensis, or computer, without authorisation)
  - to falsify records/certificates
  - to make a fraudulent certificate claim (e.g. claiming the certificate prior to the student completing all assessment requirements)
5. In most instances, plagiarism can be easily avoided by citing sources correctly and appropriately. There are different conventions regarding how to acknowledge and reference. Teachers will indicate how to do this in different subjects but if in doubt students must seek advice from their teachers. It is good practice when first taking notes from a book, the internet or any other source that students take care to keep a clear reference of the details of the source.
6. The reasons why students might plagiarise are varied, but among them are:
- the student's lack of awareness or understanding of what is meant by plagiarism;
  - they do not believe plagiarism to be wrong;

- they do not understand the concept of individual ownership of ideas and words
- the Student's failure to allow sufficient time to produce the work;
- the greater pressures on students to succeed;
- the increased number of coursework components in examinations;
- the student's lack of skill in using source material and/or acknowledging the use of material;
- the greater availability of information on the internet and ease with which this can be copied;
- the encouragement to use the internet freely as a source of information, together with the student's failure to keep accurate records of web pages accessed;
- the growth of websites providing coursework, either by facilitating the swapping of students' work, or by providing, for a fee, finished pieces of coursework;
- the idea of a quick solution or short cut appeals to some candidates; particularly if the task does not interest them;
- the students plagiarise the work of others because they think their production of coursework during the course will not be monitored.<sup>1</sup>

7. It is important for students to understand the seriousness of plagiarism. It involves stealing the intellectual property of someone else and lying about it afterwards. Plagiarism is an attempt to gain benefit by deceit or fraud.
8. Plagiarism is often easily spotted by teachers who are likely to notice passages in students' assignments that differ from their previous work and previous use of language. The style of the plagiarised text betrays the fraud. There are also effective software packages to trace the origin of material from the internet.

Other things that can be undertaken to minimise plagiarism/ malpractice could include:

- Explaining at induction what is meant by plagiarism and how it will be monitored
- Reminding students not to leave their computers logged on, and unattended, or their work unattended, where it might be seen by others
- Explaining the concept of individual ownership of ideas and words and difference between 'intellectual property and 'common knowledge.'
- Providing instruction on study skills, research skills, writing skills, time management skills and the use of a suitable referencing system to record and cite sources correctly

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<sup>1</sup> See AQA plagiarism guidance notes, available [here](#), on the s drive. See also Pearson document, [What is Plagiarism, here](#), on the s drive (Plagiarism factsheet).

- Insist on the use of referencing bibliographies from the start. Also, act as a team, with every assessor applying procedures for this
  - Producing contextualised tasks that require students to research and individually analyse findings
  - Changing tasks in assignments and activities annually
  - Providing learners to discuss problems they may encounter and support them to provide them with resources they need to complete the work properly
  - Provide students with an assessment schedule, so that they can plan their work effectively
  - Looking out for the use of unfamiliar words
  - Looking out for the use of grammar and syntax of a standard higher than the student has previously demonstrated
  - Looking out for a discontinuous rise the quality and accuracy of the student's work
  - Looking out for the use of text familiar to the assessor, but without appropriate referencing
  - Looking out for the use of American spellings and unfamiliar product names
  - The comparison of student work with their peers and those from previous years<sup>2</sup>
9. If you are teacher or assessor entering candidates for a qualification with a coursework component, you must accept the obligation to authenticate the work, which is submitted for assessment. You must confirm that the work produced is solely that of the candidate concerned. **You must not accept work which is not the candidate's own. If plagiarism is discovered prior to the signing of a declaration of authentication the incident need not be reported to the Awarding Body, but you should deal with the matter in accordance with your own centre's procedures.**<sup>3</sup>
10. The college takes cases of plagiarism very seriously and regards these as a breach of college discipline. There are a range of penalties which depend on the severity of the plagiarism. They can vary from the cancellation of a student's marks for an assignment to the withdrawal from a course or subject. If it is discovered that a student has plagiarised a piece of work that has been submitted to an examination board or counts towards course accreditation, e.g. BTEC assignments, this could lead to the termination of their course of study at the Henley College.
11. Plagiarism may arise at different levels of seriousness:
- Minor misconduct (inform parents, or move to next stage of the disciplinary policy) could include:

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<sup>2</sup> Pearson Plagiarism factsheet, *ibid.*

<sup>3</sup> A QA Plagiarism notes, *op cit.*

- Copying a couple of sentences or using someone else's diagrams
- Receiving undue help in good faith because instructions have been misunderstood
- Downloading from the internet without acknowledgement
- Not referencing work properly
- Failing to acknowledge the source of a small section of an assignment
- Infringing the policy when the assessed work does not contribute to a grade.

