

A spotlight on: Academic Integrity and Assessment

Overview

“The International Center for Academic Integrity defines academic integrity as a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility. We believe that these five values, plus the courage to act on them even in the face of adversity, are truly foundational to the academy” (International Center for Academic Integrity, 2014, p.16).

The University of Liverpool’s Academic Integrity Policy (UoL, 2019) outlines the process and consequences of breaches to academic integrity through the practices of plagiarism, collusion, dishonest use of data, copying or contract cheating in assessment.

Benefits

Whilst we cannot ever design assessments that are wholly “cheat proof” we can take certain steps to reduce the likelihood of students engaging in academic misconduct through our choice of assessment methods and their implementation.

Putting it into Practice

Firstly, we can take some simple steps to support students to comply with AI policies. By providing **formative assessment opportunities** for all summative assessment tasks and avoiding bunching of assessment deadlines across concurrent modules we can reduce both performance and time pressure on students that can lead them to feel the need to cheat (see our guide on [Academic Integrity in Curriculum Design](#)).

We can also choose our assessment methods carefully, considering the format in which they take place and update the content regularly.

Assessment Type	Format	AI risks	AI mitigations	AI security rating
MCQ/ SAQ Exam (Unseen, Timed)	Face to Face	No opportunity for plagiarism, collusion or contract cheating. Possibility of copying or impersonation	Identification of students using photo ID, invigilation.	High
MCQ/ SAQ Exam (Unseen, Timed)	Online and Remote Access	Opportunity for cheating (looking up answers), collusion, impersonation	“Locked down” settings applied to devices improves integrity slightly.	Low

			<p>The Moderation tool in Canvas Quiz allows for some exam invigilation (reliant on manual monitoring)</p> <p>Proctoring services such as QuestionMark or Janison recommended for high stakes assessment delivered this way</p>	<p>Medium</p> <p>High (dependent on company reliability)</p>
Open book Exam (Seen, Typically 1-5 day timeframe)	Online Remote Access	Potential for plagiarism, collusion, copying, contract cheating	Question design (i.e. application of knowledge in local case specific context) improves integrity, plus submission of exam scripts through Turnitin	Medium
Open book Exam (Unseen, timed)	Face to Face & Online Remote Access (concerns the same)	Potential for plagiarism, reduced but present opportunity for collusion and copying	Question design (i.e. manipulation/ interpretation of data/ text) improves integrity. Submission of exam scripts through Turnitin	High
Practical Exam (such as OSCE, competency assessment, performance of experiment/ procedure, composition, coding)	Face to Face	Possibility of impersonation; leaking of assessment details if same assessment runs over more than one time period (OSCEs, experiments, procedures, coding)	Identification of students using photo ID. Run practical exams concurrently for all students or have more than one assessment task/scenario/ data set that tests similar skills/ competencies	High

	Online Remote/ Alternative	<p>Virtual OSCEs or other competency assessments are possible for testing many skills (except physical examination)</p> <p>For performances/compositions/coding tasks etc. students can record themselves/ screens whilst completing the task (or perform these synchronously for staff as required via Zoom/Teams).</p> <p>Alternative to large scale, high stakes exams could be move to more continuous, competency based assessment in practice or University settings for tasks that require students physical presence</p>		<p>Unknown</p> <p>High</p> <p>Medium</p>
Essays/ Journal Articles	Written Assessment	Opportunity for plagiarism, collusion, potentially dishonest use of data, copying, contract cheating	<p>Essay requirements and frequent changes to essay titles can help to improve integrity (for example apply the theory of X to a situation you have experienced/ reflect on the process of...)</p> <p>Submission of exam scripts through Turnitin</p>	Low- Medium

Presentation or Poster Presentation (Group)	Face to Face and Online Remote (concerns the same)	Opportunity for plagiarism, potentially dishonest use of data, contract cheating (poster production) inequality in contribution between team members	Final presentation material submitted through Turnitin after event. Design of marking rubric and weighting of aspects can contribute to improved equality of contribution amongst team	Medium to High
Presentation or Poster Presentation (Individual)	Face to Face and Online Remote (concerns the same)	Opportunity for plagiarism, collusion, potentially dishonest use of data, contract cheating (poster production)	Final presentation material submitted through Turnitin after event.	High
Blog/ Wiki Posts	Online Remote	Opportunity for plagiarism, collusion, or contract cheating in assessment.	Integrity can be improved by use of internal University tools for blogging/ wiki posts such as Canvas, plus task requirement i.e. personal/ local focus	Medium
Vlog Posts	Online Remote	Opportunity for plagiarism, collusion	Due to less formal format plagiarism unlikely. Require students' physical/vocal presence in submitted materials. This is a good alternative to written reflective accounts	High
Reflective account/log	Written Assessment	Opportunity for plagiarism, collusion, or contract cheating in assessment.	Submission requirements and Rubric design can enhance integrity,	Medium

			a diary format during a work placement also reduces chance of contract cheating. Final submission through Turnitin.	
Case study	Written, Audio, Video, Presentation, Poster format	Opportunity for plagiarism, collusion, or contract cheating in assessment, dependent on format	Resources produced in a format other than written less likely to be subject to contract cheating. Submission where possible through Turnitin. Accompanied by a short account about the process of developing the case study increases integrity	Medium-High
Research Project	Written/Presentation/Poster	Opportunity for plagiarism, collusion, dishonest use of data, or contract cheating	Project Plan submission, regular meetings with supervisor, Submission of final work through Turnitin. Face to Face or synchronous online presentation of work	Medium-High
Literature Review/Annotated Bibliography	Written	Opportunity for plagiarism, collusion, contract cheating	Require details of search strategy as part of submission. Include a reflective section on their experience of the process. Submission through Turnitin	Low-Medium

Production of a resource	Written, Audio, Video, Infographic, Website or Page/ Tool or Model format	Opportunity for plagiarism, collusion,	Resources produced in a format other than written less likely to be subject to contract cheating. Submission where possible through Turnitin. Accompanied by a short account/ presentation/ interview about how they created the resource increases integrity	Medium-High
Interview/Viva	Face to Face/ Online Remote (concerns the same)	Opportunity for collusion in preparation	Ask students unseen questions about their individual work	High

Challenges

There are always opportunities for students to cheat, and companies that are willing to take advantage of the pressure students can be under both financially and personally to obtain a good degree classification. The best tool at our disposal to limit these practices is to educate our students with regard to academic integrity, support them in their learning and model the five fundamental values in our own research and teaching practice.

Additional resources & references

Can you help us improve this resource or suggest a future one? Do you need this resource in an alternative format? Please contact us at cie@liverpool.ac.uk



A full list of [references](#) are available on the Centre for Innovation in Education website.

