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Are we educating educators about academic integrity? A study of UK higher education textbooks

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Abstract

A substantial proportion of university students report committing plagiarism and related forms of misconduct. An academic integrity-focused approach to addressing plagiarism emphasises the promotion of positive values alongside education of staff and students about good, and bad, practise in writing, studying and assessment design. The concept was developed many years ago and is seen as desirable, yet it is not clear whether academic integrity features prominently in the education of academics themselves. We analysed source texts for postgraduate certificates in higher education (or equivalent) at UK universities. Overall, academic integrity was poorly addressed in these texts, and the language used ('cheating', 'plagiarism') was not reflective of an academic integrity-based approach. Newer issues, such as the purchasing of custom written assignments (contract cheating), were barely addressed. We conclude that the concept of academic integrity needs to be integrated into mainstream discourse around teaching in UK higher education.

Introduction

Approximately one third of university students report engaging in some sort of plagiarism (McCabe 2016). Reasons why students engage in such academic misconduct are varied, and include feeling under pressure to achieve, the belief that they will not get caught and a lack of understanding (Brimble 2015). This lack of understanding may have serious consequences. A study of newly enrolled UK undergraduates showed that most rate themselves confident that they know what referencing and plagiarism are, yet this confidence was misplaced when given simple tests of referencing conventions (Newton 2015). Staff also show varied understanding and this may have negative consequences for all concerned, including misinforming students about good/bad practise and a reluctance to pursue cases of misconduct, potentially exacerbating the problem (Morris and Carroll 2015). More recent developments include the emergence of 'ghostwriting companies' wherein students can pay a third party to complete their work for them, usually a bespoke custom-written assignment that can bypass originality-detection software (Newton and Lang 2016). These services are cheap and quick (Wallace and Newton 2014) and have generated considerable media interest (e.g. (Henry, Flynn, and Glass 2014; Anonymous 2013).

Approaches to tackling this issue have evolved from 'catching cheats' to progressive, educational strategies aimed at promoting 'academic integrity' (Thomas and Scott 2016). The International Center for Academic Integrity defines academic integrity as a commitment to six fundamental values; honesty, trust, fairness, respect, responsibility, and courage (ICAI 2016). Scholars in the field have argued, for a number of years, that an educational approach to academic integrity is both desirable and effective (e.g. see (Morris 2015; Carroll 2007). To quote Brimble (2015, p5) "an educative and developmental approach to academic integrity issues is recommended for both staff and students".

Successful higher education requires that academics understand learning and teaching; that they know how to teach, to facilitate and to allow students to demonstrate learning through assessment. In the UK in 1997 the Dearing Report recommended that "institutions of higher education begin immediately to develop or seek access to programmes for teacher training of their staff" (Dearing 1997, p126) and 20 years later, almost all UK higher education providers offer, or even require, a postgraduate certificate in higher education for their teaching staff. Common concepts in these programmes include reflective practise and constructive alignment (Kandlbinder and Peseta 2009). The Dearing Report also led to the creation of what is now the UK Higher Education Academy (HEA), and completion of these postgraduate certificates often leads to Fellowship of the HEA and thus, in theory, 'qualified teacher status'.

The textbook is a fundamental learning resource across higher education (Landrum, Gurung, and Spann 2012), often defining the boundaries of a particular field, even in the 'digital age' (Knight 2015; Millar and Schrier 2015), and forming the structural framework for entire programmes of study (National Council on Teacher Quality 2016). The significance of the textbook can be seen in the sheer size of the textbook market, with sales accounting for hundreds of millions of dollars (described in Landrum, Gurung, and Spann 2012; Steuer and Whitfield Ham 2008). Content analysis of textbooks has a long history,

particularly in undergraduate psychology, (e.g. see (Steuer and Whitfield Ham 2008; Haselhuhn and Clopton 2008; Ferguson, Brown, and Torres 2016) although the field has extended across higher education e.g. see (Hopper and Huxford 2017; French et al. 2015). Many of these studies have focused on the accuracy of content within textbooks (e.g. (Steuer and Whitfield Ham 2008; Ferguson, Brown, and Torres 2016) while others have focused on determining how certain topics are covered across textbooks (e.g. see (Haselhuhn and Clopton 2008; Hopper and Huxford 2017) or on the relationship between textbook use and academic performance (Landrum, Gurung, and Spann 2012; French et al. 2015).

