Plagiarism Is A Complex Issue, But -
Universities Must Articulate a Moral Vision and Live Up To It!

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Abstract: Student plagiarism is reported to be increasingly common, and, in the emerging national debate in the UK about possible causes and remedies, a growing number of ethical issues are cited. However, few studies exist of post-2000 research on policies and procedures at UK institutional level for tackling plagiarism effectively. The authors consider plagiarism within the context of various frameworks. They support the contentions that plagiarism is complex; that a holistic approach is essential at national and institutional level; and that education in applied ethics for students (and staff) is required. In particular, they support the view that it is time for government, universities and their leaders to articulate a clear moral vision of the true purpose of a publicly-funded university system, and to live up to it.

1. Definitions of Plagiarism, Prevalence, and Discipline Frequency

1.1 Before considering whether plagiarism is really a problem, and, if so, its scale - it is important to attempt a definition of this and related terms (eg academic dishonesty, cheating / cybercheating et al). Policies and institutional procedures drafted before 2000 and designed to cope with this phenomenon, often did not define what is meant by plagiarism (Stefani and Carroll 2004).

However, Park (2004 p 292) attempts to define plagiarism as:

 "*Unacknowledged use of someone else's work, usually in coursework, and passing it off as if it were one's own*".

1.2 Hart and Friesner (2004*)*) suggest that estimates of the prevalence of plagiarism may to some extent be contingent upon the definitions employed. (However, they consider that data drawn from a variety of sources indicates no system of higher education is immune to plagiarism, and that the international academic community is deeply concerned that plagiarism may now be a serious endemic problem.)

1.3 Carroll (2005) states that, post-2000, contributions to the literature on student plagiarism in the UK began to discuss a range of issues, including the complexity of plagiarism. It has also emerged that plagiarism may be more frequent in some disciplines than in others. In particular Carroll cites Business and Computing, because, in the case of the former - opportunities abound for accessing existing solutions, and in the case of the latter – students' skills allow for efficient web searches. For different reasons, Architecture, Nursing and Law are also thought to have high incidences of plagiarism.

2. The Role of JISC and Why Plagiarism Matters

2.1 PAS and JISC

The publicly-funded Plagiarism Advisory Service (PAS) of the Joint Information System Committee (JISC) based at the University of Northumbria, was established in 2001 as a result of growing concerns about plagiarism. The JISC supports further and higher education in using information and communications technology. In particular it supports plagiarism detection software based on the *"Turnitin"* system developed in California and funded by the JISC. (The JISC detection software searches more than 5 billion web pages and other student submissions to produce an *"originality report"* in some five minutes, reducing the time otherwise taken to highlight the original source of unattributed quotes in student work).

2.2 PAS Report

The recent PAS report to all universities warns that plagiarism is likely to rise given the amount of easily accessed work on the Internet and growing external pressure on students from the need to work part-time while studying. The report entitled *"Institutional Issues in Deterring, Detecting and Dealing with Student Plagiarism"* (Carroll, 2005) cites research from 2002 which used anti-cheating software to analyse 1770 pieces of students' work from five Australian universities. It found that 8.8 % contained more than 25% of unattributed material from the Internet. Two pieces of work were found to comprise more then 75% of downloaded material.

The report states there is evidence to support widely expressed concerns that student plagiarism in the UK is common, and is probably becoming more so. The Committee considers that a minority of students deliberately set out to cheat. It believes there is no way of measuring the problem (though electronic detection software such as *Turnitin* will probably increase UK knowledge in this area (as was the case in Australia – see Caval, 2002). PAS could only guess as to the frequency of behaviours such as paying ghost writers, wholesale downloading of coursework, or copying from other students.

2.3 Threat to Values Underpinning Academic Work, and the International Reputation of UK Awards

Whatever the precise scale of the problem, the Pass report indicates it is the deliberate cheats who cause the most concern, because they threaten to devalue the British university system. It says that students who deliberately cheat or engage in fraudulent behaviour are characterised as threatening the values and beliefs that underpin academic work; anger and discourage other students who do not use such tactics; and devalue the integrity of UK awards and qualifications (Cassidy, 2005).

3. Scale of Problem: Literature Review

3.1 USA

In discussing the prevalence of plagiarism Hart and Friesner (2004*)* suggest that studies of cheating behaviour in the USA date from the 1940s, and cite the findings of the Bowers (1964) study to the effect that 23% of US students admitted academic dishonesty. They also quote Jensen*,* Arnett, Feldman and Cauffman (2002) who estimated that the figure for plagiarism might be as high as 90% among US high school pupils.

