

ACADEMIC PROGRESS FRAMEWORK

Academic Misconduct Policy

1.0 Purpose

This Policy provides guidance to students and academic staff on Plagiarism and Academic Malpractice. The aim is to maintain the integrity of academic awards and procedures. The procedures will ensure consistency of approach by all members of staff and will supplement the college's disciplinary procedures

2.0 Policy Statement

Jewel & Esk College will ensure that the integrity of the processes of assessment and procedures for dealing with academic misconduct are applied consistently across the College and that these procedures comply with the requirements of external awarding bodies.

3.0 Scope

3.1 This policy applies to all formative and summative assessments both internal and external and describes procedures to ensure the integrity of the assessment process and satisfactory academic progress.

4.0 Definition

"Academic misconduct is the overarching term covering plagiarism and academic malpractice" (QMU).

Plagiarism may include:

- Failing to use quotation marks and identifying the source
- Cutting and pasting from the internet
- Copying and re-wording or summarising someone else's work without acknowledgement
- Not labelling diagrams/illustrations produced by someone else
- Working with another student when a task should have been done alone
- Paraphrasing. Many students do not realise that paraphrased material should be attributed to the original author
- Using a ghost writer.

Academic Malpractice

Academic malpractice is:

- Copying from another candidate in the same examination session
- Knowingly providing answers to another student in any form
- Using unauthorised aids in examinations
- Deliberate falsification of evidence/data/workplacement logbooks
- Impersonation of a student during an examination or assessment
- Fraudulent use of electronic aids - including mobile phones or iPods
- Bribery
- Collusion
- Inclusion of inappropriate or offensive comments or illustrations in exam material
- Fabrication of results including experiments, research, interviews etc
- Illicitly gaining information about the contents of an exam
- Buying coursework online from an essay bank
- Submitting jointly written coursework as if it was an individual piece of work
- Behaving in a disruptive manner during an exam or assessment.

5.0 Responsibilities

- 5.1 The Depute Principal is responsible for the implementation and development of this policy.
- 5.2 Faculty Heads and course teams are responsible at induction and throughout the programme, for ensuring learner awareness and understanding of:
- a what constitutes plagiarism, collusion or cheating
 - b the associated penalties for academic misconduct
 - c appropriate strategies to ensure academic integrity including good referencing skills.
- 5.3 Faculty Heads and course teams are responsible for guidance of learners on the format of formal acknowledgement of source material.
- 5.4 Faculty Heads and course teams are responsible for ensuring learner understanding that disciplinary procedures will apply to any learner involved in an intention to deceive. This means any learner who allows another student to copy part or all of his or her work, will be subject to similar penalties as the learner who has plagiarised.
- 5.5 Lecturers are responsible for informing all students of the extent to which they may collaborate in course work. This should be made clear in writing in the instrument of assessment
- 5.6 Where Lecturers are responsible for producing instruments of assessment, steps should be taken to ensure that these are less likely to permit plagiarism, collusion or other means of cheating.

- 5.7 Lecturers are responsible for ensuring that all assessments are carried out in such a way that will reduce opportunities for plagiarism, collusion or cheating.
- 5.8 Where assessment activity is taking place outside the college or by distance learning, it is the responsibility of the lecturer to ensure that adequate arrangements are made for the supervision of the assessment activity and the authentication of student assessment evidence. The student should be made aware of any requirements they will be expected to fulfill for authentication purposes.

External assessment

College Examination Officers will communicate directly with appropriate academic staff and Invigilators to ensure the required adherence to administrative procedures for external examinations. SQA require a separate signed statement by students for course work submitted for externally assessed examinations.

Implementation of the academic misconduct policy will be in line with the guidelines provided by awarding and examining bodies covering incidences of plagiarism or academic dishonesty. Students should be made aware of the policy and probable outcome of academic misconduct as applied by the awarding body regulating the award undertaken.

