



Student Plagiarism Policy & Procedure

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STUDENT PLAGIARISM POLICY AND PROCEDURES

I Purpose

- 1.1** This procedure is to provide a systematic approach to the treatment of plagiarism in academic work at the Southern Cross School of Business ('the School'). This procedure sets out the processes for reporting, recording, adjudicating and penalising incidents of student plagiarism.
- 1.2** This policy:
- a) states the School's unequivocal opposition to, and intolerance of, plagiarism and academic dishonesty;
 - b) sets out the principles underpinning the School's approach to plagiarism and academic honesty;
 - c) identifies individual responsibilities for promoting the principles of academic honesty;
 - d) provides for a transparent process for handling allegations of plagiarism and academic dishonesty by students enrolled at the School;
 - e) is to comply with the relevant standards of National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 ('the National Code 2018');
 - f) is to comply with the relevant standards of the Standards for Registered Training Organisations (RTOs) 2015.

2 Scope

This policy and its related procedures applies to:

- 2.1** All enrolled students of the School;
- 2.2** Prospective and current students on leave or on suspension;
- 2.3** All staff members, prospective staff members and stakeholders of the School;
- 2.4** It should be noted that the procedures set out in this document do not replace or modify procedures or any other responsibilities which may arise under other policies or under statute or any other law.
- 2.5** This document should be read in conjunction with other related policies.

3 Policy Statement

- 3.1** The School is committed to promoting academic integrity practices across its learning community. To this end, the School supports the development of student academic integrity skills through a range of approaches, which include both discipline specific education, as well as making available School resources and providing access to tools that support good academic practice.
- 3.2** Plagiarism is a form of cheating and is a very serious academic offence that may lead to exclusion from the School. Plagiarised material can be drawn from, and presented in, written, graphic, auditory and visual form, including electronic data, and oral presentations. Plagiarism occurs when the origin of the material used is not appropriately cited.

4 General Student Plagiarism Principles

- 4.1** The objective of this procedure is to provide a positive learning environment for all students that encourages academic integrity, originality and literacy amongst students in a way that reflect the values of the School and rewards academic excellence. This is undertaken by the following principles:

- a) Adequately and consistently educating students in how to correctly research, present and reference their work in an Australian educational environment.
- b) Ensuring that students are clearly informed of what constitutes plagiarism and that it is an unacceptable academic practice.
- c) Developing innovative approaches to assessment that may reduce the opportunities for students to plagiarise as well as promote better learning outcomes.
- d) Supplying students with information on how to avoid plagiarism and how to access information on correctly preparing their work.
- e) Providing a fair and consistent approach to managing cases of alleged plagiarism.
- f) Ensuring that the penalties for plagiarism are clear and readily understood by staff and students.

5 Policy

5.1 Academic Dishonesty

- a) For the purpose of this policy and its related procedures, academic dishonesty means seeking to obtain or obtaining academic advantage for oneself or for others (including in the assessment tasks) by dishonest or unfair means.
- b) Academic dishonesty includes, but is not limited to:
 - i. recycling – that is, the resubmission for assessment tasks that is the same, or substantially the same, as work previously submitted for assessment tasks in the same or in a different unit of study (except in the case of legitimate resubmission with the approval of the examiner);

Note: Work which builds on work previously submitted in the same, or a previous, unit of study will not constitute recycling provided that such resubmission is allowed by the examiner and the previous work and the extent and nature of its use is acknowledged.

- ii. dishonest plagiarism;
- iii. fabricating data;
- iv. engaging another person to complete or contribute to an assessment task in place of the student;
- v. submitting work for assessment which has been completed by another person in place of the student or to which the other person has contributed, whether for payment or otherwise;
- vi. accepting an engagement from another student to complete or contribute to an assessment task in the place of that student;
- vii. communicating, by any means, with another candidate during an examination;
- viii. bringing into an examination forbidden material such as textbooks, notes, calculators or computers, where assessment conditions forbid;
- ix. attempting to read another student's work during an examination;
- x. writing an examination paper, or consulting with another person about the examination, outside the confines of the examination room without permission;
- xi. copying from another student during an examination; and
- xii. inappropriately using electronic devices to access information during an examination, where assessment conditions forbid.

