



**BAKI ALI NEFT MƏKTƏBİ**  
**BAKU HIGHER OIL SCHOOL**

# Programme Handbook for Information Security

Academic Session 2021/2022

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## Key Information

Rector of Baku Higher Oil School	Elmar Gasimov
BHOS Vice Rector and Director of Studies	Zafar Gurbanov
BHOS Vice-Rector for General Affairs	Babek Mammadov
BHOS Head of Quality Assurance Department	Guldana Hidayatli
BHOS Deputy Dean of Engineering Department	Rima Guliyeva
BHOS Head of Process Automation Engineering Department	Naila Allakhverdiyeva

## Welcome from Head of School

We have produced this handbook in order to answer many of the questions that students may have during their studies here, including administrative procedures relating to the running of your degree programme and the support services available to you. We hope you will find this information useful.

### Welcome from the Rector of Baku Higher Oil School

Personally, and on behalf of Baku higher Oil School (BHOS), I wish you a warm welcome, which from this moment, is your Higher School.

Those of you who are here today have actively chosen to study at BHOS by accepting the admission to study. That makes us very proud! Our aim is to create the best educational programmes in the country by basing them on the highest standards of scientific quality and vocational relevance.

**Elmar Gasimov, Rector of Baku Higher Oil School**

## General Information about Baku Higher Oil School

Baku Higher Oil School was established as a public higher educational institution upon Decree No. 539 of the President of the Republic of Azerbaijan, Mr. Ilham Aliyev, dated November 29, 2011 "On making changes in the structure of the State Oil Company of the Republic of Azerbaijan".

Baku Higher Oil School was set up to meet growing needs of SOCAR, which is expanding its activities in Azerbaijan and abroad, and other industries in the country for highly qualified engineers trained in accordance with modern curricula and with the use of the latest education technologies and having an advanced level of English.

During the past period BHOS has managed to create its own infrastructure complying with contemporary requirements and formed administrative and lecturers' staff. The university has implemented a series of motivating and mobilizing measures to increase the motivation of the teaching staff in teaching and students in education.

Cooperation with local and foreign companies, organization of regular trainings and lectures by professionals, high results shown by students in education and various social projects, the trust gained among the public in a short time, and other such achievements attract the most intelligent youth of Azerbaijan to study at BHOS.

Since its establishment, BHOS has become the most prestigious higher education institution and a leader in the training of IT specialists in Azerbaijan. BHOS students gain both theoretical knowledge and practical training. Thus, students participate in summer internships and practical training held at the relevant IT companies, such as Pashabank, International Bank of Azerbaijan and Caspian Innovation Center.

This provides great opportunities for students to establish effective relationships with leading IT experts, grow as world-class specialists, gain employment, and build a successful career. The web address is

<http://www.bhos.edu.az/>

### Key staff and contact details

The Principal and Vice-Chancellor is the head of the University and is supported by academic and administrative staff.

First name	Surname	Subject/Role	Email
Oktay	Rzayev	Vice-Rector for Administrative and General Services Affairs	<a href="mailto:oktay.rzayev@socar.az">oktay.rzayev@socar.az</a>
Zafar	Gurbanov	Vice-rector and director of studies	<a href="mailto:zafar.gurbanov@socar.az">zafar.gurbanov@socar.az</a>
<b>Dean of the Engineering Faculty</b>			
Rima	Guliyeva	Deputy Dean	<a href="mailto:rima.guliyeva@bhos.edu.az">rima.guliyeva@bhos.edu.az</a>
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<b>International Relations Department</b>			
Konul	Maharramova	Head of Department	<a href="mailto:konul.maharramova@bhos.edu.az">konul.maharramova@bhos.edu.az</a>

## Significant dates in academic year

Academic year 2021/2022/Semester/Diet		Dates
<b>Semester 1</b>	Midterm	7 <sup>th</sup> week of the semester
	Final	TBA (to be announced)
<b>Semester 2</b>	Midterm	7 <sup>th</sup> week of the semester
	Final	TBA (to be announced)
<b>Reassessment</b>		TBA (to be announced)

All examinations take place during the assessment blocks. Please note that the dates of the exams may change. Full details of examination timetables are published at the campus and can be found at:

<http://www.bhos.edu.az/en/login?r=http://www.bhos.edu.az/en/page/105-exams-timetable>

## Programme overview

Baku Higher Oil School offers programmes for university students and professionals to spend summer practices in onshore and offshore oil fields. Students have an opportunity to transfer theoretical knowledge into practice. BHOS provides regulations and updates on guidelines to write reports, student behavior, participation and in general BHOS regulations.

