OTAGO POLYTECHNIC ACADEMIC POLICY		Number: AP0607.02	
Title:	**Cheating**		
ITPNZ Std:	**6 Student Guidance and Support**		
Chief Executive Approval:	Approval Date: **30 Nov 09**	Effective Date:	**30 Nov 09**
Previous Policy No	**n/a**	Review Date:	**as required**
Contact Authority:	**Director: Quality**	Status:	**Current**

Purpose

To provide guidance and procedures for the prevention, identification and management of cheating in student learning and assessment.

Background

Otago Polytechnic is committed to principles of academic integrity and expects that its students and staff will undertake all assessment tasks with honesty, fairness, respect and trust. This integrity is essential to the principles of high quality education and to the reputation of the Otago Polytechnic.

Cheating is a serious matter and, where proven, will result in disciplinary action. Cheating can take many forms and may occur when a student breaks the rules of academic integrity in order to complete any academic requirements of the institution. This may include, but is not restricted to: plagiarising, sitting an examination for someone else, using notes during closed-book examinations, purchasing an essay, receiving notes by cell phone, inventing case studies.

Plagiarism, or the misrepresentation of authorship, is a form of cheating which challenges both students and teaching staff, because it may easily be confused with poor attribution or referencing style: not in itself, evidence of an intention to misrepresent.

Policy and Procedures

1. Students are expected to follow the principles of academic integrity in all assessment activities and are expected to:

   a. submit assessments for marking on the basis that they are their own work, or a group's work , and that the assignment was prepared with integrity

   b. acknowledge the sources of information used in the preparation of their assignments by using the style of referencing required in their Course Programme Information

   c. receive academic counselling when cheating is unintended such as an unacknowledged reference

2. Academic staff will:

   a. support students to reference sources appropriately, providing formative learning opportunities and materials to assist understanding of all aspects of correct referencing

   b. follow the process detailed in this policy when they have doubts about the authorship of student work, on the basis of observed copying or illicit

exchange of information, absent referencing, differences in level of language, recognition of previously published text, or any other indicator

    c.   ensure serious cheating or repeated plagiarism is managed under Clause 2 of policy AP0602 Student Discipline.

3.   Heads of School are responsible for ensuring that Programme/Course Handbooks contain the conditions and guidelines regarding authenticity, referencing, plagiarism, copying, cheating, copyright, and that staff remain up-to-date with variants of cheating that emerge with technology and changing student context.

Procedures   Where students are suspected of cheating the following processes will be followed (see Appendix 1: Flow Chart).

1.   The staff member will assess the level/amount of suspected cheating, prepare evidence and discuss with Programme Manager or Head of School.

2.   Where the intention of the student is considered clearly innocent, the work will be assessed as is. If appropriate, advice on academic integrity may be given by the lecturer to the student.

3.   Where doubt persists, the evidence and its context should be given to the Programme Manager and/or Head of School for review and, depending on the degree of cheating, the matter may be raised to the attention of the Director: Quality.

4.   A meeting is to be arranged with the student, student support person, lecturer and/or Programme Manager or Head of School to present the allegation, evidence and to provide the student with an opportunity to discuss this.

Where cheating is established, the student may be instructed to resubmit the assessment if allowed by the programme regulations. Other actions can include awarding a reduced grade or awarding a failing mark/grade.

Where the cheating is serious, the Head of School and/or Programme Manager must discuss the situation with the Director: Quality.

