Registered Charity 1171812

Plagiarism Policy

Summary	
Policy Reference Number	08E
Category	Exams
Authorised by	Curriculum Committee
Responsibility of	Examinations Manager
Status	Updated April 2025
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Contents

The Board of Trustees

The Board of Trustees has delegated approval of this policy to the Curriculum Committee and hold the SLT to account for its implementation.

Introduction

Connie Rothman School (CRS) is a charity run independent special school for pupils aged 11- 21 who would benefit from a placement away from their mainstream setting; who are disaffected with mainstream education. This includes students who are at risk of exclusion, have self-excluded themselves, as well as those who have been excluded from mainstream education.

CRS has an obligation to its students and society in general to ensure that the qualifications students receive are a fair and accurate representation of their work, and of the knowledge and skills attained. Plagiarism and other forms of cheating undermine the value of qualifications for all concerned because they undermine their credibility. If a student passes an assessment, or gets a qualification, by unfair means then this is unfair to those who have achieved the same qualification fairly.

If left unchecked plagiarism is a serious threat to the integrity of learning programmes, and thereby a threat to the reputation of the CRS. In addition, students who succeed in achieving their qualifications having knowingly submitting plagiarised work risk being poorly prepared for their careers.

Plagiarism

Plagiarism is the notion of a student taking someone else's intellectual effort and presenting it as their own. The JCQ defines plagiarism as:" The failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own." In other words, it is a form of cheating and if proven will be the person will be subjected to the College's Student Disciplinary Procedure.

Plagiarism is the submission for assessment of material (written, visual or oral) originally produced by another person or persons, without acknowledgement, in such a way that the work could be assumed to be the student's own. Plagiarism may involve the unattributed use of another person's work, ideas, opinions, theory, facts, statistics, graphs, models, paintings, performance, computer code, drawings, quotations of another person's actual spoken or written words, or paraphrases of another person's spoken or written words.

Inform students

All staff who carry out internal or external assessed work must make students aware of the guidelines on plagiarism. Teachers must also inform students before summative examinations and assessed coursework of the school's plagiarism and assessment malpractice policy.

Identifying Plagiarism

- If text, data, drawings, designs, or artefacts are used without properly acknowledging who produced the material, then there is a risk of being accused of plagiarism. This can be avoided by making clear the sources of information used, e.g., books, articles, interviews, reports, 'www' reference, or government publications.
- All work must be properly referenced not only in a reference list/bibliography but also by citations and quotations.
- Teaching teams may use online plagiarism software and personal interviews to help determine the authenticity of submitted work and will publicise this to students through course inductions to deter them from deliberately making plagiarised submissions.
- Plagiarism covers both direct copying and copying or paraphrasing with only minor adjustments:
  - a direct quotation from a text must be indicated by the use of quotation marks and the source of the quote (title, author, page number and date of publication);
  - a paraphrased summary must be indicated by attribution of the author, date and source of the material including page numbers for the section(s) which have been summarised.
- If the teacher or assessor decides to use plagiarism software, e.g., Turnitin, students will be asked to submit work in the appropriate format.
- Double counting: Students are also not permitted to re-present any assessment already submitted for one module as if for the first-time assessment in another module. Double counting of assessed work is not normally allowed. If submitting work previously included in another assessment the student should attribute the section of text from the earlier work. This may be considered by the markers.

Action on Detecting Plagiarism

- Any instance of proven plagiarism is regarded as serious misconduct under the CRS's Student Disciplinary Procedure and the matter will be subject to that procedure. In addition, reference will be made to the rules and regulations for coursework and examinations of the Awarding Body.
- Teaching staff that suspect any student's work, which is not examination-based and is plagiarised should deal directly with the issue.
- If a student repeatedly offends, the issue should be reported to the Teaching and Learning Lead. The Teaching and Learning Lead will see the student and make them fully aware of the penalties imposed by the exam board and monitor the student's work. If the plagiarism continues the Awarding Body may be informed.
- If plagiarism is detected, the teacher will meet with the student to discuss the findings. If the plagiarism would have altered the result obtained by the student, at the very least, the student will be penalised within the marking process.
- If it is clear that the plagiarism was minor and did not constitute intentional cheating, then guidance and support will 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.
- Re-offending behaviour: formal hearing with the Teaching and learning Lead and Headteacher, which could result in a referral to the Awarding Body
- Persistent reoffending; the case is referred to the awarding body plagiarism board