- 5.9 When it is suspected that there is evidence of plagiarism the lecturer should discuss this with the Curriculum leader in order to consider the seriousness of the suspected offence and if the evidence suggests that the offence is minor and not deliberate or is moderate and may be deliberate or is major and is deliberate.
- 5.10 The lecturer should discuss the evidence with the learner(s) and provide an opportunity for their explanation and/or or acknowledgement of their misconduct.
- 5.11 If minor misconduct is proven or acknowledged and is a first offence, it is likely that one or more of the following penalties will be implemented:
 - a a verbal warning and counselling and/or learner support
 - b marks deducted or work returned to be resubmitted
 - c a first booking under the College's Disciplinary Policy.

Examples of minor misconduct might be:

- 1 When a student cites or paraphrases another person's work either without any or without some proper acknowledgement; there is no attempt to deceive and some attempt might be made to acknowledge such as using quotation marks or references such as "It has been claimed...."
- 2 Two NQ students submit virtually identical work but were not aware that each had to submit an individual assignment

- 5.12 If moderately serious academic misconduct or a second offence of minor misconduct is proven or acknowledged the Faculty Head should be advised and the college Disciplinary Policy implemented. It is likely that one or more of the following penalties will be implemented:
- a mark/assessment grade will be reduced or awarded zero/fail
 - b learner(s) withdrawn from the unit
 - c learner(s) issued with a written warning.
 - d a hearing under the College's Disciplinary Policy.

Examples of moderately serious cases of academic misconduct might be:

- 1 Failure by an HNC student to reference source material despite specific guidelines.
- 2 Copying a paragraph and making small changes, not acknowledging it in the main body of the work.

- 5.13 If a major case of academic misconduct is proven or acknowledged, the Depute Principal should be advised and disciplinary procedures implemented. It is likely that one or more of the following penalties will be implemented:

- a learner(s) withdrawn from the unit
- b learner(s) withdrawn from all remaining units
- c learner(s) withdrawn from the course
- d learner(s) withdrawn from the college
- e a hearing under the College's Disciplinary Policy.

Examples of major misconduct might be:

- 1 An HNC student submits work which is largely cut and paste from the internet and is not acknowledged.
- 2 A student tries to download material during an assessment either from his or her own earlier work or from the internet.

- 5.14 A formal record of investigation describing the offence, the investigation, the outcome and any disciplinary procedures will be kept for any breach of this policy.

- 5.15 A record of this will be kept in accordance with college policy relating to student discipline. Files for students who are disciplined for minor or moderate breaches of the policy will be destroyed within 6 months of confirmation that the student has completed his or her studies and has left the college.

- 5.16 Disciplinary files of students who are dismissed will be kept for three academic sessions following the session in which the dismissal occurred. These will be retained by the Depute Principal's Office.

- 5.17 Academic staff and students are responsible for the effective operation of this policy.
- 5.18 The Quality & Qualifications Manager is responsible for monitoring the effectiveness of this policy.
- 5.19 College appointed Examination Officers are responsible for the administration of awarding body external examinations.

6.0 Appeals

- 6.1 A student has the right of appeal against disciplinary decisions under the Student Appeals Policy and Procedure, copies of which are available from Student Services and on the college website www.jevc.ac.uk.
- 6.2 Any appeal must be made by the student(s) themselves.
- 6.3 Student Services are available to give impartial advice regarding appeals.

7.0 Data Protection Act 1998

- 7.1 Jewel & Esk College is committed to ensuring that the processing of personal data is only undertaken in the legitimate operation of the business of the College. The College will ensure that the eight principles on which the Act is based are made known to and observed by all College staff.

8.0 Review

- 8.1 This policy will be reviewed in June each year.

9.0 Appendices

- Appendix 1 Guidelines for Staff on Plagiarism and Academic Malpractice
- Appendix 2 Information for Students on Plagiarism and Academic Malpractice
- Appendix 3 Student Referencing Helpsheet
- Appendix 4 Student Bibliography Helpsheet

Appendix 1 Guidelines for Staff on Plagiarism and Academic Malpractice

“So all my best is dressing old words new” (Shakespeare –Sonnet 76)

“There are, after all, only so many plots in the world” (McCrum, Guardian 28-4-02)

“To copy from one work is plagiarism, to copy from two is research” (Common knowledge)

1. Policy

All staff should be familiar with the Academic Misconduct Policy

2. Definitions

Plagiarism is defined as “to take and use as one’s own, the thoughts, writings or inventions of another.” (OED) it may include:

