



# **Plagiarism Advisory Service Roadmap**

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*DRAFT Version 4 Revision 4*

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# 1. Introduction

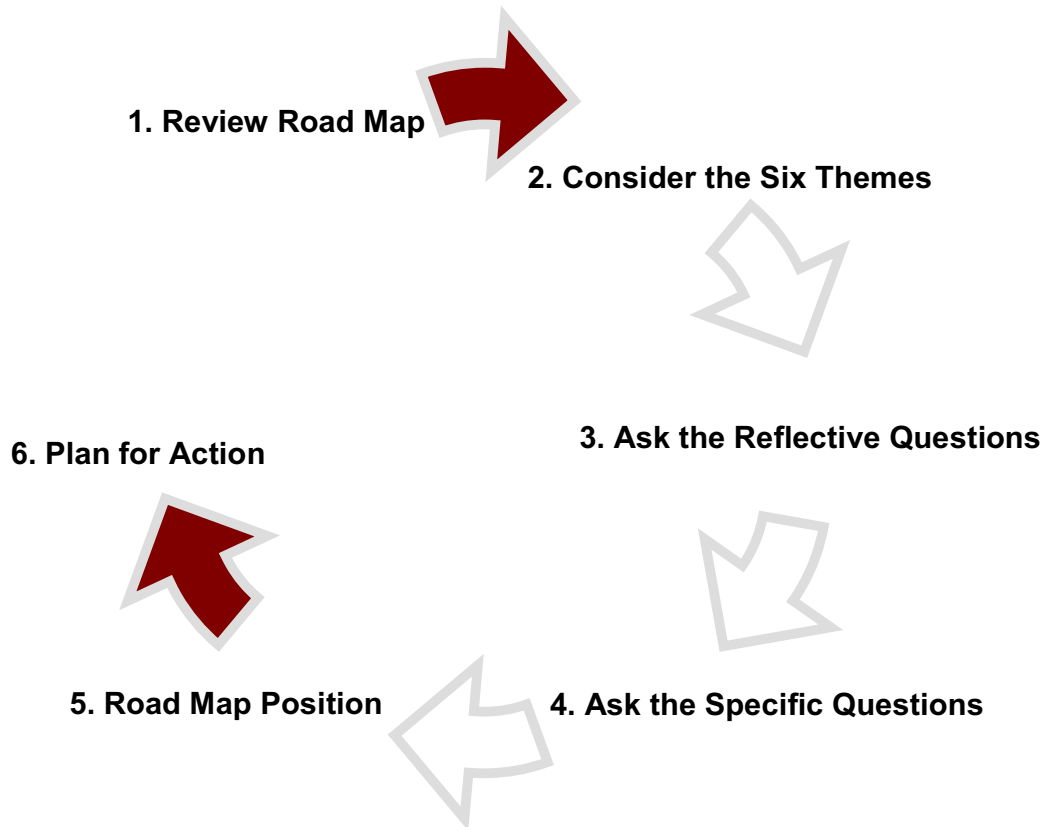
Although practised for hundreds of years, the problem of plagiarism has become a much-debated topic in education. Advances in technology have been proposed as the main reason for a suspected increase in the incidence of plagiarism, but there are a number of other possible factors that must be considered when developing an effective prevention strategy, including the rise in the number of students with diverse educational and cultural backgrounds, increasing time pressures on both lecturers and students and misconceptions about the ownership of electronic material. Addressing the issues surrounding student plagiarism requires adoption of a holistic approach and any attempt to check how well an institution is dealing with student plagiarism needs to operate at several levels, integrating a range of actions.

This roadmap has been designed to help institutions highlight priority areas within their own policies and practice, and then identify the actions required to address the issues raised. Institutions have been characterised as being at one of five stages of development ranging from baseline institutions with little or no formal policies in place, through to institutions with a well developed, sustainable Model of practice.

Six themes have been identified as requiring action in the development of a sustainable model of practice. Each theme relates to a specific area of activity within an institution, and together form the basis of a holistic approach to plagiarism prevention and detection. For each theme a series of questions are posed that will not only determine the current level at which the institution operates, but will also highlight the activity required to facilitate progression to the next and subsequent stage of development. In addition the questions can be used to confirm the appropriateness of actions already in place.

