



JISC

Policy works

Recommendations for reviewing policy to manage unacceptable academic practice in higher education

The Higher Education Academy JISC Academic Integrity Service

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Policy works was written by Erica Morris, with Jude Carroll. It includes contributions by:

Linda Byles and Kimberley Mills (Bournemouth University)

Sharon Flynn (National University of Ireland, Galway)

Pauline Harrison and Carol Thomas (University of Chester)

Neil Morris (University of Leeds)

Lynn Shaw (The ifs School of Finance)

Lizzie Vinton and Shân Wareing (University of the Arts London).

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Erica Morris

Senior Adviser

Academic Integrity Service

About Policy works

Policy works has been produced by the Academic Integrity Service to enable higher education institutions (HEIs) to review and develop policy for managing student plagiarism and related cases of unacceptable academic practice. The Academic Integrity Service was set up to encourage the sharing of good practice in higher education and the recommendations provided here can be used by those involved in developing policy and procedures at the institutional or department level. Staff might be part of working groups set up for such purposes, or have a remit or responsibility for managing academic misconduct cases (for example, conduct officers, student services managers, or those working in academic registry or quality enhancement areas).

Although the focus of this publication is the review of policy for unacceptable academic practice, regulations do need to be seen as part of a wider institutional approach to addressing unacceptable practice, which also involves adopting educational strategies to support students' learning. The Academic Integrity Service publication *Supporting academic integrity: approaches and resources for higher education* complements the guidance here, as it highlights institutional practice, staff development resources covering assessment design, and a variety of tutorials for students on study and academic skills.

Developing the recommendations

This publication builds on good practice and suggestions relevant to policies for student plagiarism and unacceptable academic practice (Carroll and Appleton, 2001; JISC, 2005; Office of the Independent Adjudicator, 2009; Park, 2004) to distil and provide up-to-date recommendations for reviewing policy in this area.

The scope and content of these recommendations was also informed by a review of a range of institutional regulations and guidelines to identify what is typically covered in policies, the kinds of procedures and penalties that are used, and good practice examples in relation to features or aspects of policies¹. In addition, a workshop

¹ This review was undertaken as part of the work of the Academic Integrity Service and involved desk research to look at a representative sample of regulations from seven HEIs. The work indicated that there is variation in: how students are informed about policies; how policies relate to educational approaches and resources; the organisation and content of policy documents; the terminology used in policies; the procedures and penalties described; and whether the policies are reviewed periodically.



on academic integrity run with the Higher Education Academy's Hospitality, Leisure, Sport and Tourism Subject Network, and a resulting position paper, helped to highlight key issues in implementing policies and possible solutions to these issues, which have also been considered in creating these recommendations (Morris, Buswell and Robertson, 2010).

Policy works is organised as follows: first, an overview of previous guidance and research work concerning policy on unacceptable academic practice is given. This section is designed to draw attention to pertinent themes in developing policy. This 'scene setting' leads to a series of recommendations that can be used by staff to aid the review and continued development of institutional policy. Each recommendation provides an associated commentary, and is 'brought to life' by examples or illustrative cases. Accordingly, good practice is illustrated with excerpts from institutional policies and by 'case stories' of how policies and procedures have been developed, reviewed and implemented within particular institutional contexts.

An overview of related work and guidance

Institutional policy has an important role to play in managing the issue of student plagiarism and other forms of unacceptable academic practice (e.g. data fabrication, duplication, 'contract cheating'). There have been concerted responses in HEIs to address these difficult issues, as institutions have developed relevant regulations, so that cases are consistently recorded, procedures are followed, and appropriate penalties are determined and applied. Co-ordinated institutional activity, guidance and good practice recommendations have recognised that the development of robust policy and procedures are part of a wider institutional approach, which must also look to teaching, learning and assessment strategies to ensure that students have opportunities to acquire literacies and skills for good academic practice (Carroll and Appleton, 2001; JISC, 2005; Macdonald and Carroll, 2006; Park, 2004).

Indeed, Park (2004) put forward an 'institutional framework' for addressing student plagiarism and emphasised the underpinning characteristics of this:

It is informed by ... core pillars, including transparency, ownership, responsibility, academic integrity, compatibility with the institution's academic culture ... the key criteria in evaluating ... such an institutional framework are transparency, appropriateness, fairness and consistency. (Ibid., p291)

This advice remains relevant and valuable today, as the Office of the Independent Adjudicator (2009) has recently summarised good practice by highlighting the importance of working "to achieve consistency across the institution" and that "penalties should be fair and proportionate" (ibid., pp2–3).

A reoccurring theme in good practice guidance is the emphasis on regularly reviewing policy and procedures, so that they can be revised and improved (Carroll and Appleton, 2001; JISC, 2005; Office of the Independent Adjudicator, 2009). Policies need to take account of emerging and current issues, which might relate to changes in teaching and learning practices, staff development needs, the student body, or the use of information and communication technologies within an institution.

In recent years, concerns have been raised about 'contract cheating', as it can be particularly difficult to identify whether a student has used a 'ghost-writing' service to produce an assignment (i.e. purchased an assignment from an internet-based service or one that has been written by another person: see Jones, 2008; Higher Education

Academy Subject Centre for Information and Computer Sciences, 2007). Furthermore, with the increasing use of the text-matching tool, Turnitin, to help identify whether a student has inappropriately copied material, **current policies need to have associated guidelines covering the effective use of Turnitin by both staff and students.**

Within higher education, it has also become clear that there are issues in how policy is applied and implemented. In recent years, **studies have highlighted significant concerns as inter- and intra-institutional variation in the use of penalties for student plagiarism has been reported (Badge and Scott, 2008; Tennant and Duggan, 2008; Yakovchuk, Badge and Scott, 2009).**

The second phase of the Academic Misconduct Benchmarking Research (AMBeR) project, involving a survey of UK HEIs, investigated the recorded incidences of plagiarism in an academic year and the penalties applied. It was found that there was inconsistency across the sector in how penalties for student plagiarism were applied and it was recommended that HEIs use more effective “recording procedures to aid transparency and communication within the sector” (Tennant and Duggan, 2008, p19).

Work at the University of Leicester, comprising an information-gathering exercise and a questionnaire study of policies and practices relating to plagiarism, has drawn attention to how policy at the institutional level is adapted and implemented at the local or school level. This University’s institutional plagiarism policy allows for departments to have a degree of flexibility to determine penalties for plagiarism cases. Departments make use of local guidelines and practices by using, for example, departmental handbooks (Badge and Scott, 2008). This work uncovered intra-institutional variation in the use of penalties, and how:

The question that needs to be addressed in each institution is how practice across different faculties and subject areas can be given the flexibility required whilst maintaining a ... consistent judgment process when tariffs are decided. (Ibid., p8)

The work of the AMBeR project was extended in response to the identified variation in the use of penalties across the sector, as Plagiarismadvice.org have undertaken a consultation exercise to produce a *Plagiarism Reference Tariff*. This can be used by institutions as a ‘benchmark’ for their own set of penalties, providing a tool when reviewing existing or devising new penalties (Plagiarismadvice.org, 2010; Tennant and Rowell, 2009–10).

