Promoting Academic Integrity Through Integrated Assessment

With a focus on unintentional as well as intentional academic impropriety

Dr Graham Glanville, Dean of School and Head of the Centre for Teaching and Learning, CCT College Dublin
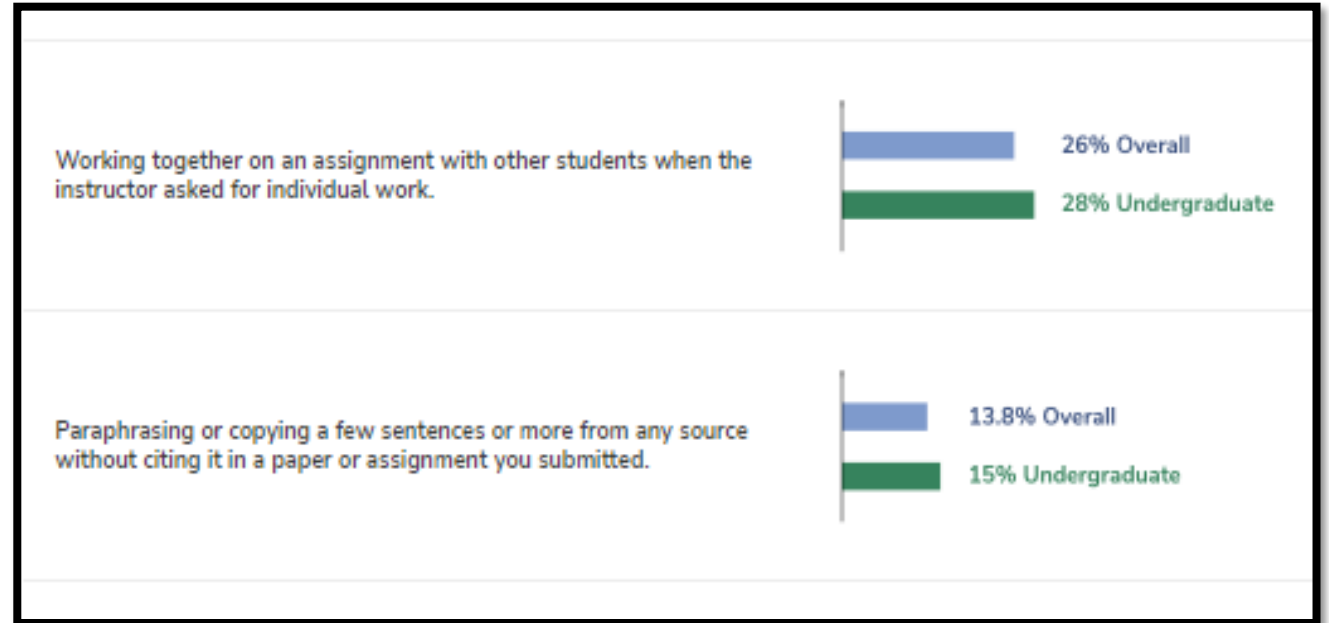
Launch Zoom Poll

- Do you know what programme-focused assessment means?

  Yes/No

- Are you engaged in programme-focused assessment?

  Yes/No

McCabe/International Centre for Academic Integrity, Survey of Academic Integrity 2020 – High Score for Collusion

In March 2020, researchers from the International Centre for Academic Integrity repeated McCabe's 2012 survey of academic integrity practice in a sample of US Colleges (840 students were surveyed).

The data illustrates that **collusion is now outstripping copy/pasting without citation.**

Working together on an assignment with other students when the instructor asked for individual work.	26% Overall
	28% Undergraduate
Paraphrasing or copying a few sentences or more from any source without citing it in a paper or assignment you submitted.	13.8% Overall
	15% Undergraduate

https://academicintegrity.org/resources/facts-and-statistics

Today's 'Sharing Culture' is also Promoting Unintentional Collusion

Planning assessment to promote academic integrity online

Instructors can minimise the opportunity for academic misconduct through careful online assessment design. Sarah Eaton shares five approaches to online assessment that promote academic integrity

Assessment and quality assurance   Course design and delivery   North America   Feature article

Sarah Eaton
University of Calgary

24 February 2021

https://www.timeshighereducation.com/campus/authors/sarah-eaton

"Assume students are sharing assessments. We live in a sharing culture. As Susan Blum points out in her book *My Word!*, many students today grew up sharing all kinds of content online. They share music, movies, memes, and more. It may not be immediately obvious to students that sharing a meme is okay but sharing homework or test answers is not."

Dr Sarah Eaton, University of Calgary (2021).

