

## Academic integrity: lessons and tensions

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‘The Higher Education Academy (HEA) champions excellence in learning and teaching in higher education. We are committed to improving the student learning experience by raising the status of teaching, adding to the body of knowledge relating to pedagogy, enhancing professional teaching practice, and facilitating networks and communities of practice. We work in partnership with institutions, student bodies, academic and professional staff, and sector agencies and funders.’

(The Higher Education Academy Strategic Plan 2012-2016)

# The Higher Education Academy

- Support and services
  - Leadership and Strategy
  - Teacher Excellence
  - Academic Practice
- Discipline clusters
  - Arts and Humanities, Health and Social Care, Social Sciences, STEM
- Thematic priorities
  - e.g. Assessment and feedback, employability, internationalisation



# Overview

- Introducing my background
- Academy JISC Academic Integrity Service
- Academic integrity and graduate employability
- Assessment practice
- Lessons and tensions



# Introducing my background

- Psychology, educational technology and student learning
  - Students' understanding of statistics
  - Design and evaluation of learning technologies in higher education
- Teaching and learner support
  - Blended learning, learning design
  - Study strategies, learning skills, good academic practices
  - Careers education, e-portfolios
- Assessment and feedback
  - Academic integrity
  - Theory, research and practice



# Academic Integrity Service

An initiative funded by the HEA and JISC: 2009-2011

Enhance  
understanding of  
academic integrity  
issues

Promote  
approaches and  
strategies for  
institutions

Address plagiarism,  
collusion, data  
fabrication and  
'cheating'

Leading and  
contributing to key  
events in the field

Improving the  
support provision

Building  
relationships:  
organisations,  
institutions

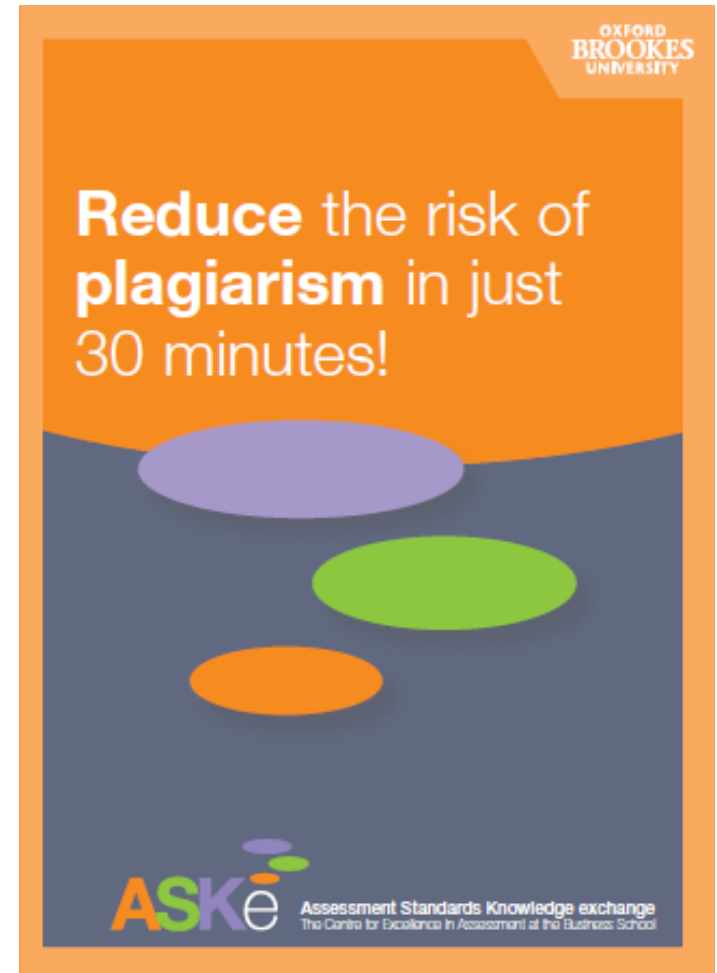
Issues and perspectives: cross disciplinary, subject-specific

