

JISC

Supporting academic integrity

Approaches and resources for higher education

The Higher Education Academy JISC Academic Integrity Service

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Introduction

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About this guide

This guide is for the higher education community as a whole. Readers might be lecturers, educational developers, student services managers or academic conduct officers who would like a better feel for the current issues relating to student plagiarism and associated concerns. It is designed to provide ‘a bird’s-eye view’: to pull together key institutional approaches and resources that have been developed since 2000. Case studies and perspectives from a number of higher education institutions (HEIs) highlight practice at the institution, programme and course level. The intention is to make them accessible and easy to follow up, whatever your link to academic integrity issues.

The notion of academic integrity has been defined as adherence to the values of “honesty, trust, fairness, respect, and responsibility” (Center for Academic Integrity, 1999, p4). The Center for Academic Integrity, a consortium of over 360 institutions including member institutions from Australia, Canada and the US, provides expertise

on practice and policies that can help to foster a ‘culture’ of integrity¹. Established guidance, developed from a UK perspective, has also emphasised how HEIs need to consider issues of academic integrity and associated values when reviewing policy and practice on plagiarism within their institution (JISC, 2005). On a more practical note, it is important to think about the principles and values that might inform the development of institutional policies, where, for example, statements on the importance of academic honesty are included in policy documents (Carroll, 2009; Morris, 2010). The focus of this guide is on student plagiarism, but it illustrates how strategies and methods employed at a range of levels within an institution can enable students to develop an understanding of and the necessary skills for good academic practice.

It is clear that HEIs in the UK have done much in recent years to address and manage student plagiarism. Initiatives, working groups and projects have been set up, and have worked to improve policies, introduce preventive measures through assessment practices, make effective use of plagiarism detection tools and develop online resources for students: the intention being to ensure that students fully grasp the concept of plagiarism and the skills they need to follow good academic practice.

There is a wealth of resources available in this area and this guide is designed to provide a valuable up-to-date selection of these. It is vital that we share these resources and examples of good practice.

The Academic Integrity Service was set up by the Higher Education Academy and JISC in 2008. This initiative was charged with raising awareness of issues relating to academic integrity in UK higher education and encouraging the sharing of best practice in this area. One priority was to build on expertise by consulting with the Higher Education Academy subject centres to identify generic and subject-specific issues, and existing resources relating to academic integrity (e.g. assessment strategies, students’ skills development, plagiarism, disciplinary perspectives, examples of good practice, support resources for staff and relevant guidance for students). This information gathering exercise informed the development of this guide.

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¹ www.academicintegrity.org

I Changes and challenges: an overview of the issues

In recent years, there has been much discussion and concern in higher education relating to student plagiarism and associated issues such as collusion, data fabrication and cheating (MacDonald and Carroll, 2006; Sutherland-Smith, 2008). This important ongoing consideration and debate has been reflected in a variety of activities in the educational community: research and published papers (Duggan, 2006a; Tennant and Duggan, 2008); the production of staff development resources (Carroll and Appleton, 2001; Plagiarismadvice.org, 2009); and running events, including conferences and workshops (Assessment Standards Knowledge exchange, 2010; Duggan, 2006b; Plagiarismadvice.org, 2008, 2010; SWAP, 2007). The important concerns have also been reflected in media coverage (for example, Baty, 2006).

Recently, the sub-committee for Teaching, Quality and the Student Experience, which investigated concerns relating to the quality of UK higher education, pointed out “that institutions are working hard to identify and address plagiarism” (HEFCE, 2009, p28). They also highlighted and summarised the reasons contributing to the apparent rise in student plagiarism, which include: students being able easily to access material on the internet, coursework being more widely used, students not understanding what plagiarism is, and institutions now making use of ‘plagiarism detection’ tools, such as Turnitin software, to help identify possible cases (so that cases of plagiarism are regularly recorded) (HEFCE, 2009). This recent report also pointed to how the term ‘plagiarism’ can be used to refer to a range of matters from a case where a student has not understood the importance of referencing in part of their essay, to a particularly serious case where a student has bought an essay from the internet. Indeed, there is concern in higher education that some students might use ‘ghost writing’ services through what tends to be referred to as ‘cheat sites’ or ‘essay mills’. It is, of course, difficult to determine the level of incidence of this form of misconduct across the higher education sector, but a study on online plagiarism has found that only a very small minority of students reported that they purchased an assignment from the internet (Selwyn, 2008).

There has been a growing recognition that HEIs need to adopt a holistic approach to address the complex issues relating to academic integrity, including plagiarism (MacDonald and Carroll, 2006; JISC, 2005). An integrated approach involves a range of interrelated measures, including:

- induction and learning support provision that enable students to not only receive relevant information, advice and guidance, but have opportunities to develop study and academic writing skills;
- ensuring that teaching and learning strategies emphasise designing authentic assessment tasks that can help to deter plagiarism;
- developing, implementing and monitoring formal policies and procedures, and actively ensuring that these are readily available for and understood by staff and students.

Accordingly, in the UK HEIs have worked on initiatives and developed multifaceted approaches to tackle the complex issues associated with student academic misconduct and help ensure that students can develop an understanding of, and the necessary skills for, good academic practice (Duggan, 2006a; Baughan *et al.*, 2008). The case studies and perspectives in this guide highlight how approaches have been developed to address these complex issues within an educational context that currently faces a number of key challenges. Indeed, it is likely that institutional approaches and measures will continue to evolve, as there are of course important changes affecting higher education.

The student body is ‘large and diverse’ including more part-time students and international students, and there is an increase in the use of information and communication technologies, and social networking tools for educational purposes (Ramsden, 2008). These matters have implications for teaching, learning and assessment practices, and impact on measures both to ensure that students develop skills for good academic practice and for managing student academic misconduct.

See *A perspective on electronic ‘plagiarism detection’ tools* on page 18.

Case studies

Page 20	<i>The Educational Development Associate Initiative: an organisation-wide approach to plagiarism prevention</i>
Page 22	<i>Oxford Brookes University: developing good practice through academic conduct officers</i>



1.1 Student diversity

There are significant challenges in higher education, as students come from a range of backgrounds, bringing a variety of experiences, and teaching and learning approaches need to be tailored so that students have timely opportunities to develop their knowledge, understanding and skills. Students might be juggling other commitments along with university study, such as part-time work or family responsibilities, so they can have significant time management issues to deal with, and possible 'short-cuts' to getting an essay in on time (e.g. not providing sufficient detail for referencing sources) might be a likely result. Students' prior educational experiences may mean that when they enter university, they have not developed effective information literacy skills and experience difficulties with academic writing, as they do not understand the importance of citation and referencing². It is widely recognised that

2 This issue was particularly highlighted in discussion with colleagues at these subject centres: English, Bioscience, HLST, Physical Sciences and Psychology.

not grasping the need to credit sources and having underdeveloped skills in referencing can contribute to the possibility of inadvertent plagiarism (Carroll, 2007).

It is not easy for students. Learners do not necessarily understand established practices in citing and referencing, and they may, for example, ‘over-quote’ or not see that they need to paraphrase using their own understanding and words (and cite) if the source includes superior wording. To confound matters, there are differences in opinion, which are often tied up with academic conventions within a discipline, about what is acceptable paraphrasing and whether quotes should be used³.

Carroll (2008) has emphasised how international students’ experiences of assessment prior to undertaking study in the UK may be rather different to the assessment approaches adopted in UK HEIs: they may not have previously undertaken coursework or given presentations to their lecturer and peers, for example. However, it is also emphasised that:

... in common with all students, most plagiarism by international students arises from misunderstanding of academic writing conventions and from misusing citation rules ... The particular difficulty of operating in a second language makes copying by international students easier to identify and more likely to prompt action because it seems so clear-cut. (ibid., pp19–20)

Case studies

Page 24 *University of Northampton: embedding UNPAC*

Page 27 *An intervention strategy to support a diverse body of students*

3 Points made by Steve Maw, Terry McAndrew and Julie Peacock of the UK Centre for Bioscience that arose in discussion with Erica Morris on 23 September 2009.

1.2 Managing student groups

Teaching large groups is an issue that is recognised as important in higher education and has implications for concerns relating to student plagiarism. With a general increase in student numbers (for example, around 1,000 students taking a module) it is not possible for lectures to always 'know' each of their students, which can lead to challenges that arise from managing a number of different tutors and tutor groups, and ensuring that there is consistency in marking assessments across a module. From a student's perspective, their learning experience at university may feel 'impersonal' and they may have had expectations of developing a relationship with their lecturers who they feel do not 'know them'⁴. Here, it is noteworthy how 'ghost writing' could be difficult to detect: if a lecturer (the marker) knows the student (and their strengths), then they are more likely to pick up on the possibility that the assessed piece is not the student's own work⁵.

Group work is now more commonly used for the purposes of assessment and a recent review has highlighted the widely recognised benefits and challenges of using group work in assessment (Gibbs, 2009). Students may not readily see the importance or relevance of collaborative working, and may have concerns about other students 'freeloading' if marks are awarded to a group as a whole, when they feel they have made more of a contribution than others. It is well recognised that good practice here is to ensure that any form of group work should result in or include an individual form of assessment⁶.

Students are not necessarily clear about what distinguishes collaboration and collusion, and in assessed work it might be difficult to determine whether students have colluded. Barrett and Cox (2005) looked at staff and student understanding of plagiarism and collusion through a study making use of scenarios. They found that there was variation in respondents' opinions about collusion and what was seen as acceptable and unacceptable practice when students work together:

The line between legitimate collaboration and collusion is not clear, and may be discipline specific. (p119)

4 Points made by Richard Atfield and Steve Probert of the BMAF Subject Network that arose from discussion with Erica Morris on 2 December 2009.

5 Points that arose in discussion with Steve Maw, Terry McAndrew and Julie Peacock of the UK Centre for Bioscience on 23 September 2009.

6 These issues emerged in particular from discussion with colleagues at the following subject centres: Bioscience, BMAF, C-SAP, Engineering, HLST, Physical Sciences and MEDEV.

Clearly, within the context of a programme and course or module where group work is used, students need to be given explicit guidance on working collaboratively and examples of unacceptable practice. Policies, assessment guidelines and workshops can be used for this purpose.

1.3 Programme-level support

It is widely recognised that students need support at the programme or subject level to develop a range of skills for academic study and lifelong learning, and that they need time, ongoing support and feedback to acquire and practise these important skills.