3.2 UK

3.2.1 Surveys 2002 - 03

UK research into the incidence of plagiarism has, in the main, tended to be specific to a particular institution or discipline (eg Pharmacy, and Computing). Aggarwal, Bates, Davies and Khann (2002) reported on plagiarism in two Schools of Pharmacy, while in the same year Culwin, MacLeod and Lancaster (2002) undertook a large study of plagiarism in 50% of the Computing schools in the UK. Also in that year Dordoy (2002) undertook a study of plagiarism at Northumbria University. All indicated disturbing results.

3.2.2 Initiatives in 2004

The UK Quality Assurance Agency (QAA) addressed both assessment and plagiarism when it issued guides to good practice (Quality Assurance Agency, 2000). The guide on assessment specifically charged universities with the need to ensure their assessment decisions were reliable and robustly defended. When considering what lessons might be learned from its Subject Reviews over the last decade, the QAA singled out assessment as the area most frequently criticised and most in need of attention (Quality Assurance Agency, 2004). Institutional audits are now charged with inspecting how this requirement is carried out, and will consider how institutions meet their responsibilities. It will be interesting to read the reports of forthcoming audits in this regard.

In 2004 PAS also published an institutional audit tool designed to assist universities to undertake co-ordinated and effective action through a series of questions that the latter might wish to consider when developing institutional frameworks. It is not known how or if the take-up of this tool by universities will be monitored at national level.

Results of two surveys were published in 2004 which indicated worrying trends in relation to plagiarism. The first was undertaken by staff of Nottingham Trent University (Szabo and Underwood 2004). Their study investigated the attitudes and beliefs of 291 science students at a large university in the UK regarding plagiarism and the Internet.

The results revealed that more than 50 % of students indicated an acceptance of using the Internet for academically dishonest activities. Szabo and Underwood's study also indicated that guilt and moral reasoning were significant factors in forming attitudes towards plagiarism. They suggest that the alarming statistics in their study should be a clarion call for preventative action to curtail students' academically dishonest activities through the Internet.

A second UK study was undertaken by the FreshMinds Consultancy in consultation with PAS. This small survey had 383 respondents drawn from the previous five years' experience in higher education. The author (Kilner 2004) claims it is one of the most recent and comprehensive ever undertaken in the UK, and states that the findings mirror those of similar exercises in several other countries.

The survey reports that 25% of students admit to plagiarism, and that almost all of them are getting away with it. Students in the survey were aware their activity constituted cheating. Some 77 % classified plagiarism as "moderate to severe cheating" and only 3% believed it was an acceptable practice.

The low detection rate reported raises questions about the plagiarism policies and procedures of higher education institutions, and 27% of students said they did not believe the policies were an effective deterrent in the first place. A quarter of students in the survey said pressure on their time caused them to cheat, but some 15% simply said "cheating was easier than not cheating".

PAS said the survey confirmed the perception on campus that plagiarism was a growing problem. It commented that fee-paying students face increased pressure to perform well while facing greater constraints on time. Students from a wider range of backgrounds needed more instruction in what constituted acceptable practice. The Service also added that pressures on staff exacerbated the problem – including teaching bigger classes, less contact time with students, time constraints, and pressures to do research. (JISCPAS, 2004)

Carroll (2005) however argues that evidence of plagiarism should be drawn from much larger studies than Kilner's – such as those, for example, in Australia (CAVAL, 2002) and the USA (McCabe, 2003). Both suggest that academics in the UK should anticipate encountering plagiarism regularly in their students' work (at least 10%). Carroll considers this 10% prediction an understatement for the UK in 2004.

3.2.3 Pilot Study On Institutional Values Gets Underway in 2005

A pilot study of potential interest got underway in the UK in Jan 2005 in relation to institutional values. This is being undertaken by Prof McNay of the University of Greenwich (McNay, 2005). The pilot is part of a project to provide information for a conference on "Higher Education and Human Good" inspired by Prof Niblett - a strong advocate of the view that education should embody humanity and vision. (Niblett, 2005) That wider view of the purposes of higher education has recently been endorsed by the Minister for Higher Education, Kim Howells, and by Chris Patten, Chancellor of the University of Oxford.

