

# Disparities in sanctions and practices across Europe for addressing violations to academic integrity

Dr Irene Glendinning  
Office of Teaching and Learning  
Coventry University, UK

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

510321-LLP-1-2010-1-UK-ERASMUS-EMHE

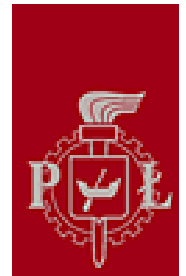


# Agenda

- Background to research
- Penalties and why they are needed
- Findings from research
- What can / should be done?
- Future work, recommendations

# IPPHEAE 2010-2013

- Impact of Policies for Plagiarism in Higher Education Across Europe
- *Erasmus Lifelong Learning Project, budget €369,419*
- Lead Partner:
- *Principal Investigator Irene Glendinning*
- Coventry University, United Kingdom;
- Other partners
  - Aleksandras Stulginskis University, Lithuania
  - Mendel University, Czech Republic
  - Technical University of Lodz, Poland
  - University of Nicosia, Cyprus
- <http://plagiarism.cz/ippheae/>;



510321-LLP-1-2010-1-UK-ERASMUS-EMHE



# IPPHEAE project survey and outputs

- Institutions >200: 3 questionnaires, 14 languages
- Student focus groups
- National/senior management structured interviews
- Almost 5,000 anonymous responses,
- Separate reports for all 27 EU countries;
  - Executive summary
  - Details of research
  - Analysis of results
  - Recommendations
- Academic Integrity Maturity Model
- EU-wide comparison of policies: <http://plagiarism.cz/ippheae/>
- Tested survey questions – for reuse

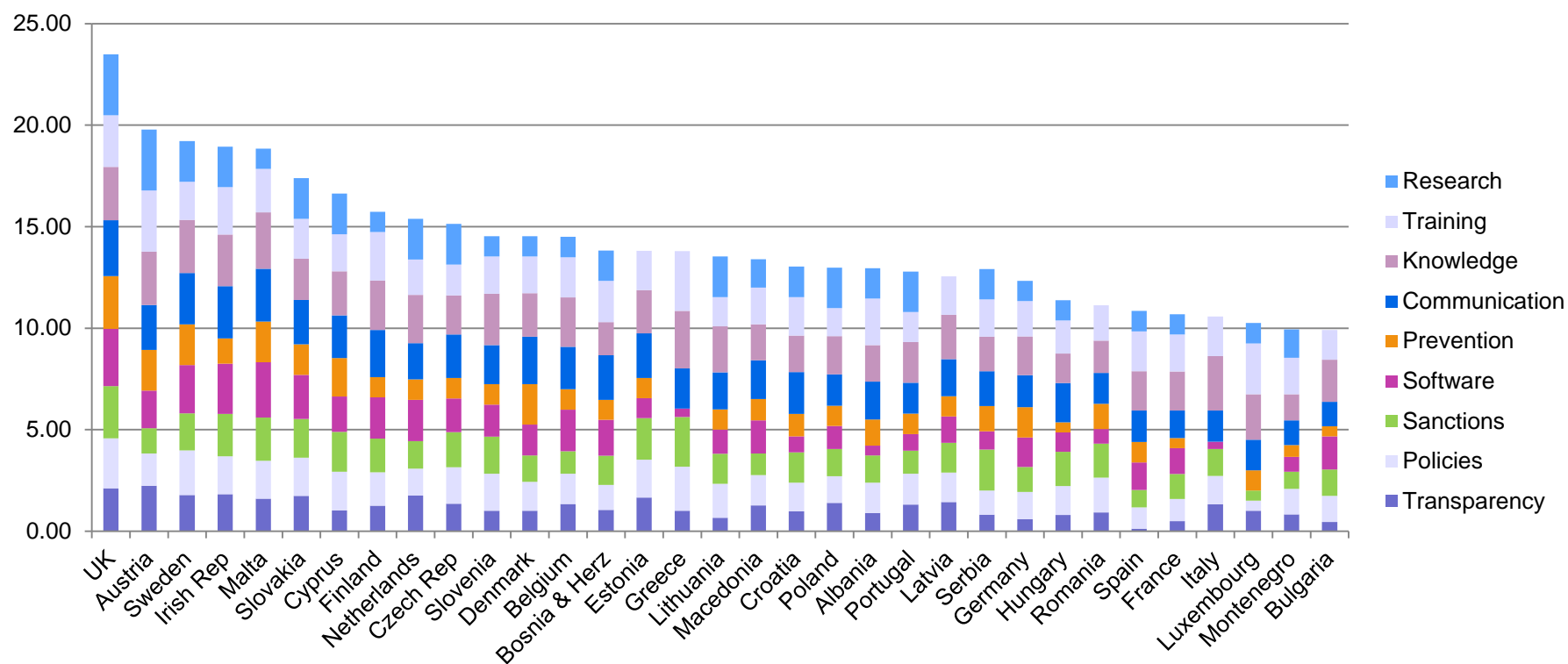
# SEEPPAI 2016-2017

- South East European Project on Policies for Academic Integrity – study of 6 countries (Albania, Bosnia-Herzegovina, Croatia, Montenegro, FYR of Macedonia, Serbia)
- Mendel University in Brno CZ, Coventry University UK ++
- Funded by the Council of Europe (CoE)
- Building on IPPHEAE results (Impact of Policies for Plagiarism in Higher Education Across Europe 2010-15)
- Survey: institutional, national; workshops, resources, report, dissemination
- <http://plagiarism.cz/seeppai/>
- First of several regional studies to extend IPPHEAE research to more European countries

# SEEPPAI - Data Collection

- Online questionnaires
  - Students – 460
  - Teachers – 252
  - Management – 15
  - English + national language versions
- Personal visits
  - Focus groups with students – 13
  - Interviews teachers and management – 22
  - Institutions taking part – 17
  - <http://plagiarism.cz/seeppai/>

# Evidence from IPPHEAE & SEEPPAI



## COMPARISON OF ACADEMIC INTEGRITY POLICIES IN 33 COUNTRIES

Based on ~5800 survey responses (CoE SEEPPAI report 2017, AIMM)



Academic  
Integrity Policies  
& Penalties

Fair  
Proportionate  
Consistent  
Accountable  
Transparent  
Robust  
Monitored  
Reviewed

(adapted from Glendinning 2015a, Morris 2011)



# Penalties, sanctions for student academic malpractice

What are penalties for?

