Professional Assessment Ltd

Plagiarism and Cheating Policy

Contents

Overview

The aim of the Professional Assessment Limited (PAL) policy is to ensure all parties are aware of what constitutes plagiarism and cheating, the penalties, and sanctions for cheating or passing off someone else's work as your own and reducing the occurrences of such forms of malpractice.

Policy Scope

This policy should be read in conjunction with PAL's:

➢ Maladministration and Malpractice Policy
➢ Sanctions Policy
➢ Appeals and Enquiry Policy

- ➢ Invigilation Policy
- ➢ Special Considerations and Reasonable Adjustments Policy

It is important that providers, employers, and apprentices comply with this policy to support valid and reliable assessment.

> **Acts of plagiarism and cheating will be regarded as malpractice and where proven, PAL will apply such sanctions as detailed in our sanctions policy.**

Who is this policy for?
- ➢ Providers
- ➢ Employers- line managers
- ➢ Employers
- ➢ Apprentices
- ➢ PAL personnel (employed and engaged)

Purpose
The purpose of this policy is to clarify what as a regulated end-point assessment organisation, PAL as informed by the Ofqual General conditions of Recognition and EPA conditions regards as plagiarism and cheating. Secondly this policy is designed to act as a deterrent to anyone who might consider presenting work that is not of their own making.

The policy defines plagiarism and cheating; identifies when these acts can happen, intentionally or unintentionally and provides examples of plagiarism and cheating.

The policy also provides details regarding the appropriate use and referencing of apprentice work supported by the use of AI and PAL's response where the apprentice fails to meet the requirements as stated in this policy.

If any individual is uncertain as to how to interpret this policy or is unclear regarding any of the definitions, please contact the PAL EPA team.

What is Plagiarism?
Plagiarism is a specific form of cheating which applies to assignments or other types of written or recorded work completed by apprentices, where the work is meant to have been produced independently and be of their design but is not. **Plagiarism is the substantial, unacknowledged incorporation into an Apprentice's work** of materials derived from published or unpublished work by another person or entity such as AI.

In addition to written work such as reports or projects, the replication of portfolio work, logs or recipe specifications is also regarded as plagiarism and will be treated accordingly.

PAL takes all incidents of plagiarism seriously, especially those incidents which are a determined and deliberate attempt by the apprentice to gain marks for an assignment/project/report without having done a substantial portion of the work themselves. Copying of work can include work from external published sources, and AI chatbots as well as that of other apprentices, and work colleagues.

Why does plagiarism happen?
There are a variety of reasons why apprentices' plagiaries, but some typical causes may be:

- ➢ Apprentice's lack of awareness of evidence production requirements.
- ➢ Apprentice's lack of skill in using source material/acknowledging the use of the material.
- ➢ Common use of the internet as a source of ideas/information and not appreciating copyright practice and the implications of Open Educational Resources (OER) tags and AI references and what that means regarding the use of such information.
- ➢ Pressure on an apprentice to succeed.

➢ Apprentice not allowing sufficient time to develop ideas, own research and rationale for assessments such as projects and reverting to shortcuts.

Examples of Plagiarism

Published work includes books, articles and materials found on the internet while examples of unpublished work could be a piece of work previously submitted by another apprentice or work about to be provided by another apprentice.

Examples of plagiarism include but are not limited to:

➢ Extracts from another person's work or AI chatbot without using quotation marks and/or an acknowledgement of the source, this could be found in presentations, assignments, or structured reports. PAL will use plagiarism checks on such written work.
➢ Summarising the work of another or using their ideas (to include AI chatbots) without an acknowledgement of the source.
➢ Copying or using the work of another apprentice (past or present) with or without that person's knowledge or agreement and without acknowledging their contribution.
➢ Purchasing essays or downloading them from the internet to submit them as your work.
➢ Using AI chatbot produced work, with no or highly limited acknowledgement.
➢ Using the work of a support trainer, scribe, reader, interpreter, where reasonable adjustments granted, but presenting the work as the apprentice's own.