Recommendations

1. Establish a **cross-institutional group or committee**, supported by senior management², involving representatives from all academic faculties or departments, university services (e.g. learning support units, Library) and student representation (e.g. from the students' union) with a remit for promoting academic integrity across the institution, and developing and reviewing the policy for unacceptable academic practice and related guidance for staff and students.

2 A question of the *Plagiarism Advisory Service Roadmap* asks users to consider whether “there is a named senior person responsible for the overall handling of cases of plagiarism in the institution?” (JISC, 2005, p12).

This committee or group can work to ensure that academic integrity issues are raised across the institution through ‘town hall’ meetings, campaigns and workshops, and that a policy is regularly reviewed. The group can also be instrumental in devising strategies so that staff and students are aware of the policy, and have access to relevant information, advice and guidance (e.g. guidelines on using tools such as Turnitin, tutorials on academic writing). Indeed, associated task or working groups can be formed to look at particular changes, such as ‘rolling out’ the use of Turnitin across all undergraduate modules or reviewing its use periodically.

The group can also work to ensure that the institutional approach is coherent and promote what is often termed ‘a culture of academic integrity’ within a HEI by, for example, improving the code of conduct or policy for unacceptable academic practice, so that it relates well to teaching, learning and assessment strategies. This group has an important role to play in ‘keeping alive’ the regulations and helping to ensure staff develop a sense of ownership of them.

It is important to have not only a range of staff, but also student representation on this group, so that student perspectives can be taken account of³.

Page 22 Example

Page 23 Illustrative case

3 Institutions should check whether “there are mechanisms used for consulting students’ views and receiving feedback e.g. student course reps, student experience questionnaires, student union” (JISC, 2005, p15).

2. Ensure that there are a variety of strategies and mechanisms to inform and educate students about the policy for unacceptable academic practice.

Students will not necessarily read and understand the relevant policy and associated guidance: innovative approaches need to be considered, implemented and evaluated, such as workshops, or undertaking formative assignments that involve students using Turnitin⁴. Accordingly, students should have opportunities to find out about the policy at induction events, from a central web area, their student or assessment handbook, and through seminars or forums. Induction and learning support programmes for students should therefore cover the policy and related guidance on plagiarism⁵. Ideally, students should have opportunities to learn about academic writing conventions within their discipline or subject area.

Page 25 Example

4 Clarkeburn and Freeman (2007) summarise 'active approaches' to encourage the development of academic honesty and associated good practice.

5 In relation to institutional policy, it should be asked: "Are students informed regularly using effective means reaching as wide a range as possible?" (JISC, 2005, p15).

3. Establish a **central web area** on the institutional website that gives structure and coherence for the policy and related guidance, so that staff and students can readily access up-to-date documentation.

Typically, an area on a university's virtual learning environment for academic integrity can be set up and regularly maintained, providing a central point or a 'one-stop shop' for staff and students including policy documentation and related guidance and support (e.g. access to an online tutorial on academic writing, information on attending learning skills workshops).

4. Develop strategies for staff engagement and development to help ensure that the policy and procedures are consistently followed⁶.

Institutions, departments or schools should run workshops on strategies to identify instances of plagiarism, the use of text-matching tools, and the policy and procedures, and should support staff in attending these training and development opportunities. Regular forums, whether online or face-to-face, can be encouraged to enable staff to discuss issues.

An approach emphasised by Carroll and Appleton (2001) is to have academic staff who are also 'specialists' in the area of unacceptable academic practice. Academic conduct officers (ACOs) can be employed at the faculty or department level, with designated formal responsibility for investigating and managing academic misconduct cases. Typically, all possible cases are referred to the department ACO. This responsibility must be recognised at the senior management level and appropriate training and support should be provided (e.g. running a regular university-level working group or forum involving ACOs from all departments).

The Assessment Standards Knowledge exchange (ASKe) has enhanced this approach at Oxford Brookes University by enabling ACOs to raise awareness of academic integrity issues at the discipline level, and has produced handbooks for new officers so that procedures are consistently followed (ASKe, 2010).

Page 27 Illustrative case

6 At a workshop on academic integrity run by the Higher Education Academy's HLST Subject Network and the Academic Integrity Service it was agreed that staff engagement and development should be emphasised by senior management, and that there should be regular development opportunities for lecturers on assessment design, identifying and dealing with academic misconduct cases, and the effective use of Turnitin (Morris et al., 2010).

5. In developing the policy, make explicit the strategies that are used to help identify possible instances of unacceptable academic practice, including the role of text-matching tools⁷.

Staff will need to employ agreed strategies to identify possible instances of unacceptable academic practice. For example, when assessing student work, staff need to be aware of a variety of indicators that might point to whether an assignment includes unoriginal material.

It is helpful to have agreed guidelines on identifying unacceptable academic practice and to establish a policy for using a tool, such as Turnitin, that specifies why and how it is to be used by staff and by students⁸. It is important to ensure that the agreed strategies represent an inclusive approach and there is not an overreliance on particular indicators to identify possible instances of plagiarism (e.g. changes in writing style).

Page 29 Example

Page 30 Example

7 The *Plagiarism Advisory Service Roadmap* noted the importance of student information about the use of 'detection software' in an institution (JISC, 2005, p15).

8 Institutions need to ensure that staff have information, advice and guidance (which is regularly maintained) on how instances of unacceptable academic practice might be identified (JISC, 2005, p29).

6. Develop documentation for policy and procedures that is well structured, and easy to understand, use and follow.

The organisation and wording of policy documentation should be devised so that it can be easily understood and followed by staff and students. Institutions can set up task or working groups to draft and improve documentation and may consider the information on the Plain English Campaign website⁹.

Page 31 Example

7. Include statements about the importance of academic scholarship and honesty in policy and related guidance for unacceptable academic practice, where the **principles and values** for academic integrity and academic practice are considered.

In developing an institutional policy or code of conduct there should be an explicit consideration of shared values and related behaviours that underpin academic work and academic integrity within a university¹⁰.

It is useful to see how the International Center for Academic Integrity refers to “academic integrity as a commitment ... to five fundamental values: honesty, trust, fairness, respect, and responsibility” (1999, p4).

Page 32 Example

¹⁰ Indeed, it can be asked: “Where are issues of academic integrity and values discussed?” and whether teaching staff are models for good academic practice (JISC, 2005, p28) by, for example, using appropriate referencing in teaching materials.

8. In developing a policy, make explicit the responsibilities of the institution, staff and students.

Institutional responsibilities will relate to: staff development and training; informing and educating students; and having in place procedures for managing cases. Staff responsibilities will relate to: course and assessment design; educating students about plagiarism and good academic practice; and identifying and managing cases by following established procedures¹¹. Students' responsibilities will relate to how they can ensure the integrity of their own assignments, working individually or in collaboration with others, as required.