There are generic and subject-specific issues relating to academic integrity. For example, in many subject areas (e.g. business and management; engineering disciplines; hospitality, leisure, sport and tourism) group work is often used for assessment purposes, and there can be issues relating to unintentional collusion (rather than collaboration) between students⁷. In the physical sciences, data fabrication is seen as unlikely as students are required to make use of laboratory books to plan and record their work; attend laboratory classes and undertake experimental or project work, where they are supervised, observed and assessed; and usually have to 'hand in' their data or sample at the end of a laboratory class⁸. In Psychology, it is recognised that data fabrication by students can be an issue (see the Higher Education Academy Psychology Network, 2009). Strategies can therefore be employed to help ensure that students collect their own data and document the associated research process (e.g. students are required to keep records of consent forms and original data).

Case studies

Page 30 *University of Leicester: developing an online tutorial and introducing an electronic tool for 'plagiarism detection'*

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- 7 In the information gathering exercise, a number of the subject centres (Bioscience, BMAF, C-SAP, Engineering, HLST, Physical Sciences and MEDEV) talked about the use of group work for assessment purposes and associated issues, such as unintentional collusion and students' concerns when marks are awarded to a group as a whole.
- 8 Points made by Tina Overton and Paul Chin of the UK Physical Sciences Centre that arose from discussion with Erica Morris on 16 September 2009.

2 Assessment matters

Over the last ten years or so, there has been growing recognition that assessment really does matter when we are thinking about designing opportunities for students to develop a range of skills relating to good academic practice. There are valuable recommended strategies and guidelines about how educators can ‘design out’ opportunities or possibilities for student plagiarism or collusion, which relate to devising a course and/or the associated methods of assessment (Bloxham and Boyd, 2007; Butcher, Davies and Highton, 2006; Carroll, 2007). In addition, there has been a growing consensus that we need to ensure that students have opportunities to engage in meaningful learning opportunities and assessment tasks, and the Assessment Standards Knowledge exchange (ASKe) has stressed that there should be a greater focus on “assessment *for* learning” (Price, O’Donovan, Rust and Carroll, 2008). Rust (2007) has highlighted ‘good practice principles’ relating to assessment, which, for example, include making use of realistic or authentic assessment and providing formative tasks to enable effective feedback. It is also recognised that approaches to assessment should enable students to develop a range of transferable skills that will serve them well in their personal, career and learning development beyond university. Accordingly, there has been a need to consider using a variety of forms of assessment for student learning, designed so that a wide range of skills can be acquired and assessed (Rust, 2005).

So, educators can do much both in course design and in devising assessment tasks to help minimise possibilities for student plagiarism and related issues (Bloxham and Boyd, 2007; Butcher, Davies and Highton, 2006; Carroll, 2007). Example strategies include the following:

- devising assessment tasks that require students to draw on original scenarios or recent events in the media;
- designing an assignment or project so that the work includes stages or milestones, where students are asked to document their reading or research along the way and receive feedback at key points;
- using methods to ensure that students can provide evidence of the process for developing their assessed work (e.g. student creates an annotated bibliography, writes reflective entries in a blog or learning journal).

See Appendix I: Generic resources relating to assessment design and minimising plagiarism possibilities on page 48.

2.1 Discipline-based examples

The Higher Education Academy's subject networks have highlighted innovative approaches to assessment and provide a variety of resources to inform educators' practice in designing assessment for particular disciplines areas in ways that can help to minimise opportunities for student plagiarism. For example, the Subject Centre for History, Classics and Archaeology highlights a study that involved introducing new and varied assessment methods on a History module. The changes included using assignments where students took to leading seminar and writing a reflective commentary of this, or preparing articles for particular audiences (for example, for *History Today* or a Government department: Bulaitis, 2009). Case studies from the Hospitality, Leisure, Sport and Tourism (HLST) Subject Network include assessment approaches involving 'student think tanks' (Buswell, 2007); peer-assessment (Abrahamson, 2009); workshops on essay criteria (Ennis-Reynolds, 2007) and students designing their own assessment (Ineson, 2002). On Psychology programmes, alternative assessments, such as poster exhibitions and information leaflets, with associated tasks that draw on real-life scenarios or recent events have been used (MacAndrew and Edwards, 2002; McGann, King and Sillence, 2008).

See Appendix 2: *Disciplinary perspectives: designing assessment to minimise plagiarism* on page 49.

Case studies

Page 33	<i>University of Greenwich: linking History assessment and work placements to encourage original authentic work</i>
Page 35	<i>Supported practice and feedback: uncovering students' understanding of plagiarism through varied activities</i>

3 Developing students' understanding and skills

In general, there is a consensus that students entering university are not necessarily armed with skills that are essential for studying in higher education. This has important implications for academic integrity, as students who lack some or all of these skills for academic study might unintentionally plagiarise (MacDonald and Carroll, 2006; Sunderland-Smith, 2008, pp182–183). Studying at university requires a diverse range of skills: skills relating to information literacy; note-taking or making; independent learning; reading; critical thinking; planning and time management; and the complex skills necessarily for academic writing, including summarising, paraphrasing, and citation and referencing.

Case studies

Page 37 *What about student referencing?*

3.1 Generic and subject-specific support

In recent years, HEIs have developed a range of approaches and resources to help ensure that students have opportunities to gain and practise the skills needed for good academic practice. There is of course variation in approaches to help students develop their study and academic skills. In some universities or departments, students might be referred to centralised learner support functions or services⁹, encouraged to work through a generic online module covering, for example, study skills, referencing and avoiding plagiarism, or take part in workshops on academic writing.

It is, however, notable that these kinds of learning support resources and workshops are often tailored and targeted for students to take at the programme or subject level. For example, in the physical sciences, a study skills course may be framed and tailored for students in a subject area (e.g. 'Skills for Chemistry'), and library specialists might collaborate with

⁹ Key points made by Helen Bulpitt that arose from discussion with Erica Morris on 24 September 2009.

faculty staff to ensure that students learn information literacy skills¹⁰. Similarly, many Psychology programmes include modules on study skills, which cover writing skills and topics relating to plagiarism¹¹. It is often emphasised how students do not necessarily see the relevance of what they learn on a generic study skills module, as the skills to be acquired need to be ‘embedded’ or considered in the context of a programme or subject area (Rust, 2005).

Case studies

Page 39 *StudyWell: encouraging positive study skills by students and staff*

Page 42 *Using a group-based activity to facilitate student understanding of good academic practice*

3.2 Developing students’ writing skills

Recent studies that have looked at Psychology students developing ‘authorial identity’ in academic writing have highlighted how students can be confused about the apparent subtleties between paraphrasing and plagiarism, and the difficulties they experience in writing essays where they need to show that they have reviewed literature, provide evidence and also contribute their own perspectives (Pittam *et al.*, 2009). This empirical work, involving student focus groups and a survey, also revealed that although students “knowledge to avoid plagiarism” seemed to improve from the first to the second academic year, there was no significant improvement in this area beyond their second year (i.e. from Year 2 to Year 3 and to Masters level). Pittam and her colleagues (2009) have emphasised there should be educational opportunities for students not only to learn about how to appropriately paraphrase, cite and reference, but also to begin to see how they can develop as authors or academic writers by engaging in designed activities.

10 Points made by Tina Overton and Paul Chin of the UK Physical Sciences Centre that arose from discussion with Erica Morris on 16 September 2009.

11 Points made by Annie Trapp, Caprice Lantz and Tom Simpson that arose from discussion with Erica Morris on 15 December 2009.

Innovative approaches to developing students' academic writing have included making use of electronic tools or text-matching programs, such as Turnitin, which can help to identify whether text in student assignments matches text in available sources on the internet. Although such tools are typically used to help determine whether student work is unoriginal in the context of 'plagiarism detection' in an institution, there has also been a consideration of how such technologies can be used formatively to help students develop their skills in academic writing (Badge and Scott, 2009). For example, an educational study involving international students taking an academic writing course at Oxford Brookes University employed a teaching approach that made effective use of Turnitin: students had the opportunity to prepare a draft assignment and attend a face-to-face tutorial with their tutor, who would make use of an originality report (created through using Turnitin) to guide formative discussion about academic writing and using information sources (Davis and Carroll, 2009). The findings of this study indicated that the tutorial intervention made a difference to the final assignments that students produced in the light of the feedback they received, as there was, for example, a decrease in referencing errors. Davis and Carroll (2009) have suggested that formative feedback on a one-to-one basis, or with a larger student group, making effective use of Turnitin and associated reports to demonstrate common citation errors, for example, would be beneficial for student learning about avoiding plagiarism.

See *Appendix 3: Resources to support the development of students' skills for good academic practice* on page 55.

Case studies

Page 44 *'Understanding the cause of things': an online tutorial to improve students' essay writing skills*

Page 46 *The Aberdeen route to avoiding plagiarism*



4 Conclusion

Over the last ten years, there has been a growing concern about student plagiarism, mixed with important debate over whether new opportunities provided by the internet have contributed to the problem. This guide has illustrated how HEIs have responded and focused on supporting students by designing and adopting a variety of approaches to address the complexity of student plagiarism. Common themes emerge from the perspectives and case studies, and from the work of the Higher Education Academy subject centres. Firstly, there is the importance of ensuring that students with diverse backgrounds and experiences are supported in a variety of ways throughout their programme of study, so that they can develop learning and academic skills within the context of their subject. Secondly, it is evident that innovative approaches to assessment can not only encourage students to produce authentic work, but also enable students to develop a variety of valuable skills that will serve them well in the workplace and throughout their life. Finally, examples have shown how software tools can be used effectively to help prevent or detect plagiarism.



Plagiarismadvice.org, founded by the Joint Information Systems Committee (JISC) as the Plagiarism Advisory Service in 2002 against a growing background of concern regarding the authenticity of student work, promotes good practice to help address plagiarism and encourage honest and authentic work from students at all levels.

Since its inception the service has focused on a holistic approach to plagiarism, which promotes robust and transparent institutional practices, assessment tasks that are both original and also rewarding for students, and student study skills that centre on appropriate use of high quality sources of information.

Key to this approach is to commission and disseminate research from all areas of the academic community, and the service hosts a biennial international conference that attracts contributions from practitioners all around the world.

While the main focus of the service has been to develop strategies and awareness of plagiarism in the higher education sector, increasingly this is being seen as an issue that must also be addressed at further and secondary education levels, and to this end Plagiarismadvice.org was commissioned by Ofqual to develop resources for the 14–19 sector to encourage awareness of plagiarism and the development of good practices at a early age.

Plagiarismadvice.org also provides access to and support for the TurnitinUK 'plagiarism detection' software, used widely by UK universities, colleges, schools and awarding bodies to help students to create original work and offer institutions case-processing evidence for any potential instances of malpractice. Use of the software is backed by an active user group, which meets regularly to discuss implementation strategies and good practice.

