Assessment Issues 2 – Academic Honesty			
Version:	December 2016	Date last reviewed:	December 2016
File name:	Assessment Issues_2_Academic_Honesty_December_2016_Final		

Contents

1   INTRODUCTION

1.1   Scope of the Guidance

Assessment of students' learning is a key issue for students, those who teach and those who are responsible for the design, accreditation, quality assurance and review of modules.

Faculties and Departments will understand the importance of ensuring effective systems are in place both to safeguard the integrity of the assessment and examination process and to ensure the maintenance and enhancement of quality standards. The same expectation will be found in the codes and processes developed by the UK Quality Assurance Agency for Higher Education and by validating or professional bodies.

To safeguard and maintain the integrity of the assessment and examination process, and to ensure the maintenance and enhancement of quality standards, Faculties and Departments are required to ensure that all assessments and examinations meet a set minimum requirement and conform to BUE Regulations as set out in the University's Examination and Assessment Regulations.

The Assessment Guidance applies a minimum standard for assessments and examinations that all Faculties/Departments should adopt in relation to three key areas:

  a. design of assessments and examination papers;
  b. marking;
  c. the scrutiny of final marks.

The Assessment Guidance has been developed as a result of the consolidation of good practice within the University since its foundation including recommendations from different working groups, and in particular the 2012 working group on Academic Honesty. Furthermore, the Assessment Guidance is based on best UK practice and reflect UK policy and norms as set out by the QAA, The HE Academy as well as a number of UK universities from which the Guidelines have been derived.*

See Appendix for a full list of sources from which the Assessment Guidelines have been derived.

2 ACADEMIC HONESTY

2.0 Principles

Academic Honesty (sometimes referred to as Academic Integrity), is a cornerstone of the BUE's approach to delivering Higher Education within a British ethos. It is underpinned by the principles of, integrity, honesty, independent learning, wide-ranging research and is characterised by the selection, integration and appropriate acknowledgement of sources.

All students must sign a declaration of Academic Honesty when they submit assessed work (see Appendix 1). This provides confirmation that they understand BUE's Policy and Regulations relating to plagiarism and have not submitted plagiarised work. The declaration states:

By submitting this work for assessment you are confirming that you have read and understood the University's policy on plagiarism and collusion and that the attached work is your own.

For full details of the University's policy see:

(i) *I confirm that this is my own work and that use of material from other sources, including the Internet, has been properly and fully acknowledged and referenced.*

(ii) *I confirm that this work has not been submitted either partly or wholly for any other assessment.*

(iii) *I confirm that this work has been created exclusively by me and that I have not been assisted, nor have copied part or all of somebody else's work, either with their explicit approval or without their knowledge or consent.*

(iv) *I confirm that I have read a copy of the current University Regulations on coursework and academic honesty, including plagiarism, and that I fully understand the meaning of these terms.*

(v) *I confirm that this piece of work conforms to the University's Regulations regarding academic honesty.*

(vi) *I confirm that the information I have given is correct to the best of my knowledge.*

Students submitting work containing plagiarism will be considered to have committed an offence against the University. No work which is plagiarised in whole or in part will be accepted for assessment or for the award of credit.

Students can be directed to the BUE online tutorial – *Don't cheat yourself!* for an initial introduction to plagiarism and how to avoid it.

2.1 The BUE's developmental approach

The BUE's undergraduate programmes take a developmental approach to learning, including the knowledge and skills required for Academic Honesty. This developmental approach is demonstrated in three ways:

a. The developmental nature of the Preparatory Year Programme
b. The requirement for programme teams to develop students' knowledge and skills of Academic Honesty
c. The Penalty of Tariffs for Plagiarism offences set out in the _General Academic Regulations (GAR)._

The developmental nature of the Preparatory Year Programme

On entering the Preparatory Year Programme students' knowledge and understanding of the requirements for Academic Honesty within an HE environment may be limited. A key outcome for teaching teams in the Preparatory Year Programme is to ensure that the knowledge and skills required for Academic Honesty are developed incrementally to enable students to:

a. understand why Academic Honesty is valued and that it needs be maintained;
b. understand the requirements for Academic Honesty within an HE environment;
c. understand what constitutes plagiarism;
d. understand the academic conventions of a particular academic field;
e. have the skills to reference and cite appropriately;
f. make the link between Academic Honesty and professional standards/codes of ethics and future employability;
g. understand their responsibility to ensure and maintain Academic Honesty;
h. know the consequences of plagiarism and how BUE Regulations apply.

