

NIAD–UE Seminar - 28 Jul 15

Academic Integrity

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Overview

- UK Quality Code for Higher Education
- Understanding Assessment
- Three perspectives:
 - Institutional
 - Staff
 - Student
- Good academic practice
- Unacceptable academic practice

The UK Quality Code ...

As co-regulation

Expectations

Express key principles that the higher education community has identified as essential for the assurance of academic standards and quality.

Part A: 7

Part B: 11

Part C: 1

As a resource

Introduction to each chapter
– the ‘spirit’ of the chapter

Indicators of sound practice

- Illustrate ways of meeting the Expectation
- Help reflection
- Not mandatory or exhaustive
- Not models for imitation

Explanatory text

- Unpacks the indicators

General Introduction

Part A

Setting and
Maintaining
Academic
Standards

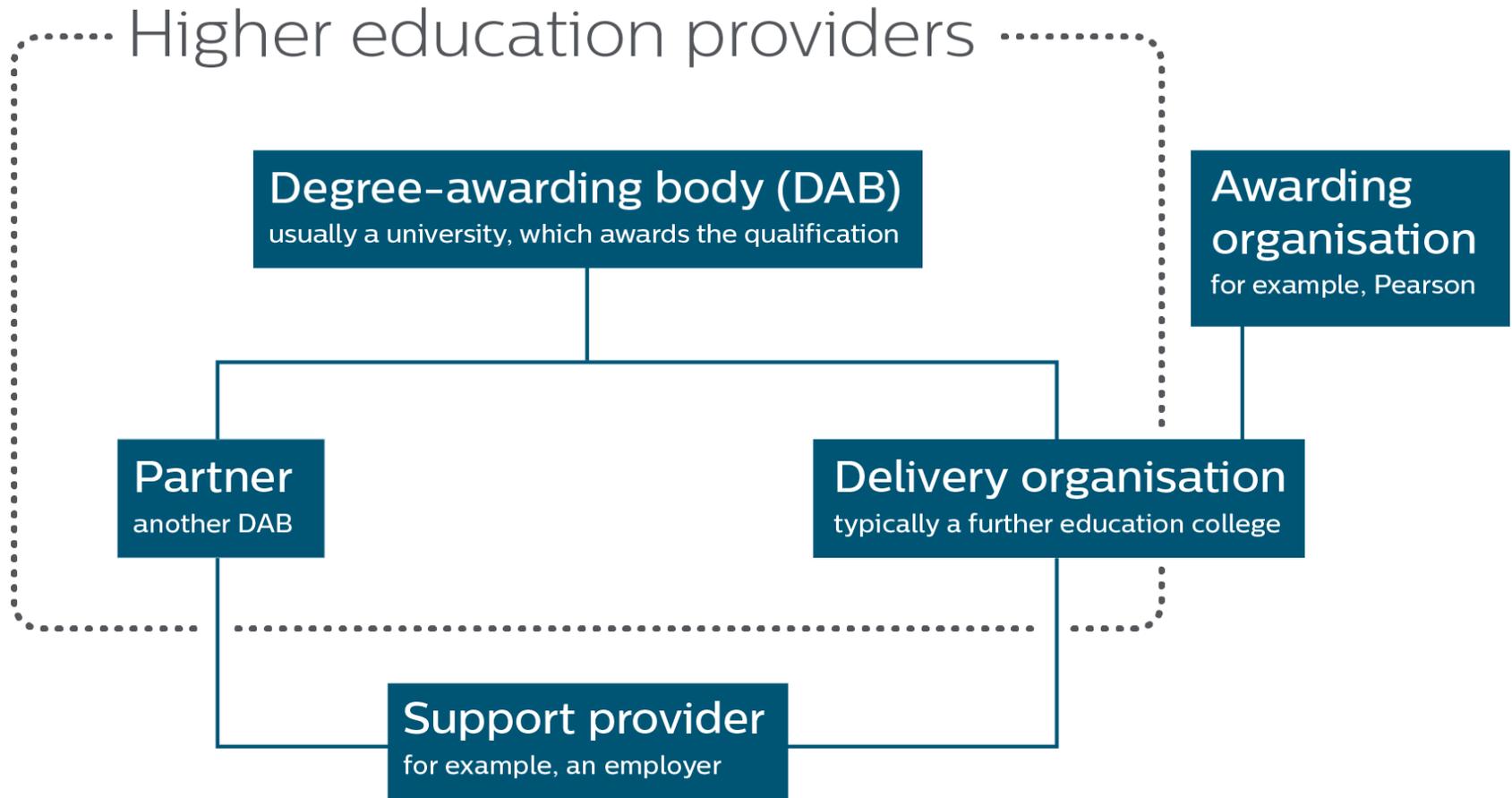
Part B

Assuring and
Enhancing
Academic
Quality

Part C

Information
about Higher
Education
Provision

Terminology



Understanding academic integrity: understanding assessment in the UK

- Assessment as a form of learning
- Assessment as an exercise of professional judgement
- Developing 'good academic practice'
- Securing academic standards and fairness

Academic integrity in the UK Quality Code

Chapter B6: Assessment of students and the recognition of prior learning

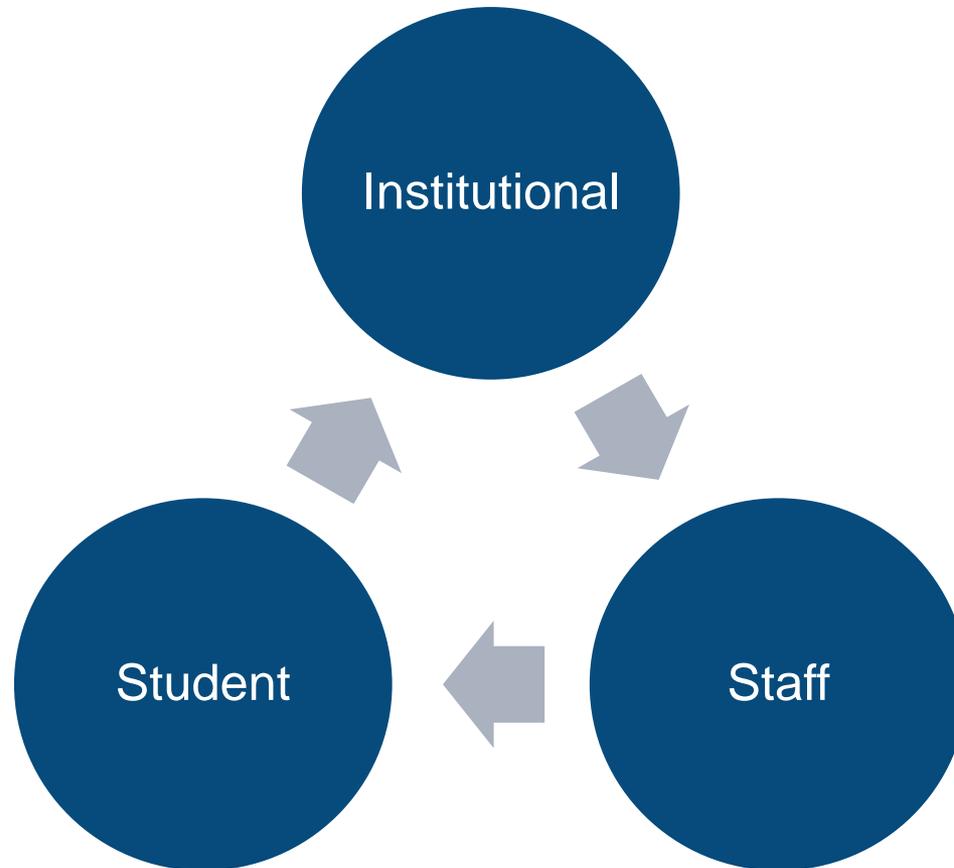
Expectation:

Higher education providers operate **equitable, valid and reliable** processes of assessment, including for the recognition of prior learning, which enable **every student** to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

