



Impact of Policies for Plagiarism in Higher Education Across Europe

Comparison of policies for Academic Integrity in Higher Education across the European Union

IPHEAE Project Consortium

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Author

Mrs Irene Glendinning, Coventry University, UK

With contributions from

Dr Tomas Foltýnek, Mendel University, Czech Republic

Dr Catherine Demoliou, University of Nicosia, Cyprus

Prof Krzysztof Joswik, Technical University of Lodz, Poland

Dr Linas Stabingis, Aleksandras Stulginkis University, Lithuania





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Impact of Policies for Plagiarism in Higher Education Across Europe

Comparison of policies for academic integrity in Higher Education across the European Union

1. Background

The project Impact of Plagiarism in Higher Education Across Europe was funded by the European Union's Lifelong Learning Programme and operated between October 2010 and September 2013.

This project aimed to establish how the difficult and growing problem of student plagiarism was being tackled by Higher Educational Institutions (HEIs) across the European Economic Area and beyond. The Phase 1 survey focused on

- Policies and procedures for detecting and handling cases of student plagiarism;
- Whether the current policies and procedures were working;
- What was being done to prevent student plagiarism;
- How policies and procedures were determined, monitored, reviewed and updated;
- Management and teaching staff perspectives;
- Student perspectives;

The knowledge gained from this initial survey was one of the most important outputs of the larger IPPHEAE project, because it provided evidence for meaningful comparison of HEIs within one country and also between all the countries surveyed. The survey helped to identify case studies for Phase 2 of the project, including examples of good practice and studies of interventions to change existing practices.

This report provides an overview of the IPPHEAE project survey and results:

- Section 2 discusses and justifies the methodology adopted for the survey;
- Section 3 provides a one-page summary of the findings for each EU country;
- Section 4 tabulates the results and compares the "maturity" of each EU country in terms of the responses captured about academic integrity systems and policies in higher education;
- Section 5 contains reflections on the findings;
- Section 6 provides conclusions from the research and survey responses.

2. Methodology

Scope of the survey

The survey concerned investigating policies for plagiarism in higher education and involved participants from all member states of the EU in order to achieve a comprehensive understanding of the current "state of play" across Europe. There was no restriction in terms of subject focus of survey participants. However the survey was aimed at policies for academic integrity at bachelor and master's degree level rather than doctoral, post-doctoral and research activities.

In order to ensure the limited resources of the project were not over-stretched the survey aimed to reach 10% of Higher Education Institution (HEIs) per country or at least one HEI in every country surveyed. In addition the survey targeted a representative sample of HEIs in each country (including research intensive, polytechnic, technical, applied sciences, private universities). This policy was designed to detect any differences in policies or practices between different categories of HE institutions within a country.

For each participating HEI the survey was designed to

- Find out the level of awareness and understanding about plagiarism
- Establish the current situation regarding current policies, procedures and processes for preventing, detecting and penalising cases of student plagiarism
- Determine how effective the current set-up is at preventing plagiarism at bachelor and master's level
- Explore where responsibilities lie for establishing and updating procedures
- Capture specific language or subject issues affecting plagiarism prevention or detection
- Identify opportunities for Phase 2 case studies (Work-package WP04), either to share examples of good practice or to implement some new measures and study the effect

In order to validate the results, different questionnaires were created for teaching staff, students and senior administrators, investigating similar issues from different perspectives. Where the three levels of data were captured per institution the survey could provide an institution-wide view of opinions policies and procedures.

In some countries the national quality and standards agencies retain overall control for setting disciplinary procedures about academic dishonesty in HEIs (for example Sweden). Therefore, where possible the appropriate national agencies in each country were invited to contribute to the research. The national interviews also provided excellent opportunities to raise awareness in national decision-makers about the activities and objectives for this project.

Design of the survey

Plagiarism, collusion and academic honesty presents a broad field of study. The key issues taken into consideration when designing the questionnaire for this research were

- Keeping within the scope of the IPPHEAE project's research agenda
- Usefulness, focus and relevance of the questions to the research
- Style and format of the questions to ensure good data is captured
- Wording of the questions is critical for ensuring
 - Clarity of meaning
 - Lack of ambiguity, consistent interpretation
 - Ability for respondents to answer the questions
 - Ability to translate into many languages without losing the nuances
 - Sensitivity to different perspectives and educational situations
- The question takes into account the respondent's knowledge and role
- The data could be sensibly managed and usefully analysed
- The methods of data capture took into account the volume and nature of the data
- Where feasible the survey included a mixture of quantitative and qualitative data
- Respondents had very little time to spare, therefore the survey needed to be easy and quick to complete whatever the level

The requirement to first translate the questionnaire into multiple languages, then to retranslate any qualitative responses, increased the necessity to keep open questions to a minimum.

A policy of mainly closed questions with Likert scale responses was selected as the most workable format for ease of analysis where the volume was to be high (students and teachers). However some essential questions did not easily fit that format. Therefore for some questions a list-box of alternative responses, with requirement for either mutually exclusive options and single response or allowing multiple answers. This had the additional advantages of reducing the overall number of questions and the complexity of the survey.



Ethical approval was granted in a staged way during the survey development, complying with the lead partner's (Coventry University) standard ethical approval process.

Testing the questionnaire

A pilot study was conducted for students and teachers to ensure that the questions were understood by and sensible for different respondents and that the data captured was meaningful and could be effectively analysed. IPPHEAE researchers were on hand to observe the respondents' completion of the questionnaires and to provide guidance if required on interpretation. A focus group was used to further explore potential for improvement of the questions. Pilots were conducted at each of the main partners, in UK, Poland, Lithuania, Czech Republic and Cyprus, using different language translations of the original survey in English. Adjustments to wording were then incorporated in the different language versions of the surveys before the final versions were distributed. Further language translations and adjustments were then produced based on the final version of the English survey. In total 14 different language versions of the survey were created for IPPHEAE.

Conduct of surveys

Guidelines were provided for researchers and participants conducting the different types of survey. It was important to encourage consistency of approach in order to minimise the potential for distortion of the findings by factors that could influence the results. However because questionnaire completions were supervised by many different people, mostly not directly connected with the project, it was impossible to fully appreciate circumstances surrounding each response. For example some questionnaire completion was done as part of a formal class session, potentially with guidance from the teacher and other responses were completed individually and privately.

The administration of interviews and student focus groups were directly controlled by project team members. PhD students and research assistants were responsible for conducting student focus groups, with the aim of encouraging participants to speak freely and frankly. Well-informed senior researchers conducted interviews with national participants, including university vice-chancellors and leading members of national organisations in order to maximise the potential for impact of the research.

To encourage participation, respondents were assured of anonymity, personally and institutionally. The exceptions to this rule were where nationally prominent individuals agreed to be named and where there was only one university to survey in that country (Luxembourg and Malta).

Contacting Participants

Each partner within the project consortium was assigned responsibility for conducting the survey in certain countries according to geographical expediency, strength of HEI contacts in that region or personal preferences. The aim was to try to encourage as many on-line participants as possible that satisfied the requirements.

HEIs and individuals were invited to participate through a range of channels. In addition to locally based colleagues, existing links from other research or from Erasmus partnerships were invited to participate in the research. The project team took advantage of attendance at meetings and conferences to publicise the project and ask for survey responses. It proved possible to make use of email lists and forums to send personal e-mails and mass mailshots about the project, with links to the surveys. Facebook was also effective in alerting student participants to the survey.

The methods for conducting the survey needed to be consistent across institutions and countries. In several institutions it was necessary to get permission from the appropriate senior management authority before surveys could be conducted. Many institutions and individuals expressed reluctance

to participate in the research. Some people cited lack of coherent policies for academic integrity, nothing to report or fear of exposure of poor practice as reasons for non-participation. This suggests there may be positive bias in the evidence collected towards institutions and individuals with a good story to tell.

Data analysis

Questionnaire data was coded automatically through the administration tools with the on-line platform tool (Bristol On-line Surveys) and then manually to record the institution code and country of study/work. The data was reorganised from the 14 language sets according to the country of study (students) or work (teachers and managers). Qualitative data was translated to English as required.

Much of the analysis of quantitative data was by use of frequency distributions, to facilitate simple comparison between country data-sets. Thematic analysis was used to analyse some of the key qualitative responses.

An analysis tool called the Academic Integrity Maturity Model (AIMM) was developed for quantifying and comparing the maturity of processes and systems observed through survey responses from different countries. AIMM is described in more detail in Section 3 and also Annex 2.

3. Summary of National Results

National reports

A report was prepared for each of the 27 EU member states surveyed, detailing relevant findings and making recommendations for future developments, institutionally and nationally. Selected participants from each country were involved in reviewing and commenting on the reports prior to their publication. The reports were made available through the project web site <http://ippheae.eu> and executive summaries were sent to key contacts in each country.

The project team needed to develop a clear method for comparing the outcomes from the survey in different countries for this EU-wide report. It became clear that different parts of Europe had relative strengths and weaknesses in terms of implementation and effectiveness of policies for academic integrity. Moreover in some areas there was evidence of “maturity” of process, which was seen to be an important discriminator between different countries.

Carnegie Mellon’s Capability Maturity Model provided inspiration for the development of the Academic Integrity Maturity Model (AIMM) prototype, which was applied for each EU country, based on all aspects of the IPPHEAE survey data collected for on country. AIMM is the subject of a forthcoming journal paper (Glendinning 2014).

The AIMM prototype was based on a number of metrics derived from survey responses, using both qualitative and quantitative data. For each country a “maturity level” score in the range 0-4 was calculated for each category. These scores were then combined using a weighted average to provide the overall AIMM score for each country. These national scores were based on nine categories:

- Transparency in academic integrity and quality assurance;
- Fair, effective and consistent policies for handling plagiarism and academic dishonesty;
- Standard range of standard sanctions for plagiarism and academic dishonesty;
- Use of digital tools and language repositories;
- Preventative strategies and measures;
- Communication about policies and procedures;

- Knowledge and understanding about academic integrity;
- Training provision for students and teachers;
- Research and innovation in academic integrity.

The AIMM profile for each country, in the form of a Radar Chart, is provided with the national summaries that follow in Section 3 of this report. The combined AIMM scores were based on the mean of the scores for the 9 categories for each country, giving a measure of the maturity of responses to academic integrity for each country.

It is clear from the survey responses that there are great differences between institutions within each country in terms of the maturity and effectiveness of policies and procedures for academic integrity. Further refinement of the AIMM prototype is needed to adapt this tool for assessing the maturity of institutions rather than countries.

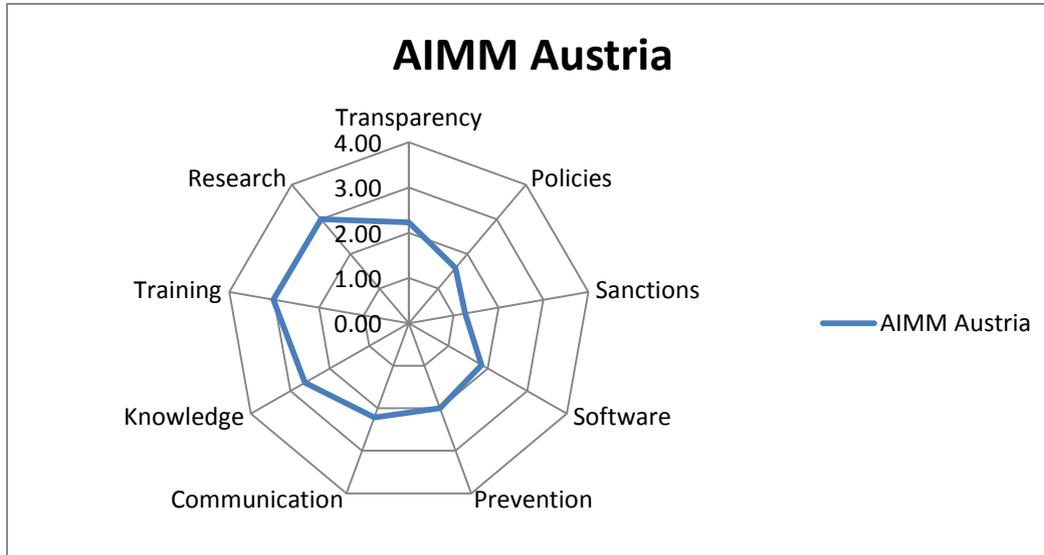
Comparison of results across the European Union

The purpose of identifying the relative strengths and weaknesses observed in different parts of the EU is not to “name and shame”. By understanding better how other institutions and countries are responding to, or have already overcome similar challenges, should serve to guide those with less defined processes. The AIMM profiles are designed to highlight in what areas more could be done to improve aspects such as transparency, consistency, integrity and quality.

The national reports provide detailed recommendations on how each country should focus efforts to improve the quality of the academic integrity systems and processes in higher education.

