

**Rīga Stradiņš University**  
**ACADEMIC INTEGRITY POLICY**

**1. General provisions**

- 1.1. The purpose of the Academic Integrity Policy is the adherence to academic and research integrity at Rīga Stradiņš University (hereinafter - RSU).
- 1.2. The Academic Integrity Policy explains the basic principles of academic integrity, adherence to them and the main procedures for dealing with breaches of academic integrity, thereby strengthening the academic culture, implementation of a common approach and promoting the quality improvement process at RSU.
- 1.3. RSU students, academic and administrative staff shall have an obligation to adhere to academic integrity, to prevent breaches of academic integrity and to inform about breaches of academic integrity.

**2. Terms used in the document**

- 2.1. **Academic integrity** - a set of fundamental values, including honesty, ethics, trust and justice, inherent in each representative of RSU staff and student and that serves as a basis for decision-making and undertaking of activities in studies, research and academic environment.
- 2.2. **Academic Integrity Panel** - a committee specially established by a decree of the Rector or Vice-Rector, which considers a case of a breach of academic integrity and recommends the applicable penalty.
- 2.3. **Academic coursework** - work and assignments completed by students in a study course and study programme, such as, final papers, placement reports, essays, reports, presentations, protocols, research, projects, etc.
- 2.4. **Final Paper** - a qualification paper, research paper, Bachelor's thesis, Master's thesis
- 2.5. **Research integrity** - constant and active adherence to ethical principles and professional standards relevant to responsible research practices.
- 2.6. **Plagiarism** - presentation of ideas derived from other sources without reference to those sources, further expression of thoughts expressed or written by another person as their own, without giving an accurate and clear reference to the author and source concerned, or repeated expression of their own thoughts that were previously made public without indicating the original source (self-plagiarism).
- 2.7. **Turnitin** - a tool for correcting written work and checking the originality of the content, which is integrated into the e-study system and is used in RSU study programmes.

**3. Principles of research integrity and adherence to them**

- 3.1. Good research practice is based on fundamental principles of research integrity. They serve as guidelines governing the work of researchers and are used to address practical, ethical and intellectual issues related to research. These principles are:
  - 3.1.1. Reliability in ensuring the quality of research reflected in the design, methodology, analysis and use of resources;
  - 3.1.2. Honesty in developing, undertaking, reviewing, reporting and communicating research in a transparent, fair, full and unbiased way;
  - 3.1.3. Respect for colleagues, research participants, society, ecosystems, cultural heritage and the environment;
  - 3.1.4. Accountability for the research from idea to publication, for its management and organisation, for training, supervision and mentoring and for its wider impacts.
- 3.2. RSU staff adheres to the “European Code of Conduct for Research Integrity”<sup>1</sup> and acts in accordance with its principles and good research practices set therein and avoids any breaches of research integrity.

#### **4. Adherence to and promotion of academic integrity**

- 4.1. Adherence to academic integrity and ethics, as well as checking the originality of the content of academic coursework throughout the study process, are essential for promoting high academic culture and ensuring equal conditions for the assessment and recognition of learning outcomes.
- 4.2. An objective assessment of learning outcomes is essential as it is taken into consideration in making other decisions, such as awarding scholarships, granting a tuition fee discount, participation of a student in exchange programmes, admission to next-level study programmes, etc.
- 4.3. RSU academic and administrative staff have an obligation to enhance students’ understanding of adherence to academic integrity and ethics, to strengthen academic integrity and to cooperate in reducing the prevalence of breaches.
- 4.4. Activities to promote academic integrity and ethics shall be classified in three categories:
  - 4.4.1. Compulsory educational content for students
    - 4.4.1.1. The descriptions of study courses for each study programme should include the content and learning outcomes defining, according to the field and level of studies, the required research and academic writing knowledge, skills and attitudes and adherence to the basic values and principles of academic and research integrity.
    - 4.4.1.2. The implementers of the study programme in cooperation with RSU Library should ensure sufficient availability of the information resources necessary for the full acquisition of research and academic writing knowledge, skills and attitudes included in RSU study programmes.
    - 4.4.1.3. The Head of the study programme shall annually collect the information regarding the identified breaches of academic integrity and shall take into consideration this information when reviewing the content and implementation of the study programme.
  - 4.4.2. Elective educational content

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<sup>1</sup> All European Academies. 2017. *The European Code of Conduct for Research Integrity*. <https://allea.org/code-of-conduct/>