*For example: if a student references work without citation/footnotes; the assessor must inform the PL/LIV as well as the student's Personal Tutor, who will discuss the matter with the student and move them to the next stage of the disciplinary process, if there is no reasonable explanation/circumstances given by the student. The assessor will need to return the work to the student for the addition of the referencing. See also bullet point 6 below.*

Moderate misconduct (formal warning, or move to next stage of the disciplinary policy) could include:

- Copying from books without acknowledgement which makes a significant contribution to the overall work
- Limited plagiarism from professional work (not course books)
- Limited downloading of information from the internet
- The use of model answers downloaded from the internet
- Infringing the policy where the assessed work contributes to a grade
- Repeated minor cases.

*For example: if it is discovered that a student has copied significant sections of another's work, in their own assignment, the assessor must inform the PL/LIV and the student's Personal Tutor. The PL/LIV will collect the evidence including a statement from the student and pass the information on to the Lead Tutor or Head of Faculty (depending on where the student is on the disciplinary scale). The LT/HOF will then meet with the student and parents and determine whether or not to move the student to stage 3 of the disciplinary process, or the next stage. See also bullet point 6 below.*

Examples of serious cases (a serious breach of discipline, according to the Disciplinary Policy) could include:

- Extensive copying of textbooks in one piece of work or limited copying in two or more pieces of work
- Using another's disk or copying from another's disk or using another's artwork
- Extensive plagiarism of professional works (more than 100 words)
- Buying, selling or stealing of work
- Knowingly allowing another student to copy one's own work
- Repeated evidence of extensive use of information from the internet without acknowledgement

- Repeated moderate cases
- Knowingly handing in corrupted or blank disks/CDs/DVDs in an attempt to deceive tutors

*For example: it is discovered that one student has copied the work of another. The assessor will inform the PL/LIV and Personal Tutor. The PL/LIV will collect the evidence including a statement from the student and pass the information on to the Lead Tutor or Head of Faculty (depending on where the student is on the disciplinary scale). The LT/HOF will then meet with the student and parents and determine whether or not to move the student to stage 3 of the disciplinary process, or the next stage. If it is determined that the student deliberately shared their work with another, then this student will be regarded as having seriously breached discipline. See also bullet point 6 below.*

## Procedures

1. If a teacher suspects plagiarism in a piece of work, they will in the first instance discuss this with the student and encourage them to rewrite the assignment (before the student declares the work as their own).
2. If the student insists that the piece of work is their own and the teacher continues to suspect plagiarism, they will report it to the student's Personal Tutor who will review the situation with the student.
3. If no satisfactory solution can be found, the Personal Tutor will assemble the material, along with an outline of why plagiarism is suspected and a recommendation for action, and send it to the student's Lead Tutor. The Lead Tutor will then interview the student and decide whether to impose a penalty.
4. If the circumstances and the severity of plagiarism require a more severe penalty, the matter will be referred to the Head of School or Deputy Principal who will keep a file of all serious allegations of plagiarism.
5. At each stage of the process the student has the right to a) be informed that the issue is being investigated and b) be accompanied at any interviews by a parent or guardian, fellow student or the Personal Tutor.
6. For students on BTEC courses: If work is identified as plagiarised, after the work has been handed in with a signed declaration by the student; those parts of the submission that have been plagiarised will not form part of the submission. The student will be able to re-do and hand in the work, but as it did not meet the requirements for a submission, it will not be eligible for a resubmission, or a retake. The teacher will need to set a deadline for the completion of this work. This may depend on the outcome of any disciplinary action.

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This policy has been produced in collaboration with our Benchmarking Colleges.



## STUDENTS

### ASSESSMENT POLICY AND VERIFICATION PROCEDURES

The following procedures are requirements for all courses. They must be operated in conjunction with, and complementing, requirements of specific Awarding Bodies.