A number of institutions are already asking themselves many of the questions contained in this audit, but few, if any, will be asking all of the questions and furthermore taking appropriate action to address identified gaps. Questions that lead to action are by necessity, very specific; however, this document begins with a series of reflective questions that set the context within which the more specific questions are situated. These reflective questions are designed to check the effect of specific questions, not to plan actions to enhance the institution's ability to deal with plagiarism.

## 2. Suggested Approach



1. The process should start by reviewing the Road Map stages described in the next section of this document.
2. Next the six themes and the reflective questions should be considered to help set the context for the more specific questions
3. Ask the specific questions (note: these questions are intended as a catalyst for action planning and are not intended to be exhaustive)
4. Position the institution within the Road Map based on the investigation carried out. Rather than scoring institutional practice in each area, institutions are encouraged to assess practice in relation to sets of broad statements based on the evidence gathered.
5. Where institutional practice is assessed to be in need of improvement an Action Plan should be drawn up, highlighting the areas for improvement and considering the resources required to implement the desired improvements. Consideration should be given to identifying both long and short-term priorities and apportioning resources appropriately.

### 3. The Road Map

In order to aid planning we have created the following set of broad positioning statements laid out as high-level stages in a Road Map. The goal of this document is to help institutions position themselves within this map as an aid to creating an institutional action plan to move the institution from their current position towards a sustainable approach.

Stage	Description
Baseline	<b>Institutions at baseline level will generally have no specific policies and procedures in place for dealing with student plagiarism.</b>
Recognition	<b>At this level institutions will have recognised the need for institutional policies and procedures, and will be considering the elements required in their particular situation</b>
Implementation	<b>Institutions at this stage will have developed a range of appropriate responses to student plagiarism across their institution, but have yet to evaluate their effectiveness</b>
Embedding	<b>At this level mechanisms for dealing with student plagiarism are embedded in institutional practice at all levels</b>
Sustainable model	<b>A process of continual monitoring and review enables institutions at this level to evaluate and modify policies and procedures to reflect current concerns. Institutions at this level strive to genuinely empower their student learners.</b>

## **4. Six Themes for Action**

**Transparency and Fairness**

**Rights and Responsibilities**

**Monitoring and Recording**

**Teaching the Skills**

**Reaching a consensus**

**Creating a culture of honesty**

## 5. Reflective Questions

Each of these reflective questions helps set the context for the specific questions in the next section. It also attempts to show at what general level within an institution the issues raised are addressed.

Theme		Institution	Program	Individual
	For each themes highlighted the following descriptions are given for each stage and details of the reflective questions provided that set the context for consideration of the specific areas for action.			
<b>Transparency and Fairness</b>	Can the institution say that it has dealt with plagiarism fairly, transparently and consistently? Can individuals show that they have dealt with instances of plagiarism effectively, efficiently and consistently?	●		●
<b>Rights and responsibilities</b>	<b>Policy.</b> Has the institution developed and implemented policies and procedures that are capable of dealing with plagiarism?	●		
	<b>Procedures.</b> Can the institution show that the procedures for dealing with plagiarism are known and followed?		●	
<b>Monitoring and Recording</b>	<b>Systems.</b> Are there robust systems in place that can deal effectively with (potentially) large numbers of students?	●		
	<b>Access to records.</b> Can individuals access university records appropriately when making decisions on individual students or taking actions for individuals, such as writing a reference or allocating a punishment?			●
	<b>Record keeping.</b> Do individuals keep records of any decisions made concerning plagiarism using agreed processes?			●

Theme	For each themes highlighted the following descriptions are given for each stage and details of the reflective questions provided that set the context for consideration of the specific areas for action.	Institution	Program	Individual
<b>Teaching the skills</b>	<p><b>Assessment design.</b> Does the institution ensure that courses are designed in such a way as to make plagiarism difficult to do so that students are deterred from considering it?</p>		●	
	<p><b>Student induction.</b> Are students informed about their responsibilities in upholding academic conventions and rules?</p>		●	
	<p><b>Written guidance.</b> Is written guidance provided for use by students whenever and wherever they need it?</p>		●	
	<p><b>Skill development.</b> Are students actively taught the necessary skills for academic writing, citation and attribution?</p>		●	
<b>Reaching a consensus</b>	Can individuals demonstrate that they seek consensus on definitions of plagiarism, discipline-specific issues for dealing with it, and appropriate punishments; that this consensual discussion happens at a local and team-based level?			●
<b>Creating a culture of honesty</b>	<p><b>Awarding Credit.</b> Does the institution ensure that students are awarded credit for work they themselves have done, and conversely are not awarded credit for work they themselves have not done?</p>	●		
	<p><b>Acknowledgement of cases</b> Can individuals show that they do not turn a blind eye to cases when they arise?</p>			●