Dr Eaton will also feature in this HAQEF/National Forum series on unintentional academic impropriety.

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Student Engagement in Collaborative learning:
Irish Student Engagement Survey 2021
(age difference)

"**Respondents aged 23 years and under reported working collaboratively with their peers more frequently compared to those aged 24 and older**"

(Irish Student Engagement Survey, 2021)

Young students in particular, want to collaborate. They have grown up using collaborative social media and digital platforms. How do academic institutions ensure that students don't unintentionally or intentionally collude?

Questions relating to *Collaborative Learning*

These questions explore the extent to which students collaborate with peers to solve problems or to master difficult material, thereby deepening their understanding.

Table 6.5 *Collaborative Learning*

During the current academic year, about how often have you...		All Students	Undergraduate – Year 1	Undergraduate – Final Year	Postgraduate
Asked another student to help you understand course material	Never	22.9	24.2	18	26.9
	Sometimes	40.6	40.8	38.6	43.1
	Often	24.1	23.5	27.3	20.5
	Very often	12.5	11.4	16	9.6
Explained course material to one or more students	Never	19.2	21.7	14.2	21
	Sometimes	42.1	43.1	39.6	43.5
	Often	26.3	24.3	30.3	24.8
	Very often	12.5	11	15.9	10.7
Prepared for exams by discussing or working through course material with other students	Never	34.9	40.2	26.7	35
	Sometimes	33.3	33.3	33.3	33.4
	Often	20.8	18.3	24.3	21.2
	Very often	11	8.1	15.8	10.4
Worked with other students on projects or assignments	Never	19.9	20.8	17.6	21.5
	Sometimes	35.2	39.6	31.4	30.4
	Often	26.6	26	27.7	26.1
	Very often	18.3	13.5	23.3	22.1

https://studentsurvey.ie/reports/studentsurveyie-national-report-2021

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Data: CCT Academic Standards Board

Offenses pertaining to collusion **(predominately accidental) are increasing**. Unintentional academic impropriety is still academic impropriety and incurs penalties as per the [CCT Academic Misconduct Policy](). Educational initiatives pertaining to accidental academic impropriety are also required.
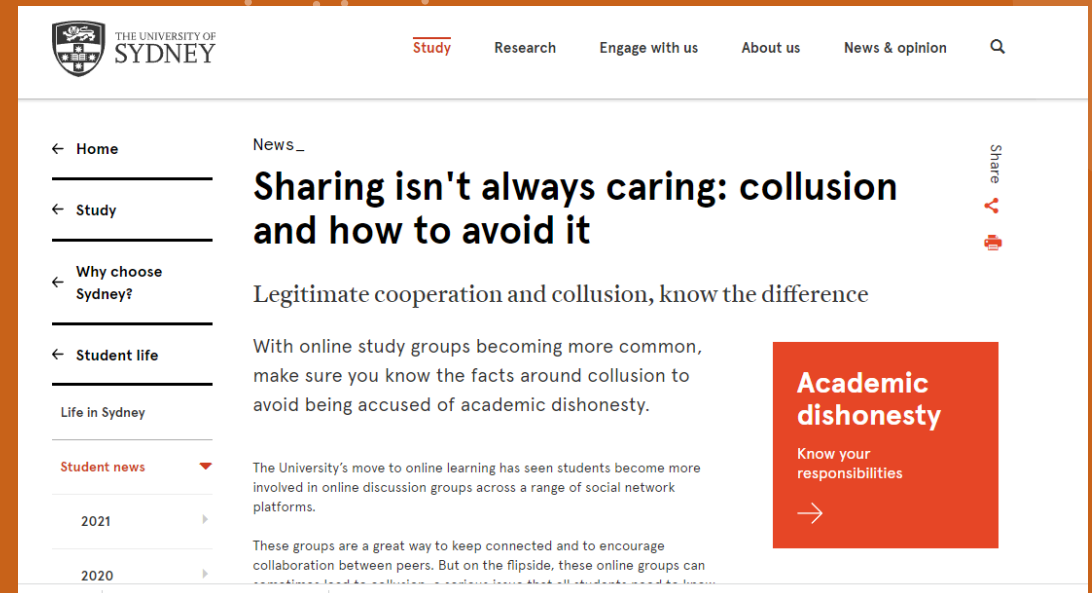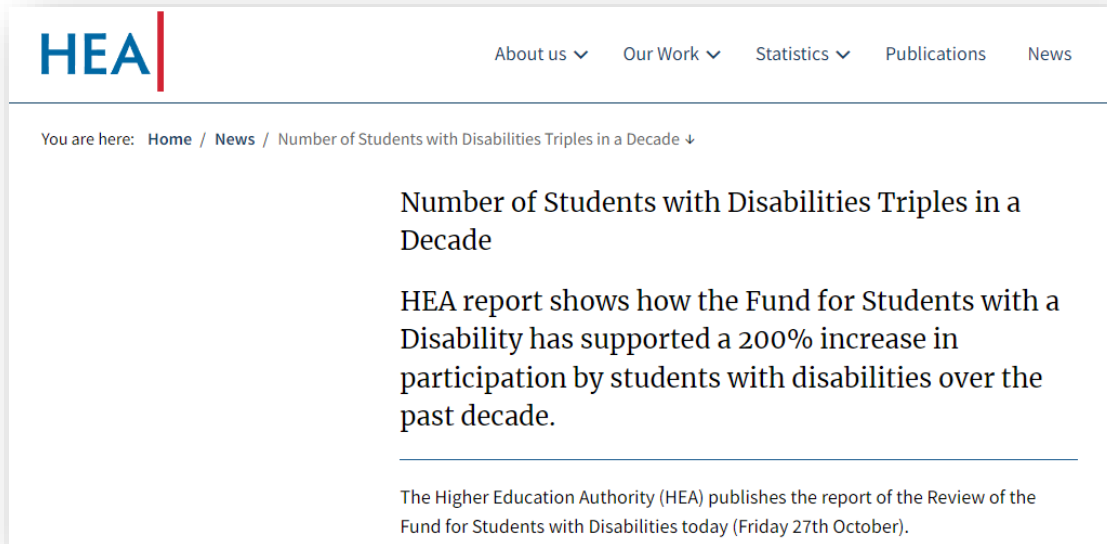
Unintentional collusion is being unwittingly committed by a small percentage of CCT students who have completed their assessment ethically and share their work to support other students not realising that this is academic impropriety. They have still committed academic impropriety however.