- Deterring malpractice
- Correcting inappropriate conduct
- Education
- Upholding standards
- Fairness to other students
- Ensuring students are only rewarded for genuine learning and achievement
- Punishment

Risks arising from inadequate policies

- Litigation, reputation, devaluation of qualifications, professional / graduate incompetence

(Glendinning 2015a, Morris 2011)

# What kind of penalties can apply?

- No action
- Verbal warning
- Formal written warning
- Remedial education
- Reduced mark, marking on academic merit
- Zero mark (component, module, year, degree)
- Corrections / rework / new assessment – cap / no cap
- Repeat module / year
- Fail module / year / degree – with / without retake rights
- Student's misconduct made public
- Suspension – temporary / short / long / permanent
- Financial penalty, fine
- Expulsion from the institution
- Misconduct recorded on student's file

# Other factors taken into account

- Previous offences
- Extent of malpractice
- Nature, value of work affected
- Remorse, confession, whistle blowing
- Level of guidance received
- Previous culture, experience and background
- Academic level of study
- Mitigating factors, extenuating circumstances
- Intent, deliberate or through ignorance
- Concurrent offences
- Professional body registration

# What is the process?

- Who decides whether guilty?
- How is the penalty decided?
- Is it formally recorded? How and where?
- Does the process lead to consistency, fairness and proportionality of outcomes for students?
- Is there oversight and monitoring?
- Is there accountability?
- What grounds are available for appeals?
- Level of proof needed – “Beyond reasonable doubt” versus “Balance of probabilities”?
- What percentage of cases of misconduct do / do not go through formal procedures?

# AMBeR (Academic Misconduct Benchmarking Research Project)

- 168 UK HEIs 2006-7, 91% response
  - Identified 25 different types of penalty
  - Found huge inconsistencies in penalties awarded for same offences within and between HEIs
  - Different approaches to deciding penalties, 3 “clusters” with number of lists of penalties
- Created the metrics driven Plagiarism Reference Tariff (PRT) – tool for deciding penalties based on set of factors
- PRT reviewed and tested in 9 HEIs 2010 +

(Tennant, Rowell, Duggan 2007, Tennant & Rowell 2008, Tennant & Duggan 2010, Scott et al 2012)

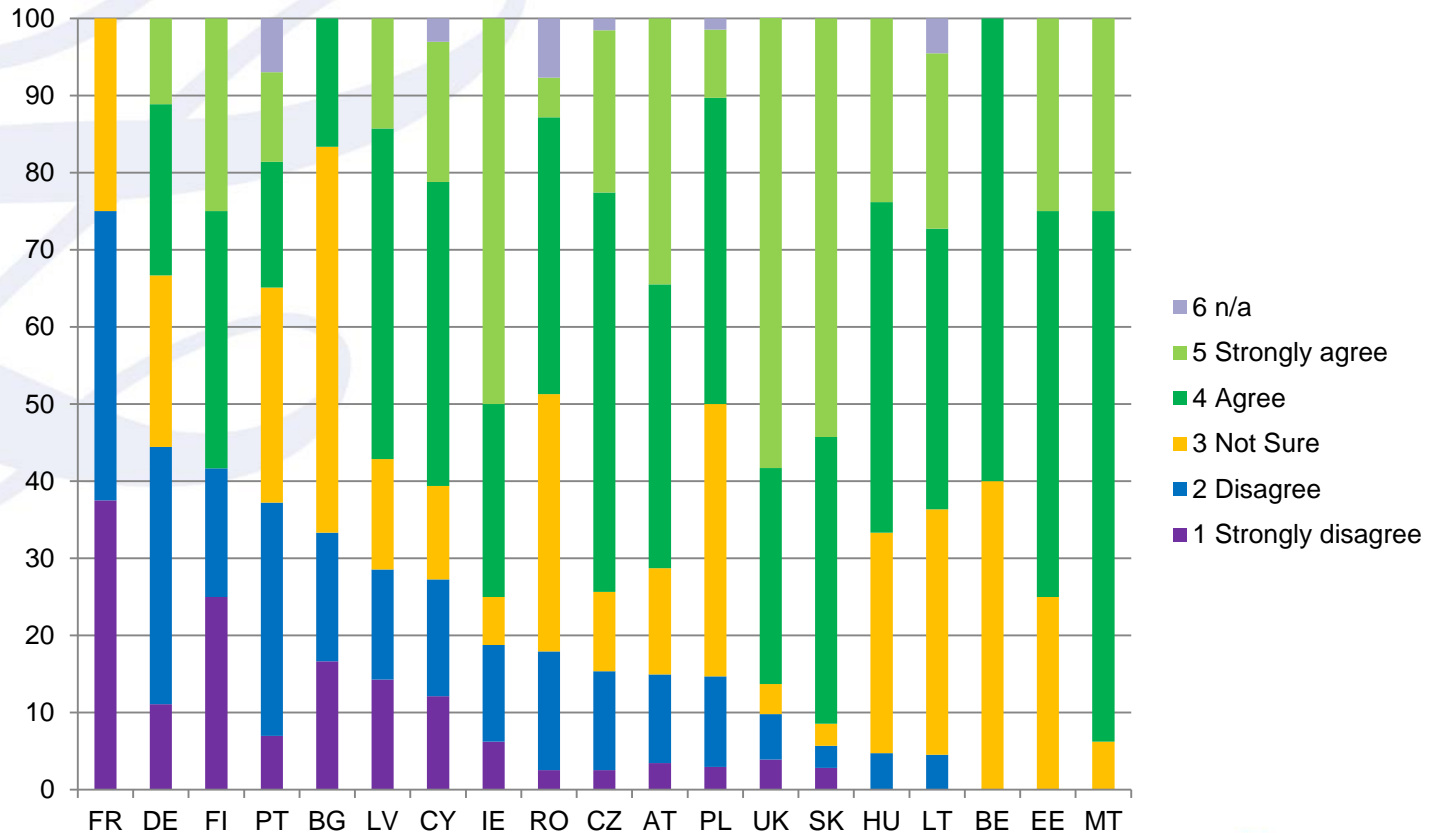
# Variations across Europe

Questions in IPPHEAE and SEEPPIAI surveys:

- How are penalties for academic misconduct viewed in different parts of Europe?
- How do teachers and students differ in their perspectives (eg what is / is not OK)?
- Are penalties applied consistently within / between / across institutions / countries?
- Are penalties fair and proportionate?
- Is the process and are the outcomes transparent?
- Are those responsible accountable for their decisions?