One of the concerns that have led to this project is whether the pressures from performance indicators, financial imperatives, assessment exercises (RAE, TQA et al) have led to compromises over academic standards, or to behaviour that may push the boundaries of acceptability within the values that have been the essence of higher education.

Examples of such incidents feature frequently in the UK media, and the initiative will seek to identify how far such reports represent a wide pattern of behaviour - as opposed to any possible bias re a media agenda.

4. Treating the Symptoms or the Cause(s) of Plagiarism?

4.1 Park (2003) summarised the literature on the causes of student plagiarism. He includes student and staff understanding of what plagiarism entails; and attitudes and motivations that are linked to unacceptable behaviour.

4.2 McDonald and Carroll (2005) argue that plagiarism is an interconnected network of activity and that action to counter it will only be fully effective if all aspects are addressed. They maintain that the key to a holistic approach at institutional level lies in an understanding of the complex issues involved in plagiarism.

4.3 Importance of Institutional Culture

Carroll and Appleton (2001) in their *Plagiarism: Good Practice Guide* recommend appropriate assessment mechanisms but also suggest that a developing consensus for plagiarism prevention includes a supportive *institutional* culture (together with clear definitions and policies, and training for both staff and students).

4.4 Growing Number of Ethical Issues, and Students' Need to Learn Moral and Ethical Behaviour

Wong (1995) argued that, as technology become indispensable, there is a need to acknowledge the increasing number of ethical issues and dilemmas involving computers in particular.

Wright (1995) identified a number of factors that may have an impact on the effectiveness of any medium employed to facilitate the learning of moral and ethical behaviour. These include appreciation of the manner in which different cultures reason moral issues; and the relevance of the *ethics examples portrayed to the students* (including perhaps the "corporate" culture experienced by undergraduates in their host institutions).

4.5 Global Nature of the Web, and Different Perspectives on What Is Morally Acceptable

There are those in both the academic and business communities who doubt whether ethics can or should be taught (Trevino and Nelson 1995). However, Taylor, Moynihan, McWilliam and Gresty (2004) argue that the global nature of the World Wide Web brings with it different societal and cultural perspectives on ethics and on what may be morally acceptable. They suggest that as a minimum, a basic education in applied ethics is needed to equip students with the knowledge and skills they require to tackle ethical difficulties.

4.6 Importance of Context

Organisational theorists would maintain that academic plagiarism, and the circumstances which bring it about, does not take place in a vacuum but within the context of society and organisational settings (including universities). Organisations are structures of people, and are an integral part of society (Mullins, 2005). They can traditionally be distinguished in terms of two generic groups - private enterprise and public sector. The increasing rate of privatisation has led however to a blurring of commercial interests and service to the community.

In discussing the interactions between an organisation and the general environment, Watson (1986) argued that organisations make their environment as much as it makes them. Worthington and Britton (2003) maintain that external influences are almost infinite in number and variety and that no study could hope to consider them all. They consider the important requirement is to recognise the complexity of the external environment and to pay greater attention to those influences which appear the most pertinent and pressing for the organisation, rather than attempt to consider all possible contingencies.

According to Stewart (2003) the good manager will be one who recognises the need to relate his approach to context and task, and that this is as important in the public sector as in the private. The belief in a generic type of management for all situations can be misleading in that it conceals the need for the hard analysis of the nature of task and context.

4.5   Understanding Institutional Context Before Addressing Plagiarism and Applied Ethics Teaching

Given the views of Mullins, Stewart and others about the importance of context, it would seem appropriate to consider plagiarism in higher education within political, economic, social, technical and legal frameworks before considering the need for applied ethical education to counter the phenomenon.

5. Political, Economic, Social, Technical and Legal Context of Higher Education

5.1 Political

On taking up office in 1997, the Labour Government committed itself to achieving the target of getting 50% of those aged 18 and over in the UK into university education. This represented a vast increase in student numbers in higher education (approximately a threefold increase in seven years). At the same time, the Government encouraged universities to adopt "Open Access" policies. These and other policies resulted in universities admitting large numbers of inadequately prepared students, and students with non-traditional entry qualifications – or none (Baty, 2004b). The Government also committed itself to reforming the public sector (including education) and to introducing market forces in public services. (These policy initiatives are well documented and need no further commentary here.)