The requirement for programme teams to develop students' knowledge and skills of Academic Honesty

All teaching teams are required to integrate into their programme delivery the knowledge and skills required by students for Academic Honesty, including the developmental use of Turnitin.

An important consequence for teaching teams is that they need to identify where the knowledge and skills required for Academic Honesty will be taught, developed and practiced not only in the Preparatory Year but across each year of a programme. They will identify which modules will focus on Academic Honesty and how they will integrate it into module delivery. This will continue as a priority in the graduation year which requires research projects, dissertations and theses.

The Tariff of Penalties

The developmental approach adopted by the BUE is also reflected in the General Academic Regulations (GAR) relating to plagiarism. The tariff of penalties has the following features:

a. an academic penalty;

b. penalties for cases of plagiarism in the Preparatory Year Programme and Degree Year 1 require students to resubmit assessments thus providing opportunities to extend and reinforce learning;

c. penalties for plagiarism become increasingly severe as the number of offences committed, their nature, and year of study, is taken into consideration;

d. in addition, it is strongly recommended that students who have committed an offence are required to complete an Academic Honesty Awareness Task to ensure they are aware of the nature of plagiarism and the requirement to avoid it in future.

2.2   Key definitions

To support the development of a shared understanding of the requirements for Academic Honesty, and the underpinning knowledge and skills required, it is helpful to ensure that students understand key terms related to Academic Honesty and plagiarism.

Key terminology with which students need to be familiar is listed in the table below.

Table 1: Key terminology related to academic honesty that students need to be familiar with

Academic Honesty – Key Terms
Academic conventions
Are a set of rules and conventions accepted in the academic community of Higher Education.
Academic honesty
Is to adopt habits that meet agreed rules and/or academic conventions. This ensures that academic misconduct is avoided.
Academic regulations
At the BUE these are the GAR.
Academic misconduct
Is the abuse of academic rules and/or conventions. It involves the use of dishonest academic behaviour to gain unfair benefit. The term includes cheating, plagiarism and collusion.   *Cheating*: Involves taking advantage of, or manipulating, a situation unfairly for one's own benefit.   *Plagiarism:* Submitting work as the student's own of which the student is not the author. This includes failure to acknowledge clearly and explicitly the ideas, words or work of another person whether these are published or unpublished.   *Collusion:* Involves deception in claiming that work is your own when it was produced by another

Academic Honesty – Key Terms
person.   In the case of collusion, the owner of the work knows of its use and colludes in the deception of a third party. Collusion is a form of plagiarism.
Collaboration
Unlike collusion, this involves openly working with other people for mutual benefit with no deception.   Collaborative behaviour is a common practice in higher education. It requires training in how to do this and needs proper acknowledgement.
Employability skills
These are a set of skills, knowledge and personal attributes that make graduates more likely to gain employment and to be successful in their chosen occupations.
Codes of professional ethics/standards
A code of ethics sets the standard of professional conduct for personal or professional practice.

There are many types of plagiarism and students need to have the knowledge and skills to avoid them including:

a. the copying of the work of another student
b. the reproduction of course materials, notes or data
c. the cutting and pasting of material derived from the World Wide Web
d. the direct transcription of the contents of a textbook or journal
e. adaptation of existing texts
f. plagiarism through collusion

Plagiarism also includes a student deliberately claiming to have done work submitted for assessment which was never undertaken by that student, including the buying of essays and fabrication of data.

2.3   Knowledge and skills required by students

On entering the Preparatory Year Programme students' knowledge and understanding of the requirements for Academic Honesty within a HE environment may be limited.

Teaching teams will need to identify how they will develop students' knowledge and skills through their programmes, starting with induction in the Preparatory Year but continuing throughout the degree programme they need to consider how each module will address the requirement for Academic Honesty. It is important for students to understand how the requirement for Academic Honesty relates to the programme they are studying and how teaching teams are addressing this area.

The *BUE Style Guide* provides guidance on referencing and citation as well as to appropriate academic style. It should be used by all faculties/programme teams unless an alternative referencing system is required. The referencing system to be used by students on each programme must be made explicit and should form part of a programme student handbook.

Areas for teaching teams to review and to integrate into their programmes are outlined in the table below.

