

THE EEG - PART 5B 'PLAGIARISM POLICY'



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PLAGIARISM POLICY 'HOW DO I AVOID PLAGIARISING?'

Academic honesty is a fundamental value of **academic integrity**, and at Wittenborg we take this value seriously and expect you to do the same. It is a principle that ensures the freedom of exchanging ideas, as formulated by the International Centre for Academic Integrity (1999: 4): "Academic integrity is a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals into action." Academic dishonesty, such as plagiarism, is a damaging act: it is stealing someone's work and achievement, and therefore it is not tolerated at our institution in any form or circumstance.

We have constructed for you this present document to clarify the importance of recognising plagiarism, and to understand how to deal with it, and how to avoid it. Since there are also other forms of unacceptable academic practices, it is vital to be able to distinguish among them. Hereby, we also aim to avoid unintentional offences, which, nevertheless, may have serious consequences.

We strongly believe that it is our responsibility to promote and preserve academic honesty. We strive to ensure that each student's graduation is honestly earned and that his/her degree preserves credibility and value.

Today, with all the available interwoven sources and webpages, as well as generative AI tools, avoiding plagiarism and other types of academic misconduct seems a rather complex task, and preserving the principles of honesty and responsibility may be daunting, but you need not be intimidated. In case of any concerns or questions regarding this topic, please contact your process tutor or study advisor.

We hope your experience at Wittenborg will be enjoyable and instructive!

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ACADEMIC MISCONDUCT

The Wittenborg statement of ethics specifies the reasons to preserve academic honour and integrity by repudiating all forms of academic and intellectual dishonesty (see EEG, part 11):

1. To treat others with respect and dignity
2. To respect the rights and property of others
3. To act with responsibility for the safety and well-being of all our stakeholders

During Induction Week, students are informed about academic misconduct and about plagiarism in particular. Plagiarism is a serious academic offence. Whether intentional or unintentional, plagiarism is a form of cheating in which a person gains or seeks to gain an unfair academic advantage. It includes the use of another author's words verbatim, summarising or paraphrasing another person's argument or line of thinking, or use of a particularly apt phrase without proper attribution.

When working with ideas and concepts that are not familiar to you, the temptation for some students to lift words or sections of text from other sources is great. Write in your own words, because using the words or ideas of others without a reference (either using quotation marks and/or sourcing the author(s)) will lead to accusations of plagiarism (see detailed explanations below). Tutors are generally familiar with the differences between the writing styles of students and experienced authors.

The generation of false primary data is also a serious academic offence. Students should keep all primary data derived from surveys and interviews (whether in paper, electronic or taped form) as you may be required to produce this as evidence in the event of a challenge to the veracity of your results. The school may run random checks among all students with regard to their primary data.

DEFINITION OF ACADEMIC MISCONDUCT

Academic misconduct includes the following and any other forms of **academic dishonesty**:

- i. Cheating – Using or attempting to use crib sheets, electronic sources, stolen exams, unauthorised study aids in an academic assignment, or copying or colluding with a fellow student in an effort to improve one's grade.
- ii. Fabrication – Falsifying, inventing, or misstating any data, information, or citation (references) in an academic assignment, field experience, academic credentials, job application or placement file.
- iii. Plagiarism – Using the works (i.e. words, images, other materials) of another person as one's own without proper citation in any academic assignment. This includes submission (in whole or in part) of any work purchased or downloaded from a website or an Internet paper clearing house.
- iv. Facilitating Academic Dishonesty – Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone to copy a paper or test answers.

PLAGIARISM AS ONE KIND OF ACADEMIC MISCONDUCT

'What does plagiarism mean?' In order to understand the implications of plagiarism, first look at the origin of the word itself. The word plagiarism has been adopted from the Latin word 'plagiarius' which means 'kidnapper, seducer, plunderer', according to the Online Etymological Dictionary. Stealing someone else's work and signing it as your own is like 'kidnapping', an actual crime.