Given the central importance of the textbook, we identified the most common textbooks used in PGCerts in UK higher education and analysed them, along with some assessment-specific textbooks, to determine what messages they convey regarding academic integrity and the behaviours associated with misconduct.

Methods

We used Google to search for recommended reading lists for PGCert programmes using search terms such as “reading list” AND “UKPSF” or “PGCHE” or “PGCTHE”. The UK Professional Standards Framework (UKPSF) was created by the UK Higher Education Academy (HEA) and is a “comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE” (Higher Education Academy 2017) and is the framework that PGCert programmes are mapped against in order to obtain Fellowship of the HEA. “PGCHE” and “PGCTHE” are common acronyms for “Postgraduate Certificate in (Teaching in) Higher Education”. We also used the Society for Educational Developers (SEDA) email list on the JISC network (SEDA@jiscmail.ac.uk) to request reading lists. We identified reading lists for PGCert programmes at 32 different Universities. According to the Higher Education Statistics Agency (HESA), these universities account for 27% of the students enrolled in UK higher education (Higher Education Statistics Agency 2015). Where there was a specific module for assessment, then we used that in our analysis. Otherwise we examined the general learning and teaching module(s).

A small number of books dominated the reading lists (see Table 1) and so we expanded our list to include a selection of books that focused on ‘assessment’ and others that we had access to e.g. in the form of an e-book or available from Swansea University library, resulting in a final total of 20. For each textbook, we analysed the most recent edition.

We then used three different approaches to examine how these textbooks cover academic integrity. First the tables of contents and indices were all searched using the words shown in Table 2, with American English searching also conducted where relevant (e.g. honor code/honour code). We used a mixture of keywords, with some directly related to core concepts in academic integrity and misconduct (e.g. plagiarism) and others that are more indirectly related, such as ‘authentic assessment’. The choice of keywords was determined using the experience of the authors. We also then looked through all the items in the index of each book to determine whether there were any further terms that might be relevant to academic integrity.

We used the results of the keyword search to identify the sections of each textbook that were potentially relevant to academic integrity. We then conducted two thematic analyses of those sections; one bottom-up and one top-down (Braun and Clarke 2006). For the ‘bottom-up’ inductive thematic analysis the book sections relating to academic integrity were read through by both authors, and the relevant sections highlighted. These were re-read and common themes identified by one author (JR). A theme was considered ‘common’ if it appeared in three or more books. These were then discussed between the authors and refined during the discussion. Twelve common themes were identified following the discussions, and an example quotation was identified for each, with agreement from both authors.

It was clear from the chapter titles, keyword analysis and bottom-up thematic analysis that any common themes relating to academic integrity were almost exclusively concerned with plagiarism in written assignments (rather than, say, exam cheating). Thus our ‘top-down’ analysis focused on plagiarism and involved comparing the content of the textbooks to the

central themes of Jude Carroll's "A Handbook for Deterring Plagiarism in Higher Education" (Carroll 2007). There are many sources of guidance on promoting academic integrity, indeed Serviss notes they are "too numerous to ever account for" (Serviss 2015) and it is inevitable that there will not be universal agreement on what constitutes a 'gold standard' reference work. We therefore chose as Carroll as a source of reference themes since, again in the words of Serviss it "...stands out among the others....in that it offers best practices as a kind of faculty development curriculum" (Serviss 2015, p6) and our focus was on identifying themes for educating educators in higher education. Indeed, 4 of the 20 books directly referred to the first edition of Carroll (2002). One author (JR) read the Carroll book with the aim of identifying themes of 'guidance to be given to academics in higher education'. These themes were then discussed by both authors before being updated, as appropriate, using relevant chapters from a more recent, and lengthy, reference work, the Handbook of Academic Integrity (Bretag 2016). Sources of evidence for individual criteria are identified in Appendix 1. The relevant passages of the textbooks in Table 1 were then re-read with the aim of determining whether each reference theme could reasonably be considered to be a theme of the textbook.