Table 2: Key knowledge and skills required for the development of Academic Honesty to be integrated through each programme

	Key knowledge and skills – what students need to know and do	Where *in the programme* will this be developed?	When?	Additional opportunities for development
1 - Knowledge				
1a	Understand the requirements for Academic Honesty within a UK HE environment.			
1b	What constitutes plagiarism. Key definitions. Types of plagiarism.			
1c	Assessment requirements, criteria, referencing requirements and strategies for each module.			
1d	Understand issues relating to the rights of others including ethics, data protection, copyright laws, plagiarism, and other intellectual property rights.			
1e	BUE Regulations.			
2 - Study Skills				
2a	Study Skills including time management and group working skills.			
3 - Understanding the assessment				
3a	Selecting a topic and narrowing it down.			
4 - Using sources				
4a	Evaluating sources (content evaluation).			
4b	Reading, annotating sources and note taking.			
4c	Integrating sources through summarising, paraphrasing, quoting and synthesising information.			
5 – Developing Academic English				
5a	Write Academic English.			

	Key knowledge and skills – what students need to know and do	Where *in the programme* will this be developed?	When?	Additional opportunities for development
6 - Information literacy skills				
6a	Searching the Library catalogue and using the Library website.			✓ Library workshops in coordination with academic staff
6b	Searching databases and the internet and evaluating sources.			✓ Library workshops in coordination with academic staff
7 - Referencing and citation				
7a	Referencing style & citation including the use of Microsoft Word functions.			✓ Library workshops in coordination with academic staff
8 – Graduation Year				
8a	Research Projects.			✓ Library workshops in coordination with academic staff ✓ Academic Tutoring
8b	Dissertations and theses.			✓ Library workshops in coordination with academic staff ✓ Academic Tutoring
9 - Using Turnitin				
9a	Using Turnitin & interpreting originality report.			✓ Library workshops in coordination with academic staff
9b	Using Turnitin developmentally.			✓ Library workshops in coordination with academic

Key knowledge and skills – what students need to know and do	Where *in the programme* will this be developed?	When?	Additional opportunities for development
			staff

2.4   Strategies to reduce the opportunities for plagiarism

Teaching teams should be aware of the various ways in which students may be involved in malpractice in their assessment including fabrication of material, collusion with others and cheating in examinations. The potential for plagiarism is increased where assessment:

- is repeated year on year;
- is bunched at the end of modules (students become overburdened and resort to cheating);
- requires only the use of information and ideas which are easily available in the public domain (for example on the internet);
- the boundary between collusion and collaboration is not clarified, leading to student confusion.

It is possible for teaching teams to reduce the likelihood of plagiarism by reviewing their practice across their programmes. A number of strategies are set out by Oxford Brookes University in the 123 leaflet, *Reduce the risk of plagiarism in just 30 mins!* http://www.brookes.ac.uk/aske/resources/index.html . Areas for teaching teams to review are outlined in the table below.

Table 3: Areas for teaching teams to review to deter plagiarism

#	Strategy	By who?	By when?
1 - Student induction			
1a	*Student Induction:* Ensure effective student induction programmes for each year of the programme, particularly for the Preparatory Year and Degree Year 1, to include: a. what constitutes academic honesty b. what constitutes plagiarism c. key terms d. the importance of academic honesty within a UK HE environment e. referencing conventions to be used f. assessment criteria and plagiarism penalties g. use of Turnitin h. BUE Regulations		
1b	*Student Handbooks:* Develop a programme Student Handbook with reference to academic honesty and requirements.		
1c	*Module induction:* Ensure effective induction to academic honesty within each module by the Module Leader.		

#	Strategy	By who?	By when?
2 - Student development			
2a	*Developmental approach:* Teaching teams to adopt a developmental approach. (See 2f and incrementally harsher regulations in 2h).		
2b	*Referencing conventions:* Provide students with a copy of the referencing conventions to be used and opportunities for students to develop academic referencing skills.		
2c	*Practice:* Provide opportunities for practice of the skills needed for Academic Honesty.		
2d	*Study Skills:* Ensure students have developed effective Study Skills including time management and group working skills to help them avoid plagiarism.		
2e	*Collusion v collaboration:* Ensure students understand the difference between collusion and collaboration and have the skills to work effectively in groups.		
2f	*Developmental use of Turnitin:* Identify in which modules will use Turnitin developmentally i.e. to enable students to submit drafts to Turnitin and to receive feedback before submitting the final version.		
2g	*Feedback:* Provide opportunities for focused feedback on assessments and how students can improve referencing, use of citations etc.		
2h	*Regulations:* Ensure students are familiar with BUE's regulations and that they are applied consistently in all cases.		
3 - Staff induction and development			
3a	*Staff induction:* Ensure staff induction (including PT staff and TAs) includes appropriate sessions on Academic Honesty, the use of Turnitin and University Regulations.		
3b	*Informal forums:* Establish informal staff forums to enable sharing of good practice related to the development of Academic Honesty and the prevention of plagiarism.		
3c	*Turnitin:* Ensure all staff know how to use Turnitin in its different ways: (i) Developmentally to develop awareness of academic referencing conventions. (ii) As an assessment requirement. (iii) As a feedback strategy.		
4 - Assessment design			
4.1	**Assessment planning**		
4.1a	*Programme Assessment Matrix:* Should provide an appropriate spread of assessments through the semester.		
4.2	**Assessment submission requirements**		
4.2a	*Assessment briefs:* Should include a paragraph on Academic Honesty, referencing and criteria for assessing plagiarism.		