A definition by Hexham (2013: 2):

Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way of argument or the addition of new material and insights, is a form of plagiarism in academic work.

WHY DOES IT MATTER?

The following examples of academic dishonesty and plagiarism are formulated in the 'Plagiarism and how to avoid it' student notes by the University of Brighton, a partner institution of Wittenborg (2015: 2):

1. *A medical researcher falsifies the results of a new anti-cancer drug to make his discovery seem more important.*
2. *A writer submits an idea for a series to a television company, who turn it down. A few months later, they broadcast an almost identical program. She never receives any acknowledgment or payment.*
3. *A historian publishes a book claiming that the Holocaust never took place. He makes lots of detailed assertions backed up by anonymous quotations but does not give any sources for this information.*
4. *A minority of students at a particular university are acquiring essays via the Internet, and the university authorities have failed to stop the practice. This has led to a decline in the university's reputation, and all their graduates (even genuinely first-class students) are now finding it hard to get a job.*
5. *A design student loses the portfolio containing all her sketches for her final project, and has to start again from scratch. At the final degree show, she finds that many of her original ideas have been used in another student's work.*

Some of the above examples may not have the same weight when it comes to their severity, however, these examples do make it clear that plagiarism and academic dishonesty are to be treated and regarded as acts of crime. Therefore, Wittenborg University has defined its rules and penalties.

WHAT ARE THE RULES?

REFERENCING YOUR SOURCES

(EEG Part 8: Graduation Assignment & Final Project Handbook - Bachelor)

References refer the reader to the source of specific information, ideas, quotes, figures, tables that you have used in your dissertation. **All sources listed in your bibliography** must be cited at least once somewhere in the main text of your dissertation; in other words, do not 'pad' out your bibliography with sources not clearly used. These must be included whenever you use anything drawn from other sources. It is looked upon very seriously if you do not reference your sources. **Quoting a reference** helps to support the point you want to make. It indicates the basis for your opinions and clearly shows how you have reached these opinions. Useful phrases include: 'according to Smith (2007), many managers believe service quality...', 'research has revealed the importance of... (Jones 1985, Peters 1997)', or 'many academics (Jones 1997, Smith 2007, Zikmund 2009) debate the influence of globalisation...'

Clearly, accurate referencing is mandatory for **all** written assignments using sources. Throughout your studies, you will be required to demonstrate your ability to work properly with sources in preparation for your final graduation assignment, your dissertation.

THE HARVARD SYSTEM

The authors' surnames are given in the text, together with the year of the work to which you are referring, and, where appropriate, the page numbers (always included for direct quotes).

For example:

Many academics (Cooper et al. 1993, Ryan 2004, Smith 1996) explain the benefits and costs that can be expected from tourism development. Ryan (2004) identified that tourism is an obvious source of foreign exchange and particularly useful for developing countries to earn hard currencies such as dollars, euros and sterling. Jones (2002: 323) identified that in Sri Lanka "tourism is a significant contributor to the overall economy, worth 17.6% of the GDP in 2001". Smith (2007: 42) emphasised the potential of tourism to earn foreign exchange:

Commodity trade, which is the principal foreign earner for most developing countries has not provided a revenue growth to match the increase in the imports bill. Import substitution and local processing can provide a means of saving or earning, but many countries run the risk of limited domestic markets or restricted access to foreign markets...

Negative impacts of tourism can include:

The emphasis on the economics of tourism, especially its benefits, reflect the widespread belief among agency personnel that tourism can yield rapid and considerable returns on investments and be a positive force in remedying economic problems (Jones 2002: 13).

Jones (1979), as cited in Smith (1995: 88), mentioned tourism has many other benefits as well. The National Trust (2010) and IEG (2009) are two organisations that have compiled statistics on the economic impacts of tourism related to specific events. However, Johnson (2008: 34) stated the "National Trust is a primary example of an organisation that systematically undervalues the economic spending of its visitors by 5-10%." Despite this, the National Trust is well aware of the importance of visitor spending (interview with Jane Smith of the National Trust, 2010).