Preventing Plagiarism

Before any endpoint assessment, PAL recommends that apprentices, employers, and providers review PAL's policies, located on the PAL website. **Any work found to be plagiarised will be discounted from the assessment process, and the apprentice will be advised of this and the reasons for a referral and possible sanctions in line with PAL's maladministration and malpractice policy, and sanctions policy.**

PAL also has a duty to report such events to the regulator, where PAL believes or has evidence that the act of plagiarism has caused an adverse effect or has the potential to cause an adverse effect.

PAL will use recognised plagiarism software checks on written work to confirm suspected plagiarism. Where such checks indicate possible plagiarism PAL will undertake further investigations and will invoke PAL's maladministration and malpractice policy as required.

PAL recommends that providers undertake plagiarism checks on all apprentices' project and assignment work prior to submission, to reduce the likelihood of flawed evidence being presented to PAL as an EPAO.

Apprentices are requested to complete and sign an authenticity check, confirming any work they present, is their own. Any contravention of the authenticity check will result in sanctions, as detailed in our sanctions policy.

Where apprentices are working on the same standard within the same employer organisation and notably the same employer location, PAL independent assessors and the quality team will pay particular attention to any submitted assessment products, as required by the assessment plan, to detect any excessive similarities or extensive copying of written work or work products.

PAL recognises that some apprentices and employers will be unfamiliar with the need to cite others work, mainly where internet sites have been used for research and apprentices mistakenly believe because information is in the public domain, they do not have to cite or quote such references. PAL encourages Training providers to inform all of their apprentices of basic referencing requirements, alongside making sure all relevant stakeholders have had sight of this policy.

 PAL guidelines to referencing (and the list is not exhaustive) is as follows:

- If you use someone else's exact words in your work, they must be in quotation marks. Use quotations sparingly and only when you feel the author has expressed something so well and so concisely that the words cannot be improved
- If you use the internet to research and source information, you must provide the URL link, the title of the webpage and author where cited and date the webpage was last accessed by 'you'.
- When you have used a quote, you must provide the name of the author, the date of their work that you have referred to and the page number where you got the quotation from immediately after the quotation, or provide the website URL and date accessed
- You must provide a bibliography - a list of books, articles and any other sources you have quoted - at the end of your assignments
- The Harvard system for referencing sources is well-established, and you can find guidance on how to use it on the internet. Note Harvard referencing is typically for level 4 candidates and above
- **When referring to a book the Harvard format is: Gill, P. (2004) Concepts of negotiation: a guide for managers. Publisher name, location of publisher e.g. Brighton.**
- **And for a reference to an article, the Harvard format is: Spratt, J.D. (2017) it takes time: a 'stages of change' perspective on the adoption of workplace coaching skills. Journal of Change Management, 10(1), pp. 61-77.**
- In applying any form of referencing, PAL does consider the level of standard and the Apprentice's previous experience in writing formal assignments or projects, alongside the stated requirements in standards assessment plans and common approaches to assessment.
- Agreeing to undertake end-point assessment with PAL, means all parties understand and will abide by this PAL policy.

See appendix one for how PAL deals with cases of plagiarism.

Appeals

If an apprentice wishes to appeal against a decision of plagiarism, they should refer to the appeals and enquiry policy.

What is cheating?

Cheating is an attempt to deceive the assessment and testing process and can include:

- Using books, notes, instruments, computer files or other materials or aids that are not permitted.
- Assistance or the communication of information by one apprentice to another in an assessment or examination where this is not allowed.
- Assistance from an assigned support tutor/trainer, for apprentices who have a need for reasonable adjustments, but where the assistance has presented work or evidence, that is not reflective of the apprentice's natural performance and if requested, the apprentice could not replicate similar evidence of the same quality.
- Copying or reading from the work of another apprentice or another apprentice's books, notes, instruments, computer files or other materials or aids, unless expressly permitted.
- Offering a bribe of any kind to an invigilator, examiner or other person connected with assessment.
- Providing or receiving information about the content of an examination before it takes place, except when allowed (some exams may require case study materials to be issued before an examination).
- Impersonating or trying to impersonate an apprentice, or attempting to procure a third party to impersonate oneself.
- Any attempt to tamper with assignment or examination scripts or test responses after they have been submitted by an apprentice.
- Fabricating or falsifying data or results by individual apprentice or groups of apprentices.
- Cheating is regarded as malpractice and will be subject to PAL's maladministration and malpractice policy and procedures.