#	Strategy	By who?	By when?
4.2b	*Assessment criteria*: Should be appropriate and make reference to plagiarism and Academic Honesty.		
4.2c	*Statement of Academic Honesty and Coursework Submission form*: Should be used to submit all assessed work with a signed declaration of Academic Honesty.		
4.2d	*Turnitin*: Should be agreement on which assessments must be submitted using Turnitin.		
4.3	**Assessment format**		
4.3a	*Learning outcomes:* Ensure assessment focuses on learning outcomes so that students understand why they are doing something.		
4.3a	*Question types:* Regularly change assessment questions.		
4.3b	*Assessment types:* Design your assessments using different types of assessment format (see Section 2.5).		
4.3c	*Drafts:* Ask to see early and/or successive drafts of work - possibly a portfolio of work and provide feedback.		
4.3d	*Stages/milestones:* Design assessments so that the work includes stages or milestones where students are asked to document their reading or research along the way and receive feedback at key points.		
4.3e	*Assessment deadlines:* Spread assessment across the module, for example through small tasks that build up to the final assessment, through formative peer-assessed activities.		
4.3f	*Evidence of sources:* Ask for photocopies of the front page of 4 or 5 key articles, books and internet sources used in an assessment to be appended to the assessment.		
4.4 - Assessment topics and data			
4.4a	*Authentic and contextualised material:* Do not rely on information and ideas which are easily available in the public domain (for example on the internet).		
4.4b	*Own material:* Use your own (regularly changed) material as a basis for assessments.		
4.4c	*Contemporary events:* Refer to contemporary events (for example news items, court cases, policy developments).		
4.4d	*Unique data:* Provide unique data sets or contexts.		
4.5	**Range of skills assessed**		
4.5a	*Include higher levels skills:* Assessments should include the requirement for higher levels skills (Blooms Taxonomy – *Analysis, Synthesis* and *Evaluation*). Require students to critique, plan, defend, justify or rank rather than to explain or describe.		

#	Strategy	By who?	By when?
4.5b	*Personal reflection:* Build in elements of personal reflection and critical thinking.		
4.6	**Assessment feedback**		
4.6a	*Assessment Feedback Form*: All students should receive feedback to include focused remarks on how the requirements for Academic Honesty have been met and how their responses could be improved.		
5	**University regulations and procedures**		
5a	*Awareness of regulation:* Ensure students understand BUE's regulations relating to plagiarism – EAR and GAR.		
5b	*Consistent application of procedures and penalties:* Ensure all teaching team members consistently apply BUE's plagiarism procedures and penalties.		

2.5   Strategies to identify plagiarism

Whilst appropriate investigation of all suspected cases of plagiarism is required there is not an absolute requirement successfully to specific identify sources of plagiarised work.

Teaching teams will develop strategies to identify cases of plagiarism and it is important that these are shared across teaching teams. Assessment briefs should clearly indicate the requirements for students relating to Academic Honesty and also the submission requirements, including the possible use of vivas.

The table below indicates some strategies currently used by teaching teams to help identify cases of plagiarism.

Table 4: Strategies to help identify cases of plagiarism

Issue	Strategy
Cut and paste from internet sources	✓ Require students to submit assessments using Turnitin. ✓ Use a search engine to identify the source of suspicious text. ✓ Identify a change in a student's writing style. ✓ Issues of language level, style, range of reference and sophistication of ideas may also act as pointers to plagiarism. ✓ Look at the consistency of formatting - US English intermingled with UK English, font and text size changes, and carriage returns (↵) or paragraph symbols (¶) at the end of each line - which are all usually indicators of cut-and-paste activity.