### Programme Structure and Delivery

Our undergraduate Information Security programmes at BEng level are:

- ✓ to provide suitably qualified candidates the opportunity to study information security through programmes which reflect a balance between engineering science and the application of engineering to real problems;
- ✓ to provide a learning experience, linked to the research and specialist skills within the discipline, which is intellectually challenging, up-to-date, stimulating and enjoyable;
- ✓ to provide programmes of study which are matched to the needs of IT market and produce graduates who are able to design and program and who can provide leadership in innovation, research and technology transfer;
- ✓ to develop curricula which meet the needs of the profession while being responsive to new technological demands and changes in the subject area.

The following undergraduate degree programmes are offered: *BEng in Information Security*

It may be possible to transfer between these degree programmes at an appropriate point, subject to meeting the necessary prerequisites and progression requirements.

Ensuring that our programmes meet the external standards plays a significant part in the development of the programme syllabus and the use of various assessment techniques.

For internal procedures, each programme is designated a unique code number. The following code applies:

050615 BEng Information Security

The University operates a Baku Higher Oil School Assessment which specifies minimum progression requirements. Schools have the option to apply progression requirements above the minimum University requirement, which are approved by the Studies Committees. Students should refer to the programme specific information on progression requirements. This information is

### Year 1 Structure

Year 1 is planned to teach students the knowledge and skills necessary for the bachelor’s program. Foundation year mainly combines a high level of English and Application of Information and Communication Technologies in Engineering courses. Application of ICT in Engineering 1 is course covers several topics, such as concept of information, number systems, computer architecture, computer networks.

Semester	Course code	Course Title	ECTS
1	ENG 101	English 1	20
	COMP 101	Application of ICT in Engineering 1	8
2	ENG 102	English 2	20
	COMP 102	Application of ICT in Engineering 2 (Python programming)	8

The following course on ICT is aimed at inculcating algorithmic thinking skills through Python Programming language.

### Progression to Year 2 and Beyond

University Regulations state that for progression into the next year of a programme:

“In order to proceed to the next year of a programme of study, a minimum of Grade D is required in all courses which are pre-requisites for subsequent courses and in all courses designated as requiring a minimum of Grade D in the structure of each programme of study”

*Therefore, to put it more simply, a D grade (at first attempt or after resit) in each course will ensure uninterrupted progression to Year 2 of an Information Security Degree:*

While formal progression rules lay down minimum standards at which progress is permitted you are reminded that, in order to build a sound platform for progression it is important to achieve grades that are significantly higher than this.

## Year 2 Structure

Year 2 provides grounding in mathematic used in later years as well as providing an introduction to Information Security such as Information & Cybersecurity Fundamentals, Linux Operating Systems, Networking Fundamentals (CCNA, Network), Introduction to Cryptography and etc.

Semester	Course code	Course Title	ECTS
1	MATH 205	Calculus	6
	IS 201	Information & Cybersecurity Fundamentals	5
	IS 205	Programming in C	5
	IS 211	Linux Operating Systems	5
	IS 215	Networking Fundamentals (CCNA, Network)	6
	AZL 211	Azerbaijan Language	4
2	MATH 208	Probability and Statistics	6
	HIST 202	Azerbaijan History	8
	IS 218	Object-oriented Programming	6
	IS 232	Introduction to Cryptography	5
	IS 236	Data Structures and Algorithms	6
	IS 290	Internship 1	6

They include a general view of the first level of the cyber security pyramid, mathematical principles vital to understanding and solving security problems, as well as Azerbaijan history and language. Details on courses and specific aspects of the 2<sup>nd</sup> year will be provided during induction.