5.2 Plagiarism

- a) For this policy and its related procedures, plagiarism means presenting another person's work as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source.
- b) Plagiarism includes presenting work for assessment, publication, or otherwise, that includes:
 - i. phrases, clauses, sentences, paragraphs or longer extracts from published or unpublished work (including from the internet) without appropriate acknowledgement of the source; or
 - ii. the work of another person, without appropriate acknowledgement of the source and in a way that exceeds the boundaries of legitimate co-operation.
- c) Plagiarism is unacceptable in academic work, even where it is not intended to deceive the examiner into believing that the work is original to the student, but instead arises from, for example:
 - i. poor referencing;
 - ii. error;
 - iii. inability to paraphrase; or
 - iv. inhibition about writing in the student's own words.
- d) Where plagiarism exists but intention to deceive cannot be established, the matter must still be handled in the manner specified in this policy and procedures.

5.3 Legitimate Co-operation

- a) To meet the requirements of this clause, any constructive educational and intellectual practice that aims to facilitate optimal learning outcomes through interaction between students constitutes legitimate co-operation. This includes:
 - i. researching, writing or presenting joint work;
 - ii. discussing general themes and concepts;
 - iii. interpreting assessment criteria;
 - iv. informal study or discussion groups; and
 - v. strengthening and developing academic writing skills through peer assistance.
- b) Co-operation is not legitimate if it unfairly advantages a student or group of students over others.
- c) Legitimate co-operation is characterised by a process which:
 - i. is transparent and open;
 - ii. is fair, with no unfair advantage to any student or group of students working together;
 - iii. advances student learning; and
 - iv. results in students submitting work which demonstrates what they know.

6 Procedure and Responsibilities

Plagiarism, either intentional or unintentional, is a practice which contradicts the School's values of effort, excellence and integrity. There is an expectation that students will prepare and submit work that is their own, and where appropriate, acknowledge the work of others.

- a) All academic work at the School requires the acknowledgment of references used. Assessment tools must specify within the description which style is to be used.
- b) If the student fails to adhere to these requirements with respect to referencing, they may be considered to have:
 - i. poorly referenced, in which case the Course Coordinator will apply a marking/grading penalty;
 - ii. unintentionally plagiarised, and needs to be educated and/or penalised in accordance with the Management of Unintentional Plagiarism section of this policy and procedures;
 - iii. plagiarised, and be penalised in accordance with this policy and procedures.

6.1 Southern Cross School of Business Responsibilities

- a) Make accessible to staff and students the School's legislation, policy and procedures concerning plagiarism;
- b) Establish processes to support the consistent implementation of the School's policy and procedures relating to plagiarism;
- c) Set a benchmark standard for the presentation and proper referencing of academic work;
- d) Provide processes for students to appeal decisions arising from plagiarism;
- e) Provide appropriate education for all students in how to correctly research, present and reference their work in the Australian educational environment;
- f) Provide International students with cultural education and practical training in relation to expectations and referencing practices in the Australian educational environment;
- g) Provide student support through training the students to develop their academic literacy skills and self-assess the content of their assessments prior to submission;
- h) Support and educate staff in the development and implementation of innovative approaches to assessment that may reduce the opportunities for students to plagiarise as well as promote better learning outcomes; and
- i) Maintain confidential records of previous breaches.

6.2 VET Academic Department Responsibilities

- a) Ensure the legislation, policy and procedures of the School concerning plagiarism are known and implemented within the department;
- b) Support the use of appropriate referencing techniques;
- c) Provide secure assignment drop off and collection facilities / channels; and
- d) Provide information to students on acceptable referencing practice, including the required referencing style.

Educative strategies to include:

- a) Creating awareness of the School's commitment to academic honesty by inclusion of a statement concerning academic honesty in Unit Descriptions;
- b) Inclusion in Unit/Course Descriptions of links/references to the School's policy/legislation on plagiarism and student conduct;
- c) Advice to students on protecting their own work from theft/copying.

6.3 Staff Responsibilities

- a) Know and consistently implement the legislation, policy and procedures of the School concerning plagiarism;
- b) Provide information to students about referencing requirements that are relevant to assessment task;
- c) Provide information to students about referencing techniques and practice;
- d) Be vigilant and consistent in the identification of possible plagiarism;
- e) Provide transparent and consistent feedback to students about issues relating to referencing;
- f) Take all reasonable precautions for the security of all student work within their keeping; and
- g) Model best practice referencing in own practice.