- 4.4.2.1. The Library shall, as far as possible, ensure wide availability of information resources that enable students, teaching staff and researchers to acquire research and academic writing knowledge, skills and attitudes, both in a comprehensive and in-depth manner, taking into consideration the specificity of the sector.
- 4.4.3. Institutionalisation, educational activities and campaigns
  - 4.4.3.1. RSU Human Resources Department in cooperation with RSU Centre for Educational Growth shall organise staff training.
  - 4.4.3.2. RSU staff shall adhere to and promote academic integrity and ethics, including Principles for the Introduction and Implementation of Academic Integrity (see Annex 1), and engage in and implement educational activities within the framework of their competence and responsibility as necessary.

## **5. Breaches of academic integrity**

- 5.1. Plagiarism in academic and research work, misconduct of students, academic and administrative staff are regarded as breaches of academic integrity.
- 5.2. Examples of breaches of academic integrity are explained in this document in order to promote a broader understanding of the nature and significance of breaches of academic integrity.

### **5.3. Types of plagiarism<sup>2</sup>**

- 5.3.1. **Hybrid plagiarism** - combining perfectly cited sources with copied passages without citation;
- 5.3.2. **Clone plagiarism** - word-for-word copying of another person's work and submitting as one's own;
- 5.3.3. **Aggregator plagiarism** – proper inclusion of citation and use of references, when creating a compilation of other authors' ideas, practically not including the original content;
- 5.3.4. **Copy-Paste plagiarism** - copying of another work or parts thereof, preserving a significant portion of the text from a single original source, without including its own set of original findings;
- 5.3.5. **Mosaic plagiarism** - copying of multiple sources, mixing together into a single whole, without providing proper citation;
- 5.3.6. **Incorrect citation** - non-use of citations, citation to non-existent sources, inclusion of false information in citations;
- 5.3.7. **Self-plagiarism** - partial or complete use of one's own previous work without citation to the original work;
- 5.3.8. **Paraphrasing plagiarism** (replacement) - replacing (paraphrasing ) certain words, concepts or parts of a sentence with other words/concepts, while retaining the essential content of the original text without citation;
- 5.3.9. **Re-tweet plagiarism** - proper inclusion of citations, retaining the original wording and structure of the text too closely without repeating it in one's own words;
- 5.3.10. **Remix plagiarism** – 'mixing' sentences and texts, using various sources without giving proper citations;
- 5.3.11. For explanatory and illustrative examples of types of plagiarism, see Annex 2 to RSU Academic Integrity Policy.

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<sup>2</sup> Turnitin, 2012. *Defining Plagiarism: The Plagiarism Spectrum*. <https://go.turnitin.com/paper/plagiarism-spectrum>

#### **5.4. Examples of academically unfair and unethical conduct of students**

- 5.4.1. The types of breaches of academic integrity and ethics included in this section are to be considered as examples, and this list is not exhaustive. Table 1 of Annex 3 to RSU Academic Integrity Policy shows the indicative severity of the breaches.
- 5.4.2. use of unauthorised aids in interim and final examinations;
- 5.4.3. copying from other students in test work;
- 5.4.4. unequally low performance of independent work in group work tests, without specifying the amount of personal contribution;
- 5.4.5. inaccurate analysis of research data or presentation of the results;
- 5.4.6. transferring one's own academic coursework or parts thereof to others, agreeing to their use without indicating the origin of the content;
- 5.4.7. incorrect generation and presentation of research data and falsification of the results;
- 5.4.8. use of ghostwriter (relatives, friends, acquaintances, professionals, companies, etc.) services (purchased, received as a present, stolen, etc.) for the development of academic coursework and presenting it as one's own;
- 5.4.9. unauthorised acquisition or publishing of test questions, assignments or answers;
- 5.4.10. offering any material value, financial or other benefit for doing or not doing a certain activity in the academic interests of a student or another person;
- 5.4.11. use of one's position or personal circumstances to influence colleagues and lecturers with the aim of obtaining favourable attitude and unequal conditions;
- 5.4.12. participation in the breach of academic integrity committed by another person, withholding or hiding information.