The service offers general awareness training and consultancy services to the academic community.

www.plagiarismadvice.org

A perspective on electronic ‘plagiarism detection’ tools

David Walker and Margaret Adamson, Library and Learning Centre
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Ensuring academic integrity: policy and ‘plagiarism detection’

The use of electronic systems to assist with the identification of plagiarism has become the mainstay of many institutional approaches to the management of academic integrity. The University of Dundee is no different in this regard, with the monitoring of academic integrity facilitated through use of SafeAssign, software embedded within the virtual learning environment (VLE). These systems, often referred to as ‘plagiarism detection’ software, should be more appropriately referenced as ‘detectors of unoriginal material’. Reports generated highlight the originality of the content without distinguishing between instances of proper or improper citation. Valued for their fast processing of results and ability to compare submitted work with the submissions of current and past students, these tools may act as deterrents to academic dishonesty. However, they are not without their limitations. Careful interpretation of results is essential. Reports identify the percentage of sentences that are not original (often given as an overall matching score) and systems typically flag both quotations and citations. Crucially, matching scores do not equate to plagiarism: human intervention in evaluating any suspected cases of plagiarism is paramount. Further influences on matching scores may include: timing issues (depending on the system, the first submission is often regarded as the ‘original’ copy); self-plagiarism of previously submitted work; whether a large number of students are writing on the same topic; and whether bibliographies, titles and coversheets have been included as part of the submission.

Effective use of software to evaluate the originality of submitted work needs to be embedded within an overarching policy and approach to academic integrity with which all staff and students are familiar. However, the effectiveness of such institutional policies, and their associated procedures for addressing cases of plagiarism, are often weakened by their generality and disparate application across programmes and schools. Questions surround the level at which policy should originate, with academics keen for clarity from the top, particularly in relation to correct procedures and sanctions. ‘Woolly policy’ is often characterised by the absence of guidance on appropriate intervention levels, the status of submissions (e.g. draft submissions) and appropriate

penalties where cases of plagiarism have been identified. Additional factors impacting on the effectiveness of policy include: cultural issues; the teaching input students have received in respect of referencing and citation; pedagogic issues surrounding assessment design; and the submission guidance received.

The University of Dundee has gone some way towards addressing many of the issues outlined: for example, regular staff development opportunities are afforded as part of the University's Academic Professional Development Programme; information about plagiarism and use of originality software is embedded within the University's Postgraduate Certificate in Teaching in Higher Education; and a dedicated module is available to all students on the VLE offering information relating to plagiarism, citation, referencing and academic writing.

Ensuring academic integrity requires both recognition of the need to take responsibility for educating students in avoiding plagiarism and effective measures to address cases where academic dishonesty is deemed to have taken place. This can only be achieved through the clear and consistent application of policy and sanctions across institutions. While technology can greatly assist academics to promote academic integrity and discourage academic dishonesty, the role of the academic as subject-specialist remains the most important factor in achieving effective policy implementation.

Further information

University of Dundee Code of Practice on Plagiarism and Academic Dishonesty:
www.dundee.ac.uk/academic/plagiarism.htm

The Educational Development Associate Initiative: an organisation-wide approach to plagiarism prevention

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Background and context

A number of universities have organised school- or faculty-based schemes, focusing on student study skills and plagiarism prevention. This case study summarises the Educational Development Associate (EDA) Initiative undertaken over a three-year period at City University London, a multi-campus institution organised into seven schools. The University has well-established policies concerning academic practice and conduct issues, as well as various support services. However, the wider context has changed, with a number of factors creating more opportunities for academic misconduct to occur (for example, see Ashworth, Bannister and Thorne, 1997; Sunderland-Smith, 2008). We had no data to suggest an upsurge in cases at the University, but we felt a need for a more pro-active approach as we wanted all students to understand what plagiarism is and how to avoid it. Development of the initiative was also guided by literature on plagiarism prevention and assessment design. This included material on student writing (Stefani and Carroll, 2001), guidance about assessment approaches (Falchikov, 2004; Pickford and Brown, 2006), and, particularly, the holistic approach to plagiarism prevention (Carroll, 2007). Such studies, along with information about schemes used by other institutions, were valuable in guiding our work.

Brief account of the EDA Initiative

The starting point was to establish a steering group, which included membership from departments and central services across the University, as well as the Students' Union. The group confirmed the need for a longer-term initiative to be developed, with the following aims: to promote good study skills by way of positive, student learning methods; to work across the whole University; and to achieve the above by way of a series of schools-based projects. Three projects were devised, to be implemented by a network of Educational Development Associates (EDAs), existing staff who were paid a responsibility allowance for taking on this role:

Learning activity project – EDAs worked with Programme Directors to develop formative learning activities for students to work through during their first term. Activities comprised short, programme-specific exercises in which students were given the opportunity to practise study skills and learn how they can gain course credit by displaying good academic practice. Examples here include: written exercises; online activities using the University's virtual learning environment; and role plays and group activities.

Assessment review project – EDAs worked with staff to refine selected assessments. This was to encourage the use of a wider range of assessment methods to promote deeper level learning among students, and make assessments resistant to plagiarism. EDAs undertook various activities to identify assessment tasks that might be reviewed and discuss alternative approaches; for example, a shift towards group work and students taking a more active role in the assessment process.

Embedding and dissemination project – This involved providing broader support for staff to embed the two previous projects and disseminate key aspects of the initiative within and beyond the University.

Following up

Students and Programme Directors have commented positively on the initiative, particularly on the student learning approach that it encompassed, and because the views of representatives from the Student Union were sought. There were 'pockets of resistance' and some concerns over the first project. More recently, a phenomenographic project has been undertaken to explore variation in implementer experiences of the initiative – the EDA perspective.

For further information on this work, contact the author: p.baughan@city.ac.uk.

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Oxford Brookes University: developing good practice through academic conduct officers

Jude Carroll, Oxford Centre for Staff and Learning Development
Jon Appleton, Academic Registry. Oxford Brookes University

In 2001, the Good Practice Guide on plagiarism put forward a case for a holistic, pedagogically driven approach to the issue of deterring students from plagiarism (Carroll and Appleton, 2001). It is a widely cited and circulated resource available at: www.plagiarismadvice.org/resources/good-practice-guide. Here, we look at the challenges we have addressed to make the recommendations a reality in our own institution.

Between 2001 and 2005, the case numbers for students submitting work that was not their own were doubling, year on year. To address this, we wanted to improve the induction process for students, and introduce a system for handling cases that removed the burden from individual lecturers resulting in more consistent penalty decisions. The result was the Academic Conduct Officers (ACOs) system, which has been widely adopted across the UK and internationally. Initially, the system's primary focus was on disciplinary practices and we developed both a consistent procedure and a tariff that matched level of severity with penalties. Establishing shared administrative systems was important and we created templates for student letters, forms for recording cases central and annual reporting mechanisms. The challenge was to keep the systems lean enough to encourage teachers to report cases, but sufficiently robust to respond to the external bodies such as the Office of the Independent Adjudicator.

Since 2005, the emphasis shifted to building on specialist officers' experience of the issues. ACOs are active within their school on pedagogic issues and at University level through the ACO Forum. The Forum meets regularly to share ideas and develop procedures, producing an annual report to the University committee system. The reported data on cases has been crucial in advocating new ways of informing students and assessing their learning.

We have also worked to introduce students to academic regulations and to teach them the necessary skills: Turnitin is being used formatively, the PLATO resource is available for students, and general guidance on referencing systems is now customised for particular schools and used actively with students in their first year.

Evaluation of our efforts has taken many forms, as we have published in local,

UK and international journals (e.g. Davis and Carroll, 2009; Macdonald and Carroll, 2006; Carroll, 2005). We have also conducted student surveys on their reactions to Turnitin use, and worked with the University quality assurance systems to improve practice in departments. However, the issue of student plagiarism continues to need attention. While consistency in managing cases has improved since 2001, there is a need to continue to respond to the diverse needs of our students within the restrictions of resources and conflicting demands on HEIs. There are also new issues that we are addressing including dealing with commissioned essays.

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University of Northampton: embedding UNPAC

Jill Pickard, Head of Framework and Student Regulations

Rob Howe, Head of Learning Technology

Rachel Fitzgerald, Learning Technology Manager

For the past decade the University of Northampton has worked to nurture a culture of academic integrity throughout the institution. As a result of research undertaken at the University of Northampton in 2004, the need to provide a holistic strategy to address academic misconduct was identified, and a three-strand approach was developed comprising institutional, staff and student activity (Pickard, 2006).

Institutional activity

The first strategy was to provide a framework for staff and students to share a common understanding of the values and expectations of higher education. A single definition was used across all programmes, policies and documentation, and incorporating the academic integrity message into activities, such as curriculum development, student support, widening participation issues, and the administrative procedures associated with them, has raised awareness through all staff groups.

Student activity

A course was developed for independent study on the University's virtual learning environment (VLE); it is available for all students, and many courses have put an automatic link to it from their online pages.

The University of Northampton Plagiarism Avoidance Course (UNPAC) is designed to help students:

- understand the importance of assessment;
- understand the concepts of academic integrity and why they are considered to be so important;
- develop the skills to avoid academic misconduct;
- become familiar with the academic integrity policy.

UNPAC is structured as a journey from induction through to graduation; it is intended to be positive and supportive and to take approximately six weeks to complete, coinciding

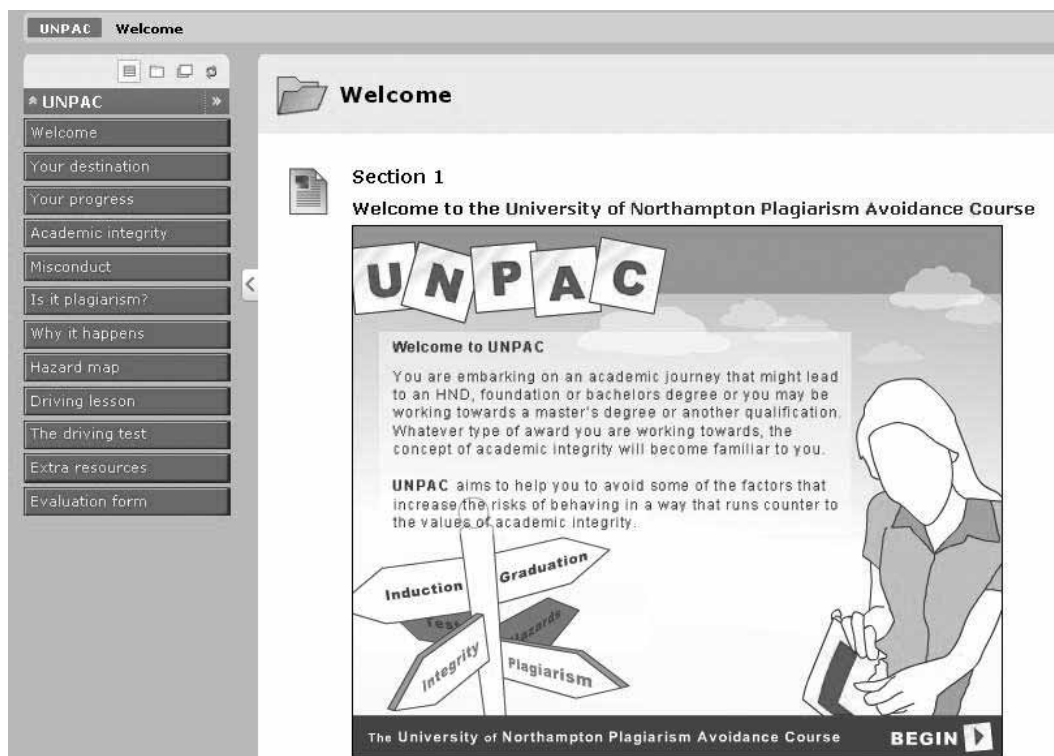


Figure 1: The University of Northampton Plagiarism Avoidance Course (UNPAC)

with submission of the student's first assignment. The theme of UNPAC is an 'academic journey' and the image of the car has helped students engage with the course. The journey begins with an exploration of assessment and the importance of authenticity, and goes on to explore hazards on the journey (dangers to the unwary, but avoidable to the prepared), which can be avoided by developing skills. Hazards include poor referencing, time management or writing skills. The course culminates with a 'driving test' where students submit some of their own academic writing to Turnitin to be assessed for originality.