Across the sector we need educational initiatives that **highlight the difference between wider cultural and academic norms in relation to sharing content.** See information provided by the University of Sydney as an example.
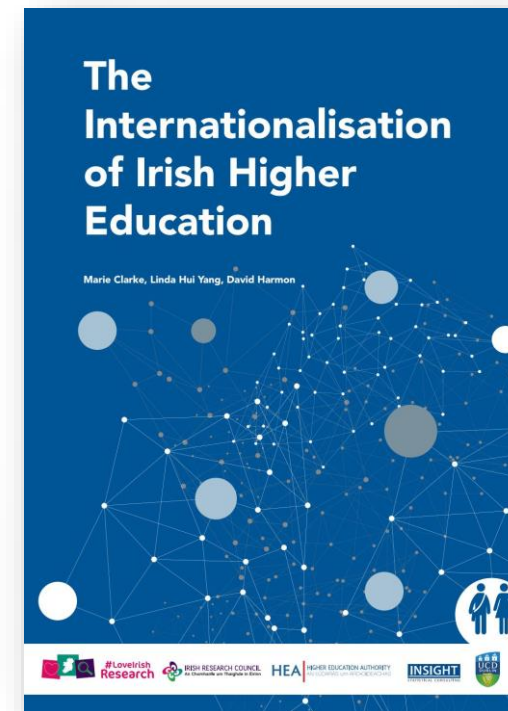
The Higher Education Environment is Increasingly Diverse

HEA

You are here: Home / News / Number of Students with Disabilities Triples in a Decade ↓

Number of Students with Disabilities Triples in a Decade

HEA report shows how the Fund for Students with a Disability has supported a 200% increase in participation by students with disabilities over the past decade.

The Higher Education Authority (HEA) publishes the report of the Review of the Fund for Students with Disabilities today (Friday 27th October).

https://hea.ie/news/number-of-students-with-disabilities-triples-in-a-decade/

The Internationalisation of Irish Higher Education

Marie Clarke, Linda Hui Yang, David Harmon

"Overall, international enrolments in Irish HEIs represent 10.6% of total enrolments in the sector."

(Clarke, Yang, and Harmon, 2018).

https://hea.ie/assets/uploads/2018/07/report_internationalisation_of_education_2018.pdf

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Assessment Overload is Still Prevalent

Why Don't We Want to Reduce Assessment?