3.1 Austria

3.1.1 Academic Integrity Maturity Model



3.1.2 Strengths, opportunities

- Statistics collected annually at national level on academic misconduct cases in HEIs.
- Nationally coordinated response and requirements for academic integrity policies in research by the Austrian Agency for Research Integrity (OeAWI)
- Many HEIs have software for aiding detection of plagiarism
- A high degree of awareness and understanding about plagiarism and academic writing
- Evidence of training and development for students
- Several working groups at national level are exploring policy issues
- Some pre-university activities for teaching good academic practice

3.1.3 Weaknesses, threats

- National statistics not made publicly available
- Focus on postgraduate and research rather than developing undergraduate skills
- No standard policies and systems in HEIs for academic conduct
- Limited range of penalties and sanctions
- Requirement for “intent to deceive” for plagiarism confuses teachers and students
- Unfairness and inconsistencies in decisions about academic misconduct

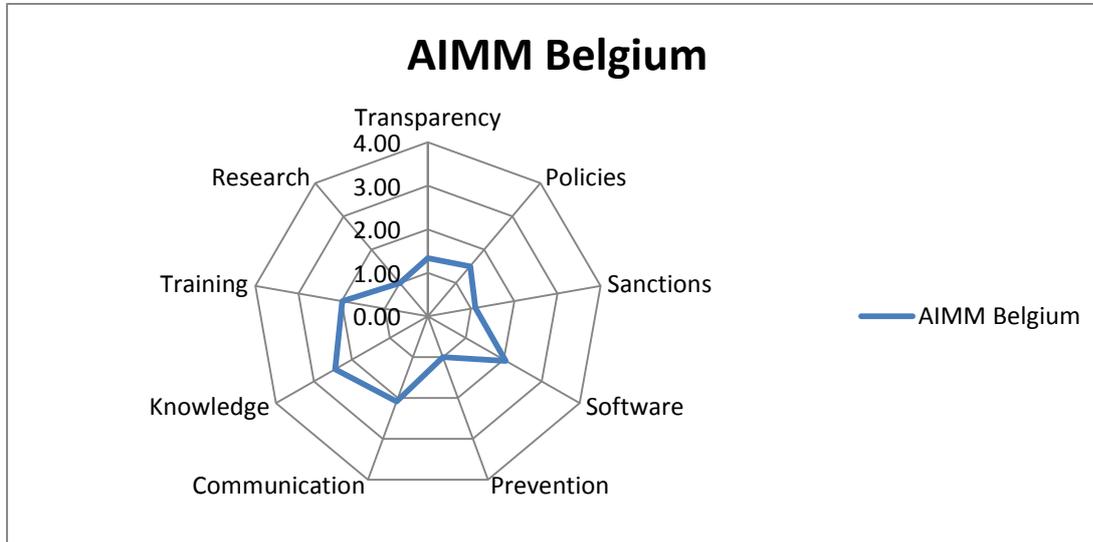
3.1.4 Overall AIMM score 19.79/36, ranking 2nd of 27 countries surveyed

3.1.5 Notes

The number of participants from Austria was particularly high: 543 students, 87 teachers and 2 national responses, from a total of 17 HE institutions and organisations.

3.2 Belgium

3.2.1 Academic Integrity Maturity Model



3.2.2 Strengths, opportunities

- There is evidence of use of software tools in Belgium for aiding the detection of plagiarism in several universities
- Knowledge and awareness of the few participants about academic integrity was high
- Special provision for student support is offered for improving study skills and academic writing in some institutions

3.2.3 Weaknesses, threats

- There is evidence of a relaxed approach to invigilation of formal examinations in Belgium, which encourages a culture of copying and other forms of cheating.
- The complex governance arrangement with HEIs for different language groups may complicate any national response to improving academic integrity
- There is no evidence of any initiatives or plans for Belgian HEIs to counter the threats of plagiarism and academic dishonesty
- A senior management response indicated that the provision of academic staff development was uncommon in Belgian HEIs and any such initiatives would not be well supported
- The low survey response rate and lack of interest in this research suggest that responses to plagiarism are not seen as a priority in Belgium.

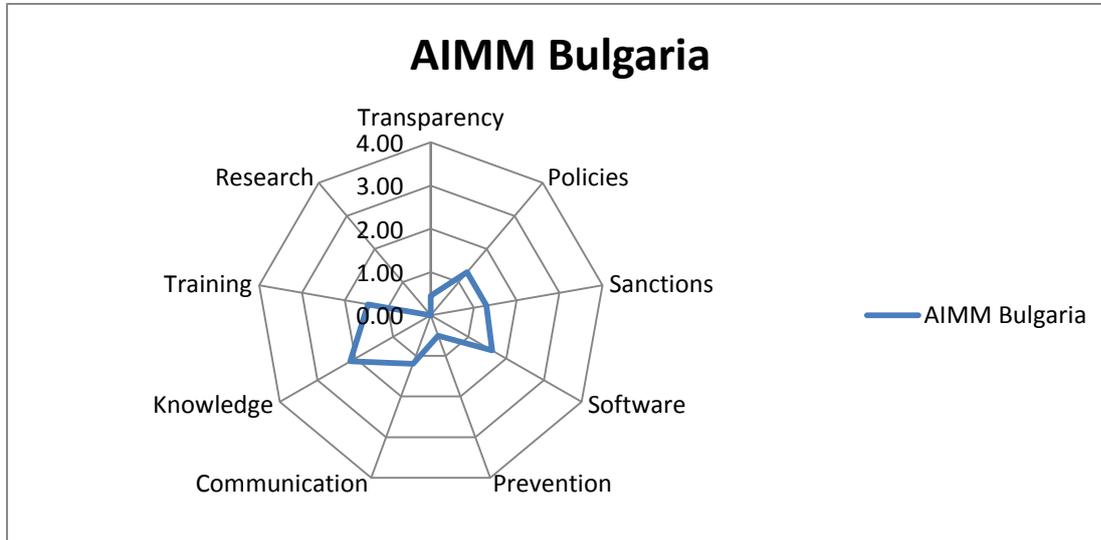
3.2.4 Overall AIMM score 14.50/36, ranking 13th out of 27 countries surveyed

3.2.5 Notes

The AIMM assessment was based on a small amount of data provided by 3 teachers and 3 interviews (one student and 2 teachers) from 5 different institutions and organisations. Although many people were contacted across Belgium, it proved particularly difficult to persuade contacts to participate in the research.

3.3 Bulgaria

3.3.1 Academic Integrity Maturity Model



3.3.2 Strengths, opportunities

- Some institutions are beginning to use digital tools for detecting cases of plagiarism
- Some Bulgarian academics have worked and studied overseas and would like to implement policies they have seen working elsewhere.

3.3.3 Weaknesses, threats

- There is a reluctance to discuss plagiarism in academic circles and more enlightened approaches to discouraging or penalising dishonesty are discouraged
- No research has been conducted about academic integrity in Bulgaria
- Penalties for academic misconduct are generally very lenient or not applied
- Although there are no statistics available, respondents report that student plagiarism and other forms of academic misconduct are common in Bulgaria
- There is no repository in the Bulgarian language for academic theses and papers or for collecting student work
- There is a culture of blaming teachers for poor student performance, which discourages reporting or applying penalties for plagiarism or cheating.

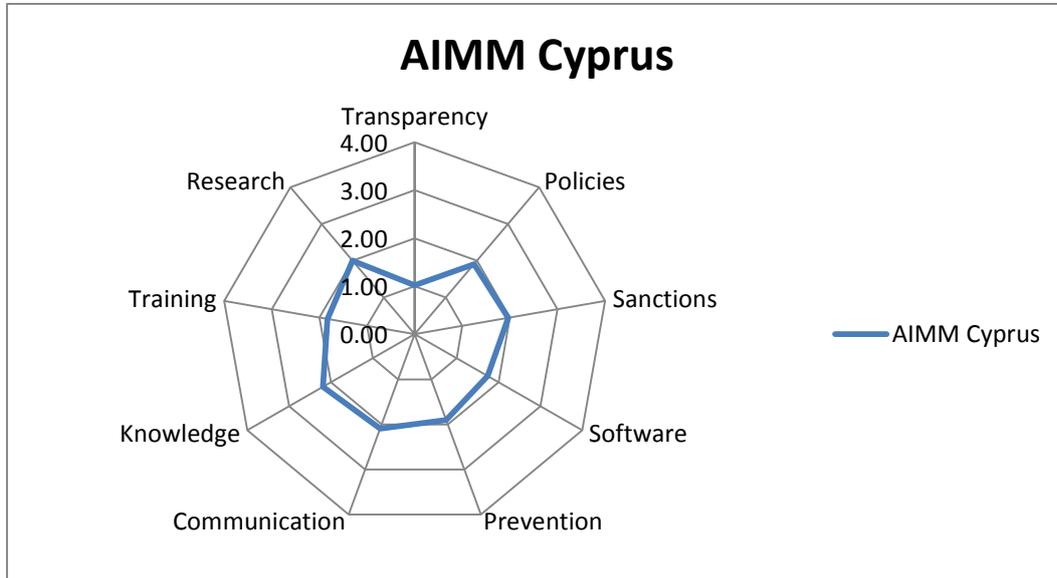
3.3.4 Overall AIMM score 9.91/36, ranking is 27th out of 27 countries surveyed

3.3.5 Notes

The results are based on responses from 93 students, 6 teachers, one senior manager and one national interview from a total of 5 different organisations and institutions.

3.4 Cyprus

3.4.1 Academic Integrity Maturity Model



3.4.2 Strengths, opportunities

- Good teacher awareness about the threats of plagiarism
- Beginning to apply software tools
- Evidence that preventative activities are increasing
- Small close-knit academic community in Cyprus should facilitate the sharing of good practice
- Input and oversight for quality assurance in franchised programmes in some HEIs
- Interest by university librarians in providing more student support for discouraging plagiarism
- Good research ethos for education and quality

3.4.3 Weaknesses

- Lack of transparency in decision making and assessment in some HEIs
- Inconsistent and weak responses to plagiarism cases
- Students report lack of knowledge about aspects of academic integrity and policies

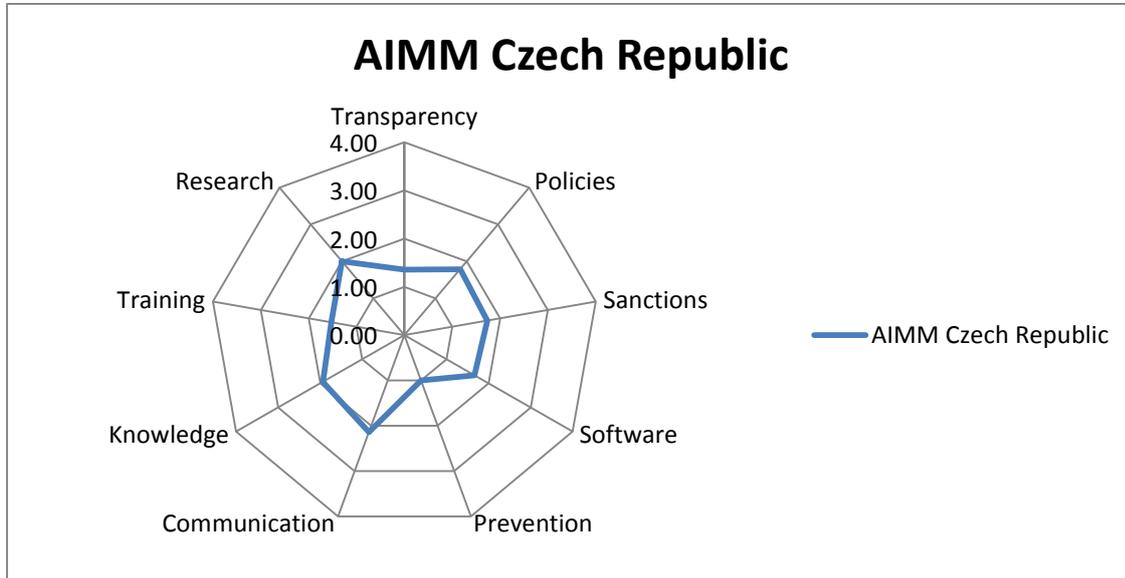
3.4.4 Overall AIMM score 16.63/36, ranking is 7th out of 27 countries surveyed

3.4.5 Notes

The results are based on responses from 323 students, 33 teachers, 5 senior managers, one student focus group and 2 interviews from a total of 6 different organisations and institutions.

3.5 Czech Republic

3.5.1 Academic Integrity Maturity Model



3.5.2 Strengths, opportunities

- Engagement in research, particularly for development of software algorithms and tools
- Some use of digital tools for detecting and deterring plagiarism

3.5.3 Weaknesses, threats

- Little evidence of application of methods for encouraging students not to plagiarise
- Not enough training for teachers or students
- Lack of transparency and oversight in grading and decision-making

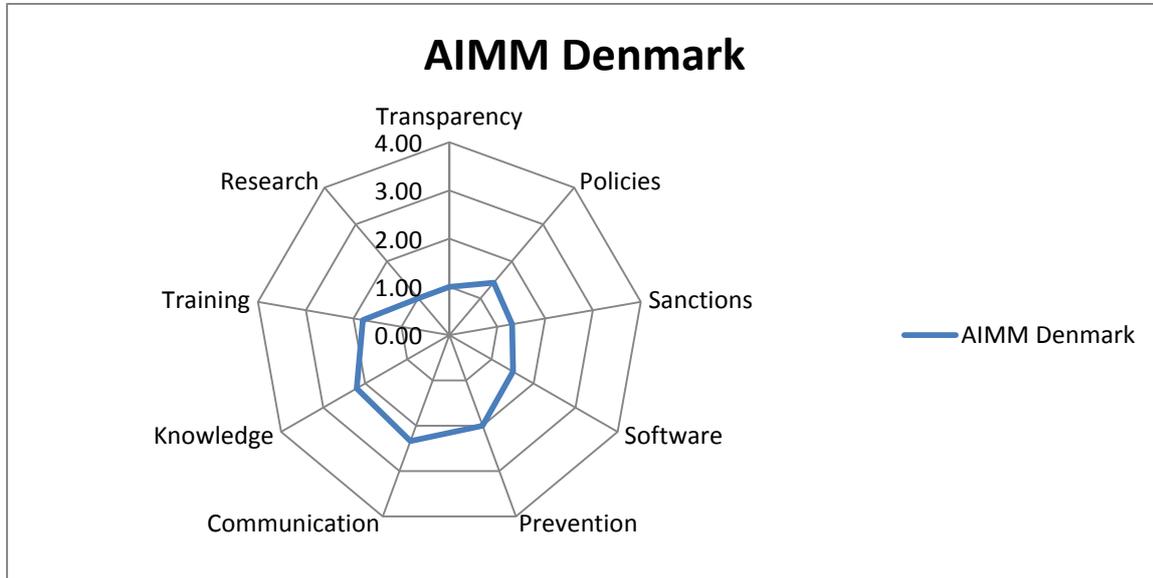
3.5.4 Overall AIMM score 15.13/36, ranking is 10th out of the 27 countries surveyed

3.5.5 Notes

The results are based on responses from 351 students, 195 teachers, 10 senior manager and 2 national interviews from 26 different organisations and institutions.

