

# Policy on Plagiarism and Deceitful Plagiarism in First, Second and Third Cycle Higher Education at Lund University's Faculty of Engineering

## Definitions

The following definitions apply to first, second and third cycle higher education at the Faculty of Engineering:

*Plagiarism is a lack of self-reliance in the design and/or wording of academic work presented by a student compared to the level of self-reliance required by the educational context.*

*Deceitful plagiarism is a lack of self-reliance combined with an intent on the part of the student to present the work of others as his or her own.*

*Unacceptable paraphrasing involves text excerpts that are all too similar to the original to be considered self-reliantly formulated.*

Quotation marks, citations and references are important tools for demonstrating self-reliance in written work.

## The Higher Education Ordinance<sup>1</sup> in brief

A. If an employee has cause to suspect an attempt by a student to deceive, by prohibited aids or other means, during examinations or when academic work is otherwise assessed, the employee is obliged to report this. This obligation applies to all university employees and all education cycles (Higher Education Ordinance Chapter 10, Sections 1 and 9).

B. The Higher Education Ordinance (Chapter 10, Section 1) does not specify that the person who deceives/cheats has to do so for his or her own personal advantage. This means that even a student who aids another student's attempt to deceive, for example by handing over his or her work under circumstances where such behaviour is prohibited, may be found guilty of attempting "by prohibited aids or other means . . . to deceive during examinations or when academic work is otherwise assessed" and thus become the object for disciplinary measures.

C. Since the Higher Education Ordinance (Chapter 6, Section 18) stipulates that the grade awarded on completion of a course is to be determined by a teacher specifically appointed (an examiner) by the institution of higher education, this person can fail a student who plagiarises irrespective if the plagiarism was intentional or caused by an inability to work self-reliantly (see point 3 below as well).

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<sup>1</sup>An English translation of the Higher Education Ordinance is available at <http://www.regeringen.se> (<http://www.regeringen.se/content/1/c6/02/15/41/92fc8fff.pdf>)

## **How the regulations are applied at the Faculty of Engineering**

### Determination of plagiarism

1. Verbatim copying, unacceptable paraphrasing (i.e. excerpts that are all too similar to the original to be considered self-reliantly formulated), or paraphrasing without any form of citation should normally be regarded as cause to suspect an attempt at deceitful plagiarism (see point 6 as well).
2. Students are to be informed if *Urkund* (automated service for detecting plagiarism) or other technology for automatically checking assignments is to be used. When such technology is utilised in normal cases, all submitted student assignments are to be treated in the same manner.

### Plagiarism in relation to the educational context

3. The learning aim of the course (first and second cycle) or programme (third cycle) determines the self-reliance requirements that are placed on the knowledge and skills the student must demonstrate in order to pass.
4. All educational programmes at the Faculty of Engineering shall be designed so that the students attain a level in their writing that is relevant to the degree programme in which they are enrolled, and that they are made aware of the phenomena of plagiarism and unacceptable paraphrasing.
5. Progression through the educational programmes should be designed so that unintentional plagiarism due to insufficient skills in normal cases can be seen as entirely an educational problem.
6. Unacceptable paraphrasing by a new student normally should not be regarded as a cause to suspect deceitful plagiarism if there is a citation, and if the unacceptable paraphrasing does not involve a large portion of the academic work. Unacceptable paraphrasing citations in Master's projects at the second cycle and all publications at the third cycle should normally be regarded as cause to suspect deceitful plagiarism.

### Referencing principles

7. Citations are to be included as soon as a source is used, irrespective of if it is a direct quote or if the source material is reformulated in the author's words.
8. Submitted written work should normally include citations in the running text and a complete reference list. All citations shall appear in the reference list and all references shall be cited in the text.
9. In those cases where citations and referencing are not required, the students are to be specifically informed that the normal requirements do not apply to the assignment in question.
10. Verbatim quotations are always to be placed in quotation marks.
11. Imitation of an *overall* structure, such as the division into introduction, methods, results sections, etc., is not considered plagiarism. Detailed copying of someone else's

structure or arrangement without appropriate citation is considered plagiarism of an idea if it is extensive and/or the structure/arrangement is judged to be original.

12. One's own work from another context, such as a report from another course or scientific publication, is to be treated as a source. In such cases of "self-plagiarism", the same regulations as for other plagiarism are applicable, even though determining the line of demarcation is often more difficult for self-plagiarism.

### **Division of Responsibility**

#### Every employee

Every employee at the university is obliged to report if they have cause to suspect that a student by prohibited aids or other means attempts to deceive during examinations or when academic work is otherwise assessed according to the Higher Education Ordinance (Chapter 10, Section 9).

#### Head of Department

The head of department is responsible for ensuring

- that all course coordinators, doctoral supervisors and examiners in the department are familiar with this policy,
- that the department has established routines for how a matter concerning attempts to deceive during examinations or when academic work is otherwise assessed, should be handled and,
- that all employees of the department are familiar with these routines.

#### The student

The student is

- responsible for familiarising him or herself with the requirements involved concerning self-reliance.
- responsible for his or her learning.

#### Course coordinator (first and second cycle), doctoral supervisor (third cycle) and examiner

Course coordinators/doctoral supervisors and examiners each have a responsibility to

- investigate the possibilities that exist for plagiarism in the course (first and second cycle) or programme (third cycle).
- be familiar with this policy and the department's routines for how a matter concerning attempts to deceive during examinations or when academic work is otherwise assessed should be handled.

Course coordinators/doctoral supervisors are also responsible for designing the course/supervision so that

- the student has a real opportunity to take responsibility for his or her learning and become familiar with the requirements involved when student achievements are to be assessed.
- the student is given a real opportunity to practice the skills that are required to attain the increased demands for self-reliance that the course (first and second cycle) or programme (third cycle) places compared with the student's previous educational experience.

The examiner is also responsible for guaranteeing the quality of the examination based on the requirements for self-reliance involved in the course (first and second cycle) or programme (third cycle) and the possibilities for plagiarising that exist in the framework of the course/programme.

#### The Programme Committees (first and second cycle) and doctoral supervisors (third cycle)

The Director of the Programme is responsible for designing the programme, and the doctoral supervisor for designing the supervision, so that the progression of written communication and other self-reliant work results in the students' in-depth understanding and acceptance of the requirements this policy places upon them. The distribution and/or oral reading of written information are normally not considered to be sufficient as the only means of informing students during longer educational programmes.

#### The Educational Programmes Board

The Chair of the Educational Programmes Board has an overall responsibility to ensure that the policy is adhered to in the programmes and to promote agreement on issues dealt with in the policy.

#### The Research Board

The Chair of the Research Board has an overall responsibility to ensure that the policy is adhered to in third cycle higher education and to promote agreement on issues dealt with in the policy.