

Academic Irregularities Training package

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Did we need a new training package?

- ▶ Current practice involved each course leader covering Academic Irregularities in an intro lecture
- ▶ Some students missed the lecture, some were not listening, some just did not understand the information provided
- ▶ A lot just presumed they did not do anything wrong, so did not think it really applied to them
- ▶ A lot never followed the links given to University Recourses
- ▶ A number of students brought before the AI Panel did not seem to understand what they had done wrong
- ▶ We wanted something that was a bit more bespoke and which gave legal examples so the training felt more relevant

Success for All

- ▶ One issue that was discussed was different levels of knowledge and understanding depending on the students previous studies
- ▶ Students with BTEC awards had different experiences to students with A levels, who were different to international students
- ▶ We wanted to try to remove these differences by providing a course for everyone
- ▶ We also decided that the training should be mandatory and completed every year
- ▶ We wanted to be able to log it and potentially chase up students who did not engage

Articulate Package was developed

- ▶ Articulate rise package
- ▶ Self-study learning package delivered in NOW
- ▶ Email invite and instructions sent to all students (3003)
- ▶ Automated reminder emails sent out

Training Package



Academic Irregularities



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Academic Irregularities self-study learning package



Example: How your work is checked by Turnitin

The screenshot displays a user interface for a learning management system. On the left, a vertical sidebar contains a list of activities: 'NTU Policy', 'NTU policy quiz (non-assessed)', 'OSCOLA Referencing', 'How your work is checked using Turnitin' (which is highlighted with a green bar and a circular progress indicator), 'How your work is checked by a tutor', 'Check your understanding', and 'End of training assessment'. Below the sidebar is a button labeled 'Reflect in ePortfolio'. The main content area is titled 'Step 2 of 4' and 'Step 2'. It contains two paragraphs of text with red annotations. The first paragraph discusses boilerplate provisions and the interpretation of specific objects, rights, and powers. The second paragraph discusses the context of a contract and the principle of 'contra preferentem'. Navigation arrows are visible on the right side of the main content area.

Step 2 of 4

Step 2

avoid the application of this rule should include a boilerplate provision such as "including" or similar words that will not limit the general words that are being used. Where specific objects, rights or powers are mentioned, the parties should make sure that specific objects, rights and powers are not meant to be included. The reference of one thing excludes the other. The court will adopt an interpretation which responds to the contract or a particular clause, rather than one that is ineffective and meaningless. It will not allow one party to take advantage of its own wrong or that a party has a greater legal right than it is clearly intended, based on the wording and the contract as a whole.

The context is the key in the interpretation of the contract. A term might mean one thing in the agreement but something else in another context. When there is chance of ambiguity in the meaning of a term in a contract, it should be construed on the party that has put forward the clause and relies on it. This principle is known as "contra preferentem" and it means against the offeror. The principle is often formulated depending on the case and it is an exclusion clause. Sometimes it is interpreted against the party that drafted the clause or against the party that is seeking to rely on the clause and cut back the primary obligation. Even though it is not clear where the principle is used, the courts are still having regard in some cases

Activity Details

Sample questions for them to test their knowledge

Check your understanding

Let's see how much you have understood so far by going through a few examples. Try to identify the correct answer in each case. Once you've answered, the correct answer will be confirmed and a short explanation will be provided to help further your understanding.

Whilst this is not the official end test, it's still advisable that you consider each question carefully.

Formal Test

- ▶ Once they have completed the training the students need to complete the final assessment
- ▶ 15 Questions
- ▶ Pass rate set at 12/15
- ▶ Record kept
- ▶ Statistics available

Some statistics

- ▶ 1828 attempts at the Final Assessment
- ▶ 1515 students passed
- ▶ 313 not yet passed
- ▶ About 1100 students have not yet engaged with the test

Issues identified

- ▶ Need to get the tone of the initial email right. Mandatory but not threatening
- ▶ Name on the email, not a member of staff due to overload of emails but cannot look like spam
- ▶ What are the consequences of non-compliance?
 - ▶ Possibly follow up by personal tutor as part of standard meetings?
 - ▶ Or does last email reminder simply say they are now assumed to have completed it?