INSTITUTIONAL PROFILE

Located on the edge of Richmond Park in south west London, the University of Roehampton has a proud history deeply rooted in teaching. Through our four constituent colleges, Roehampton pioneered higher education and professional teaching qualifications for women in the 1840s. Over 175 years later, we offer undergraduate and postgraduate provision in business, dance, drama, education, English, humanities, languages, law, life sciences, media, psychology and social sciences. We are driven by a fundamental belief in the power of education to transform lives and communities, a commitment to supporting our students to reach their full potential, and a passion for high quality education. We extend this commitment to all of our students who join us from 141 countries across the globe. As a result of sustained access work, our students come from an increasingly diverse range of social, ethnic and religious backgrounds, providing a cosmopolitan learning environment that prepares students for leadership and success in the modern world.

Underpinning our values is our strong and active partnership with students. We work closely with the Roehampton Students' Union (RSU) and directly with students through Student Senate, a consultative and advisory body chaired by the Vice-Chancellor, reporting to Senate and Council. We engage students at every level of the University's governance, quality assurance and enhancement structures, to ensure shared responsibility for determining the direction of the University. The RSU has worked with us to develop this submission and they fully support it.

Research is at the heart of the high-quality undergraduate education we provide. In the 2014 Research Excellence Framework, Roehampton was ranked 52nd for research intensity in the UK. 66.8% of academic staff were submitted; 64.0% of research was rated as world leading or internationally excellent; and 76.2% of our impact on the economy, society and culture was judged as very considerable or outstanding. Other staff are foremost academic practitioners who have worked at the top of their profession, sustaining their currency and relevance through continued professional experience. These leading academics teach across all levels of undergraduate, postgraduate and doctoral study allowing students to benefit from, experience, and influence this outstanding research, practice and impact first hand.

In 2013 our successful QAA Review, which confirmed that the University's academic standards and quality meet UK expectations, identified the high status that teaching is given at Roehampton, emphasising eight areas of best practice. Roehampton's academics are committed to the highest standards of pedagogic practice. They work in partnership with colleagues, across the UK and internationally, in research supported and utilised by the sector's professional bodies, to innovate in learning, teaching, assessment and dialogic feedback. Much of the research and practice is student-led, facilitating the co-creation of high quality teaching and personalised learning, meeting the diverse needs of our student population. Sustained investment in physical and digital resources takes this further, providing research- and industry-standard facilities to support undergraduate student learning and to develop independent study and research skills.

Through the curriculum, Roehampton develops the kind of graduates that employers value: confident, critical thinkers, adaptable, able to work well with people from all walks of life, with an

ongoing passion for learning. By exposing them, across the breadth of our disciplines, to ethical and moral issues that are relevant to their lives, we help them become educationally and socially engaged. As active citizens, they also contribute to the world by taking part in research that benefits the economy, society and culture, or by engaging in volunteering opportunities with our subject sector partners, NGOs and in the local community.

We stretch all students to achieve their full potential. Degree performance has improved year on year, and students are increasingly likely to be in work and in graduate level jobs or postgraduate study six months after they complete their degree. We have narrowed the attainment gap for students less likely to succeed. The improved performance of students from deprived neighbourhoods and BAME students has been impressive, particularly in relation to the degrees awarded and entry into graduate level jobs, and we have narrowed the attainment gap each year. The performance of disabled students and mature students is so improved that there is now no demonstrable achievement gap in terms of degree classification or in their likelihood of being in work or further study, and these students regularly outperform their peers in respect of entry into highly skilled employment or further study.

THEMES

Academic Writing curriculum:

- Does your university offer an academic writing course as a mandatory subject? Please indicate the level(s)?

  We offer support for academic writing within modules and programmes at all levels on undergraduate and postgraduate programmes, as well as further support through the University's academic achievement team. There is no mandatory course in academic writing.

- Is the teaching of the course centralised in the whole university or it differs from faculty to faculty or within the programs?

  Each programme in each department in the university provides its own tailored support for academic writing to its students. This is supplemented by centrally offered support through the academic achievement team's learning skills hub.

- Is there any centre for academic writing support services at your university? List the services offered by the centre?

  Yes. The academic achievement team provide an online learning skills hub, through weekly 'quick query' drop in sessions in the new University Library, and a programme of academic skills, information skills and software skills workshops.

  Online support covers:

Learning at university (being at university, academic writing, referencing and plagiarism, reading and note-taking, criticial thinking and understanding feedback)

Help with assessments (essays, reflective writing, presentations, literature reviews, annotated bibliographies, dissertations, lab reports, exams and resits)

Maths, statistics and SPSS

Information skills (finding resources, using RefWorks and digital skills)

Faculty Training / Student services:

- What learning management system does your university use? How long have you been using it and what was the main reason for choosing that specific system?

