

academic INTEGRITY

to what extent is the **student voice** heard in existing research into academic integrity?

peer pressure

culture

language focuses on the negative:

- cheating
- misconduct
- punishment
- penalty
- laziness



support

- academic regulations explained during induction
- lack of structured support throughout the year
- education focuses on prevention of misconduct, rather than understanding the benefits of appropriate referencing
- academics are not clear on their role in relation to academic integrity and academic misconduct

failure

"Focus on learning, not on grades"

"I am unsure whether I am meeting academic integrity standards"

stress

consequences

- penalties are inconsistent
- academics' understanding is inconsistent
- reporting is inconsistent
- penalties range from cancellation of mark to exclusion
- some students sent to study skills workshops

finance

- average cost for a UK degree: £27,000
- students see themselves as customers
- students expect a result for their money
- failure is not an option
- average fee to purchase a 2000 word assignment: £400

cheating

review of existing literature

keyword search on University library database using terms:

- academic misconduct
- plagiarism
- cheating
- academic integrity

results scanned for 'student voice' and student discussion

findings show:

- surveys primarily gather quantitative data
- limited pockets of qualitative data such as 'do you have anything else to add?'
- research focuses on detection, types of cheating, punishment of cheating and degrees of punishment

very little evidence of discussion with students

to help students understand academic integrity, we need to understand what motivates them, what worries them, and what supports them:

We need to hear the

student VOICE