#### **5.5. Examples of unfair conduct of academic and administrative staff**

- 5.5.1. unjustified punishment or disregard for RSU lecturers, researchers and students in cases when information on breaches of academic integrity is received;
- 5.5.2. barriers to the circulation of information on breaches of academic integrity;
- 5.5.3. concealment or falsification of information on breaches of academic integrity;
- 5.5.4. non-compliance with confidentiality in collecting experts' reports and assessments of other academic coursework, early disclosure of examinations;
- 5.5.5. allowing conflict of interests;
- 5.5.6. use of students or colleagues' academic coursework and study course materials without the author's permission or correct citation;
- 5.5.7. non-compliance with ethical principles in the development and presentation of the study course material;
- 5.5.8. non-compliance with ethical principles in the design and conduct of research;
- 5.5.9. action allowing breaches of academic integrity;
- 5.5.10. incorrect generation and analysis of research data and presentation of the results;
- 5.5.11. use of ghostwriter (relatives, friends, acquaintances, professionals, companies, etc.) services (purchased, received as a present, stolen, etc.) for the development of study materials and research and presenting them as one's own;
- 5.5.12. non-recognition or incorrect conferral of intellectual property rights.

### **6. Consideration of breaches and decision-making**

#### **6.1. Methods for identifying breaches of academic integrity**

- 6.1.1. Signs of an alleged breach of academic integrity may be identified by a lecturer of the study course, a supervisor of the semester or final paper, a member of the defence committee, a reviewer, a representative of administrative staff, other students and other persons who have information regarding the alleged breach.
- 6.1.2. The originality and copyright of the content of the academic coursework, including final papers and doctoral theses, can be checked with the automated systems used by lecturers and RSU, such as *Turnitin* tool.
- 6.1.3. The originality of the content of all final papers and doctoral theses should be checked in the Unified computerised inter-university plagiarism control system.

### **6.2. Factors influencing the breach for imposing penalty**

- 6.2.1. In deciding on the most appropriate action and penalty in the event of a breach, the following shall be taken into consideration:
  - 6.2.1.1. the circumstances of the breach;
  - 6.2.1.2. the intention and attitudes of the offender.
- 6.2.2. In the case of extenuating circumstances, it may be decided to impose a lesser penalty for the breach committed, while in the case of aggravating circumstances, a higher penalty may be decided (see Table 2 of the Annex 3).

### **6.3. Action related to breaches of academic integrity by students**

- 6.3.1. Each case of a breach of the academic integrity by a student shall be assessed in the context of all available information, therefore the breaches shall be responded taking into consideration the severity of the breach, the circumstances of the breach, the student's attitudes and explanation, if any.
- 6.3.2. Types of potential action:
  - 6.3.2.1. lowering the assessment;
  - 6.3.2.2. assessing the performance in the examination as unsatisfactory;
  - 6.3.2.3. review of the assessment given for the interim-examination and final examination (in cases where the breach has been identified after the assessment has been given);
- 6.3.3. In case of moderate and severe breaches, in addition to the types of action referred to in the preceding paragraph, the student may be subject to disciplinary penalty defined in the Internal Rules and Regulations for Studies: a reproof, a reprimand and exclusion;
  - 6.3.3.1. In cases when a severe breach of academic integrity has been identified after the award of a diploma, RSU may decide to revoke the diploma in accordance with the procedures specified in rules and regulations;
- 6.3.4. In case of a breach of academic integrity, the lecturer may set special rules for the repeated examination, if such is provided, for example, drawing up an academic paper on another topic, changing the form of the examination, etc.

### **6.4. Decision making procedure**

- 6.4.1. Cases of breaches of academic integrity at RSU shall be considered in accordance with this Policy, "Internal Rules and Regulations for Studies", "Academic Regulations I", Code of Ethics and other laws and regulations.
- 6.4.2. A lecturer, supervisor of the academic coursework or Committee for assessment of the work, which identifies an alleged breach of academic integrity in the student's academic coursework or conduct, including an examination or study course already assessed, shall direct the consideration of the matter by informing the Head of the

relevant department, who shall inform the Head of the relevant study programme and the Dean of the faculty thereof.