Preventing cheating-Tests

Anyone undertaking the role of an invigilator (this is typically PAL personnel) are responsible for the appropriate supervision of tests and the invigilation of the assessment in accordance with the relevant assessment plan and PAL's invigilation policy.

PAL invigilators[1] are appropriately trained, checked to ensure there are no conflicts of interest and fully informed of the pre-test; during the test; post-test arrangements.

Procedures for handling paper-based tests can be checked with the PAL EPA team and must be followed. The use of paper-based testing will be carefully managed, and tracking of paper tests from issue to return will be logged in the management information system. Where paper-based tests are used, a member of the PAL team will always act as an invigilator.

Apprentices, employers, and providers should take this policy as notification, that any suspicion of cheating will be reported to the appropriate regulatory body.

Preventing cheating-other assessments

PAL as an EPAO issues specifications for each apprenticeship standard, an EPA Manual and Quality Assurance Manual that clearly details expectations in respect of the integrity of end-point assessment, and apprentice's demonstrating their personal competence and capability.

Our client relationship management and approach to compliance with all third parties and centres where centre status is granted makes specific references to the requirement of policies, procedures and protocols that facilitate fair, equitable, valid, and reliable assessments.

It is critical that any preparation for assessment, such as preparing for professional discussions or competency based interviews and presentations, should draw from the apprentice's experience and allow them to showcase their talents and voice.

Portfolio and project work has to be representative of the apprentice's involvement and again allow them to showcase their experiences and skills, knowledge and behaviours.

Permitting apprentices sufficient time and resource to compile portfolio/project/report work is vital, cheating can sometimes occur where apprentices have insufficient time to complete work and thereby take shortcuts. If an apprentice needs additional support in providing evidence of competence in a specific format, please refer to PAL's reasonable adjustment policy and guide and our PAL quality team are always available to discuss reasonable adjustment requirements.

Falsely requesting reasonable adjustments which unfairly confer an advantage on an apprentice, that does not require such an assessment intervention or modification, PAL regards as form of cheating. Any such false requests, or requests where there is no contemporary evidence or requirement for the reasonable adjustment, PAL will sanction the appropriate parties and review the assessment results accordingly.
Where an apprentice legitimately requires reasonable adjustments in respect of support personnel during an assessment, PAL's assigned assessor will ensure the guidance is followed.

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[1] Typically, PAL only uses PAL personnel for invigilation duties

Context of Assessment and Artificial Intelligence (AI)

Where apprentices undertake their assessments under the strict supervision of an approved Independent Assessor with limited or no access to authorised materials and no permitted access to the internet, the delivery of these assessments will be unaffected by developments in AI tools (chatbots) as apprentices will not be able to use such tools when completing these assessments.

Where assessments are conducted remotely and the assessment process uses secure on-line portals and platforms and screen sharing, it is imperative that the Independent Assessor and/or Invigilator checks that the apprentice has no access to the internet and no access to any additional smart devices, which may be used to access AI resources.

The type of assessments that can be affected and influenced by AI are those where the apprentice is permitted to undertake research and present evidence of their work to demonstrate competence in elements of their job role which are prescient for specific knowledge, skills, and behaviours of their assigned apprenticeship standard. Specifically, the forms of evidence such as presentations, projects, reports, and portfolio work could make use of AI platforms as research tools.

To protect the integrity of assessment and assure authenticity PAL as an EPAO would want all research tools/media appropriately referenced and as part of our plagiarism checking process, will check for AI produced work. Where AI produced work is found, and the apprentice has not referenced such work, PAL will regard this as plagiarism.

