



# Plagiarism Policy

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FOR CENTRES AND LEARNERS

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## 1 Introduction

EduQual performs and maintains comprehensive quality assurance processes and procedures. These procedures are designed to safeguard EduQual's integrity as a business and as an Awarding Body, and are also designed to ensure the validity of EduQual-accredited qualifications and EduQual-accredited assessment methodology. In particular, EduQual maintains up-to-date policies for staff and centres in order to meet any requirements stipulated by the regulatory authorities.

This Plagiarism Policy for Centres and Learners is designed to provide definitions of what constitutes plagiarism, guidelines for avoiding plagiarism and the actions taken should instances of suspected plagiarism arise.

**Please note that it is the responsibility of the centre to ensure that:**

1. All members of centre staff who are involved in the management, delivery, assessment, and quality assurance of EduQual qualifications are aware of and comply with this policy<sup>1</sup>
2. Learners are aware of the requirements and/or constraints detailed by this policy, and that these requirements and/or constraints are communicated to learners by the centre's tutors as part of their programme of learning.

## 2 Definition

**Plagiarism** is the term used to describe a situation where the work of a third party (whether published or not) is presented as one's own work, and where there is neither indication nor acknowledgement of the originating third party's ownership and/or contribution to the work.

### 2.1 Applications of this Policy

This policy applies to any material borrowed from texts (whether published or unpublished) as well as to any information that has been sourced from the internet. **This policy applies equally to collusion (unauthorised collaboration between learners), and plagiarised material presented as a learner's own original work is considered to be a form of cheating and will be dealt with appropriately by EduQual as required and expected by the regulatory authorities (e.g. SQA Accreditation).**

### 2.2 Punitive Measures

EduQual takes accusations of plagiarism against the learners of its accredited centres very seriously. It is the duty of EduQual to comply fully with guidelines on plagiarism as stipulated by the regulatory authorities, and any breach of these guidelines will be investigated with appropriate and professional rigour.

Where an accusation of plagiarism is proven, EduQual or an EduQual-accredited centre may:

- 1) **Dismiss/discount/discredit** a learner's work
- 2) **Suspend** and/or **disqualify** a learner.

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<sup>1</sup> Centres may of course create their own plagiarism policies, but must comply with any requirements and/or constraints detailed herein.

Either measure may result in a learner's failure/non-achievement. Please see also the EduQual 'Malpractice and Maladministration Policy'.

**Note:** A learner may be suspended from their EduQual programme while an investigation into an accusation of plagiarism is underway, pending the outcome of the result into that investigation.

## 3 Guidelines on Avoiding Plagiarism

As stipulated above and in broad terms, a learner should always avoid presenting the work of a third party/collaborator as his or her own, authentic and original, work. Learners **must** acknowledge the use of someone else's work through adequate referencing in the body of their work (in-text referencing or citation) **and** by linking their citations to a list of works cited (also reference list or bibliography). Accurate referencing will not only help to avoid accusations of plagiarism, but will also direct the reader to the sources efficiently and help learners to show:

- that their arguments are clearly supported by evidence
- that they have read widely and consulted a number of sources to help form their arguments
- that they can produce work that reflects expected academic values and practice

**EduQual recommends that its centres adopt the Harvard Style Referencing system.** However, any system of referencing is acceptable so long as the referencing is accurate, consistent and does not 'switch' between systems/styles within the body of a learner's work. Centres are expected to sufficiently prepare their learners to utilise the adopted system of referencing in their works. Likewise, each centre must ensure that its assessors are adept at marking the learners' use of that particular system.

### 3.1 Referencing

**A more comprehensive guide to Harvard Referencing appears as part of EduQual's CAAP Guidance document, which also contains useful information on using critical thinking. In the event that you have not yet received a CAAP Guidance document, please contact EduQual to receive a copy.<sup>2</sup>**

When citing work from a third party, whether published or unpublished, a reference should be inserted in the learner's work at the appropriate place, indicating and acknowledging the origin of that material. Further, the learner's work should be presented in a clear way that makes it easy for an examiner/assessor to distinguish third-party material from the learner's own work.

Learners should go on to prepare a list of 'works cited' (also a known as a reference list or bibliography) at the end of their written work, allowing readers/examiners/assessors to consult those works for further details as and when desired/needed and thus completing the reference.

**Note that sources do not necessarily have to be copied verbatim for accusations of plagiarism to be levelled against learners. Ideas derived from third-party works and then presented without proper acknowledgement also count as examples of plagiarism.**

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<sup>2</sup> Via the email address [info@eduqual.org.uk](mailto:info@eduqual.org.uk)

### 3.1.1 Example of Good Practice

The following two examples of good referencing using the Harvard-style use *How to Choose Stockmarket Winners* by Raymond Caley. The first example shows an in-text reference; the second shows how the book will be listed within the bibliography to a piece of work. The bibliography is sometimes known by the term 'works cited'; either term is fine so long as all published material drawn on in a piece of work is listed.

A bibliography/works cited section should appear at the end of a submitted assignment.

#### Example of an in-text Harvard-style reference:

It is worth remembering, as Raymond Caley points out, that: 'the City expects stockbroker analysts to be accurate with their forecasts extending well ahead' (Caley, 1993, p.79).

#### Example of a bibliography/works cited entry:

This example shows the correct format of the author's name (Raymond Caley), the year in which the book was published (1993), the place where it was published (Kent) and the name of the publisher (Piatkus):

Caley, R., 1993. *How To Choose Stockmarket Winners*. Kent: Piatkus.

### 3.1.2 Example of Bad Practice

In the following example, there is no cited material and the work is (at least in this case) clearly plagiarised from the above source, making it seem as though the learner has originated the text.

#### Example of bad practice – lack of source citation:

It is worth noting that the City expects stockbroker analysts to be accurate with their forecasts.

## 3.2 Centres and Avoiding Plagiarism

EduQual requires that centres use reputable and authentic plagiarism checker technology (such as anti-plagiarism software that checks electronically-submitted documents against online sources). EduQual does not consider plagiarism software alone to be a replacement for the professional judgement of a centre's assessors. Assessors must continue to scrutinise learner work and are expected to be able to identify examples of plagiarism where it exists.

Amongst their other duties, EduQual's contracted External Examiners/Verifiers will confirm the proper use of plagiarism software during their centre visits, as well as through the sampling of learner works as part of Remote Quality Sampling or the Centre Assessment Awards Panel procedures.

## 4 Right of Appeal against Identified Plagiarism

Where a learner wishes to dispute an accusation of plagiarism made against them which results in their suspension, discredit, or disqualification, the learner may appeal through the centre and if that fails to resolve the issue, directly to EduQual. **Where appeals are made, note that the learner must have reasonable grounds for doing so; it is not an indiscriminate process.** For full details of EduQual's appeals processes and procedures, please see EduQual's Appeals Policy.<sup>3</sup>

<sup>3</sup> Found on the EduQual policies page: [eduqual.org.uk/about/policies](https://www.eduqual.org.uk/about/policies)