# Reviews, visits and good practice

Activity	Outcomes and examples
24 HEA subject centres	Research in pedagogy, good practice, position papers, workshops
Information gathering and consultation to identify academic integrity issues and resources	Guidelines for staff on assessment design, web pages for staff with guidance about student plagiarism, tutorials for students
Generic concerns	Diverse body of students (prior educational experiences); managing groups (large groups, group work); assessment practices as key

# The field, institutions and organisations

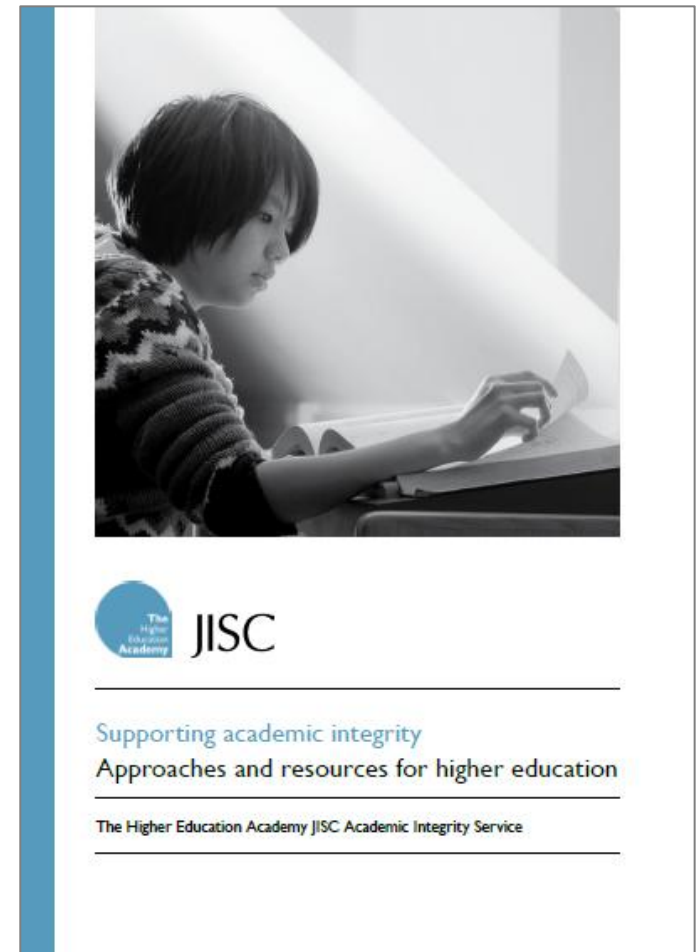
- Watching the literature
  - Davies and Carroll (2009)
  - MacDonald and Carroll (2006)
- Institutional initiatives
- Assessment Standards Knowledge exchange (ASKe)
  - Oxford Brookes University
  - New perspectives, staff guides
- Plagiarismadvice.org
  - International Plagiarism Conference