#### 1. Purpose

1. To benefit students by ensuring that they receive fair and consistent assessment decisions, free from discrimination and made in the light of students' assessment needs.
2. To ensure that formative and summative assessment is regarded as crucial in the delivery of a course and that students are routinely set work for assessment.
3. To make sure that students are routinely set an appropriate amount of work to be completed outside lesson time. The exact nature and regularity of this work is the responsibility of Programme Leaders but should mirror the amount of time spent in lessons.
4. To assure the quality of assessment practice by addressing the basic principles of consistency, transparency, validity and reliability in application of Awarding Body standards.
5. To ensure that course teams operate within the requirements of curriculum assessment and examination regulations.
6. To provide a structure within which candidates have the opportunity to appeal against assessment decisions.
7. To assist in the continuous improvement of teaching and learning strategies.

#### 2. Assessment

1. Team members will be involved at all stages of course/subject assessment planning. Their role will include questioning assessment practice as well as advice and action to ensure consistent interpretation of standards.
2. All new staff involved in assessment will have the support of an experienced team member.
3. All teaching staff will mark and return student work within a week of the submission date, but no more than ten working days, unless exceptional circumstances prevent this.
4. Marked assignments will include where appropriate correcting of English and maths to support students developing their literacy and numeracy skills.
5. Teaching teams will develop and maintain their internal verification and standards moderation systems as required by Awarding Bodies.
6. An overall assessment plan and map will be agreed by the team on an annual basis.
7. Where appropriate, assessment plans can be negotiated on an individual student basis.



8. Teams should ensure that student activities and assignments are designed to produce different types of experience and evidence.
9. Assignments briefs will be issued using documentation which clearly states the evidence required and grading criteria.
10. Feedback to students must relate to grading criteria, will point out what they have done well, show where they have gone wrong, and explain how they can improve, or as directed by the exam board.
11. The completed assessment documents will be retained by teaching teams in accordance with exam board requirements. It is recommended that an internal file is kept by course/subject to record evidence of the processes.
12. These documents detail the verification/moderation of assessment, including:
  - a. Functional Skills, where applicable;
  - b. the assessed work which has been verified/moderated;
  - c. general comments and findings;
  - d. any action to be taken, which will be overseen by the internal verifier/moderator.
13. Evaluation of the effectiveness of the assessment process and the implementation of the overall assessment plan will be undertaken by the course team during the annual course review.

### **3. Internal Verification and Standards Moderation**

1. All new and altered assignment briefs must be checked by the Internal Verifier before they are issued to students.
2. Sampling will be carried out at regular intervals and on completion of the coursework/portfolio of evidence/written work.
3. A sampling plan will be produced by teaching teams to ensure the internal verification/moderation process is ongoing.
4. The volume of verification/moderation sampling shall be 10% or three pieces of assessed work (whichever is greater) per assessor per unit, unless awarding bodies require otherwise.
5. The fact that internal verification/standards moderation has taken place is to be recorded on the assessment brief of the assessed work that has been verified/moderated.

### **4. Roles and Responsibilities**

#### **a) Programme Leaders**

1. Ensure that all assessment is appropriate, fair and consistent, and does not discriminate against any learner.
2. Co-ordinate the assessment and internal verification/moderation processes, liaise with External Verifiers, support Assessors and ensure that outcomes of internal verification/standards moderation contribute to curriculum development.
3. Advise on assessment, including advice on staff training as appropriate, ensuring that submissions for awards meet Awarding Body specifications, and guide the team in designing assessment activities.
4. Ensure that each Assessor has all the necessary, issued exam board documentation and understands the requirements of the Awarding Body. Any changes to exam board issued documentation must be approved by the Quality Manager.
5. Ensure that effective recording and tracking systems are used by teaching teams.

