

COURSE OUTLINE

(1) GENERAL

SCHOOL	Royal Holloway Business School		
ACADEMIC UNIT	Faculty of Business and Law		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SS1001	SEMESTER	
COURSE TITLE	Academic Integrity		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, state the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	0	0	
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	General education		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	English		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Online 100%		
AVAILABILITY TO ERASMUS STUDENTS	Not applicable.		
COURSE WEBSITE (URL)	https://intranet.royalholloway.ac.uk/students/study/information-and-guidance-on-academic-misconduct/academic-misconduct-guidance-for-students.aspx https://aisbd.aegean.gr/en/c/academic-integrity-mandatory		

(2) LEARNING OUTCOMES

Learning Outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes	
LO1	Describe different forms of academic misconduct, including plagiarism, collusion and commissioning.
LO2	Describe the importance of academic integrity.
LO3	Relate the principles of academic integrity to their own academic work.
LO4	Develop strategies to apply the best academic integrity principles in their work.

General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?</i>	
<i>Search, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adaptability to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Other...</i> <i>.....</i>
Study skills & personal development	

(3) COURSE SYLLABUS

Module Description The module will describe the key principles of academic integrity, focusing on university assignments. Plagiarism, collusion and commissioning will be described as activities that undermine academic integrity, and the possible consequences of engaging in such activities will be described. Formative activities, with feedback, will provide students with opportunities to reflect and develop their understanding, and a final summative activity will assess whether students have been able to demonstrate a sufficient understanding of academic integrity principles.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Student self-learning through Moodle.	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	None	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Not applicable.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	Moodle	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Not applicable.	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Not applicable	
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> <i>(4) Students are free to use Artificial Intelligence</i>	(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature	
ORGANISATION OF TEACHING	Activity	Semester workload

<i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>		
	Course total	
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Formative assessment 1: Online Moodle Quizzes (10 Mins) - Automated feedback Formative assessment 2: Online Moodle Quizzes (20 Mins) - Automated feedback	

(5) RECOMMENDED BIBLIOGRAPHY

None.