Page 33 Example

Page 34 Illustrative case

¹¹ Previous JISC (2005) guidance has highlighted how staff need to know about their responsibilities: "Are staff clear as to what the course, team or department expects them to do when encountering unacceptable academic practices including plagiarism?" (p29).

9. In developing a policy, carefully consider terminology, definitions and associated examples.

The policy needs to provide a comprehensive range of types of unacceptable academic practice (including, for example, text-based and non text-based plagiarism). The definition for each needs to be clear with a range of realistic examples that take into account the varied forms of assessment used within different discipline areas.

Page 37 Example

10. Ensure that the policy provides clear and detailed procedures for reporting and managing cases of unacceptable academic practice, so that the seriousness or extent of a case can be established and managed at the appropriate level.

Carroll and Appleton (2001) stressed how as part of procedures for managing cases of unacceptable academic practice, there is a need to ensure that “learning can occur” (p30). Typically, institutional policies specify that for ‘minor’ cases of plagiarism (usually a first occurrence in a student’s first year) students are directed to support to develop their understanding and skills in information literacy and academic writing.

Institutional procedures, which can be illustrated with a flow diagram in the regulations, should detail how the identified extent of the case (e.g. minor, moderate, major) determines the level at which the case should be dealt with (e.g. by the assessor or tutor at module level, or at programme or university level).

It has also been recognised that the policy should detail how a student makes an appeal, following appropriate procedure (JISC, 2005, p19).

Page 38	Example
Page 39	Illustrative case
Page 42	Illustrative case

11. Establish a set of available penalties with associated guidance so that staff can determine appropriate penalties that are fair and proportionate¹².

Good practice guidance has recognised that there is a need “to achieve consistency across [an] institution” (Office of the Independent Adjudicator, 2009) and in respect of this, established criteria can be used to agree appropriate penalties (JISC, 2005, p32).

The Plagiarism Reference Tariff is a tool that can be used to assign points based on criteria and then award appropriate penalties based on the established points (Plagiarismadvice.org, 2010). A HEI could use this tool as a ‘benchmark’ for their own set of penalties when reviewing existing penalties or devising new ones (Plagiarismadvice.org, 2010; Tennant and Rowell, 2009–10).

Page 45 Example

Page 46 Illustrative case

12 The Plagiarism Advisory Service Roadmap (JISC, 2005) states that: “Institutions must ensure that the procedures for determining penalties ... are transparent and equitable, and should also ensure that both staff and students are aware of the criteria for the penalties applied” (p18).

12. Establish a centralised system to record and monitor cases of unacceptable academic practice, which can be readily used by those with relevant responsibilities¹³.

This system should enable data on cases to be analysed and reported, so that the institution can monitor the implementation of policy. In other words, it could help institutions to evaluate the relative success of change initiatives or projects established in response to the issue of student plagiarism and related concerns (Carroll and Appleton, 2001).

Page 50 Example

¹³ Previous JISC guidance (2005, p32) recognised the importance of recording cases in a centralised way.



Summary

Institutions need to regularly review their policy for managing unacceptable academic practice. Working groups or committees should focus on whether policy reflects current concerns and helps to ensure consistency in managing cases. HEIs can inform and educate students about policy through a variety of means and in a variety of ways. Staff development strategies can be employed so that there is raised awareness and understanding of agreed guidelines and procedures. Policy plays an important part in an institutional framework developed to address student plagiarism, collusion and data fabrication, but it should be seen as part of a wider picture that emphasises effective educational approaches to support students' learning.

Examples and illustrative cases

Ia The University for the Creative Arts

The University for the Creative Arts set up an Academic Integrity Working Group “to support and promote the concept of academic integrity in the visual and creative arts for students and staff” (2010). Here is an excerpt from the Group’s terms of reference:

The Academic Integrity Working Group will:

Develop and co-ordinate an Academic Integrity online service to support staff and students, to:

- i. inform and promote the idea of academic integrity;*
- ii. develop referencing, citation and paraphrasing skills;*
- iii. inform and support the development of good academic writing;*
- iv. foster an understanding of the concept of academic integrity;*
- v. develop academic integrity and good academic writing as transferable skills which can be transferred into the visual arts;*
- vi. if adopted, support and guide the use of the plagiarism detection service;*
- vii. provide information on the policies and procedures for dealing with suspected cases of plagiarism;*
- viii. raise the national profile of plagiarism within the visual and creative arts and that of the University.*

Ib University of Leeds: refreshing institutional policies for plagiarism

Neil Morris

Institute of Membrane and Systems Biology

Faculty of Biological Sciences

University of Leeds

Context

The University of Leeds is a large, research-intensive Russell Group university, whose strategic focus is world-class research and learning and teaching. The University operates nine faculties, each containing multiple schools/departments, and is currently moving towards a 'one university' approach to its systems and processes. In line with this, the University's Student Education Board recently established a subgroup to refresh the institutional policies for plagiarism, taking account of internal and externally recognised best practice. The recommendations of this group have been accepted by the University and will be implemented for the 2011–12 session.

Overview of developed policies and practice

The following amendments have been made to the University of Leeds policies and procedures for plagiarism:

- All students new to the University will be required to complete online academic integrity training at the start of their studies; this is intended to help students avoid plagiarism during their academic career by fully explaining the correct process for academic writing and referencing. Students will also complete a mandatory online quiz, set to a high pass standard, as part of this training package. Schools and departments will supplement this generic training with subject-specific details in induction events, skills training modules and as part of continuing professional development activities.
- Written assignments for all students will be screened through the plagiarism detection tool Turnitin at regular intervals and students will have the opportunity to view a Turnitin originality report as a training exercise. At the University of Leeds, Turnitin is integrated into the institutional VLE, meaning students upload electronic assignments and Turnitin originality reports are produced automatically. Students are not permitted to view originality reports prior to submission of assignments.

- All schools and departments will appoint an academic integrity officer (AIO) to deal with plagiarism cases. At present, this role falls to the Head of School, examinations officer or a designated academic. It is hoped that having named AIOs across the institution will further develop the consistent approach to implementing processes and policies. Furthermore, it is anticipated that AIOs will receive formal training to assist with academic interpretation of Turnitin originality reports.
- Institutional plagiarism penalties have been simplified to encourage schools/ departments to impose penalties appropriate for the seriousness of the offence committed.
- Policies and procedures for administering school/department plagiarism investigations have been refreshed and clearly articulated to staff to ensure that good academic practice is followed at every stage of a plagiarism investigation.
- The University has introduced a compulsory online plagiarism penalty test for all students found guilty of plagiarism; this is intended to reinforce the University's policies about plagiarism to help students avoid a second offence.

A number of schools/departments in the University already provide students with online plagiarism training at the start of their academic career and have noted reductions in the number of plagiarism cases; this is particularly significant given that these schools are also screening more assignments using Turnitin. This experience will hopefully be extended to the entire institution when online training is required for all students. The aim of the plagiarism group has been to highlight these examples of good practice and produce a 'one university' approach based on evidence of success, which will result in greater consistency and equality across the University.