# Is plagiarism taken seriously?

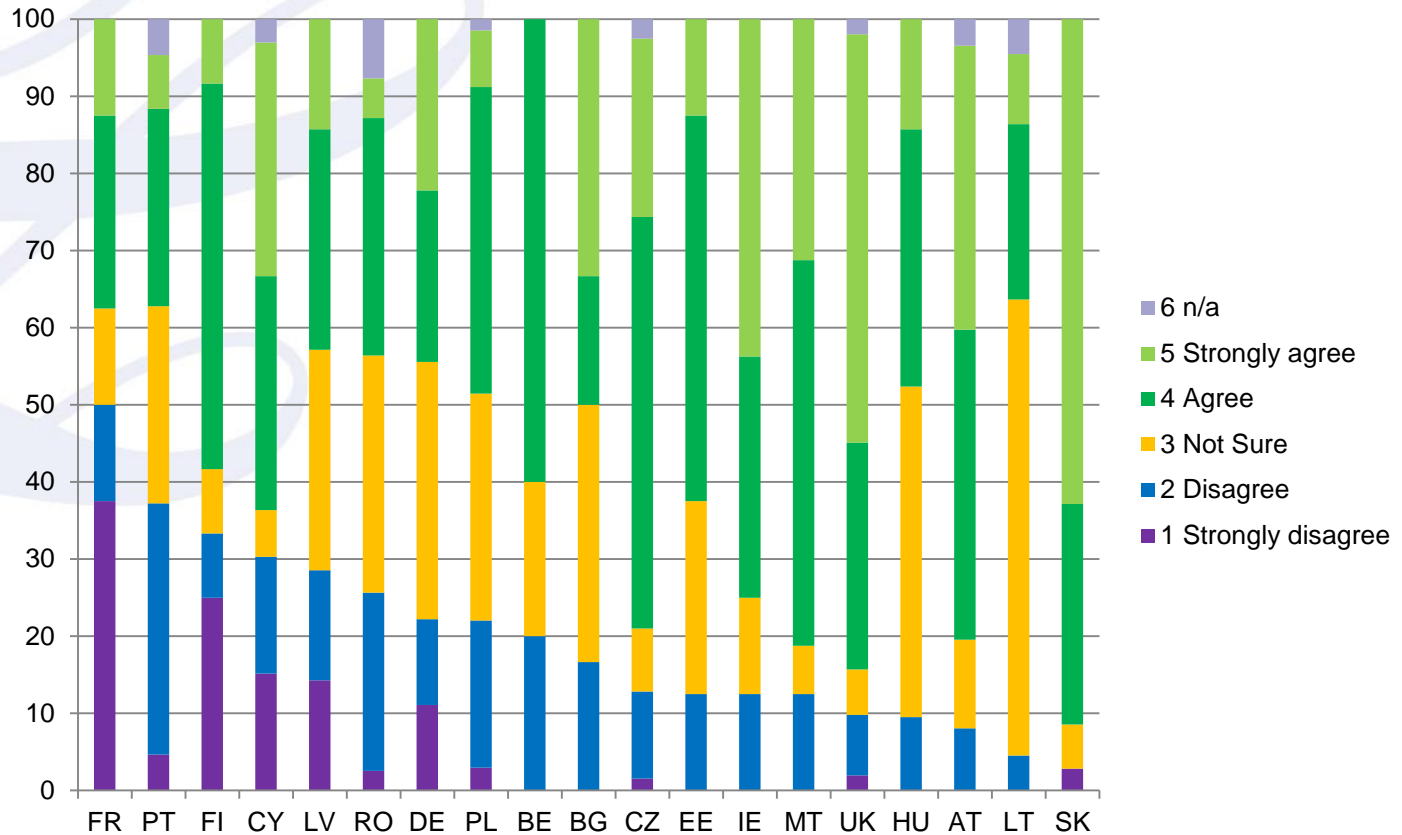
Teacher responses 19 EU countries (n=674): I believe this institution takes a serious approach to plagiarism **prevention**  
17% negative, 64% positive, 17% not sure



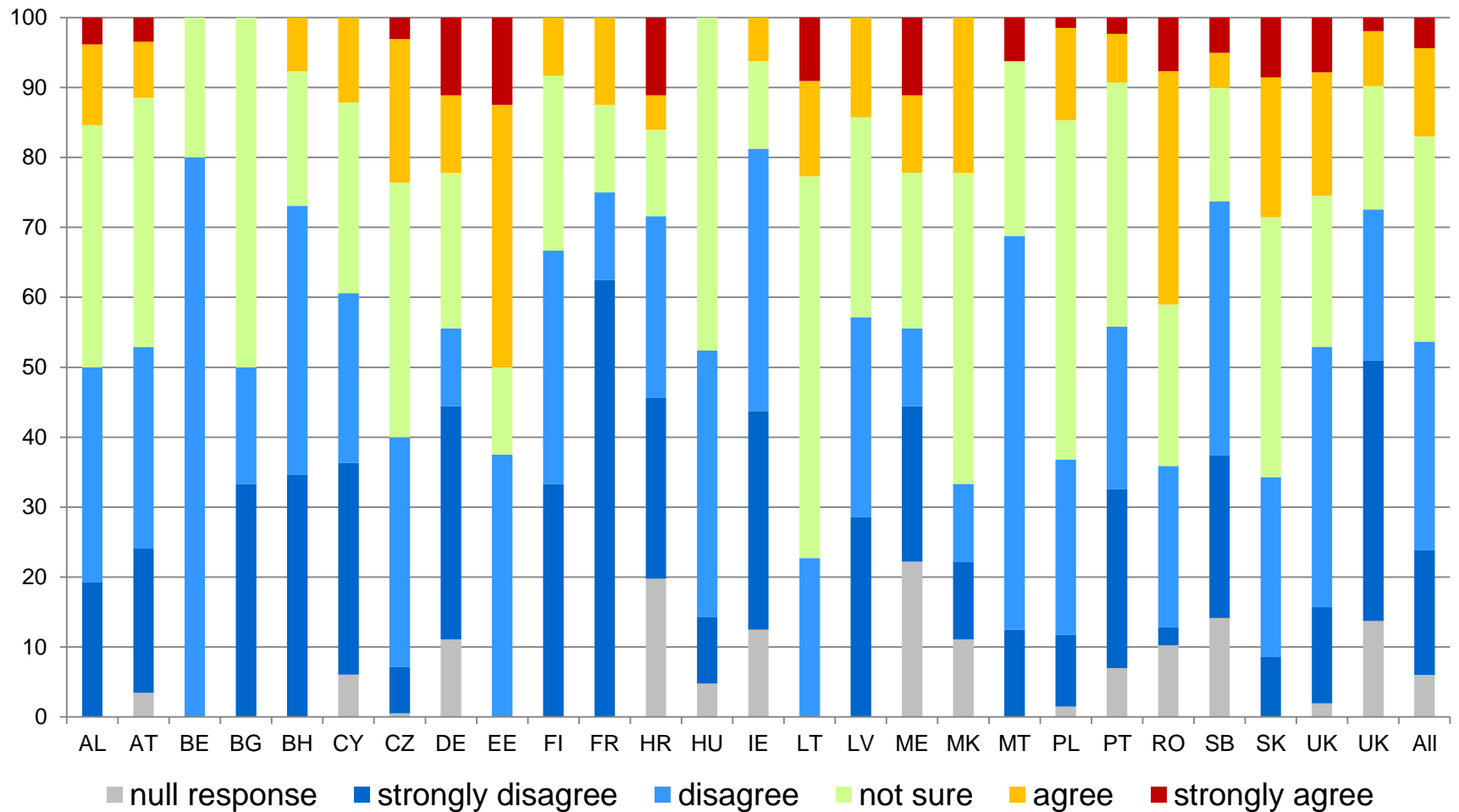
# Is plagiarism taken seriously?