5.2   Economic

However, the vast increase in student numbers in higher education was not accompanied by a pro rata increase in funding to the universities (King, 2004a). At the same time, the Government initiated greater selectivity of research funding – concentrating resources in "research intensive" (five-star rated) institutions – leaving institutions which did not achieve five star status under-funded for research as well as teaching. Universities therefore found themselves with far fewer resources to teach considerably more students (who in various circumstances were less-well qualified that previous cohorts). In short, university under-funding by Government is said to have reached crisis proportions. (Universities UK *cited in* Baty 2004c)

5.3   Social

The 2001 National Census was the first national count of religious affiliation in the UK, and collated data was published recently on the website of the Office of National Statistics (ONS). The range of religious belief is huge (170 different faith or belief systems) and a good deal is of the exotic or New Age variety. The overwhelming majority (71%) in England and Wales still regards itself as Christian, but does not go to church. The complete ONS figures show that spiritualism and paganism is thriving (Hope, 2004; Petre, 2004).

A more recent survey - the YouGov Poll (Dec 2004) for the Daily Telegraph reported strong evidence that Britain is becoming an increasingly secular society and that only a minority believe God exists. The national mood is reported to be one of benign indifference, and most people give the impression of regarding religion almost as a consumer good, one to be consumed by those who happen to have a taste for it (King, 2004b).

Repeating a question that the Gallup Poll posed nearly forty years earlier, YouGov asked those in the sample whether or not they believed in God. Whereas in 1968 77% said they did believe in God, that figure has fallen by nearly half to 44 % - a minority of today's population. More than a third of today's young people describe themselves as either agnostics or atheists, whereas the figure is far smaller among middle-aged people and the elderly.

Ward, Regius Professor of Divinity at the University of Oxford, also seems to echo these views when he states that Britain is a liberal and secular society (Ward 2005). However, it protects the rights of religion and mandates the teaching of religion and spirituality in schools. He likens this to what the theologian Paul Tillich called "theonomy", the pursuit of "culture under the impact of Spiritual Presence" – a liberal humanism with an underlying depth.

Ward (2005) argues it is considered important that a culture should have a religious or spiritual dimension, and that it is acknowledged that Christianity has formed a major historical influence on present cultural values in the UK which should be preserved in some way. Yet British society has made an irreversible transition to liberal secularism and to encouraging diverse forms of faith.

So, the influence of religion on national life is considered largely symbolic, and some aggressive secularists would like to see all religious influences in Parliament and schools abolished. What characterises religion in Britain is a sense that (rather like the British Empire) traditional certainties have passed away. Ward (2004) states it is not yet clear what form of liberal religion may prove acceptable.

5.4 Technological

5.4.1 The Szabo and Underwood (2004) study indicated that the IT skills of students continue to improve and that they use this extensively in academic work. They state that much of the Internet activity reported to them may be legitimate and praiseworthy but that there appears to be a disturbing willingness among students to misuse the facilities of the Internet.

They advise that such misuses are triggered by push factors (such as likelihood of failure) and also pull factors (such as ease of use and low level of work needed). These perceived benefits provide a reason to behave dishonestly. When the decision to do so is tested against the risks of misbehaviour, many students appeared to rate the risks as at worse moderate and, for some, non-existent. The implication here would seem to be that the barrier to dishonest behaviour is very weak.

5.4.2 Furedi, Professor of Sociology, University of Kent, acknowledges that technology facilitates student ability to plagiarise. Indeed Szabo and Underfold (2004) estimate the number of recorded paper-mill Websites to have increased tenfold from 1998 when the figure stood at 72. However, Furedi argues that technical explanations of social and moral problems are highly suspect, and that academics ought to exercise a degree of scepticism towards simplistic claims.

He contends that one does not need a doctorate in moral philosophy to appreciate that the Internet does not possess the demonic power to incite otherwise honest students to pass off other people's work as their own. Interestingly, he also states that the Internet does not account for the fact that most acts of plagiarism consist of students copying other students' work (Furedi, 2004).

5.5 Legal

5.5.1 The Office of the Independent Adjudicator (OIA) came into being in March 2004. This student complaints watchdog replaces the ancient "Visitor" system in higher education and is headed up by Dame Ruth Deech, the Independent Adjudicator for Higher Education. The OIA has formally concluded seven cases to-date and has upheld appeals in three instances. (Deech, 2004)

One of the three appeals concerned a student who admitted plagiarism in his final year but complained that his punishment – a zero mark with the chance to repeat the year from scratch – was too harsh as it did not take into account his extenuating circumstances   The OIA ordered the university to pay £50 compensation because it did not follow its published procedures in handling the initial plagiarism allegations.

