

# Academic Misconduct


*An integrated approach*

## Academic misconduct

**Objective of procedures:**

- Maintain academic integrity at Victoria;
- Identify and address learning needs
- Develop ethical/professional standards of behaviour and practice generally, and
- Preserve the reputation and value of our qualifications for the sake of past, present and future students and staff


- **plagiarism**  
*(from learning needs through to theft of intellectual property)*
- **exam cheating**
- **falsification of results**




## Current situation

*What is getting in the way?*

- Poorly understood by staff and students;
- Staff roles and responsibilities unclear;
- Process is inherently punitive;
- Inconsistencies in escalation and penalties;
- Poorly integrated into academic integrity policy/learning and teaching objectives




## Academic integrity strategy




## Underpinnings :

- Plagiarism and other forms of academic misconduct are not framed as isolated instances of aberrant behaviour;
- Scholarship, academic integrity and intellectual independence are seen as inseparable, and
- Staff and students share responsibility for academic integrity.



## A good fit with:

- partnership model of teaching and learning;
- development of the graduate attributes, and
- principles of the student charter.



## Co-ordinated and proactive:

- Shift emphasis away from avoiding, controlling or preventing misconduct;
- Prioritise development of understanding of research, scholarship and the 'chain of knowledge', and
- Maintain and strengthen a culture of academic integrity throughout the institution.



## Building on existing strengths...

- Low level academic misconduct is addressed via educative path;
- Resources (such as the website and other materials) are refreshed to advance a more holistic approach;
- Centre for Academic Development and Student Learning Support Services work closely together, and
- **Academic integrity issues inform all curriculum and assessment design.**



## Considerations in assessment design

- Prevention : making it harder to plagiarise
- Good teaching practice: assessment as a learning opportunity



## Strategies

- Schedule assessments so that students are not overloaded
- Use a range of different assessment methods ( eg have a mix of tests, oral presentations, assignments and exams)
- Avoid repeat use of assessments from year to year



## Assignments

- Avoid descriptive assignment topics
- Avoid general assignment topics
- Vary the style and format of assignments
- Use staged/tracked assessment programmes



## Useful websites

- CAD resources
- University of Leeds:  
<http://www.ldu.leeds.ac.uk/plgjarism/design.php>
- University of Sussex:  
<http://www.sussex.ac.uk/ldu/ideas/acadmiscon/staff/plag/ass>
- Turnitin site including webcast
- Oxford Brookes  
[http://www.brookes.ac.uk/aske/documents/2576\\_123-ReducePlag.pdf](http://www.brookes.ac.uk/aske/documents/2576_123-ReducePlag.pdf)