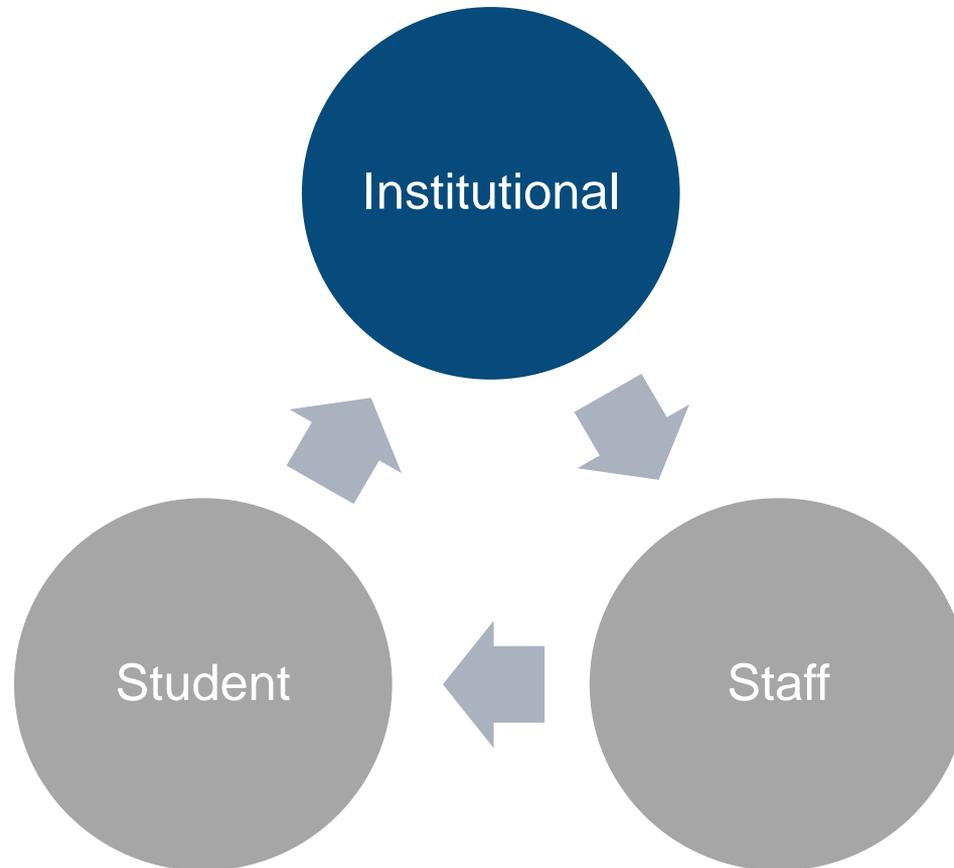
Chapter B6: the 'spirit' of the chapter

- Two purposes of assessment:
- **Students** learn from assessment: 'feedback' and 'feedforward'
 - The 'recursive cycle, or feedback loop' (QAA, 2007)
- **Staff** make judgements about the extent to which the learning outcomes have been achieved

