

# Managing Plagiarism and Academic Fraud in Higher Degree Programmes

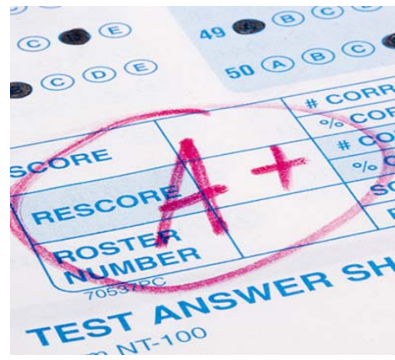
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**"I need you to do a presentation on the topic of 'plagiarism'.  
If you don't have time to prepare anything, just steal  
something off the Internet."**

# Some context:



## In the news:

- “Actresses, business Leaders and other wealthy parents charged in U.S. College Entry Fraud in a major college admissions scandal that laid bare the elaborate lengths some wealthy parents will go to get their children into competitive American universities, federal prosecutors charged 50 people on Tuesday in a brazen scheme to buy spots in the freshman classes at Yale, Stanford and other big-name schools” (NY Times, 2019)
- “Buying essays from ghost-writers allegedly widespread among international students at NZ universities” (TVNZ, 2019)

## Plagiarism vs. Cheating

### Background:



### What is the difference?

The New Zealand Qualifications Authority (2017) notes that tertiary education providers should “**have good processes in place to ensure that cheating is detected and will not allow students to pass assessments where they have not met the required standard**”.

- Postgraduate and Masters level business courses at a regional polytechnic in New Zealand
- Cohort is approximately 90% international students
- Dissertations are all research-based
- Plagiarism is usually detected at the dissertation hand-in stage but also sometimes during the supervisory phase and includes:
  1. Large cut and paste incidents without citation
  2. Copying other student’s work
  3. Getting outside help in writing their dissertation from other students
  4. Using ghost-writers
  5. Falsifying data

Example:



It has helped brands serve customers through innovative channels and in innovative ways. **Fast food** (changed from “snack food”) brands have become innovative in other areas too. They engage their customers on social media and collect feedback through several channels. Competition in the industry is **huge** (changed from “heavy”) due to the use of technology. This is also a reason that technology has become important for **fast food** (changed from “snack food”) brands.

- The changing of these words in bold shows ‘conscious intent’ in that the student was changing words to hide the plagiarism.

# Processes:



- **Two hour referencing workshop**
- **Dissertation workshops** where issues of plagiarism and academic fraud are discussed in detail
- Addressed in all **taught classes** to varying degrees
- **Supervisors discuss plagiarism issues** with students
- Use of **Safe-assign**
- An **oral defence** when there is some suspicion of plagiarism
- If serious plagiarism or academic fraud is detected **the result will usually be a failing grade**

# Final thoughts:

- Having a proactive approach with workshops, seminars and tutor and supervisor input seems to be working
- Letting students know the consequences early and often is important
- Having robust systems for identifying plagiarism and academic fraud is also important
- We have reduced the incidence of serious plagiarism and academic fraud by about 75% but it still remains a problem