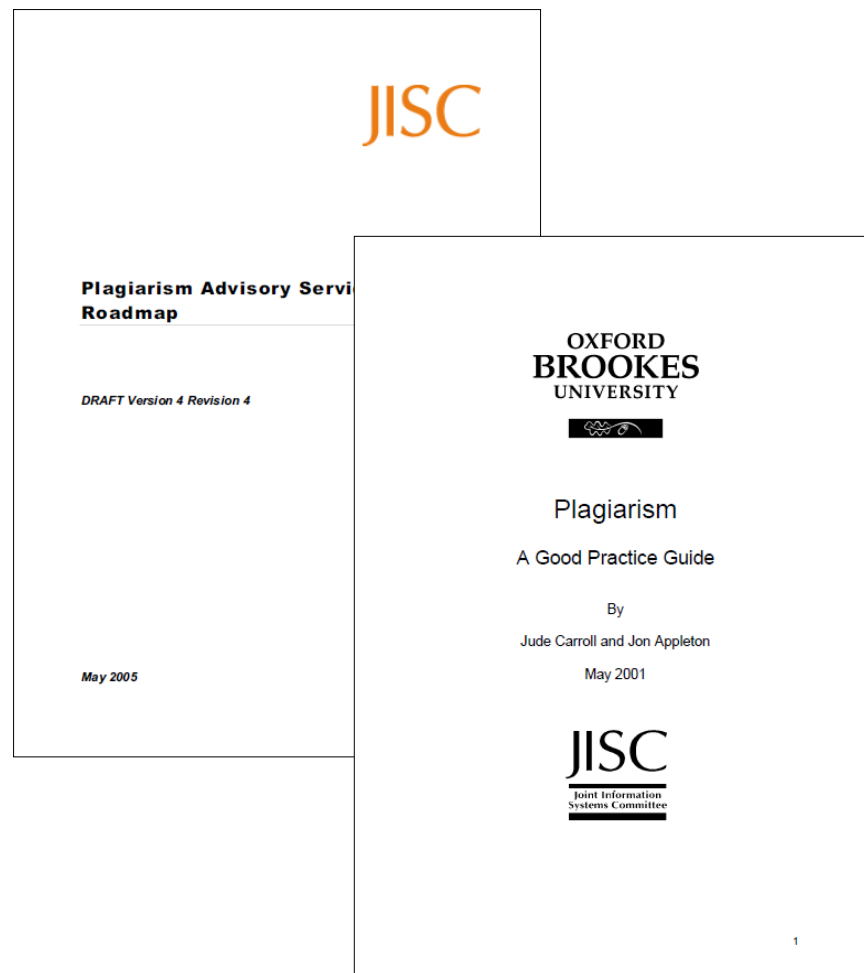
# Supporting academic integrity

- A coherent picture for higher education
- Synthesising work from last decade
- Highlighting key issues
- Case studies
  - Institution
  - Programme
  - Subject
- Sharing good practice across higher education



# Thinking policy in parallel

- Building on guidance
  - Carroll and Appleton (2001)
  - JISC (2005)
- Pertinent work
  - Badge and Scott (2008)
- Reviewing a sample of policies
- Ran workshops on institutional policies
- Reflecting current concerns
  - Well-established policies
  - Using text-matching tools



# Workshops informing recommendations

- ASKe event on institutional policies and procedures for dealing with plagiarism
  - Morris (2010)
- Hospitality, Leisure, Sport and Tourism (HLST) Subject Centre
  - Implementing and reviewing policies for student plagiarism and related cases
  - Share challenges and good practice
  - Morris et al (2010)
- Ensuring continuous staff engagement
  - Senior management
  - Ownership of policies
- Working to achieve consistency
  - Staff development
  - Joining up strategies and policies
- Using tools effectively
  - Agreed usage

# Policy works

- Reviewing policy to manage unacceptable academic practice in higher education
- Previous research and good practice guidance
- Provides 12 recommendations
- Examples and excerpts from institutional policies
- Illustrative cases



# Mapping elements and recommendations

Core elements	HEA recommendations
Access	3. Establish a central web area: coherence and up-to-date access
Approach	7. Statements on academic honesty: principles and values
Responsibility	8. Responsibilities explicit: institution, staff, students
Detail	9. Careful consideration: definitions, examples
Support	2. Variety of strategies: inform and educate students

(Adapted from Bretag et al, 2011; Morris and Carroll, 2011)

# Exploring further links

- Enhancing student employability and academic integrity
  - Information literacy
  - Collaborative work
  - Effective communication
- Critical strategies for student learning
  - Assessment design
  - Student mentoring

(Morris, 2011)

