

# TEXT-MATCHING REPORT

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List of matches:

**Source(s) 1**

- ICAI, 2021: <https://www.academicintegrity.org/fundamental-values/>
- Palmer College, 2021: <https://www.palmer.edu/about-us/office-of-compliance/student-code-of-ethics/fundamental-values-of-academic-integrity/>
- Queen's University, n.d.: <https://www.queensu.ca/academicintegrity/general-information/integrity-policies>

**Source(s) 2**

- ENAI, 2018: <http://www.academicintegrity.eu/wp/glossary/academic-integrity/>

**Source(s) 3**

- Bretag & Green, 2014, The Role of Virtue Ethics Principles in Academic Integrity Breach Decision-Making: [https://www.researchgate.net/profile/Tracey-Bretag/publication/271952268\\_The\\_Role\\_of\\_Virtue\\_Ethics\\_Principles\\_in\\_Academic\\_Integrity\\_Breach\\_Decision-Making/links/55123b810cf268a4aae9ec7c/The-Role-of-Virtue-Ethics-Principles-in-Academic-Integrity-Breach-Decision-Making.pdf](https://www.researchgate.net/profile/Tracey-Bretag/publication/271952268_The_Role_of_Virtue_Ethics_Principles_in_Academic_Integrity_Breach_Decision-Making/links/55123b810cf268a4aae9ec7c/The-Role-of-Virtue-Ethics-Principles-in-Academic-Integrity-Breach-Decision-Making.pdf)

These are all matches relevant for the example.

### 3 Literature review

The topic of academic integrity is becoming very popular nowadays in all academia. We can see universities all over the world dealing with it and preventing academic dishonesty.

This literature review first starts with few definitions of academic integrity coming from international organisations. Subsequently, it continues with the importance of policies and how it is important to follow.

The International Center for Academic Integrity (ICAI) describes the term academic integrity as following “*honesty, trust, fairness, respect, responsibility, and courage<sup>1</sup>*” which they call “*the six fundamental values<sup>1</sup>*” (ICAI, 2021). The European Network for Academic Integrity uses the following definition: “*Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship<sup>2</sup>*” (ENAI, 2018).

The Academic Integrity policy at The University provides the foundation for all decision making in relation to undergraduate student breaches of integrity. This policy has a clause that allows for ‘contextual factors’ to be considered, and in the database where decisions are filed, these are referred to as ‘factors integral to the case’.

Carroll and Appleton (2005) and Carroll and Seymour (2006), emphasise the importance of a ‘community of practice’ of collegial academics who share information, advice and experience. This links well with one of the central tenets of virtue ethics, which is that one way to determine the appropriate course of action for any situation requiring ethical judgement is to ask, ‘What would a virtuous person do in this situation?’

As AIBDMs in our own faculties, and as researchers in the field of academic integrity, we believe that the principles of virtue ethics should be an integral part of any university’s academic integrity decision-making process, and that the policy should provide scope for this to occur.<sup>3</sup>

## References

Carroll, J. & Appleton, J. (2005). Towards consistent penalty decisions for breaches of academic regulations in one UK university. *International Journal for Educational Integrity*, 1 (1). Available at: <<http://www.ojs.unisa.edu.au/index.php/IJEI/article/viewFile/15/5>>. [Accessed 15 February 2021].

Carroll, J., & Seymour, D. (2006). *The effect of a penalty tariff on consistent decision-making in cases of student plagiarism*. Paper presented at the JISC International Plagiarism Conference. U.K.: Gateshead.

ENAI. (2018). *Academic Integrity* [online]. Available at: <<http://www.academicintegrity.eu/wp/glossary/academic-integrity/>>. [Accessed 15 February 2021].

ICAI. (2021). *Fundamental Values of Academic Integrity* [online]. Available at: <<https://www.academicintegrity.org/fundamental-values/>>. [Accessed 15 February 2021].

These are all references relevant to the example. There were no other sources in the student's list of references which would be relevant to the text in the example.