UNPAC has been embedded within the University's support framework and linked to personal development planning (PDP) and student support for mature and international students. This enhances the consistency of the institutional message.

The course has had almost 1,200 registrations, and feedback to date from staff and students has been extremely positive, particularly regarding the independent guided

nature of the work. Tutors appreciate the ability to contextualise the work to their own disciplines and incorporate it into their teaching sessions. The majority of the student evaluations have been positive, as the following comments demonstrate:

I was expecting UNPAC to be just a long warning on misconduct. The use of a different approach seems a good idea.

As I have come into university after a long while out of education, it has made me realise that things are done very differently now.

UNPAC is not compulsory, but is strongly recommended to students and interestingly, students who have used it have suggested that it should be compulsory.

Staff activity

There has been extensive training in the use of UNPAC and Turnitin for staff and students by Information Services. In 2009–10, 86 staff and nearly 1,900 students have been trained at the University and partner colleges. To encourage dialogue, sessions have often included tutors in the same room as students, which encouraged discussion of the ways that the tool might be used developmentally to improve academic writing and referencing.

Despite this important activity, plagiarism still occurs and cases are dealt with by a centrally based, but school-administered strategy to provide a consistent approach to managing cases. Each school has one or two School Academic Misconduct Officers (SAMOs) who deal with cases once marking tutors have provided evidence. SAMOs also sit on an academic misconduct panel where more serious cases are dealt with.

After almost a decade of developing an institutional structure, the final step has been to re-focus the audit of cases to module level to ensure that module leaders are accountable for cases of plagiarism and reflect upon any adjustments that need to be made.

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A short film about UNPAC is available at: http://nli.northampton.ac.uk/mmb/smc/cg/blackboard/UNPACmay08/unpac_captivate.htm

UNPAC is available as a general website to guests at: <http://tinyurl.com/2uph5z5> (if a user name and password are requested, simply select 'cancel').

An intervention strategy to support a diverse body of students

Charles Juwah, Robert Gordon University

This case study describes a holistic and supportive approach to help postgraduate international students avoid plagiarism. It also reports on the changes observed in students' academic practice and understanding of academic integrity following an intervention strategy.

For some international students, the initial engagement in the UK higher education system can be challenging as they are grasping new concepts in a sometimes unfamiliar culture, and often studying with English as an additional language. Academic practices, such as academic writing, assessment and grading practices vary between different national education systems. In a diverse student group, some international students may have little or no prior experience of: academic writing and referencing; or critiquing work; or challenging received wisdom; or non-traditional assessment methods (e.g. reflective logs, group projects, portfolios).

Educational approach

At Robert Gordon University, a multiple intervention strategy was employed to support 55 international students to help them to avoid plagiarism. Pedagogy as a 'change agency' was used to raise awareness and educate students about academic integrity and plagiarism. Due to the diverse nature of the student body, a culturally responsive approach to teaching was adopted. This focused on using "cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for the students" (Gay, 2000).

The intervention involved: ensuring that students were aware of and understood the institutional policy on academic integrity and penalties for academic misconduct; acculturation; and sessions covering academic language, writing and referencing conventions (see Figure 1). Contextualised case studies on 'plagiarism detection', in-class activities and exemplar materials were used to illustrate key issues to the students (e.g. paraphrasing, quoting, poor academic practice). This approach was critical in promoting effective discussion, analysis, reflection and understanding of plagiarism through experiential learning. An exemplar grid on levels of plagiarism awareness provided students with a frame of reference and terminology for making connections about academic integrity, plagiarism and academic misconduct.

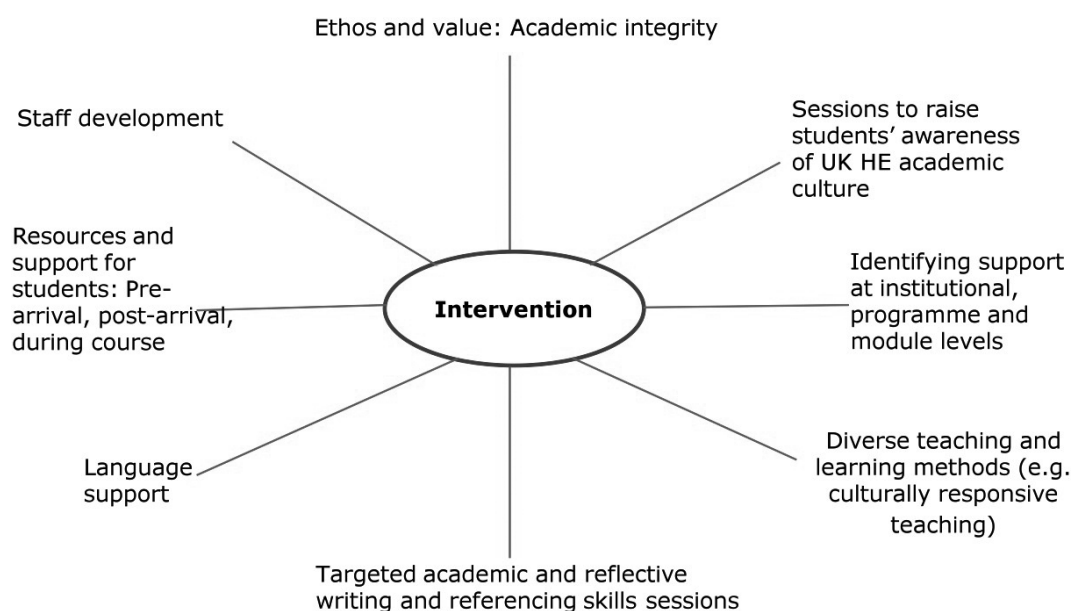


Figure 2: Intervention strategies to support a diverse body of students

Analyses of data gathered from a range of sources (questionnaires, interviews and document analysis) indicated that the provision of a range of robust, effective support structures at programme level, extended induction, acculturation, and sessions in writing conventions made a significant contribution to students' understanding of the concept of plagiarism and the development of academic writing skills.

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University of Leicester: developing an online tutorial and introducing an electronic tool for 'plagiarism detection'

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University of Leicester

In the School of Biological Sciences at the University of Leicester we have used an evidence-based approach to influence our practices and policies surrounding plagiarism and good academic practice.

Prior to the era of electronic 'detection' of plagiarism, two lecturers in the School, Chris Willmott and Tim Harrison, recognised the need to embed teaching about good academic practice at an early stage in an undergraduate's career. The interactive exercise they devised (Willmott and Harrison, 2003) sought to have students apply their understanding of good citation practice to several example passages, which ranged from direct copies to complex paraphrases. The original passage employed in the example was from a standard textbook used on the degree course, making the exercise relevant to the student's work. The exercise was used successfully with first-year undergraduate students for a number of years. In 2006, in line with the increasing use of our virtual learning environment and with a view to extending the availability of the interactive exercise beyond the first-year students, the activity was included in an online tutorial devised by Stuart Johnson at the Student Support and Development Service (www2.le.ac.uk/offices/ssds/sd/ld/resources/study/plagiarism-tutorial). This subject-specific tutorial was designed to be easily repurposed for other subject areas and is now available for 17 different subjects. The group of tutorials have amassed over 50,000 views to date. They are available for use outside the University and are currently being made available via a creative commons license for more widespread adoption (<http://developingstuff.wordpress.com/2010/04/28/making-the-plagiarism-tutorials-creative-commons/>). A survey completed by 197 students in 2009 showed that the majority strongly agreed that the tutorials were informative, easy to use and interesting.

In 2004, an audit of VLE usage carried out by Jo Badge in the School of Biological Sciences (Badge, 2005) led to the investigation of Turnitin as a potential electronic detection system to be used within the School. A successful pilot study resulted in the widespread adoption of Turnitin for all coursework in the School (Badge, Cann and Scott, 2007) and ultimately the service was rolled out at an institutional level. The

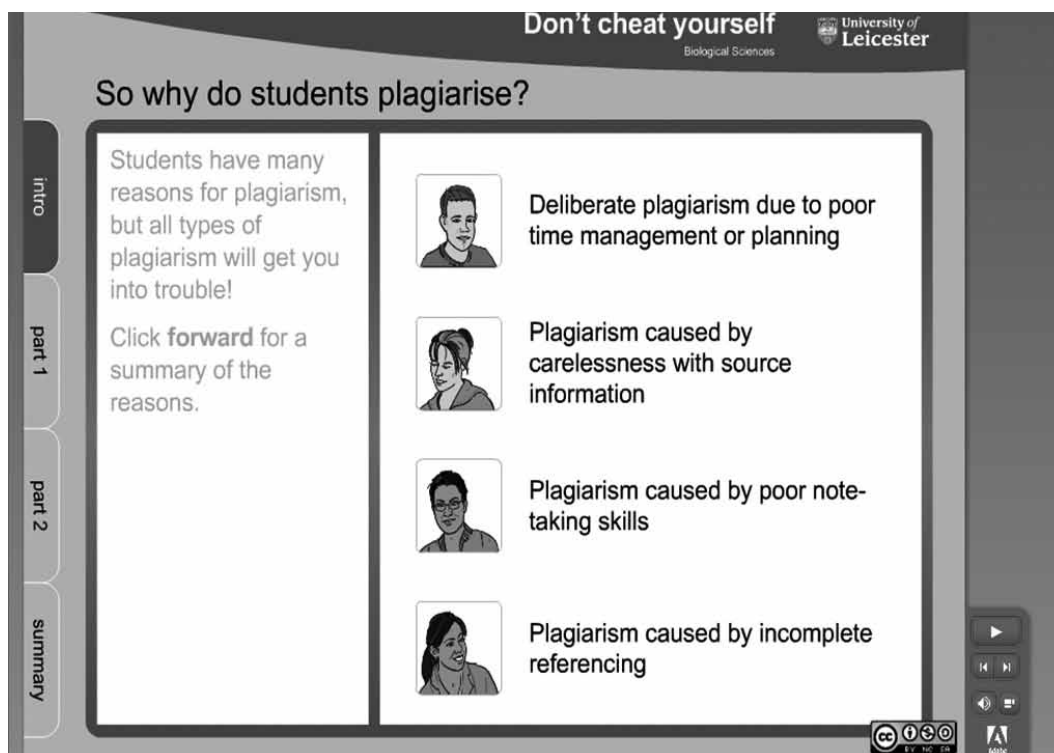


Figure 3: Avoiding plagiarism tutorial

impact of 'electronic detection' has been far reaching. It has provided an objective measure, applied across all coursework, which can be scrutinised at the School level. It led, initially to a rise in cases of plagiarism, which in turn led us to revise our policies and practices for dealing with suspected cases. We now use a tiered system of automatic penalties, which includes the acknowledgement of poor practice for first offences, and deals particularly lightly with first-year, first-semester cases. Good record keeping has been essential to our approach, since the severity of the plagiarism is assessed against previous history of incidences.

