

Impact of Policies for Plagiarism in HE across Europe

Workshop

They are all plagiarising, but what can be done to stop it?

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Mendel
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Workshop Structure, including your input

- Examples of good practice across the EU
- Impediments to change
- Known unknowns, unknown unknowns
- Management of change
- CMMI
- Academic Integrity Maturity Model
- Where to go next?



Examples of good practice across EU

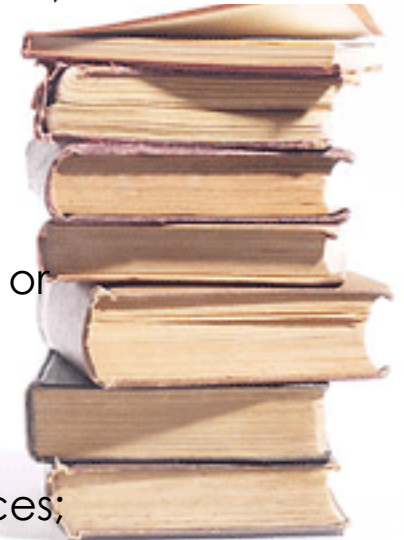
- Ten years of research in UK;
- Holistic approach “Oxford Brookes Model”;
- Focus on prevention measures, designing out plagiarism;
- Using digital tools for detection and formatively;
- AMBeR Project – standard tariff for plagiarism;
- Development of digital corpus of doctoral and master's theses in Lithuania, Slovakia, Poland;
- Pockets of researchers supporting others, eg Finland, Ireland, Germany, Bulgaria, UK;
- Mobile phone app to prompt students on milestones, approaching deadlines;
- National initiatives to highlight the problem, France (Mazodier et al 2012);
- Statistics and annual reporting, eg Austria, Sweden
- HEA Policy Works, QAA Audits, OIA poor & good case studies
- Specialist support units for academic integrity, academic writing;
- Pre-university guidance and support.



Impediments to change

Deciding where to begin in countries and higher education institutions where:

- No policies and procedures for plagiarism and academic dishonesty are implemented at present;
- There is no appreciation of the scale and nature of student plagiarism;
- There is a strong culture of academic autonomy;
- Staff development is unheard of;
- Whistle-blowers on plagiarism are seen as undesirables;
- The concept of plagiarism prevention or avoidance is not understood;
- Accountability for decisions on student assessment is weak or absent;
- High academic staff workload, tight deadlines, other commitments, second jobs;
- Underinvestment in Higher Education infrastructure, resources;
- Any more?



Known unknowns, Unknown unknowns

- How much plagiarism existed before the Internet?
- How much plagiarism, academic misconduct goes undetected?
- Is plagiarism increasing or not?
- Why are there national differences?
- What's the next big challenge?



Management of Change

Considering great differences identifies It would be useful to have in institutions and countries

- A way to classify, categorise maturity of policies and processes
- Staged guidance on how to develop and improve



Capability Maturity Model Infrastructure (CMMI) – Carnegie Mellon University

Capability Level	Focus	Key Process Areas
5 – Optimising	Continuous improvement	Process change management; Technology change management; Defect Prevention; Causal Analysis and Resolution
4 – Quantitatively Managed	Product & process quality	Quality Management; Quantitative Process Management
3 – Defined	Engineering process	Organisation Process Focus; peer review; training; Product engineering;
2 – Managed	Project management	Requirements Management; Project Planning, tracking; QA; Sub-contractor management; Configuration. Management
1 – Performed	Heroes	No Key Process Areas

Academic Integrity Maturity Model (National, Institutional)

Maturity Level / Culture (Capability Level / Focus)	Established systems (Key Process Areas)	Areas for development	Metrics, indicators
5 Self-regulating, communicating, harmony			
4 Consistency			
3 Accountability			
2 Awareness of need for change			
1 Individual autonomy, complacency			
0 Comatose, head in the sand	No systematic guidance for students, staff, policy, systems, QA, etc	Explore options, policy Review QA Senior staff engagement Create guidelines	No evidence

Where to go next?

- Thanks for your input to this workshop
- Model to be developed and applied to EU nationally as output from IPPHEAE
- Model(s) available for self-assessment, nationally, institutionally
- Journal paper
- Further feedback very welcome



Thank you!

Questions?

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