3.6 Denmark

3.6.1 Academic Integrity Maturity Model



3.6.2 Strengths, opportunities

- Software tools are used in most institutions for detecting plagiarism
- Generally strong research ethos in Danish HEIs

3.6.3 Weaknesses, threats

- Lack of interest in the research suggests that academic integrity has low priority
- Software tools are not yet being applied systematically or consistently
- Decisions on academic dishonesty are not being applied in a fair and consistent manner

3.6.4 Overall AIMM score 14.53/36, ranking 11th out of the 27 countries surveyed

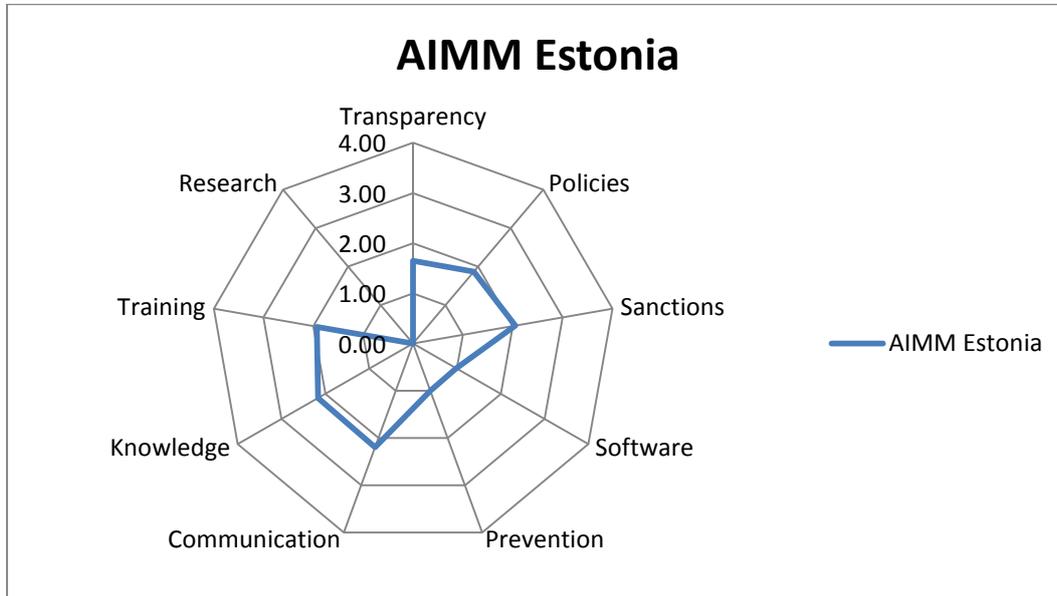
3.6.5 Notes

The results were based on responses from 12 students and one academic interview, from a total of 5 different institutions.

Despite many contacts and requests it proved very difficult to persuade students and academics from Denmark to participate in the research. It is not known how representative these limited results are for the whole of Denmark.

3.7 Estonia

3.7.1 Academic Integrity Maturity Model



3.7.2 Strengths, opportunities

- Some Estonian institutions are beginning to use digital tools for aiding detection of plagiarism
- Teachers and students demonstrate awareness and understanding of plagiarism and academic integrity
- University leaders are communicating about developing common policies for quality assurance
- It appears that training is provided for students on academic writing techniques

3.7.3 Weaknesses, threats

- Some feedback in interviews indicated that conventions for acknowledging academic sources were not well understood by senior academic staff
- There is no national level repository of sources exists for theses and academic papers in the Estonian language
- There is no evidence of research into aspects of academic integrity

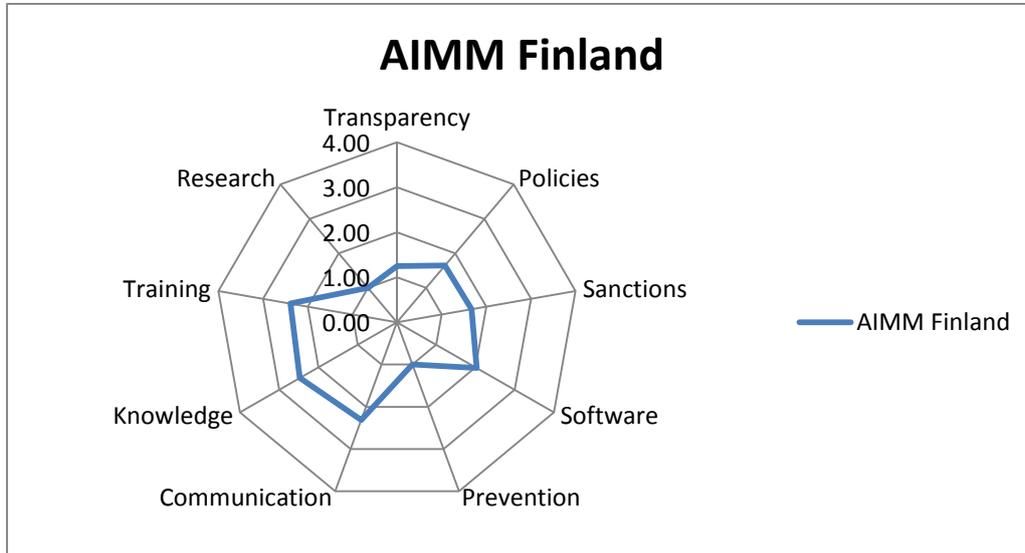
3.7.4 Overall AIMM score 13.81 / 36, ranking is 14th out of 27 countries surveyed

3.7.5 Notes

The results are based on responses from 48 students, 8 teachers, 2 senior managers and 2 interviews, from a total of 6 institutions.

3.8 Finland

3.8.1 Academic Integrity Maturity Model



3.8.2 Strengths, opportunities

- National systems exist and policies are being developed for research integrity and ethics
- There is evidence of training of students about plagiarism and academic integrity
- Universities of Applied Sciences have recently agreed to begin to apply software tools to aid plagiarism detection
- Some research is being conducted into academic integrity, but researchers reported lack of support for their work both financially and academically
- Finland has a good reputation for high quality education

3.8.3 Weaknesses, threats

- It is very unusual for sanctions to be applied to students for plagiarism
- The relatively rare sanctions applied in cases of plagiarism are lenient and ineffective as a deterrent
- There appears to be no priority to develop institutional policies for academic dishonesty and plagiarism by bachelor and masters students
- The software tools are not yet being applied systematically
- There is over-confidence in the capabilities of some software tools
- There is evidence that Finnish research into plagiarism is not being taken seriously

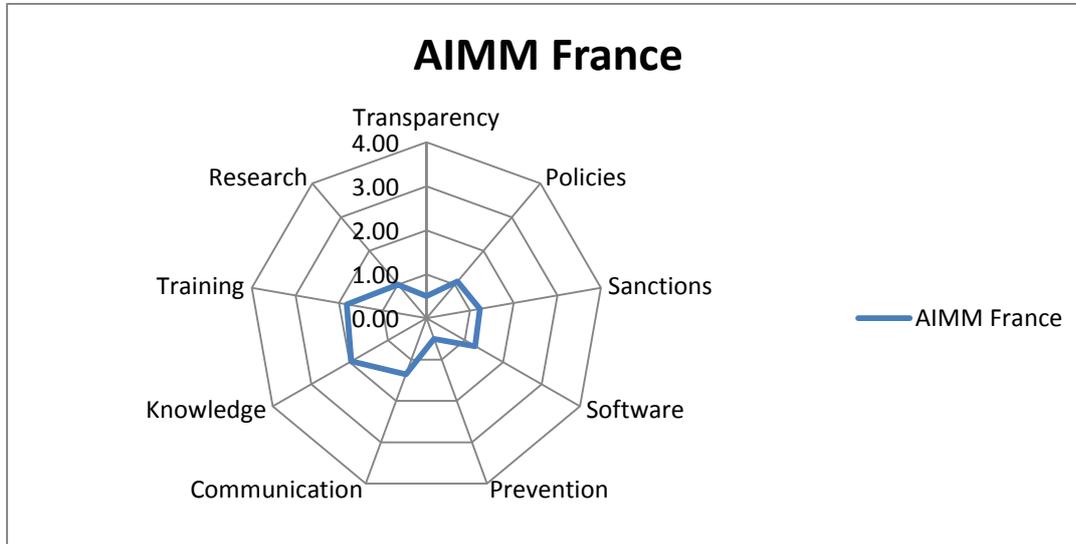
3.8.4 Overall AIMM score 15.74 / 36, ranking is 8th out of the 27 countries surveyed

3.8.5 Notes

The results are based on responses from 172 students, 12 teachers, 2 focus groups and 4 national interviews

3.9 France

3.9.1 Academic Integrity Maturity Model



3.9.2 Strengths, opportunities

- A report was commissioned by the French government into academic fraud in higher education, published in 2012, which made recommendations about necessary improvements to policies and systems (Mazodier et al 2012)
- Bloggers about France are helping to raising the profile about sector-wide weaknesses in Higher Education in France and threats to academic credibility by HEIs condoning plagiarism and academic dishonesty
- Some institutions are offering training on academic writing and integrity

3.9.3 Weaknesses, threats

- According to survey responses plagiarism is very common in France, in written work from both students and teachers
- Effective policies for deterring and managing plagiarism and academic misconduct are uncommon in French HEIs, either at institutional or departmental level
- There is evidence of a relaxed approach to invigilation of formal examinations in France, which encourages a culture of copying and other forms of cheating
- There is evidence of complacency in HEIs for raising academic standards.

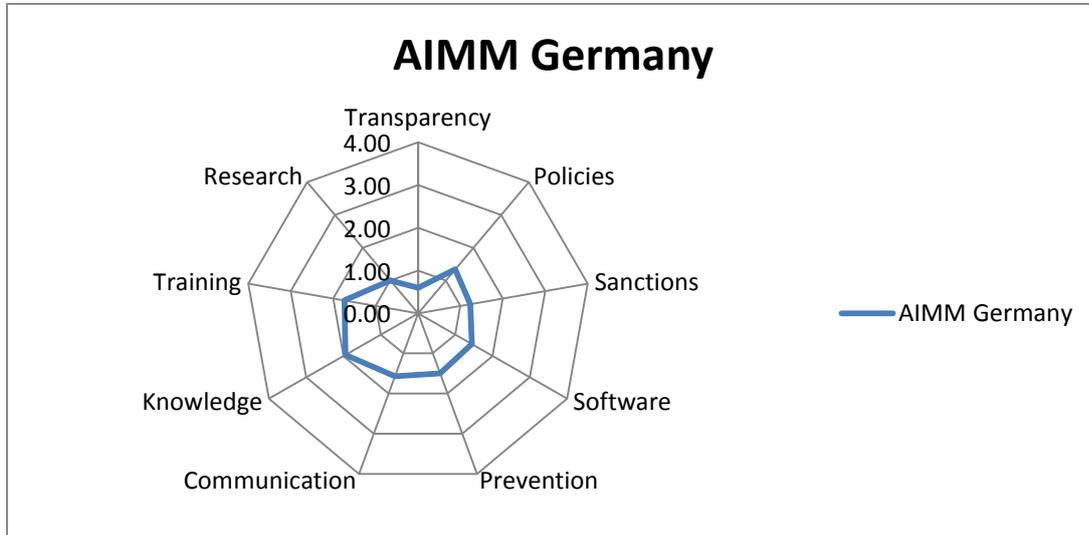
3.9.4 Overall AIMM score 10.69/36, ranking 24th from the 27 countries surveyed

3.9.5 Notes

The results were based on responses from 129 students, 8 teachers, one senior manager, 2 student focus groups and 3 interviews

3.10 Germany

3.10.1 Academic Integrity Maturity Model



3.10.2 Strengths, opportunities

- A few HEIs in Germany have implemented strong policies for addressing plagiarism and academic dishonesty
- Use of software tools in a minority of HEIs in Germany, normally at the discretion of the lecturers, but in a small number of HEIs the tools are used systematically for submission of all text-based student work
- A team of academic researchers is engaged with promoting good practice, evaluating software tools, exploring high-profile plagiarism cases that arise and providing a forum for discussing academic integrity through blogs and wikis. It is clear from IPPHEAE responses that these people are influential in raising the important issues throughout the EU and beyond

3.10.3 Weaknesses, threats

- There is no national or regional body that provides oversight on academic quality or integrity
- The federal system makes it impossible to implement national educational policies
- There is evidence of complacency and leniency by many academics about cases of plagiarism
- Professorial autonomy in German HEIs discourages accountability and transparency in decisions on student grades and for dealing with student misconduct and plagiarism
- There is no tradition of providing professional development for academic staff in Germany
- Some student organisations and HEIs are using arguments about copyright against policies for uploading student work to academic repositories for originality checking

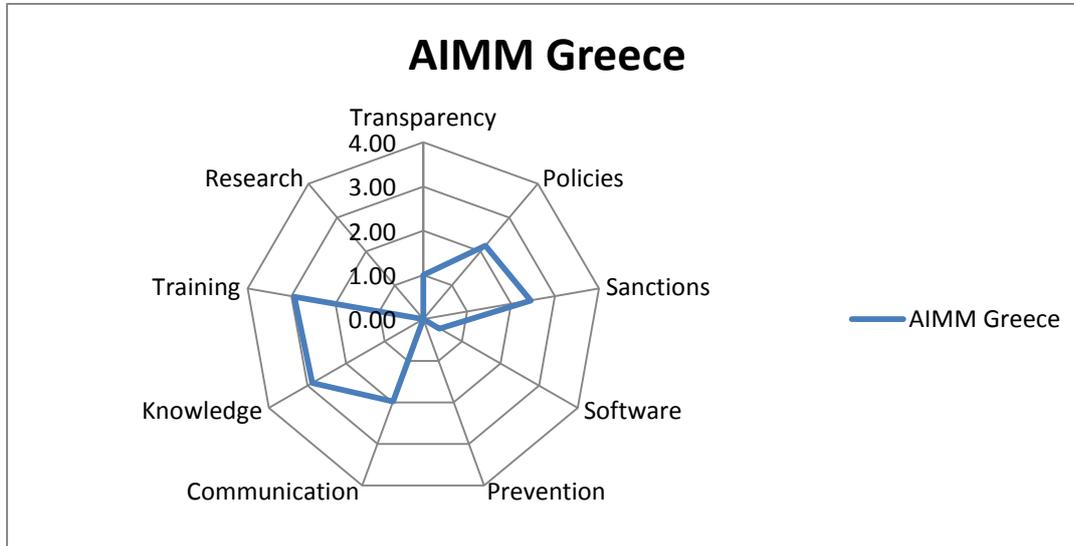
3.10.4 Overall AIMM score 12.33 / 36, ranking 20th from the 27 countries surveyed

3.10.5 Notes

The results were based on responses from 51 students, 8 teachers, 2 senior managers, 3 student focus groups and 14 interviews, from a total of 21 institutions and organisations.

