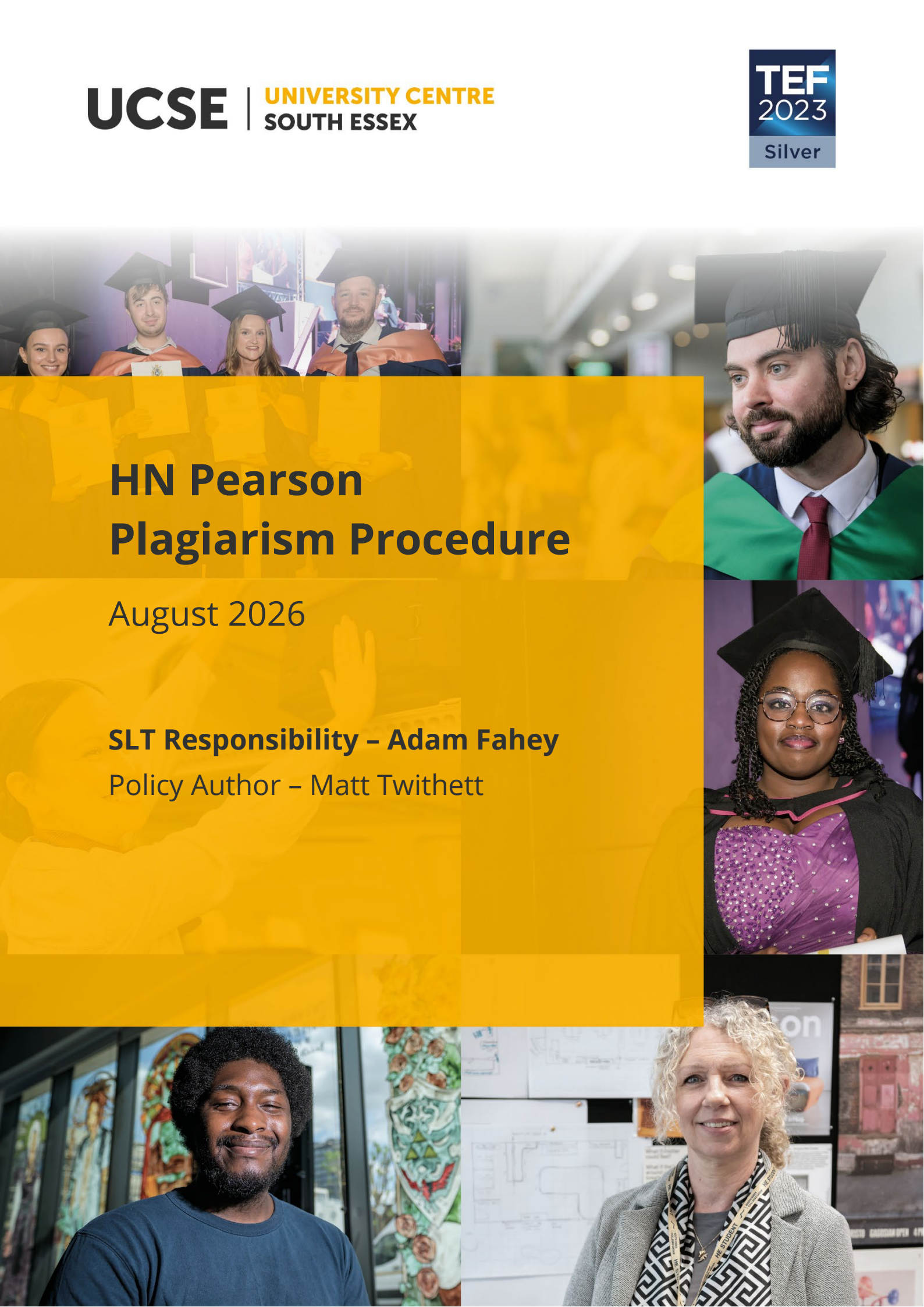




HN Pearson Plagiarism Procedure

August 2026

SLT Responsibility – Adam Fahey

Policy Author – Matt Twithett

Significant Changes Following Review

PAGE NUMBER OR HEADING NAME	DETAILS OF SIGNIFICANT CHANGE	CHANGES MADE BY
No Changes	N/A	N/A

Equality Impact Assessment

The aim of an equality impact assessment (EIA) is to consider the equality implications of any new or amended policy, procedure, practice, project, function on different groups of staff, students and visitors to the college. This EIA tool provides a simple framework that helps evaluate whether the change may inadvertently disadvantage protected characteristics and identify ways to proactively advance and promote equality.

You will need to consider each of the equations and provide information as to consideration and any changes made in relation to Equality, diversity and inclusion.