What is AI and what are the risks it poses to independent end-point assessment?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards approved recognition of competence and qualification /apprenticeship standards certification.

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to any end-point assessments at any time constitutes malpractice. Trainers, teachers, lecturers, employers, and assessment Centres and end-point assessment organisations should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate, flawed, made-up or inappropriate content.

AI chatbots are AI tools which generate text (and as AI increases in sophistication and capability AI tools are increasingly able to create images and graphs) in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained.

They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

> ➢ Answering questions

> ➢ Analysing, improving, and summarising text

> ➢ Authoring essays, articles, fiction, and non-fiction

> ➢ Writing computer code

> ➢ Translating text from one language to another

> ➢ Generating new ideas, prompts, or suggestions for a given topic or theme

> ➢ Generating text with specific attributes, such as tone, sentiment, or formality

> ➢ Developing assessment instruments such as multiple-choice questions

Some of the AI chatbots currently available include:

> ➢ ChatGPT (https://chat.openai.com)
>
> ➢ Jenni AI (https://jenni.ai)
>
> ➢ Jasper AI (https://www.jasper.ai/)
>
> ➢ Writesonic (https://writesonic.com/chat/)
>
> ➢ Bloomai (https://huggingface.co/bigscience/bloom)
>
> ➢ Google Bard

The number and sophistication of chatbots will continue to evolve at a fast pace and the risk for assessment is their detection will prove more and more challenging, as the bots learn from the information requested of them, and ultimately learn from each other.

There are also AI tools which can be used to generate images, such as:

> ➢ Midjourney (https://midjourney.com/showcase/top/)
>
> ➢ Stable Diffusion (https://stablediffusionweb.com/)
>
> ➢ Dalle-E 2 (OpenAI) (https://openai.com/dall-e-2/)

The use of AI chatbots does pose significant risks when used by apprentices completing end-point assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon.

It is worth noting that at present **AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/ articles by real or fake people.**

What is AI abuse?
As has always been the case, and in accordance with the General Conditions of Recognition and by definition section J1.8 which states that:

> **"Authentication**
> **A process under which evidence generated by a Learner in an assessment is confirmed as having been generated by that Learner (or identified and confirmed as being that Learner's contribution to group work) and as being generated under the required conditions".**

For apprentices undertaking end-point assessment, this demands that any work submitted or presented as part of their readiness (gateway approval) and /or end-point assessment must be their own and any research tools deployed, including AI chatbots must be correctly cited and annotated. **This means both ensuring that the final product is in their own words and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work.** The Apprentice should be responsible for the content of their work and in submitting any work to PAL and in accordance with our authentication guidelines when their work is presented to the EPAO or the individual assessor, it is accepted as authentic, however will be subject to appropriate plagiarism checks.

PAL recommends that in support of apprentices, during the on-programme element of the apprenticeship journey, Training Providers and Employers ensure their apprentices understand what is meant by plagiarism, know how to effectively research for work and are aware of the consequences if plagiarism is detected by the EPAO, which dependent on the circumstances may include a refusal from PAL to continue the EPA and thereby a fail will be issued

or the apprentice will be required to resit and resubmit new work, subject to the assessment plan, even if the resubmission passes and the work is judged as authentic, the overall grade is most likely to be limited to a pass.

Apprentices are expected to demonstrate their own knowledge, skills and behaviours as required for the apprenticeship standard in question and set out in PAL's apprenticeship standard specification. This includes demonstrating their performance in relation to the KSBs assigned by the specific assessment component as detailed in the relevant assessment plan. **Any use of AI which means apprentices have not independently demonstrated their own attainment will be considered malpractice.** While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for apprentices' progression that they do not solely rely on tools such as AI to acquire knowledge and understanding of specific topics or rely on AI chatbots to produce written work.

It is crucial that as part of the apprenticeship programme, Apprentices develop their capacity to learn and recognise learning can be undertaken and supported by various means and media, whilst at the same time appreciating sustained and real learning comes from the process of understanding, and questioning: ideas, instructions theories and innovations and practicing and applying skills in a workplace setting. Using AI can circumnavigate these opportunities. That is not to say there is no place for AI, that is not the case, it should be a part of their learning toolkit, not the only go to for an answer.

