

# ACADEMIC INTEGRITY PRINCIPLES FOR ASSESSMENT DESIGN



## Standards

1. Set high academic integrity standards which value university, programme, and student/graduate reputation.
2. Provide detailed information and direction on how students might avoid breaches of academic integrity, and ensure consistency across a programme team.
3. Regularly update and edit assessments, and programme assessment strategies.



## Assessment Design

4. Use clear marking criteria and rubrics to reward positive behaviours associated with academic integrity.
5. Design assessments that motivate and challenge students to do the work themselves (or in assigned groups/pairs).
6. Ensure assessments are authentic, current and relevant.
7. Adopt a scaffolded and integrated assessment strategy across a programme, including multiple feedback points throughout the assessment process
8. Consider assessment briefs that have open-ended solutions or more than one solution.



## Student Ownership

9. Include elements for students to record their individual pathways of thinking demonstrating students own work.
10. Develop assessments which allow students to prepare personalised assessments (either individually or group based).
11. Build in a form of questioning or presentation/viva type defence component.
12. Co-design assessments or elements of assessment (e.g. rubric) with students.

# ACADEMIC INTEGRITY PRINCIPLES FOR ASSESSMENT DESIGN

<b>1</b> Set high academic integrity standards which value university, programme, and student/graduate reputation.	<b>7</b> Adopt a scaffolded and integrated assessment strategy across a programme, including multiple feedback points throughout the assessment process.
Embed high academic standards into the programme and module, led by University supports and resources. Instill in the programme team, and students, that everyone is both responsible for maintaining high standards; and will reap the rewards of being known to be part of a programme with the highest academic integrity.	Inclusion of formative feedback throughout the assessment process supports and scaffolds assessment for learning by offering students opportunities along the way for self, peer or tutor feedback e.g. WIP (Work in Progress) or Crits.
<b>2</b> Provide detailed information and direction on how students might avoid breaches of academic integrity, and ensure consistency across a programme team.	<b>8</b> Consider assessment briefs that have open-ended solutions or more than one solution.
Support students to develop their own sense of personal integrity through use of detailed rubric, examples or exemplars, guidance documents, policy etc. Use formative feedback to help students develop this form of personal integrity.	When there is no one correct answer, it encourages students to be individual and prevents them from sourcing the solution. This approach combined with formative feedback would be excellent.
<b>3</b> Regularly update and edit assessments, and programme assessment strategies.	<b>9</b> Include elements for students to record their individual pathways of thinking demonstrating students own work
Review and update programme assessment strategy and assessment briefs every year. Blindly repeating assessment briefs or tasks encourages students to seek out previous years students for help (or collusion).	ePortfolios are good examples of requiring students to record their individual pathways of thinking. These can be part of the formative assessment in addition to summative.
<b>4</b> Use clear marking criteria and rubrics to reward positive behaviours associated with academic integrity.	<b>10</b> Develop assessments which allow students to prepare personalised assessments (either individually or group based).
Use rubric as class tutorial material. Also, consider designing in a separate reflection component/task with allocated marks in rubric. This can be related to principle twelve i.e. involving students in design of rubric.	Personalised assessments require some time to develop a bank of scenarios (case studies or problems) and a system to randomly allocate a different assignment brief to each student (or group). Technology could be leveraged to support this approach.
<b>5</b> Design assessments that motivate and challenge students to do the work themselves (or in assigned groups/pairs).	<b>11</b> Build in a form of questioning or presentation/viva type defence component.
Include opportunities to allow students demonstrate their creativity, problem-solving and reflection competencies e.g. project or problem-based assessments.	A summative element of the assessment where students have to 'defend' their work is an excellent way of promoting academic integrity because students will be unable to do this component unless they have prepared the assessment themselves.
<b>6</b> Ensure assessments are authentic, current and relevant.	<b>12</b> Co-design assessments or elements of assessment (e.g. rubric) with students.
Work- or community- based assessment are authentic. Another way is to allow students to negotiate a bespoke assessment brief to suit their work/life experience.	Assessors could have a broad idea of mark allocation and use this as a tutorial class to co-develop the criteria and associated descriptors to co-design the rubric with students.