

Plagiarism, Collusion and Cheating Policy

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Aim

The aim of the Plagiarism, Collusion and Cheating Policy is to reduce the number of incidents occurring that have an adverse effect on centre risk ratings. As a consequence, the management of malpractice and or maladministration investigations should also be reduced.

The policy provides Qualifi and centre staff with a basic understanding giving some common examples of plagiarism, collusion and cheating. By increasing an overall understanding, Qualifi believes that all staff involved in the delivery of training and assessment will use this knowledge to ensure their learners know what actions they may have taken would be considered and managed as examples of plagiarism, collusion or cheating.

This enhanced understanding provides an opportunity to increase the level of protection provided to staff supporting the delivery and to the registered learners taking Qualifi qualifications.

Given this increased level of support, the risk to the learner will be reduced as the learner will understand what is not considered to be an acceptable practice. As a result, the learner will not unwittingly increase the risk of being withdrawn from the qualification they are taking or prevented from taking qualifications at the training centre of choice due to contravention of the policy.

Scope

This policy applies to all staff and registered learners involved in the delivery or taking of a Qualifi qualification or unit.

Plagiarism

Can be described as using someone else's work and changing words but retaining the structure and meaning without acknowledging the source or ownership of the originator of the work.

During verification visits to approved centres, the Qualifi External Quality Assurer checks to identify and report examples of plagiarism. An example is that the verifiers will sample learner portfolios. Qualifi also has assessment controls in place to identify examples of plagiarism. An example is that markers will find examples when marking examination papers.

There are many reasons why plagiarism occurs but often the reason is simply because the learner did not realise that the method of gathering and preparing their evidence was not an acceptable practice. Another common reason is poor planning that results in pressure for a learner to complete work when time is at a premium.

Therefore, the purpose of this section is to provide examples of what constitutes plagiarism and centres should ensure that their staff and learners have access to this policy, and this supports our preventative approach to reducing unintended breaches of plagiarism that had in the past been due to a lack of understanding.

Learners will generally know what method, activity or approach to research is considered to be plagiarism, however, there are examples where plagiarism is less obvious to the learner.

It is assumed that most learners will know when they are cheating, and a list of common examples is below:

- getting somebody else to do the work for the learner
- giving false information about a source used
- copying information from the internet
- using Generative AI to produce assignments

The following list provides some less obvious examples:

- copying all or some of another person's work
 - getting a friend or family member to help often including dictation of responses
 - copying and pasting from the internet
 - copying either word for word or extracts from a text without providing a reference to the source
 - copying from another learner's portfolio with or without their consent
- borrowing or taking another learner's work

Collusion

Collusion is considered to be a type of plagiarism if two or more people knowingly and with planned intent work together and submit work that is not solely theirs.

- two or more learners sharing information leading to the production and submission of the work by both learners
- passing off the work of another learner with their consent
- a learner knowingly provides an opportunity for other learners to see their work, an example could be to reveal to the learner sitting next to another learner during the taking of an examination

Cheating

Cheating is the planned intention to pass off work of others, claiming it to be their own. Centres must ensure that adequate safeguards are in place to prevent staff from assisting learners to improve achievement during the taking of examinations.

Centres are encouraged to ensure that safeguards are in place to protect staff against any accusation from others that could lead to an adverse effect. For example, a learner claims that the invigilator provides some answers, and this is why the learner failed the examination.

If another person is present the invigilator will have some protection against potential claims of unfairness by the learner(s).

Examples include:

- having access to examination prior to the examination taking place
- assessors, tutors and or invigilators helping learners when preparing and submitting information for assessment and or marking
- impersonating another learner with the purpose of giving an unfair advantage

- encouraging or accepting help from others
- copying or reading another person's work
- accessing a mobile phone during the taking of an examination
- submitting assignments that have been written using Generative AI

Appeals

A learner may appeal against a decision in relation to an allegation of cheating or plagiarism. Information that will be provided to learners with their assignment briefs should include:

Referencing

The standard adopted by QUALIFI Ltd is the Harvard method, in the style used by the British Journal of Management (BJM). It is strongly recommended that learners use only this style standard. However, if learners use another style of Harvard referencing correctly and consistently, they will not be penalised. They must not mix styles.

Bibliographies

In the Harvard/BJM system, bibliographies of works consulted are **not** to be used. Learners should list **only** the sources directly referred to in work in the references. The page(s) where they show these references should be entitled References, not Reference List or References Section.

Direct quotations

In the Harvard/BJM system, direct quotations are only rarely used. Learners should instead summarise the author's ideas in your own words and provide the appropriate reference in the body of work, followed by the full references in the list of References.

Summary of Harvard/BJM style details:

1. Show sources in brief in the body of your work. Instructions on how to do this follow.

2. Direct quotations should only be used rarely. Instead, summarise the ideas in your own words (paraphrasing) and show the source by indicating the author's/authors' name(s), the year of publication and the page number(s) on which the reference occurs.
3. Show full details of sources as References at the end of your work, but before appendices.
4. In the References section, show sources only for articles/books/etc. directly referred to in the body of your work.
5. Do not use footnotes to reference sources or number the references in the References list.
6. In the References section, list the works in alphabetical order by the author's surname.
7. Put all references in the same list. Do not list books, articles, websites etc. separately.

There is a standard order for listing publishing details in the References list. For individual references, the order is:

- a. author(s)' surname
- b. author(s)' initials
- c. year of publication
- d. title of the work (book, journal article, chapter in a book, name of the scholarly paper, etc.)
- e. name of the journal or magazine (if not a book)
- f. publishing details. The publishing details will vary depending upon whether it is a book, a journal or magazine, a conference paper or a website.

Confidential material

Learners may encounter confidential information whilst on work placements or through their research for assignments.

Learners are reminded that there are ethical and legal responsibilities to respect confidentiality and maintain anonymity of individuals and

organisations within their assignments. If learners are unclear of their responsibilities, they must contact their course tutor for further guidance.

Statement of Authenticity

In submitting assignments, Learners must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count.

Assessments should be checked for levels of similarity using an appropriate software. Qualifi recommends the use of Turnitin <https://www.turnitin.com>. Markers should check Turnitin outputs for similarity scores and similarity should not exceed 15%.

For more information, please contact Qualifi: support@qualifi.net