Three perspectives



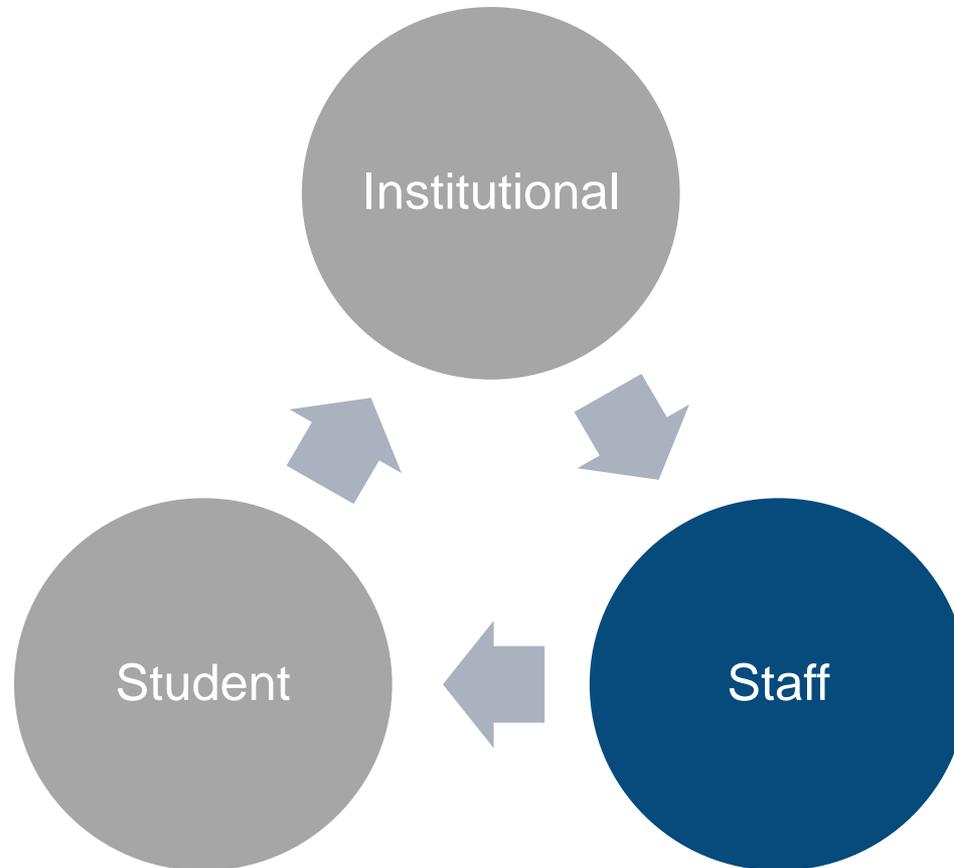
Institutional perspective



The institutional perspective

- Degree-awarding body or delivery organisation?
- Part A of the Quality Code: Securing standards - Academic frameworks and regulations
- Part B: quality of the student learning experience
- Meeting the Expectation in chapter B6
- Assessment carried out securely
- Processes for marking and moderation
- Regulations governing unacceptable practice
- Regulations governing progression
- Ensuring staff are 'competent'

Staff perspective



The staff perspective

Indicator 5

Assessment and feedback practices are informed by reflection, consideration of professional practice, and subject-specific and educational scholarship.

The staff perspective (2)

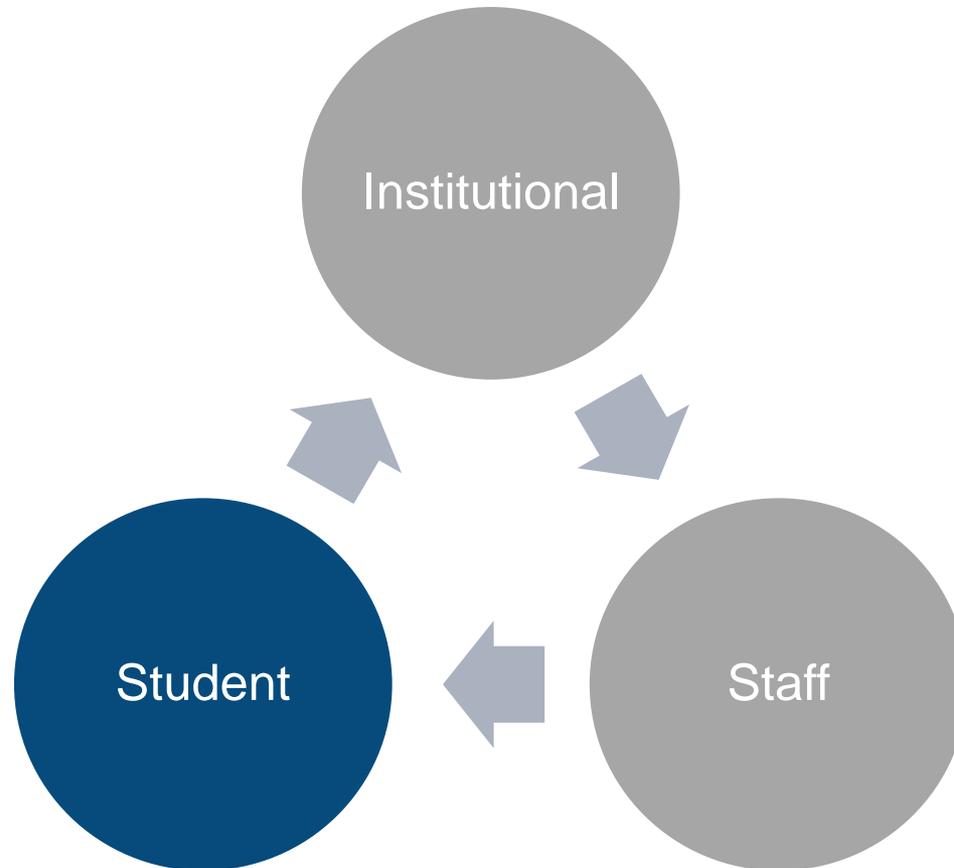
Key stages of assessment:

- Designing assessment as part of the learning, teaching and assessment strategy for the programme and its constituent modules
- Designing in assessment for learning
- Designing out plagiarism or cheating
- Developing grading and assessment criteria
- Marking and moderation (internal and external)

The staff perspective (3): focusing on early career staff

- QAA's approach to supporting early career staff – developing a guide
- How and why it was developed

Student perspective



The student perspective

The developmental approach

- Assessment literacy
- Engagement in, and responsibility for, learning
- Good academic practice

The securing standards approach

- Unacceptable academic practice
- Identifying/detecting
- Penalising
- Deterring

The student perspective (2)

Assessment literacy

Indicator 6

Staff and students engage in dialogue to promote a **shared understanding** of the basis on which academic judgements are made.

The student perspective (3)

- Promoting engagement in learning - partnership with students in their learning (see also Chapter B3: Learning and Teaching)
- Promoting responsibility by students for their learning behaviour (e.g. Academic Integrity Service, 2010)

The student perspective (4)

‘Good academic practice’

Indicator 7

Students are provided with opportunities to develop an understanding of, **and the necessary skills to demonstrate**, good academic practice.

The student perspective (5)

‘Good academic practice’:

- Consistent referencing and citation
- Application to all sources of information
- Ethical behaviour
- Confidentiality
- Individual and group contributions
- Clarity of assessment rules and referencing requirements

The student perspective (6)

‘Unacceptable academic practice’

Indicator 14

Higher education providers operate processes for preventing, identifying, investigating and responding to unacceptable academic practice.

- Fairness to all students: the academic integrity of UK HE qualifications
- Fairness to the individual student

The student perspective (7)

‘Unacceptable academic practice’

- Plagiarism, collusion, impersonation
- Identification and reporting
- Understanding why students resort to plagiarism or other forms of cheating
- (Further: Carroll, 2013, ASKe - Assessment Standards Knowledge Exchange)

The student perspective (8)

- Using software (e.g. Turnitin):
 - to detect
 - as a developmental tool (Heather, 2010)
- Investigating allegations – imposing appropriate penalties (the professional misconduct element)
- Deterring e.g. through signed declarations; through visible penalties

More recent challenges

- Essay 'mills'
- MOOCs (massive open online courses)
- Advances in technology

Principal sources

UK Quality Code for Higher Education:

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>

Build your own Quality Code: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/build-your-own-quality-code-intro>

QAA (2012) *Understanding Assessment: Its Role in Safeguarding Academic Standards and Quality in Higher Education, Second Edition*: www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf

Principal sources

Carroll, J, *A Handbook for Deterring Plagiarism in Higher Education* (2nd ed., revised 2013)

The Higher Education Academy (2012) *A Marked Improvement: Transforming Assessment in Higher Education*

www.heacademy.ac.uk/sites/default/files/A_Marked_Improvement.pdf

ASKe Pedagogy Research Centre: <http://www.brookes.ac.uk/aske/>

Principal sources

Academic Integrity Service (2010) *Supporting academic integrity: approaches and resources for higher education*, The Higher Education Academy and JISC. Available from: www.heacademy.ac.uk/academic-integrity

Academic Integrity Service (2011) *Policy works: recommendations for reviewing policy to manage unacceptable academic practice in higher education*. The Higher Education Academy and JISC. Available from: www.heacademy.ac.uk/academic-integrity

Crisp, G, (2012) Integrative assessment: reframing assessment practice for current and future learning, *Assessment & Evaluation in Higher Education*, 37(1), pp33-43

Principal sources

Heather, J (2010) Turnitoff: Identifying and Fixing a Hole in Current Plagiarism Detection Software, *Assessment & Evaluation in Higher Education*, 35(6), pp 647-660

QAA (2007), Integrative Assessment: Balancing assessment of and assessment for learning, Guide No. 2. Available at: www.enhancementthemes.ac.uk/enhancement-themes/completedenhancement-themes/integrative-assessment

Sambell, K, McDowell, L, and Montgomery, C, (2012) *Assessment for Learning in Higher Education*, Routledge, London

Tennant, P and Duggan, F (2008) *Academic Misconduct Benchmarking Research Project: Part 2. The Recorded Incidence of Student Plagiarism and the Penalties Applied*, available from www.heacademy.ac.uk/ourwork/teachingandlearning/assessment/alldisplay?type=projects&newid=AMBeR&site=york

Thank you!



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