It is legitimate to use AI tools for the purpose of research, or to test out or support evaluation of ideas, concepts, or theories, and where used in this context PAL requires the AI chatbot to be clearly identified and referenced. AI can also be used for draft versions of work for example in translating text, but any final submission of such work must reflect the apprentice's 'voice' and be authentic to them.

PAL does not expect an apprentice to copy and paste or download complete works. Projects, reports, and presentations should reflect not only the apprentice's competency and experience.

Examples of AI misuse include, but are not limited to, the following:

➢ Copying or paraphrasing sections of AI-generated content so that the work is no longer the apprentice's own

➢ Copying or paraphrasing whole responses of AI-generated content

➢ Using AI to complete parts of the assessment so that the work does not reflect the apprentice's own work, analysis, evaluation, or calculations

➢ Failing to acknowledge use of AI tools when they have been used as a source of information

➢ Incomplete or poor acknowledgement of AI tools

➢ Submitting work with intentionally incomplete or misleading references or bibliographies

Malpractice sanctions available for the offences of *'making a false declaration of authenticity'* and *'plagiarism'* includes cessation of assessment and awarding a fail, prohibited from the opportunity to take further assessments, as well as advising others of the reasons for the fail, which can include notification to the regulator and third parties as appropriate.

Apprentices' marks may also be affected if they have relied on AI to complete an assessment and resulting resits or retakes may limit overall grades and where a further period of re-training is required and delay the apprenticeship programme completion.

Training Providers/Colleges/Centres
Training Providers/Colleges Centres will already have agreed policies and procedures relating to assessment in place to ensure the authenticity of assessments undertaken either on a formative basis during the apprenticeship on programme delivery, or for other qualifications they offer on their apprenticeship and other programmes. They must now ensure that these can also address the risks associated with AI misuse and as part of PAL's Centre and third

party risk evaluation, PAL reserves the right to question registered Centres and Third parties how they are addressing the use of AI.

As the Training Providers and Colleges will in the majority of cases be Centres with other AOs, we would expect them to adhere to requirements for being an approved 'centre' with these organisations. PAL expects our third parties (training providers and colleges to have appropriate arrangements in place to minimise the likelihood of malpractice and to have clear guidance about the validity, authenticity, currency, and sufficiency of apprentices' evidence, notably that evidence that underpins or supports any aspect of the end-point assessment process. PAL also expects that Providers and Colleges will advise their employer community of the authenticity requirements and PAL encourages all of our stakeholders to review the guidance and resources we provide, which includes access to PAL's relevant policies.

PAL as an EPAO has a regulatory responsibility to ensure the integrity of end-point assessments we undertake and ensure our personnel, processes, and policies are fit for purpose and reflect the current learning and work environments. Failing to recognise the existence and deployment of AI, would be a dereliction of our duties, and as the guidance notes, AI can be a useful learning tool.

The issues AI presents to an EPAO is where its use could overstate an apprentice's capability and as such an apprenticeship certificate may be falsely awarded, as the work utilised to support a competency judgement, is not that of the individual apprentice.

As part of PAL's approach to delivering a fair, safe and reliable assessment we seek to do the following:

a) Explain the importance of apprentices submitting their own independent work (a result of their own efforts) and ensure that PAL assessors and the quality team make use of appropriate plagiarism checkers and report any concerns of suspected or actual malpractice for the sake of this guidance, specifically relating to AI

b) Regularly review our AI guidance, PAL's Maladministration and Malpractice and Plagiarism and Cheating policies to ensure the information is current in line with AI capabilities and correlates to regulatory guidance and conditions

c) Provide AI briefings to all PAL personnel involved in assessment development and deliver

d) Make clear the sanctions/penalties of using AI inappropriately, or not declaring where and how it has been used

e) Ensure PAL personnel are familiar with AI tools and its capabilities

f) Continue to request apprentices' confirm authenticity of work

g) Continue to advise all relevant stakeholders of PAL's regulatory duties to report to other parties cases of malpractice

h) Ensure PAL provides guidance regarding how to acknowledge the work of others to include the use of AI

i) Confirm and check with third parties and Centres have appropriate policies and procedures in place to identify and counter acts of plagiarism and cheating, with specific reference to how AI can be safely and fairly utilised by Apprentices