Further information

Case study from the Faculty of Biological Sciences, University of Leeds:
www.sddu.leeds.ac.uk/casestudies/casestudy.php?ID=110.

Case study from the School of Law, University of Leeds:
www.sddu.leeds.ac.uk/casestudies/casestudy.php?ID=16.

2 The University of Wales Institute, Cardiff

The University of Wales Institute, Cardiff has a student handbook with a section on 'What you need to know', giving links to study skills advice and outlining the regulations on 'Unfair Practice and Plagiarism':

Where there is any evidence of unfair practice UWIC takes the matter very seriously and has rigorous procedures to investigate the alleged offence ... All work should be the student's own effort ...

Plagiarism involves taking or using another person's thoughts or writings and presenting them as if they were your own. To avoid suspicion of this, you must acknowledge all your sources, using a recognised referencing system such as Harvard or APA. You must not copy out passages of text from a publication word for word or simply make slight changes.

(University of Wales Institute, Cardiff, 2010b, p14)

3 Curtin University of Technology, Australia

The Academic Integrity website for Curtin University of Technology, Australia is a central source of information and guidance for staff and students, providing guidelines for staff, principles and definitions, the policy and associated processes, student guidance on avoiding plagiarism, and information on Turnitin:

<http://academicintegrity.curtin.edu.au/home>.

4 National University of Ireland, Galway: a committee for plagiarism advisers

Sharon Flynn

Centre for Excellence in Learning and Teaching

National University of Ireland, Galway

Context

The National University of Ireland (NUI), Galway was founded in 1845 and is one of seven universities in the Republic of Ireland. It comprises 16 schools across five colleges, with a total of about 17,000 students.

In 2004, a new code of practice for dealing with plagiarism was introduced, linked to the existing Disciplinary Code. It established a small number of academic staff in each school to have responsibility for suspected and reported cases of plagiarism, called *plagiarism advisers* (similar to academic conduct officers). The Code of Practice gives guidelines on determining the severity of a case, using a major/minor classification. It details the steps to be followed in communicating with a student, and lists appropriate penalties that can be applied.

Two years after the introduction of the Code of Practice, we conducted a survey involving advisers: we asked about total numbers of cases, how many major and minor cases, types of offence and penalties awarded. We also brought the advisers together to discuss their experiences. The survey revealed a number of concerns. The Code of Practice had been interpreted in different ways by different advisers, resulting in inconsistent decisions and penalties. In addition, there were variations in the criteria being used by advisers to make a decision. A particular difficulty was that advisers had responsibility for making decisions, without necessarily having sufficient authority. In a small number of cases, decisions had been overruled by a Head of Discipline or School, or a Dean of College.

Overview of policies and practice

Our first step was to recognise the group of individual plagiarism advisers as a 'plagiarism committee' reporting to the University's Academic Council. This means that the committee members now have the authority to make decisions and to apply appropriate penalties. Particularly severe cases are referred to the University's Disciplinary Committee.

We organised a workshop, led by Jude Carroll (Oxford Brookes University), to discuss how we could have a consistent approach to making decisions and applying penalties. As part of the workshop, we discussed and agreed on three criteria that would be used for making decisions: the level of the student; whether it was a first or subsequent offence; and the extent of plagiarism within a piece of work.

We set up a private area in our virtual learning environment to share resources that had been developed by individual advisers, such as: guidelines for students and staff, assignment cover sheets and letter templates. These can be easily accessed, adapted and reused by advisers. We also developed a standard report template, so that advisers are all recording the same type of information, making it easier to collect and analyse summary data.

We started to develop a penalty grid, based on our agreed criteria and on our collective experiences. We are currently evaluating this and our current practice against the *Plagiarism Reference Tariff* (Plagiarismadvice.org, 2010).

From our initial focus on consistent policies and procedures, we are now concentrating on integrating 'anti-plagiarism' activities with core teaching and learning activities. By working closely with academic staff, through a variety of staff development activities, we help them to support a culture of academic integrity.

Further information and references

NUI Galway Code of Practice for dealing with plagiarism:
www.nuigalway.ie/plagiarism.

Plagiarismadvice.org (2010) *Plagiarism Reference Tariff*. Available from:
www.plagiarismadvice.org/documents/AMBeR%20Tariffv2.pdf [1 November 2010].

5a The University of Ulster

The University of Ulster's Assessment Handbook for staff describes 'clues' that can indicate the possibility of plagiarism in students' work:

- a. *The work is unduly sophisticated for a student in language and in content.*
- b. *There is a discrepancy between the plagiarised elements and what the student has written unaided in terms of level, use of language and, in foreign language, linguistic accuracy.*
- c. *The work may seem unfocused as it moves from paragraph to paragraph or sentence to sentence from diverse sources, or indeed different parts of the same source, without any clear linkages or movement. While a lack of organisation is certainly a feature of some work that has not been plagiarised, it is the combination of quite sophisticated sequences with a lack of focus that may denote plagiarism.*
- d. *Internet plagiarism may be spotted in certain cases through features such as Americanised spelling; through a change in script or formatting for downloaded sections; from the existence of linked sites; from reference to another country in the text as being the one in which the student is writing.*
- e. *The work is much better than that normally produced by the student. A difficult one this since people do improve and the issue should not be pre-judged. In a situation where examinations and much course work are anonymous, this may also not become apparent until quite a late stage.*

(University of Ulster, 2010, p74)

5b The University of Bradford

The University of Bradford has a web area on Turnitin for staff, including guidance and 'points to ponder' when using 'academic judgement' in considering whether a student might have used copied material in their work:

www.brad.ac.uk/educational-development/technology-enhanced-learning/turnitin

www.brad.ac.uk/educational-development/media/CentreEducationalDevelopment/Documents/plagiarism.pdf

6 The University of Sunderland

The University of Sunderland's Policy Statement on Plagiarism, which also has associated 'guidance notes' for staff and students, is particularly clear and easy to follow:

<https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-2994/AQH-F6-12+Policy+Statement+on+Plagiarism.pdf>

7 Curtin University of Technology

Curtin University of Technology in Australia has a Academic Integrity website for staff and students, which includes a section entitled 'Principles underpinning academic integrity', unpacking the key values, for instance:

Honesty: Academic honesty underpins respect for, and the search for, knowledge and understanding. Academic staff are honest in their research and in their dealings with other staff and with students. Students are honest with themselves and with others, in their personal ambition, study and particularly in their involvement in the assessment process.