Notes: For direct quotes used, always cite the page number e.g. Smith (1995: 42).

References to personal communications/interviews that you have carried out appear parenthetically as detailed above, e.g. (interview with the Minister of Tourism in 2010). No further details are included in the bibliography, as you are referring to your own primary research results (underpinned by the discussion of your research methods).

Direct quotes of more than 40 words should be indented on a separate line from the main text (as in the example above – notice the lack of "quotation marks"). **Quotes of less than 40 words** should be incorporated into the text differentiated by double "quotation" marks (as below with Johnson).

Web pages cited should only be the author/copyright of the article or website (do not put in long web addresses within the text). Then in the bibliography, put in full web address as part of reference citation.

Bibliography examples (alphabetically ordered by surname or name of author (including organisations, if not a person). Do not separate bibliography under 'books', then 'journals', then 'newspapers'. All citations go under one list, alphabetically ordered. When we say alphabetically ordered it does NOT mean you change the order of the names of the authors from how it is written in the source as described in the example below:

Saunders, M., Lewis, P. and Thornhill, A. (2009) *Research Methods for Business Students*. 5th edition. Harlow: Prentice Hall – DOES NOT BECOME Lewis, P. Saunders, M...or reference as Lewis et al 2009 in text, it is always Saunders et al, because this is the way the book is cited. You can underline the title of the book or you can use italics, but choose and pick one style and **be consistent**.

WHERE DO YOU CROSS THE LINE?

Pecorari (2003: 317) noted that the literary critic Samuel Johnson is said to have responded to the author of a piece of writing with: "Your work is both good and original. Unfortunately, the parts which are good are not original, and the parts which are original are not good."

Plagiarism can have different forms, when students willingly or unwillingly use the original material (written or verbal), data or idea of an author without any acknowledgement or fail to apply correct referencing. According to the *Harvard Guide to Using Sources*, these are:

- Verbatim plagiarism
- Mosaic plagiarism
- Inadequate paraphrasing

- Uncited quotation
- Uncited paraphrasing

Below are illustrated the different types of plagiarism with examples and explanations.

Please read the explanations carefully because you will be held accountable for any violations.

Consider the following original passage of Ernst's (2016) paper:

'China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Serious constraints on environmental, human and financial resources imply that economic growth based on scale expansion is running out of steam.'

Ernst (2016), 'From Catching Up to Forging Ahead in Advanced Manufacturing-Reflections on China's Future of Jobs', *Innovation and Economic Growth* series, No. 6, March 2016



Version 1. Nowadays, China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Severe constraints on environmental, human and financial resources result that economic growth based on scale expansion is running out of steam.

Explanation 1: Version 1 is an obvious example of plagiarism, only minor word changes have been made, but the paragraph has been copy-pasted from the original document and without acknowledgement. This is an example of verbatim plagiarism.



Version 2: Nowadays, China has reached a level of development where catching up through an investment-driven "Global Factory" model is no longer sufficient to create long-term economic growth and prosperity. Serious constraints on environmental, human and financial resources imply that economic growth based on scale expansion is running out of steam (Ernst, 2016: 2).

Explanation 2: Text version 2 is also a plagiarism case. Although the source has been acknowledged, the information taken from the original text is a direct copy, and therefore it should be treated as a direct quotation and put within quotation marks. This is an example of uncited quotation.



Version 3: There are serious environmental constraints in China, but also human and financial resources imply that economic growth based on scale expansion is running out of steam. This illustrates that China has reached a level of development where catching up through a "Global Factory" model is no longer sufficient to create prosperity (Ernst, 2016: 2).

Explanation 3: The sentences above were slightly re-arranged, but the original phrases have been copied and not paraphrased, therefore version 3 is also plagiarism. It is important to remember that rearranging and paraphrasing are different acts, whereby paraphrasing entails that the student reformulates an author's ideas in their own words. This is an example of inadequate paraphrasing or mosaic plagiarism (which also applies if the sentences combine parts of sentences coming from several sources and presented in the above manner).