- 6.4.3. The decision regarding the action related to the breach shall be taken by the Dean of the faculty; in case of a conflict of interest of the Dean - by the Vice-Rector for Studies, taking into consideration the severity of the breach, the circumstances of the breach, the student's attitudes and explanation, if any, as well as any other binding available information;
  - 6.4.3.1. if a less severe breach of academic integrity has been identified, the Dean shall decide on the necessity to initiate disciplinary proceedings;
  - 6.4.3.2. if a moderate or severe breach of academic integrity has been identified, the Dean shall initiate disciplinary proceedings.
- 6.4.4. If necessary, the Rector or Vice-Rector may establish a special Academic Integrity Panel, which examines the case of a breach of academic integrity and, on the basis of all available information, makes a recommendation on the most appropriate type of penalty (see Annex 4).
- 6.4.5. The final assessment of the student's work shall be carried out within the framework of the disciplinary proceedings.
- 6.4.6. If RSU has received information about the facts or has established the facts itself, which indicate an alleged severe breach of academic integrity in the student's final paper or doctoral thesis, the Rector shall decide on the initiation of disciplinary proceedings, including the annulment of the diploma.
- 6.4.7. Possible fraudulent activities and breaches of academic integrity by the academic and administrative staff shall be considered by RSU Ethics Committee.

## **7. Existing binding internal laws and regulations of RSU**

- 7.1. Methodological Guidelines for Citing References and Compiling Bibliography;
- 7.2. Code of Ethics;
- 7.3. Intellectual Property Management Policy;
- 7.4. Regulations of Research Ethics Committee;
- 7.5. Process Description No. 6 "Evaluation and Submission of Learning Outcomes";
- 7.6. Procedure for Checking Originality of Students' Final Papers and Doctoral Theses;
- 7.7. Internal Rules and Regulations for Studies;
- 7.8. Study Process Quality Guidelines;
- 7.9. Academic Regulations (I), Academic Regulations (II), Academic Regulations (III).

Chairperson of the Senate

J.Gardovskis

AGREED

at the meeting of Rīga Stradiņš University  
Rectorate,  
dated 05.05.2020,  
Minutes No \_\_\_\_\_

AGREED

at the meeting of Rīga Stradiņš University  
Dean's Council,  
dated 27.04.2020,  
Minutes No. \_\_\_\_

### Principles for the Introduction and Implementation of Academic Integrity

Adherence to the principles for the introduction and implementation of academic integrity and ethics shall be binding on all staff involved in the study process and research. They are attributed to academic, research and administrative activities. These principles may be used as an example of adherence to academic integrity.

#### Promotion of academic integrity (prevention)

In study programmes, students shall acquire knowledge of issues related to academic integrity and ethics, as well as the skills to apply them in both academic and professional activities.

The content and issues inviting students to evaluate and reflect on honesty, ethics, social norms and moral dilemmas in the context of the sector have to be included in the study courses in an integrated way.

Students shall be constantly informed about the adherence to academic integrity and ethics.

Prior to the study examinations, students shall be informed about the procedure of examinations, authorised and unauthorised aids, as well as the consequences in case of breaches.

When submitting academic coursework, students shall regularly certify their originality and copyright.

#### (Co)Responsibility

It is the responsibility of everyone in the academic environment to adhere to the principles of academic integrity and ethics.

It is the responsibility of everyone to prevent breaches and to report alleged breaches.

Checking the originality of the content of academic coursework shall be a constantly implemented activity in examinations.

#### Justice

A person suspected of an alleged breach of academic integrity shall have the right to explain the circumstances of the event, including to request that the dispute is handled on an independent and conflict-free environment.

A student who has committed a breach of academic integrity is in a situation of being less competitive; misconduct must not be the basis for achieving higher results and obtaining privileges (a state-funded study place, scholarship, tuition fee discount, statements of excellence, etc.).

#### Proportionality

The penalty for a breach shall be proportional to the severity of the breach, and extenuating and aggravating circumstances.

In the case of repeated breaches, more severe penalties may be imposed. Information on breaches shall be stored so that this information is available to make binding decisions.

#### Consistency

Adherence to academic integrity shall be essential throughout the study process, therefore the academic coursework and conduct of students shall be appropriately evaluated; penalties shall be imposed in case of breaches.

In the case of equal breaches, equal penalties shall be imposed.

**Retention/Storage**

Academic coursework of students shall be retained so that their content is available for comparison in content originality checks, and thus the dishonest use of academic coursework is avoided.