5.5.2 The OIA reveals a surprising willingness to hold universities to account for even relatively minor procedural slip-ups and has confounded critics who predicted its ineffectiveness by ordering universities to pay compensation to students in all three of the appeals it has upheld. (Mills and Reeve, 2004)

6. Diagnosing the Underlying Cause(s) of Plagiarism:- Loss of Scholarly Ideals?

6.1 Many commentators (though not all – as in the case of Furedi, 2004) attribute the increase in student plagiarism to the exponential growth of word processing and the Web. When asked, deliberate cheaters advise they plagiarise because:-

        - they can
        - it is easy
        - they see no reason not to.

(Burkhill and Franklyn-Stokes, 2004).

6.2 Furedi (2004) is dismissive of several theories to account for the rise of plagiarism. In particular, he discounts student debt; esoteric cultural norms; the Internet; and learning difficulties. He considers that when the imperative of constructing excuses overrides the need to understand the underlying cause of plagiarism, universities are in fact accommodating the practice of cheating, and that this is a prelude to accepting the institutionalisation of plagiarism.

6.3 Furedi (2004) considers that the real problem is not that students cheat, but that they consider there is nothing wrong with this behaviour. He maintains that plagiarism stems from a loss of scholarly ideals. In the era of the market-led university where academics are obliged to treat students as customers, scholarship is devalued and it becomes difficult to nurture the idea that universities are about the search for knowledge. (Baty, 2004a)

6.4 Furedi (2004) touches on the concepts of morality and ethics with regard to plagiarism. The views of Chryssides and Kaler (1998) are also pertinent here. They argue that all the knowledge in the world cannot guarantee to make a person more ethical. Socrates thought it did. He believed that wrong-doing was a kind of ignorance; if we knew what was right, we could only do what was right. Chryssides and Kaler (1998) argue this is not so. They contend that people can very well know what is right, and still do what is wrong - through weakness or wilful disregard.

6.5 A poll of 400 academics reported by Baty (2004c) found that almost one in five academics admitted turning a "blind eye" to student plagiarism. If scholarship loses its meaning, then plagiarism does indeed lose moral significance and can be redefined merely as poor work. In that case, Furedi argues, it is the system which is at fault. (Furedi, 2004)

7. Possible Approaches to a Remedy: Strong Institutional Culture and Leadership

7.1 Szabo and Underwood (2004) argue that a laissez-faire attitude to cheating will only ensure that "qualified" cheaters outperform hard working students.

7.2 Carroll (2005) argues that, in the new millennium, the problems of plagiarism and the means of addressing it have changed fundamentally, and that a comprehensive review (at national and institutional level) of policies and procedures to deal effectively with plagiarism is warranted.

7.3 Studies by Carroll and Appleton (2001) and Wright (1995) emphasised the need for a strong *corporate culture and institutional leadership* in combating plagiarism. It is not altogether easy to see how this can be achieved easily or quickly in the context of the political, economic, social and other factors outlined in Section 5 above.

7.4 Carroll (2005) is clear that it is fundamentally down to senior university managers to change the culture and the whole approach to deterring, detecting and dealing with student plagiarism. It is considered crucial that universities take a *co-ordinated and institution-wide approach*, and that policies deal effectively with cases that are already detected but about which little has been done.

7.5 The PAS report calls on universities to nominate members of staff to deal with cases of plagiarism. (Oxford Brookes, an anti-plagiarism pioneer, has 14 "*Academic Conduct Officers*" to review alleged plagiarism cases, interview students and decide whether to impose any punishment). The report also recommends employing a carrot, rather than a stick, approach. It maintains that catch-and-pull tactics are self-defeating as they absorb large amount of staff time, do not reduce plagiarism, and deflect students from a focus on learning to one devoted to not breaking rules or not getting caught.