## 6. Specific Questions

<p><b>SQ1 Institutional Actions for dealing with plagiarism</b></p> <p><b>In order to assess the effectiveness and appropriateness of institutional policies and procedures, an institution requires transparent reporting procedures and clear lines of communication.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 1.1 Institutional policies and procedures</p> <p>Has the institution reviewed its policies and procedures in the last three years?</p>			●																
<p>SQ 1.2 Input to revised policies</p> <p>When the policies and procedures were reviewed, was a wide range of expertise and advice sought from both staff and students?</p>			●																
<p>SQ 1.3 Cross-disciplinary feedback</p> <p>Was a wide range of disciplines involved in any working party charged with reviewing policies?</p>			●																

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<p>SQ 1.4 Legal advice</p> <p>Was legal advice sought on procedures, on the implications of DP and Human Rights legislation, on the standard of proof required and on appropriate punishments?</p>			●																
<p>SQ 1.5 Comparison with peers</p> <p>Were documents, examples, and experiences sought from similar institutions to guide the redrafting process?</p>			●																
<p>SQ 1.6 Ratification within the institution</p> <p>Was the revised policy fully ratified by relevant institutional committees and decision-making bodies?</p>			●																
<p>SQ 1.7 Using Turnitin UK</p> <p>Has the institution considered registering for the TurnitinUK detection software?</p>			●																

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<p>SQ 1.8 Harnessing technology</p> <p>If the institution has not registered for TurnitinUK, are other forms of electronic detection software employed in the institution?</p>						●											●		
<p>SQ 1.9 Regular review</p> <p>Is the decision to employ detection software regularly reviewed?</p>			●			●													

<p><b>SQ2 Reporting procedures</b></p> <p><b>In order to assess the effectiveness and appropriateness of institutional policies and procedures, an institution requires transparent reporting procedures and clear lines of communication.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 2.1 Overall responsibility</p> <p>Is there a named senior person responsible for the overall handling of cases of plagiarism in the institution?</p>	●					●													
<p>SQ 2.2 Audit trails</p> <p>Are the routes for reporting data on policy implementation clearly defined?</p>	●																		
<p>SQ 2.3 On-going development</p> <p>Is there a named person responsible for enhancing and improving the institutions response to plagiarism?</p>						●													
<p>SQ 2.4 Detection statistics</p> <p>Are the routes for reporting data on the use of electronic detection software tools clearly defined?</p>						●													

<p><b>SQ3 Informing staff</b></p> <p><b>Institutional policies that are not widely disseminated are of limited use, the questions posed in this section are designed to identify how staff are informed about policies and procedures, and the mechanisms available to them to feedback their concerns and opinions.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 3.1 Identifying appropriate staff</p> <p>Is it clear which staffs need to be informed about dealing with plagiarism and why they need the information?</p>	●			●															
<p>SQ 3.2 Frequency and content</p> <p>Are staff informed regularly, changes described, and institutional values stressed?</p>				●															
<p>SQ 3.3 Dissemination methods</p> <p>Are the mechanisms chosen for conveying information to staff the most likely to be effective?</p>				●															

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<p>SQ 3.4 Representation of viewpoints</p> <p>Are views sought via a range of means e.g. course committees, school boards, staff unions, etc?</p>	●													●					