### Examples of Types of Plagiarism

**Hybrid plagiarism** - combining perfectly cited sources with copied passages without citation;

*Example:*

<u>Original</u>	<u>Plagiarism</u>
<p><b>What will compulsory health insurance mean for the inhabitants of Latvia?</b> Uldis Rutkaste, 19.07.2016, Ir.lv</p> <p>On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.</p> <p><b>“On the nightmarish health insurance model of the Bank of Latvia and illusions in medicine”,</b> Pēteris Apinis, 12.09.2016, Delfi.lv</p> <p>The model proposed by the Bank of Latvia, with a compulsory health insurance payment, actually provides for a linear increase in personal income tax (PIT), significantly reducing its insignificant progressiveness in the PIT system of Latvia, and is obviously in contradiction to the recommendations of the World Bank.</p>	<p><b>Evaluation of the compulsory health insurance model.</b> Jānis Bērziņš</p> <p>On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. It offers to attract additional funds to health care, while creating elements of competition within the system. According to Pēteris Apinis, the President of the Latvian Medical Association, the model proposed by the Bank of Latvia with a compulsory health insurance payment “actually provides for a linear increase in personal income tax (PIT), significantly reducing its insignificant progressiveness in the PIT system of Latvia, and is obviously in contradiction to the recommendations of the World Bank.” (Apinis, 2016). However, the Bank of Latvia insists that the competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.</p>

**Clone plagiarism** - word-for-word copying of another person’s work and submitting as one’s own;

*Example:*

<u>Original</u>	<u>Plagiarism</u>
<p><b>What will compulsory health insurance mean for the inhabitants of Latvia?</b> Uldis Rutkaste, 19.07.2016, Ir.lv</p>	<p><b>Evaluation of the compulsory health insurance model.</b> Jānis Bērziņš</p>

On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.

On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.

**Aggregator plagiarism** – proper inclusion of citation and use of references, when creating a compilation of other authors’ ideas, practically not including the original content;

*Example:*

Original

**What will compulsory health insurance mean for the inhabitants of Latvia?** Uldis Rutkaste, 19.07.2016, Ir.lv

On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.

**“On the nightmarish health insurance model of the Bank of Latvia and illusions in medicine”**, Pēteris Apinis, 12.09.2016, Delfi.lv

The model proposed by the Bank of Latvia, with a compulsory health insurance payment, actually provides for a linear increase in personal income tax (PIT), significantly reducing its insignificant progressiveness in the PIT system of Latvia, and is obviously in contradiction to the recommendations of the World Bank.

Plagiarism

**Evaluation of the compulsory health insurance model.** Jānis Bērziņš

“On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.”<sup>1</sup> Whereas Pēteris Apinis points out that “the model proposed by the Bank of Latvia with compulsory health insurance payment actually provides for a linear increase in personal income tax (PIT), significantly reducing its insignificant progressiveness in the PIT system of Latvia, and is obviously in contradiction to the recommendations of the World Bank.”<sup>2</sup>

<sup>1</sup> Rutkaste, Uldis. “What will compulsory health insurance mean for the inhabitants of Latvia?” 19.07.2016, Ir.lv

<sup>2</sup> Apinis, Pēteris. “On the nightmarish health insurance model of the Bank of Latvia and illusions in medicine” 12.09.2016, Delfi.lv

**Copy-Paste plagiarism** - copying of another work or parts thereof, preserving a significant portion of the text from a single original source, without including its own set of original findings;

*Example:*

<u>Original</u>	<u>Plagiarism</u>
<p><b>What will compulsory health insurance mean for the inhabitants of Latvia?</b> Uldis Rutkaste, 19.07.2016, Ir.lv</p> <p>On July 14, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.</p>	<p><b>Evaluation of the compulsory health insurance model.</b> Jānis Bērziņš</p> <p>On 14 July 2016, the Bank of Latvia published the model for the introduction of compulsory health insurance. The model offers to attract additional funds to health care, while creating elements of competitions within the system, allowing competition between the public insurer and private insurers. In the long run, it is expected to contribute to a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.</p>

**Mosaic plagiarism** - copying of multiple sources, mixing together into a single whole, without providing proper citation;

*Example:*

<u>Original</u>	<u>Plagiarism</u>
<p><b>What will compulsory health insurance mean for the inhabitants of Latvia?</b> Uldis Rutkaste, 19.07.2016, Ir.lv</p> <p>On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.</p> <p><b>“On the nightmarish health insurance model of the Bank of Latvia and illusions in medicine”,</b> Pēteris Apinis, 12.09.2016, Delfi.lv</p>	<p><b>Evaluation of the compulsory health insurance model.</b> Jānis Bērziņš</p> <p>On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. It offers to attract additional funds to health care, while creating elements of competition within the system. Thus, the model proposed by the Bank of Latvia, with a compulsory health insurance payment, actually provides for a linear increase in personal income tax (PIT), significantly reducing its insignificant progressiveness in the PIT system of Latvia, and is obviously in contradiction to the recommendations of the World Bank. However, the Bank of Latvia insists that the competition between the public insurer and private insurers would, over time,</p>

The model proposed by the Bank of Latvia, with a compulsory health insurance payment, actually provides for a linear increase in personal income tax (PIT), significantly reducing its insignificant progressiveness in the PIT system of Latvia, and is obviously in contradiction to the recommendations of the World Bank.

promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services. (Rutkaste 2016, Apinis 2016).