<http://academicintegrity.curtin.edu.au/home>

8a The University of Wales Institute, Cardiff

The University of Wales Institute, Cardiff has a code of practice on plagiarism that clearly describes the responsibilities of the university, school and student, for example:

Responsibilities of UWIC

- 3.2 *UWIC will, through its Academic Registry and Student Services ensure that all students ... are aware of the characteristics of plagiarism and of the penalties for unfair practice. This information will be provided in the Academic Handbook, Student Handbook and any specific documents on unfair practice ...*
- 3.6 *UWIC will ensure that plagiarism is included in any strategies for academic staff development ...*

Responsibilities of the School

- 4.3 *Schools will ensure that any student or programme or module handbooks ... within the School should include reference to plagiarism and the penalties for unfair practice ... School-based publications should also include details of any support or counselling available to students who are concerned about plagiarism or referencing techniques ...*
- 4.5 *Module assignment briefs should be written in a clear and accessible manner, and should provide clear expectations relating to situations where students may be required to work together (e.g. group project work, seminar work, computer assignments), with explicit information on the extent to which collaboration is required or forbidden in (i) any research or preparatory work; (ii) any written assignments submitted for examination.*

Responsibilities of the Student

- 5.1 *It is the responsibility of students to avoid plagiarism.*
- 5.2 *Students must familiarise themselves with all guidance on plagiarism and its avoidance published in Student Handbooks, and other UWIC or School publications.*

(University of Wales Institute, Cardiff, 2010a, pp3–5)

8b Bournemouth University: considering roles and responsibilities

*Linda Byles and Kimberley Mills
Student and Academic Services
Bournemouth University*

Context

Developments in tackling academic integrity were well underway across the University, at many levels and involving many categories of staff. These included a revision of the academic offences procedures, development of student skills, raising awareness of integrity issues, school-level application of policies undertaken by academic and administrative staff and the establishment of cross-university expertise in dealing with offences. The introduction of Turnitin, however, served to highlight the need to adopt a holistic approach. In particular, debate around whether Turnitin was to be used primarily as a tool for detection or deterrent, raised awareness of the importance of ensuring that a shared understanding of how these different aspects interrelated. Without this it was felt that the effectiveness of these separate activities would be dissipated. The need to map out the roles and responsibilities of both staff and students across the University was seen as paramount. There was a recognition here of the complexity, and interdependence of how policies were put into operation.

Overview of policies and practice

The model seeks to establish roles and responsibilities of both staff and students for academic integrity. It is set in the context of institutional policies and regulations. This initially started out as a means to highlight appropriate strategies to implement Turnitin. It ended up as an exercise in mapping out where, how and by whom integrity issues were addressed across the University as a whole. Different categories of stakeholder were identified and an analysis was made of their roles and responsibilities.

The work was undertaken by individuals from a central professional service, Student and Academic Services. This was significant because the department has a cross-university support role for both students and academics. It also included sections that are responsible for quality enhancement and student administration. The challenge inherent in this exercise was to determine where the boundaries lay between different groups and how these were made explicit, so that there was a shared understanding of the contribution each was making. What emerged was a picture of many overlapping areas of responsibility, such as staff development. It was seen as neither desirable nor practical to separate them out. Indeed much was to be gained from collaborative cross-university work by, for example, developing approaches to assessment.

The template produced provides a framework by which a holistic view can be given

of how academic integrity issues are tackled (figure 1). Much work still needs to be done in raising awareness of how these roles and responsibilities are enacted. Some areas are better developed than others; for example, student support is a major focus. This clearly reflects the University's stance that an educative approach, alongside mechanisms for detection and punishment of offences, is the most appropriate model to follow. To undertake the exercise:

1. Map out a framework of roles and responsibilities that provides the institution with a shared understanding of how academic integrity issues are tackled.
2. Utilise the exercise to identify areas of strengths and weaknesses. Consider appropriate strategies to address any deficiencies.
3. Reflect upon how these roles and responsibilities interrelate, particularly where the main foci lie and more importantly, where shared ownership is beneficial.
4. Ensure that this is regularly reviewed and communicated. Identify the processes that will facilitate this.

Further information and references

Academic Offences Procedure for Taught Awards:

<http://portal.bournemouth.ac.uk/CI7/Academic%20Offences/default.aspx>

Definition of Academic Offences: Academic Policies and Regulations D: Assessment of Students on Taught Programmes: Section D5 Academic Offences <http://portal.bournemouth.ac.uk/C0/Bournemouth%20University%20Academi/default.aspx>

Fitness to Practise Procedures:

<http://portal.bournemouth.ac.uk/CI7/Academic%20Offences/default.aspx>

Student Disciplinary Procedure:

<http://portal.bournemouth.ac.uk/CI7/Academic%20Offences/default.aspx>

When selecting the above links, simply select 'cancel' if a username and password are requested and you will be able to access the documents.

Library pages on referencing:

www.bournemouth.ac.uk/library/citing_references/plagiarism.html.

Turnitin information for students: <http://tinyurl.com/6z5bzd5>

Carroll, J. (2002) *A Handbook for Deterring Plagiarism in Higher Education*. Oxford: Oxford Centre for Staff and Learning Development, Oxford Brookes University.

9 The University of Bolton

The University of Bolton's *Unfair Means Regulations and Procedures* (2009) has comprehensive coverage of possible instances of 'unfair means' including commissioning, duplication, data falsification, plagiarism:

- v. *DUPLICATION* – the inclusion in coursework of any material which is identical or similar to material which has already been submitted for any other assessment ...
- vii. *FALSIFICATION OF DATA* – the presentation of data in projects, laboratory reports, etc. based on work purported to have been carried out by the student which have been invented by the student or altered or copied or obtained by other unfair means ...
- ix. *PLAGIARISM* may be defined as the representation of another person's work, without acknowledgement of the source ... Examples of plagiarism are:
 - the summarising of another person's work by simply changing a few words or altering the order of presentation, without acknowledgement; ...
 - copying the work of another person;
 - collusion, where two or more students collaborate to produce a piece of work which is then submitted as though it was an individual student's own work; ...
 - the submission of work, as if it were the student's own, which has been obtained from the internet or any other form of IT; ...
 - a student who allows or is involved in allowing another student to copy another's work.

(University of Bolton, 2009, pp18–21)