Teacher responses 19 EU countries (n=674): I believe this institution takes a serious approach to plagiarism **detection**

16% negative, 65% positive, 17% not sure

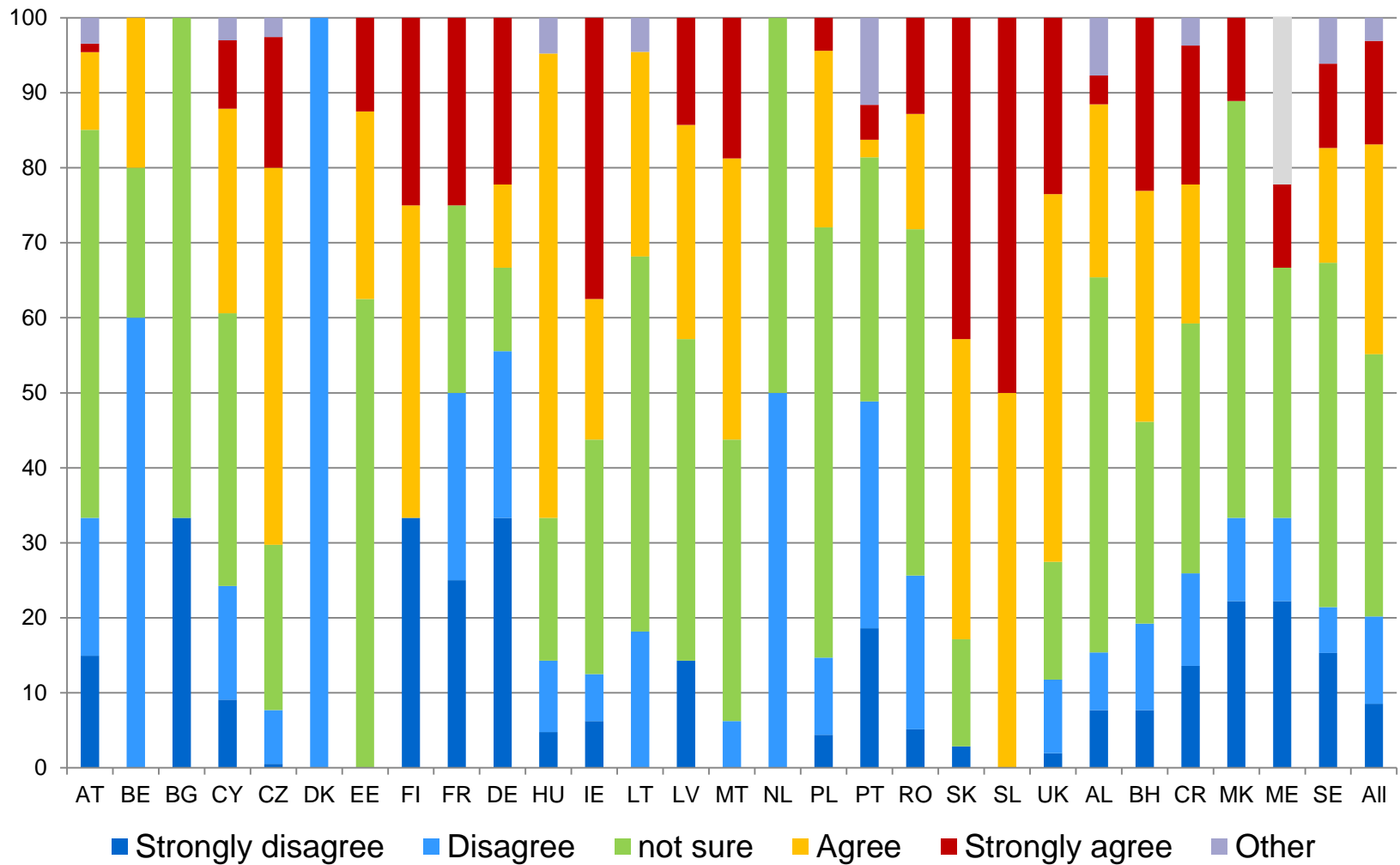




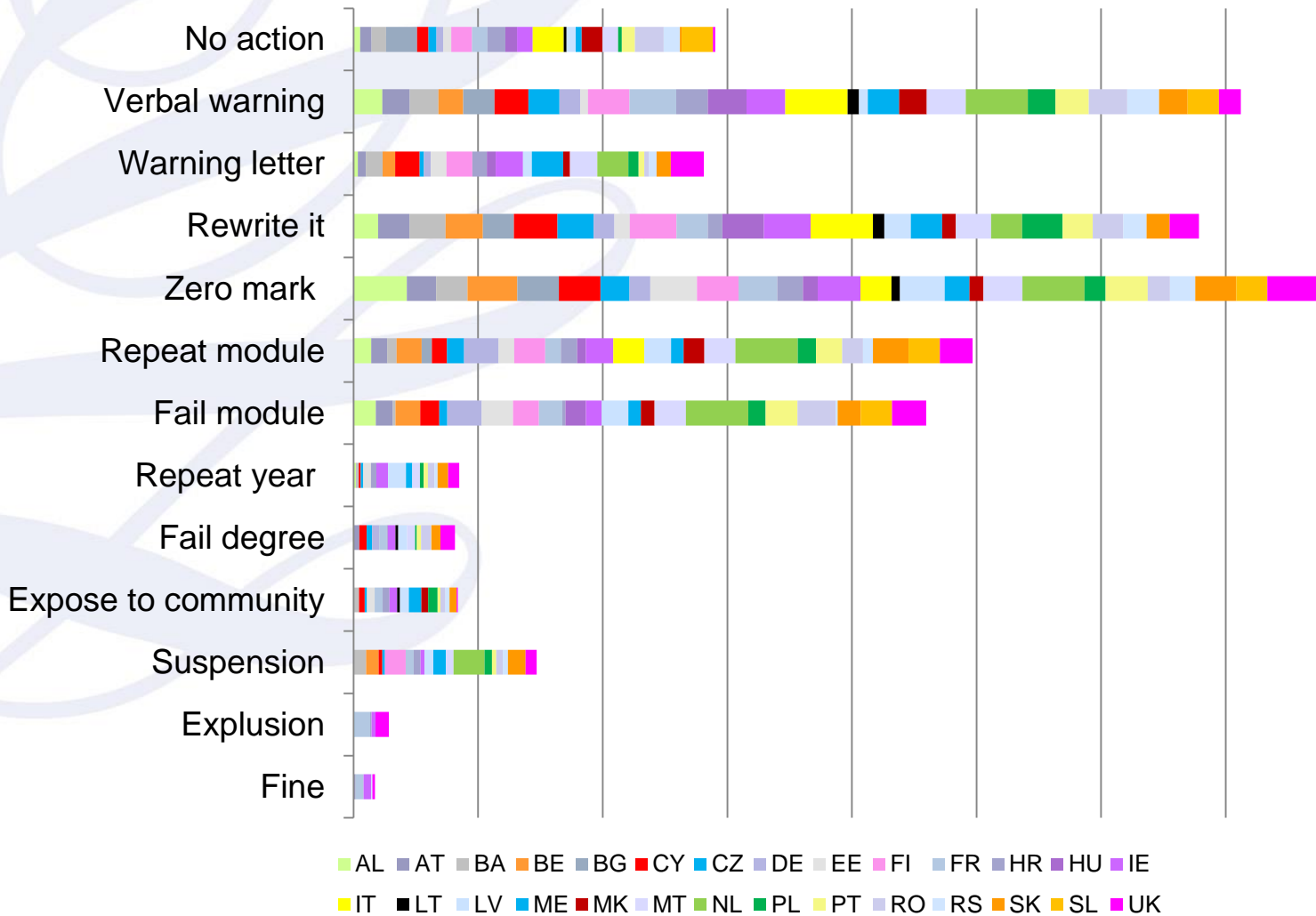


**Teachers' survey responses: I believe that all teachers follow the same procedures for similar cases of plagiarism (28 countries n=931)**

**Overall 48% negative, 17% positive, 30% not