Geraldine O'Neill

University College Dublin

Abstract

Assessment overload in higher education has received much attention in recent years. Discussions around this topic can relate to both staff and students' assessment load. However, the term 'overload' is complex and contested and the solution to reducing assessment load is not as simple it first seems. There can be a reluctance to reduce assessment. This short conversation piece explores this topic and presents some ongoing actions to address this challenge at national and institutional level.

https://ojs.aishe.org/index.php/aishe-j/article/view/415

"The National Strategy for Higher Education to 2030 identified that although modularisation has given great flexibility, it has given rise to a different problem: 'Some undergraduate programmes have become fragmented…. Such programmes are regarded by students as over-taught and over-assessed; they impose an undue and unnecessary burden on both students and staff' (Department of Education & Skills 2011, p57 cited in O' Neill, 2019, p.1)"

Why Don't We Want to Reduce Assessment?

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Abstract

Assessment overload in higher education has received much attention in recent years. Discussions around this topic can relate to both staff and students' assessment load. However, the term 'overload' is complex and contested and the solution to reducing assessment load is not as simple it first seems. There can be a reluctance to reduce assessment. This short conversation piece explores this topic and presents some ongoing actions to address this challenge at national and institutional level.

"In Summary. Assessment load is a complex issue. If we want to sort out some of the identified tensions around this, some key questions that could drive the further conversations are:

- What enabling polices, frameworks and professional development could support a programme approach to streamlining assessment and feedback?
- How do we balance the support and feedback that, in particular, continuous assessment gives, with not overloading students and staff?
- How do we reduce the number of examinations and stand over the assessment's academic integrity?
- How to we improve staff and students' assessment and feedback literacy? Let's keep talking about this. " (O Neill, G. 2019, P.5)

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Accidental impropriety is highly plausible as a result of the following aforementioned factors:

Broader culture of sharing F2F and digital

Assessment Overload

Increasing Diversity of student body

Interesting study on unintentional academic integrity in the Journal of Further and Higher Education by Fatemi and Salto. 2019, p2 states:

"Furthermore, if the students are unintentionally plagiarising, it would be more educationally meaningful for the university to support them in developing **academic literacy** and so enable them to produce appropriate work."

Unintentional plagiarism and academic integrity: The challenges and needs of postgraduate international students in Australia

Ghazalossadat Fatemi [ID][a] and Eisuke Saito [ID][b]

[a]Freelance Researcher, Victoria, Australia; [b]Faculty of Education, Monash University, Clayton, Australia

ABSTRACT

The rapid increase in the number of international students from different academic backgrounds studying in Australian higher education has required universities to reconsider how to support these students while ensuring academic integrity in new academic settings. The high number of studies on academic integrity and student support programmes at universities shows that unintentional plagiarism is still on the rise, particularly amongst postgraduate international students. Thus, this article reviews the literature with a focus on factors inducing plagiarism by international students at Australian universities. The results highlight the inadequate and insufficient quality of many support programmes in terms of contact time and teaching students about the necessity of attribution and proper ways of referencing. The findings also show that, because of the different practices of education regarding academic integrity throughout the world, simply having high proficiency in English writing skills is insufficient for international postgraduate

https://www.tandfonline.com/doi/abs/10.1080/0309877X.2019.1683521

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Fatemi and Salto's, 2019 review of the literature on unintentional academic integrity finds that articles describing unintentional academic impropriety attribute this practice to the following reasons:

"students are under constant pressure moving from examination to course work and project-based assessment"

"students' poor time management" skills

faculty across modules "setting the same submission dates for different Assignments"

"For many international students, assessment is mostly based on examinations, with less emphasis on essay writing" and "use of citations."

(Fatemi and Salto, 2019)

PROFILE OF ASSESSMENT PRACTICES IN IRISH HIGHER EDUCATION

Focused Research Report No. 2 **2016**

Scholarship in Teaching and Learning funded by the National Forum:

Strengthening Ireland's evidence base for teaching and learning enhancement in higher education

T&L NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

Assessment Overload

A 2016 study of Irish HE assessment practices by the National Forum identified that, although there is a diverse range of assessment methods and approaches in use across the Irish HE landscape, high stakes, **summative assessment persists was the most common option, with 61% of the 487 modules reviewed still largely reliant on formal examinations.**

https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/NF-2017-Profile-of-Assessment-Practices-in-Irish-Higher-Education.pdf

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Other statistics from the McCabe/ICAI Academic Integrity Survey, 2020 indicate that cheating in exams is still prevalent.