Students are also required to participate and work as trainees in the industry of their chosen discipline. Training - internship is a credited course program and thus is compulsory to satisfy the degree coursework requirements for graduation. An annual internship experience provides the students with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks.

## Progression to Year 3 and Beyond

To ensure uninterrupted progression to Year 3 of students must achieve at least 'D' grades in ALL 2nd year courses.

While your grades in Year 2 courses do not count directly towards the award of your degree, it is vital that you appreciate how Year 2 performance might influence your future progress. The main points to note are:

- ✓ All Year 2 courses are vital to later work and must be passed to ensure uninterrupted progression,
- ✓ it is worth bearing in mind that work throughout your programme is cumulative, therefore a continual improvement in Year 2 will demonstrate your ability to cope with 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> year.

Each element of these courses must be attempted to at least a D grade. Note that some taught courses may involve other “coursework” elements, which will be weighted into the “course” element for the overall assessment.

### Year 3 Structure

This year's classes are based on database security, system analysis, network programming in the first half of the year, and mobile programming and network security in the second half of the year.

<b>Semester</b>	<b>Course code</b>	<b>Course Title</b>	<b>ECTS</b>
1	MATH 305	Fundamentals of Discrete Mathematics	6
	IS 351	Web Programming and Security	5
	IS 352	Systems Analysis and Design	5
	ESH 202	Safety and Health	2
	IS 353	Database Management System	6
	IS 354	Network Programming	6
2	MATH 405	Linear Algebra	5
	IS 361	Software Engineering	5
	IS 362	Cloud Computing & Blockchain	5
	IS 363	Network Security	5
	IS 364	Data Mining & Data Science for Cybersecurity	5
	IS 365	Mobile Programming and Security	5
	IS 390	Internship 2	6

### Progression to Year 4 and Beyond

To ensure uninterrupted progression to Year 4 of students must achieve at least ‘D’ grades in ALL 3rd year courses.

While your grades in Year 3 courses do not count directly towards the award of your degree, it is vital that you appreciate how Year 3 performance might influence your future progress. The main points to note are:

All Year 3 courses are vital to later work and must be passed to ensure uninterrupted progression, it is worth bearing in mind that work throughout your programme is cumulative, therefore a continual improvement in Year 3 will demonstrate your ability to cope with 4<sup>th</sup> and 5<sup>th</sup> year. In addition, students must achieve an overall average mark of 61% or higher to progress. Students not meeting these requirements will retake the courses failed.



## Year 4 Structure

Year 4 begins to deliver materials on another level of the cybersecurity pyramid, the second level, testing. This section explores security management, testing, vulnerability assessments, and penetration testing.

Semester	Course code	Course Title	ECTS
1	IS 471	Ethical Hacking & Defense	5
	IS 472	Quality Assurance Management (Test Management)	5
	IS 473	IT Security Management	5
	IS 474	Forensic Science	6
	IS 475	Enterprise Applications Management	2
	IS xxx	*[AE] Area Elective Course 1	6
2	IS 481	IoT Security	5
	IS 482	Database Administration & Security	5
	IS 483	AI & Machine Learning Fundamentals	6
	IS 484	Multiagent Systems Security	4
	IS 485	Vulnerability Assessments and Penetration Testing	6
	IS xxx	*[AE] Area Elective Course 2	5
	IS 490	Internship 3	6

Students are also given a chance to select some courses in which they are interested. They can select one course each semester at this level. Elective courses are illustrated in Table 1: Elective courses.

## Progression to Year 5 and Beyond

To ensure uninterrupted progression to Year 5 of students must achieve at least 'D' grades in ALL 4th year courses. While your grades in Year 4th courses do not count directly towards the award of your degree, it is vital that you appreciate how Year 4 performance might influence your future progress. The main points to note are: All Year 4 courses are vital to later work and must be passed to ensure uninterrupted progression, it is worth bearing in mind that work throughout your programme is cumulative, therefore a continual improvement in Year 4 will demonstrate your ability to cope with the last year, 5th year. In addition, students must achieve an overall average mark of 61% or higher to progress. Students not meeting these requirements will retake the courses failed.

## Progression to Year 5

Students will complete the remaining levels of the cybersecurity pyramid along with Economics. They can also choose one course that might intrigue them from the list of elective courses (see Table 1) in the first half of the year.