sure**



**Penalties for plagiarism are administered to a standard formula – Teachers' responses – Teacher data (28 countries n=931)**  
**Overall 21% negative, 42% positive, 35% not sure**

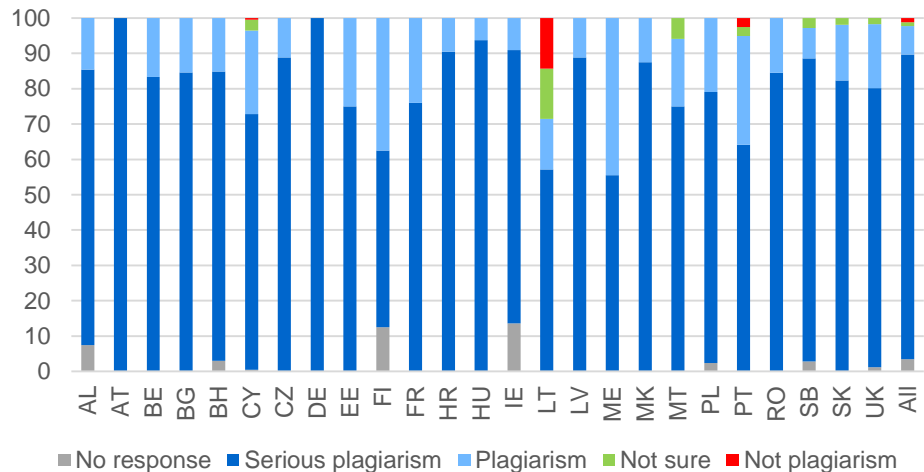


Teachers' responses on penalties for plagiarising in assignment (28 countries)

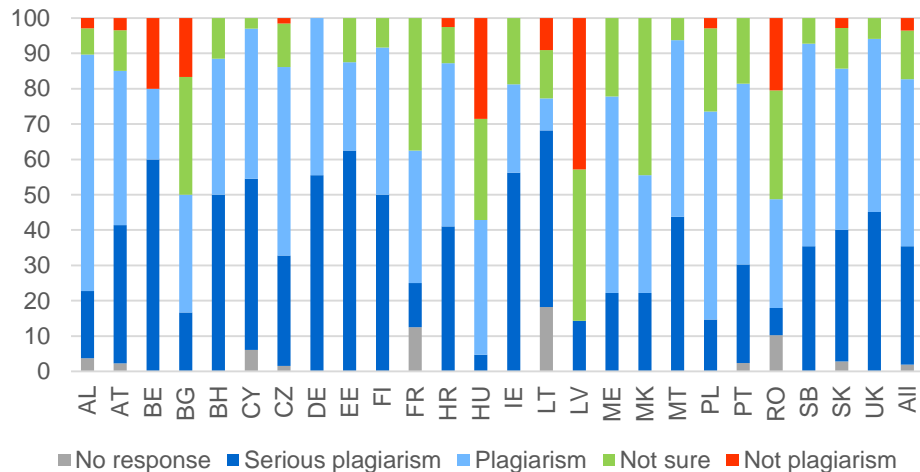


Teachers' responses on penalties for plagiarising in dissertation (28 countries)