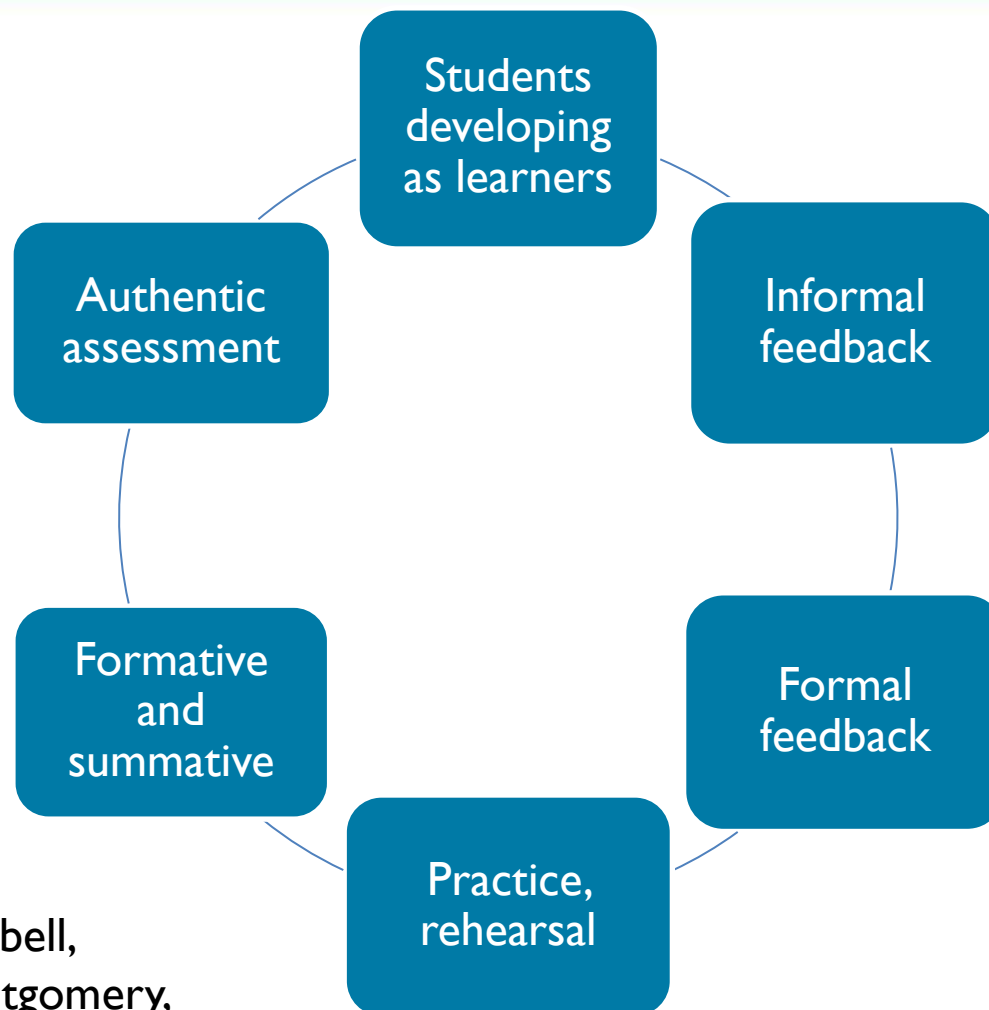


# Graduate employability

Competency	Finding
Honesty and integrity	Relates to 'ethics and responsibility' Ranked as the most important employability skills Employers being generally satisfied
Communication	Writing skills as vital (71% of employers) Ranked 16 <sup>th</sup> as skill most satisfied with Many employers were unsatisfied with oral communication skills
Team working	Ranked 10 <sup>th</sup> most important skills of 28 85% recent graduates demonstrated skill

(IOD, 2007; CIHE, 2008; cited in Jackson, 2010)

# Assessment *for* learning



(Adapted from Sambell,  
McDowell and Montgomery,  
2012, p5)



# Tensions and lessons

- Generic academic integrity issues ~ subject practices and concerns
- Tools for learning and collaboration ~ new study practices
- Guidance for students ~ learning and assessing through relevant activity
- Assessing for employability ~ collusion and group working
- Terminologies ~ student understandings, confusions and conceptions of learning



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