Communities@Work

Plagiarism Misconduct Policy & Procedure

Purpose:

The Centre for Professional Learning and Development | CPLE (RTO 88148) is committed to ensuring a great learning experience for its students. It aims to provide a learning environment that fosters the qualities of independent learning and academic integrity.

This policy seeks to encourage ethical conduct and to inform CPLE trainer/assessors and students about CPLE standards of academic behaviour. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in assessment and must ensure that they do not plagiarise.

This policy supports conduct within Clause 1.8 of the Standards for Registered Training Organisations (SRTO 2015)

Authorisation:

This procedure shall be endorsed and issued under the authority of the RTO Manager

Policy:

Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media.

Academic integrity

One of the core functions of CPLE is to develop student's ability to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect the student's considerations of the task or workplace requirement.

CPLE acknowledges that to develop this ability, the student will study the work of others via issued textbooks, learning material or through their own research. However, it is important that students in their learning acknowledge, through appropriate referencing, earlier work from which they have drawn information

Referencing

Referencing demonstrates that the student has read the issued material or has undertaken their own research in other sources. Failure to reference appropriately is considered unethical academic behaviour and will result in a students work not being accepted.

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Students should understand that assessment and project work submitted for marking must consist of original effort. It is insufficient to simply copy work from other sources and submit it, even if those sources are appropriately acknowledged. Work submitted by a student must have an original component.

The following are examples of plagiarism where a student intentionally does not acknowledgement or reference an author or source:

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;
- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc., without reference or explanation.
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is;
- A 'cut and paste' of statements from multiple sources;
- Presenting as independent, work done in collaboration with others;
- Copying or adapting another student's original work into a submitted assessment item.
- Copying or adapting a student's own work submitted in a previous essay or assessment.
- Alternatively, there will be instances when a student unintentionally fails to cite sources or to do so adequately.

Careless or inadequate referencing or failure to reference will be considered poor practice. Where careless referencing is identified, the student will be required to correct the error and resubmit an assignment.

How to reference

At CPLE, students are to be encouraged to apply the Harvard Referencing System in-text citation. This approach requires three pieces of information about a source within the text of the students work. This information is:

- The author's surname appears first; use only initials for other names e.g. Smith, C.
- If there is no author, begin with the title.
- Specify the complete title, including subtitles e.g. Early history: A complete timeline
- All sources cited must appear both in-text (in your assignment) and on the reference page.

- Titles of books, journals, magazines and newspapers should be in italics.

If there is more than one item by the same author, order them by date, from oldest to most recent e.g. in this order 2003, 2010, 2014.

Examples;

Book:

- Nunnelly, J., & Fields, T. (1999, September). *Anger, dismay, guilt, anxiety - The realities and roles in reporting child abuse*. *Young Children* , 74-79.

Document:

- Australian Government Department of Education, Employment and Workplace Relations. (2009). *Becoming, Being & Belonging: The Early Years Learning Framework for Australia.*

- Stonehouse, A. (1991). *Our code of ethics at work*. Resource Booklet No 2. Watson, A.C.T: Australian Early Childhood Association Inc.

- UNCROC. (1989). *United Nations Convention of the rights of the child. Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989. Entry into force 2 September 1990, in accordance with article 49.*

Website:

- Australian Bureau of Statistics. (n.d.). Health and socioeconomic disadvantage . Retrieved June 2, 2010, from http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4102.0Main+Features30Mar+2010

- Save the Children. (n.d.). Retrieved June 2010, 01, from http://www.savethechildren.org.au/where-we-work/australia

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets, e.g.:

- To succeed, the team will rely on both task process and group process (Dwyer, Hopwood 2010, p. 239)

A reference may be placed in the text to integrate the author's surname into the sentence, followed by the year of publication and page number, in brackets, e.g.:

- Dwyer and Hopwood (2010, p. 239) identify that to succeed, the team will rely on both task process and group process.