<p><b>SQ4 Informing Students</b></p> <p>Simply telling students that the institutional regulations exist and where to find them is limited in its effectiveness, the questions in this section are intended to identify how students are informed of the regulatory requirements and whether feedback is encouraged in the institution.</p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 4.1 Informing students</p> <p>Are students informed regularly using effective means reaching as wide a range as possible?</p>	●										●	●							
<p>SQ 4.2 Consultation and feedback</p> <p>Are there mechanisms used for consulting students views and receiving feedback e.g. student course reps, student experience questionnaires, student union, etc?</p>	●																		
<p>SQ 4.3 Action on feedback</p> <p>Do the students have a clear way of knowing what actions, if any, have been taken as a result of their feedback and comments?</p>	●																		
<p>SQ 4.4 Detection software</p> <p>Are students informed of the institution's use of plagiarism detection software in a supportive and consistent manner?</p>	●										●	●							

<p><b>SQ5 Monitoring Activity</b></p> <p><b>To ensure that institutional policies and procedures remain effective and appropriate the extent and nature of the activity in the institution must be regularly monitored and reviewed.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 5.1 Data collection</p> <p>Is data collected regularly on the types, frequency and location of plagiarism cases?</p>								●											
<p>SQ 5.2 Data collection</p> <p>Is data collected on the actions taken when a case is identified?</p>								●									●		
<p>SQ 5.3 Review and analysis</p> <p>Is collected data regularly reviewed and analysed i.e. at least annually?</p>						●													
<p>SQ 5.4 Reporting</p> <p>Are trends, and notable findings arising from data-monitoring reported to relevant people and/or committees, including noting gaps where few cases are found and 'hot-spots' where they are over-frequent?</p>	●						●												

<p><b>SQ5 Monitoring Activity</b></p> <p><b>To ensure that institutional policies and procedures remain effective and appropriate the extent and nature of the activity in the institution must be regularly monitored and reviewed.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 5.5 Detection software</p> <p>Is the effect of detection software use, monitored and fed back to appropriate individuals and committees?</p>			●			●													
<p>SQ 5.6 Electronic reporting</p> <p>Is electronic analysis used to collect case processing evidence and statistics to aid the review process, where appropriate?</p>						●	●	●											

<p><b>SQ6 Penalties and punishment</b></p> <p><b>Institutions must ensure that the procedures for determining penalties and punishments are transparent and equitable, and should also ensure that both staff and students are aware of the criteria for the penalties applied.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 6.1 Publication of penalties</p> <p>Has the institution stated which punishments/ penalties are available and acceptable for use when students are found to have plagiarised?</p>				●															
<p>SQ 6.2 Criteria</p> <p>Are there clear criteria for choosing which of the designated penalties to apply in an individual case?</p>																	●		
<p>SQ 6.3 Consistency</p> <p>Are the procedures in place designed to ensure criteria are applied consistently across the institution?</p>	●			●												●	●		
<p>SQ 6.4 Recording procedures</p> <p>Are records kept of all cases including the punishment allocated?</p>								●											

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<p>SQ 6.5 Repeat offences</p> <p>Are the records used when making subsequent judgements about individual students?</p>							●												
<p>SQ 6.6 Appeals</p> <p>Are there robust and fair appeals procedures in place, and do students know how to lodge an appeal?</p>	●											●							

<p><b>SQ7 Dealing with plagiarism at the programme level</b></p> <p>Consideration of plagiarism should begin at the level of programme design. Staff should be encouraged to use electronic detection tools to identify problem areas. Electronic detection tools can help to uphold the integrity of course assessment and, often, act as a catalyst for change where this is required.</p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 7.1 Guidance</p> <p>Do course teams receive guidance on how to make courses less susceptible to plagiarism?</p>										●									
<p>SQ 7.2 Verification</p> <p>Are there mechanisms for checking whether the guidance has been followed?</p>				●															
<p>SQ 7.3 Staff awareness</p> <p>Are staff aware of the issues relating to plagiarism with particular regard to their own subject areas?</p>																		●	
<p>SQ 7.4 Use of electronic solutions?</p> <p>Are electronic solutions employed, where appropriate, to identify particular problem areas and to help maintain the integrity of student submissions?</p>						●	●	●		●								●	

<p><b>SQ8 Raising student awareness</b></p> <p><b>Awareness of plagiarism should start at the outset of the student’s academic career. Student induction programmes are frequently the mechanism by which students are initially informed of their responsibilities in this area.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 8.1 Induction programme</p> <p>Is induction into the responsibilities and rules of attribution and citation included in the normal induction process for the course or programme?</p>											●								
<p>SQ 8.2 Content</p> <p>Does the induction include activities and discussion as well as information and explaining by lecturers?</p>											●		●						
<p>SQ 8.3 Format</p> <p>Is written guidance provided for later use?</p>												●							
<p>SQ 8.4 Attendance records</p> <p>For an individual, can it be shown that the induction was offered / attended?</p>				●		●		●											