- Failing to use quotation marks and identifying the source
- Cutting and pasting from the internet
- Copying and re-wording or summarising someone else’s work without acknowledgement.
- Not labelling diagrams/illustrations produced by someone else
- Working with another student when a task should have been done alone.
- Paraphrasing. Many students do not realise that paraphrased material should be attributed to the original author
- Using a ghost writer

Bad Practice

- Bad practice is when a student cites or paraphrases another person’s work without proper acknowledgement; there is no attempt to deceive and some attempt to acknowledge such as using quotation marks or references such as “It has been claimed....”

Academic malpractice

Academic malpractice is:

- Copying from another candidate in the same examination session
- Knowingly providing answers to another student in any form.
- Using unauthorised aids in examinations
- Deliberate falsification of evidence/data/ workplacement logbooks
- Impersonation of a student during an examination or assessment
- Fraudulent use of electronic aids- including mobile phones or iPods
- Bribery
- Collusion (to work together for mutual benefit but with the intention of deceiving a third party)
- Inclusion of inappropriate comments or illustrations in exam material
- Fabrication of results including experiments, research, interviews etc
- Illicitly gaining information about the contents of an exam
- Buying coursework online from an essay bank
- Submitting jointly written coursework as if it were an individual piece of work
- Behaving in a disruptive manner during an exam or assessment

Common Knowledge

Ideas and expressions which are used frequently; the author may or may not be known:

"A thing of beauty is a joy forever". Students would not be expected to cite an author for this sort of expression

Why do students plagiarise?

This can be the result of a number of factors:

- Genuine lack of understanding about what constitutes plagiarism
- Belief that one's own work is inadequate
- Poor writing and research skills (e.g. referencing, citations, quoting)
- Because everyone does it
- Cultural factors
- To save time and effort
- To get higher marks
- Poor time management
- Copying/pastiche now viewed more positively (music etc)

Consider these student opinions

“You can plagiarise someone who’s written a book, because they’re not on the same level as you. If you copied your friend’s work, when you get marked for it you’d be getting her mark, but you’re not getting someone else’s who’s way above you.” (Ashworth P, Bannister P, Thorne P “Guilty in Whose eyes? University Students’ perception of cheating and plagiarism in Academic Work and Assessment”1997)

“I think allowing someone to look at your work is teaching- you are just doing the job of the teacher....If you are willing to do it...then I don’t think it’s cheating” (Ashworth op cit)

“If plagiarism is just copying out of books, that’s just lazy, but if it’s because you can’t get the books (and you copy from a fellow student) that’s different” (Ashworth op cit)

Or, perhaps, people who should have known better:

“The important thing is that it’s accurate” (HM Government on Iraq Dossier)

“There are only so many notes in a scale” (Tim Rice)

3. What can staff do?

Prevention is better than detection

- Inform students of the policy on academic integrity and honesty. There is sometimes an assumption that students, particularly at HN level, will know that plagiarism is unacceptable. This is not always the case.
- Make sure students are aware of the penalties for academic misconduct at the earliest stage of the course.
- All students should be required to sign a cover sheet for both formative and summative work declaring that the work is original. This will not by itself prevent plagiarism or malpractice but it will serve as a reminder to students that such practices are unacceptable. SQA require a separate form for each student where course work contributes to an external assessment. An alternative procedure is to provide a single sheet for a class group to sign at the beginning of the course.
(Refer to exemplars attached)

Referencing: All students should be taught from the beginning of the course the importance of good referencing skills. The system which is used in JEVG is a modification of the Harvard system. It is straight forward and is also used by most Higher Education institutions so is a preparation for what students who progress may expect to use.

(Refer to Appendix 3 Student Referencing Helpsheet and Appendix 4 Student Bibliography Helpsheet)

- The degree of detail required will vary with the level of the course. For instance: HN students should be aware of the referencing system and how to quote accurately and in full. NQ students may give a briefer version.
- Inform students, in writing, the degree to which they can collaborate in course work. This should form part of the instructions on the assessment.
- Be aware that students are computer literate and can scan text and find model essays. Care should be taken, particularly during summative assessments, to ensure that students are adequately supervised when using computers to prevent students copying their own or other students' work
- Teach the skills. Students need to learn how to paraphrase and summarise the words of others. They need to practise and be given feedback.
- Devise procedures to make collusion, cheating and plagiarism more detectable.

