

Independent Learning at Masters Level - Plagiarism

September 2024

Today's session

- Plagiarism
- What advice is available?
 - Academic integrity
 - Referencing
 - Academic reading and writing skills



Queen Mary's definition of plagiarism

Queen Mary defines 'plagiarism' as presenting someone else's work as one's own, irrespective of intention. Close paraphrasing; copying from the work of another person, including another student; using the ideas of another person without proper acknowledgement; and repeating work that you have previously submitted – at Queen Mary or at another institution – without properly referencing yourself (known as 'self-plagiarism') also constitute plagiarism.

[Academic Integrity and Misconduct Policy 2024/25](#)



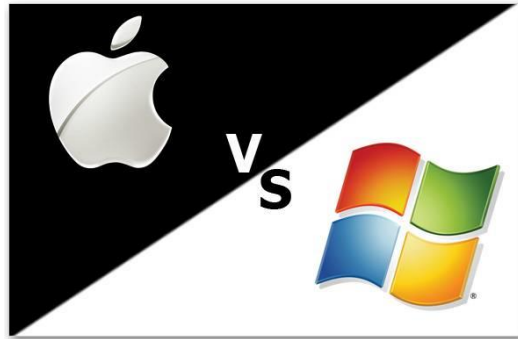
Consequences



But we aren't out to get you!

Being at university is about learning beyond the content of your course.

Why plagiarism matters beyond university



Case Study

dyson



Vs.



Dyson Vs. Hoover

In 2000, James Dyson, famously took Hoover to court over infringements of his 1980 patent of bagless vacuum cleaner using cyclones. At the time, Hoover was manufacturing a Triple Vortex bagless cleaner, using the same cyclone invention. Dyson had put everything he had into paying for legal action. He eventually won the case and with the proceeds was able to set up his own UK factory to build the DC01.

\$100 Million in damages



Pre-sessional work – Plagiarism exercise

The following paragraph is taken from Pharmacology (4th edition) by Rang, Dale and Ritter. Study the essay extracts in the table and decide whether or not you consider the author of the work to be guilty of plagiarism ...

During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease have been dramatically reduced.

In small groups, take 10 minutes to decide whether you consider the author of each piece of work to be guilty of plagiarism.

Scenario 1

Original text: During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease have been dramatically reduced.

Author wrote:

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Scenario 3

Original text: During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease have been dramatically reduced.

Author wrote:

In the 4th edition of their textbook Pharmacology (1999), Rang, Dale and Ritter state that: “During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease have been dramatically reduced.” Such a bold assertion understates the ongoing threat posed by microbial infection. It is estimated, for example, that worldwide there were over 8 million cases of tuberculosis in 1998 (WHO, 2000).

Scenario 3

Original text: During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease have been dramatically reduced.

Author wrote:

Not plagiarism

In the 4th edition of their textbook Pharmacology (1999), Rang, Dale and Ritter state that: “During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease have been dramatically reduced.” Such a bold assertion understates the ongoing threat posed by microbial infection. It is estimated, for example, that worldwide there were over 8 million cases of tuberculosis in 1998 (WHO, 2000).

The lesson is not ‘use inverted commas’; rather, that if you use a chunk of text, then you need to show what you have done, and also have a good reason for quoting it verbatim

Scenario 4

Original text: During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease have been dramatically reduced.

Author wrote:

The development of safe and effective drugs to deal with bacterial infections has dramatically reduced the death rate arising from microbial diseases.

Scenario 4

Original text: During the last 60 years the development of effective and safe drugs to deal with bacterial infections has revolutionised medical treatment, and the morbidity and mortality from microbial disease have been dramatically reduced.

Author wrote: Plagiarism

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Scenario 5

Use of AI:

write 30 words on the effect of antibacterial drug development in the last 60 years



In the last 60 years, antibacterial drug development has significantly reduced mortality from infectious diseases, but rising antibiotic resistance now threatens global health, requiring urgent innovation in new therapies and stewardship.

Scenario 5

Not plagiarism but could be academic misconduct depending on what ???.

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Scenario 6

write an R script using brms to fit predictors a and b to binomial data



To fit a binomial model using the `brms` package in R with predictors `a` and `b`, you can use the following script. This script assumes that your binomial data is stored in a data frame called `data`, and your dependent variable is binary (0 or 1).

Use of AI:

```
r Copy code  
  
# Load necessary packages  
library(brms)  
  
# Assume your data is in a data frame called 'data'  
# 'response' is the binary outcome variable  
# 'a' and 'b' are the predictors  
  
# Define the model formula  
formula <- bf(response ~ a + b)  
  
# Fit the binomial model using brms  
fit <- brm(formula = formula,  
           data = data,  
           family = binomial(link = "logit"), # specify the binomial family with  
           prior = c(set_prior("normal(0, 10)", class = "b")), # optional: set pr  
           chains = 4, # number of MCMC chains  
           iter = 2000, # number of iterations per chain  
           warmup = 1000, # number of warmup (burn-in) iterations per chain  
           cores = parallel::detectCores()) # use all available cores for paralle  
  
# Print a summary of the model fit  
summary(fit) ↓
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Queen Mary's definition academic misconduct

- i. breach of any section of the Academic Regulations relating to the conduct of assessment.
- ii.
- iii. plagiarism (including self-plagiarism).
- iv. fraudulent reporting of source material.
- v. fraudulent reporting of experimental results, research, or other investigative work.
- vi. collusion.
- vii. use, or attempted use, of a ghost-writing service or third-party for any part of assessment.
- viii. impersonation of another student in an examination or assessment, or the employment of an impersonator in an examination or assessment.
- ix. Unauthorised or unacknowledged text manipulation which undermines the integrity of an assessment (including the use of paraphrasing software, **generative artificial intelligence** or machine translation such that the work submitted cannot be considered wholly the student's own). This list is non-exhaustive, and any other activity which undermines the integrity of an assessment and/or attempts to gain undue advantage in an assessment may also be considered academic misconduct.

Queen Mary's procedure

An oral examination can be conducted to reevaluate **any assessed piece of work**:

- a. The oral examination must be conducted by two members of academic staff
- b. The student suspected of academic misconduct must be given at least three working days' notice of the meeting. Including
- v. A statement that the student will be expected to defend their work and that they should prepare appropriately.
- vi. A statement informing the student that they may be accompanied by one person of their choosing, making clear to the student that this person is not there to represent or defend the student since the purpose of the oral examination is to test the student's knowledge.

At the conclusion of the oral examination, the two members of academic staff will summarise their academic opinion to ... Complaints and Conduct Office for further investigation.

Developing your academic integrity knowledge and skills

- Development opportunities and resources:
- [Academic Integrity](#) QMPlus module
- The Referencing Hub - <https://www.qmul.ac.uk/library/academic-skills/referencing-hub/>
- [Academic Skills](#)
 - Workshops
 - Tutorials
 - Advice
- [Get Ahead Workshop](#) programme



Any questions?



Thank you



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