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<p>SQ 8.5 Feedback</p> <p>Do students know how they can seek clarification and ask questions?</p>						●					●	●							
<p>SQ 8.6 Flexibility</p> <p>Are there arrangements to deal with non-standard students e.g. those who enter at different times?</p>											●	●							
<p>SQ 8.7 Electronic detection feedback</p> <p>Are electronic detection systems used as a means of educating students about the issues connected with poor citation?</p>						●					●		●						

<p><b>SQ9 Formative support</b></p> <p><b>As with any other academic skill, students need to have explicit information about the requirements expected of them, and also should be given opportunities to practice those skills and receive feedback before being summatively assessed.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 9.1 Expectations</p> <p>Is the course team or programme explicit about the skills students need to learn?</p>											●		●						
<p>SQ 9.2 Accessing information</p> <p>Can the course team or programme point to where and when an individual student will encounter this learning?</p>										●									
<p>SQ 9.3 Addressing disciplinary differences</p> <p>Are the skills taught in a way appropriate to the student's disciplinary context and where students are following several disciplines are the disciplinary differences addressed?</p>													●						

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<p>SQ 9.4 Feedback</p> <p>Are there opportunities for students to use academic citation and attribution and to receive formative feedback on their use before being summatively assessed?</p>													●						
<p>SQ 9.5 Format</p> <p>Is written guidance available?</p>												●							
<p>SQ 9.6 Diversity</p> <p>Are the needs of special groups recognised and addressed e.g. mature students, international students?</p>	●																		
<p>SQ 9.7 Guidance and support</p> <p>Are the staff members charged with teaching students how to avoid plagiarism given sufficient guidance and support to ensure they remain effective and current?</p>																	●		

<p><b>SQ9 Formative support</b></p> <p><b>As with any other academic skill, students need to have explicit information about the requirements expected of them, and also should be given opportunities to practice those skills and receive feedback before being summatively assessed.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 9.8 Reflective Feedback?</p> <p>Are students exposed to electronic detection systems in a supportive environment that encourages reflective practice?</p>					●				●				●						

<p><b>SQ10 Staff Development</b></p> <p><b>Institutions should also ensure that the staff that deal with plagiarism have the appropriate knowledge and skills to ensure that cases are dealt with effectively and in a manner that is appropriate to the specific circumstances of each case.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 10.1 Responsibility</p> <p>Is a named person responsible for ensuring that staff have the appropriate knowledge and skills?</p>	●																		
<p>SQ 10.2 Dissemination methods</p> <p>Are the mechanisms used to ensure staff are kept informed and up-to-date likely to be effective?</p>				●		●											●	●	
<p>SQ 10.3 Tracking change</p> <p>Are strategies in place for tracking, evaluating and adopting changes occurring nationally and within the institution?</p>														●					
<p>SQ 10.4 Supporting Technology</p> <p>Are staff kept up-to-date with developments in detection software, and supported in its use?</p>				●		●											●		

<p><b>SQ11 Effective resolution at an individual academic level</b></p> <p><b>Whilst institutions can put in place considered policies and procedures and provide support at a programme and course level, the effectiveness of these measures will be undermined if individually, staff are unaware, or unsure of the relevant issues and recommended actions</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 11.1 Discussion and debate</p> <p>Can fora be identified where all staff can discuss their views on what constitutes plagiarism, how it can be deterred and what are appropriate penalties?</p>				●						●						●	●		
<p>SQ 11.2 Reaching consensus</p> <p>Where disagreements occur, how was an operational decision reached for proceeding?</p>				●														●	

<p><b>SQ12 Creating a culture that promotes academic integrity</b></p> <p><b>By their actions, individual academics can foster a climate where academic integrity is valued and a culture of honesty is created.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 12.1 Discussion and debate</p> <p>Where are issues of academic integrity and values discussed?</p>			●														●		
<p>SQ 12.2 Individual practice</p> <p>How do lecturers cite each other, give credit to colleagues when using their work, and model attribution for students?</p>			●															●	
<p>SQ 12.3 Assessment criteria</p> <p>How do assessment criteria support and value skills e.g. using a wide range of sources, attributing others work, correct citation, etc.?</p>															●				