**PROCESS AUTOMATION ENGINEERING DEPARTMENT**

Semester	Course code	Course Title	ECTS
1	IS 591	Managing Risk in Information Security	5
	IS 592	Legal Issues in Information Security	5
	IS 593	Cyber War and Cyber Peace	5
	ECON 401	Economics	4
	IS 594	Attacks on Cryptosystems	6
	IS xxx	*[AE] Area Elective Course 3	5
2	MACD 501	Basics of medical care in civil defense	2
	IS 502	Predegree Internship	15
	IS 503	Graduation work (Project)	10

Students will undertake an individual project throughout the second half-year and participate in internship relating with project topic.

Table 1: Elective courses

Course number	Course code	Course Title	ECTS
1	IS 476	Information Security Strategies and Policy	6
	IS 477	Reliability Theory	6
	IS 478	Software Fault Tolerance	6
	IS 479	Software Foundations for Cybersecurity	6
	IS 470	Introduction to the Study of Ethics	6
	IS 469	System Programming	6
	IS 468	DevOps	6
2	IS 486	Software Reverse Engineering	5
	IS 487	Applied Cryptography	5
	IS 488	Introduction to Malware Analysis	5
	IS 489	Fundamentals of Disaster Recovery (Backup)	5
	IS 451	Microservices	5
	IS 452	SCADA security	5
	IS 453	Attacker Tools and Techniques	5
3	IS 595	The Design and Analysis of Secure Protocols and Systems & Information Assurance	5
	IS 596	IT Security Governance	5
	IS 597	Open Source Intelligence	5
	IS 598	Cryptocurrency	5

## STUDENT LEARNING CODE OF PRACTICE - For students at partner institutions

### What Baku Higher Oil School can expect from students

Most importantly, we expect you to take charge of your own learning. This is your degree; to get the most of your time at the University you need to be independent, self-motivated and proactive in your studies. We understand that you may have other demands on your time, but your studies should come first. In addition, we expect:

- Preparation for classes as specified by your lecturers, including studying lecture notes, working on tutorial questions and participating in online activities. To do well in your studies you will need to undertake a significant amount of private study in addition to attending your timetabled classes
- Full engagement and attendance on time for lectures, laboratories, seminars and tutorials: during the semester it is your responsibility to be available to attend classes and, in particular, class tests
- Basic organisational skills, including coming to classes with pen and paper ready to take notes or with equipment for electronic note-taking, and using a calendar so that you don't forget deadlines and appointments
- Attention, courtesy and participation during classes; this includes asking and answering questions in lectures and tutorials
- Respecting deadlines for any assignments
- Taking responsibility for your work, whether completed individually or as part of a group
- Attendance at any scheduled meetings with a member of staff. If you can't make a scheduled meeting, please notify the member of staff in advance rather than just not attending
- Checking your University email, providing timely responses to emails from members of staff
- Provision of feedback on your courses and programme
- Commitment to your learning and a professional approach to your academic work
- Self-reflection on progress and willingness to learn from feedback on tutorial work, projects, exams, and trying to improve your work based on that feedback
- Determination and persistence; some topics and problems will be challenging and we expect you to make a sustained effort to master difficult topics. Lecturers are there to help if you need it
- To keep yourself informed about new and interesting developments in your discipline (beyond what is covered in your courses)
- Full referencing of all work \*
- Adherence with regulations and requirements, including health and safety

### Student Guide to Plagiarism

Plagiarism is intellectual theft and is a major offence which the University takes seriously in all cases. Students must therefore avoid committing acts of plagiarism by following these guidelines and speaking to academic staff if they are uncertain about what plagiarism means. Those who are found to have plagiarized will be subject to the University's disciplinary procedures, which may result in penalties ranging from the deduction of credits and modules already achieved by students to compulsory termination of studies.

## Introduction

- 1.1 This guide is intended to provide students at Baku Higher Oil School with a clear definition of plagiarism and examples of how to avoid it.
- 1.2 The guide may also be of use to members of staff who seek to advise students on the various issues outlined below.

