



The following text is taken from a good practice guide produced by Oxford Brookes University. It is important to note that the recommendations provided here should not be executed in isolation. It is clear that the implementation of all plagiarism strategies should be part of a holistic approach to the issue. Individual tactics will have much less impact than strategies that look more widely at all stages of academic life and how students can be encouraged not to plagiarise.

Lecturers and Teachers	Institutions
Rewrite/modify all assessment task each time the course is taught	Invest time and energy into reaching consensus on defining breaches of academic regulations then disseminate them widely to academics and students.
Consider the learning outcomes for the course and decrease those that ask for knowledge and understanding, substituting instead those that require analysis, evaluation and synthesis; consider adding information gathering to learning outcomes	Treat all instances of plagiarism formally with penalties and tariffs adjusted to fit student circumstances; inform students clearly of the policy, how they must comply and how they will be helped to do so (see section 10).
Design in assessment tasks with multiple solutions or artefacts	Design in compulsory teaching sessions on academic writing and citation skills where students can apply the skills to discipline-specific content as part of their core assessment tasks.
Integrate tasks so each builds on the other; design in checks that do not require teacher time but do require student effort. Be careful to only check, not assess the intermediate tasks. Set a variety of assessment tasks, choosing those less likely to already exist.	Create administrative and institutional systems to collect, record and return coursework securely
Ensure that students are taught how to avoid plagiarism with active learning techniques, providing opportunities for discussion, practice and feedback; this instruction works best integrated into discipline-specific contexts	. Define clearly the respective roles of the Examination Board and the Disciplinary Procedure in cases of plagiarism, and any interrelation between them; ensure that all parties are aware of and adhere to their respective limits
Academic staff need to be seen to be adhering to the behaviours they ask of their students and taking steps to defend them from abuse.	Make the disciplinary process a place where learning can occur as well as punishment
	Give the responsibility for dealing with all cases of plagiarism to a small number of staff in each subject area, who are properly trained and who will work as a team across the institution
	Establish "fast-track" disciplinary procedures for dealing with minor and uncontested cases of plagiarism and clearly define the limits of their use.
	Design a simple disciplinary record keeping system that will enable you to monitor which plagiarism problems are occurring where, and how effective different strategies and initiatives are in addressing these problems.