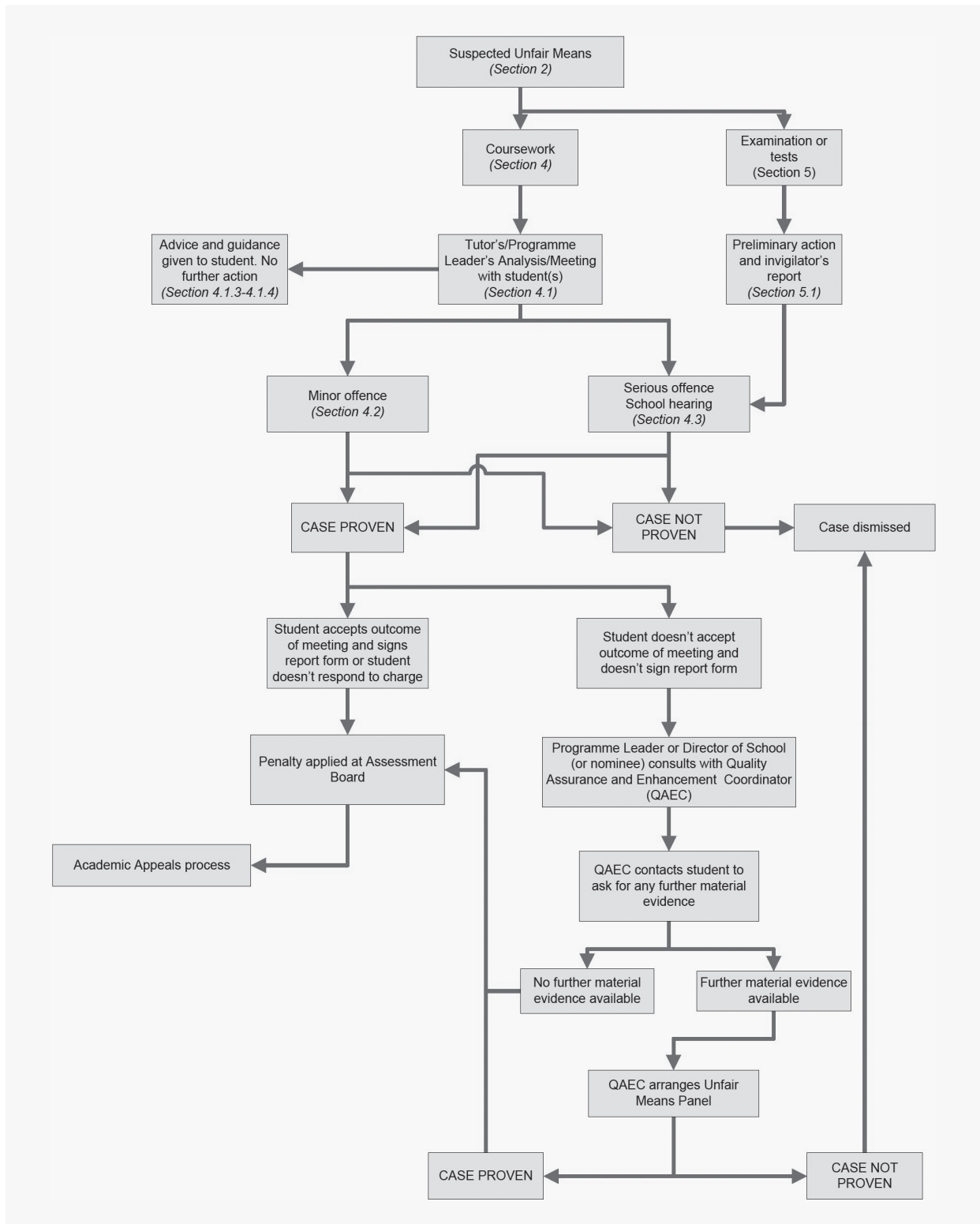
These regulations also cover creative subjects, such as art and design:

Programme Specification Documents, Student Handbooks and Module outlines will normally outline aspects of originality, independence and creativity expected of students in achieving aims and outcomes and meeting assessment criteria in Creative Subjects.

(The University of Bolton, p21)

10a The University of Bolton

The University of Bolton's *Unfair Means Regulations and Procedures* includes a flow chart to illustrate procedures for suspected cases of unfair means.



10b University of the Arts London: developing new procedures

Lizzie Vinton, Academic Affairs

*Shân Wareing, Dean of Learning and Teaching Development
University of the Arts London*

Context

The University of the Arts London (UAL), which consists of six colleges, has a relatively low number of cases of academic misconduct each year, at least partly because the majority of student work is practical rather than written. The learning, teaching and assessment methods in art and design naturally reduce opportunities for plagiarism by requiring students to document the development of their ideas, and because work is discussed as it develops with tutors and with peers. However, different visual disciplines view practices in different ways – what might be considered perfectly acceptable in Fine Art could be a serious offence in Architecture. While the incidence of visual plagiarism is low, the University experiences the same difficulties with written work and text-based plagiarism as any other university.

In this context, the concept of plagiarism is particularly confusing for our students, as an essay can be governed by one set of rules, while their fashion designs seem to be governed by another. UAL needed to develop a set of procedures that would cover all types of academic misconduct and encourage staff in different colleges to view the same level of offence in the same way, and with the same penalties. The new procedures also aimed to help tutors differentiate between unintentional mistakes and cheating, allowing staff to address poor academic writing with tutorial advice and guidance, while cheating would be treated more seriously with the possibility of substantial penalties.

Overview of policies and practice

The policy and procedures are summarised in a table of Academic Misconduct Categories (see table 1: Guidance on Academic Misconduct Categories and Appropriate Actions). The table divides offences into minor, moderate, serious and disciplinary offences, using examples across a variety of assessment methods, covering text-based and visual copying, paraphrasing, copyright theft, contract cheating, translation and collusion among others. Each category tries to give an idea of the extent of the misconduct and the 'key indicators' help staff to assess the level of intent (e.g. a few

plagiarised sentences in a first-year essay is a lower level of offence than downloading an entire final dissertation from the internet).

A second major change to the procedures was the introduction of Academic Misconduct Panels. Each panel (one in each college) is made up of a chair, three members of academic staff and a representative from the Students' Union. The panels deal with all cases of academic misconduct in the college, building up a body of experience, which informs their decision-making. The panel determines whether it is satisfied or not satisfied that misconduct has taken place, and makes a recommendation to the Board of Examiners. The Board of Examiners makes the final decision about the outcome for the student based on this recommendation, and following standard penalty guidelines (e.g. moderate misconduct attracts a penalty of 0% for that unit, with the opportunity to resubmit). This again helps to ensure parity of decision-making across the University.

The new procedures help to ensure that all students across the University are treated fairly and equally. They reduce the burden of dealing with suspected plagiarism for individual tutors (often part-time in art and design) by requiring them to report their suspicions to their Course Director, who is then responsible for progressing the investigation. The roll-out included six staff development workshops run jointly by learning and teaching and regulations experts, encouraging staff to discuss the difference between plagiarism and cheating, and helping tutors to understand the best way to deal with different cases. Course teams are also encouraged to discuss and establish acceptable practices within their individual field of study, helping students to understand the different principles in practical and written work.

The procedures are accompanied by sources of advice and best practice in learning and teaching, via a University online teaching resource. Guidance notes for staff help tutors deal with some of the more complex issues that might come up in an investigation, including the University's legal obligations, how records are kept, how to hold a discussion with the student and what makes appropriate evidence. Common report forms, letters and record-keeping further embed parity across the University.

