Plagiarism Policy

Field	Description
Document title	Plagiarism Policy
Version	V6.0
Author	Internal Quality Assurance Lead
Date issued	08/05/2025
Status	Approved
Approved by	Trustees
Review date	08/05/2026
Document location	Document Control SharePoint – Step Into Learning

1 Introduction

1.1 As an organisation dedicated to assessment, Step Into Learning has a profound responsibility to assessment organisations, learners, employers, and society at large to ensure that the qualifications awarded reflect a fair and accurate representation of learners' work and acquired knowledge and skills. Plagiarism and other forms of cheating compromise the integrity of qualifications, undermining their credibility. We are committed to taking all necessary measures to uphold the authenticity of learner work and address instances of plagiarism when detected.

2 Scope

2.1 This policy applies to all learners enrolled in learning programmes offered by Step Into Learning. Plagiarism undermines the credibility of qualifications and impacts all stakeholders involved in the learning process. Therefore, this policy aims to outline the organisation's stance on plagiarism and establish procedures for addressing instances of academic dishonesty.

3 Definition

3.1 Plagiarism refers to the act of presenting another person's work as one's own without proper acknowledgment of the original source. It can manifest in various forms, including direct copying, paraphrasing, or summarising without appropriate citation. Plagiarism extends to material sourced from written texts, the internet, AI or any other medium. Regardless of intent, plagiarism poses a significant challenge to accurately assessing learners' abilities.

4 Policy

Step Into Learning maintains the following policy regarding plagiarism:

Responsibilities:
Learners: It is the responsibility of learners to ensure that all work submitted for assessment is their original creation. Learners must appropriately cite and reference the ideas and arguments of others using recognised referencing systems.

Teaching & Support Staff: Staff members are responsible for educating learners about the unethical nature of plagiarism and informing them of Step into Learning's policy on academic integrity. Staff should equip learners with the necessary skills to cite and reference sources correctly. Additionally, staff members must take measures to detect and address instances of plagiarism, including coordinating information across courses.

Preventative Action:
Teaching staff can implement preventative measures in assessment design to minimise opportunities for plagiarism. This may involve creating more individualised assessments, utilising question banks, varying assessment instruments, providing appropriate supervision and maintaining an awareness of advances in technology, including the introduction of AI written text.

Action on Detection of Plagiarism:
Upon detecting plagiarism, staff must assess the severity of the offense and take appropriate action:

Minor plagiarism requiring remediation: Learners should receive guidance and support to address underlying issues, such as improper referencing practices.

Extensive plagiarism due to misunderstanding: In cases where plagiarism results from a lack of understanding, additional support and intervention may be necessary to ensure learners comprehend academic integrity standards**.**

Deliberate plagiarism: Instances of intentional cheating warrant disciplinary action. Learners found guilty of deliberate plagiarism may face consequences, including withdrawal from the course of study.

5   Conclusion:

Step Into Learning is committed to maintaining academic integrity and ensuring that all learners are held to the highest standards of ethical conduct. By adhering to this plagiarism policy, we uphold the credibility of qualifications and foster a culture of honesty and integrity within our learning community.