3.11 Greece

3.11.1 Academic Integrity Maturity Model



3.11.2 Strengths, opportunities

- The Hellenic Quality Assurance Accreditation Agency (HQAAA) has been active since 2005 providing oversight of quality in higher education institutions

3.11.3 Weaknesses, threats

- The HQAAA publications do not include information about policies for student plagiarism or academic misconduct in HEIs, nor do they contain any statistics on misconduct cases that have arisen and the outcomes
- There is evidence that plagiarism by academics is often covered up
- Outsourcing essays to ghost writers and organisations is common practice in Greece, particularly relating to the student thesis
- There is evidence of unfair and inconsistent sanctions for cases of student plagiarism
- Very few universities in Greece use software tools for checking the originality of students work
- The austerity measures in Greece make it difficult to finance new initiatives for academic integrity
- Survey responses suggest many students may be unwittingly plagiarising because they do not understand conventions to use and acknowledge academic sources

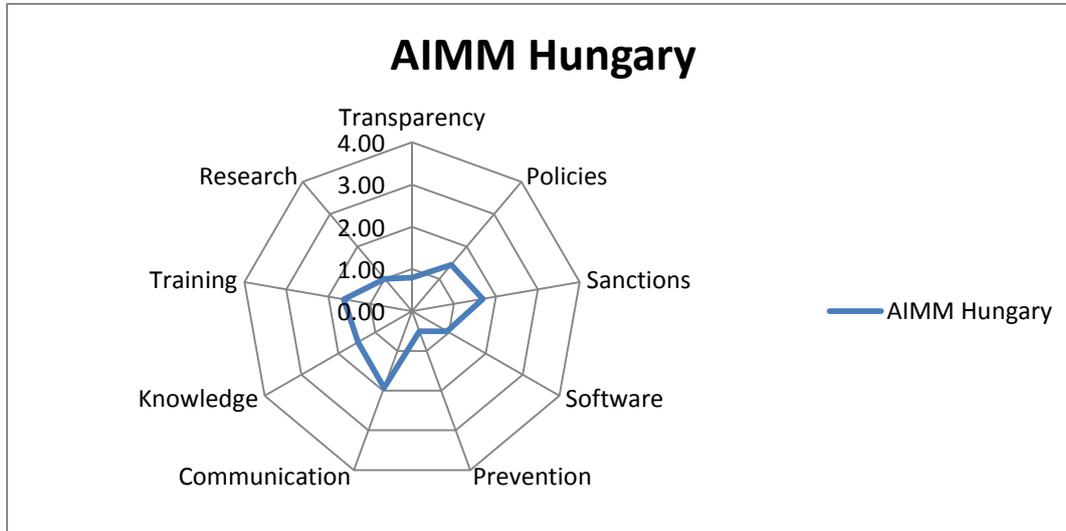
3.11.4 Overall AIMM score 13.79 / 36, ranking 15th out of the 27 countries surveyed

3.11.5 Notes

The results are based on responses from 64 students, 14 teachers, 1 senior manager and 2 interviews, in total from 8 institutions and organisations.

3.12 Hungary

3.12.1 Academic Integrity Maturity Model



3.12.2 Strengths, opportunities

- A national network of academics and librarians is helping to spread good practice including developing a repository for academic paper in the Hungarian language
- Some local institutional databases are being used to help to detect and deter plagiarism
- A software tool has been developed and successfully tested to search and match to Hungarian language sources
- Good awareness from respondents about the threats to academic integrity from student plagiarism, particularly in use of technology and cross-language plagiarism
- The recently established strategy for 2013-15 from the Hungarian Academic Committee should include oversight of policies for academic integrity in Hungary

3.12.3 Weaknesses, threats

- No national repository exists yet for academic sources
- The software tool needs further development to allow it to connect to and search external sources
- Lack of measures for discouraging or “designing out” plagiarism
- Recent financial pressures in Hungarian higher education will make it difficult to resource new initiatives
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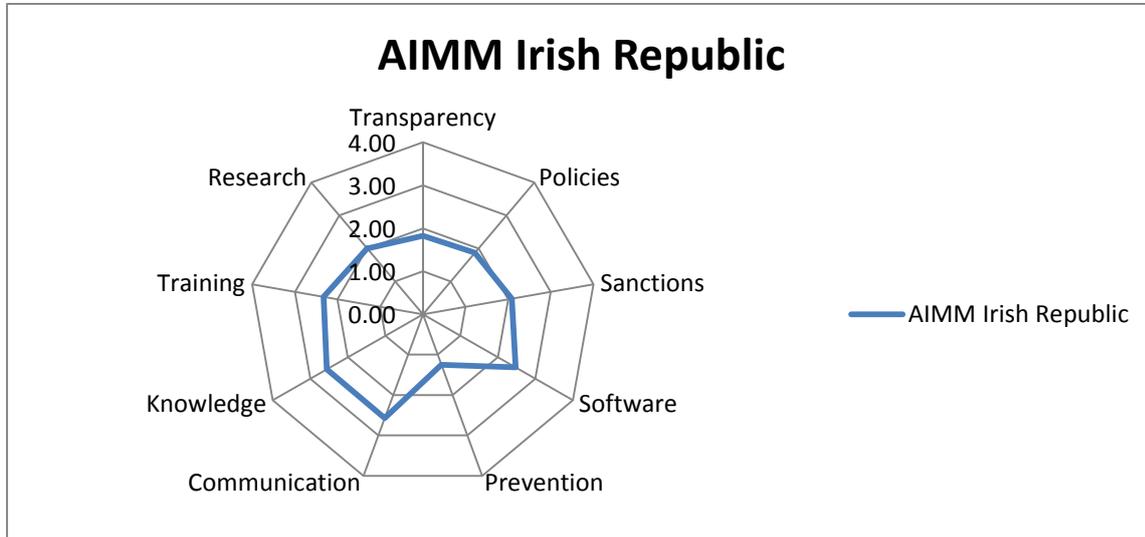
3.12.4 Overall AIMM score 11.38/36, ranking 21st from the 27 countries surveyed

3.12.5 Notes

The results are based on responses from 5 students, 21 teachers, 2 senior manager and 2 interviews, from a total of 14 institutions

3.13 Republic of Ireland

3.13.1 Academic Integrity Maturity Model



3.13.2 Strengths, opportunities

- Good general appreciation of the threats to academic standards from student plagiarism
- Some institutions have established special units with expertise in academic integrity, to drive staff development
- Most institutions have licenses for widely used software tools with access to a global repository of academic and other sources in English and increasingly in other languages
- Good level of training in evidence for students and staff, particularly the provision of postgraduate certificate in education for new staff in some institutions
- Expertise being utilised across institutions to improve systems and processes

3.13.3 Weaknesses, threats

- Inconsistencies between institutions in the maturity of policies and systems for academic integrity
- Overconfidence in some institutions about the effectiveness of policies
- Inconsistencies in some institutions on how policies are applied in practice
- Some students reported that teachers were over optimistic about the level of students' prior skills and knowledge for researching and academic writing
- No national system of oversight for quality and integrity in higher education

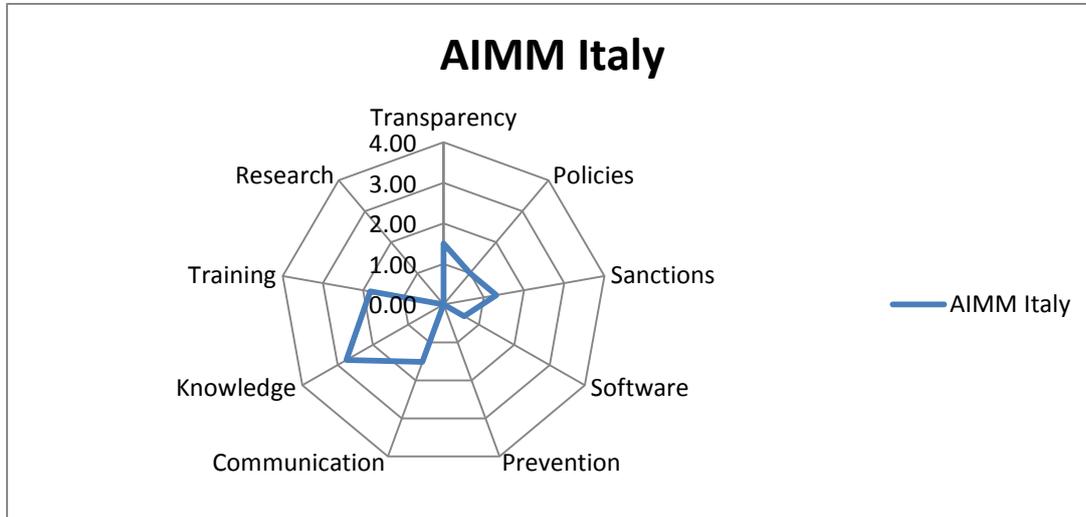
3.13.4 Overall AIMM score 18.94 / 36, ranking 4th from the 27 countries surveyed

3.13.5 Notes

The results are based on responses from 82 students, 14 teachers, 1 senior manager, 3 student focus groups and 2 national interviews

3.14 Italy

3.14.1 Academic Integrity Maturity Model



3.14.2 Strengths, opportunities

- The respondents showed a reasonable amount of knowledge about academic integrity

3.14.3 Weaknesses, threats

- A serious lack of interest by all institutions contacted about policies and procedures for academic dishonesty and plagiarism
- No evidence was found of use of software or other measures for detecting or deterring plagiarism
- No evidence was found of any research into academic integrity in Italy
- Little evidence of training about academic integrity and scholarship for students and teachers
- Lack for policies and systems for academic conduct on any level

3.14.4 Overall AIMM score 10.57/36, ranking 25th from 27 countries surveyed

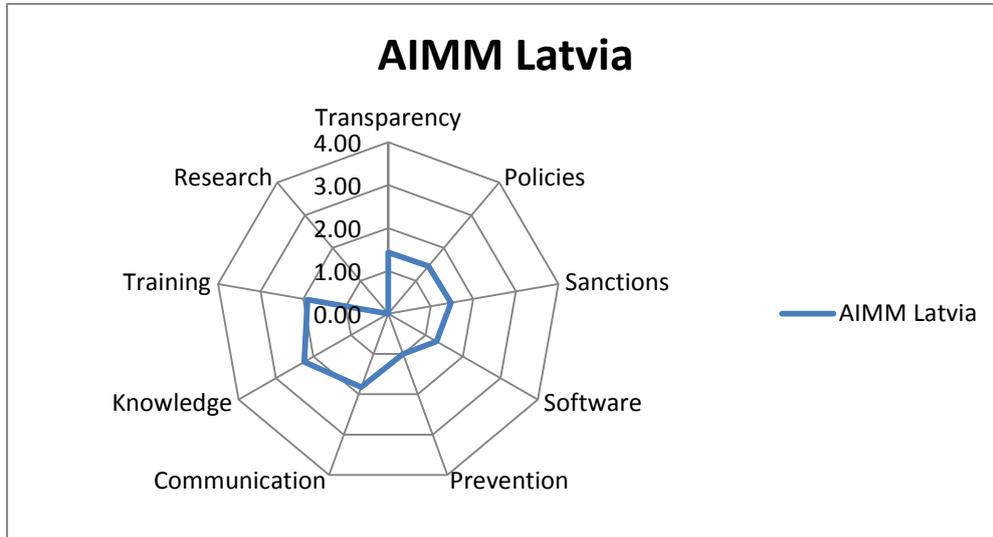
3.14.5 Notes

The results are based on responses from 5 students and 3 teachers from a total of 6 institutions.

All partners made attempts to recruit participants from across Italy, with very little success. It is not known how representative the limited responses are for Italian HEIs in general, but, clearly the small amount of evidence makes this result very unreliable.