Version 4: Modern economies face growing pressure of environmental, human and financial constraints. The People's Republic of China is no exception as these constraints form a heavy pressure on its growth expansion that is mainly relying on economies of scale. The country has arrived at a crossroads where, its investment-driven growth model is no longer sustainable.

Explanation 4: In version 4 we can observe that the sentences have been sufficiently reformulated, the writer understands the topic and uses information of the original source effectively. Unfortunately, this is still a plagiarism case as the acknowledgement of the author of the original idea has been omitted. This is a clear example of uncited paraphrasing.



Version 5: Modern economies face growing pressure of environmental, human and financial constraints. The People's Republic of China is no exception, as these constraints form a heavy pressure on its growth expansion that is mainly relying on economies of scale. The country has arrived at a crossroads where its investment-driven growth model is no longer sustainable (Ernst, 2016: 2).

Reference list:

Ernst (2016), 'From Catching Up to Forging Ahead in Advanced Manufacturing-Reflections on China's Future of Jobs', *Innovation and Economic Growth* series, No. 6, March 2016

Explanation 5: Version 5 is not plagiarism, since the writer showed a good understanding of the topic and in order to use the information, he/she has paraphrased the original sentences and noted the source of the ideas.

USE OF AI TOOLS

At Wittenborg, academic integrity is a core value, and we are committed to ensuring a fair and rigorous academic environment. While AI tools can be useful for learning and development, the use of AI in any form during examinations is strictly prohibited. Using AI in examinable assignments undermines the authenticity of student's work, distorts assessment outcomes, and is considered an academic misconduct. We are committed to ensure that every student is assessed based on their own knowledge and skills, thus maintaining the integrity and credibility of Wittenborg's degree/qualifications.

However, the use of AI-powered editing or paraphrasing tools like Grammarly, Quillbot, or Grammar Checkers in Microsoft Word for improving grammar, spelling, and clarity is permitted to a certain extent. These tools should not be relied upon to alter the core meaning or structure of student's work, and the submission must remain the student's original thought and effort. Excessive dependence on such tools could still be considered a breach of academic integrity.

OTHER KINDS OF ACADEMIC MISCONDUCT

Self-plagiarism: re-using assignments or large portions from documents already assessed (in the same class or in other classes with other instructors); submitting texts that are the same or of high similarity for two different modules in the same block.

Example of self-plagiarism: Nelly has to begin her graduation assignment. Her topic has similar elements from an earlier report she had to write for the assessment of another module. She decides to introduce that report as her third chapter, since it is her work.

Unauthorised material: using someone's idea without permission.

Example of unauthorised material: Emmett decides to start writing his report. As he enters the computer room and takes a seat, he notices a few printed pages forgotten on the desk by another student. He looks at this paper and realises that it is someone's homework for the same report, so he changes a few aspects and hands it in as his own original work.

Collusion: 'group work'

Example of collusion: The class received homework that must be written individually, and each person is to make their own short research. Tom and Josh divide the task among themselves and share the findings with each other, eventually submitting two individual papers with very similar content, but they claim they have written it on their own.

Fabricated data or manipulated/dishonest results

Example of fabricated data: Arno has collected the survey answers from eighty respondents. During the analysis, he notices that some of the respondents did not answer a certain question, so he decides to put in some random answers in the empty spaces.

'Bought' works, misrepresentation or rewriting by externals (ghost-writing, including using AI platforms to write assignments)

Example of misrepresentation: Andrea has a tight schedule, since she is working and studying at the same time. Under this pressure, she decides to contact a friend who has completed the module some time ago, and since she knows that the teacher has been recently changed she asks for the work of her friend, which she will sign as her own and hand it in.