Further information

University of the Arts Induction Unit Support Website: www.arts.ac.uk/induction/tags/plagiarism

University of the Arts Student Guide on Academic Misconduct: www.arts.ac.uk/induction/content/student-guide-academic-misconduct

Reaching a consensus: Plagiarism in Non-Text Based Media: www.arts.ac.uk/induction/content/reaching-consensus-plagiarism-non-text-based-media

Table 1: Guidance on academic misconduct categories and appropriate actions

Category	Examples	Key Indicators	Action
CATEGORY A Minor Misconduct	<ul style="list-style-type: none"> Reproducing an existing concept or idea unintentionally. Failure to adequately reference sources, including incomplete or incorrectly cited bibliographies, footnotes and/ or quotations. Several instances of direct copying without acknowledging the source. Several instances of inappropriate or unacknowledged paraphrasing. Unacknowledged proof-reading by another person. Unacknowledged help with English language accuracy. 	<ul style="list-style-type: none"> The student has not yet learnt about the importance of referencing or has misunderstood the referencing or paraphrasing principles. The student's behaviour appears unintentional. The student's behaviour might be intentional, but is on an insignificant scale. The student is in the 1st year of university education. The student is not used to UK academic culture. 	<ul style="list-style-type: none"> Tutorial support and guidance to help the student understand what is and is not acceptable <i>and</i> Written advice for the student on where they can seek help (such as Language Centre or College Study/ Learning Support).
CATEGORY B Moderate Misconduct	<ul style="list-style-type: none"> Several paragraphs of direct copying without acknowledging the source. thoughts, ideas or text. An assignment which has been translated from into English by another person. An assignment which has been edited by another person. Deliberately submitting the same piece of work for assessment for more than one assignment. Repeated Minor Misconduct, particularly if the student has been previously reprimanded. 	<ul style="list-style-type: none"> The student's behaviour appears intentional, but is on a small scale. The student's behaviour will not have a significant impact on their final award (e.g. the student is in the 1st Year). 	<ul style="list-style-type: none"> Normally a mark of 0% for that unit with the opportunity to resubmit the affected assignment. All resubmissions will be capped at 40%. Where the student has already been given the opportunity to resubmit, the Board will normally adjust the penalty to 0% for that unit with the opportunity to retake the unit. All retaken units will be capped at 40% and charged full fees.
CATEGORY C Serious Misconduct	<ul style="list-style-type: none"> Submitting an assignment purchased or downloaded from the internet. Commissioning another person to produce a piece of work. Large sections of text that have been copied from another author, without acknowledgement. Large sections of unacknowledged paraphrasing of another person's thoughts, ideas or text. Presentation of the work of other students without acknowledgement. Presentation of the work of commercial or industry practitioners without acknowledgement. Conspiring or colluding with others to commit any of the above. Repeated Moderate and/or Serious Misconduct, particularly if the student has been previously reprimanded. 	<ul style="list-style-type: none"> The student's behaviour is intentional and on a significant scale. The student has intended to deceive the person marking the work. The student would benefit substantially from the offence. The student's behaviour would significantly compromise the integrity of the University's awards. The student may have been warned and/ or reprimanded for previous attempts to deceive. 	<ul style="list-style-type: none"> Normally a mark of 0% for that unit with the opportunity to retake the unit. All retaken units will be capped at 40% and charged full fees. <i>Or, for the most serious misconduct:</i> A mark of 0% for that level/ stage with the opportunity to retake the stage. All retaken units will be capped at 40% and charged full fees. Exceptionally, the Board may, at its discretion and for reasonable cause, decide that a candidate may not be reassessed.
CATEGORY D Disciplinary Offences (Gross Misconduct)	<ul style="list-style-type: none"> Theft of the work of other students. Theft of the work of commercial or industry practitioners. Copyright Theft. Fraud, including Impersonation and Misrepresentation of Identity Acts of violence or vandalism. Conspiring or colluding with others to commit any of the above. 	<ul style="list-style-type: none"> Any offence, including allegations of criminal behaviour, in which the offender commits physical violence, malicious abuse, theft, Fraud or other fundamental breach of trust or negligently endangers staff or students or visitors, will be regarded as gross misconduct and may therefore lead to immediate suspension pending a disciplinary hearing and possible expulsion. 	<ul style="list-style-type: none"> Immediate suspension from the course. Expulsion. Revoking a previously awarded degree.

Note: All cases will sit on a sliding scale of severity. There will be occasions when the misconduct is normally considered minor, but the extent of the deliberation and intention to deceive is such that it fits the criteria of serious misconduct. As a result, the examples given should be used as a guide to help staff identify procedures, but there will always be an element of academic judgement in determining the level of misconduct and the appropriate action to take.



I0c University of Chester: guidelines for a viva voce panel

Pauline Harrison, Academic Quality Support Services

Carol Thomas, Learning Support Services

Student Support and Guidance

University of Chester

Context

Cases of suspected academic malpractice at the University of Chester are dealt with by a University Academic Malpractice Panel. An exception is normally made for first-year students for whom it is their first academic malpractice case. These are dealt with by the relevant academic department. Usually cases of suspected plagiarism are sent to the panel with source material as evidence. However, staff at the University were increasingly concerned about the scope for students to pass off work bought from an essay-writing service as their own, especially those bought from companies offering a 'bespoke' service, such as those writing to specific assessment criteria and to a grade band specified by the student (Bartlett, 2009). Staff were wary of sending a case to panel without direct proof of source material that had been copied without citation.

The viva voce examination is an examination that staff have been able to use to establish whether a student was actually the author of work they had submitted. However, the use of this form of examination at undergraduate level is not widespread in the University. The relevant regulations have stated that viva voce examinations may be used:

- i. to determine difficult or borderline cases (from which the outcome can only be to raise or confirm a student's marks);
- ii. to assist the Chair of a Programme (or Subject) Assessment Board to decide whether there is a prima facie case of academic malpractice.

The latter category was rarely used – staff who suspected that plagiarism or other forms of academic malpractice had occurred tended to not bring a case if there was no source material available.

Overview of policies and practice

Academic Quality Support Services (AQSS), who administer the academic malpractice system, worked closely with the head of an academic department to produce guidelines for conducting a viva voce panel in such circumstances. The guidelines were based on the experience of this tutor in conducting the viva voce where he strongly suspected a student was not and could not be capable of producing a particular piece of work. A second-year undergraduate student had produced a piece of work that would have been outstanding at postgraduate level. The student had never produced anything of a standard comparable, and her work had previously been of a standard expected of a second-year student at around the 2:2, sometimes 2:1, level. Some of the terminology used would have been known to only a few experts in the field.

The guidance produced, *Guidance in the conduct of a viva voce examination in cases of suspected plagiarism*, included the following key points:

- An outline of the questions should be prepared in advance of the examination.
- The questions should concentrate on the subject area of the assessment(s) in question. This may include, for example, research undertaken by the student, preparation undertaken by the student to produce the work in addition to the final submitted assignment and contextual questions, but should not stray beyond the area of work suggested by the module or assignment.
- The viva voce should be conducted by two members of academic staff, and should not be undertaken in an intimidatory way.
- The student should be advised that they may bring in any supporting evidence, such as notes they may have made in the course of researching the assignment, lab books, or notes of results in the case of suspected falsification of data (this is not an exhaustive list and may be changed or added to depending on the subject and the nature of the piece of work).
- Written notes should be made. These notes must be submitted as evidence to the University Academic Malpractice Panel.

Once the viva voce examination has been concluded by the academic staff from the subject, the Chair of the Subject Assessment Board decides, on the evidence, whether to send the case to a University Academic Malpractice Panel.

