

**NIAD-UE University Quality
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Academic Integrity

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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

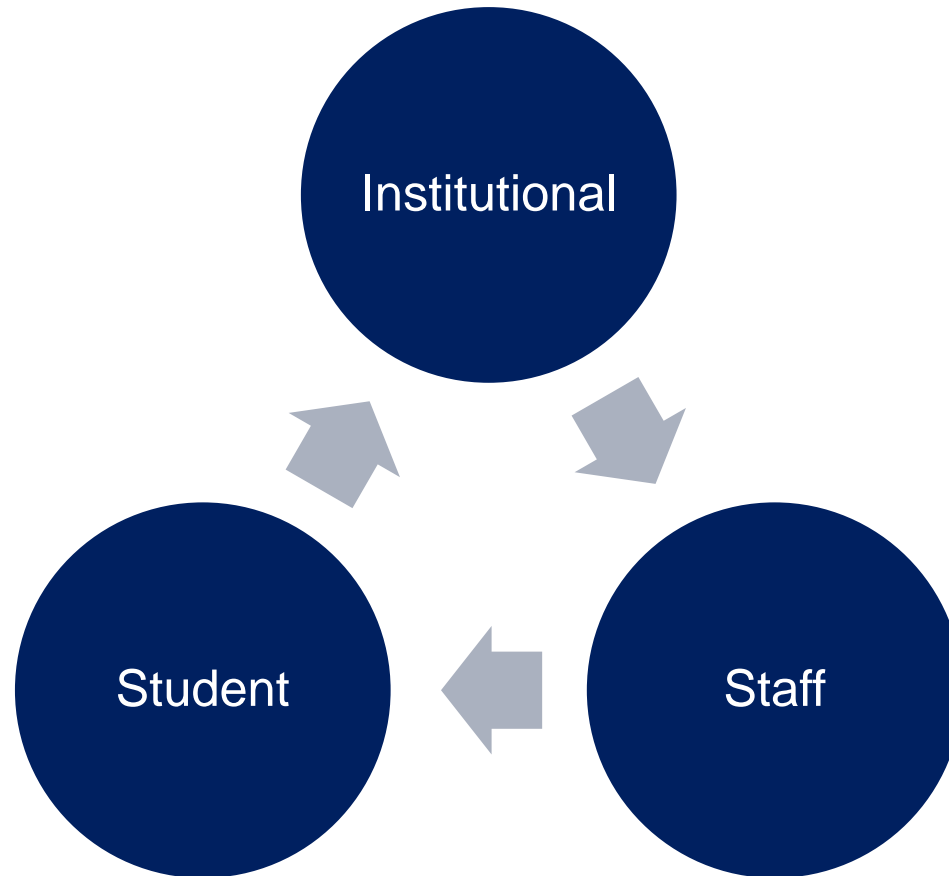
Indicators of sound practice

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

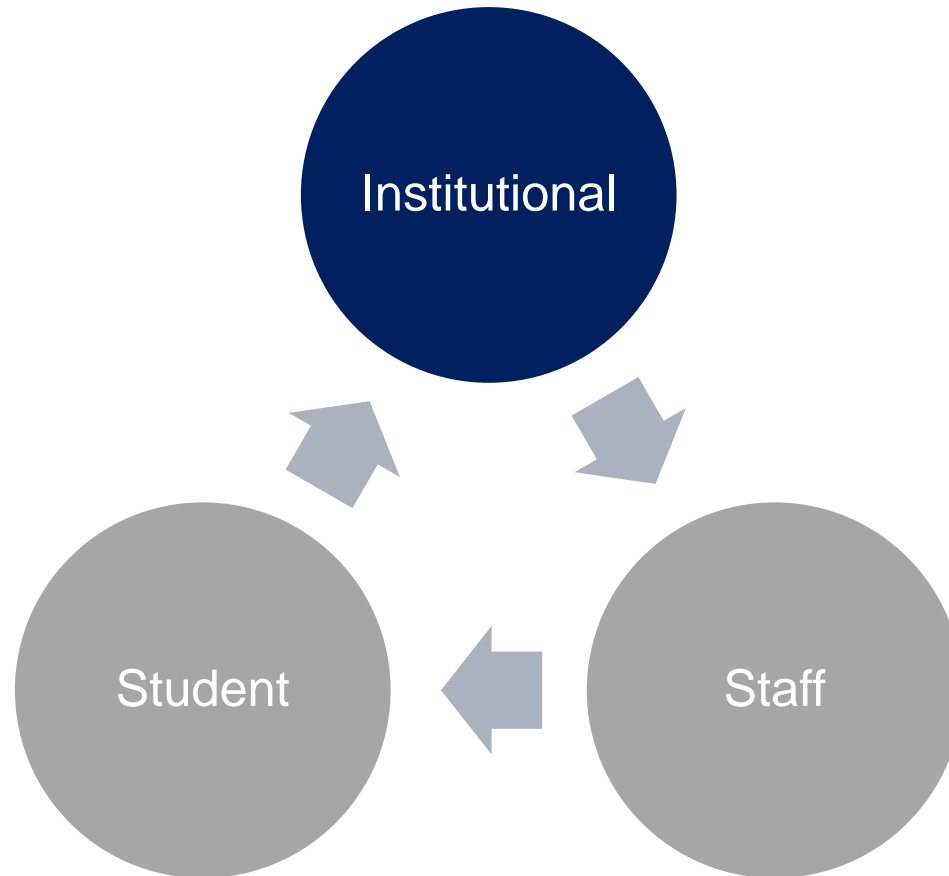
Explanatory text

- Unpacks the indicators

Three levels of responsibility