**Self-plagiarism** - partial or complete use of one's own previous work without citation to the original work;

*Example:*

Original

**Analysis of hospital management.** Jānis Bērziņš, an abstract for the conference of Liepāja University

**Introduction.** In Latvia, health care in general and individual hospitals have been experiencing significant changes over the last decades. As technology develops and the demographic situation changes, the requirements for the quality, intensity and cost-effectiveness of treatment in hospitals are increasing. This makes it necessary to significantly change the current hospital management system by taking over the process and customer-oriented management and work organization systems successfully applied in other sectors.

**The aim of the study** is to look into the management processes in hospitals of Latvia, assessing the differences in the clinical process in large regional hospitals of Latvia and determining the most significant differences in the management of professional activities of doctors in those hospitals, the medical performance of which differs the most.

Plagiarism

**Evaluation of hospital management processes.** Jānis Bērziņš, an abstract for the conference of Daugavpils University

**Introduction.** In Latvia, health care in general and individual hospitals have been experiencing significant changes over the last decades. As technology develops and the demographic situation changes, the requirements for the quality, intensity and cost-effectiveness of treatment in hospitals are increasing. This makes it necessary to significantly change the current hospital management system by taking over the process and customer-oriented management and work organization systems successfully applied in other sectors.

**The aim of the study** is to look into the management style and decisions in hospitals of Latvia, assessing the differences in the clinical process in large regional hospitals of Latvia and determining the most significant differences in the management of professional activities of doctors in those hospitals, the medical performance of which differs the most.

**Paraphrasing plagiarism** - replacing (paraphrasing ) certain words, concepts or parts of a sentence with other words/concepts, while retaining the essential content of the original text without citation;

*Example:*

<u>Original</u>	<u>Plagiarism</u>
<p><b>What will compulsory health insurance mean for the inhabitants of Latvia?</b> Uldis Rutkaste, 19.07.2016, Ir.lv</p> <p>On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.</p>	<p><b>Evaluation of the compulsory health insurance model.</b> Jānis Bērziņš</p> <p>The Bank of Latvia recently outlined the concept for the introduction of compulsory health insurance. It offers to attract additional funds to health care, while creating a competition between several participants. Competition between the public insurer and private insurers would in the long run promote a more efficient and cost-effective use of available funds, and achieve the availability and quality of healthcare services.</p>

**Re-tweet plagiarism** - proper inclusion of citations, retaining the original wording and structure of the text too closely without repeating it in one's own words;

*Example:*

<u>Original</u>	<u>Plagiarism</u>
<p><b>Introduction</b></p> <p>Polycystic ovary syndrome is a proinflammatory<sup>1</sup> and atherogenic<sup>2</sup> disorder with an estimated prevalence of 4% to 13% among women of reproductive age.<sup>3,4</sup> This syndrome is the main cause of hyperandrogenism and oligo-anovulation and is normally associated with clinical and metabolic comorbidities.<sup>5-7</sup> Women with PCOS may anticipate to the fourth decade of life the onset of the traditional risk factors for cardiovascular disease (CVD)<sup>8</sup>, such as systemic arterial hypertension (SAH), obesity, dyslipidaemia, metabolic syndrome, and...</p>	<p><b>Introduction</b></p> <p>According to the study of Dewailly of 2009 on polycystic ovary syndrome (PCOS), polycystic ovary syndrome is caused by inflammatory and atherogenic disorders, which affect 4% to 13% of women of reproductive age. This syndrome is the primary cause of hyperandrogenism and oligo-anovulatory infertility and is normally associated with two chronic clinical and metabolic comorbidities. In women with PCOS in their fourth decade of life, the traditional risk of cardiovascular disease (CVD), such as systemic arterial hypertension (SAH), obesity, dyslipidaemia, metabolic syndrome and..., increases (Dewailly 2009)</p>

**Remix plagiarism** – ‘mixing’ sentences and texts, using various sources without giving proper citations;

Example:

Original

**What will compulsory health insurance mean for the inhabitants of Latvia?** Uldis Rutkaste, 19.07.2016, Ir.lv

On 14 July, the Bank of Latvia published the concept for the introduction of compulsory health insurance. In it, we offer to attract additional funds to health care, while creating elements of competition within the system. Competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services.