Reference List

At the end of the students work, a List of References must be included. This should include all the books, journal articles and other sources of information you have used to research your assignment. The reference list should be laid out alphabetically and the title of the source should be italicised. Each reference must include:

- the name of the author or authors
- the year of publication
- the title of the publication
- the edition of publication
- the publisher
- place of publication

Example

- Dwyer, J and Hopwood, N, 2010, Management Strategies and Skills, Sydney, McGraw Hill Australia

Common Knowledge

In every field, there is a body of knowledge and material that has become part of the public domain and which can be drawn on without specific acknowledgment. Common knowledge includes facts that are generally known, such as common facts of history, common sense information, accepted folklore and aphorisms that have been adopted as part of common English language.

As examples, it would not be necessary to reference the following:

- That John Howard was the Prime Minister of Australia (common fact of history)
- That humans need food and water for survival (common sense observation)
- That the “Bunyip” is a man-eating Australian animals that live in water-holes, swamps and creeks (accepted folklore)

Cheating

Cheating is defined as “a form of deceit with a view to gaining an advantage for the cheat.” Within CPLE, cheating is usually related to taking unauthorised material into assessments. CPLE Trainer/Assessors have a responsibility to explain clearly expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students

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Procedure:

In the case of suspected plagiarism CPLE trainer/assessors will report the incident to the RTO Manager. The RTO Manager, in consultation with the CPLE trainer/assessor will determine if the plagiarism has resulted from poor academic practice or was intentional. This preliminary step may involve an informal interview with the student.

The RTO Manager and CPLE trainer/assessor will:

- Consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional);
- Review the course profile and other information provided to students by the training manager to determine if adequate information had been given;
- Identify if the student has been previously warned of plagiarism; and
- Determine whether the student is new to adult vocational education and training (it would be expected that continuing students would be more likely to understand plagiarism and its consequences).

If the above factors have been considered and it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and resubmit it for the assessment.

If, after consideration of the above factors it is determined that the plagiarism was intentional, the student's work is not to be accepted. The student is to be given a formal warning (in writing) by the RTO Manager explaining the seriousness of the incident and the consequences if the student is found to plagiarise again. The student will be given the opportunity to revise the work and resubmit it for the assessment.

Students who commit plagiarism after being formally warned are to be withdrawn from the program they are enrolled and issued with a refund of their tuition fees less all expenses incurred by CPLE up to the point of their withdrawal (where applicable). Certification policy and procedure will also be enacted to ensure that any completed units of competency up to the point of withdrawal are recognised and certified via a statement of attainment.

In the event the student feels they are being unfairly treated, they will have full rights to appeal the process in line with CPLE Complaints Handling and Appeals Policies and procedures. Such cases will be handled in line with these requirements until the matter is resolved and a final decision made.

