

# Sharing Practice: Restorative Approaches to Plagiarism Hearings

## Mature Learner Experience

Restorative Practice (RP) has been adopted as a pedagogical approach across the Higher Certificate in Custodial Care (HCCC), the entry-level qualification for Irish Prison Officers. The HCCC is a 2-year blended learning programme co-developed and co-delivered by South East Technological University (SETU) and the Irish Prison Service.



## Restorative Practice



## When Plagiarism is Suspected

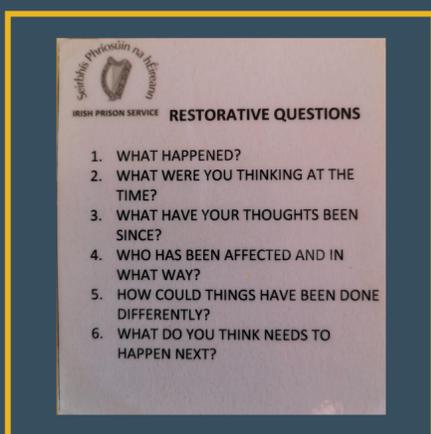
University policies recommend beginning with a 'Level One' meeting:

- student
- lecturer
- programme leader
- potentially a person to support the student

A meeting report is submitted noting the resolution and signed by each participant. This can all happen restoratively.

## A Restorative Meeting

Each participant is given an uninterrupted turn to answer the first five questions. Then each person answers question six.



## Feedback

Using RP allowed what could have been a stressful and heated meeting to be **constructive and resolution based.**

Lecturer

It gives everyone involved an opportunity to see how everyone else involved has been affected and **a fair chance** for all to get their point across.

Student

The restorative practice approach **took the stress out** of a serious meeting and allowed me to give my honest opinion and feedback.

Student

I found it **useful and efficient.** It provided an opportunity for all to express their thoughts about what happened.

Lecturer

Adamson, C. W. and Bailie, J. W. (2012) 'Education Versus Learning: Restorative Practices in Higher Education', *Journal of Transformative Education*, 10(3), pp. 139–156. doi: 10.1177/1541344612463265.

Brennan, F. (2022). Restorative role-play as an assessment methodology: Applied Learning in Prison Officer Education. Ireland International Conference on Education, 19 October, Dublin.

Marder, I., Vaughn, T., Kenny, C., Dempsey, S., Savage, S., Weiner, R., Duffy, K., & Hughes, G. (2021): Enabling Student Participation in Course Review and Redesign: Piloting Restorative Practices and Design Thinking in an Undergraduate Criminology Programme, *Journal of Criminal Justice Education*, DOI: 10.1080/10511253.2021.2010781

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