Date EIA completed.	22/09/2026
Name of person responsible for completing the EIA	Jay Denny
Role of person responsible for completing the EIA	Programme Partnership Manager
Who is affected by the policy / decision / change?	HE Students
What's the reason for the new policy / change in policy, practice, process etc.?	Yearly Review and Update

You will need to consider whether its possible that the proposed new policy / change in policy /procedure/practice etc could discriminate or unfairly discriminate or disadvantage people. You should consider:

Who gets to participate?	Who does not, or who now does not due to the changes proposed / made.
Who is at an advantage?	Who is at a disadvantage, and again has this changed?
Who will benefit?	Who will not benefit (or who did and now doesn't due to the changes proposed in policy
Who can access the policy?	Who cannot, or now cannot.

Protected Characteristic	What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest)	What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?	What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.	Date by when and whom will this action be taken.
Age	2	Neutral The policy applies consistently to all students regardless of age. Some students may have differing levels of confidence or familiarity with AI technologies.	Provide guidance and support materials to ensure all students understand the policy and expectations.	As and when required
Disability	3	Some students may need support in understanding the policy. Students will be provided support by the academic and student support teams in the College.	Provide additional support for those needing assistance	As and when required
Gender (Sex)	1	Neutral	None Identified	N/A
Gender Reassignment	1	Neutral	None Identified	N/A
Marriage or Civil Partnership	1	Neutral	None Identified	N/A
Pregnancy / Maternity	1	Neutral	None Identified	N/A
Race	2	Potential positive impact through promoting transparency and academic integrity. AI tools may contain cultural bias or produce inaccurate content relating to different groups.	Students are required to critically evaluate AI outputs, including bias and cultural sensitivity. Staff guidance will reinforce this expectation.	As and when required
Religion or Religious Belief	1	Neutral	None Identified	N/A
Sexual Orientation	1	Neutral	None Identified	N/A

Protected Characteristic	What degree of impact does the change have (score 1-5 with 1 the lowest and 5 the highest)	What is a potential positive, neutral or negative impact? Include what you have considered. Are there any barriers?	What action will be taken to address any negative impact or remove any potential barriers identified? Note if we are not able to resolve anything identified.	Date by when and whom will this action be taken.
Any other element that needs to be considered.	3	Students with lower digital literacy, limited access to technology, or differing levels of AI experience may be disadvantaged in understanding expectations.	Provide clear guidance, examples and staff support. Ensure students can access advice before using AI in assessed work.	As and when required

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HN PEARSON PLAIGARISM PROCEDURE 2026-27

INTRODUCTION

Implications of plagiarism and misuse of AI

All tutors must ensure that students are informed of what plagiarism and the misuse of AI is during their induction/start to their programme of study.

All students must be informed of how to reference assessments accurately (Harvard System) and how to reference the use of AI within submissions of assessments.

When students use AI, the student must keep a copy of the question(s) they have asked the AI system and the computer-generated content for reference for authentication purposes. This must be in a non-editable format such as a screen shot. This evidence must be submitted with the assessment.

It is unacceptable just to list 'ChatGPT' in the reference section just as it would be unacceptable to just state 'Google', rather than list the specific website and webpages. Students must be informed of the implications of plagiarism and misuse of AI including sanctions from awarding organisations and Joint Council of Qualifications (JQC). This can include disqualification from the programme.

Students must be show the safe use of AI in generating evidence for assessments and its limitations.

Students must understand the importance of developing their skills and understanding of the subjects they are studying and not to rely on AI.

Students must be able to demonstrate the final submission is the product of their own independent work and thinking.

Appendix 1 at the end of this document provides examples of potential indicators of the misuse of AI.