Issue	Strategy
Collusion	✓ During tutorials ask TA's to select students and ask them to solve problems of a similar nature to those of recent assessments. ✓ Identify a change in a student's writing style. ✓ Issues of language level, style, range of reference and sophistication of ideas may also act as pointers to plagiarism. ✓ Include class presentations as an element of the assessment. ✓ Ensure assessment criteria for group work is clear and how individual contributions will be assessed.
Codes have been copied when writing software programmes	✓ Set some work to be completed at home and some in class. Marks awarded should correlate. Where they don't, interview the students.
Assessments have been purchased from an external source	✓ Set some work to be completed at home and some in class. Marks awarded should correlate. Where they don't, interview the students. ✓ Identify a change in a student's usual writing style. ✓ Issues of language level, style, range of reference and sophistication of ideas may also act as pointers to plagiarism. ✓ Hold random viva voce sessions that require students to defend and further explain, if necessary, what they have written. Ensure this is clearly included in the assessment brief as a requirement.

2.6   Using Turnitin to develop skills of academic honesty

The role of Turnitin: The University has a licence for Turnitin. Turnitin is software which allows students and staff electronically to compare assessments against sources on the internet and other students' work which has previously been submitted to Turnitin. It can be used in a number of ways including:

a. Developmentally to develop students' awareness of academic referencing conventions and methods of avoiding plagiarism.
b. As an assessment submission requirement.
c. To help detect cases of suspected plagiarism.

The role of professional judgement: When work is submitted to Turnitin, it does not automatically decide when a piece of work has been plagiarised. It simply points to instances where there are

textual matches and provides hyperlinks to the original work. It is then up to professional judgement to decide whether this is legitimate quoting of cited material or plagiarism.

The developmental use of Turnitin: Turnitin can be used developmentally by teaching teams to enable students to learn about academic referencing skills and to support the development of these skills. This requires students to submit draft copies of an assessment and to receive feedback prior to the submission of the final version.

THE DEVELOPMENTAL USE OF TURNITIN*	
This process assumes your students have been taught how to comply with academic writing requirements. It will not teach referencing, paraphrasing, or the importance of using a wide range of sources, but it can ensure your students pay attention to these important issues when producing assignments.	
1	**Ask students to submit a draft of their assessment on Tunrnitin at an agreed date prior to the due date** ✓ Ensure that you first set the parameters of Turnitin so that: 　➢ students can view their drafts on Turnitin before final submission 　➢ the drafts are not saved on Turnitin's central database (this distorts the reading for subsequent submissions) ✓ For assistance with Turnitin you can use Turnitin's online helpdesk facility www.submit.ac.uk or contact a member of the Library staff, Ms Wesam El-Abd welabd@bue.edu.eg
2	**Ask students to review the Turnitin originality report** ✓ Ensure students know beforehand how to review the originality report and that they are clear how to interpret it.
3	**Organise a 15-minute, face-to-face tutorial with each student** ✓ Review the student's online originality report; discuss with them what the report shows about their use of other authors' words, citation, paraphrasing, etc; use the direct comparison tool to demonstrate their use of sources; comment on good use of sources as well as areas that need work. ✓ Take time to give the tutorial as studies have shown that this interaction can produce a 'eureka' moment of understanding and is likely to save time in the long run. ✓ One-to-one tutorials are most effective, but they can be replaced by small group tutorials if absolutely necessary. *Adapted from http://www.brookes.ac.uk/aske/resources/index.html

Ensuring appropriate Turnitin parameters: Staff should be aware of how to set Turnitin parameters so that appropriate feedback is provided. This includes setting parameters to exclude:

(i) a sequence of 4 to 5 words which might be recurrent, or expressions or terms, that form part of the assessment brief;

(ii) bibliographic materials or quoted materials;

and:

(iii) how to 'overwrite' to allow students to review their draft on Turnitin before the final submission in cases where the tutor wishes to used Turnitin developmentally.

For assistance with Turnitin you can use Turnitin's online helpdesk facility www.submit.ac.uk or contact a member of the Library staff. In addition, the Library offers Staff Development Workshops on how to use Turnitin.

2.7 Ensuring the consistent application of University Regulations, procedures and penalties
The General Academic Regulations (GAR) provides guidance to staff on the application of GAR in plagiarism cases. It is important that:
   a. procedures are followed appropriately and consistently;
   b. penalties for plagiarism are consistent across the University for comparable cases;
   c. reporting and record keeping procedures are followed appropriately and consistently.