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6. Oversee the sampling of assessed work to ensure that assessment is carried out appropriately and give support if issues arise.
7. Ensure that storage and security procedures meet all Awarding Body requirements.
8. A record of Assessor and Verifier Awards achieved by team members will be maintained a) by the Programme Leader for the particular course and b) the Director of HR.
9. Keep records to show that sampling has taken place of a range of students and any issues are actioned.
10. At the end of each course, when all final grades have been received, a grading meeting will be convened by the Programme Leader to validate and record grades. Records of the meeting are to be kept.
11. PLs to issue Confirmation Reports to students once the grades have been uploaded to edexcelonline.
12. PLs to check certificates prior to issuing to students, after they have been received by the College

#### **b) Team Members/Assessors**

1. Advise students on interpretation of assessment activities and guide students in taking responsibility for identifying sources of evidence.
2. Set clear deadlines well in advance that help learners manage time, track progress and respond to feedback.
3. Are responsible for planning, recording and conforming to the Awarding Body specification and ensure that assessment of student evidence and feedback will be documented and monitored.
4. Guide students on interpretation of assessment activities and observe the students generating evidence.
5. Check specific evidence against the grading criteria.
6. Provide feedback to students and discuss recommendations.
7. Provide guidance for students who have not achieved against specific criteria.
8. Ensure that students are informed of assessment procedures.
9. Ensure that student records are complete and accurate for their unit and ensure the security and confidentiality of student documentation.
10. Identify the requirements of students with learning difficulties and disabilities and assist the Head of Student Services with appropriate arrangements.

#### **c) Internal Verifiers**

1. The role of the Internal Verifier requires a balance between supporting Assessors and ensuring the quality of their assessment.
2. The Lead Internal Verifier should normally be the Programme Leader or someone who is an experienced Assessor. In each curriculum area there should be one or more Internal Verifiers appointed.
3. The Internal Verifier is responsible for ensuring the quality of assessment and compliance with quality standards.
4. Internal Quality Assurers responsible for verifying NVQ assessment will have achieved or will be working towards achieving relevant professional qualifications.
5. Where appropriate, Internal Verifiers will take advantage of staff development opportunities, in particular the College's staff development activity in quality assurance and curriculum procedures.
6. In many areas an awarding body may specify that an Internal Verifier is occupationally competent.
7. In very small teams, perhaps where there is only one Assessor, it will be necessary to have an Internal Verifier from outside the team.

8. Where there can only be one Internal Verifier per team, then that person's assessments could be verified by another Internal Verifier who can relate to the candidate's standards.

#### **d) Head of School of Study**

1. Twice each academic year, the Head of School of Study will monitor internal verification/moderation processes and, if appropriate, report on this to the Quality Manager.
2. The Head of School of Study will carry out spot checks of results returned to awarding bodies.
3. The Head of School of Study will spot check certificates prior to issuing them to students.

### **5. The External Verifier/Moderator Report**

1. External verification/moderation reports are received by the Principal.
2. If external verification/moderation reports are left with, or sent to a Programme Leader or any other nominated person, then it is their responsibility to forward them to the Principal.
3. The Principal will send copies of the report to the Deputy Principal, the relevant Head of School and Programme Leader, and the Quality Manager.
4. The Programme Leader will lead discussion of the report with the course team and the Head of School, and together they will draw up an action plan to deal with any issues raised.
5. The Programme Leader will be responsible for reporting on action taken at the External Verifier/Moderator's next contact.
6. The Head of School is responsible for taking forward any action points on issues raised which cannot be dealt with by the course/subject team alone.
7. The Head of School will monitor progress on the action plan and receive regular progress reports from the Programme Leader.
8. External reports are an important element in the College review process. Teams will report on identified strengths and weaknesses and action taken in response to issues raised in their annual reviews.

### **6. The Appeals Process**

1. The college-wide Appeals Procedure documents are published for students on LearnZone and they will be alerted to this at the commencement of the course of study.
2. Students have the right to appeal against assessment decisions, following the appeals procedures. The right to appeal should be exercised within five term-time working days of receipt of the assessment grade.
3. If there is a dispute regarding assessment, students should, in the first instance, discuss the issue with the Assessor. An opportunity for resubmission may be made, or the assessment grade may be confirmed or revised.
4. If the issue remains unresolved, students again have the right to appeal within five term-time working days of receipt of the assessed work. The students, at this stage, should put the reasons for appeal in writing to the Programme Leader. The Programme Leader will confirm or revise the grade.
5. If the issue still remains unresolved, the Programme Leader may refer the work to the Head of School for a final decision.

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6. Records of appeals and their outcome are to be retained for availability to External Verifiers and for quality audit purposes.

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