The viva voce guidance also notes that:

As a minimum, the [University Academic Malpractice] Panel will wish to be assured by the member of staff presenting the case:

that all reasonable steps were taken to provide the panel with direct evidence of academic malpractice;

that the viva voce examination was conducted in a fair manner consistent with the guidelines;

that the decision of the viva voce examination panel, in judging that the student was not the author of the work under discussion, was an academic judgement.

In summary, specific guidance for conduct of viva voce examinations where academic malpractice is suspected from the outset recommends that:

- staff are advised to first try to find source material;
- the student should know before the viva voce examination that it is suspected that the work is not their own;
- staff are guided on what is and is not permissible in a viva voce examination of this nature.

Academic staff are also advised that, if they intend to take a case to the University Academic Malpractice Panel, they must be able to state with confidence that in their academic opinion the student did not produce that work under scrutiny.

Further information and references

Study Affairs website: www.chester.ac.uk/about/aqss/student-affairs

Bartlett, T. (2009) Cheating goes global as essay mills multiply. *The Chronicle of Higher Education*. 55 (28), A1.

IIa The University of Manchester

The University of Manchester's *Academic Malpractice: Guidelines on the Handling of Cases* includes guidance on 'assessing the severity' of unacceptable practice:

Each case is different, and investigating panels are expected to use their judgement in deciding the seriousness of an offence and deciding on whether there are aggravating circumstances that might affect the severity of the penalty. Panels must attempt to ensure consistency of treatment between cases, making a judgment about what is a proportionate penalty and ensuring that the penalty chosen does not have consequences for academic progression which are disproportionate in impact.

Factors to take into account when determining the penalty and its proportionality include ...

The student's level of study (already taken partly into account in the procedure) ...

The proportion of the piece of work that was subject to malpractice: the higher the proportion, the more serious the offence.

The credit rating of the piece of work: the higher the rating, the more serious the offence.

... a second offence, occurring after a student has already received a warning or a penalty for academic malpractice, is more serious than a first offence.

(The University of Manchester, 2009, p2)

I1b The ifs School of Finance: using ‘common characteristics’ to aid consistency

*Lynn Shaw, Head of Operational Management and Development
Professional Higher Education
The ifs School of Finance*

Context

An application for Taught Degree-Awarding Powers in 2006 and publicity surrounding the apparent increase in plagiarism at HEIs highlighted our lack of procedures for assessing plagiarism. We had simply been relying on examiners flagging any script they thought was suspicious. No cases had been reported in the previous few years. As a distance learning institution, we have several examiners marking module scripts each session and there is a high risk that cases of collusion are not identified because work is marked by different people.

In 2007, we gave students TurnitinUK as an educational tool, allowing them the opportunity to submit and review their work prior to final submission, and advised that we would be using it to monitor submissions. Originality reports are reviewed and where a potential case of plagiarism or collusion is identified it is referred to the Assessment Review Group (ARG) responsible for the approval of module results.

The student is sent a letter asking them to explain why we have found unattributed matches and given 15 working days to respond. The ARG is presented with a copy of the letter to the student, the originality report and the student’s response (if any). The ARG then decides which of the categories outlined in table 1 the work falls into.

Table 1

Outcome	Description	Common characteristics
1	No case to answer/malpractice case dismissed	Low percentage of TurnitinUK matches, bibliography adequate/TurnitinUK matches significant but referencing exists using the wrong convention
2	Student warned and given advice on how to improve (pass mark achieved)	Scattered sentences or bits of sentences unattributed, relatively low percentage of TurnitinUK matches, bibliography does not exactly match the convention, references mostly cited within body of coursework
3	Student warned and given advice how to improve (pass mark not achieved)	Scattered sentences or bits of sentences unattributed, relatively low percentage of TurnitinUK matches, bibliography does not exactly match the convention, references mostly cited within body of coursework
4	Student warned and given advice on how to improve – bare pass given due to an unfair advantage gained by plagiarising	Large chunks of unattributed text, relatively high percentage of TurnitinUK matches, inadequate or no bibliography, few or no references cited within body of coursework, conclusion does not appear to be original
5	Malpractice agreed	Unattributed text considered to be too high to be any of Outcomes 1 to 4 or second offence with Outcome 4.

The Secretary to the ARG will advise of any previous referral and also holds additional information (location of study, tutor, previous modules/awards completed, mark achieved) that may be requested to assist with the decision.

As a result of reading others' contributions to the debate on dealing with plagiarism (Roberts, 2008), we discussed the use of a more structured approach to the definition of 'common characteristics' to assist with consistency. At the end of 2008, Table 2 was adopted to assist with recording the discussion and provide support for outcomes. For each case 'study history' is noted. The originality score defines the 'quantity'. For the other categories a response is recorded to show how the submission matches the statement. The appropriate outcome from Table 1 is then agreed.

Table 2

Category	Description of work
Study history	Level of study
	Entry/previous qualification
Substantial (quantity)	Minor
	Moderate
	Major
Verbatim (degree of similarity)	Nearly verbatim (source still identifiable)
	Linguistic manipulation (words reordered or changed using synonyms)
	Number of pieces of text within the copied work
	Original thought demonstrated outweighs copied text
Unattributed/misleading (effect on reader)	Sources given but not in correct place
	Paraphrasing not referenced at end of or within each sentence
	Sentence makes the reader think it's original work
	Advantage gained
Circumstances	First piece of work seen by Assessment Review Group
	First piece of work seen by Assessment Review Group after previous advice and time to implement
	Previous work
	Mitigating circumstances (student response)
Other	Cultural factors
	Poor tuition/advice from <i>ifs</i> /tutor

We are now reviewing this in the light of the recent *Plagiarism Reference Tariff* (Plagiarismadvice.org, 2010).

Further information and references

ifs School of Finance Code of Practice for Quality Assurance Chapter 12: Malpractice:
www.ifslearning.ac.uk/Qualifications/ProfessionalHigherEducation/HERegulations/HERegs/CodeOfPractice/Chapter12.aspx

ifs School of Finance Malpractice Policy (HE Undergraduate Programmes):
www.ifslearning.ac.uk/Policies/HEMalpracticePolicy.aspx

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Roberts, T. S. (2008) *Student Plagiarism in an Online World: Problems and Solutions*. Hershey, New York: Information Science Reference.

12 The University of Bolton

The University of Bolton's *Unfair Means Regulations and Procedures* includes the following:

The Quality Assurance and Enhancement Coordinator shall maintain a central register of admitted, proven or appealed cases of unfair means by students. The outcome of all admitted, proven or appealed cases of use of unfair means should be reported to the Quality Assurance and Enhancement Coordinator by the tutor ... the Head of School ... the Chair of the Awards/Progression Board ... or the Secretary to Senate ...

The Quality Assurance and Enhancement Coordinator shall present an annual report on cases of use of unfair means to Senate.

(The University of Bolton, 2009, p28).

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The Higher Education Academy

www.heacademy.ac.uk
enquiries@heacademy.ac.uk

The Higher Education Academy
Innovation Way
York Science Park
Heslington
York YO10 5BR

01904 717500

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