Results

The 6 most common books are shown in Table 1, alongside the full list of textbooks analysed. Two books dominate: "Teaching for Quality Learning at University" by Biggs and Tang, which appears 21 times, and "A Handbook for Teaching and Learning in Higher Education: Enhancing academic practice" by Fry, Ketteridge and Marshall, which appears 18 times (in two editions).

Results of the keywords search are shown in Table 2. The word 'plagiarism' is the most common, although it was only found in 12 of the 20 books. The term 'cheating' was found in 6 of the books. The term 'academic integrity', itself the central theme of this study, was not found in any of the books, while 'honor code' was found in only one. 8 of the books had one or more chapters dedicated to 'plagiarism' or 'cheating' (Table 3).

We identified 12 'Common Themes' from our bottom-up thematic analysis, shown below with sample quotes. We found no obvious contradictions between books. Coverage of each theme by each book is identified in Table 4.

1. Assessments need to be designed to reduce the likelihood of plagiarism (7/20 books).

'Design materials to discourage plagiarism and change these regularly; use assessment approaches that reduce plagiarism.' From Foundations of Problem Based Learning. Savin-Baden, 2004. Page 100.

2. Actual tips on Assessment Design to reduce likelihood of plagiarism (6/20).

'Plagiarism can be minimized by...using oral assessment and peer- and group assessment' From Teaching for Quality Learning at University. Biggs and Tang, 2011. Page 273.

'You can reduce the use of plagiarism by: regularly changing assessment questions;... referring to contemporary events... setting more specific titles for assignments; building on elements of personal reflection.' From Developing Effective Assessment in Higher Education. Bloxham and Boyd, 2007. Pages 63-64.

3. Students need to have access to engaging learning tasks and good advice about plagiarism (7/20).

'We could limit plagiarism by helping students understand what it means...and how to make sure that legitimate use of others' material is not passed off as their own work.' From Assessment, Learning and Employability. Knight & Yorke, 2007. Page 117.

4. Students need to be aware of the institution guidelines/regulations about plagiarism (6/20).

'Clarify your institutions requirements on fair practice...Make sure that students understand what the regulations mean.' From 500 Tips on Assessment. Brown, 2004. Page 17.

5. Caution about increased risk of plagiarism and cheating with group work (5/20).

'Be alert when encouraging students to work together. Make sure that they know where the intended collaboration should stop.' From 500 Tips on Assessment. Brown, 2004. Page 16.

6. The use of plagiarism software before assessment submission can help reduce plagiarism (5/20).

'Plagiarism detection software can be used effectively to support learning by allowing students to use it in advance of an assignment submission.' From Developing Effective Assessment in Higher Education. Bloxham and Boyd, 2007. Page 219.

7. The rules for assessment need to be clear to avoid confusion and accidental misconduct (5/20).

'They [students] all know whether they can or cannot use notes, books and electronic aids; and individual assessments are done in ways that prevent cheating.' From Assessment, Learning and Employability. Knight & Yorke, 2007. Page 18.

8. Increasing concerns about plagiarism have led to an increase in the use of exams and invigilated assessments. These forms of assessment 'do not promote the highest quality of learning' (6/20).

'One of the main consequences of the increase in worries about plagiarism has been a reversion to invigilated examinations and a reduction in 'take home' coursework. This inevitably reduces students' study effort during courses and probably lowers the cognitive level of student engagement with study material.' From Innovative Assessment in Higher Education. Gibbs, 2006. Page 18.