This may include some of the following:

- a) Ensuring that course work is supported by unseen and supervised work under test conditions.
- b) Changing assignment topics annually, on at least a three year cycle. This is probably the single most important change that staff can make. Students cannot copy previous years' work or easily buy a ready-written piece of work. SQA generated assessments such as NABs should be selected randomly.
- c) Making less use of generic assignments and tailor assignments more closely to each group e.g. an assignment can be linked to a recent class discussion. The key issue is to create a piece of work that cannot easily be stolen. Design out the easy cheating options. Students should be encouraged to analyse and evaluate rather than just collect facts – try not to set a task which is so closely defined that only one solution or artefact will result.
- d) Ensuring security arrangements for the handing in and returning of assignments – not into an open tray. Course work is valuable and should be treated as such.
- e) Cutting down on the amount of assessment.
- f) Giving students clear guidelines about assessment dates
- g) Getting to know individual student's work
- h) Oral work and asking for essay plans and drafts
- i) Students log progress and contributions. This is submitted with assignment
- j) Being aware of sudden changes in style and performance
- k) Be aware of changes in font and type-face
- l) American spellings and conventions from non-American students
- m) Try to mark a whole class's work at a single sitting
- n) Use a bank of materials not just one or two.
- o) All staff handouts and course materials must attribute and acknowledge sources.
- p) Be aware of the particular issues related to distance learning and work-based learning.

4. What if I suspect plagiarism?

It is important to bear in mind that plagiarism by itself is not a criminal offence. It only may be a criminal offence if it includes breach of copyright or fraud.

- You may wish to discuss the evidence with the Curriculum leader and decide if there is a case to answer and if the evidence constitutes a minor, moderate or serious breach of the policy.
- Interview student and present evidence that plagiarism or malpractice may have occurred. It is essential to treat this with care. Accusations should not be made.
- Concerns must be raised and recorded
- Students must be allowed to respond
- Use the policy guidelines to ensure that the case is dealt with appropriately.
- Keep records of discussions and any written evidence which supports the case.

Sources used and for further information:

JISC Plagiarism Advisory Service JEVAC Academic Progress Framework (2006)

SQA - Your Coursework – a guide for candidates (2006)

SQA-list of subjects with course work component (2006)

SQA- Candidate Malpractice in external assessments: information for schools and colleges (2006)

Bobby Elliott- Plagiarism FAQ (2005)

Quality Forum – Academic Misconduct Policy and Procedure. Plagiarism, collusion and cheating (2006)

Queen Margaret College – Academic Misconduct Policy (May 2006)

Dundee College – Important Information for Students (2006)

JISC –Plagiarism Advisory Service (2006)

JEVAC – ICS handout on Plagiarism

JEVAC – Library handout on referencing

“Cite them right”: The Essential Guide to Referencing and Plagiarism”** (JISC) (2005)

Netskills Training Pack

J Carroll “A Handbook for Deterring Plagiarism in Higher Education”** (2002)

* Available in JEVAC Library

Attachments

- Exemplar cover page for student group to sign
- Exemplar cover page for single assignment and student to sign

Exemplar cover page for student group to sign



Jewel and Esk College	
Course:	Date:
I confirm that all assignments are my own work, except where I have specified. I confirm that I understand the consequences of submitting work that is not my own/has been plagiarised from another source.	

List all students in class group and have them sign

Exemplar cover page for a single assignment and student to sign

Jewel and Esk College	
Course:	
Assignment:	
Date:	
I confirm that this assignment is my own work, except where I have specified. I confirm that I understand the consequences of submitting work that is not my own/has been plagiarised from another source.	
Print Name:	
Signed:	

Appendix 2 Information for Students on Plagiarism and Academic Malpractice

What do these terms mean?