8. Rekindling a Sense of Basic Morality, and the Role of Business Ethics

8.1 In his article "*Why Teachers Must Tell It How It Is*", Humes (2005) Head of Aberdeen University's Education Department argues that trust in leadership takes time to develop. It is not created by grandiose mission statements or action plans of the kind that many public bodies feel compelled to produce. Such documents are long on rhetoric and short on meaningful principles that connect with the work of staff. Humes considers that trust is nurtured in daily acts of professional commitment; in a climate of honesty and integrity; and by the example of leaders who themselves live up to the standards they expect of others

8.2 Professor Schwartz, Brunel University Vice-Chancellor and Chairman of the Government Working Party on University Admissions, seems to echo these views somewhat. He warns that plagiarism is increasing - partly because universities fail to equip students with a basic sense of morality. He considers that plagiarism, incivility, rudeness and reneging on legitimate debts are common among university students. Schwartz contends that it is time for universities once again to articulate a moral vision of what they are trying to achieve, and to live up to it. (Schwartz *cited in* Cassidy (2005) In short, Humes and Schwartz seems to be calling on leaders in education *to be seen* to exercise moral leadership.

8.3 Chryssides and Kaler (1998) argue that Business Ethics cannot alter the fact that people can know what is right and still do what is wrong. However, they suggest that what it can do perhaps is to help people become more ethical, and that it may do this in two ways.

Firstly, it can make it more difficult for people to behave immorally. (Ignorance may not be the sole cause of wrongdoing, but it can be a contributory factor.) If one is given exposure to ethical issues and ways of resolving them, they contend it is that much more difficult not to be aware of what is at stake or retreat behind the excuse it is beyond one's competence.

Secondly, the proposition that the study of ethics might help "business" people become more ethical - is nothing more than the assumption made in the academic study of any discipline. It is:- that the ability to tackle problems can be enhanced (though not of course guaranteed) by formal, rigorous study. With any study, it is up to individuals how well, or even whether, they translate learning into practice.

8.4 Singer (2000) considers the religious dimension of morality together with rationalist theory. He argues that the major ethical traditions (Buddhist, Chinese, Christian, Indian, Islamic, and Jewish) represent the living, ethical systems to which much of the world's population looks for guidance. He also discusses what each tradition shares with other ethical traditions, and especially with contemporary Western ethics.

8.5 Singer (2000) contends that the dominant position of Western civilization today means that the Western tradition of philosophical thinking about ethics exerts a strong influence on all contemporary discussion of the subject. He argues that ethics education helps provide insights into questions such as:-

  - "How can I know what is right?"
  - "What is the ultimate criteria of right action?"
  - "Why should I do what is right?"

9. Back to the Future?

9.1 European universities began in the middle ages in monasteries, and philosophy was said then to be the queen of the sciences. In today's market-driven environment, university departments of philosophy (and also theology) are few in number. But perhaps the pendulum is beginning – however slowly – to swing back**.**

9.2 Trevino and Nelson (1995) argue that higher education courses can do little if students have not already learned ethics from their family, clergy, school or employer.

9.3 Davis (1999) however maintains that professional ethics cannot be learned in most families, religious institutions or schools. Instead he maintains it must be taught as part of a formal professional education.

9.4 Haydon (2000) and Clarkeburn (2002) both argue that ethics should be taught because ethics is part of the life of a reflective professional practitioner.

9.5 Ethical issues arise in all professions and academic disciplines, and Waldmann (2000) states that because all mature professions have a well-developed code of ethics, this should be reflected in the education of the future professional. (Taylor, Moynihan, McWilliam and Gresty 2004)

9.6 However, there is a major difficulty here in recommending the development of ethics teaching in UK universities. Where it *is* taught, it is popular with students, and is seen to have major benefits in management development. Expectation of its future growth is high. But, while there has been an increase in business ethics education in recent years, it is still taught in only a minority of UK universities, and secures a low level of teaching time. (Cummins, 1999)

9.7 Cummins (1999) calls for a national debate about the extent to which ethics education should be part of the professional development of managers, and about the content that is appropriate for it. He states there is growing evidence that business considers that an understanding of ethics is important, and that a strategy is needed to ensure appropriate teaching takes place across all UK business schools and professional institutions. Only in this way will the central role that ethics plays in modern business practice in the UK be reflected.

9.8 It is argued that students need to learn and universities teach (and be seen to *practise*) sound professional ethics. Singer (2000) considers that ethical norms form a large part of religious teachings, which for their part, correspond closely to the norms of secular ethical theories. He argues that, without God, there can be no morality.

9.9 In today's secular society of many faiths and no faith, God does not exist for the majority of people in the UK. In addressing the underlying cause of plagiarism (as opposed to just treating the symptoms) our universities may perhaps, after all, need to reinvent Him (whether He be a Christian, Jewish, Muslim - or other God)!

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