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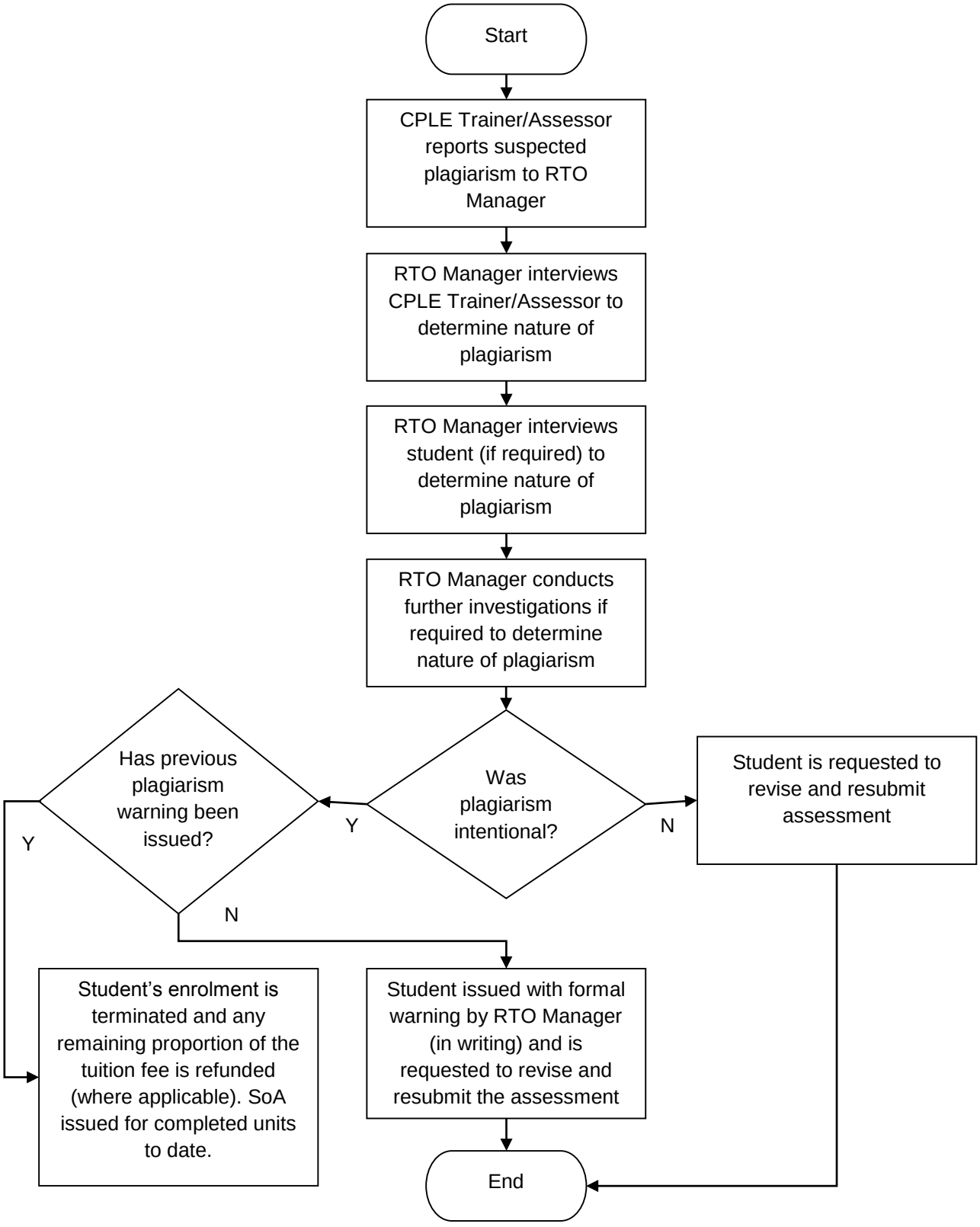

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Definitions:

Plagiarism	Is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media.

Responsibilities:

RTO Manager

- To liaise with CPLE trainer/assessors and students in the event plagiarism misconduct is suspected and/or confirmed
- To invest gare cases of plagiarism misconduct amongst CPLE students

CPLE Trainer/Assessors

- Inform all students of expectations related to assessment;
- Inform all students of referencing techniques and provide clear examples of what is acceptable;
- Explain to students what constitutes plagiarism;
- Set realistic assessment activities and vary assignments and questions;
- Assist students to understand and apply correct referencing techniques;
- Set appropriate conditions for group activities and make clear the distinction between group work and individual work; and
- Cultivate a climate of mutual respect for original work.

Students:

- Submit only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;
- Avoid lending original work to others for any reason;
- Be clear about assessment conditions and seek clarification if in doubt;
- Be clear about what is appropriate referencing and the consequences of inappropriate referencing;
- Discourage others from plagiarising by observing the practices above.

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Related Documents:

CPLE Complaints handling Policy

CPLE Complaints handling Procedure

CPLE Appeals Policy

CPLE Appeals Procedure

References:

1. ISO 9001:2008 Clause

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Review Specifications:

OFFICE USE ONLY			
Written/reviewed by:	Carla Scalia	**Authorised for release by:**	Lee Maiden
Version number:	1	**Signature of authorising person:**	Text

VERSION HISTORY		
Version	**Date of effect**	**Brief summary of change**
1	17.07.2018	Initial Document