Preventive strategies to include:

- a) Design assessment tasks that lessen the opportunity for cheating/plagiarising. For example:
 - Use assessment task topics that rely on analysis and evaluation rather than collection and description;
 - Do not set the same assignment topic repeatedly;
 - Use alternatives/variations to standard assignments. e.g. require students (or a sample of students) to submit progress or non-final reports on their assignments or require students to make a brief presentation (a form of invigilation) on their assignments;
 - Where feasible make use of an oral examination;
 - Avoid an excessive number of assessable tasks.

Ask students for evidence that they have not cheated/plagiarised. For example:

- a) Ask students to provide library site and call number of all sources and/or include the date they accessed a particular website;
- b) Collect an annotated bibliography before an assignment is due;
- c) Ask students what they learned from a task.
- d) Making positive use of collaborative work having provisions to counter 'free riders'.
- e) As appropriate, using invigilated assessments.

6.4 Student Responsibilities

- a) Make every effort to reference correctly and not plagiarise;
- b) Understand and comply with the legislation and procedures of the School regarding plagiarism and seek help if unclear about the requirements;
- c) Be familiar with, and apply, the relevant and acceptable referencing style;
- d) Ensure that all sources of information are appropriately acknowledged;

- e) Take responsibility for the work that is submitted which includes taking precautions to ensure work cannot be copied, in whole or part; and
- f) Actively engage and seek academic support or self-educate based on feedback provided by staff.

7 Detection of Plagiarism

7.1 If it is suspected that plagiarism has occurred, there are several strategies for checking assessable work:

- a) Ensure all websites listed in the bibliography are current and contain the information cited;
- b) Review articles listed in the bibliography for the information cited; and
- c) Conduct a keyword or phrase search using a search engine or use plagiarism detection software.

Detection strategies for staff to include:

- a) Becoming educated about the electronic resources available to students;
- b) Using search engine(s) to find sites that students are likely to find by using a likely search phrase;
- c) Letting students know of their awareness of sites;
- d) Responding quickly to incidents of cheating /plagiarising in accordance with the relevant policies and procedures.

7.2 Plagiarism Determination

- a) The general principle when enforcing plagiarism policy and procedures is to ensure fairness and students' well-being as much as possible. The aim is to educate and foster stronger learning environments, not to blindly punish.
- b) Prior to reporting plagiarism, the assessor, in discussions with the Course Coordinator, needs to consider issues such as:
 - i. the magnitude/seriousness of the plagiarism;
 - ii. the likely intent of the student(s) plagiarising;
 - iii. potential for educating the student(s) involved;
 - iv. detrimental impacts should the student(s) be reported, such as stress or other studies;
 - v. fairness for both the student(s) that have plagiarised and those that have not;
 - vi. when regarding referencing, students should be considered as novice learners if they are enrolled in their first year of studies and/or have not been in a learning environment for some time.

Example:

Students provided tabbed text as a block quote and omitted a few citations through oversight or a lack of knowledge. In consultation with the Course Coordinator, the assessor rates the magnitude of the issue to determine whether it is enough to warrant the charge of plagiarism and put the student through the plagiarism process.

7.3 Unintentional Plagiarism

- a) Unintentional plagiarism occurs when students use the words or ideas of others but fail to quote or give credit, usually because they do not know how.

Examples of unintentional plagiarism include:

- omitting a citation or citing inaccurately;
- paraphrasing by only changing a few words without changing the sentence structure of the original text;
- changing the sentence structure but not the words; and
- putting quotation marks around part of a quotation but not around all of it.

b) Reporting Unintentional Plagiarism

If the assessor, in consultation with the Course Coordinator, is of the opinion that the student(s) has unintentionally plagiarised, they need to consider implementing one or more of the following actions:

- i. Confirm if the student has been previously reported for unintentional or intentional plagiarism.
- ii. If the student has been previously reported for plagiarism, then the assessor, in consultation with the Course Coordinator, will treat it as Intentional Plagiarism and implement the applicable clauses in this policy and procedures.
- iii. If this is the student's first unintentional plagiarism incident, the assessor is to proceed to the follow actions:
 - Educate student(s) about plagiarism.
 - Use examples to discuss what plagiarism is, why it occurs and how the student can avoid plagiarism.
 - Review and/or teach skills such as summarising, paraphrasing, critical analysis, argument development, referencing and citation.
 - Explain how using these skills effectively can reduce the instances of plagiarism. Offer students' academic support services for further training and assistance.
 - Encourage student(s) to use plagiarism detection software before assignments are submitted.
 - Explain to the student(s) the meaning of the Plagiarism Statement Agreement that the student(s) have signed on their Assessment Cover Sheet and how it is a legally binding agreement with the School.
 - Organise re-assessments for the student(s).
- iv. Warnings and outcomes must be communicated in writing to the student(s) and recorded by the assessor on a Plagiarism Register.
- v. Cases of unintentional plagiarism will not be included on the student(s) formal academic record and will be destroyed upon completion of their program.
- vi. In more serious cases, where it appears the student(s) intention was to gain an unfair advantage over other students, and in the opinion of the assessor, the above actions would not maintain fairness for other students, then the assessor may decide to formally report the student(s) for plagiarism.

7.4 Intentional Plagiarism

- a) Intentional plagiarism occurs when a student knows that he or she is passing off someone else's words, material, works or ideas as their own to gain an advantage or avoid work. Purchasing

pre-written research papers is one of the most blatant forms of intentional plagiarism. Other examples include copying an essay or article from the Internet, online source, or electronic database without quoting or giving credit, and cutting and pasting from more than one source to create a paper without quoting or giving credit.

- b) Where plagiarism is identified, it will be necessary to decide:
 - i. Whether the plagiarism should be dealt with at an informal or a formal level; and
 - ii. If a formal response is required, the level of response which is appropriate
- c) This decision requires a determination as to whether the alleged plagiarism is significant or not.
- d) When an assessor suspects an instance of plagiarism, the following steps will be taken:
 - i. The assessor who is marking the assessment task or assessing will initially assess the degree of plagiarism, considering how much material was plagiarised and how much it impacted on the work presented as original.
 - ii. The assessor will inform the Course Coordinator, who will assist in determining whether there is plagiarism and, if so, whether it is non-significant plagiarism or significant plagiarism.
 - In determining whether plagiarism is non-significant or significant, and assessing its seriousness, consideration is given to the student's apparent level of intention to deceive. The level and effect of that intention will be the primary consideration in determining penalties or further action.
 - If the plagiarism in the assignment or project is judged as non-significant the Course Coordinator and the assessor will discuss this with the student, will listen to the student's viewpoint and, if appropriate, issue a verbal warning to the student. The matter will also be noted on the student's file and a copy of the note will be provided to the student.
 - If the plagiarism in the assignment or project is judged as significant, the Course Coordinator and the assessor will discuss this with the student. The student will be given notice of the purpose of the meeting and may bring a support person to the interview.
 - The purpose of the interview will be to determine whether and how much plagiarism has occurred and gives the student the opportunity to respond. If requested, the student will be given the opportunity to respond in writing before any decision is taken regarding penalties.
 - During the interview, should the student's work be confirmed as containing plagiarism, the range of likely penalties will be discussed. Depending on the level of significance of the plagiarism:
 - iii. the student may be given a Not Yet Competent for the assessment task, be given verbal advice on avoiding plagiarism.
 - iv. the student may be required to undertake an additional assessment task in that unit, or to re-submit the original assessment task after re-working it.
 - v. the most serious cases of significant offences could be considered as serious misconduct, and, after investigation, penalties could include failure in the course and exclusion from the School.
 - vi. In all these cases, the matter will be noted on the student's file and a copy of the note will be provided to the student.
 - vii. If a student disagrees with the penalty issued as a result of an allegation of plagiarism, the student may submit a grievance under School's Student Complaints and Appeals Policy and Procedures.