9. Plagiarism is on the rise (5/20).

'Plagiarism is a rapidly growing phenomenon in the UK...' From Innovative Assessment. Gibbs, 2006. Page 17.

10. Software, for example Turnitin, can be used to detect plagiarism (7/20).

*'Software systems such as **Turnitin** are now essential...for dealing with suspected cases of plagiarism.'* From A Handbook for Teaching and Learning. Fry, Ketteridge and Marshall, 2014. Page 291.

11. Attempts to define 'plagiarism' (4/20).

'One definition of plagiarism is the 'copying of ideas, text, data or other work (or any combination thereof) without due acknowledgement'. From Designing Learning from Module Outline to Effective Teaching. Butcher, Davies and Highton, 2006. Page 116.

12. Describe or state possible reasons why student may plagiarise or cheat i.e. because they do not understand what plagiarism is and how to reference properly, language barriers for international students, high work load, pressure to achieve, increasing use of the internet, the belief that they won't get caught and/or poor assessment design (9/20).

'Many students inadvertently plagiarise because they do not understand how to reference material appropriately.' From Designing Learning from Module Outline to Effective Teaching. Butcher, Davies and Highton, 2006. Page 116.

'Enormous pressures are placed on today's university students – e.g. the assessment workload; the pressure to achieve; increased competition in the workplace.' From Designing Learning from Module Outline to Effective Teaching. Butcher, Davies and Highton, 2006. Page 116.

We identified 16 'Reference Themes' from Carroll (Carroll 2007) which we updated as shown in Appendix 1. The coverage of each theme by each book is shown in Table 5. There was obviously some overlap between the themes, for example in attempts to define plagiarism.

Discussion

Academic integrity was not explicitly considered by any of the textbooks. This is perhaps our most striking finding. The concept of an 'academic integrity approach' to plagiarism and related behaviours has existed for over 20 years and has been repeatedly advocated for, including in UK higher education (McCabe and Pavela 2004; Morris 2015; Thomas and Scott 2016; JISC 2010). A significant driver for the development of such an approach was a view that institutions addressed issues of academic integrity in a negative manner; ".....it is more common to find the subject of academic integrity addressed by identifying and prohibiting behaviours that run counter to the principles of integrity" (ICAI' 2016).

'Plagiarism' and 'cheating' were among the most common keywords found. Where books had chapters dedicated to these issues, again the phrasing used was reflective of the approach that the ICAI is attempting to move beyond (Table 3). From our analysis it appears that the language used to describe 'academic integrity' is still very much focused on the negative in UK higher education textbooks.

Some of the books did contain content relevant to academic integrity and, despite the language used, the common themes were largely positive and practical. The most common theme, in 9 of the 20 books, was to explore why students may commit plagiarism and to explain that multiple factors may influence it. The implicit theme of the comments was that students who plagiarise may not be 'cheats', but simply may not understand what is required of them, or may be subject to powerful external influences on their behaviour. Many of the other common themes were also proactive and constructive – offering assessment design tips for the reduction of plagiarism and ensuring that students and staff are appropriately educated.

We identified a series of reference themes covering core concepts in academic integrity. The 6 most popular textbooks showed a mixed picture in their coverage of these themes. "Learning to Teach in Higher Education" (Ramsden) and "Rethinking Assessment in Higher Education" (Boud) did not address any of the reference themes and so did not cover academic integrity as a concept. The remaining four contained relevant content and two of those, "The Lecturer's Toolkit" (Race) and "Developing Effective Assessment in Higher Education (Bloxham + Boyd) included 11 of the 19 reference themes – more than any other books.

A handful of the reference themes – particularly those relating to policy and practise at the institutional level, were not really covered at all the textbooks. Ensuring that effective institutional approaches are in place is essential for enacting a holistic approach to academic integrity (Carroll 2007). Similarly the phenomenon of contract cheating (Newton and Lang 2016; Lancaster and Clarke 2016) was hardly covered; the phrase itself was not found at all, nor was 'custom essay', while the concept appeared as a reference theme in only two of the books. This problem is considered to be so serious that the UK regulator of higher education, the Quality Assurance Agency, is supporting a change to UK law in order to address it (QAA 2016).