Three levels of responsibility



Academic integrity in the UK Quality Code: Institutional level

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.

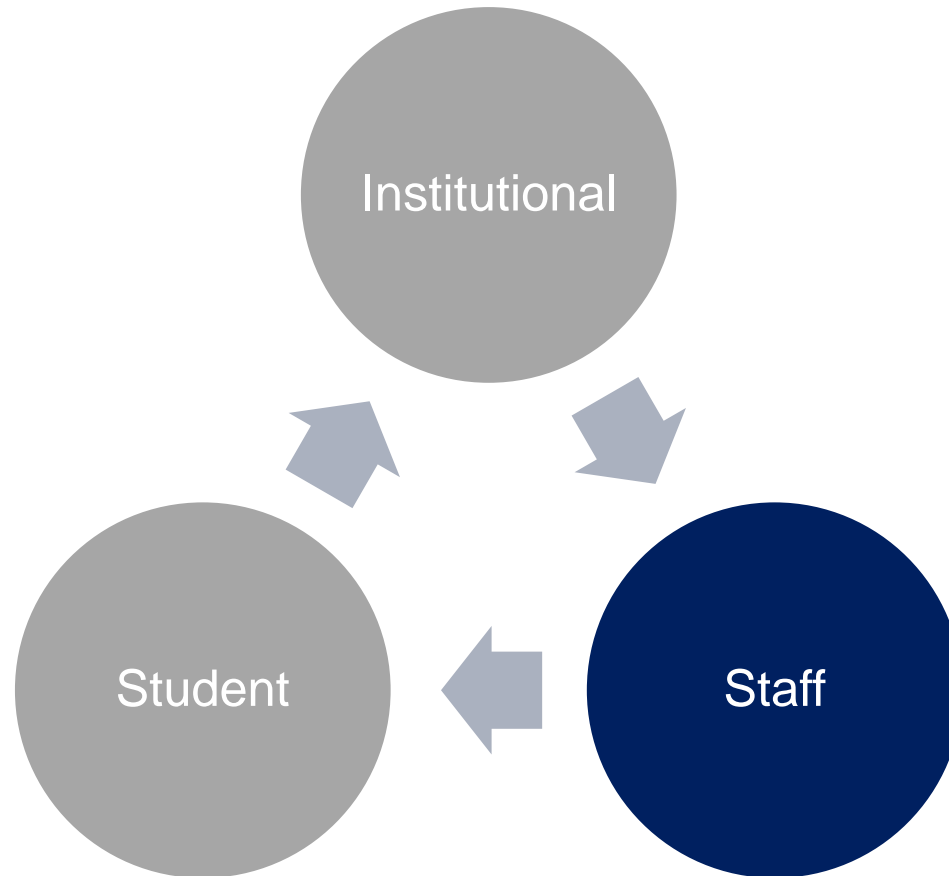
Academic integrity in the UK Quality Code

Chapter A2

Expectation A2.1:

In order to secure their academic standards, degree-awarding bodies establish transparent and comprehensive **academic frameworks and regulations** to govern how they award academic credit and qualifications.