## Definition

- 1.3 Plagiarism involves the act of taking the ideas, writings or inventions of another person and using these as if they were one's own, whether intentionally or not. Plagiarism occurs where there is no acknowledgement that the writings or ideas belong to or have come from another source.
- 1.4 Most academic writing involves building on the work of others and this is acceptable as long as their contribution is identified and fully acknowledged. It is not wrong in itself to use the ideas, writings or inventions of others, provided that whoever does so is honest about acknowledging the source of that information. Many aspects of plagiarism can be simply avoided through proper referencing. However, plagiarism extends beyond minor errors in referencing the work of others and also includes the reproduction of an entire paper or passage of work or of the ideas and views contained in such pieces of work.

## Good Practice

- 1.5 Academic work is almost always drawn from other published information supplemented by the writer's own ideas, results or findings. Thus, drawing from other work is entirely acceptable, but it is unacceptable not to acknowledge such work. Conventions or methods for making acknowledgements can vary slightly from subject to subject, and students should seek the advice of staff in their own School about ways of doing this. Generally, referencing systems fall into the Harvard (where the text citation is by author and date) and numeric (where the text citation is by using a number). Both systems refer readers to a list at the end of the piece of work where sufficient information is provided to enable the reader to locate the source for themselves.
- 1.6 When a student undertakes a piece of work that involves drawing on the writings or ideas of others, they must ensure that they acknowledge each contribution in the following manner:
  - **Citations:** when a direct quotation, a figure, a general idea or other piece of information is taken from another source, the work and its source must be acknowledged and identified where it occurs in the text;
  - **Quotations:** inverted commas must always be used to identify direct quotations, and the source of the quotation must be cited;
  - **References:** the full details of all references and other sources must be listed in a section at the end of any piece of work, such as an essay, together with the full publication details. This is normally referred to as a "List of References" and it must include details of any and all sources of information that the student has referred to in producing their work. (This is slightly different to a Bibliography, which may also contain references and sources which, although not directly referred to in your work, you consulted in producing your work).
- 1.7 Students may wish to refer to the following examples which illustrate the basic principles of plagiarism and how students might avoid it in their work by using some very simple techniques:

### 1.7.1 Example 1: A Clear Case of Plagiarism

Examine the following example in which a student has simply inserted a passage of text (in italics) into their work directly from a book they have read:

University and college managers should consider implementing strategic frameworks if they wish to embrace good management standards. One of the key problems in setting a strategic framework for a college or university is that the individual institution has both positive and negative constraints placed upon its freedom of action. Managers are employed to resolve these issues effectively.

This is an example of bad practice as the student makes no attempt to distinguish the passage they have inserted from their own work. Thus, this constitutes a clear case of plagiarism. Simply changing a few key words in such a passage of text (e.g. replace 'problems' with 'difficulties') does not make it the student's work and it is still considered to be an act of plagiarism.

### 1.7.2 Common Mistakes

Students may also find the following examples of common plagiarism mistakes made by other students useful when reflecting on their own work:

- "I thought it would be okay as long as I included the source in my bibliography" [without indicating a quotation had been used in the text]
- "I made lots of notes for my essay and couldn't remember where I found the information"
- "I thought it would be okay to use material that I had purchased online"
- "I thought it would be okay to copy the text if I changed some of the words into my own"
- "I thought that plagiarism only applied to essays, I didn't know that it also applies to oral presentations/group projects etc"
- "I thought it would be okay just to use my tutor's notes"
- "I didn't think that you needed to reference material found on the web"
- "I left it too late and just didn't have time to reference my sources"

**None of the above are acceptable reasons for failing to acknowledge the use of others' work and thereby constitute plagiarism.**

1.8 What follows are examples of the measures that students should employ in order to correctly cite the words, thought or ideas of others that have influenced their work:

### 1.8.1 Example 2: Quoting the work of others

If a student wishes to cite a passage of text in order to support their own work, the correct way of doing so is to use quotation marks (e.g. " ") to show that the passage is someone else's work, as follows:

"One of the key problems in setting a strategic framework for a college or university is that the individual institution has both positive and negative constraints placed upon its freedom of action".