The current study has some limitations. We have focused our analysis on the content of textbooks recommended to academics. The textbooks are frequently recommended and are clear in their aim of providing comprehensive overviews of teaching, learning and/or assessment, but obviously learning is not completely defined by a textbook, and academics may be taught about academic integrity elsewhere. However, it is clear that academic integrity is not integrated into the most commonly recommended textbooks, and thus stands outside the mainstream discourse of learning about teaching in higher education.

We are also potentially limited by the keyword/index analysis which then guided our further research, just as it would guide a reader towards relevant sections of a book. However, this does then mean that academic integrity and related topics may be covered elsewhere in the book, but without being listed in the index or tables of contents. Indeed, "Learning to Teach in Higher Education" by Paul Ramsden does mention 'cheating' in an introduction to a chapter on "Assessing for Understanding", but does so in the context of being something that current assessment practise is overly concerned with, for example;

"...no unbiased study of the written machinery of assessment procedures could fail to conclude that we think students are at heart plagiarists and cheats" (Ramsden 2003, 179)

In addition, although we may have missed some mention of concepts relevant to academic integrity through our keyword-driven approach, the central finding would remain unchanged – the indices and tables of contents are there to define important and/or common concepts. An absence of academic-integrity-related entries is reflective of the importance and frequency of these concepts within the texts.

Finally, our study was limited to textbooks recommended in UK higher education, although many are commonly recommended elsewhere. It would be worth undertaking similar studies in other countries, although our central recommendation, that academic integrity be embedded as a mainstream, textbook concept in higher education, can be generalised across the global sector.

In summary then, we identified 20 textbooks for teaching about learning and/or assessment in higher education. These books did not recognise 'academic integrity' as a concept, despite it being advocated for more than 20 years. We recommend that future editions include academic integrity as a core concept in learning and teaching. This would help embed integrity in the mainstream discourse of higher education and prevent it being seen as a standalone, disciplinary concept. It may also improve the design of assessments for learning.

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Appendices

Reference Themes for teaching about Academic integrity <i>– adapted from Carroll 2007 and reviewed with other sources as cited</i>	
Theme	Description
1. Define plagiarism and related behaviours	Give a clear definition of what plagiarism is, comparable to that in Fishman
2. Plagiarism is an issue worth tackling	Explain, for example <ul style="list-style-type: none"> • Size of problem • The impact on the value of higher education qualifications • Impact on learning outcomes
3. Multiple Motivations for Plagiarism	There are multiple proposed motivations for student plagiarism and there is value to consider addressing and deterring plagiarism
<i>3a Give examples</i>	Examples of possible motivations for student plagiarism, such as <ul style="list-style-type: none"> • A lack of understanding • Changing student attitudes towards plagiarism • Unengaging/ generic or 'too hard' assessments being set by time stretched lecturers • A lack of action from lecturers when misconduct occurs • A perceived lack of fairness (group work or a lack of guidance) • Campus culture that does not promote ethical behaviour • Seeing peers plagiarising • Belief that they won't be caught or that a punishment would be minor • A busy schedule and lack of time • Pressure (parents, self, job market) to achieve high grades • Perceiving that the course elements are irrelevant to employment/ industry • Age or Gender • Language barriers (if not studying in first language) • Cultural differences with regards to what is acceptable practice • An increased use of the internet and technology (access to lots of information, 'contract' companies, decreasing ethics/morals)