<p><b>SQ13 Clarity of responsibilities</b></p> <p><b>It is important that as well as modelling good practice, individual academics are aware of their duties and responsibilities when plagiarism is detected.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 13.1 Expected practice</p> <p>Are staff clear as to what the course, team or department expects them to do when encountering unacceptable academic practices including plagiarism?</p>	●															●		●	
<p>SQ 13.2 Sharing information</p> <p>Are the steps for alerting other s to possible plagiarism by an individual student clear and well known?</p>																		●	
<p>SQ 13.3 Guidance</p> <p>Do staff receive guidance on effective ways of detecting possible plagiarism including electronic detection, and is the guidance reviewed and updated regularly?</p>	●			●			●									●			

<p><b>SQ13 Clarity of responsibilities</b></p> <p><b>It is important that as well as modelling good practice, individual academics are aware of their duties and responsibilities when plagiarism is detected.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 13.4 Staff training</p> <p>Are staff offered training to gain any skills they need to be effective detectors of plagiarism?</p>																	●	●	
<p>SQ 13.5 Mentoring</p> <p>Are there named people within the institution to whom an individual can turn to for guidance and discussion when encountering a possible case of plagiarism?</p>																	●		

<p><b>SQ14 Clarity of case processing procedures</b></p> <p><b>It is important that as well as modelling good practice, individual academics are aware of their duties and responsibilities when plagiarism is detected.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 14.1 Consistency</p> <p>Are there mechanisms in place to ensure cases of plagiarism are dealt with by skilled, knowledgeable people who encounter cases often enough to be familiar with the institution's penalties and procedures?</p>	●																●		
<p>SQ 14.2 Reducing the burden</p> <p>Are there mechanisms in place to ensure that the person who has identified a possible case of plagiarism does not personally bear the burden of dealing with the resulting case?</p>				●		●											●		
<p>SQ 14.3 Institutional support</p> <p>Can individual lecturers who operate within institutional guidelines, and who follow institutional procedures be assured of full institutional support?</p>		●																	

<p><b>SQ14 Clarity of case processing procedures</b></p> <p><b>It is important that as well as modelling good practice, individual academics are aware of their duties and responsibilities when plagiarism is detected.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 14.4 Minimising delays</p> <p>Are there ways of dealing with cases quickly so that the student is not subjected to undue delay, and in particular are there ways of 'fast-tracking' so that only the most serious need entail any delay beyond a few days or possibly weeks?</p>			●																
<p>SQ 14.5 Recording cases</p> <p>Are all actions and decisions recorded and held in a central record?</p>				●		●	●	●											
<p>SQ 14.6 Justifying penalties</p> <p>Can the institution in all cases explain the grounds on which a penalty was decided?</p>	●													●		●			
<p>SQ 14.7 Using consistent criteria</p> <p>Can the institution show that although decisions for individual students may differ, it nevertheless uses consistent-criteria based decisions for arriving at penalties?</p>	●															●			

<p><b>SQ14 Clarity of case processing procedures</b></p> <p><b>It is important that as well as modelling good practice, individual academics are aware of their duties and responsibilities when plagiarism is detected.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 14.8 Retention of records</p> <p>Are there standards set for the retention and disposal of case records?</p>	●		●	●		●	●	●											

<p><b>SQ15 Keeping up to date</b></p> <p><b>Dealing effectively with plagiarism requires continual monitoring to ensure that institutional policies and procedures and academic practice reflect current best practice and the changing context of higher and further education</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 15.1 Monitoring</p> <p>How are people charged with dealing with plagiarism kept up-to-date and informed of any changes?</p>			●														●		
<p>SQ 15.2 Sharing best practice</p> <p>What mechanisms are in place for discussion and agreement between those charged with dealing with student plagiarism?</p>				●															
<p>SQ 15.3 Frequency of meetings</p> <p>Are meetings for the exchange of views and experiences held several times a year?</p>														●					
<p>SQ 15.4 Records and succession</p> <p>Are the meetings recorded and used to induct future specialists?</p>			●														●		