7.5 Examples of plagiarism

- a) Below are some examples of plagiarism:
- i. Material copied verbatim from text and source acknowledged but represented as paraphrased.
 - ii. Material paraphrased from text without acknowledgement of source.
 - iii. Material copied from another student's assignment with the knowledge of the other student.
 - iv. Material copied verbatim from text without acknowledgement of the source.
 - v. Same assignment submitted more than once for different units.
 - vi. Assignment written by a third party and represented by student as their own work
 - vii. Assignment copied from another student's assignment or other person's paper without the person's knowledge

[Extract from Walker, J, 1998, 'Student Plagiarism in Universities: What are We Doing about it?' Higher Education Research and Development, vol 17, no 1, pp 89-105]

- b) Plagiarism does not only apply with text-based work. For example, it is plagiarism to use someone else's artwork in a design without acknowledgement and, where applicable, seeking permission.

8 Plagiarism and Collusion Register

8.1 A register will be maintained to record:

- a) warnings that have been given to students about plagiarism or collusion, even where no formal action has been taken or penalty applied;
- b) penalties applied and the nature of those penalties.

8.2 Records within the register will be retained for six months after the student is no longer enrolled at the School.

8.3 Student records within the register will be treated in accordance with the School's Privacy and Data Protection Policy and Procedures.

8.4 The Plagiarism and Collusion Register shall not form part of the student's permanent academic record nor shall it be referred to on the student's academic transcript.

8.5 Student Support Services will be responsible for maintaining the Plagiarism and Collusion Register.

8.6 Registration of a student's name on the Plagiarism and Collusion Register shall be conclusive evidence that the student has previously been dealt with in regards of plagiarism and collusion under this policy and procedures.

8.7 The Plagiarism and Collusion Register will be accessible only to staff authorised by the School Principal or delegate.

8.8 Where requested, students will have access to their details recorded in the register.

9 Confidentiality

9.1 All information relating to students regarding plagiarism and collusion will be treated as confidential and in accordance with the School's Privacy and Data Protection Policy and Procedures.

9.2 The School will maintain confidentiality to ensure that:

- a) No information will be released without the agreement of the individual or group involved.

10 Appeals

10.1 If the student is not satisfied with any decision relating to the incidents of Plagiarism and Collusion, the student has the right to appeal the decision in accordance with the Student Complaints and Appeals Policy and Procedures. In this event, the School will maintain the student's enrolment in the course or courses in which he or she is enrolled to study until the appeals process is completed.

10.2 An appeal must be lodged in writing to the Student Support Manager within 20 working days from the date of the decision was taken.

10.3 The appeal should include the following details:

- a) the student's full name (family/surname and first name), student number and contact details,
- b) the nature of the decision or matter being appealed,
- c) the basis for the appeal,
- d) details of the specific outcome sought by the student, and
- e) copies of all relevant documents.

10.4 An appeal may not proceed if:

- a) no reasonable grounds are stated for the appeal,
- b) no new or different grounds are stated for the appeal from those already considered by the Principal, or nominee,
- c) the student has not ensured that they are able to receive all notifications from the School. Late or no receipt of official letters will not be accepted as grounds for appeal if changes of address have not been notified and received by the School, or
- d) the appeal is lodged outside the 20-working day timeline specified above.

11 Further Information and Assistance

11.1 Students should seek clarification on any aspects of this Policy and its related Procedures prior to accepting an offer of admission made by the School.

11.2 Student assistance is available by contacting School Reception or Student Support.

11.3 Students may make an appointment with the Student Support Coordinator for assistance with their request relating to this Policy and its related Procedures.

11.4 Contact details for the School are outlined as follows:

Southern Cross School of Business

3/531 George Street, SYDNEY NSW 2000 AUSTRALIA t: +61 2 8937 0506

2/1-3 Fitzwilliam Street PARRAMATTA NSW 2150 AUSTRALIA t: +61 2 9633 3287

E: admin@scsb.nsw.edu.au | Web: www.scsb.nsw.edu.au

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References	Education Services for Overseas Students Act 2000 (Commonwealth); Education Services for Overseas Students Regulations 2001; National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018. Standards for Registered Training Organisations (RTOs) 2015.
Related Documents	Student Code of Conduct; Course Progress and Intervention Policy and Procedures; Student Complaint and Appeals Policy and Procedures; Privacy and Data Protection Policy and Procedures; Access and Equity Policy and Procedures; Course Completion Within Expected Duration Policy and Procedures; Academic Systems Integrity Framework.