4. Essay Mills/Contract Cheating	What they are and the service that they provide to students. Difficulties in detection.
5. Course and/or Assessment Design	State courses and/or assessments should be designed to minimise opportunities for plagiarism
<i>5a Give examples</i>	For example, that lecturers should: <ul style="list-style-type: none"> • change essay/assignment titles year after year • make essays/assignments personal (include opinions/reflection) or current (contemporary examples/case studies) • clearly set out the rules and requirements of assignments • use originality disclaimers • clearly state where collaboration should end in group tasks • ask for draft(s). • assess the assignment process as well as the final piece
6. Caution of Group Work	Caution about the supposed increased potential for plagiarism/cheating/collusion within group assessments
<i>6a Give examples</i>	Practical tips for how to reduce likelihood of cheating within group assessments. For example <ul style="list-style-type: none"> • Give clear instructions on where collaboration should end. • Ask for a record of who did what in the group task.
7. Continued information and Advice	State that students need to have continued access to plagiarism/misconduct information/advice/support throughout their time at university
<i>7a Give examples</i>	Course handbooks, assessment cover sheets and briefing sheets, leaflets, lecturers, specialis
8. Engaging Induction Tasks	Students should have an engaging induction session to learn what plagiarism is, how to avoid institutes rules and guidelines regarding plagiarism? Tasks should include plagiarism examples simply lots of written rules/guidelines.
<i>8a Give examples</i>	Actually give some tips and suggestions for activities to undertake early in studies
9. Detection Software	Explain the use of plagiarism detection software e.g. Turnitin

10. 'Spotting' Plagiarism when Marking	<p>Practical tips for how to 'spot' / detect plagiarism when marking work? For example:</p> <ul style="list-style-type: none"> • Poor English/grammar in the introduction and conclusion of an essay but perfect English grammar throughout the body of the essay • Use of American spelling in a non-American student.
11. Confirming a Suspected Case	<p>Practical tips for what steps should be taken to confirm a suspected case of plagiarism? For example:</p> <ul style="list-style-type: none"> • Google searches of suspected copied sentences • Ask student for an electronic copy of essay to be sent quickly • Lecturer to follow institution guidelines on confirming plagiarism.
12. Fair and Consistent Penalties	Penalties for plagiarism should be consistent and fair
13. Institution Policies and Procedures	Institutional policies and procedures regarding plagiarism should be in place?
14. Review of Institution Policies and Procedures	The review and evaluation of these policies are important?
<i>14a strategies</i>	Strategies for review of the institution's policies and procedures? For example top-down or bottom-up?
15. Open Knowledge of Policies and Procedures	Policies should be publicised (not 'kept hidden?'); all members of staff, who need to be, are aware of the policies and understand their own responsibilities
16. Open Knowledge of Penalties	Students should be fully informed about the penalties for committing plagiarism

Appendix 1 Reference Themes for teaching academics about Academic integrity, identified from (Carroll 2002)

Title of Book	Authors
Teaching for Quality Learning at University: What the Student Does	Biggs & Tang
A Handbook for Teaching and Learning in Higher education: Enhancing academic practice	Fry, Ketteridge & Marshall
Learning to Teach in Higher education	Ramsden
The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching	Race
Rethinking Assessment in Higher education: Learning for the Longer Term	Boud
Developing Effective Assessment in Higher education: A Practical Guide	Bloxham & Boyd
Designing Learning: From Module Outline to Effective Teaching	Butcher, Davies & Highton
Rethinking Pedagogy for a Digital Age: Designing and Delivering E-learning	Beetham & Sharpe
Innovative Assessment in Higher education	Bryan & Clegg
Assessment for Learning in Higher education	Sambell
How to be an Effective Teacher in Higher education: Answers to Lecturers' Questions	Mortiboys
Understanding Learning And Teaching: The Experience in Higher education	Prosser & Trigwell
Foundations Of Problem-Based Learning	Savin-Baden
Teaching, Learning and Study Skills	Sinfield & Burns
Assessment, Learning and Employability	Knight & Yorke
500 Tips on Assessment	Brown
The University & its Disciplines: Teaching & Learning within & beyond disciplinary boundaries	Kreber
Essentials of Online Course Design: A Standards-Based Guide	Vai & Sosulski
Effective Teaching in Higher education	Brown & Atkins
Excellence in University Assessment: Learning from Award-Winning Practice	Carless

Table 1 Textbooks analysed in the study. The first 6 (grey cells) were the most commonly identified textbooks in learning and teaching at universities in the United Kingdom. The remainder were selected on the basis of their availability through the Swansea University library.