  Moodle is adopted across the University. We moved from WebCT for September 2010, with a number of modules piloting Moodle in the 2009-10 academic year. A key factor was the desire to scale provision beyond our then infrastructure and external hosting ensured quick scalability and lower risk. Additionally, Moodle, as a second generation VLE, was more intuitive and robust than WebCT, and offered activities that would engage students and support for the University's dominant socio-constructivist pedagogic approach. Moodle has proven to be very robust with a relatively intuitive and customisable interface.

- Which plagiarism detection tool is used at our university? List main advantages of using the selected tool?

  Turnitin.

  Discourages students from copying work from others.

  Encourages students to cite sources used.

  Provides a consistent experience of submitting and receiving feedback on work.

  Promotes consistency in grading through rubric grading.

  Can streamline in-line commenting using quick-mark system

  Allows for voice feedback

  Allows for anonymous marking

  Flags late assignments

  Offers the opportunity to manage peer assessment exercises, although this is not used at widely at Roehampton.

- What is the policy of using e-learning elements in teaching processes (courses, modules, etc.)? Is it an obligatory for some courses and who decides in which classes the elearning module should be implemented?

The University offers a number of online only masters degrees, provided through a partnership with Laureate International Universities and online distance courses for the humanities in partnership with Catherine of Sienna College.

Our MA in Children's Literature is offered as both a face to face and distance learning programme.

Other programmes are campus based, with a largely face-to-face approach to teaching supplemented with online resources and, less frequently, activities.

Taught programmes have Moodle 'courses' using a consistent format across the University.

Within those programmes all modules have a Moodle 'course', with a broadly consistent format across the University.

All assessment is managed via Moodle, using Turnitin as a default.

Module support on Moodle will typically include copies of PowerPoint or other presentations given in the lectures, recommended readings (including via the University's resource list system) and essential course documentation. Lecturers will typically use Moodle's 'course news' forum for broadcasting messages to students enrolled on the module.

Many lecturers choose to go beyond this minimum expectation, including lecture recordings and other media, quick response quizzes, online discussions, surveys, collaborative wikis and other elements in their online support for modules.

- Which office is responsible for providing training for academic staff in terms of using blended learning methods or plagiarism detection tools? What are the services they offer to the faculty?

The University's e-learning services team are primarily responsible for these matters. They provide online guides to Moodle, Turnitin and other systems and services. They circulate a monthly newsletter and as-and-when reports on best practice and emerging technologies. They organise an annual e-learning meet at which academic staff share short presentations on innovative technologies and practices. They support and monitor staff and student use of services, ensuring, for example, that module 'courses' conform to University policy. E-learning advisors respond to student and staff requests for help or advice and provide one to one or small group support when appropriate. E-learning staff will attend programme, departmental and university meetings and committees.

The work of this team is in addition to that of the University's teaching and learning enhancement unit, which provides support and training for new and more experienced academics as well as contributing to policy and strategy in relation to teaching and

learning across the University. This team provides new academics with sessions and courses a number of which address academic writing and plagiarism.

- Please describe the student support (academic and other) services you have supporting academic integrity. Which department is responsible for this component and what is the frequency of services and events in this regard?

  Lecturers and programme convenors provide clear guidance on the University's policy and expectations in regard to academic integrity.

  Further guidance and support is made available to students through the work of the academic achievement team.

PR Campaign:

- What is the "PR campaign policy" against plagiarism at your university?

  This is usually dealt with in a low-key way through messages from programme convenors, lecturers and tutors as well as guidance from the academic achievement team.

  All academics are expected to be aware of the Academic Achievement team resources around referencing and plagiarism, and to promote these to students.

- According to your experience, what are the key messages that best inform students about plagiarism (informational meetings, small videos … etc.).

  The use of Turnitin's originality checking tool seems to have been effective in promoting students' awareness of plagiarism and the need to cite sources.

University policies and resources:
- Please describe main aspects of the plagiarism policy at your university.

  On matriculation, all students enter into a legally binding contract which includes the requirements:

  not seek to obtain, or assist another student in obtaining, an unfair advantage over other students in relation to his/her programme of study, in accordance with the Student Disciplinary Regulations;

  submit your work to the TurnitinUK to assist you in your learning but to also act as a plagiarism detective service when required to do so by the University. You authorise the University and third parties authorised by the University to make and to retain copies of

such work in order to assess it for originality and to compare it at a later date with future submissions.

