# University Of Westminster Logo transparent PNG - StickPNGA green and white logo for QAA

**Improving student learning by combining accessibility/ inclusion with academic integrity**

This project brings together inclusion and academic integrity. We define inclusion as follows: **Inclusion involves celebrating differences in all aspects of who we are as individuals with every person respected, valued and supported.  We aim to integrate it within our practice to enhance engagement, participation, learning and choice for all.**

# **The A – Z of academic integrity: An interactive quiz**

## Information for instructors

| **Type of activity** | Quiz as short warmer activity |
| --- | --- |
| **Mode of delivery** | In-person, hybrid, online. |
| **Aim** | To promote student thinking about different areas of academic integrity and what academic conduct breaches consist of. |
| **Suitable for** | * Students who have already attended academic integrity training and are familiar with academic conduct regulations. |
| **Resources** | Handout to check against |
| **Time** | Approx. 15-20 minutes. |

Students are asked to list words linked to academic misconduct/ integrity issues for each letter of the alphabet, and to describe what this means. Those who submit an example which is relevant to each ‘letter’ – and can explain why this is an academic conduct breach, gain a score of five points. This score is increased to ten points if they are the only person using that example.

The list below contains examples that could be shown to students at the end of the exercise and used by the tutor to check examples against.

**Example A - Z**

| **Letter** | **Practice / term** | **Meaning / example** | **Score (0, 5, 10)** |
| --- | --- | --- | --- |
| A | **A**lteration | You change or hide some of the data other students should be using for their projects or add something to a chemical used in a lab to prevent thing working for another student. |  |
| B | **B**reach | This term relates to any number of different ways in which you ‘break’ the code of student conduct linked to academic conduct. |  |
| C | **C**ollusion | You lend your assignment to another student to help them complete on time or submit a similar assessment and change words etc. |  |
| D | **D**eception | Use of unauthorised aids/ assistance in an exam, test, or other form of academic work. |  |
| E | **E**nabling | Encouraging, enabling, or causing others to follow poor academic practice with intent to mislead. |  |
| F | **F**abricate  **F**alsify | You were asked to include ten citations but found/ used only eight. You add two more (but don’t actually read/ use them). Things aren't working out well in the lab, so you invent some of your data.  Invent sources, invent dates/data |  |
| G | **G**roupwork  **G**uess  **G**uidance | Work should reflect individual’s contribution. Adhere to guidance for group work, not gain unfair advantage.  Guess sources/data.  Not to use guidance inappropriately to gain an unfair advantage during an assessment e.g. copy material. |  |
| H | **H**oax | Reporting colleagues for an academic conduct breach when you have no evidence that this is the case. |  |
| I | **I**mpersonation | Your friend can't attend an in-class test/assessment, but you sign his/ her name on the attendance sheet so that they are logged as having been there. |  |
| J | **J**eopardise | Jeopardise the integrity of assessment or degree. |  |
| K | **K**nowledge | Our goal is to make sure that you are demonstrating your knowledge – if you achieve a ‘pass’ by copying work, you are not demonstrating knowledge/demonstrating limited knowledge. |  |
| L | **L**egislation | Legislation in force to prevent contract cheating/commissioning. |  |
| M | **M**isrepresentation | Giving a false or misleading account of the nature of something (and/ or linking to source which was not used to find the fact/material cited). |  |
| N | **N**egligence/  **N**eglect  **N**on-compliance | Failing to take care in producing work that adheres to good academic practice.  Failing to adhere to the educational process that you should follow (e.g. submission or referencing and citation requirements).  Poor academic practice, not following academic conventions. |  |
| O | **O**bstruction | Not allowing other students to complete their work/ not allowing others access to resources they need to complete their work. |  |
| P | **P**lagiarism  **P**roofreading | Using someone else's words in your writing without providing a citation. Pretending the work or idea is your own. Not using appropriate sources.  Using proofreading services inappropriately (e.g. using the service to change the content of the work). Students should adhere to the institution’s guidelines regarding proofreading services. |  |
| Q | **Q**uality | Lacking the details we expect or looking for (e.g. academic conventions, format, submission guidelines etc. Extremely broad - depends on institution requirements/ guidelines). |  |
| R | **R**esubmitting  **R**etake | Submission (without knowledge and approval of the instructor to whom it is submitted), submitting academic work for which credit has previously been obtained.  May have to do the assessment/ module again due to poor academic practice. |  |
| S | **S**tarting early | Relates to exam practice, where you begin reading or writing your exam paper before the time officially begins. |  |
| T | **T**amper | Practice whereby you aim to access and amend your work after submission (and outside the time when this is permissible). |  |
| U | **U**nreferenced | Submission of academic work containing a purported statement of fact or reference to a source which has been concocted or no references. |  |
| V | **V**ersion | Version should always be different (e.g. words used, previous submission, recycling work etc). |  |
| W | **W**hatsApp | Using social media platforms to share answers. |  |
| X | **X** | Not signing in person but using an ‘x’ to suggest that someone else is there (e.g., attendance to allow access to an assessment). |  |
| Y | **Y**our responsibility  **Y**ear | The student charter/code of conduct outlines what we expect you to do in terms of academic integrity.  You might lose a year if you have to repeat/ retake a year. |  |
| Z | **Z**ero | No marks given if your academic conduct breach is confirmed as academic misconduct. |  |

**Score:** **0:** no example; **5:** good example; **10:** a unique (and appropriate) answer.

**Possible score range:** 0 - 260

For further information on this resource, please contact the institutional project lead, Stephen Bunbury, at [bunburs@westminster.ac.uk](mailto:bunburs@westminster.ac.uk)

This exercise is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by Oxford Brookes University in partnership with Bloomsbury Institute, University of Southampton and University of Westminster. Find out more about Collaborative Enhancement Projects on the [QAA website](https://www.qaa.ac.uk/membership/collaborative-enhancement-projects).