More recently, we have looked at research on the effectiveness of electronic detection systems (Badge and Scott, 2009), which will become an important area of evidence-based research that can influence our future practice and policies.

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University of Greenwich: linking History assessment and work placements to encourage original authentic work

June Balshaw, History, Department of Social, Political and Cultural Studies

In 2007–08 subject centres were asked to address ‘employer engagement’; this has placed the sometimes ‘thorny’ issue of employability, particularly in the non-vocational subjects, high on many institutions’ agendas in recent years. Specifically, we started to think about how we could enhance the employability prospects of our History students – how should we approach the task?

The answer, at the University of Greenwich, meant that we moved over the last three years from a rather laissez-faire approach to one that requires all History undergraduates to engage in a range of activities relating to employability. We wanted them to understand the importance of acquiring additional skills and experience beyond the attainment of a degree. Currently, all final-year students have the opportunity to undertake a 30-credit work placement as one of their courses. The placement option was developed with stakeholders to ensure that the experience is equally beneficial for students and the placement provider.

We wondered what the best way to monitor and assess placements might be. The Quality Assurance Agency revised benchmarks for History acknowledge: “the growing number and importance of learning activities such as fieldwork, community based projects, work placements and so on” (QAA, 2007), with our students undertaking different types of placements – in local and national archives, museums, primary and secondary schools, and the heritage sector. We needed an assessment strategy that was viable across the board, as well as fulfilling the level 6 subject-specific and generic skills as described in the QAA History benchmarking document (2007).

We also needed to ensure that History students undertake research as part of their placement, and so, created three assessment methods: the reflective log, the project and the placement report. A minimum of 150 hours is spent on the placement itself. Students are allocated a placement supervisor with whom they have one-to-one tutorial meetings throughout the duration of the placement. Tutors may also visit students on placement as appropriate. Students are also required to attend several group work placement meetings and to deliver a short presentation about their individual placements to their peers.

The reflective log (30%)

Students write a reflective log for the duration of the placement to keep a detailed account of the roles and responsibilities they undertake. It contextualises the practical experience of work by enabling students to reflect on their experience as well as the 'politics' of the workplace. This type of assessment maximises opportunities for authentication and minimises the opportunity to plagiarise, as students submit their log at regular intervals and discuss their experiences in tutorials. Because the focus is on their experience it requires them to write critically in a way that is quite different from generic accounts that lend themselves easily to copying.

The project (60%)

The project can take many forms. Students might research for, and produce a resource based on local archival materials to be used in a variety of educational settings. They may undertake a local history study or create an exhibition. Some may generate research to inform an academic paper for publication, or conduct a cataloguing exercise for an archive. Because students carry out primary archival research – much of which has not been used in this context before, the opportunities for original work are maximised. More importantly perhaps, the desire to plagiarise is diminished as the sense of 'ownership' in creating an authentic piece of work, which others will benefit from and which reaches a wider audience. This is not the case with most undergraduate essays, which have an average readership of two.

The placement report (10%)

The placement host is asked to complete a formal report, which covers practical and academic considerations, including comments on: working effectively with others; working as a self-directed reflective learner; ability to communicate ideas effectively, verbally and in writing; research and analytical skills; managing information; and good time management skills. Tutors regularly contact hosts and receive ongoing feedback. They can, therefore, verify that a report is an accurate reflection of the student's performance on the placement.

Feedback from placement providers and students has been very positive. In a nutshell, assessments linked to work placements can minimise opportunities for plagiarism while encouraging original authentic work.

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Supported practice and feedback: uncovering students' understanding of plagiarism through using varied activities

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University of Huddersfield

In this case study, we present an approach to plagiarism education that we use with first-year Accountancy students. We underpin the approach with two important assumptions: new students arrive with a range of understandings of plagiarism and students have different preferred learning styles or learning preferences.

To begin, we want to know about our new students' writing practices. So, during induction they complete a short essay on a module-related topic. We keep the process simple by distributing an essay title and three relevant articles along with instructions outlining some common writing requirements, including how to cite sources. However, at this point we avoid mentioning plagiarism.

The students submit their completed essays using Turnitin, giving them practise at submitting assignments electronically and allowing us to assess the essays quickly. During the following week we provide essay feedback using written feedback in the following ways: tutor to individual student including the Turnitin report; individual exemplars with detailed comments available to the group via the University's virtual learning environment; and a general group report available to the student group also via the VLE. The tutor also provides optional oral feedback to the individual with an audience or in private.

While the way in which we provide written feedback is not novel, we thought carefully about providing oral feedback in an open group, particularly since we discuss examples of unintentional plagiarism. However, the approach is popular both among those choosing to receive feedback in this way and those choosing just to listen to the feedback of their peers. In the sessions, we demonstrate that many students do not have the same understanding of plagiarism as is formally understood at an institutional level, and that it is easy to unintentionally plagiarise.

We follow up the early opportunity to practise and receive feedback by providing three plagiarism-related activities: an interactive lecture and two online quizzes. Since

many of the students have been alerted to the need to alter their understanding of plagiarism following the previous activities, engagement is improved.

The advantages of our approach are supported by student responses to a survey following four weeks at university. In one question, 111 students answered 'Yes' to the question, 'Has your understanding of plagiarism changed since starting University?' (only eight students answered 'No'). This supports our original assumption that many students need to change their 'entry-level' understanding of plagiarism.

In other survey questions, students were asked to select which activity added most and which added least to their understanding of plagiarism. The responses indicated that the whole range of activities had contributed to the understanding of plagiarism held by the group, with activities being rated as adding most ranging from 9 to 49. Furthermore, the activity which was rated as least useful most often was chosen by only 33 students; fewer than a quarter of the whole group. This seems to support the decision to use varied activities to meet the needs of students with differing learning preferences.

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What about student referencing?

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University of Bradford

Between 2008 and 2010, Colin Neville (University of Bradford), on behalf of the LearnHigher Centre of Excellence in Teaching and Learning (CETL), conducted a survey on students' perceptions of referencing. This work was in two stages.

Stage 1: Student perceptions of referencing (2008-09)

The aim of this study was: to identify how students perceive the roles of referencing in academic writing; to identify the main referencing problems for students; and to consider the implications of the findings for higher education institutions. A total of 278 mainly UK home students across 14 institutions of higher education were involved, and the study identified that many find referencing a time-consuming and difficult experience.

Survey findings indicated that students were unclear about when they should reference and what referencing detail was required. However, students' practical difficulties were compounded by the range of referencing styles they encountered. They described inconsistent advice and feedback from tutors, and many lacked clarity as to when and how they could integrate their own experiences into assignments. For many students, difficulties in referencing were linked to a fear of being accused of plagiarism, and they saw referencing as a form of defence against such possible accusations. A number of students described writing as akin to editing, rather than authorship.

One challenge for institutions is how to encourage students to select and manage evidence and to use referencing as a tool to develop their own identities in assignments. Another is to consider the wide range of referencing styles that students encounter across UK higher education. As a researcher, I was left wondering: might a smaller number of adopted referencing styles encourage more consistent advice from tutors and learner support practitioners?

Stage 2: International students, writing and referencing (2009-10)

The aim of this follow-on study was to identify the perceptions and experiences of international students about referencing in their assignments. The experiences and perceptions of 354 students, currently studying at 17 institutions of higher education, were gathered. Of this total number, 255 (72%) were international students.

A quarter (25%) of the international students had not encountered any major difficulties. This was due in large part to the similarity in referencing experiences between what was expected of them in their home countries and in the UK. The majority of students, however, had not been expected to reference sources in their home countries in the same way as in Britain. This group found that their knowledge of what constituted plagiarism, as defined in UK terms, was also based on different learning experiences.

The main difficulties faced by students was in relation to coping with unfamiliar modes of academic writing, understanding the complexity of the referencing styles they had encountered, integrating their own views into assignments, and avoiding plagiarism. The referencing difficulties of all students, home and international, cannot easily be separated from other writing difficulties experienced by them, including paraphrasing, summarising, and developing a sense of authorship of their work.

The survey report also considers what institutions can do to prepare international students for the radical educational transition they often have to make, and recommends that more could be done in the students' home countries, in the form of foundation or introductions to higher education programmes.

Further information

Reports on this work are available from: www.learnhigher.ac.uk under 'Resources for Staff'. For further information, please contact the author: c.neville@bradford.ac.uk

StudyWell: encouraging positive study skills by students and staff

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Introduction


StudyWell is a website developed by a group of staff at City University London to integrate existing resources on plagiarism prevention and good study into a single place, and supplement these with additional information and activities for students and staff. This case study describes the development of the resource and explains its purpose as an integrated plagiarism prevention tool.

What StudyWell tries to achieve

The original impetus for creating the website was that across the University there were various sources of information related to plagiarism issues. These included assessment and academic conduct regulations, guidance about good academic conduct, and information and support provided by, for example, the Library and the Students' Union. The website includes links to the range of sources, incorporates new, participative activities, and seeks to provide a more positive approach to encourage academic honesty.

How StudyWell was created

The development of the website was informed by relevant literature and other sources (e.g. Carroll, 2007; Sunderland-Smith, 2008). In addition, we were guided by the work of Blum (2009), who argues that academic misconduct may occur as a result of the existence of different cultures within higher education – a staff culture that regards plagiarism as a serious academic offence, set against student cultures based on the need to achieve qualifications. Blum points to the need for greater alignment between staff and student expectations, and this was taken into account in creating the resource. We also looked at existing websites that include such issues, such as the academic integrity website at Curtin University of Technology (<http://academicintegrity.curtin.edu.au/home>). Finally, we were guided by local needs, so that the website was relevant to our institution in London.