The University's student code of conduct makes clear:

Academic misconduct is considered as an attempt to obtain, or to assist another person in obtaining an unfair advantage in an academic assessment. An offence may occur in relation to any form or component of assessment.

In particular, academic misconduct may be defined as, but is not limited to:

i. Plagiarism: presenting another person's published or unpublished work in any quantity without adequately identifying it and citing its source;

ii. Duplication: resubmitting work in any quantity without acknowledgement or without adequate redevelopment to make it novel and appropriate to the assessment, including the resubmission of work which was previously submitted at another institution;

iii. Falsification: inventing or altering facts, data, quotations or references without acknowledgement;

iv. Collusion: assisting another student, or being assisted by another person, in gaining an unfair advantage in an academic assessment;

v. Cheating: engaging in conduct that sets out to undermine the security, integrity or fairness of an assessment; this includes obtaining, introducing, using or sharing information or materials without permission.

The University's student disciplinary regulations outline how academic misconduct is investigated and, where it is found to have occurred, the consequences that follow.

12. Referral to programme convenor/research students coordinator

12.1 A member of staff if notified of an offence considered academic misconduct will in the first instance refer the alleged misconduct to the relevant programme convenor, or in the case of a research student, the research students coordinator.

12.2 The programme convenor or research students coordinator shall either: Page 7 of 9 a. Determine there is no case to answer and no entry regarding the matter will appear on a student's record; b. Refer the allegation to a disciplinary officer. [Peter/Head of Primary]

13. Investigation by a disciplinary officer

13.1 Where it is deemed there is a case to answer, the disciplinary officer shall undertake an investigation and ensure appropriate representations are made by all parties including meeting with the alleged student(s).

13.2 On completion of the investigation, the disciplinary officer may impose one of the following outcomes:

a. Determine there is no case to answer and no entry regarding the matter will appear on a student's record;

b. Issue a written warning. Furthermore, one or more of the following sanctions may be applied: a. Refer the student for further academic support;

b. The same piece of work must be re-submitted and no penalty is applied to the mark;

c. A mark of zero is entered for piece of work and the student is given the opportunity to resit;

d. The piece of work is marked and the mark is capped at the minimum pass mark;

e. A mark of zero is entered for the piece of work, the student must submit a resit of the piece of work and the module as a whole is capped at the pass mark;

f. Take other action as is deemed appropriate and proportionate to the allegation in consultation with the University Secretary;

g. Referral to a panel of the Student Disciplinary Board. If the allegation is in relation to a student on a research degree all cases shall normally be referred to a panel of the Student Disciplinary Board.

- How the policy is reflected in the curriculum and what are the sanctions you use in case of plagiarism?

  Programme convenors advise lecturers that If they suspect plagiarism or other academic misconduct when marking and conclude that this should be investigated, they should inform the programme convenor. The programme convenor will meet the students to discuss the irregularity without any presumption of misconduct having occurred. In the case of a first plagiarism offence, students usually receive a verbal warning from the programme convenor unless the offence seems deliberate and severe.

Other strategies, mechanisms, and practices the University has in place. Please describe

The University has a number of other systems in place to promote and monitor effective study, and to support its teaching.

Attendance monitoring

Students are expected to check in using a smart ID card at the beginning of each lecture. A university wide system tracks attendance. Students with poor attendance receive personal emails, calls or messages from advisers.

Resource Lists

The University Library provides a central system for maintaining the list of essential, core and other recommended readings for each module. These lists are created by module convenors, and include links to the resource's library catalogue entry or the external location for web-based resources. Lists can be exported to Refworks (see below) or other bibliography management tools. This system informs the Library's management of resources, ensuring that new books are ordered, licence conditions for online texts are adhered too and that books that are no longer required can be disposed.

Student dashboard

The Student Dashboard provides programme convenors and senior staff with an holistic overview of student demographics and engagement metrics, including library use, Moodle use and attendance in lectures.

Refworks

The University provides students with access to Proquest's online Refworks bibliography management tool, allowing them to quickly add references to books, articles, reports or other sources, cite these inline and compile the list of references for coursework assignments in accordance with the University's referencing policies.

Eportfolios

The University provides students with Campuspress blogs using a modified version of Wordpress. Some programmes and modules make use of these blogs for to encourage student reflection, particularly in practice-based modules, and occasionally for assessment.

Lecture capture

Larger lecture rooms at the University include a lecture-capture system, allowing on-screen presentations and lecture audio to be recorded, edited and subsequently made available to enrolled students via Moodle.