Three levels of responsibility



The staff perspective

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)

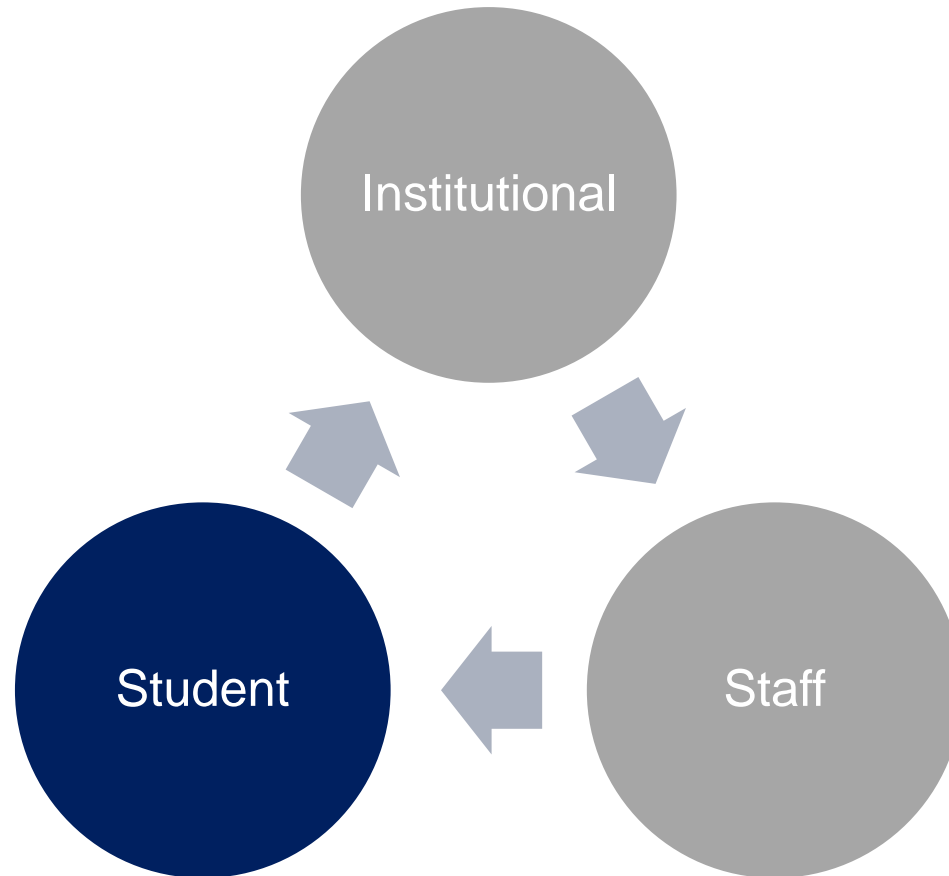
QAA (2012) Academic Integrity in Assessment, *Understanding assessment: its role in safeguarding academic standards and quality in higher education 2nd edition*

- **Introducing academic integrity**
- **The role of academic staff**
- **Plagiarism, Definitions**
- **Preventing plagiarism**
- **Text-matching software**
- **Other forms of misconduct**
- **Professional misconduct/fitness to practice**

The staff perspective: focusing on early career staff

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

Three levels of responsibility



The student perspective

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 (2)

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 (3)

‘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 (4)

‘Unacceptable academic practice’

Indicator 14

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

Challenges

- For institutions
- For staff
- For students
- Recognising recent developments (opportunities and potential threats)
 - Essay 'mills'
 - MOOCs
 - 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

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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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