5.   Inform student of *AP0600 Academic Appeal Process for Students.*
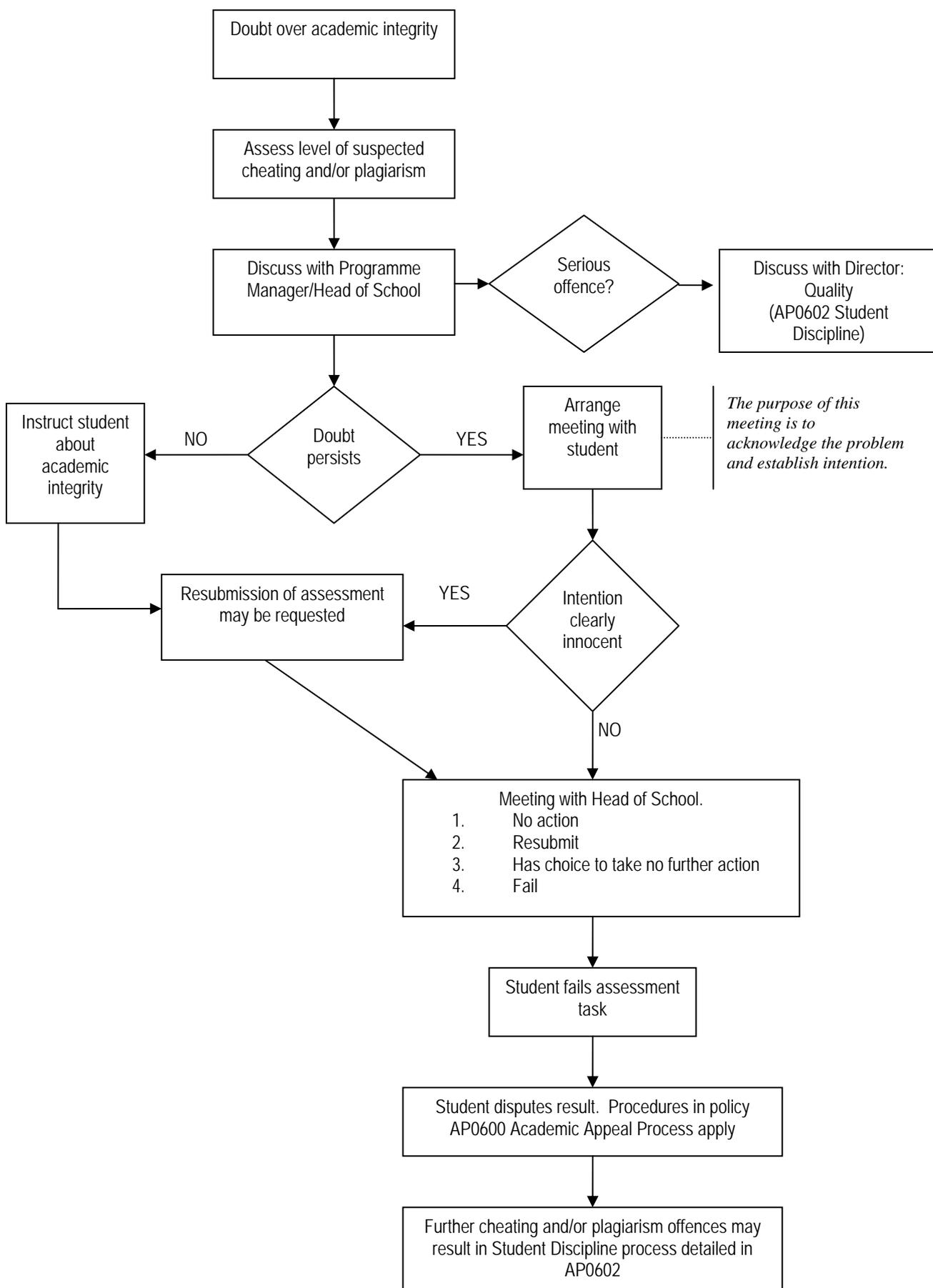
Referral Documents   AP0209 Referencing Styles
AP0900 Assessment
AP0907 Impaired Performance/Aegrotat
AP0908 Moderation of Assessment

Approved by Chief Executive
30 November 2009

    Page 2 of 5
AP0607.02 Cheating

CHEATING

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                    ┌──────────────────────────┐
                    │ Doubt over academic      │
                    │ integrity                │
                    └──────────────────────────┘
                                │
                                ▼
                    ┌──────────────────────────┐
                    │ Assess level of suspected│
                    │ cheating and/or plagiarism│
                    └──────────────────────────┘
                                │
                                ▼
        ┌──────────────────────┐      ◇ Serious        ┌──────────────────┐
        │ Discuss with Programme│──────│ offence?  │────│ Discuss with     │
        │ Manager/Head of School│      ◇           ◇    │ Director:        │
        └──────────────────────┘                        │ Quality          │
                                                         │ (AP0602 Student  │
                                                         │ Discipline)      │
                                                         └──────────────────┘
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Doubt over academic integrity

Assess level of suspected cheating and/or plagiarism

Discuss with Programme Manager/Head of School

Serious offence? → Discuss with Director: Quality (AP0602 Student Discipline)

Instruct student about academic integrity ← **NO** ← Doubt persists → **YES** → Arrange meeting with student

The purpose of this meeting is to acknowledge the problem and establish intention.