<p><b>SQ15 Keeping up to date</b></p> <p><b>Dealing effectively with plagiarism requires continual monitoring to ensure that institutional policies and procedures and academic practice reflect current best practice and the changing context of higher and further education</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 15.5 Review timetable</p> <p>Does the institution have a timetable for reviewing policy and procedures?</p>			●																

<p><b>SQ16 Incorporating the external and national contexts</b></p> <p><b>The problems of plagiarism are not confined to individual institutions and should, therefore, take account of external bodies and national developments.</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 16.1 Keeping informed</p> <p>What fora are used and which named people are charged with keeping up-to-date with national developments?</p>																			
<p>SQ 16.2 External influences</p> <p>Can the institution point to changes or modifications arising from external review, e.g. external examiners or developments?</p>				●						●							●	●	

<p><b>SQ17 Sharing practice and experience within the community</b></p> <p><b>Institutions and individual academics can benefit greatly from the experiences of other organisations facing similar issues</b></p>	1. Transparency & Fairness	2. Rights & Responsibility	- Policy	- Procedures	3. Monitoring & Recording	- Systems	- Access to records	- Record keeping	4. Teaching the skills	- Assessment design	- Student induction	- Written Guidance	- Skill Development	5. Reaching Consensus	6. Creating an honest culture	- Awarding credit	- Dealing with cases	- Acknowledging	Assessment
<p>SQ 17.1 Communication with other institutions</p> <p>What fora are used to communicate with other institutions?</p>										●							●	●	
<p>SQ 17.2 Incorporating other experiences</p> <p>Can the institution point to changes and developments that have been informed by information arising from outside the institution?</p>			●							●							●	●	

## 7. Road Map Position

Rather than scoring institutional practice in each area, institutions are encouraged to assess practice in relation to the following set of statements and the Theme / Stage table shown overleaf.

- A sustainable model has been established where activity is embedded in existing practice throughout the institution (sustainable model)
- Currently working towards embedding practice across the institution (embedding)
- Need for improvement in this area is recognised and implementation plans are under consideration (implementation)
- Activity has been considered in some areas of the institution but it is recognised that widespread improvement in practice is required (recognition)
- Activity is not currently addressed in the institution (baseline)

It maybe helpful to use the table below to more accurately position each theme against the Road Map and use this to produce an approximate overall institutional position.

Theme	Transparency and Fairness	Rights and responsibilities	Monitoring and Recording	Teaching the skills	Reaching a consensus	Creating a culture of honesty
<b>Stage</b>						
<b>Baseline</b>	Limited policies in place	Procedures are either non-existent or widely ignored	No overall view of extent of problem	Either no information provided for students or only a statement in handbook given	Where dealt with at all, done on an individual basis	Institutional apathy
<b>Recognition</b>	Institution wide policies in place	Procedures established but subject to individual interpretation	Some evidence of extent of problem available	Information made available at induction	Some lack of awareness of institutional policies and procedures	Institutional complacency

## 11JISC Plagiarism Advisory Service Roadmap

Theme Stage	Transparency and Fairness	Rights and responsibilities	Monitoring and Recording	Teaching the skills	Reaching a consensus	Creating a culture of honesty
<b>Implementation</b>	Recognition of the need to review policy and procedures	Procedures lack criteria for institution wide application	Research underway to gather evidence of extent of problem	Evidence of supplementary instruction provided for students	Staff aware of issue and discussing at departmental level	Institutional concern
<b>Embedding</b>	Policies are currently being revised or have been in previous three years	Procedures are transparent and based upon consistent and fair criteria	Evidence of extent is available	Development of a programme of institution wide instruction for students is underway	Staff regularly meet in cross-disciplinary groups to discuss the issue	Institutional action
<b>Sustainable model</b>	Policies have been revised to reflect institutional concerns and a mechanism for review has been established	Procedures are reviewed regularly to ensure the relevance of criteria is maintained	All cases are recorded and monitored to ensure the consistency of approach	Training and guidance for students and staff is embedded across all courses	A high level of buy-in for the approach has been achieved	Institutional commitment