	Academic integrity	Authentic Assessment	Cheating	Collaboration	Collusion	Contract Cheating
Teaching for Quality Learning at University	-	Y	-	-	-	-
A Handbook for Teaching and Learning in Higher education: Enhancing Academic Practice	-	-	-	-	-	-
Learning to Teach in Higher education	-	-	-	-	-	-
The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching	-	Y	-	-	-	-
Rethinking Assessment in Higher education	-	Y	-	-	-	-
Developing Effective Assessment in Higher education: A Practical Guide	-	Y	-	-	Y	-
Designing Learning from Module Outline to Effective Teaching	-	-	Y	-	-	-
Rethinking Pedagogy for a Digital Age: Designing and Delivering E-learning	-	-	-	Y	-	-
Innovative Assessment in Higher education	-	Y	-	Y	-	-
Assessment for Learning in Higher education	-	-	Y	-	-	-
How to be an Effective Teacher in Higher education: Answers to Lecturers' Questions	-	-	-	-	-	-
Understanding Learning And Teaching: The Experience in Higher education	-	-	-	Y	-	-
Foundations Of Problem-Based Learning	-	-	-	-	-	-
Teaching, Learning and Study Skills	-	-	-	-	-	-
Assessment, Learning and Employability	-	Y	Y	Y	-	-
500 Tips on Assessment	-	-	Y	Y	-	-
The University and its Disciplines: Teaching and Learning Within and Beyond Disciplinary Boundaries	-	-	-	-	-	-
Essentials of Online Course Design: A Standards-Based Guide	-	-	Y	-	-	-
Effective Teaching in Higher education	-	-	-	-	-	-
Excellence in University Assessment: Learning from Award-Winning Practice	-	Y	Y	-	-	-
Total	0	7	6	5	1	0

Table 2 Keyword analysis of textbooks – indices and tables of contents were searched for each book. High dedicated to 'plagiarism' or 'misconduct' (see **Table 3**).

Book	Chapter title(s)
Developing Effective Assessment in Higher Education: A Practical Guide	Designing Tasks to Reduce Plagiarism
	When Problems Crop Up
	Telling What Cannot be Told: Tacit Informa
	Caution
Assessment, Learning and Employability	Cheating and Plagiarism Detection
	Malpractice
500 Tips on Assessment	Dealing with Cheating
	Plagiarism, Cheating and Assessment
Innovative Assessment in Higher education	Plagiarism
Excellence in University Assessment: Learning from Award-Winning Practice	Cheating and Plagiarism
The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching	How can we foster good academic conduct and cheating?
Teaching for Quality Learning at University	Plagiarism
Designing Learning from Module Outline to Effective Teaching	Course Design and Plagiarism
	Strategies for Avoiding Plagiarism

Table 3 The titles of 'academic-integrity' related chapters in the textbooks analysed. The other 12 textbooks do not have chapters related to academic integrity.