Acknowledging the Use of AI
It remains essential that apprentices are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is key to maintaining the integrity of assessments. If an apprentice uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the apprentice and referenced in their work in the normal way. Where an AI tool does not provide such details, apprentices should ensure that they independently verify the AI-generated content – and then reference the sources they have used.

In addition to the above, where apprentices use AI, they must acknowledge its use and show clearly how they have used it. This allows Independent Assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. **This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.**

Where AI tools have been used as a source of information, a learner's acknowledgement must show the name of the AI source used and should show the date the content was generated. **For example: ChatGPT 3.5 (https://openai.com/ blog/chatgpt/), 25/01/2023.**

The apprentice must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non- editable format (such as a screenshot) and provide a brief explanation of how it has been used. **This must be submitted with the assessment evidence it relates to,** so the Independent Assessor or member of the quality team are able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the Independent Assessor or a member of the PAL quality team suspects that the apprentice has used AI tools, the Independent Assessor in conjunction with a member of the quality team will need to consult PAL's Maladministration and Malpractice and Plagiarism and Cheating policies, along with this guidance for appropriate next steps and should take action to assure themselves the origins and ownership of the evidence presented.

Identifying and checking written work
Written work can include reports, projects, presentations, portfolios, or where used responses to case studies.

Checking the authenticity of written work can include the use of the following:
➢ A simple Google search for example using a sentence or 4-6 words from the submitted work
➢ Putting the work through recognised plagiarism checkers
➢ Comparing the use of language as used by the apprentice across assessment components
➢ Comparing individual assessment component outcomes of an apprentice, to look at any significant variances
➢ Comparing submitted work from apprentices being assessed on the same standard, or enrolled with the same training provider or working for the same employer organisation

There are also computer detection tools to identify potential AI misuse. AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who use a variety of words in their normal writing.

Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI:
➢ OpenAI Classifier (https://openai.com/blog/new-ai-classifier-forindicating-aiwritten-text/)
➢ GPTZero (https://gptzero.me/)
➢ The Giant Language Model Test Room (GLTR) (http://gltr.io/dist/)
➢ Turnitin Originality (https://www.turnitin.com/products/originality)

A teacher and/or trainer who suspects plagiarism in course work may conduct an oral assessment to assess whether the work is that of the apprentice, and in some cases the work in question could be removed and replaced by alternative work, that is known to be that of the apprentice, or undertake an additional comparable assessment in controlled conditions, if this was an option for the centre.

In the context of end-point assessment this is not a valid or practical solution, so where plagiarism is determined, the sanctions as previously described will be considered and applied. If any plagiarism investigation is inconclusive, the PAL quality assurance process will review the results and outcomes of all the assessment components to identify any significant anomalies between the assessments. Additionally, they may look to gain validation of an apprentice's work from the apprentice's employer and /or Trainer. Where any of these interventions give cause for concern, the assessor will mark and grade the work accordingly and the PAL Quality Manager can request the evidence is subject to further moderation before a result is awarded.

Teachers and trainers need to be aware that all uses of translation websites and applications, such as **Google Translate**, by learners, to translate speech and written text and then include the translation in all types of written work, will be identified as being **AI-generated** by AI-writing detection software such as **Turnitin**.

As a result, assessors will have no choice but to conclude that learner work translated by software is AI-generated and therefore not entirely the learner's own work and amounting to an attempt to **plagiarise** and cheat. Hence, the use of translation applications is not recommended.

PAL Centres are reminded that PAL's apprenticeships and qualifications are assessed in the **English Language** (except where British Sign Language or braille reasonable adjustments are applied) and please note that PAL are regulated by Ofqual, the regulator for qualifications in England.