Plagiarism – means taking someone else’s work or ideas and passing them off as your own. This can include:

- Failing to use quotation marks and identifying the source
- Cutting and pasting from the internet
- Copying and re-wording or summarising someone else’s work without acknowledgement
- Not labelling diagrams/illustrations produced by someone else
- Working with another student when a task should have been done alone
- Paraphrasing. Many students do not realise that paraphrased material should be attributed to the original author
- Using a ghost writer.

Academic Malpractice

This means setting out deliberately to cheat in some way. This may include:

- Copying from another candidate in the same examination session
- Knowingly providing answers to another student in any form
- Using unauthorised aids in examinations
- Deliberate falsification of evidence/data
- Impersonation of a student during an examination or assessment
- Fraudulent use of electronic aids - including mobile phones or iPods
- Bribery
- Collusion- means working with someone to cheat or deceive
- Inclusion of inappropriate or offensive comments or illustrations in exam material
- Fabrication of results including experiments, research, interviews etc
- Illicitly gaining information about the contents of an exam
- Buying coursework online from an essay bank
- Submitting jointly written coursework as if it were an individual piece of work

If you are discovered or suspected of any of these offences, the College will investigate and this may result in disciplinary action. You could lose all the marks for a particular piece of work or you may be removed from the course altogether.

This is what is expected of you whilst you are in College

- You will only hand in your own original work for an assessment
- You will show when you have used information created by someone else. Your tutor will show you how to do this correctly.
- You will not use anyone's disk as it were your own work.
- You will not copy from internet sites without acknowledging the source
- You will not use anyone else's artwork, pictures or graphics without acknowledging the source.

Remember: Acknowledge all sources of information and follow the guidelines in the Referencing and Bibliography Helpsheets and you should not have any problems.

Quick reminder

If it is a book or magazine that you have used you should acknowledge it like this:

Judy Pearsall (ed) 1999 *The new Oxford Dictionary of English* Oxford, Oxford University Press

If it is a website you should acknowledge it like this:

<http://www.geocities.com/dragonproject2000>

You must always add a list of all the sources (Bibliography) that you have used at the end of the piece of work.

If you are having trouble with your written work or are worried about meeting deadlines, talk to your Class Tutor.

Appendix 3 Student Referencing Helpsheet

Here are examples of how to reference within your text from types of sources you are most likely to use. Remember, this may not cover everything. If you are in any doubt or need further help, please ask the library staff.

For books include:

1. author's surname
2. year of publication
3. page number if appropriate

This can be done in different ways depending on whether you are quoting directly or indirectly.

EXAMPLES:

Direct quote: "Transparent research allows other people to follow your complete search trail" (Roberts-Holmes, 2005, p.9)

Indirect quote can be done in two ways:

If you are referring to a general idea or theme in a book use this format:

Roberts-Holmes(2005) argued that....

If it is an idea from a particular page in the book quote the page number as well.

Roberts-Holmes(2005, p9) said that...

For journal articles include:

1. author's surname
2. year of publication

EXAMPLE:

Oriental body balancing (Brazier, 2006) follows...

For newspaper articles include:

1. author's surname
2. year of publication

EXAMPLE:

In his article, Bevans (2007) describes...

If there is no author given in a newspaper article the title of the paper (*in italics*) and the year (in brackets) should be cited.

EXAMPLE:

In an article (*The Scotsman, 2007*) it was reported that...

For DVDs, Videocassettes include:

1. Title of film or programme (*in italics*)
2. Year of distribution (in round brackets)

EXAMPLE:

In this film (*The Matrix reloaded*, 2003)...

For TV programmes include:

1. Title of programme (*in italics*)
2. Year of publication (in round brackets)

EXAMPLE:

We see in this programme (*Little Britain*, 2005)...

For Internet pages include:

1. author's surname
2. year the site was published/last updated (in round brackets)

EXAMPLE:

In his article, Yau (2001)...

If the author's name is not available use the title of the web page.

EXAMPLE:

Dragon Project (2001) provides information...

If there is no author or title use the URL

EXAMPLE:

This website (<http://www.geocities.com/dragonproject2000>) gives information on...

For electronic journals the in-text citation is the same as for print journals.

Remember!