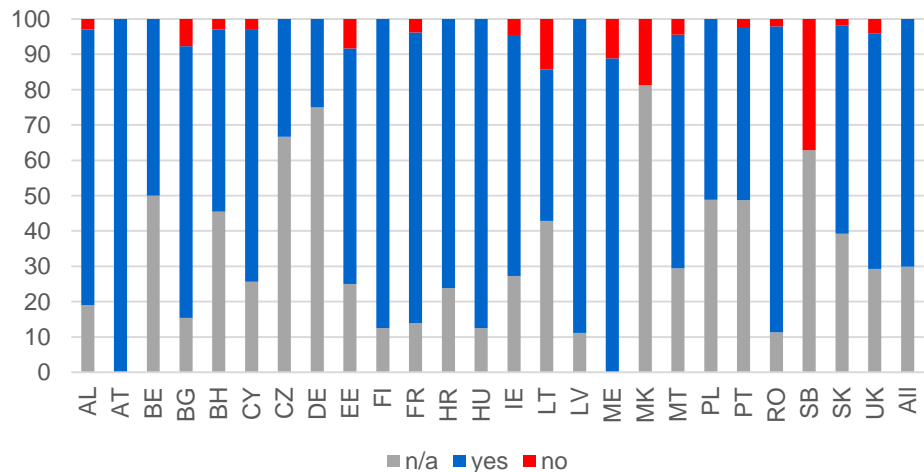
Qu 19a: Is it plagiarism? Teachers' answers



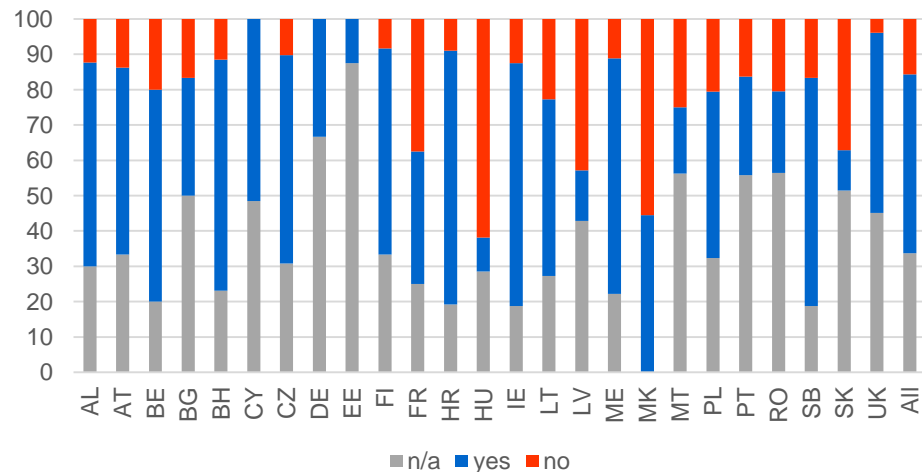
Qu 19d: Is it Plagiarism? Teachers' answers



Qu 19a: Punishment? Teachers' responses



Qu 19d - Punishment? Teachers' answers

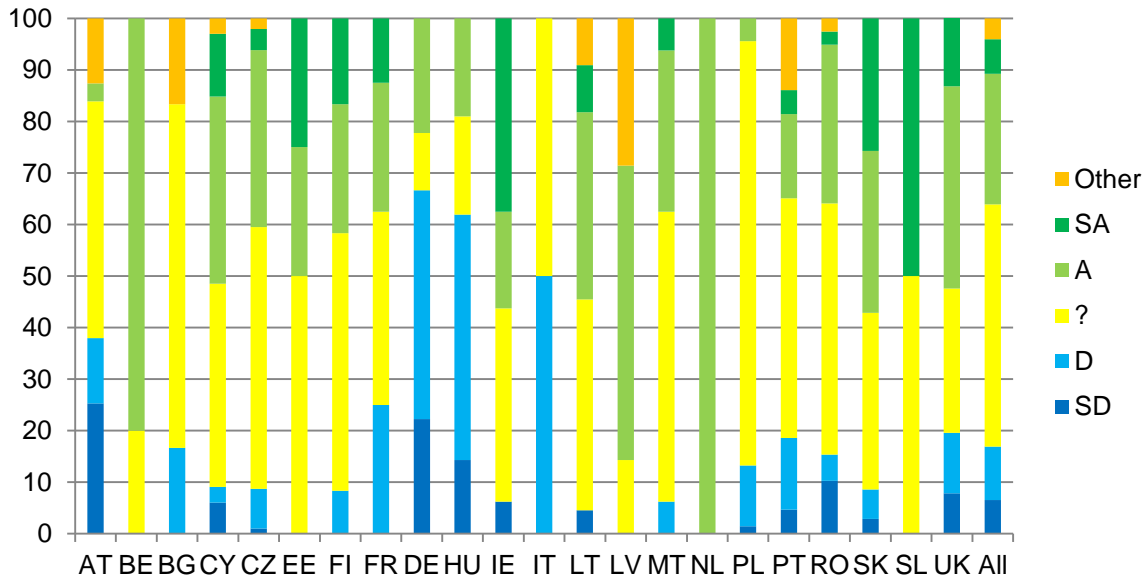
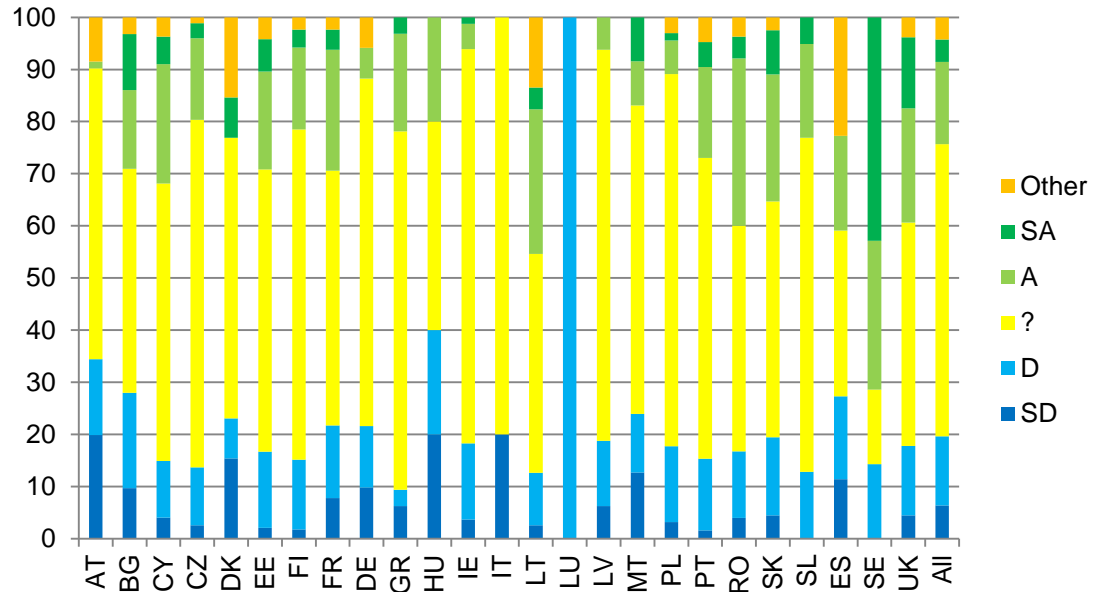


