

## ELEMENTS IN A HOLISTIC APPROACH TO STUDENT PLAGIARISM

An audit starts the planning process.

- For each section below, consider if this aspect is present in your University / Department.
- Then review the answers and identify where action is needed.
- Finally, agree where to start.

Aspect of the Holistic approach	yes	no	In part
<p><b>1. Are actions taken to make sure students understand what is expected of them for University-level work?</b></p> <ul style="list-style-type: none"> <li>○ Students are alerted at the start of their programme that they need to pay attention to avoiding plagiarism</li> <li>○ Students are told what is and is not plagiarism.</li> <li>○ Students are given information <u>in writing</u> on avoiding plagiarism [for them to use in the future or when they need it].</li> <li>○ Students are given written guidance on citation; use of others' work.</li> <li>○ Students are informed about the specific referencing systems used in their own department.</li> <li>○ Students are told how their grades are decided [what is valuable in the student's work] so they know what aspects of their work must be '<i>my own work</i>'.</li> <li>○ Students are told how much or how little co-operation and help is acceptable from other students.</li> </ul>			

<b>Aspect of the Holistic approach</b>	<b>yes</b>	<b>no</b>	<b>In part</b>
<p data-bbox="253 359 992 478"><b>2. Do programmes in your university ensure students have a chance to learn how to avoid plagiarism?</b></p> <ul style="list-style-type: none"> <li data-bbox="302 548 1019 785">○ The programme identifies all the skills students will need to avoid plagiarism. For example, <ul style="list-style-type: none"> <li data-bbox="342 653 716 680">- how to search for sources,</li> <li data-bbox="342 684 711 711">- how to write from sources</li> <li data-bbox="342 716 623 743">- how to use citations</li> <li data-bbox="342 747 802 774">- how to create a reference list etc</li> </ul> </li>   <li data-bbox="302 894 1019 993">○ The programme plans where/ in what courses each skill will be taught [making sure skills are not taught too often or ignored].</li>   <li data-bbox="302 1136 927 1199">○ It is agreed who will teach each of the skills. When it will be taught is agreed</li>   <li data-bbox="302 1341 1000 1476">○ Students have a chance to practice academic writing without being punished in the early stages for poor application. [for example, by submitting drafts]</li>   <li data-bbox="302 1619 1016 1682">○ Students are given feedback on how well or poorly they apply 'the rules' of citation and attribution.</li> </ul>			

Aspects of the Holistic approach	yes	no	In part
<p><b>3. Are assignments designed so that the students cannot easily copy or find answers to home examination tasks?</b></p> <ul style="list-style-type: none"> <li>○ There are <b>opportunities</b> for reviewing the assignments either during or after the teacher sets them – the review is to consider if answers or products are easy (or difficult) to copy or find.</li>   <li>○ There is <b>guidance and support</b> for reconsidering assignments to reduce copying. Elements include: <ul style="list-style-type: none"> <li>-Assignments which encourage students to use, apply and evaluate information</li>   <li>-Assignments which do not have only a single answer, encouraging copying between students.</li> </ul> </li>   <li>○ <b>New tasks and assignments</b> are set each time the course runs [to discourage students from reusing previous students' work / answers].</li>   <li>○ If tasks are unchanged when a course is repeated, steps are taken to <b>check</b> that the submitted work is the students' own.</li> </ul>			

<b>Aspects of the Holistic approach</b>	yes	no	In part
<p data-bbox="253 359 1029 436"><b>4. Are a range of detection strategies in use to identify work that is plagiarised?</b></p> <ul style="list-style-type: none"> <li data-bbox="345 520 1062 621">○ Assessors are given guidance and/or training in using a range of ways to identify work that is not in accordance with regulations / requirements.</li> <li data-bbox="345 743 1068 949">○ Methods which are used to identify work are inclusive - that is, detection methods do not single out any specific group. [For example, relying on change of language too heavily can have a disproportionate impact on students writing in English as a second language.]</li> <li data-bbox="345 1092 1062 1192">○ Electronic screening * is used to identify work that needs additional attention from assessors are grading the work.</li> <li data-bbox="345 1297 1049 1365">○ When electronic text-matching is used, assessors are trained to interpret reports.</li> <li data-bbox="345 1507 1075 1608">○ Assessors are provided guidance on how to identify instances of deception and cheating through plagiarism.</li> <li data-bbox="345 1751 1055 1852">○ Assessors are provided with guidance on how to deal with cases where deception and cheating are identified.</li> </ul> <p data-bbox="207 1885 847 1919">* Examples: Urkund, Genuine Text, Turnitin etc</p>			

Aspects of the Holistic approach	Yes	No	In part
<p data-bbox="253 359 927 474"><b>5. Are cases which must be managed or reported - are these cases dealt with effectively?</b></p> <ul style="list-style-type: none"> <li data-bbox="302 562 992 730">○ There is clear guidance to decide the level of the case: can it be managed by <ul style="list-style-type: none"> <li data-bbox="391 625 841 657">- the person grading the work? or</li> <li data-bbox="391 661 673 693">- the programme? or</li> <li data-bbox="391 697 906 728">- the University Discipline framework?</li> </ul> </li> <li data-bbox="302 814 976 877">○ If a case should be managed at the level of the course, the process is clearly stated.</li> <li data-bbox="302 993 987 1098">○ If a case can be managed within the programme and penalties applied at this level, the process is clearly stated.</li> <li data-bbox="302 1203 1016 1308">○ If a case reveals deliberate deception and must be reported for possible disciplinary procedures, the reporting procedure is clearly stated.</li> <li data-bbox="302 1413 1008 1507">○ Where evidence must be collected for reported cases, there is guidance on how and how much is needed.</li> <li data-bbox="302 1623 927 1791">○ Reported cases are prepared for resolution/ decision <ul style="list-style-type: none"> <li data-bbox="435 1686 527 1717">quickly</li> <li data-bbox="435 1722 592 1753">consistently</li> <li data-bbox="435 1757 500 1789">fairly</li> </ul> </li> </ul>			