The **full** reference for each source must appear in the [bibliography](#) at the end of your work

Appendix 4 Student Bibliography Helpsheet

The bibliography is a list of all the sources you have used when researching your essay / report. Include books, journals, newspapers, and other sources such as DVDs, TV programmes and websites. List sources alphabetically by author, editor or title if no author is quoted. List at the end of your work, and **only** quote sources you have actually used. **Do** include those you have **consulted** but not quoted from directly.

For books include:

1. author's or editor's name
2. (date of publication)
3. edition
4. title (*in italics*)
5. place of publication and publisher

EXAMPLE: Roberts-Holmes, Guy (2005) *Doing your early years research project – a step-by-step guide*. London, Paul Chapman Publishing

For journal articles, include:

1. author of article
2. (year of publication)
3. title of article in "..."
4. name of journal (*in italics*);
5. volume number, issue number;
6. page number(s)

EXAMPLE: Brazier, John (2006) Oriental body balancing. *International Therapist* 73, pp 4-5

For newspaper articles include:

1. author of article where available
2. (year of publication)
3. title of article in "..."
4. name of newspaper(*in italics*)
5. day and month
6. page number

EXAMPLE: Bevens, N. (2007) "Revolutionary energy saver invented by housewife." *The Scotsman*, 25 June, p.12.

Where the author is **not** available the reference should be in the following order:

1. name of newspaper (*in italics*)
2. year of publication (in round brackets)
3. title of article in "..."
4. day and month
5. page number

EXAMPLE: *The Scotsman* (2007), "Shortlist is unveiled for Britain's oldest literary awards", 25 June, p15.

For DVDs, Videocassettes include:

1. title of film (*in italics*)
2. (year of distribution)
3. director
4. [DVD] / [Videocassette]
5. place of Distribution: Distribution company

EXAMPLE: *The Matrix reloaded* (2003) Directed by A & L Wachowski [DVD]. Los Angeles: Warner Brothers Inc.

For TV Programmes include:

1. title of programme
2. (year of publication)
3. name of Channel
4. date of transmission (day/month)

EXAMPLE: *Little Britain* (2005) BBC 2, 23 June.

For Internet pages include all the data that a reader would require to locate your information source

1. author
2. (year the site was published/last update)
3. title of Internet site (*in italics*)
4. available at :URL
5. (accessed: date)

EXAMPLE: Yau, T. (2001) *Dragon Project*. Available at:
<http://www.geocities.com/dragonproject2000/> (Accessed 28 February 2007)

For electronic journals include:

1. author
2. (date)
3. title of article
4. title of journal (*in italics*) including volume and number (in brackets)
5. website
6. publisher
7. date and place accessed

EXAMPLE: Platt, Steve. (1994) "A question of leadership. (anti-racist movement in the UK)". *New Statesman & Society* 7(286), pp14(3). *InfoTrac OneFile*. Thomson Gale. (Accessed Jewel and Esk College. 7 Mar 2007)

Set out your bibliography in alphabetical order:

Bevens, N. (2007) "Revolutionary energy saver invented by housewife." *The Scotsman*, 25 June, p.12.

Brazier, John (2006) Oriental body balancing. *International Therapist* 73, pp 4-5

Cottrell, Stella. (2003, 2nd ed) *The study skills handbook*. Basingstoke: Palgrave Macmillan

Hamp-Lyons, Liz and Heasley, Ben. (2003) *Study writing – a course in written English for academic and professional purposes*. Cambridge: Cambridge University Press

Little Britain (2005) BBC 2, 23 June.

The Matrix reloaded (2003) Directed by A & L Wachowski [DVD]. Los Angeles: Warner Brothers Inc.

Pears, Richard and Shields, Graham (2006 2nd edition, reprinted with corrections) *Cite them Right*. Newcastle upon Tyne: Northumbria University Press

Platt, Steve. (1994) "A question of leadership. (anti-racist movement in the UK)". *New Statesman & Society* 7(286) pp14(3). *InfoTrac OneFile*. Thomson Gale. (Accessed Jewel and Esk College. 7 Mar 2007)

Yau, T. (2001) *Dragon Project*. Available at: <http://www.geocities.com/dragonproject2000/> (Accessed 28 February 2007)