3.15 Latvia

3.15.1 Academic Integrity Maturity Model



3.15.2 Strengths, opportunities

- Respondents demonstrated a reasonable knowledge of academic integrity and plagiarism
- There is evidence that training is provided for students on academic writing and integrity
- Some institutions surveyed are using software tools for aiding plagiarism detection
- There is evidence that a national database is being created for the Latvian language for storing theses and to be utilised for originality checking of student work.

3.15.3 Weaknesses, threats

- No evidence was found of published research into academic integrity in Latvia
- Teacher and student responses suggest the use of software tools is not yet widespread or systematic
- The repository for checking student work appears to be confined to Latvian academic theses which limits the effectiveness of the checks
- There was no evidence of any initiatives to discourage student plagiarism or misconduct, such as “designing out” plagiarism through innovative assessment design, or through formative use of software tools
- Strong academic autonomy with potential for lack of transparency and consistency in decisions on assessment and misconduct

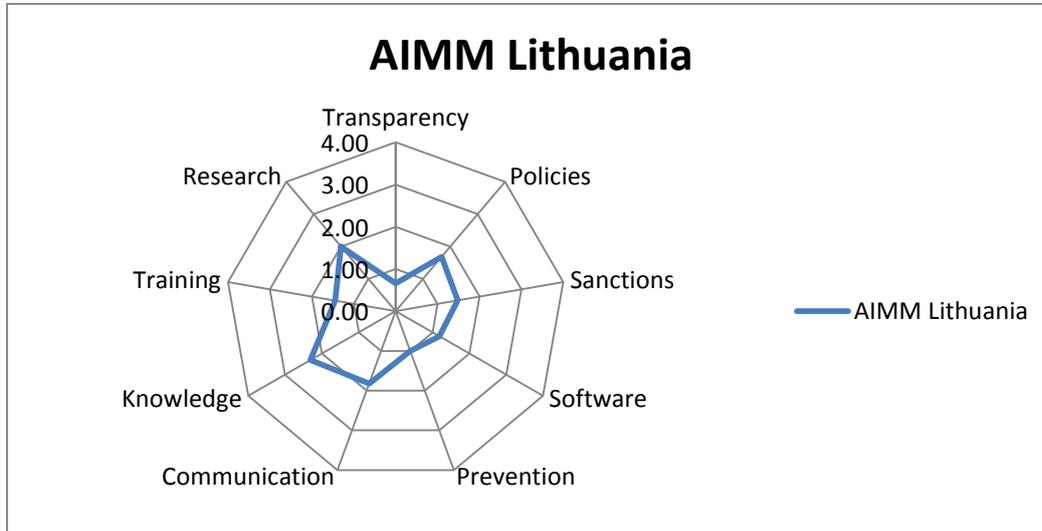
3.15.4 Overall AIMM score 12.56/36, ranking is 19th of the 27 countries surveyed

3.15.5 Notes

The results are based on responses from 16 students and 7 teachers, from a total of 3 institutions.

3.16 Lithuania

3.16.1 Academic Integrity Maturity Model



3.16.2 Strengths, opportunities

- Lithuanian National Digital Library of academic sources contains doctoral and masters' theses
- Searching tools are being implemented to allow this tool to be used for originality checking of student work

3.16.3 Weaknesses, threats

- Poor pay academic pay encourages academics to have several jobs and limits the time they can spend on student support, marking and feedback; this culture discourages teachers from identifying and addressing cases of student plagiarism and academic dishonesty
- The search capabilities of the software tools are limited to the Lithuanian language sources available in the national digital library
- The responses suggest that student plagiarism is very common in Lithuania and very little is being done to discourage this and it is unusual to impose sanctions when cases are found
-

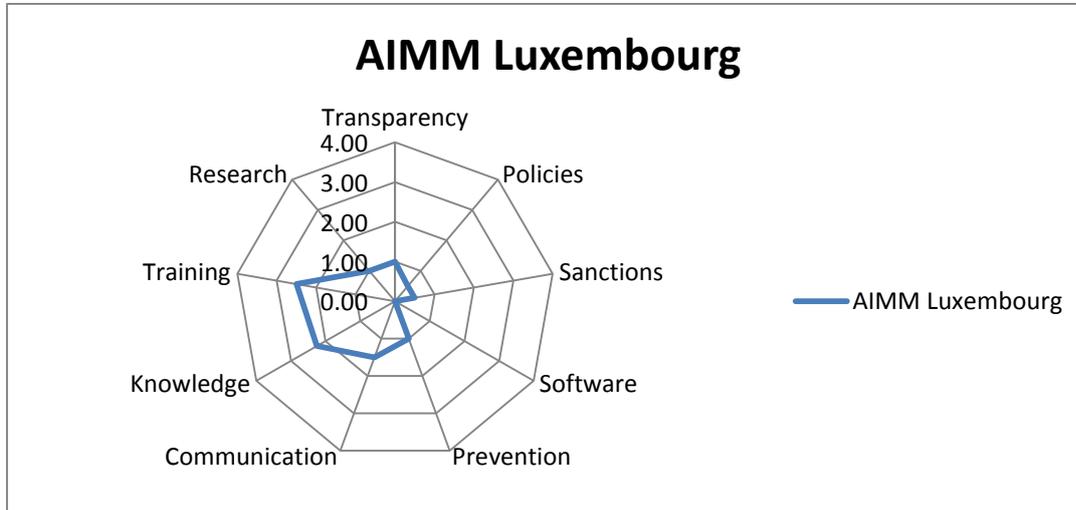
3.16.4 Overall AIMM score 13.53/36, ranking is 16th from the 27 countries surveyed

3.16.5 Notes

The results are based on responses from 119 students, 22 teachers and some interviews.

3.17 Luxembourg

3.17.1 Academic Integrity Maturity Model



3.17.2 Strengths, opportunities

- Recent focus on developing policies and training for research ethics
- Willing to look to expertise outside Luxembourg for guidance and advice
- Small country with one small and new (2007) institution, should simplify the management of change
- The university is well resourced with a strong culture for encouraging both research and high quality teaching

3.17.3 Weaknesses, threats

- No policies and systems in place at present at bachelor or master's level
- Culture of individual autonomy may inhibit any attempts to introduce measures to promote consistency, transparency and accountability.
- Multilingual country with a diverse international student population: additional demands for vigilance on cross-language plagiarism and for ensuring students from different cultures are briefed on local expectations, values and standards
- Little evidence for use of software tools for aiding detection or deterrence of plagiarism

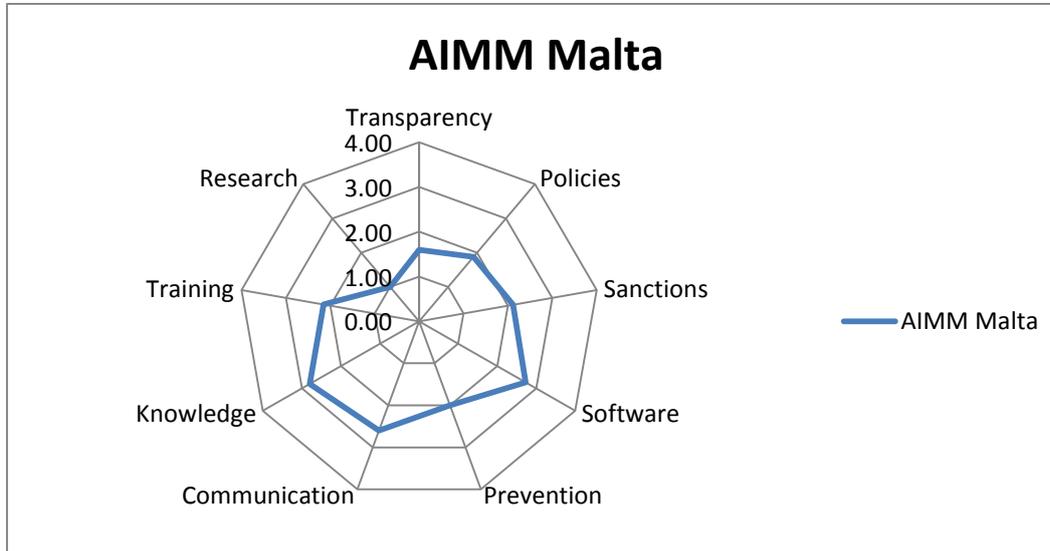
3.17.4 Overall AIMM score 10.25/36, ranking 26th out of the 27 countries surveyed

3.17.5 Notes

The results were mainly based on evidence from 3 interviews and information collected during three recent visits to Luxembourg. It was impossible to provide institutional anonymity for the one university in Luxembourg. This factor and the lack of institutional policies were likely reasons for the low response rate.

3.18 Malta

3.18.1 Academic Integrity Maturity Model



3.18.2 Strengths, opportunities

- Malta has a single university and almost all teaching is in English
- The University has established a policy for using a commercial software tool with access to a global range of academic and other sources in English and increasingly in other languages
- The institution has developed policies and sanctions to ensure that the software tools are administered fairly and consistently and that they present a clear deterrent for student plagiarism
- Respondents demonstrated good knowledge and understanding about plagiarism, academic integrity and academic writing

3.18.3 Weaknesses, threats

- There is evidence of some underreporting of plagiarism cases, which may be due to the public nature of the process, inexperience in identifying cases or fear of personal blame.
- Not enough knowledge and support for staff for implementing the policies and associated system
- The survey responses suggest more training and guidance is needed for students on academic writing skills, integrity, ethical values and consequences of academic misconduct.

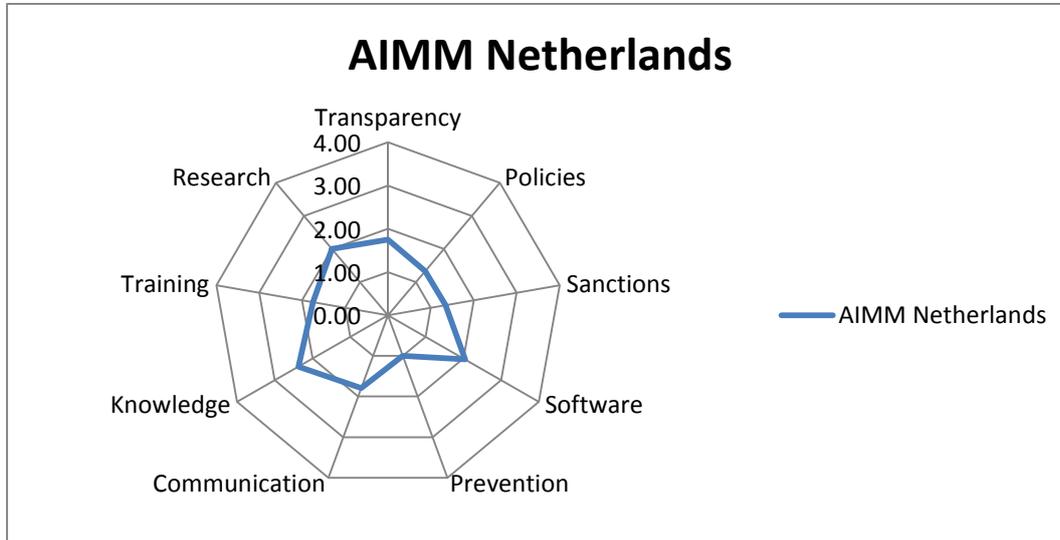
3.18.4 Overall AIMM score 18.85/36, ranking is 5th out of the 27 countries surveyed

3.18.5 Notes

The results are based on responses from 71 students, 16 teachers and 6 interviews. There was less reluctance to contribute to the survey than in Luxembourg, despite the inability to provide institutional anonymity for the single university. The more positive message from University of Malta may account for the difference in response rate.

3.19 Netherlands

3.19.1 Academic Integrity Maturity Model



3.19.2 Strengths, opportunities

- A national organisation SURF is developing technological solutions for student support
- Respondents were positive about the possibility of designing assessment tasks that can discourage student plagiarism
- Most Dutch universities use software tools for checking the originality of student work
- There is evidence that students are given access to software tools in some institutions
- Dedicated support for study skills is provided in some universities.

3.19.3 Weaknesses, threats

- Respondents were not aware of any national policy or guidance for HEIs on academic integrity
- There appear to be no common standards available in HEIs on penalties for academic misconduct, leading to inconsistencies in decisions and sanctions applied for plagiarism and academic misconduct
- Evidence suggests lack of systematic use of software tools for checking student work and no formative use of the tools to enhance skills and understanding
- Lack of priority in institutions for addressing plagiarism and academic misconduct

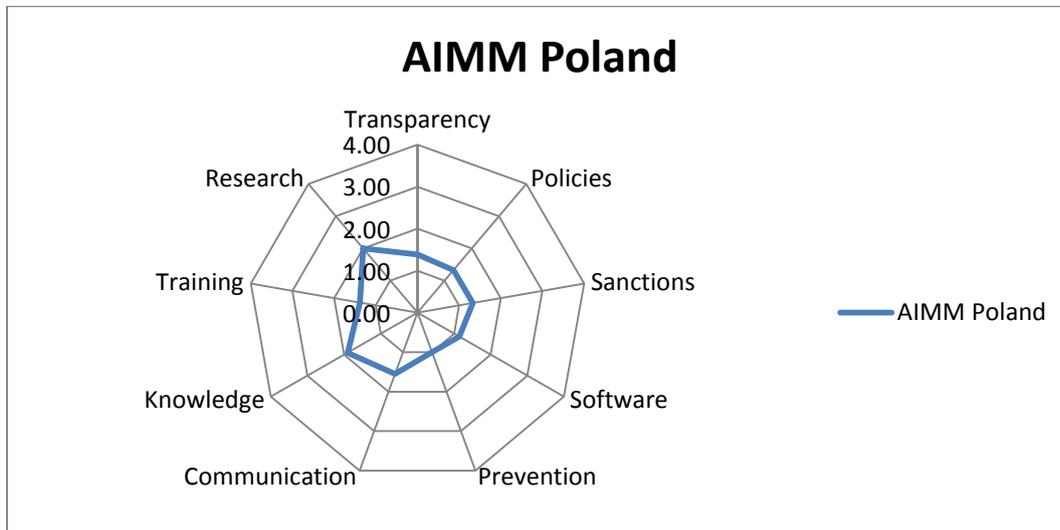
3.19.4 Overall AIMM score 15.39/36, ranking 9th out of the 27 countries surveyed

3.19.5 Notes

The results are based on just 2 responses from teachers, 2 from students and national interviews and information. Clearly there is no way of knowing how representative this very limited data-set is for the rest of the Netherlands. Therefore reliability of the Dutch results is very questionable.