Given 2 scenarios concerning 40% copied material with no referencing, quotations or citation, (a) is identical, (d) has some minor changes (n=931)

# (Just IPPHEAE data) Student circumstances are taken into account when deciding penalties for plagiarism ...

## Student data

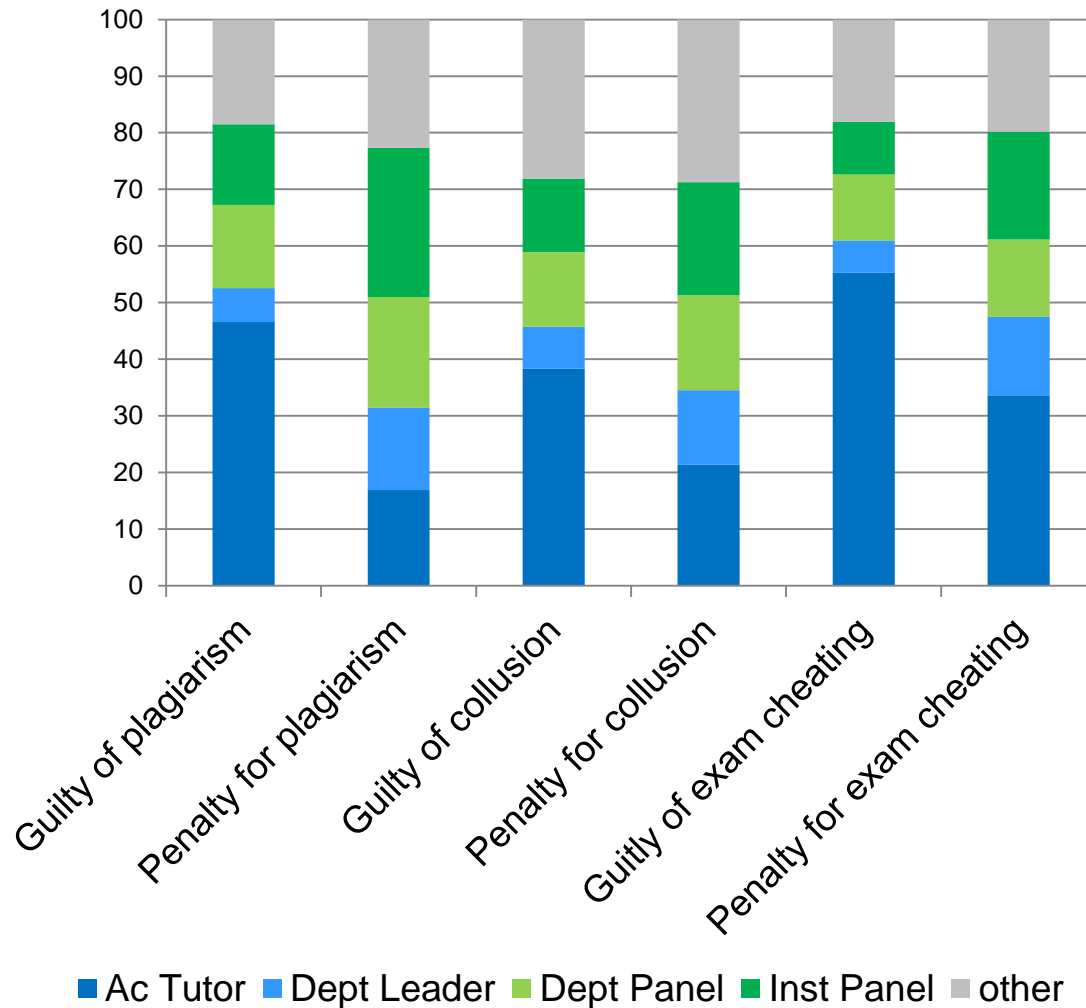
Overall 20% disagree, 56% don't know, 20% agree