Resubmission of assessment may be requested ← **YES** ← Intention clearly innocent

Intention clearly innocent → **NO** →

Meeting with Head of School.
1. No action
2. Resubmit
3. Has choice to take no further action
4. Fail

Student fails assessment task

Student disputes result. Procedures in policy AP0600 Academic Appeal Process apply

Further cheating and/or plagiarism offences may result in Student Discipline process detailed in AP0602

AP0607.02 Cheating

GUIDELINES FOR MINIMISING PLAGIARISM

Minimising plagiarism in an institutional context requires the development of a robust policy and a collaborative effort by management, staff and students to implement and adhere to it. Each group could have specific responsibilities, for example;

Management:
- develop a policy which clearly defines plagiarism and describes the responsibilities of the institution, staff and students
- purchase plagiarism detecting software and monitor referencing practices
- adopt a specific referencing system such as American Psychological Association (APA) for internal institutional documents
- model appropriate referencing protocols

Staff:
- explain to students the long-term benefits of learning how to express information in own words
- provide students with copies of the institution's policy
- engage students in discussions about the institution's policy
- explain the institution's attitude towards plagiarism
- discuss the consequences of plagiarising material, including material from the web
- each school/programme should give students a copy of their school/programmes guidelines on referencing, spelling out the consequences of plagiarism
- make clear the difference between intentional plagiarism and just not properly acknowledging your paraphrased source.
- teach students how to reference both print based and electronically accessed material
- model appropriate academic referencing systems such as APA and show examples where references increased grades
- assign marks to referencing in assignments, reports, etc
- reference all sources used in personal teaching handouts, overhead transparencies and PowerPoint presentations
- introduce a peer monitoring system which focuses on referencing practice
- explain the difference between authorised and unauthorised collaboration
- explain the nature of the exercise clearly to students[*]
- specify particular book or websites that must be used as some of the source materials[*]
- require the submission of a rough draft[*]
- require an oral presentation on the same topic[*]
- educate students about good note-taking styles[*]
- model good practice in course handouts and other material[*]
- educate about appropriate referencing[*]
- educate about the boundaries of acceptable practice[*]
- stress that writing exercises are not just about the final product but about the skills developed along the way[*]
- carry out some meta-learning activity such as asking students how they found their sources[*]

Students:
- know the rules and expectations regarding the use of other people's work - quotes and paraphrases from books, reports, newspapers, magazines, journal articles, conference proceeding, brochures, and other students' work and the world wide web.
- observe the rules at all times

Willmott, c. cited in Thomson A. New breed of detectives fights a rise in copycats. Times Higher Education Supplement, 28 May 2004.

AP0607.02 Cheating

TYPES OF CHEATING

Our survey asked academics to report on the incidents of cheating that they personally observed. What follows is a categorisation of the various incidents reported on the surveys:

Copying

This type of cheating was typified by the student obtaining work from another source.
a. Copying from the web
b. Sharing one's work with another student
c. Taking work left on the computer or network
d. Copying from the textbook and associated CD ROM and website
e. Stealing someone else's work
f. Obtaining program code fragments from several sources and putting them together as one program.

Exams

These incidents were the types of cheating that occurred in exams. It should be noted that exams may be informal or formal. Informal exams are held in the normal classroom and are often only loosely monitored, this sort of exam is quite common in the USA. Formal exams involve close supervision and are usually held in special venues arranged specifically for exams, this is the usual form of exam in Australia, New Zealand and the UK.
a. Using cheat sheet, lecture notes, and/or textbooks on a closed book exam
b. Talking in a foreign language during an exam
c. Using a computer for a programming problem on an exam when the problem was intended to be a paper exercise
d. Looking at a neighbour's paper
e. Printing or e-mailing online test questions when not permitted
f. Stealing an exam paper from an academic's office

Collaboration

This type of cheating is when students collaborated to an extent that was forbidden in the particular assessment.
a. Splitting the work of one assignment among several students and all submitting the combined work as their own
b. Cooperating on writing computer programs which were meant to be individual effort
c. Receiving professional assistance from off campus
d. Swapping assignments

Deception

In this type of cheating, students attempted to deceive their assessor about their circumstances in order to achieve an unfair advantage.
a. Obtaining an extension by faking illness

Detecting Plagiarism

There is a range of web based mechanisms, including Turnitin, which can be used to assist in detecting alleged plagiarism.

Dick M, Sheard J, Bareiss C, Carter J, Joyce D, Harding T, & Laxer C. (2003). Addressing student cheating: Definitions and Solutions. ACM SIGCSE Bullentin, 35(2), 172-184. Retrieved September5, 2003 from http://www.cs.kent.ac.uk/pubs/2003/1645

AP0607.02 Cheating