3.20 Poland

3.20.1 Academic Integrity Maturity Model



3.20.2 Strengths, opportunities

- Discussions have begun at national level concerning the support for acquisition of software licences to allow HEIs to be able to systematically check student work for plagiarism
- There is a national digital repository in the Polish language for storing doctoral and master's theses
- Software tools are available for text matching in parts of some Polish HE institutions
- Oral examinations may be used to check whether students understand concepts
- Acceptance by some institutions that more information and action is needed

3.20.3 Weaknesses, threats

- Plagiarism is common and often ignored by teachers in Polish HEIs.
- There appeared to be lack of awareness among teaching staff about training provision for students in Poland on academic integrity and avoiding plagiarism
- Institutional and faculty policies do not normally support deterrence of plagiarism
- many of the teachers and students responding to the IPPHEAE survey had a poor grasp of what constitutes plagiarism
- Lack of communication and discussion within HEIs about preventing plagiarism

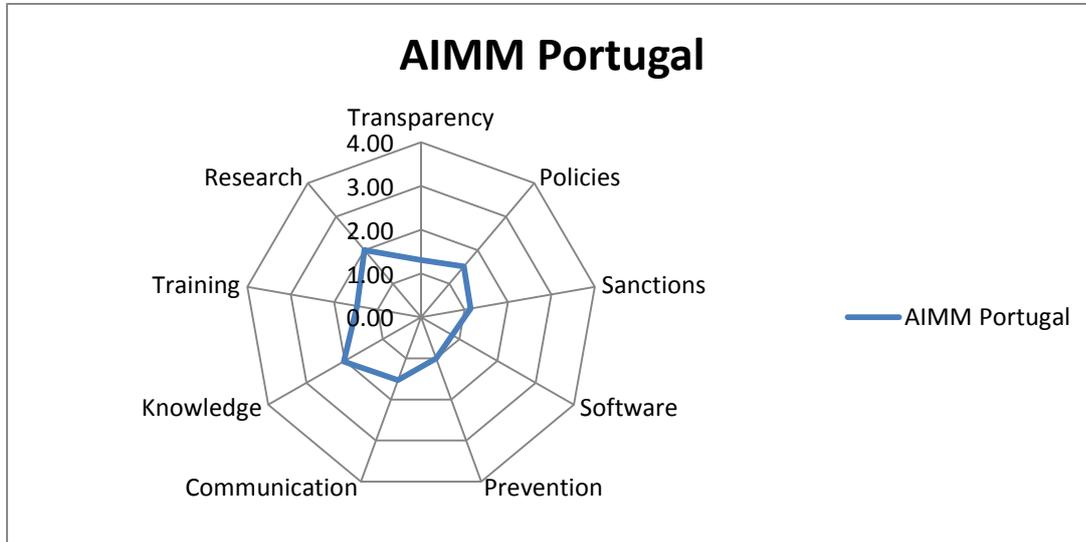
3.20.4 Overall AIMM score 12.98/36, ranking 17th out of 27 countries surveyed

3.20.5 Notes

The results are based on responses from 633 students, 68 teachers, 15 senior managers, from a total of 7 institutions and organisations

3.21 Portugal

3.21.1 Academic Integrity Maturity Model



3.21.2 Strengths, opportunities

- There is evidence of interest in academic circles about the problems of student plagiarism, for example recent national seminars and conferences devoted to this subject
- 52% of Students said they signed an honesty statement
- Most teachers (77%) and students (79%) respondents agreed they would like to have more training on avoidance of plagiarism and academic dishonesty

3.21.3 Weaknesses, threats

- Very few Portuguese universities use software tools for checking originality in student work
- It is uncommon to have institutional policies for plagiarism and academic misconduct in Portuguese HEIs
- It is uncommon for students to receive guidance on academic writing, use of source and integrity
- Many of the students and teachers that responded to the survey had a poor grasp of what constitutes plagiarism

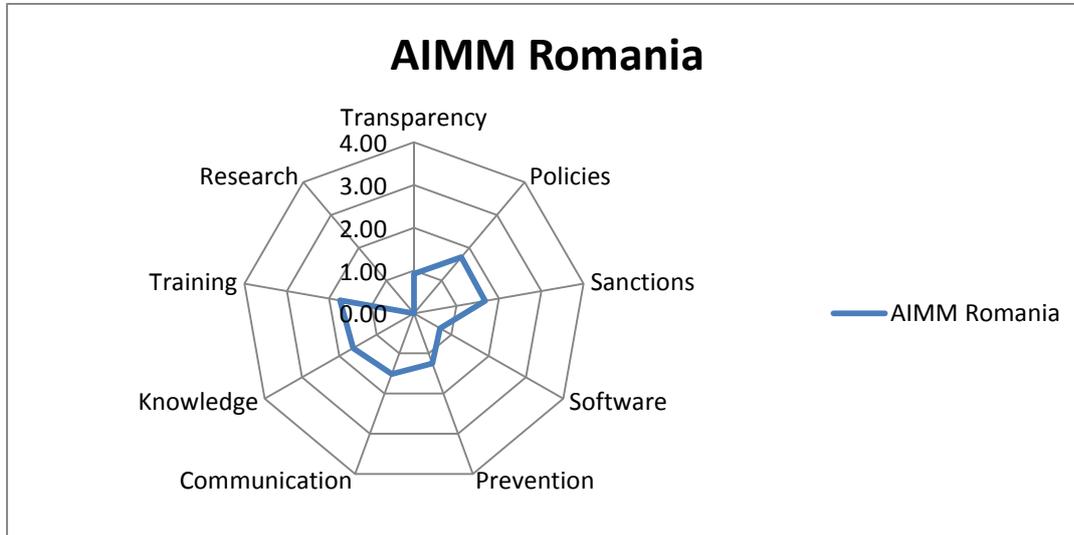
3.21.4 Overall AIMM score 12.79/36, ranking 18th out of the 27 countries surveyed

3.21.5 Notes

The results are based on responses from 189 students, 43 teachers and 7 senior managers, from a total of 6 institutions and organisations.

3.22 Romania

3.22.1 Academic Integrity Maturity Model



3.22.2 Strengths, opportunities

- Responses suggest that a recent high profile case involving plagiarism by the Romanian Prime Minister has helped to plagiarism into the public domain and significantly raise the profile of academic dishonesty in academic circles
- Some measures are being taken to discourage cheating in examinations, particular acoustic jamming and video cameras

3.22.3 Weaknesses, threats

- No evidence was found of research into any aspect of academic integrity, however there was clear interest in this subject from some respondents
- Under national law plagiarism is viewed as serious misconduct
- No institutional policies were identified relating to plagiarism and academic misconduct
- There is no digital repository of academic work in the Romanian language
- The use of software tools to aid plagiarism detection is uncommon, although some institutions are using free tools
- There is a tendency on Romanian HEIs to view students as paying customers, which can conflict with the need to penalise malpractice
- It is unusual for any students to be penalised for plagiarism.

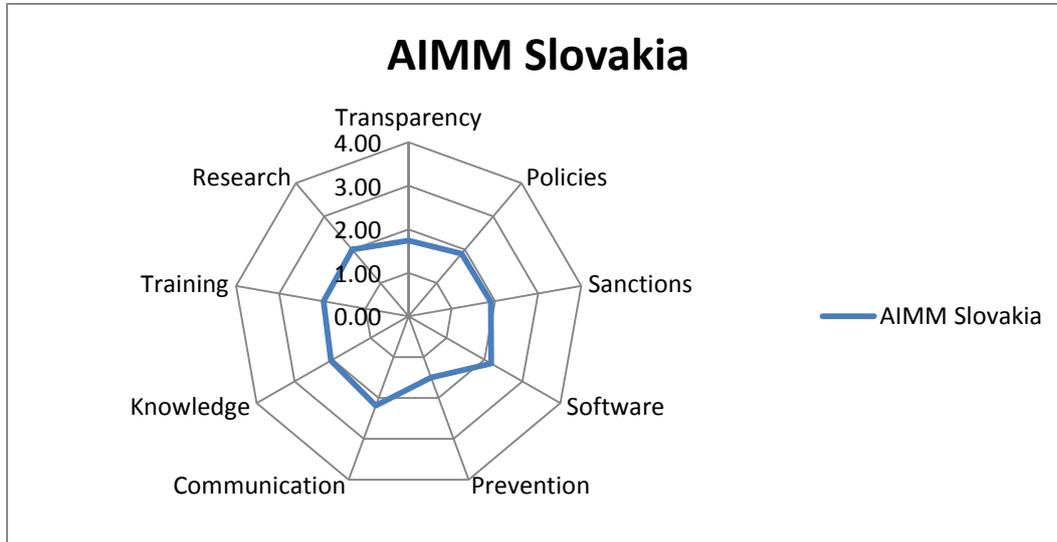
3.22.4 Overall AIMM score 11.11/36, ranking 22nd out of the 27 countries surveyed

3.22.5 Notes

The results were based on responses from 430 students, 39 teachers, 7 senior managers and 3 national interviews.

3.23 Slovakia

3.23.1 Academic Integrity Maturity Model



3.23.2 Strengths, opportunities

- A national policy has been introduced to implement software across all HEIs for aiding with detecting and deterring student plagiarism
- A national repository of master's and doctoral theses has been created for the Slovak language
- Slovakian researchers are actively developing further technological solutions to respond to plagiarism and also there is evidence of other research (see case study D4.1.09)

3.23.3 Weaknesses, threats

- Other than reliance of the use of software tools, there is little evidence that other preventative measures are being considered nationally or institutionally
- The use of software tools is currently limited to detection, could be used to educate students formatively
- In consistency in policies and student outcomes both within and across institutions

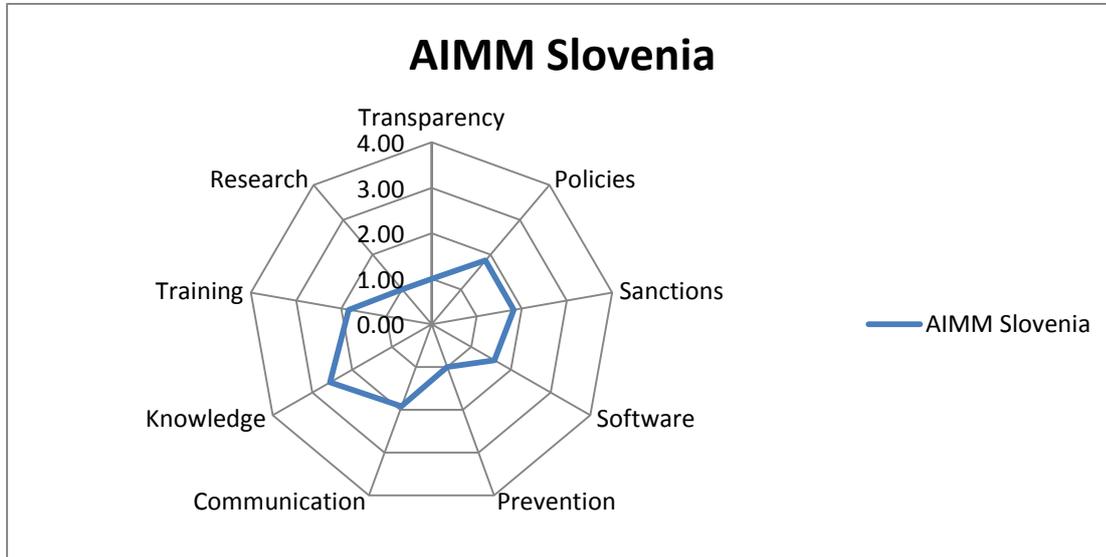
3.23.4 Overall AIMM score 17.39 / 36, ranking 6th out of the 27 countries surveyed

3.23.5 Notes

The results were based on responses from 201 students, 35 teachers, 2 senior managers and some interviews

3.24 Slovenia

3.24.1 Academic Integrity Maturity Model



3.24.2 Strengths, opportunities

- Implementation of an institutional system in one university for using a software tool to aid the detection of plagiarism and as a deterrent.