RELATED COLLEGE POLICIES AND PROCEDURES

HN Pearson Plagiarism Procedure

UCSE Artificial Intelligence (AI) Policy

1. Procedure - Cases of suspected Plagiarism incorporating use of Artificial Intelligence (AI).

- 1.1 A tutor can only accept a piece of work for final assessment, if the student declaration of authenticity has been signed and dated. The student should only sign this if the work submitted is their own and referenced correctly including AI generated content.
- 1.2 If during the assessment process an assessor/tutor suspects a case of plagiarism including misuse of AI (See examples in appendix 1). The assessor/teacher will stop the marking process for that assessment.
- 1.3 If it is a piece of formative assessment (i.e. one that does not count towards the final course assessment) then the assessor/teacher must meet with the student to discuss the seriousness nature of plagiarism/misuse of AI and put an action plan in place to prevent the issue occurring again. The tutor must also meet with the student and add a comment on Promonitor that this meeting has taken place.
- 1.4 If it is a piece of summative/final assessment, the assessor/tutor will investigate the suspected plagiarism and gather evidence to support the suspicion. This may include meeting with the student to question the validity of the evidence provided by asking questions about content to ensure the student has the understanding and knowledge.
- 1.5 The assessor/tutor will check whether or not the student has signed the disclaimer/student declaration for the piece of assessment and whether or not advice and guidance about appropriate referencing has been provided to the student.
- 1.6 The assessor/tutor will inform their Curriculum Lead and Head of School of the suspected case of plagiarism/misuse of AI and will forward all supporting evidence to them.
- 1.7 The Curriculum Leader will decide whether there is sufficient evidence to pursue the matter further.
- 1.8 If the Curriculum Leader decides there is not sufficient evidence to pursue the matter further, the piece of assessment must be marked in accordance with the marking scheme and written feedback must include information on how to reference appropriately in future assessments.

- 1.9 If the Curriculum Leader has evidence to suggest that this is a clear case of plagiarism or misuse of AI then a meeting must be had with the student to explain the outcome. An action plan put in place within 10 working days to prevent the re-occurrence of plagiarism in future assessments. The Executive Director - HE and Executive Director of Quality, Teaching and Learning, Performance and Standards must be informed who will contact the awarding organisation if the student declaration form has been signed.
- 1.10 If the curriculum leader feels this is a first case and is just a mistake or misunderstanding on the first submission of a piece of work at the start of the course. The student will be required to complete the assessment again. This must be recorded on Promonitor. If the students is under 18 years of age there parent/guardian/carer should be informed.
- 1.11 If a student continues to plagiarise then the Curriculum Leader will inform the Head of School and the Executive Director - HE and Executive Director of Quality, Teaching and Learning, Performance and Standards. Action will then be taken against the student in line with awarding organisation requirements/academic offences policy and procedure. This will include the awarding organisation being informed to the use of plagiarism/misuse of AI. The awarding organisation will set its own sanctions, this may include grades being capped or withdrawal from the programme. This is in line with JCQ requirements.
- 1.12 The Executive Director of Quality, Teaching and Learning, Performance and Standards will inform the awarding organisation of any significant forms of plagiarism as per awarding organisation requirements.
- 1.13 Penalties that may be applied in cases where it is established that plagiarism has been committed shall differ in severity depending on the extent and nature of the plagiarism. They will be applied in accordance with the awarding organisation requirement. For Higher National students please refer to the Academic Offences Policy and Procedure for Students Studying Pearson Higher National qualifications.
- 1.14 For all cases of plagiarism, the piece of assessment and/ or the parts/ sections which are plagiarised must be disregarded and the grade will no longer stand. The student will be required to complete the assessment again within awarding organisation requirements/JCQ requirements.

- 1.15 If plagiarism is confirmed and the students has signed the declaration of authenticity the case must be reported to the awarding organisation.
- 1.16 If a student wishes to appeal against a decision relating to the plagiarism they must follow the procedure for academic appeals procedure.
- 1.17 The outcome of any meetings with a student must be recorded. For the majority of students this will be on recorded on Promonitor. Programmes not using Promonitor must keep the evidence in the student tutorial file.

Please note: Some awarding organisations may have their own rules and regulations surrounding plagiarism. If this is the case these must be adhered to and students explained the process during their welcome to College.

Policy End

POLICY REVIEW

Senior Leadership Responsibility	Adam Fahey
Policy Author	Matthew Twitchett
Roles Responsible for Reviewing	Executive Director Quality, Teaching and Learning, Performance and Standards
Issue date of current version	August 2026
Date to be reviewed	August 2027
Type of Policy	Public

APPENDICES

Potential Indicators of AI misuse

If the following are seen in student work, it may be an indication the student has misused AI:

1. A default use of American spelling, currency, terms and other localisations.
2. A default use of language or vocabulary which may not accord with the qualification level (though be aware AI tools may be instructed to employ different languages, registers and levels of proficiency when generating content).
3. A lack of direct quotations and/or use of references where these are required/expected (though some AI tools will produce quotations and references).
4. Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors).
5. A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which may be notable for some subjects.
6. Instances of incorrect and/or inconsistent use of first-person and third-person perspective where generated text is left unaltered.
7. A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work.
8. A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended it.
9. A lack of graphs/data tables/visual aids where these would normally be expected.
10. A lack of specific local or topical knowledge.
11. Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected.
12. The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output.
13. Submission of student work in a typed format, where their normal output is handwritten.
14. The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth and variety or to overcome its output limit.
15. The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content.
16. Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style.