**CITY UNIVERSITY
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- Definitions
- Key Terms**
- Plagiarism in the Wider World
- Student Stories of Academic Misconduct

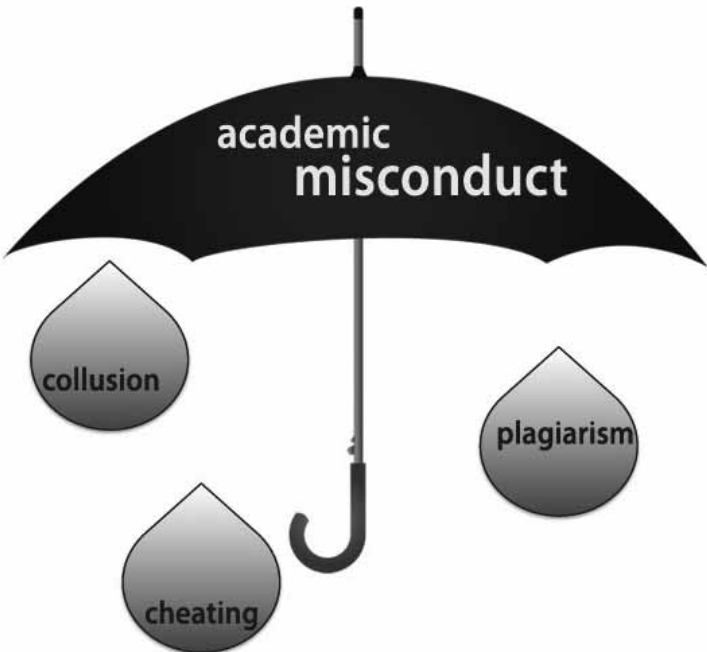
[Home](#) > [StudyWell](#) > [Understanding Academic Misconduct](#) > [Key Terms](#)

Key Terms

Academic misconduct is an umbrella term used to describe a wide range of inappropriate activity within an academic context.

Some people get confused between plagiarism on the one hand, and academic misconduct on the other. The difference is that academic misconduct is a broader-based term: it refers to any form of an abuse of academic conventions or regulations by an individual or group, with the intention of gaining advantage over others. Academic misconduct might occur through plagiarism, collusion, cheating, intentional disruption, or through other means.

To help you understand what types of activities fall under the broad umbrella of academic misconduct, the most common of these activities are defined and described on this page.



The diagram features a large black umbrella with the text "academic misconduct" written on its canopy. Below the umbrella, three teardrop-shaped bubbles are arranged, each containing one of the following terms: "collusion" (top left), "cheating" (bottom center), and "plagiarism" (top right). This visual metaphor illustrates that these specific activities are encompassed within the broader category of academic misconduct.

Figure 4: A web page from the StudyWell website

To make the resource appealing and dynamic, StudyWell includes activities, quizzes, videos and a number of fictional characters to help convey key messages (e.g. as student case studies). The website was designed to incorporate a variety of perspectives and 'voices' on plagiarism prevention – including the Students' Union.

StudyWell is structured into three main sections: understanding academic misconduct; preventing academic misconduct; and dealing with academic misconduct. It was envisaged that these areas would have clear relevance for anticipated users.

Future development

We plan to continue to develop StudyWell in response to user feedback. The Frequently Asked Questions section will be extended based on user enquiries. In addition, staff resources are to be enhanced by providing example learning activities and assessment redesigns, which were created as part of the University's Educational Development Associate Initiative. The resource is being used by students, and particularly by the Students' Union, but as with many initiatives, there is more profile-raising work to be done.

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StudyWell website: www.city.ac.uk/studywell

Using a group-based activity to facilitate student understanding of good academic practice

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This case study describes a classroom activity designed to assist students with identifying and checking understandings of both plagiarism and good academic practice. The aim was to move beyond simply disseminating information to active learning and discussion of the use of source materials in academic writing.

Students are studying Masters level business and social sciences subjects, and the majority are international students. Essay writing is a key means of assessment in these subject areas, so the activity focused on using textual sources appropriately and effectively. Information on good academic practice and avoiding plagiarism is widely distributed, yet students can remain uncertain and anxious as to the effective use of source materials in their written work.

The core activity was carried out in the following steps:

1. Students read an extract from a relevant source, such as a journal article from their discipline.
2. Students are given a number of short examples of writing, each of which used this source.
3. Students work in small groups to discuss whether the examples demonstrate good academic practice and/or plagiarise the original source. Students focus on why the examples are appropriate or not.
4. A whole class discussion then follows. Students are invited to share views on the ways in which sources were used in the examples and to clarify any questions that arise during the small group work.
5. Finally, a handout outlining the strengths and weaknesses of the examples and with details of where to get further information is distributed.

Small group discussions provide an opportunity for students to raise concerns or questions in an informal and secure environment, while the whole class discussion allows for clarification on issues, such as use of quotation marks, paraphrase and summary, and citation. Students are able to explore the assumptions behind guidance on referencing and to discuss the reasons why these academic conventions exist. The inclusion of examples demonstrating effective use of sources models how they might develop their academic writing skills.

Student feedback identified that examples of both appropriate and inappropriate use of sources 'in practice' are particularly useful. Students also welcomed the opportunity to ask detailed questions about the use of sources. The activity can be used as a 'one-off', but is most usefully combined with follow-up activities that give students the chance to practise using sources in a formative writing exercise.

‘Understanding the cause of things’: an online tutorial to improve students’ essay writing skills

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Educational context

This case study describes an online tutorial about essay writing skills that has been developed for undergraduate students at The London School of Economics and Political Science (LSE). The tutorial provides guidance about academic writing presented alongside information skills materials, such as finding readings in the library, and citing and referencing. The tutorial is available as an integral part of a core course called ‘LSE100 The LSE Course: Understanding the causes of things’, which has been piloted in 2009-10. This course aims to give students a grounding in what it means to study social science and to develop critical thinking. In addition, the course learning outcomes relate to students finding, accessing and evaluating information relevant to their studies.

Key approaches

The University’s virtual learning environment provides additional resources and support for students who attend face-to-face lectures and classes each week. An online tutorial in the VLE supplements the study skills training and reinforces learning that is embedded into classes and lectures.

Before students have to write an essay towards the end of the first term, they can follow an example essay being created: ‘There are too many people on the planet. Discuss’. The tutorial combines information skills and study skills, to provide support for the process of writing an essay. It includes material on the following topics: planning and structuring an essay, writing introductions and conclusions, searching for additional readings, evaluating information on the internet, managing readings, citing according to accepted conventions, and tips for avoiding plagiarism. The tutorial starts with a quiz to highlight to students where there might be gaps in their knowledge. Based on their responses they receive feedback on which parts of the tutorial might be useful. For example, one question asks students to identify scholarly resources that might be suitable for their essays from the internet, from a list of different sources. If students get more than two of the answers wrong it is suggested they read the section of the tutorial about quality and the internet.

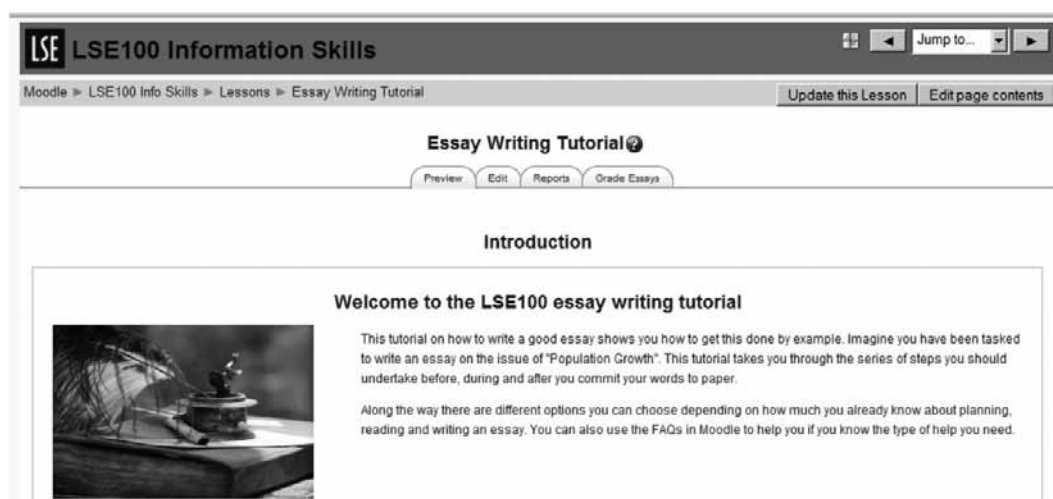


Figure 5: The LSE100 essay writing tutorial

The interactive tutorial allows students to work through the material at their own pace, giving them flexibility to choose their own route through, depending on where they need most help. The tutorial content is also customised to include subject-specific resources and examples that are relevant to the course.

Evaluation and feedback from students

The course team and colleagues from other departments are currently collecting feedback from staff and students as part of the pilot's evaluation strategy. The course will be rolled out to all undergraduates from January 2011 (approximately 1,350 students). A series of focus groups have been conducted with students to gather their opinions about various aspects of the course, including the use of new technologies and the online tutorial. In addition, usage statistics are being analysed to gather feedback about which parts of the tutorial are used most heavily. In light of this feedback, the tutorial will be revised in time for January 2011 when the course is launched to all first-year undergraduates.

Further information

LSE100: www.lse.ac.uk/LSE100

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The Aberdeen route to avoiding plagiarism

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Educational context

Before 2009–10, the provision of academic skills induction sessions for MSc students in the College of Physical Sciences was variable, as each programme operated separately. Most programmes include a Library workshop on 'Finding Reliable Information for Assignments and Dissertations'. With the growing focus on plagiarism, an increasing number of programme co-ordinators requested a team-taught Student Learning Service and Library workshop on 'Avoiding Plagiarism'. It was evident that a notable proportion of students, being uncertain about the required conventions of academic writing and referencing, were unable to gain maximum benefit from the 'Avoiding Plagiarism' session. Consequently, some students unwittingly found themselves at risk of committing plagiarism.

Our approach

In 2009–10, in a consolidated endeavour to improve students' understanding of how to present written work in an acceptable format, and therefore reduce their risk of committing unintentional plagiarism, the College piloted a suite of induction workshops, which was embedded within all Masters programmes. An additional workshop on 'Academic Writing' was introduced to form a bridge between the other two sessions, all of which, with a few exceptions, the students attended in the weeks preceding their first assignment.

