



EQUALITY IMPACT ASSESSMENT

Plagiarism Policy

Step 1**Details of Assessment Team – refer to***guidance notes*

Please use this form to record the details of your team. Use the guidance notes to help you to pull a relevant team together.

About the policy, practice, service or function you are assessing

Name of policy, practice, service or function: **Plagiarism Policy**

Name of Assessment Team Leader: **Phil Wilson**

Department responsible: **Curriculum Support/Student Services**

Other members of assessment team:

Name	Position	Area of Expertise	Comments
Sara Townsend	E & D Manager	E & D	
Phil Wilson	Curriculum Support Manager	Library Services	

Step 2 – Collecting information and data on consulting on how the policy, procedure, service or function impacts on students, employees, communities and other stakeholders – refer to guidance notes

Consider all six equality strands: <i>Racial Group, Disability, Gender, Age, Sexual Orientation, Religion or Belief</i>	Date data was collected
Examples of evidence could be:	
Tick evidence gathered and state briefly what it tells you.	
1. data showing evidence of higher or lower participation of any particular groups (e.g. who uses the service and who doesn't)	n/a
2. student/ employee feedback from surveys or complaints	No
3. any important demographic changes or trends	n/a
4. comparative information or data where no local information is available There is national data relating to plagiarism and to appeals e.g. QCA, University Ombudsman.	
5. census, national or regional statistics See above.	
6. Access Audits, DDA assessments	n/a
7. workforce profile (ethnicity, disability, gender etc)	n/a
8. outcomes of previous monitoring	n/a
9. existing or previous inspections of the policy, procedure, practice, service or function	n/a
10. research/ knowledge of the effects of the policy, procedure, practice, service or function on any of the College's stakeholders (including external stakeholders) When a policy like this is introduced there could be initial concerns/problems as it creates a cultural shift for both staff and students. Effect of introducing/implementing the policy will have training implications.	
11. how part-time or sessional staff may be affected	n/a
12. any consultation and community involvement Consultation with recognise trade unions and with different academic staff/groups.	

13. existing or previous impact assessment action points	n/a
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Step 3 – Defining the policy, procedure, service or function and identifying inequalities by analysing the information you have and identifying actions – refer to guidance notes

Question 1
<p>What is the name of the policy, procedure, practice, service or function you are assessing, what are the main aims and objectives; what outcomes do we want; and who is responsible for implementing or delivering the policy, procedure, practice, service or function?</p> <p>Response/ Findings: Plagiarism Policy. Main aims of the policy are: to challenge and prevent plagiarism; to create an academic culture where originality is valued and rewarded; to encourage College, School, Team and individual strategies to prevent Plagiarism; to educate students to avoid plagiarism and to educate students how to appropriately reference and cite sources of information.</p> <p>All academic staff are responsible for the implementation and delivery of this policy. Phil Wilson, Curriculum Support Manager, has been tasked with steering the policy's introduction.</p>
Question 2

Who is affected by the policy, procedure, practice, service or function and is there any evidence that any groups within the following characteristics are adversely affected.

Response/ Findings:

All student and all staff are equally affected by the policy.

	YES – state briefly	NO
Age	Non Discriminatory	
Disability	Non Discriminatory	
Gender	Non Discriminatory	
Racial Group	Non Discriminatory	
Religious Belief	Non Discriminatory	
Sexual orientation	Non Discriminatory	

Question 3

Is there any evidence that different groups, organisations or individuals have different needs, experiences, issues and priorities in relation to this policy? *For instance higher or lower uptake or participation.* Consider student and staff surveys, research, community consultations, prior performance monitoring or inspection.

Response/ Findings:

Higher Ed.(HE) Students need to be educated and regularly tested in line with HE procedures.

Note: A broad interpretation should be taken of the word ‘evidence.’ It should include anecdotal evidence and evidence derived from qualitative and quantitative analysis where available.

Question 4

Is the service that is underpinned by this policy, procedure or function having a positive or negative effect on particular students, employees, community groups or other stakeholders?

Response/ Findings:

This is not yet known/available, but the intention of the policy is overwhelmingly positive and its introduction is educative rather than punitive with the emphasis on training and support.

Phil Wilson has been tasked with producing and analysing a yearly report, the results of which can then be assessed for equality impact.

Question 5

In relation to this policy, procedure, practice, service, or function does any equality or diversity actions already exist? If YES detail below.

Response/ Findings:

n/a.

Question 6 – Look at Questions 2 & 3 Answers

Is there an opportunity to promote equality of opportunity or good community relations by altering the policy, or by working with others?

If YES, detail your action on FORM IMP.ACT. If NO state briefly how the team came to this conclusion.

Response/ Findings:

No – The policy is about originality and respect for others intellectual property. This should have a positive impact on life skills and employment for students at SNC. With reference to HE students, more credence will be afforded to students coming from SNC progressing up to university level due to the implementation/introduction of this policy.

Form: IMP.ACT

EQUALITY IMPACT ASSESSMENTS – Summary

Policy/ Service/ Procedure/ Function Title: **Plagiarism Policy**

Report of EIA Findings:

1) Overview of policy/ service

To challenge and prevent plagiarism; to create an academic culture where originality is valued and rewarded; to encourage College, School, Team and individual strategies to prevent Plagiarism; to educate students to avoid plagiarism and to educate students how to appropriately reference and cite sources of information.

2) Findings

This is a new policy and, therefore, needs to be monitored and analysed for effect/impact. The policy may then need to be reviewed based on end of year findings.

3) Actions Taken

	By When	By Whom	Progress
<ul style="list-style-type: none">Phil Wilson to produce/analyse yearly report, the results of which can then be assessed for equality impact.	Summer 2010	PW/ST	
<ul style="list-style-type: none">Phil Wilson to raise at Student Council	October 2009	PW	
<ul style="list-style-type: none">Phil Wilson to offer to roll out training from September 2009 on a termly basis.	Termly	PW	

Data/Information considered:

National data.
Software is use is used by HE
Has been partial sampling for 2 years which suggested a policy needed to be introduced.

Consultation:

With recognised trade unions and academic staff groups– summer 2009.

Date of Publication of EIA:

To be attached to each policy before obtaining Governor Approval.