Guidance on General referencing

This section provides guidance on referencing other sources of information. PAL, when reviewing written work and referencing, does take into consideration the level of the apprenticeship standard and the use and extent of external resources and references formatting.

The following is basic guidance and as a principle whatever format used for referencing, it is important the format is consistent throughout the work.

➢ A reference in the text, or as a footnote, should show at least the name of the author, the year of publication and the page number: For example: (De La Bedoyere, 2021, p. 89.)
➢ Candidates must also include a bibliography at the end of their work, which lists details of publications that have been used to research their project. For example: De La Bedoyere, G. (2021) Gladius, London: Weidenfeld & Nicolson.
➢ For material taken from web pages, the reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: (https://www.bbc.co.uk/bitesize/topics/zwmpfg8/articles/z2sm6sg).
➢ For individual works found on the internet, the reference should show the details as in the first bullet point, above, plus the URL and the date accessed. For example: Regulski, I (2023). Page turners: literature in ancient. Available: https://www.britishmuseum.org/blog/page-turnersliterature-ancient-Egypt [26 April 2023].

Bibliography, resources and recommended browsing

➢ J Barrie Thompson and Simon Stobart: University Research, Plagiarism, and the Internet: Problems and Possible Solutions; Published in the proceedings of the Sixth International Conference ETHICOMP 2002; Lisbon: ISBN 972–839, pp607–710.
➢ Oxford University Department of Education: Guide to Referencing and Citations. Accessed: https://weblearn.ox.ac.uk/access/content/group/cd464c28-e981- 4dcc-af89-945b50a3ef48/Referencing%20and%20plagiarism/SHU Guide_ to_referencing%20NEW%20TO%20USE.pdf [7 August 2017].

Other useful sites are:

- ➢ https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism
- ➢ http://virtualsalt.com/antiplag.htm
- ➢ http://www.plagiarism.org
- ➢ http://www.turnitinuk.co

For more detailed information please refer to PAL's learner guidance to referencing and plagiarism guidance.

Adverse Effects

Plagiarism and cheating falls under maladministration and malpractice and if PAL suspects any such act, or we are advised of such activities by another person or party, and there are reasonable grounds for that suspicion or allegation, the Ofqual regulator's conditions require PAL to investigate such claims.

Where such actions give cause to a potential or actual adverse effect, PAL will report such actions to the regulator and will expect all parties participate in any subsequent investigation. Dependent on the outcome of any such investigation, previous results, achievements, and certificates may be rescinded.

Monitoring and Review

This policy is reviewed as a minimum on an annual basis

Regulatory References

PAL is required to establish and maintain compliance with regulatory conditions and criteria. This policy relates to Ofqual General Conditions of Recognition: Identification and management of risks A6; Malpractice and Maladministration A8.

Condition EPA3Notification to Ofqual of certain events in relation to EPAs

Date Created: 6th June 2017
Last Review: 2nd December 2024
Next Review: 2nd December 2025
Person Responsible for review: Business Operations Director
This Policy has been agreed by Linda Martin, Managing Director

Appendix One Dealing with Plagiarism

Proven cases of plagiarism, dependent on the nature of the occurrence could be judged as maladministration or the more serious offence of malpractice.

Independent assessors will take the following checks and reporting procedures.

Stages in the process for investigating plagiarism are:

1. Vigilance – check apprentice's work for acknowledgement of sources, varying quality of content, the use of a mixture of vocabulary/spellings/punctuation/fonts/presentation.

2. Confirmation – if an assessor or a member of PAL's quality team suspect any aspect of an apprentice's work submitted as assessment evidence has been plagiarised, it is imperative to locate the source via the internet and/or plagiarism detection software. It is also helpful to speak with the apprentice and ask them questions about the work, to assess whether the work is that of the apprentice.

3. Reporting – if plagiarism is confirmed the maladministration and malpractice policy will be invoked and followed and reported and logged in accordance with PAL's policies and procedures and regulatory requirements.