### 1.8.2 Example 3: Referencing the work of others

In addition to using quotation marks as above, students must also use a text citation. If the work being cited is a book, page numbers would also normally be required. Thus, using the Harvard system for a book:

“One of the key problems in setting a strategic framework for a college or university is that the individual institution has both positive and negative constraints placed upon its freedom of action” (Jones, 2001, p121).

The same reference could also be made to a book using the numeric system:

“One of the key problems in setting a strategic framework for a college or university is that the individual institution has both positive and negative constraints placed upon its freedom of action” (Ref.1, p121).

More often, a piece of work will have multiple references, and this serves to show an examiner that the student is drawing from a number of sources. For example, articles by Brown and by Smith may be cited as follows in the Harvard system

“It has been asserted that Higher Education in the United Kingdom continued to be poorly funded during the 1980’s [Brown, 1991], whereas more modern writers [Smith, 2002] argue that the HE sector actually received, in real terms, more funding during this period than the thirty year period immediately preceding it”.

or as follows using the numeric system:

“It has been asserted that Higher Education in the United Kingdom continued to be poorly funded during the 1980’s [Ref 1], whereas more modern writers [Ref 2] argue that the HE sector actually received, in real terms, more funding during this period than the thirty year period immediately preceding it”.

### 1.8.3 Example 4: Use of reference lists

Whichever system is used, a list must be included at the end, which allows the reader to locate the works cited for themselves. The Internet is also an increasingly popular source of information for students and details must again be provided. You should adhere to the following guidelines in all cases where you reference the work of others:

If the source is a book, the required information is as follows:

- Author’s name(s)
- Year of Publication
- Title of Book
- Place of Publication
- Publishers Name
- All Page Numbers cited
- Edition (if more than one, e.g. 3rd edition, 2001)

If the source is an article in a journal or periodical, the required information is as follows:

- Author's name(s)
- Year of Publication
- Title of Journal
- Volume and part number
- Page numbers for the article

If the source is from the Internet, the required information is as follows:

- Author's or Institution's name ("Anon", if not known)
- Title of Document
- Date last accessed by student
- Full URL (e.g. <http://www.lib.utk.edu/instruction/plagiarism/>)
- Affiliation of author, if given (e.g. University of Tennessee)

The way in which the information is organized can vary, and there are some types of work (for example edited volumes and conference proceedings) where the required information is slightly different. Though, it is your responsibility to make it clear where you are citing references within your work and what the source is within your reference list. Failure to do so is an act of plagiarism.

1.9 Students are encouraged to use a style of acknowledgement that is appropriate to their own academic discipline and should seek advice from their personal tutor, course leader or other appropriate member of academic staff. There are also many reference sources available in the University Library which will provide useful guidance on referencing styles.

### Managing Plagiarism

1.10 Students, supervisors and institutions have a joint role in ensuring that plagiarism is avoided in all areas of academic activity. Each role is outlined below as follows:

How you can ensure that you avoid plagiarism in your work:

- Take responsibility for applying the above principles of best practice and integrity within all of your work
- Be aware that your written work will be checked for plagiarism and that all incidents of plagiarism, if found, are likely to result in severe disciplinary action by the University. The standard penalty is to annul all assessments taken in the same diet of examinations

How your School will help you to avoid plagiarism:

- Highlight written guidance on how you can avoid plagiarism and provide you with supplementary, verbal guidance wherever appropriate
- Regularly check student work to ensure that plagiarism has not taken place. This may involve both manual and electronic methods of checking. A plagiarism detection package is in use at Baku Higher Oil School, one example being the Joint Information Systems Committee (JISC) "Turnitin" plagiarism detection software.

- Alert you to the procedures that will apply should you be found to have committed or be suspected of having committed an act of plagiarism and explain how further action will be taken in accordance with University policy and procedures.

How the University will endeavour to reduce student plagiarism:

- Provide clear written guidance on what constitutes plagiarism and how to avoid it directly to your School and to you
- Alert you and staff in your School to the penalties employed when dealing with plagiarism cases
- Take steps to ensure that a consistent approach is applied when dealing with cases of suspected plagiarism across the institution
- Take the issue of academic dishonesty very seriously and routinely investigate cases where students have plagiarized and apply appropriate penalties in all proven cases.