## Teacher data

Overall 17% disagree, 47% don't know, 32% agree

# (EU 27 n=674): Who makes the decisions?

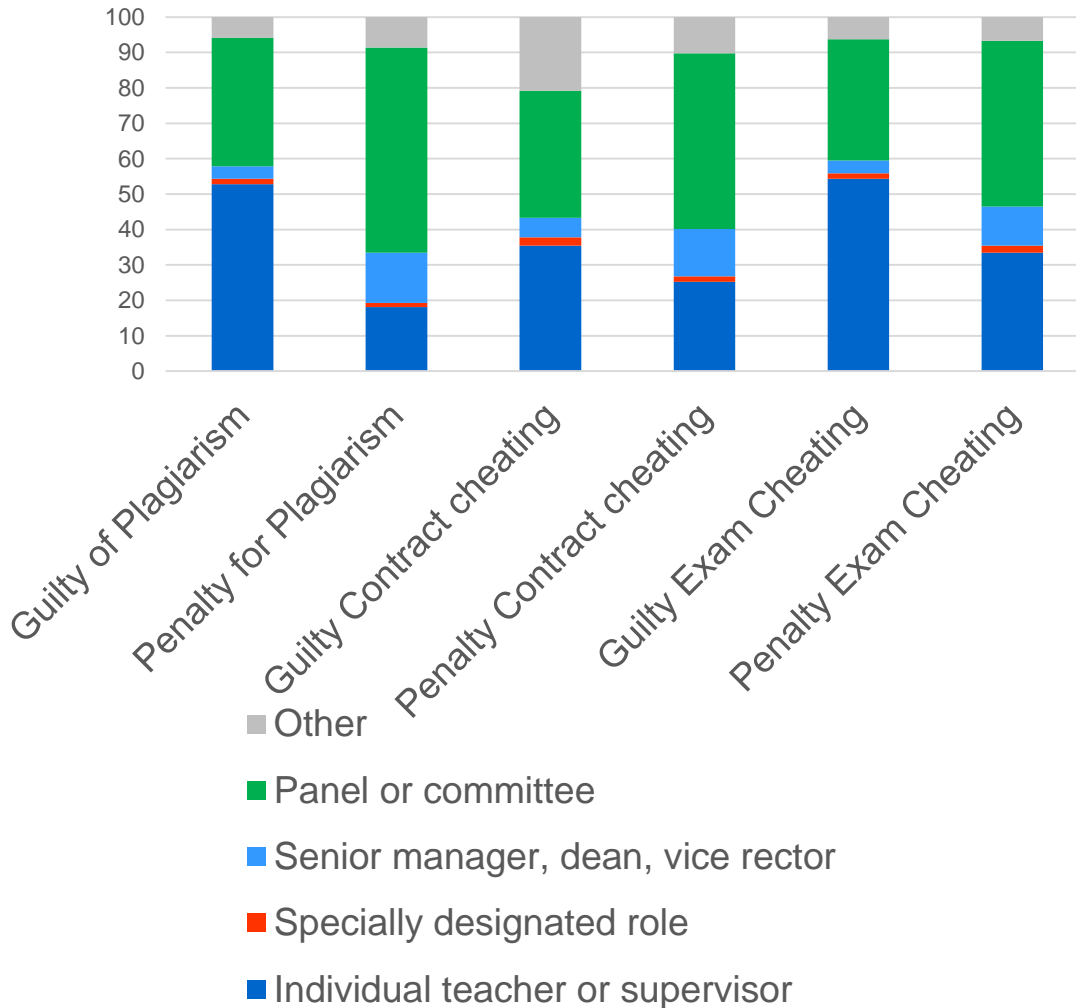


Tutor focus in Austria, Belgium, France, Germany, Italy, Netherlands, Portugal, Slovenia

Panel focus in Estonia, Hungary, Rep of Ireland, Lithuania, Latvia, Malta, Romania, Slovakia, UK

“Other” mainly dean, or specifically designated person or panel

# S.E. Europe 6, n=252: Who Makes the Decisions?



Panel: Croatia, Serbia

Senior Manager:  
Montenegro, Croatia

Special role:  
Macedonia,  
Montenegro

Individual tutor:  
Albania,  
Bosnia/Herzegovina



# Variations across Europe

Answers to questions from IPPHEAE and SEEPPAI data:

- How are penalties for academic misconduct viewed in different parts of Europe? **Great variations**
- How do teachers and students differ in their perspectives (eg what is / is not viewed as OK)? **Most teachers agree what is not acceptable, students slightly more forgiving**
- Are penalties applied consistently within / between / across institutions / countries? **Responses suggest definitely not**
- Are penalties fair and proportionate? **Not without common penalty systems and consistency checks**
- Is the process and are the outcomes transparent? **No: high level of uncertainty from both teachers and students**
- Are those responsible accountable for their decisions? **Lack of oversight in many countries / institutions.**

# What can / should be done?

- Fundamental differences exist across Europe, both within and between institutions, in
  - Values
  - Attitudes
  - Standards
  - Processes
- **First aim is internal consistency within institutions**
- AMBeR project brings experience from UK
- Would an international AMBeR project help to raise awareness and promote a common approach?
- What next? Your ideas most welcome

## References

[ireneg@coventry.ac.uk](mailto:ireneg@coventry.ac.uk)

AMBeR (Academic Misconduct Benchmarking Research project) reports:

Tennant, P., Rowell, G., Duggan, F. (2007) *Academic Misconduct Benchmarking Research Project: Part 1*, JISC June 2007.

Tennant, P. and Duggan, F. (2008) *Academic Misconduct Benchmarking Research Project: Part 2. The Recorded Incidence of Student Plagiarism and the Penalties Applied*. UK: The Higher Education Academy and JISC

Tennant, P. and Rowell, G. (2010) *Benchmark Plagiarism Tariff for the Application of Penalties for Student Plagiarism and the Penalties Applied*. UK: Plagiarismadvice.org

Scott, J., Rowell, G., Badge, J. and Green, M. (2012) 'The Benchmark Plagiarism Tariff: Operational Review and Potential Developments' [online]. Available from: [http://archive.plagiarismadvice.org/documents/conference2012/finalpapers/Scott\\_fullpaper.pdf](http://archive.plagiarismadvice.org/documents/conference2012/finalpapers/Scott_fullpaper.pdf). Retrieved 12/08/2016.

Bretag, T. et al Exemplary Academic Integrity Project: [www.unisa.edu.au/EAIP](http://www.unisa.edu.au/EAIP)

IPPHEAE project results: 27 EU national reports. [Originally available from <http://ippheae.eu/project-results>] now available through <http://plagiarism.cz/ippheae/> accessed 25/03/2016.

Foltýnek, T., Dlabolová, D., Glendinning, I., Lancaster, T., Linkeschová, D. (2018). *ETINED - Council of Europe Platform on Ethics, Transparency and Integrity in Education - Volume 5 - South East European Project on Policies for Academic Integrity Council of Europe*. <https://book.coe.int/usd/en/education-policy/7531-etined-council-of-europe-platform-on-ethics-transparency-and-integrity-in-education-volume-5-south-east-european-project-on-policies-for-academic-integrity.html>

Glendinning, I. (2015a) *Prevention and fight against plagiarism: How to set up an institutional response to individual misbehaviour. Policies in the United Kingdom*. International Institute for Educational Policy (IIEP) Policy Forum on Planning Higher Education Integrity. IIEP Paris, 18<sup>th</sup> – 21<sup>st</sup> March 2015.

Glendinning, I. (2015b) Promoting Maturity in Policies for Plagiarism across Europe and Beyond, 7<sup>th</sup> Prague Forum of Council of Europe "Towards a Pan-European Platform on Ethics, Transparency and Integrity in Education, Charles University Prague, 1<sup>st</sup>-2<sup>nd</sup> October 2015.

Glendinning, I. (2016) Book Chapter: *European Perspectives of Academic Integrity* in the Handbook of Academic Integrity, edited by Tracey Bretag, Springer Science + Business Media Singapore 2015. DOI 10.1007/978-981-287-079-7\_3-2.

Global Corruption report on Education, Transparency International: [http://www.transparency.org/gcr\\_education](http://www.transparency.org/gcr_education)

Morris, E. (2011) *Policy Works*. Higher Education Academy for England

[https://www.heacademy.ac.uk/sites/default/files/policy\\_works\\_0.pdf](https://www.heacademy.ac.uk/sites/default/files/policy_works_0.pdf) Retrieved 28/04/16.

International Center for Academic Integrity: <http://www.academicintegrity.org/icai/home.php>