	1. Assessment Design	2. Tips	3. Tasks & Advice	4. Regulation Awareness	5. Group Work Caution	6. Originality Software
Teaching for Quality Learning at University	Y	Y	-	Y	-	-
A Handbook for Teaching and Learning in Higher education: Enhancing Academic Practice	-	-	-	Y	-	-
Learning to Teach in Higher education	-	-	-	-	-	-
The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching	Y	Y	Y	Y	Y	Y
Rethinking Assessment in Higher education	-	-	-	-	-	-
Developing Effective Assessment in Higher education: A Practical Guide	Y	Y	Y	Y	Y	Y
Designing Learning from Module Outline to Effective Teaching	Y	Y	Y	-	Y	Y
Rethinking Pedagogy for a Digital Age: Designing and Delivering E-learning	-	-	-	-	-	-
Innovative Assessment in Higher education	-	-	-	-	Y	-
Assessment for Learning in Higher education	-	-	Y	-	-	Y
How to be an Effective Teacher in Higher education: Answers to Lecturers' Questions	-	-	-	-	-	-
Understanding Learning And Teaching: The Experience in Higher education	-	-	-	-	-	-
Foundations Of Problem-Based Learning	Y	-	-	-	-	-
Teaching, Learning and Study Skills	-	-	Y	-	-	-
Assessment, Learning and Employability	Y	Y	Y	-	-	-
500 Tips on Assessment	-	-	Y	Y	Y	-
The University and its Disciplines: Teaching and Learning Within and Beyond Disciplinary Boundaries	-	-	-	-	-	-
Essentials of Online Course Design: A Standards-Based Guide	-	-	-	Y	-	-
Effective Teaching in Higher education	-	-	-	-	-	-
Excellence in University Assessment: Learning from Award-Winning Practice	Y	Y	-	-	-	Y
Total	7	6	7	6	5	5

Table 4 The coverage of Common Themes in the identified textbooks.

	1 Definition	2 Worth Tackling	3 Motivations	3a Examples	4 Essay Mills	5 Design	5a Tips	6 Group Work Caution	6a Tips	7 Continued Advice	7a Examples
Teaching for Quality Learning at University	-	Y	Y	Y	-	Y	Y	-	-	-	-
A Handbook for Teaching and Learning in Higher education: Enhancing Academic Practice	-	Y	Y	Y	-	-	-	-	-	-	-
Learning to Teach in Higher education	-	-	-	-	-	-	-	-	-	-	-
The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching	-	Y	Y	-	Y	Y	Y	Y	Y	-	-
Rethinking Assessment in Higher education	-	-	-	-	-	-	-	-	-	-	-
Developing Effective Assessment in Higher education: A Practical Guide	-	Y	Y	Y	-	Y	Y	Y	-	Y	-
Designing Learning from Module Outline to Effective Teaching	Y	-	Y	Y	Y	Y	Y	Y	Y	-	-
Rethinking Pedagogy for a Digital Age: Designing and Delivering E-learning	-	-	-	-	-	-	-	-	-	-	-
Innovative Assessment in Higher education	-	Y	Y	Y	-	-	-	Y	-	-	-
Assessment for Learning in Higher education	-	-	-	-	-	-	-	-	-	-	-
How to be an Effective Teacher in Higher education: Answers to Lecturers' Questions	-	-	-	-	-	-	-	-	-	-	-
Understanding Learning And Teaching: The Experience in Higher education	-	-	-	-	-	-	-	-	-	-	-
Foundations Of Problem-Based Learning	-	-	-	-	-	Y	-	-	-	-	-
Teaching, Learning and Study Skills	Y	-	-	-	-	-	-	-	-	-	-
Assessment, Learning and Employability	Y	Y	-	-	-	Y	Y	-	-	-	-
500 Tips on Assessment	Y	-	Y	Y	-	-	-	Y	Y	-	-
The University and its Disciplines: Teaching and Learning Within and Beyond Disciplinary Boundaries	-	-	-	-	-	-	-	-	-	-	-
Essentials of Online Course Design: A Standards-Based Guide	-	-	-	-	-	-	-	-	-	-	-
Effective Teaching in Higher education	-	-	-	-	-	-	-	-	-	-	-
Excellence in University Assessment: Learning from Award-Winning Practice	-	Y	Y	Y	-	Y	Y	-	-	-	-
Total	4	7	8	7	2	7	6	5	3	1	0

Table 5 The coverage of Reference Themes in the identified textbooks. These were reflective of core guidance given to new academics in Higher education and were identified from (Carroll 2007) and updated as shown