## 8. The next step

When current practice in the six themed areas has been assessed, the next step in the process is to identify priority areas for action. To facilitate this an action plan should be drawn up identifying short, medium and long-term actions that need to be taken to address the issues raised. A simple planning process for this stage will include the following:

- ① Assess the current Road Map position
- ② Consider which themes need to be addressed immediately
- ③ Consider which specific statements within the themes are not being met
- ④ Prioritise each of these statements
- ⑤ Determine the actions and resources required to meet the statement
- ⑥ Create an action plan with a timeframe for progression to the next level

As institutions grapple with the issues raised by the responses to the roadmap, a wealth of useful resources are being built up. In addition, many of the activities associated with the roadmap are already the subject of research and development by the JISC and other funding bodies. The Plagiarism Advisory Service's directory of resources of direct relevance to institutions utilising the roadmap is provided as an Appendix to the roadmap; resources are grouped by subject for ease of use. This directory is not intended as an exhaustive list of resources, and the Plagiarism Advisory Service would like to hear from project managers and researchers who are aware of relevant resources that could be added to the directory.

## 9. Contact Details

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## 10. Acknowledgements

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Finally we would like to acknowledge the many members of the Plagiarism Advisory Service discussion list who have been generous with their feedback and praise for the document throughout its many revisions.

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## Appendix A Resource Directory

Resources are listed by topic.

### Academic Practice

Resource	Description	URL
Effective practice with e-Learning	This guide is “built around a sequence of ten case studies illustrating practitioners’ solutions to day-to-day challenges.”	<a href="http://www.jisc.ac.uk/index.cfm?name=elp_practice">http://www.jisc.ac.uk/index.cfm?name=elp_practice</a>
e-Learning Tools projects	These projects include a number of tools developed to support teaching practice	<a href="http://www.jisc.ac.uk/elearning_tools_home.html">http://www.jisc.ac.uk/elearning_tools_home.html</a>

## Assessment

Resource Name	Description	Uri
<b>Assessment Plus (FDTL4)</b>	A project developing and evaluating evidence-based educational resources linked to core assessment criteria for written work	<a href="http://www.assessmentplus.net">http://www.assessmentplus.net</a>
<b>Formative Assessment in Science Teaching</b>	Examining how students formative assessment experiences affect their learning	<a href="http://www.open.ac.uk/science/fdtl/">http://www.open.ac.uk/science/fdtl/</a>
<b>Improving formative assessment in post 14 and post-compulsory education (LSRC 699)</b>  (commenced 01/05)	Aims to produce new insights and evidence about how changes to teachers assessment practice affect young people's & adults motivation, autonomy and achievement	<a href="http://www.lsrc.ac.uk/projects">http://www.lsrc.ac.uk/projects</a>
<b>Scotland Quality Enhancement Framework</b>	2003/04 Theme- Assessment includes materials from workshops relating to 8 sub-themes	<a href="http://www.enhancementthemes.ac.uk/">http://www.enhancementthemes.ac.uk/</a>

## Policy and Procedures

Resource	Description	URL
Developing records management programmes in FEI's	A JISC funded project assessing the current status of records management practice in FEI's and benchmarking against a model action plan	<a href="http://www.jisc.ac.uk/index.cfm?name=project_rminfe">http://www.jisc.ac.uk/index.cfm?name=project_rminfe</a>
Establishing good practice in FE records management	A project applying the model action plan and assessing the relevance for the sector	<a href="http://www.jisc.ac.uk/index.cfm?name=project_goodferm">http://www.jisc.ac.uk/index.cfm?name=project_goodferm</a>

## Study Skills

Resource Name	Description	URL
<b>The Big Blue project</b>	The project surveyed present practice in information skills training in Higher and post-16 education. Outcomes include an Information Skills toolkit and post-16 Key Skills toolkit	<a href="http://www.library.mmu.ac.uk/bigblue/">http://www.library.mmu.ac.uk/bigblue/</a>
<b>The Citscapes project</b>	This project is concerned with student ICT skills training	<a href="http://www.citscapes.ac.uk">http://www.citscapes.ac.uk</a>
<b>Writing PAD</b>	Designed to promote the adoption of models of good practice that encourage inclusive approaches to the purpose and possibilities of writing	<a href="http://www.writing-pad.ac.uk">http://www.writing-pad.ac.uk</a>