3 APPENDIX: COURSEWORK SUBMISSION AND STATEMENT OF ACADEMIC HONESTY

British University in Egypt

Coursework Submission and Statement of Academic Honesty Form

All assessed coursework must be submitted *on or before the due date*.

Students *are required to complete 2 copies* of the Coursework Submission and Statement of Academic Honesty Form. 1 copy must be kept by the student as evidence of submission and compliance with University Regulations. Students must also keep a copy of their coursework assessment. 1 copy of the form should be submitted and kept by the Module Leader/Department .

Students should complete Section A, B and C. Section D should be completed by the Department. The Assessment Brief will specify the mode of submission. This will be either (a) via eLearning, (b) a hard copy via agreed Departmental/Faculty procedures, or (c) via Turnitin.

SECTION A: YOUR DETAILS

To be completed by the student

Family name:	
Given name:	Student ID:
Module code:	
Module title:	
Group:	Tutor:

SECTION B: ASSESSMENT DETAILS

To be completed by the student

Assessment title:		
Due date:	Number of pages:	Word count *(if appropriate):*

SECTION C: STATEMENT OF ACADEMIC HONESTY

To be completed by the student

By submitting this work for assessment you are confirming that you have read and understood the University's policy on plagiarism and collusion and that the attached work is your own.

For full details of the University's policy see the Academic Regulations.

(vii) *I confirm that this is my own work and that use of material from other sources, including the Internet, has been properly and fully acknowledged and referenced.*

(viii) *I confirm that this work has not been submitted either partly or wholly for any other assessment.*

(ix) *I confirm that this work has been created exclusively by me and that I have not been assisted, nor have copied part or all of somebody else's work, either with their explicit approval or without their knowledge or consent.*

(x) *I confirm that I have read a copy of the current University Regulations on coursework and academic honesty, including plagiarism, and that I fully understand the meaning of these terms.*

(xi) *I confirm that this piece of work conforms to the University's Regulations regarding academic honesty.*

(xii) *I confirm that the information I have given is correct to the best of my knowledge.*

Student's signature:	Date:
If this form is submitted electronically please type your name	

SECTION D: CONFIRMATION OF SUBMISSION

To be completed by BUE staff member

Received date:	Received by (please print name):

4 APPENDIX: KEY REFERENCES

The Assessment Guidance has been derived from a number of sources.

plagiarismadvice.org
http://www.plagiarismadvice.org/

Plagiarism, A Good Practice Guide, By Jude Carroll and Jon Appleton, May 2001
http://www.plagiarismadvice.org/resources/good-practice-guide

QAA
The UK Quality Code for Higher Education: A brief guide
http://www.qaa.ac.uk/Pages/default.aspx

The Higher Education Academy
http://www.heacademy.ac.uk/home

Supporting academic integrity: Approaches and resources for higher education
http://www.heacademy.ac.uk/assets/documents/academicintegrity/SupportingAcademicIntegrity_v2.pdf

Policy works
http://www.heacademy.ac.uk/assets/documents/academicintegrity/policy_works.pdf

An Introduction to Assessment, The Higher Education Academy HE in FE: Teaching and Learning, Written and prepared by Gary Hargreaves EIAT, Consultancy Ltd, December 2006
http://www.heacademy.ac.uk/assets/documents/subjects/engineering/intro-to-assessment.pdf

Assessment: A Guide for Lecturers, George Brown, Generic Centre, Learning and Teaching Support Network
http://www.bioscience.heacademy.ac.uk/ftp/Resources/gc/assess03Lecturers.pdf

Designing assessment to improve Physical Sciences learning, Phil Race, March 2009
http://www.heacademy.ac.uk/assets/ps/documents/practice_guides/practice_guides/ps0069_designing_assessment_to_improve_physical_sciences_learning_march_2009.pdf

University of Bath
http://www.bath.ac.uk/

Student Disability Advice
http://www.bath.ac.uk/disabilityadvice/index.html

University of Ulster
http://www.ulster.ac.uk/

Assessment Criteria - Appendix 2 and 3
http://www.ulster.ac.uk/academicoffice/download/Handbooks/Assessment%20Handbook.pdf

Oxford Brookes University – Assessment Standards Knowledge exchange (ASKe)
http://www.brookes.ac.uk/aske/index.html

Reduce the risk of Plagiarism in just 30 mins!
http://www.brookes.ac.uk/aske/documents/2576_123-ReducePlag.pdf

Using Turnitin to provide powerful formative feedback
http://www.brookes.ac.uk/aske/documents/2700_123-Turnitin.pdf