# 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.**

# **Understanding academic integrity: A discussion of cases**

## Information for instructors

| **Type of activity** | Interactive discussion workshop |
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| **Mode of delivery** | In-person, hybrid, online.  |
| **Aim** | To give students an opportunity to review what academic integrity means and why it’s important, through a discussion of student cases in the context of accessibility and inclusion.  |
| **Suitable for** | * Students who have already received some training in academic integrity and academic conduct breaches.
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| **Resources** | Handout with list of cases. |
| **Time** | Approx. 30 minutes. |

**Instructions:** A series of case studies are shared below. Each illustrates a case which has been submitted as a suspected academic breach requiring investigation. In groups of up to five students, review a selected case using the following steps to guide your discussions. Ask one member of your group to prepare to share your thoughts at the end of the workshop.

**1:** Discuss what type of potential academic integrity breach you think it is.

[e.g., Plagiarism; Collusion; Falsification; Cheating; Impersonation]

**2:** Discuss and prepare to present to other groups what positive steps may be taken by students to avoid those specific breaches.

**3.** Discuss the following questions:

What is the problem in each scenario?

What consequences could the student face?

What impact might this case have on how the student continues their course?

Are any particular groups of students potentially more or less likely to be affected by this type of breach?

If your friend found themselves in this situation, what would you advise them to do?

## Case studies

**Case 1**

Students have formed a WhatsApp group during the semester. An alleged breach has occurred which has been reported to the Academic Standards department. Some students used this group to communicate during an exam. Some students have read messages, and some have not (according to WhatsApp). Others have replied and provided answers to some of the questions. It is not clear which students in the WhatsApp group have used the answers in their exam. The online exam instructions state that the exam should be completed within 24 hours. Students are not permitted to use any notes or consult with anyone.

**Case 2**

A student is feeling under pressure in their final year. They have resubmitted work for a Level 6 assignment they obtained credit for at Level 4. The Turnitin report shows a large amount of similarity to their previous assignment.

**Case 3**

A student has completed their 3,000 word essay and has contacted a proof-reading service via a website. The proof-reading service has agreed a fee and the student has sent their work to the company. The student receives the work back with suggested changes to the grammar.

**Case 4**

Refer to Case 3. Do you think it would be different if the proof-reading company suggested changes to the content or offered to help write parts of the essay?

**Case 5**

Student A was struggling with their assignment and asked their friend Student B to send theirs in order to help them get started. Student B sent their work but asked Student A to make sure they didn’t copy it. Student A then met Student C, who was also having difficulty with the assignment, especially writing in academic English. Student A shared Student B’s assignment with Student C. Student C copied a lot of it and submitted the assignment. Student A used some ideas from Student B but changed the words, then submitted the assignment.

For further information, contact Project Institutional Lead Stephen Bunbury: 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).