3.24.3 Weaknesses, threats

- Lack of transparency and oversight for assessment practices potentially affecting academic quality and standards
- Most HE institutions in Slovenia have no specific policies or measures for either detecting or deterring student plagiarism
- Penalties for plagiarism and academic dishonesty are not proportional to the offence
- Inability of students and teachers to recognise clear cases of plagiarism

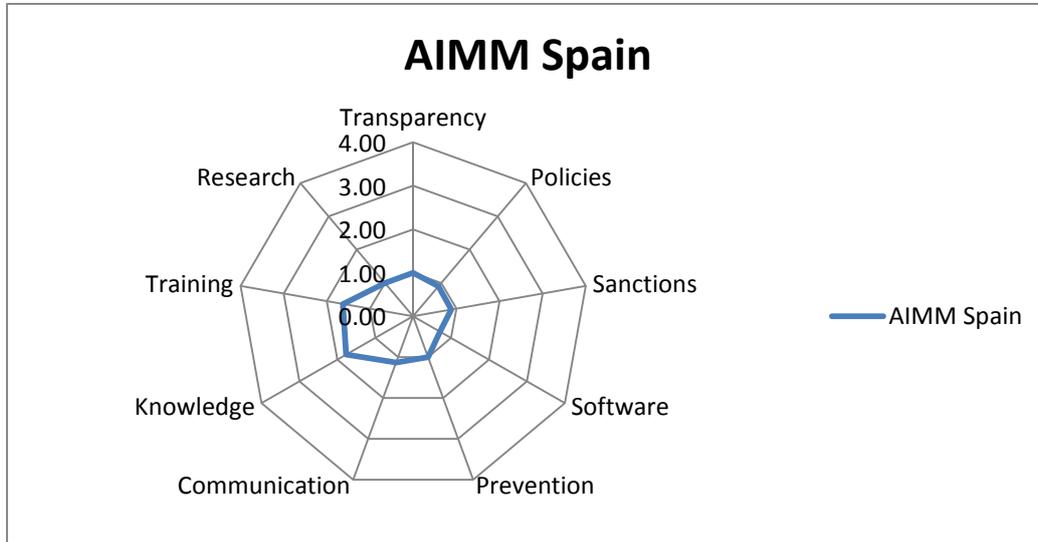
3.24.4 Overall AIMM score 14.53/36, ranking 11th out of the 27 countries surveyed

3.24.5 Notes

Almost all the responses from 40 students, 2 teachers and one interview, came from one institution. The evidence from wider discussions with other institutions in Slovenia suggests that the policies and systems in the surveyed institution are much more mature than those in other HEIs in Slovenia.

3.25 Spain

3.25.1 Academic Integrity Maturity Model



3.25.2 Strengths, opportunities

- There is evidence that a few universities in Spain have developed and are making use of software tools of checking the originality of student work
- Some excellent web-based resources and course materials about plagiarism and academic writing skills were discovered on the web site of some Spanish universities
- Some research has been conducted in Spain about raising the profile of plagiarism and encouraging good academic practice

3.25.3 Weaknesses, threats

- The good practice described above appears to be confined to a few universities
- There are no national policies or guidance for academic integrity and many institutions do not have effective policies for deterring or for managing plagiarism and academic dishonesty
- Student respondents reported that the concept of plagiarism is not widely understood
- Guidance and training for students and teachers on the wide range of issues comprising academic integrity is weak or absent in many HEIs in Spain
- There appears to be no consistency or transparency for decisions on cases of student plagiarism and academic misconduct

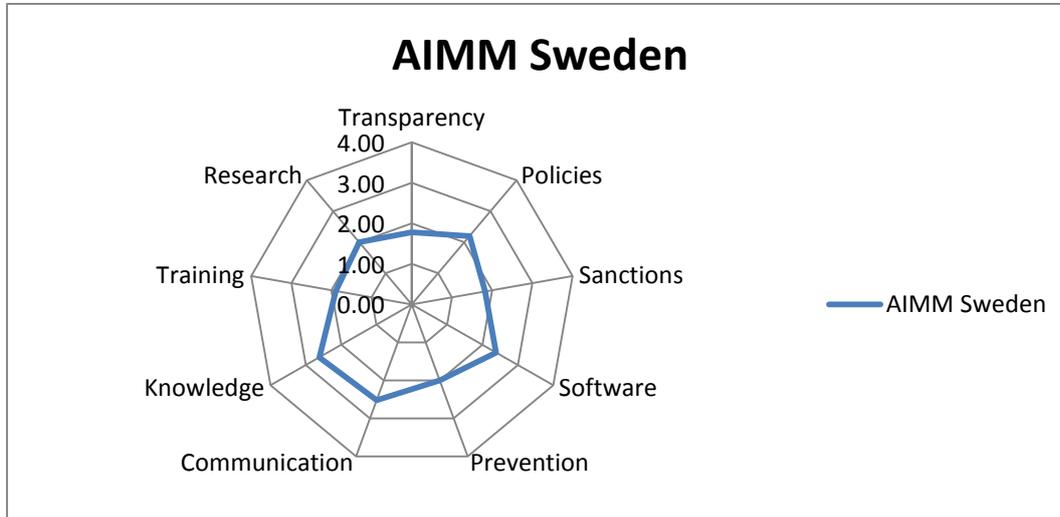
3.25.4 Overall AIMM score 10.85/36, ranking 23rd out of the 27 countries surveyed

3.25.5 Notes

The results were based on responses from 37 students, 1 teacher and 2 interviews. The low number of responses from teachers is problematic for the balance of the results. However, in keeping with other countries like Italy and Denmark, it proved difficult to persuade academic contacts to themselves about the value of contributing to the survey.

3.26 Sweden

3.26.1 Academic Integrity Maturity Model



3.26.2 Strengths, opportunities

- Uniquely Sweden has a national system for collecting data annually from universities about academic misconduct cases. Every 4 or 5 years a report is published summarising the trends
- Swedish universities include training in aspects of academic conduct and integrity in many bachelor and masters' programmes
- Sweden has a nationally prescribed policy for handling accusations of academic misconduct, involving an institutional panel chaired by the university vice-chancellor
- Many Swedish universities make use of software tools for aiding detection of and discouraging student plagiarism

3.26.3 Weaknesses, threats

- There is evidence of inconsistencies between and within institutions about the extent to which academic misconduct and plagiarism cases are identified and recorded
- The institutional panel system is viewed by some respondents to be overly bureaucratic and cumbersome, which leads to decisions by some individuals to bypass the process
- The range of penalties available to the panel is limited and may not serve to deter students considering academic misconduct
- The requirement for academics to prove "intent" for dishonesty before a student can be formally penalised sends the wrong message to students and teachers, complicates the process and discourages reporting of plagiarism and academic dishonesty cases.

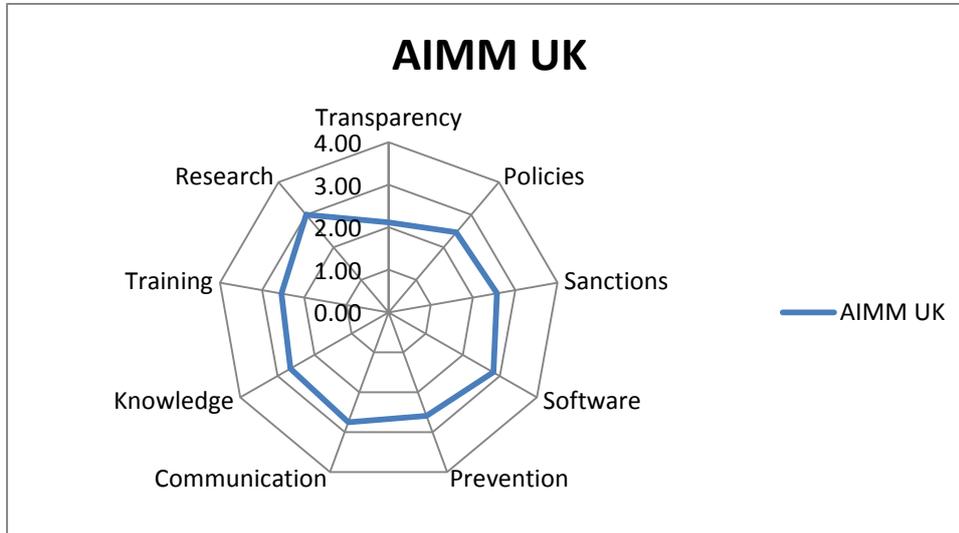
3.26.4 Overall AIMM score 19.22 / 36, ranking 3rd of the 27 countries surveyed

3.26.5 Notes

Results are based on 7 student questionnaire responses, one student focus group and 3 interviews with academic teachers and researchers from 4 institutions and organisations.

3.27 United Kingdom

3.27.1 Academic Integrity Maturity Model



3.27.2 Strengths, opportunities

- A considerable amount of research into plagiarism and evaluation of policies and systems has been conducted by academics from across the UK since about 2001. The findings from this research have been disseminated as papers and guidance notes, available globally
- A culture of oversight in the UK through national quality auditing and external examining systems has helped to raise transparency of assessment systems and processes, which directly impacts on accountability for decisions on academic misconduct and plagiarism
- All UK HEIs use some form of software tool for aiding the detection of plagiarism; increasingly more institutions have introduced a policy and system for systematic use of such tools
- Many institutions have implemented sophisticated techniques to counter plagiarism, by “designing out” plagiarism or through formative use of software tools in the classroom
- Institutional policies in many institutions are designed to ensure quick, consistent and fair responses and outcomes after accusations of academic misconduct
- The Office of the Independent Adjudicator (in England and Wales) handles student complaints about unfair practice and makes public the judgements

3.27.3 Weaknesses, threats

- Not all UK HEIs have transparent and fair institutional systems
- Ghost writing is a growing threat to academic standards, but can be difficult to prove

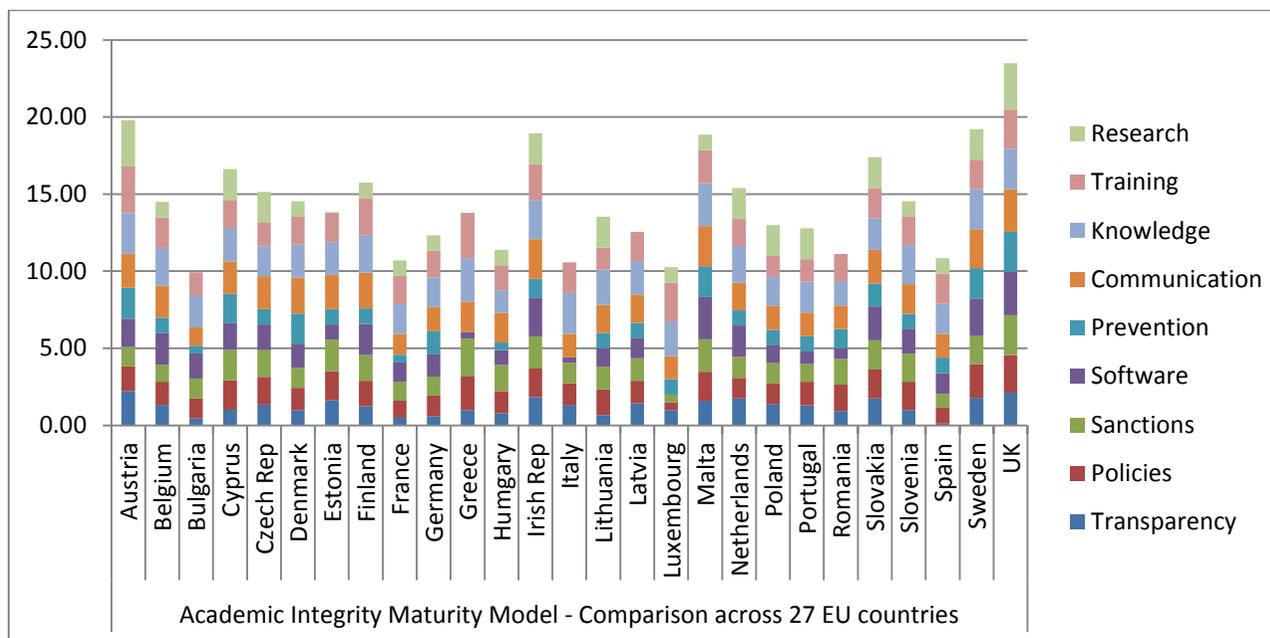
3.27.4 Overall AIMM score 23.49/36, ranking 1st out of the 27 countries surveyed

3.27.5 Notes

The results were based on responses from 338 students, 52 teachers, 8 senior managers, 2 student focus groups and 26 interviews.

4. Comparison of academic Integrity maturity across 27 EU countries

The bar chart below shows a comparison of AIMM scores for the 27 countries surveyed, according to scores based on survey results for nine categories as shown. The categories were scored in the range 0-4, the nine scores were summed (equal weighting) to give a maximum score of 36. Further details on how the scores were calculated are available in Annex 2.



5. Discussion

The quantity and scope of data collected varied considerably between countries, which affects the ability to generalise the findings and outcomes in some countries. Nevertheless this focused report, in conjunction with the more detailed country reports, should be of great interest to educationalists across the EU and beyond who are striving to find ways to enhance institutional and national policies and systems for academic integrity. Further research using different approaches is desirable in some countries in order to make up for deficits in information in this research.

The emerging maturity of the UK's national and institutional policies and systems is unsurprising when taking into account the head-start researchers in Anglophone countries had compared to the more recent activities in most parts of Europe and elsewhere. However the amount of information available from about twelve years of research in UK, Australia, USA and other countries provides evidence about policies that work and change management techniques to allow other countries to make rapid progress.

In some areas researchers were found to be particularly at risk of being marginalised or intimidated by colleagues who view research into plagiarism as unhelpful and interfering. It is important to recognise the excellent efforts being made in some countries by individuals and institutions to bring about improvements to academic standards. Therefore examples of good practice found in the surveyed countries are documented in the detailed country reports.

Great barriers exist in some regimes in the form of entrenched ideas and autonomy at all levels that will make it difficult to bring about changes to practices and attitudes. Strong motivation and perseverance will be needed to gain acceptance in some parts of Europe that any change is warranted. Where government ministers are seen to plagiarise with impunity, what hope is there for a lone academic researcher trying to encourage reforms? However this project has helped to link together individual researchers to give them more influence. Further, the emerging evidence from the IPPHEAE research will help to give traction to ideas of people with aspirations to improve policies and standards in higher education.