**“On the nightmarish health insurance model of the Bank of Latvia and illusions in medicine”**, Pēteris Apinis, 12.09.2016, Delfi.lv

The model proposed by the Bank of Latvia, with a compulsory health insurance payment, actually provides for a linear increase in personal income tax (PIT), significantly reducing its insignificant progressiveness in the PIT system of Latvia, and is obviously in contradiction to the recommendations of the World Bank.

Plagiarism

**Evaluation of the compulsory health insurance model.** Jānis Bērziņš

Health care in Latvia has suffered from chronic underfunding. At present, the Bank of Latvia has published the concept for the introduction of compulsory health insurance, offering to attract additional funds to health care, while creating elements of competition within the system. However, the proposed model with a compulsory health insurance payment rather provides for a linear increase in personal income tax (PIT), thus significantly reducing its insignificant progressiveness in the PIT system of Latvia, and is obviously in contradiction to the recently published recommendations of the World Bank. However, the Bank of Latvia continues to insist that the competition between the public insurer and private insurers would, over time, promote a more efficient and effective use of available funds, and improve the availability and quality of healthcare services. However, it is difficult to imagine exactly how this would help to address systemic problems in health care.

### Assessment of the Severity of Academically Unfair and Unethical Conduct of Students

Indications of the severity of breaches shall be recommendatory, as each case of the breach and its situation must be considered and assessed individually, taking into consideration all the affecting circumstances.

Table No.1 - Assessment of the severity of academically unfair and unethical conduct of students

Academically unfair and unethical conduct of students	Minor	Moderate	Severe
use of unauthorised aids in interim examinations	X	X	
copying from other students in test work	X	X	
unequally low performance of independent work in group work tests, without specifying the amount of personal contribution	X	X	
inaccurate analysis of research data or presentation of the results	X	X	
use of unauthorised aids in final examinations;		X	X
transferring one's own academic coursework or parts thereof to others, agreeing to their use without indicating the origin of the content		X	X
incorrect generation and presentation of research data and falsification of the results		X	X
use of ghostwriter (relatives, friends, acquaintances, professionals, companies, etc.) services (purchased, received as a present, stolen, etc.) for the development of academic coursework and presenting it as one's own			X
unauthorised acquisition or publishing of test questions, assignments or answers;			X
offering any material value, financial or other benefit for doing or not doing a certain activity in the academic interests of a student or another person			X
use of one's position or personal circumstances to influence colleagues and lecturers with the aim of obtaining favourable attitude and unequal conditions			X
participation in the breach of academic integrity committed by another person, withholding or hiding information	X	X	X

Table No.2 - Examples of extenuating and aggravating circumstances

Aspect	Attenuating circumstances	Aggravating circumstances
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<b>Importance of the breach</b>	<ul style="list-style-type: none"> <li>– carelessness or error</li> <li>– minor breach</li> </ul>	<ul style="list-style-type: none"> <li>– severe breach of major importance</li> </ul>
<b>Study experience</b>	<ul style="list-style-type: none"> <li>– students of lower levels of study, particularly 1st year undergraduate students and students who have not mastered yet the binding study courses on academic writing, research methods, ethics</li> <li>– resumption of studies after a longer break</li> </ul>	<ul style="list-style-type: none"> <li>– students of higher levels of study</li> </ul>
<b>Succession</b>	<ul style="list-style-type: none"> <li>– first-time breach</li> </ul>	<ul style="list-style-type: none"> <li>– repeated breach</li> </ul>
<b>Purpose</b>	<ul style="list-style-type: none"> <li>– unintentional action</li> </ul>	<ul style="list-style-type: none"> <li>– deliberate action</li> </ul>
<b>Attitude</b>	<ul style="list-style-type: none"> <li>– acknowledgement and repentance of the breach</li> </ul>	<ul style="list-style-type: none"> <li>– unjustified denial of the breach</li> <li>– misleading the parties involved</li> <li>– aggressive behaviour, including threatening</li> </ul>



## **Establishment and Operation of the Academic Integrity Panel**

### **1. General provisions**

- 1.1. The Academic Integrity Panel shall be a decision-making body established by the Rector or Vice Rector to examine a case of an alleged breach of academic integrity and to make a recommendatory decision. The Panel shall consist of at least three panel members.

