**Conclusion**

UGC regulations…… to achieve consistency across the institution

Education ministries and accreditation and quality agencies in

the region do not provide strong guidance or oversight for policies relating to academic

integrity.

Austria is to be commended for the national focus on plagiarism guidance and advice. It is clear from the responses that much more support and training is needed for both teachers and students. The national agencies should be supported to continue and extend their work in this area with a view to cascade the good practice to ensure all institutions are equipped to manage the dissemination, guidance and advice.

National governments, education ministries, and accreditation and quality agencies

should proactively provide oversight for and guidance in strengthening policies and

procedures for academic integrity in HEIs as a crucial component of quality assurance

for both public and private HEIs. Research into and development of policies and

systems for academic integrity should be encouraged, ideally through the provision

of small-grant funding

The development of national policies for academic integrity in Austria is a major step. This process will include formulating policy, hopefully using inclusive evidence-based approaches, designing and implementing the associated processes across disparate institutions, gaining acceptance from management and academic staff and subsequently monitoring and reviewing the operation. Suggestions were included earlier (paragraph 6) about previous initiatives that may be of relevance.

Reaching a common national agreement on what constitutes plagiarism and good academic practice may prove difficult.

To complement the policies and procedures described in 7.2.2, an institutional strategy should be developed for discouraging student plagiarism and misconduct. This may include training, guidance, effective use of digital “anti-plagiarism” software, but should also incorporate pedagogic innovations to encourage more critical thinking and application of knowledge in student work, which present barriers for plagiaristic behaviour.

It would make sense to open discussions with these companies regarding possible

complexities connected with processing documents in the local languages, and

how these could be overcome.

Education ministries in the region should facilitate communications between institutions

within the country and across national borders in order to learn from positive

experiences and share ideas that have proved effective in countering corruption

and academic malpractice.

Where software tools are acquired for aiding the detection of plagiarism and collusion

between students, the institution needs to develop clear policies on how the tools

should be deployed and guidelines for the interpretation and use of the outputs

Institutions should develop a standard set of penalties for plagiarism, examination

cheating, ghost-writing and other forms of academic dishonesty. These penalties

should be made known to academic teachers and students, and procedures should be

put in place to ensure that they are applied fairly and consistently for each violation.

However, it must also be acknowledged

that self-selection of institutions for participation, combined with low volumes of

data for a minority of countries in both the IPPHEAE project and SEEPPAI (particularly

Montenegro), mean that these results cannot be seen to represent the full picture

in every country.

The IPPHEAE study findings indicated that much more could and should be done in every country studied to strengthen policies for encouraging scholarly practices and implementing consistent but proportional measures for deterring malpractice in both education and research

►► The national accreditation agency for higher education does not currently

include policies for academic integrity as a routine part of institutional audits.

an emphasis on prevention (through education and deter rence), supported by sound procedures for detecting plagiarism in students’ work

and by a robust and transparent system for dealing with it, including a ladder of

penalties.

a well-developed policy is only one part of the process, furthermore, unless a university takes an aligned approach to promoting and supporting academic integrity there will not be consistency in dealing with plagiarism, and without consistency students are likely to be cynical of university practice and fearful of punishment