

Response to Freedom of Information Request

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Response sent to: Rob Kasley request-1129359-4a6fc914@whatdotheyknow.com

“With colleagues, I am carrying out research into the academic misconduct / integrity support provision of higher education institutions. Please respond to the following questions about your provision for students.”

1). In the academic year 2022-2023:

A) How many students (institution wide) were enrolled at your institution?

9363

B) How many academic misconduct referrals were there? (Where it is known that a student had more than one referral, please count them only once).

148 - this takes into account 6 students having more than one referral.

C) How many academic misconduct cases were substantiated? (Where it is known that a student had more than one offence, please count them only once).

93 – this takes into account 3 students having more than one referral.

2). In terms of your centralised academic success/learning enhancement services (available to all students at your institution):

Which of these descriptions best match your provision?

A) A service which is embedded within other student support services (such as international student support and disability services or ‘one-stop shop’).

~~B) Stand-alone provision, separate from other student support services.~~

~~C) Another method. Please specify.~~

3). Regarding your academic integrity / misconduct support and training for students:

Is this offered:

A) In pre-arrival information?

Yes, since the academic year 2023-24, the topic of Academic Integrity is introduced to students as part of an online orientation module they are asked to complete prior to enrolment. This is not in-depth training but rather awareness raising of something which may be new or different for some of our incoming students.

B) During course induction following arrival?

Academic integrity is not covered in the centrally managed University induction process. However, the Technology and Enhanced Learning Team developed an Academic Integrity game, available on the intranet for all students. It is a game that is designed to empower and enable students to think through how academic integrity might work in practice. It presents students with a range of possible scenarios, and they take on the role of academic integrity student ambassadors. From the academic year 2024-25 it is planned that this game is included in the pre-arrival information.

C) Provided by individual programmes of study? If yes, approximately when do these take place in the academic year.

From next academic year, 2024-25, it is planned that, in addition, to the pre-arrival modules, all programmes will be

asked to engage students in conversations around academic integrity as part of an elongated transition and communication of important information. In addition, the Academic Skills team provide in-curriculum sessions on academic referencing as and when requested by programmes. These often include mention of the importance of referencing as a way to avoid accusations of academic misconduct. Some will also cover other types of academic misconduct, but this varies.

D) Only to students who have had an academic misconduct case proven / substantiated?

No, as described above, academic integrity and misconduct support is available to all students throughout the entire course of studies. It may be required after considering a case of misconduct.

4). Is there specialist academic integrity / misconduct support provided for:

A) Students completing longer form academic assignments (e.g. Final Year dissertations and extended projects)?

B) Students with a declared disability?

C) Students studying in English as an additional language?

D) International students?

Please indicate all that apply.

The support is available for all students.

5). In the academic year 2022—23, how many group level academic integrity training sessions were available?

Four generic workshop sessions were offered to students (the same session repeated four times across the academic year). These are workshops which any student can attend no matter what programme or level. In addition to these, the Academic Skills team ran generic workshops on academic referencing which includes the importance of referencing to avoid academic misconduct but not wider information on other forms of academic misconduct.

6). Is service evaluation data recorded on how many 1-1 support sessions given to students relate to issues of academic misconduct / integrity?

No. Whilst this information may be captured in the case notes for appointments, this is not something that can be reported on due to the narrative nature of the notes.

7). About your institution's use of Turnitin.

A) Is Turnitin used as a pedagogical tool as part of academic integrity / misconduct training for students?

Yes – on a case-by case basis.

B) Do students have access to Turnitin similarity reports before final submission of work?

Yes

8). Please provide us with any examples of best practice or relevant information you would like to share on the delivery of academic misconduct / integrity support for your students.

The University's Student Academic Integrity Procedures are available on the website [here](#).

Regards

Stephen Dowell

Data Protection and Compliance Officer

University of Winchester