The Academic Writing workshop addressed 'What is a piece of academic writing?' 'What is an argument?' 'What does the reader look for?' and 'Incorporating the evidence', with students required to evaluate strong and weak arguments. Working together across three sessions gave students and staff the opportunity to establish a good rapport, which promoted continuity and meaningful exchange. Moreover, this workshop made the subsequent Avoiding Plagiarism session more informed and productive than in previous years, students often coming prepared with relevant questions that had not been raised before.

The Avoiding Plagiarism workshop began with students having to explain their understanding of the term 'plagiarism'. Then, having read through the University's current definition, we covered techniques for avoiding plagiarism and explored different referencing formats and bibliographies with students working through exercises to identify correct and incorrect referencing.

Figure 6: University of Aberdeen's guidance on plagiarism



Student and staff feedback

Student feedback indicated a positive response to the workshops. They appreciated having the time to compare and contrast previous experiences of information searching, writing and referencing with the expectations for current programmes of study. For some, particularly international students, there were significant differences; for others the methods and expectations were familiar, but they generally welcomed the affirmation or reinforcement of their knowledge and skills.

Feedback from academic staff was crucial to evaluation of the pilot. Course co-ordinators were asked subsequently to evaluate standards of academic writing and referencing in student assignments and note whether cases of suspected plagiarism had decreased from the previous year. All judged the sessions worthwhile, some commenting favourably on the increased understanding and application of the conventions of academic writing.

We have not achieved Utopia; there were still some cases of suspected plagiarism. Senior staff responsible for conducting disciplinary hearings have noted that, as a result of the workshops, there is a significant reduction in the number of students who argue that they did not understand the concept of plagiarism! After a meeting between the programme co-ordinators, Library and Student Learning Service staff, the College elected to continue these induction workshops in 2010–11. Additionally, as a result of the findings of this study, the Graduate School of the College of Life Sciences and Medicine is also to introduce the Academic Writing workshop into its Masters induction course.

References and further information

University of Aberdeen's plagiarism website is available at: www.abdn.ac.uk/sls/plagiarism
Guidance on improving writing: www.abdn.ac.uk/sls/academicwriting/plagiarism.shtml

Appendix I: Generic resources relating to assessment design and minimising plagiarism possibilities

Title of resource	Produced by	Description of resource
I, 2, 3 leaflets	Assessment Standards Knowledge exchange (ASKe) Centre for Excellence (CETL)	Practical leaflets for lecturers on assessment and feedback including <i>Reduce the risk of plagiarism in just 30 minutes</i> and <i>Using Turnitin to provide powerful formative feedback</i> . www.brookes.ac.uk/aske/resources.html
<i>Assessing Learning in Australian Universities: Ideas, strategies and resources for quality in student assessment</i>	Centre for the Study of Higher Education for the Australian Universities Teaching Committee (2002)	A resource with a section of 'Minimising plagiarism', providing key educational considerations and a range of strategies to address student plagiarism. Issues linked to group assessment and assessing large classes are considered. www.cshe.unimelb.edu.au/assessinglearning
<i>Developing assessment strategies which encourage original student work: an online guide</i>	Plagiarismadvice.org (2009)	This briefing lists seven strategies and provides good practice examples relating to teaching, learning and assessment that can help to reduce opportunities for plagiarism. www.plagiarismadvice.org/documents/briefingpaper

Appendix 2:

Disciplinary perspectives: designing assessment to minimise plagiarism

Title of resource	Produced by	Description of resource
<i>Assessing group work: Advice and examples</i> (Paul Chin and Tina Overton)	The Higher Education Academy UK Physical Sciences Centre (2005)	Succinct advice for lecturers in the physical sciences on using group work. It summarises the benefits and how it can be employed in various assessments (e.g. group presentations, group projects). Examples of marking schemes are included. www.heacademy.ac.uk/assets/ps/documents/primers/primers/ps0083_assessing_group_work_mar_2005_1.pdf
<i>Assessment and Modes of Assessment</i>	The Higher Education Academy English Subject Centre	Web pages for lecturers in English studies highlighting good practice issues. Different kinds of assessment, such as portfolios or student presentations, are covered. www.english.heacademy.ac.uk/explore/resources/
<i>Assessment for Learning</i> (Karen Clegg)	The Higher Education Academy UK Centre for Legal Education	A resource for law educators to help them design assessment for learning, focusing on self- and peer assessment. www.ukcle.ac.uk/resources/assessment-and-feedback/section3/
<i>Assessment: Resources, references and tools for assessment in the biosciences</i>	The Higher Education Academy UK Centre for Bioscience (2009)	A briefing covering key aspects of assessment, including sections on group work and question and assessment design, with practical suggestions on setting tasks that enable students to develop authentic assignments. Although primarily written for lecturers in the biosciences it provides advice and further resources that are valuable to those working in other subject areas. www.bioscience.heacademy.ac.uk/ftp/resources/briefing/assessbrief.pdf

Title of resource	Produced by	Description of resource
<i>Designing assessment to improve Physical Sciences learning</i> (Phil Race)	The Higher Education Academy UK Physical Sciences Centre (2009)	<p>A comprehensive booklet for lecturers or tutors in the physical sciences including areas such as assessment design, concerns and limitations of various types of assessment (e.g. unseen exams), and advantages and disadvantages of using a range of assessments (e.g. annotated bibliographies, practical work, portfolios) and using formative feedback.</p> <p>www.heacademy.ac.uk/assets/ps/documents/practice_guides/practice_guides/ps0069_designing_assessment_to_improve_physical_sciences_learning_march_2009.pdf</p>
<i>Engaging Sport Students in Assessment and Formative Feedback</i> (Linda Allin and Lesley Fishwick)	The Higher Education Academy Hospitality, Leisure, Sport and Tourism Network (2009)	<p>This subject-specific guide provides case studies that draw from the area of sport sciences, illustrating how innovative forms of assessment can be used.</p> <p>www.heacademy.ac.uk/assets/hlst/documents/resources/ssg_allin_assessment_feedback.pdf</p>
<i>Engineering Subject Centre Guide: Introduction to Learning and Teaching</i> (Jane Pritchard)	The Higher Education Academy Engineering Subject Centre (2008)	<p>One of a series of booklets for Engineering lecturers focusing on different areas of teaching and learning, which covers designing learning, assessment and feedback and large group teaching and includes associated examples from the literature.</p> <p>www.engsc.ac.uk/teaching-guides/index.asp</p>
<i>Introducing New Types of Assessment within the Discipline of History</i> (John Bulaitis)	The Higher Education Academy Subject Centre for History, Classics and Archaeology (2009)	<p>A case study that involved looking at introducing and evaluating new forms of assessment (e.g. articles for particular audiences) for a History module at the University of Essex.</p> <p>www2.warwick.ac.uk/fac/cross_fac/heahistory/resources/br_bulaitis_assessment_20090429.pdf</p>
<i>Is plagiarism a problem?</i> (Julian Webb)	The Higher Education Academy UK Centre for Legal Education	<p>Part of Portfolio-based Learning and Assessment, this teaching resource looks at how portfolios can be used in ways that can help to minimise opportunities for student plagiarism.</p> <p>www.ukcle.ac.uk/resources/personal-development-planning/portfolios/nine</p>

Title of resource	Produced by	Description of resource
Psychology Teaching: <i>Managing Academic Dishonesty</i> (George Dunbar)	The Higher Education Academy Psychology Network (2009)	A detailed guide for Psychology lecturers to help them consider the issues around academic dishonesty, providing practical approaches and techniques to manage these issues through assessment design and the supervision of students' project work. www.psychology.heacademy.ac.uk/s.php?p=70&menu=publications
Plagiarism	The Higher Education Academy English Subject Centre	A web page for lecturers in English studies emphasising the importance of assessment design to address the issue of student plagiarism. www.english.heacademy.ac.uk/explore/resources
<i>Plagiarism: a guide for law lecturers</i> (Alison Bone)	The Higher Education Academy UK Centre for Legal Education (2005)	A short online guide providing an overview of the issues and the importance of assessment practices in preventing plagiarism. <i>All my own work? Plagiarism and how to avoid it</i> is a student guide with activities to complement this resource. www.ukcle.ac.uk/resources/assessment-and-feedback/plagiarism www.ukcle.ac.uk/resources/assessment-and-feedback/plagiarism/guide
Plagiarism: Deterrence, Detection and Prevention (Jeremy Williams)	The Higher Education Academy Economics Network (2005)	Part of the <i>The Handbook for Economics Lecturers</i> , this resource includes useful top tips in the area, and a section on authentic assessment with an example task from Economics. www.economicsnetwork.ac.uk/handbook
<i>Plagiarism: Improving Student Learning in the Built Environment</i> (Terence Russell)	The Higher Education Academy Centre for Education in the Built Environment	This case study describes how guidance on using information sources and academic writing was developed for students of Architecture for their dissertation work. www.cebe.heacademy.ac.uk/learning/casestudies/list.php

Title of resource	Produced by	Description of resource
<i>Plagiarism in Philosophy: Prevention Better than Cure</i> (George MacDonald Ross)	Higher Education Academy Subject Centre for Philosophical and Religious Studies (2003)	An article that includes principles on devising assessments tasks and 'promoting philosophical literacy'. http://prs.heacademy.ac.uk/projects/plagiarism/index.html
<i>Plagiarism in Statistics Assessment (PiSA)</i> (Penny Bidgood, Neville Hunt, Brad Payne and Vanessa Simonite)	The Higher Education Academy Maths, Stats & OR Network and the Royal Statistical Society Centre for Statistical Education (2007)	A report on the PiSA project, which identified assessment strategies used by lecturers to help to minimise the possibilities of student plagiarism. The report considers good practice by describing these strategies with examples from lecturers (e.g. having students collect their own data, using alternative assignment formats). www.coventry.ac.uk/ec/~nhunt/pisa.pdf
<i>Plagiarism Prevention and Detection</i> (contributors: Georgina Cosma, Mike Joy, Daniel White and Jane Yau)	The Higher Education Subject Centre for Information and Computer Sciences (2007)	A series of web pages providing guidance on plagiarism detection, including possible indicators for student plagiarism and a look at tools to help identify source code plagiarism. This resource also covers the different kinds of 'cheat sites', 'contract cheating' and ideas on the prevention of this form of misconduct. www.ics.heacademy.ac.uk/resources/assessment/plagiarism/prevent_plagiarism.html
<i>Plagiarism: Prevention, detection and punishment</i> (Ranald Macdonald)	The Higher Education Academy UK Physical Sciences Centre (2005)	A short briefing giving an overview of the key issues (e.g. how plagiarism can be deterred, the use of electronic detection). www.heacademy.ac.uk/assets/ps/documents/briefing_papers/ps0005_plagiarism_feb_2005.pdf
<i>Plagiarism and academic integrity</i>	The Higher Education Academy Medicine, Dentistry and Veterinary Medicine Subject Centre (MEDEV)	A web page outlining the key issues around defining plagiarism and its prevention. www.medev.ac.uk/resources/staffeddev/plagiarism/

