

## Six Things to think about when starting out with Turnitin UK

- » How will the software be used? Will the approach be formative or summative, or will both approaches be used? Clear guidance and procedures for use in both circumstances should be developed.
- » Who will provide support for use of the software? This does not only refer to technical support but pedagogical support is just as important, especially if TurnitinUK is being used formatively to assist students with referencing and citation. Equally both support functions may not necessarily be provided by the same department, for instance pedagogical support may be offered by tutors, whereas technical guidance may be provided by a central department. It is likely that there will be workload and funding implications associated with providing support. The issue of who will be responsible for long term support and administration of TurnitinUK should also be considered.
- » How will TurnitinUK integrate with existing policies and procedures, both specifically in relation to plagiarism and academic misconduct, and also other associated issues, such as electronic submission of students' work, for example? Implementing TurnitinUK may in fact act as a catalyst for change and a review of institutional or departmental policies and procedures may be necessary.
- » How will TurnitinUK integrate with existing institutional systems, such as Virtual Learning Environments and access management systems such as Athens and Shibboleth? Also it may be necessary to consider how student data held in central records systems may be uploaded into TurnitinUK.
- » Piloting of the software prior to institutional roll-out. Who will be involved in piloting, when will this take place and for how long? Consideration should also be given to how the software will be reviewed or evaluated, and what criteria will be used.
- » How will use of the software be communicated to users? Promotional activities should be offered to both staff and students. Consideration should be given to how this will differ for each group. For instance will staff development activities include both awareness raising and more involved training? Should the training cover the use and implementation of the software within the context of both institutional and departmental policies and procedures? Additionally, who will be responsible for providing this information? Any promotion of the software to students should include input from the local Students' Union or course representatives.

*For details of more tip sheets in this series see [www.jiscpas.ac.uk](http://www.jiscpas.ac.uk)*