Example of ghost-writing: Peter is worried about getting all the work for his final project done. He has heard of companies offering theses on all kinds of topics. He gets in touch with them, explains the topic and gets assurances that he will have the delivered thesis in time. He has to transmit a certain amount of money and receives the thesis ready for submission. His name is on the cover page.

Example of using AI platforms to write assignments: A student uses AI writing platforms such as ChatGPT to write their assignments (whether a small part or an extensive part) and the examiner/assessor is not able to differentiate which parts were written by the student and which part by AI. This will result in difficulty in assessing the work, and this can be considered as cheating.

WITTENBORG PLAGIARISM, SIMILARITY AND USE OF AI TOOLS CHECK VIA TURNITIN

All students will be required to submit their written reports/assignments/exams through the **Turnitin software**; this is considered part of the formal submission requirements.

Turnitin is used by the school to detect cases of plagiarism as well as usage of AI tools. The software compares the writing used within any document to other sources, for example, websites on the Internet, journal articles, books, AI platforms, and other student work from other universities. Turnitin gives students the option to check the similarity score of their submission; they can then revise their work (if necessary) and re-upload the document before the deadline.

Further details of the Turnitin submission process are provided during Wittenborg's Induction Week.

You are advised to check Wittenborg online 'Guide to Turnitin' on how the software works and how you are mandated to use it. Also accessible via the link below:

<http://www.wittenborg.eu/guide-turnitin.htm>

You can also visit the official site of Turnitin, where you can access the latest updated manuals.

Acceptable similarity score for all Turnitin submissions is 20%

At Wittenborg, up to 20% similarity is acceptable for all submissions through Turnitin as long as the submission is properly referenced as per university referencing style. Above 20% but no more than 30% similarity must be motivated/justified by the student to be accepted for assessment. **The 20% similarity does not automatically imply the submission is plagiarism-free as there could also be**

cases of plagiarism with less than 20% similarity. The submission must be properly referenced as per university referencing style (see above).

Take note that similarity score is different from plagiarism. At Wittenborg, any amount of plagiarism is not tolerated. This means that even if your similarity score is lower than 20%, but there are plagiarised text, you will be penalised for plagiarism.

For Group Assignment, all group members are responsible for the submitted assignment and they have to check and ensure that the assignment is plagiarism free and of the required quality. If the group assignment is flagged for plagiarism, all group members will be accountable for it.

As for usage of AI tools, up to 20% AI indicator is acceptable for all submissions through Turnitin. Above 20% but no more than 40%, may result in student being called for an Oral Q&A by the module teacher. Above 40% is not tolerated and it will be at the discretion of the teacher to take further actions.

PROCEDURES FOR INVESTIGATING & DEALING WITH ACADEMIC MISCONDUCT

The examiner decides whether academic misconduct has taken place and may make a series of recommendations, including a clear fail. Any academic misconduct will be referred to the Graduation & Examination Board (GEB).

For all details on procedures, please see the *Education and Examination Guide* (EEG), Part 11, 'The Student Code of Behaviour'.

PENALTIES

Penalties at Wittenborg University of Applied Sciences for committing plagiarism include but are not limited to:

- Official warning
- Reduction of the grade or a fail and a required re-doing of an assignment (on a completely different topic)
- Decision that during a period of one year at most, the student is denied the right to take one or more specific (partial) tests or examinations
- Expulsion/dismissal

Furthermore, severe and/or repeated plagiarism can lead to the failure of the educational degree. For further details, please see the information on dishonesty in the sections of this Education and Examination Guide (EEG):

- Student Code of Behaviour
- Student Charter
- Graduation & Examination Regulations
- General Terms and Conditions

STUDENTS' RIGHT OF APPEAL

The rights a student has if they feel a decision has been incorrect are explained out in the 'Graduation and Examination Board Regulations' of WUAS (in this EEG), in particular, article 17.

For further details, please see the information on dishonesty in the sections of this Education and Examination Guide (EEG):

- Student Code of Behaviour
- Student Charter
- Graduation & Examination Regulations
- General Terms and Conditions

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