Title of resource	Produced by	Description of resource
<i>Plagiarism, 'controlled conditions' and the assessment of social work skills in 'real time'</i> (Yasmin Farooq, Kathy Boxall, Nora McClelland and Joe Smeeton)	The Higher Education Academy Social Policy and Social Work (SWAP) Subject Centre (2008)	A case study illustrating how a realistic task can be designed to ensure students' own work is assessed, in which a scenario is used in a classroom exercise to help students develop the skills they would need as social workers. www.swap.ac.uk/resources/publs/casestudies/yfarooq.html
<i>Preventing and Designing out Plagiarism</i>	The Higher Education Academy UK Centre for Bioscience and the ASKe CETL (2008)	A short guide for lecturers in the biosciences, which includes suggestions about how you might prevent opportunities for plagiarism in laboratory and field work and summarises the issue of 'ghost writing'. www.bioscience.heacademy.ac.uk/ftp/resources/shortguides/plagiarism.pdf
Quick Guide for Materials Lecturers: <i>Plagiarism and Collusion</i> (Diane Taktak)	The Higher Education Academy UK Centre for Materials Education (2008)	This two-page guide gives a brief overview of the issues relating to plagiarism and collusion. www.materials.ac.uk/pub/quick-guides.asp
<i>Reaching a Consensus: Plagiarism in Non-Text Based Media</i>	Margo Blythman, Susan Orr and Joan Mullin (2007)	A case study highlighting issues around plagiarism in art and design education with suggested activities that can be used by tutors to facilitate student discussion. www.plagiarismadvice.org/resources/case-studies
<i>Teaching, some very short introductions</i> (David Mills and Denise Carter)	The Higher Education Academy Subject Network for Sociology, Anthropology, Politics (C-SAP)	Short guides as web pages for lecturers in the social sciences covering authentic assessment and different types of assessment (e.g. group assessment and projects); plagiarism; and student writing and academic literacy. www.c-sap.bham.ac.uk/thematic-areas
Transforming Learning: Building an Information Scaffold	Article by Tara Brabazon in <i>Networks</i> (Issue04), the magazine of the Higher Education Academy Art, Design and Media Subject Centre (ADM-HEA) (2008)	In the context of art and design education, this article provides approaches and examples illustrating how assessment can be devised so that students can learn to find and evaluate information sources, document and provide a rationale for their research for an essay, and develop an annotated bibliography, for example. www.adm.heacademy.ac.uk/resources/publications/networks-magazine

Please note: All the above resources were last accessed in August 2010. Dates for resources are given where provided.

Appendix 3: Resources to support the development of students' skills for good academic practice

Title of resource	Produced by	Description of resource
<p><i>Academic Honesty, Plagiarism and Cheating: A self-instruction unit for level 1 students</i></p> <p><i>Academic Honesty, Plagiarism and Cheating: A self-instruction unit for level 3 students</i></p> <p><i>Academic Honesty, Plagiarism and Cheating: A self-instruction unit for postgraduate students</i></p>	Jenny Moon, The Centre for Excellence in Media Practice, Bournemouth University	<p>A sequential series designed to help students understand academic honesty, plagiarism and collusion, and to acquire skills for good academic practice. The material provides exercises and detailed coverage of presenting others' ideas and referencing. The material for postgraduate students also includes tutor notes for those who may be teaching undergraduates, such as possible common indicators of plagiarism in students' work.</p> <p>www.cemp.ac.uk/people/jennymoon.php</p>
Avoiding plagiarism	University of Leicester, Student Learning Centre (2008)	<p>Online tutorials tailored for a range of different subject areas, which take around 30 minutes to complete, and are designed so that students can learn about what plagiarism is, the possible reasons for the issue, and how they can avoid it. Interactive exercises are used to illustrate the issues and a four-step process for studying is suggested involving planning, making records of sources, taking notes and using appropriate referencing.</p> <p>www2.le.ac.uk/offices/ssds/sd/ld/resources/study/plagiarism-tutorial</p>
<i>Avoiding plagiarism and Acknowledging your sources</i>	University of Aberdeen	<p>Web pages offering advice for students on plagiarism and guidance on acknowledging sources with associated quizzes.</p> <p>www.abdn.ac.uk/sls/plagiarism www.abdn.ac.uk/sls/academicwriting/plagiarism.shtml</p>
BISSTO (Bolton Interactive Study Skills Tutorial Online)	University of Bolton (2005)	<p>An online tutorial covering a range of topics, such as finding and using information, plagiarism, and note-taking and writing skills.</p> <p>http://data.bolton.ac.uk/bisstto//index.htm</p>

Title of resource	Produced by	Description of resource
Graduate Skills: Academic Honesty, Plagiarism and Cheating; Avoiding Plagiarism (Units 1–7)	Canterbury Christchurch University (2007)	<p>These learning objects are provided along with a range of others relating to study skills. Topics are designed for basic, intermediate and advanced levels of study and units include quizzes and the facility to rate resources.</p> <p>www.canterbury.ac.uk/graduate-skills</p>
Internet Detective	JISC: Intute and LearnHigher (2006–09)	<p>An online tutorial for students preparing for or entering university that can be used as a flexible resource (e.g. self-directed learning or as part of teaching workshop). It was designed to help students develop their internet research skills enabling them to critically assess sources and be aware of the issue of plagiarism. Notes for tutors are provided outlining how the resource might be used with students, for example.</p> <p>www.vts.intute.ac.uk/detective</p>
K-Roy	University of York (2009)	<p>This website on academic integrity has an associated short booklet covering what is meant by good academic practice, tips on avoiding collusion, advice on making notes and examples of different ways of referencing.</p> <p>www.york.ac.uk/k-roy/index.htm</p>
<i>Plagiarism Tutorial</i>	Skills@Library, University of Leeds (2010)	<p>A tutorial to help students understand plagiarism, covering academic writing skills, such as paraphrasing and referencing. It provides an audio commentary throughout and a range of activities.</p> <p>http://skills.library.leeds.ac.uk/tutorials/plagiarism_tutorial</p>
PLATO (PLAgiarism Teaching Online)	University of Derby	<p>This interactive online resource is designed to enable students to develop an awareness and understanding of plagiarism and acceptable practice for academic writing, covering evaluating internet sources and referencing skills.</p> <p>www.derby.ac.uk/plato</p>

Title of resource	Produced by	Description of resource
Preventing Plagiarism	LearnHigher	<p>This course provides an introductory video, students' views and experiences of plagiarism with associated 'take home' messages, interactive resources on referencing from different kinds of sources (e.g. journals or quoting from a website) and two final quizzes on citation, referencing and plagiarism.</p> <p>http://learning.londonmet.ac.uk/TLTC/learnhigher/plagiarism</p>
UNPAC: University of Northampton Plagiarism Avoidance Course	University of Northampton	<p>This online tutorial has a sequential structure and can be used independently or with guidance from a tutor.</p> <p>http://tinyurl.com/2uph5z5 (if a user name and password are requested, simply select 'cancel').</p>
Study Guides: <i>Academic Writing</i> (Peter Wilson), <i>Referencing (or how to avoid plagiarism)</i> (Chris Pinder), <i>Plagiarism</i> (Judy Jowers)	University of Hull (2007)	<p>Guides for students with tips on academic writing, referencing different sources and activities on plagiarism.</p> <p>www2.hull.ac.uk/Student/studyadvice/studyskillsresources/studyguides.aspx</p>
Prepare for Success	University of Southampton (2008-09)	<p>An online interactive learning tool with web-based activities targeted at international students to help them prepare for university study including coverage of information literacy, academic writing skills, citation and referencing, critical thinking and time management.</p> <p>www.prepareforsuccess.org.uk</p>
STAR: <i>Study Tips to Achieve Results</i>	Community University of the Valleys Partnership	<p>A handbook covering a range of topics relating to study skills, such as time management, researching information, essay and report writing, and referencing and plagiarism.</p> <p>http://escalate.ac.uk/4820</p>

Title of resource	Produced by	Description of resource
Student Authorship project: teaching materials	The Higher Education Academy Psychology Network and the WriteNow Centre for Excellence	<p>Teaching materials in the form of a presentation file with notes, which can be used in student seminars, for example. The materials are designed to give an introduction to the idea of student authorship, an approach that has been designed to address the issue of inadvertent plagiarism. Although the approach was developed to be used with Psychology students, they can be tailored for other discipline areas. Details are provided on how the materials should be acknowledged and used.</p> <p>www.writenow.ac.uk/outcomes/resources/student-authorship</p>
StudyWell	City University London	<p>University website that has been designed to provide information and advice relating to plagiarism prevention. The resource includes case studies of students, student understandings of plagiarism (as a short video of students talking) and guidance on citation and referencing.</p> <p>www.city.ac.uk/studywell/index.html</p>
The Companion for Undergraduate Dissertations	The Higher Education Academy's Subject Network for Sociology, Anthropology, Politics; the Social Policy and Social Work Subject Centre; and Sheffield Hallam University	<p>This online resource is for students studying for a dissertation in the social sciences, including sections on academic writing and plagiarism. Here, advice and guiding questions for the student on avoiding plagiarism are given.</p> <p>www.socscidiss.bham.ac.uk/sl.html</p>
<i>Using sources: A guide for students</i>	Ofqual (The Office of Qualifications and Examinations Regulation) and Plagiarismadvice.org (2009)	<p>This guide is primarily aimed at students in secondary education, but provides valuable information, advice and guidance for those entering or new to higher education. The resource covers identifying, evaluating and referencing information sources. The other two guides in the series are: <i>Authenticity: A guide for teachers</i> and <i>Avoiding plagiarism: A guide for parents and carers</i>.</p> <p>www.plagiarismadvice.org/separators</p>

Title of resource	Produced by	Description of resource
Virtual Training Suite	JISC: Intute (2006–09)	Online tutorials for a wide range of subject areas designed to help university students develop their internet research skills. The tutorials provide a common structure: welcome, tour, discover, judge, success, finally. As part of a tutorial, users can try quizzes and different internet search tools. www.vts.intute.ac.uk
<i>Virtual Training Suite: Internet for Audio Resources; Internet for Image Searching; Internet for Video and Moving Images</i>	JISC advance: JISC Digital Media (2000–10)	Three online tutorials for both staff and students to help them effectively find and use audio, images and video for teaching and learning purposes. The content covers copyright issues and users responsibilities. www.vts.intute.ac.uk

Please note: All the above resources were last accessed in August 2010. Dates for resources are given where provided.

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