### **2. Establishment of the Academic Integrity Panel**

- 2.1. The following persons may ask the Rector and Vice-Rector to decide on the establishment of a special Academic Integrity Panel:
  - 2.1.1. a lecturer, a supervisor of the academic coursework or committee for the assessment of the work, under the supervision of which the student has committed an alleged breach;
  - 2.1.2. the Head of the relevant study programme;
  - 2.1.3. the Head of the relevant department;
  - 2.1.4. the Dean of the relevant faculty;
  - 2.1.5. a student suspected of the breach of academic integrity.
- 2.2. The Vice-Rector shall decide on the need to establish a special Academic Integrity Panel in the following cases:
  - 2.2.1. one of the persons referred to in Paragraph 2 has submitted an application with a request to consider the alleged breach in the Academic Integrity Panel;
  - 2.2.2. one of the persons evaluating alleged breaches and taking decisions, i.e. a lecturer, Head of the academic department, the Dean or Vice-Rector has risks of conflict of interest with the persons involved in the alleged breach;
- 2.3. The Rector shall decide on the establishment of a special Academic Integrity Panel if RSU has received information about the facts or has identified the facts itself, which indicate an alleged severe breach of academic integrity in the final paper of the student.
- 2.4. The Rector or Vice-Rector, when determining the composition of the Academic Integrity Panel, shall include the following persons in the Panel as necessary:
  - 2.4.1. a lecturer, supervisor of the academic coursework or member of the committee for the assessment of the work;
  - 2.4.2. a placement supervisor;
  - 2.4.3. a representative of the relevant science sector or thematic area of education;
  - 2.4.4. a representative of the Student Union;
  - 2.4.5. a representative of RSU administrative staff .

### **3. Rights and duties of the Academic Integrity Panel:**

- 3.1. to examine all available information regarding the identified alleged breach of academic integrity;
- 3.2. to request additional information from RSU staff, as well as from other institutions and organizations;
- 3.3. to invite a specialist (s) for an in-depth examination of the case;
- 3.4. to prepare and submit the Panel opinion to the Rector or Vice-Rector regarding the fact of identification of the breach, and in case of the identification of the breach to put forward

a proposal of the Panel regarding the most appropriate type of penalty to be applied to the student, evaluating and taking into consideration, as necessary.

- 3.4.1. internal rules and regulations of RSU;
  - 3.4.2. the severity of the breach (see Annex 3 to RSU Academic Integrity Policy);
  - 3.4.3. the circumstances of the breach and the attitudes of the student;
  - 3.4.4. an explanation of the situation by the lecturer, supervisor of the academic coursework, a member of the committee for the assessment of the work;
  - 3.4.5. an explanation by the other persons involved in the breach of the academic integrity, including victims, if any;
  - 3.4.6. an explanation of the situation by the student, if such has been received;
  - 3.4.7. information available in the systems used by RSU;
  - 3.4.8. information regarding breaches of academic integrity previously identified for the student;
  - 3.4.9. any other binding available information.
- 3.5. To comply with the provisions of RSU rules and regulations in own activities, in particular those RSU rules and regulations related to academic integrity.
- 3.6. To adhere to the principles of academic integrity and ethics, confidentiality and the protection of personal data in accordance with the provisions of RSU.

#### **4. Organisation of the Work of the Academic Integrity Panel and Decision-making**

- 4.1. The work of the Academic Integrity Panel shall be organised in meetings. The meeting shall be chaired by the Chairperson of the Panel; the Deputy Chairperson of the Panel shall chair the meeting in the absence of the Chairperson of the Panel. Minutes shall be taken of the Panel meetings.
- 4.2. The Academic Integrity Panel shall have a quorum if more than half of the members of the Panel participate in its meetings.
- 4.3. The Academic Integrity Panel shall take decisions by a simple majority in an open vote. If there is a tie, the Chairperson of the Panel shall have the casting vote.
- 4.4. The Academic Integrity Panel shall consider the breach of academic integrity and shall decide (in the form of an opinion) as soon as possible, but not later than within two weeks, unless the Rector or Vice-Rector extends this term. The Panel shall submit the adopted decision to the Vice-Rector or Rector for a final decision.