Serious threats identified by some respondents were hardly recognised or denied by others. Perhaps the greatest problem, faced by higher education institutions globally, was the prevalence and ease of access to of web sites and companies that offer to complete student work for payment. It is not yet clear how this problem could be addressed, but the first obstacle is to gain acceptance from all academics that this is unacceptable practice that needs to be marginalised.

Lack of a common understanding of what constitutes plagiarism and when and how to penalise are fundamental stumbling blocks impeding progress towards common educational standards in Europe. Such differences of opinion currently prevent any international consensus on academic integrity policies. Particularly, in many countries (including Germany, Finland, Austria and Sweden) plagiarism requires "intent to deceive" before any case could be brought, which complicates and can distort and cloud these issues that impact on academic integrity and standards.

The surveys revealed a strong demand for training, personal development or collaborative workshops in academic writing skills, understand plagiarism and facts about policies for academic misconduct from most student and teacher respondents. The reluctance or inability by many respondents to answer questions about categorising cases of plagiarism indicates how complex this subject can be. However some teacher respondents dismissed as inappropriate or unwarranted the suggestion of staff "training" for professors and academic tutors. Such cultural blocks will be very difficult to move in the short term at least.

6. Conclusions

In the majority of countries in the European Union HE institutions were seen to have inadequate policies and procedures for detecting and deterring plagiarism and academic dishonesty. It was found that in many institutions ad-hoc sanctions were applied to student work by individual academics with no oversight or transparency. Conversely it was not possible to determine how many cases of student plagiarism or “cheating” went undetected.

Good practice in national policies was found in Sweden, Austria and Slovenia, but all three of these countries need to strengthen and enforce policies and guidance at institutional level to bring about proportional responses, consistency, transparency and fair outcomes for students.

The research and development has been carried out in the UK for more than a decade into all aspects of policies for academic integrity. Other research has been undertaken in small pockets elsewhere in the EU. However every EU country has strengths and opportunities, weaknesses and threats, as identified in this summary report. A range of examples provided, as documented in the 27 country reports and the detailed case studies completed under the IPPHEAE research, provide some tried and tested ideas for all European countries and HE institutions to learn from.

It is hoped that this research will have the desired impact, namely to encourage all national agencies and leaders of HEIs throughout Europe to initiate reviews based on the advice from this research to strengthen policies and procedures for assuring quality and academic integrity. This action in turn will help to drive up academic standards towards a long term goal of improving the comparability and quality of European Higher Education.

The team realises that the IPPHEAE research findings represent a very small contribution to solving the huge problem of plagiarism in academia and the wider community.

References

Capability Maturity Model (CMMI) <http://cmminstitute.com/>

Mazodier, M., Foucault, M., Blemont, P., Kesler, S. (2012) La fraude aux examens dans l’enseignement supérieur - Rapport à Monsieur le ministre de l’Enseignement supérieur et de la Recherche (April 2012)

SURF, Netherlands, national organisation for developing resources and educational technology for supporting students <http://www.surf.nl/en/Pages/default.aspx> (accessed 25/10/2013)

Annex 1 Table of IPPHEAE survey responses

Country		Student Questionnaire responses	Teacher questionnaire responses	Senior Management Questionnaire	Interviews National, institutional	Student interviews & focus groups	Total participants	Organisations and Institutions
Austria	AT	543	87	0	2	4	636	17
Belgium	BE	2*	3	0	3	1	9	5
Bulgaria	BG	93	6	1	1		101	5
Cyprus	CY	323	33	5		5	366	6
Czech Republic	CZ	351	195	10	2		558	26
Denmark	DK	13	2	0	1		16	5
Estonia	EE	48	8	2	2		60	6
Finland	FI	172	12	0	4	10	198	12
France	FR	129	8	1	3	15	156	16
Germany	DE	51	8	2	14	25	100	21
Greece	GR	64	14	0	2		80	8
Hungary	HU	5	21	2	2		30	14
Irish Republic	IE	82	14	2	2	12	112	4
Italy	IT	10*	3	0			13	4
Latvia	LV	16	7	0			23	3
Lithuania	LT	119	22	0	2		143	4
Luxembourg	LU	1	0	0	3		4	2
Malta	MT	71	16	0	6		93	3
Netherlands	NL	2*	2	0	1		5	2
Poland	PL	633	68	15		10	726	7
Portugal	PT	189	43	7			239	6
Romania	RO	430	39	7	3	4	483	5
Slovakia	SK	201	35	2			238	7
Slovenia	SI	40	2	0	1		43	2
Spain	ES	44	1	0	2		47	11
Sweden	SE	10*	1	1	3	6	21	4
United Kingdom	UK	338	52	8	26	24	448	35
EU total		3980	702	65	85	116	4948	240

*Includes some national students studying elsewhere in the EU

Annex 2 Academic Integrity Maturity Model

Introduction

The inspiration for the Academic Integrity Maturity Model (AIMM) came from Carnegie Mellon's Capability Maturity Model (CMMI). The connection was made during comparative analysis of the responses for different countries, when it was identified that the substantial difference between countries was not the existence of policies or systems but how effective and mature the processes were for developing, implementing, applying, monitoring and adapting them.

Although CMMI provided the inspiration for AIMM, the author was keen to provide a simple, usable and accessible tool and to avoid the bureaucratic and commercial hinterland that has developed around CMMI.

It soon became clear that maturity comes in colourful shades, with many facets; it is not black and white. The initial ideas for AIMM were presented in June 2013 to workshop participants at the international conference in Brno, Czech Republic. The participants included very experienced researchers in different aspects of academic integrity. The feedback from this session was very useful to refine the metrics, structure and content for the model and one participant provided the idea for the use of a radar or spider diagram to present the results.

Methodology

For this report the October 2013 model (version 1.0) has been applied at country level, utilising the responses to different elements of the IPPHEAE survey. In consequence some of the component figures for the 9 metrics were calculated directly from the quantitative data and other statistics were derived subjectively from analysis of the very rich data transcribed from focus groups and interviews. Other sources of information that the national reports drew on, such as documents, reports, web sites and blogs, were also factored in to expand the scope of the evidence.

Each metric, with components scores averaged across all responses, was put into the range 0-4 (low to high) to create the radar charts for each country. The 9 metrics were then added together (equal weights) to provide a maximum score of 36 overall for each country.

AIMM Categories and Metrics

Using all the relevant data for each country, several pieces of evidence were combined to create a value for each category. The survey questions that were considered for deriving each metric are detailed below. Some of the open responses from questionnaire interviews and focus groups sometimes included evidence relevant to more than one AIMM category.

Survey question codes used

- S=student questionnaire responses
- T=teacher questionnaire responses
- M=senior management questionnaire responses
- N=national or institutional level interviews
- FG=student focus groups

In general different responses to each question were assigned a value in the range 1-4 according to the relative merit of that policy characteristic. Negative indicators for policy maturity were set to zero (for example, no knowledge of policy is a negative indicator for effective communication). The arithmetic mean was calculated for each question. Responses were combined for different questions, resulting in a figure (metric) for each country for of the nine categories, each within the overall range 0-4.

Transparency in academic integrity and quality assurance

T5l: Our national quality and standards agencies monitor plagiarism and academic dishonesty in HEIs

M3: Are you aware of any increase in the incidence of plagiarism in recent years in your institution? Do you have any statistics for your institution, for example showing number of cases detected and the outcomes?

M20: How are your policies and procedures monitored, reviewed and revised? (select all that apply)

M21: Who decides whether a student is guilty and who decides the penalty for plagiarism, collusion, exam cheating? (compound question)

M23: Is there any national or regional monitoring of issues concerning plagiarism and academic dishonesty in HEIs? (e.g. national quality and standards agencies, local or national government)

N2: Are you aware of any increase in the incidence of student plagiarism in recent years in Higher Education Institutions (HEIs) in your country? (specifically at master's and bachelor levels)

N3: Do you have any statistics for your country showing number of plagiarism cases detected and the outcomes? If so, are you able to provide access to these for our research, on the understanding that individual institutions will not be identified?

Fair, effective and consistent policies for handling plagiarism and academic dishonesty

S5g/T5i: Student circumstances are taken into account when deciding penalties for plagiarism.

S5l/T5q: I believe that all teachers follow the same procedures for similar cases of plagiarism.

S5m/T5r: I believe that the way teachers treat plagiarism does not vary from student to student.

M5: Do you believe your institution/faculty has a robust approach to the prevention of student plagiarism? Please explain what methods you adopt for discouraging plagiarism.

M6: Do you believe your institution/faculty has a robust approach to the detection of student plagiarism? Please explain what methods you adopt for detecting plagiarism.

M16: Do you think teachers follow a consistent approach when they find cases of plagiarism or academic dishonesty, in particular? a) All teachers follow the same procedures for similar cases of plagiarism b) All teachers are consistent in approach towards different students If possible please provide details of the evidence you have to support your view.

M25: If these questions were asked to your counterpart in another faculty in your institution would the answers be similar? If not, why?

N5: Are there any guidelines, policies or initiatives at the national level to encourage **detection** of student plagiarism? Please explain in more detail

N6: Are there any nationally imposed policies, procedures and penalties for dealing with student plagiarism and other forms of academic dishonesty? Please add comments.

Standard range of standard sanctions for plagiarism and academic dishonesty

S5e/T5g: Penalties for plagiarism are administered according to a standard formula

S7/T7: What would happen if a student at your institution was found guilty of plagiarism in their assignment or final project/dissertation?

FG: various responses

M12: Do you have a set of standard penalties for cases of student plagiarism?

M13: Are there standard penalties for other forms of academic dishonesty? Are these penalties separate from those for plagiarism?

M14: Do the plagiarism policies, procedures and penalties differ according to a student's level or background?

M15: Are there other factors taken into account, e.g. first offences, international students, mitigation circumstances?

Other relevant information and feedback

Use of digital tools and language repositories

S8/T8: What digital tools or other techniques are available at your institution for helping to detect plagiarism?

S9/T9: How are the tools you named above used?

FG: Various responses

M5: Do you believe your institution/faculty has a robust approach to the prevention of student plagiarism? Please explain what methods you adopt for discouraging plagiarism.

M6: Do you believe your institution/faculty has a robust approach to the detection of student plagiarism? Please explain what methods you adopt for detecting plagiarism.

Other relevant information and feedback

Preventative strategies and measures

M2: Why do you think students plagiarise?

M3: Are you aware of any increase in the incidence of plagiarism in recent years in your institution? Do you have any statistics for your institution, for example showing number of cases detected and the outcomes?

M5: Do you believe your institution/faculty has a robust approach to the prevention of student plagiarism? Please explain what methods you adopt for discouraging plagiarism.

N2: Are you aware of any increase in the incidence of student plagiarism in recent years in Higher Education Institutions (HEIs) in your country? (specifically at master's and bachelor levels)

N21: Why do you think students plagiarise?

Communication about policies and procedures

S5c/T5b: This institution ... has policies and procedures for dealing with plagiarism

S5d/T5e: Plagiarism policies, procedures and penalties are available to students

S5f: I know what penalties are applied to students for different forms of plagiarism and academic dishonesty

S5h/T5m: This institution ... has policies and procedures for dealing with academic dishonesty

T5f: Plagiarism policies, procedures and penalties are available to staff

T5j: The penalties for academic dishonesty are separate from those for plagiarism

T5k: There are national regulations or guidance concerning plagiarism prevention within HEIs in this country

FG: various responses

M18: How are plagiarism policies, procedures and penalties made known to staff?

M19: How are plagiarism policies, procedures and penalties made known to students?

N4: Are there any guidelines, policies or initiatives at the national level to encourage **prevention** of student plagiarism? Please explain in more detail.

Knowledge and understanding about academic integrity

S5b: I would like to have more training on avoidance of plagiarism and academic dishonesty

S5o/T5t: It is possible to design coursework to reduce student plagiarism

S5p/T5u: I think that translation across languages is used by some students to avoid detection of plagiarism

S15d/T19d: 40% copied with some words changed with no quotations, references or in text citations

T5h: I know what penalties are applied to students for different forms of plagiarism and academic dishonesty

FG: various responses

M8: Do you think there should be more training about preventing plagiarism and academic dishonesty for staff and students?

Other relevant information and feedback

Training provision for students and teachers

S5a: I have received training in techniques for scholarly academic writing and anti-plagiarism issues

T5a: Students receive training in techniques for scholarly academic writing

T5p: I would like to have more training on avoidance of plagiarism and academic dishonesty

FG: Various responses

M7: Is any training provided for teachers about dealing with cases of plagiarism and academic dishonesty?

Other relevant information and feedback

Research and innovation in academic integrity

M9: Please provide any suggestions or ideas on how to reduce student plagiarism and describe any examples of good practice followed at your institution concerning plagiarism detection and prevention

Other relevant information and feedback

AIMM Conclusions

The survey questions were not designed to align with the AIMM categories and the responses were not intended to be combined and refactored as a 0-4 score. However despite the imperfections of this process, version 1.0 provided a useful means of utilising the IPPHEAE data to measure and compare maturity of policies across the 27 countries surveyed.

The tool will be subjected to further development and adaptation for use as a means of measuring maturity of institutional systems and responses. The intention is to test this initially using the larger institutional datasets collected for IPPHEAE. The longer term aim is to develop a bespoke data capture system for institutional and national assessment, complete with a web-based interface.

The development will be the subject of a forthcoming journal paper in order to procure more feedback and encourage interested parties to evaluate the tool.

Irene Glendinning

Coventry University