Cheated in any way on an exam — 29.3% Overall / 32% Undergraduate

Getting someone else to do your academic work (e.g. essay, exam, assignment) and submitting it as your own. — 2% Overall / 2% Undergraduate

https://academicintegrity.org/resources/facts-and-statistics

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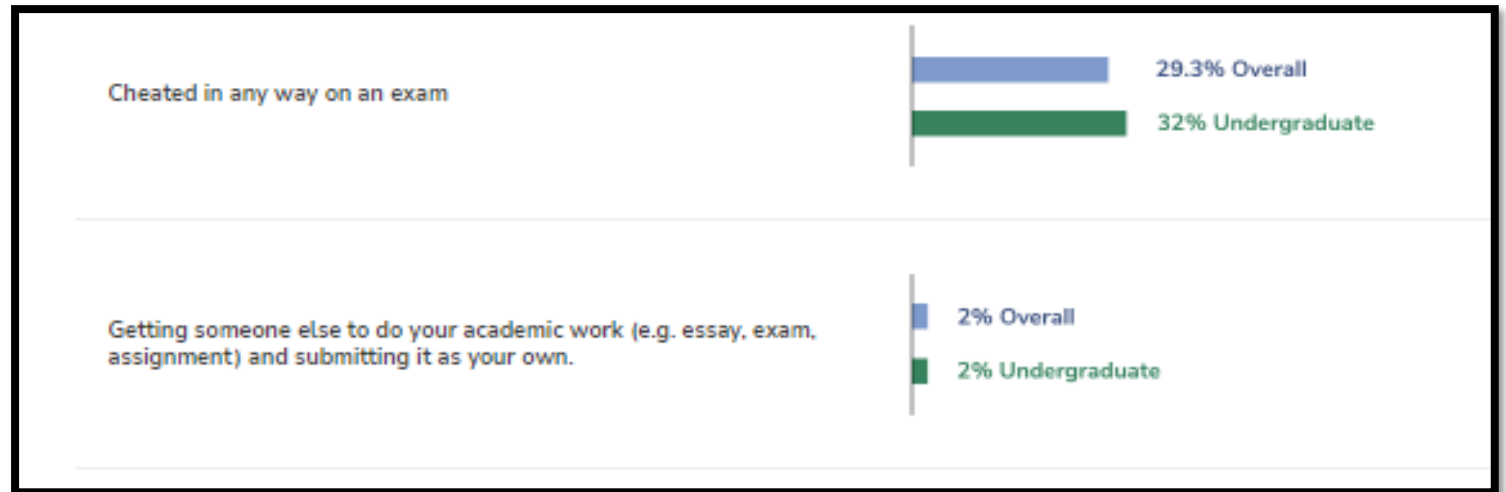
Alternative Assessment – COVID-19

- In 2020, QQI published a report on modifications to teaching, learning and assessment as a result of the COVID-19 pandemic which indicated how well these institutions adapted to alternative assessment as an example.

- Feedback from the Irish Student Engagement Survey 2021 and 2020 also indicates that students have found the flexibility of alternative assessment fulfilling.

- The time is ripe for institutions to review their institutional assessment approaches in partnership with students.

studentSurvey.ie

Irish Survey of Student Engagement National Report 2021

https://bit.ly/3oaHasb

The Impact of COVID-19 Modifications to Teaching, Learning and Assessment in Irish Further Education and Training and Higher Education

https://bit.ly/3IdtbtV

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Integrated Assessment (Lancaster University, 2021)

"'Integrative assessment' is assessment design that seeks to combine students' learning from multiple modules and/or levels into a single assessment.

Such assessments are synoptic, meaning that students are required to make connections between knowledge and learning that span multiple modules and topics. Integrative assessment strategies can thus enable students to demonstrate desirable higher order learning behaviours such as the application of knowledge and skills through analysis, synthesis and critical enquiry.

Importantly, integrative assessments enable students to demonstrate learning against *programme level outcomes* more readily than through atomised modular assessment regimes, enabling the evidencing of knowledge and understanding with breadth and depth of the subject." Lancaster University, 2021

https://www.lancaster.ac.uk/od-and-ed/educational-development/assessment-practice/integrative-assessment/

Types of Integrated Assessment

Hartley and Whitfield, 2012 describe several approaches to integrative assessment

Integrative semester/term assessment: how do students satisfy programme learning outcomes during the semester?

Integrative level/year assessment: How do students complete assessments that demonstrate learning against learning outcomes specified for the level/year of the programme **(horizontal progression),** or more than one level/year of the programme **(vertical progression).**

Final, heavily weighted integrative assessment: where students complete a major part (not necessarily all) of the overall programme assessment strategy, evidencing programme learning outcomes and requiring the authentic application of knowledge and skills developed across the programme of study.

Assessment by submission of personal evidence against programme learning outcomes*:* In order to complete the programme, students must submit some form of capstone assessment (e.g. portfolio) which selectively draws on their learning from across the entire programme in order to evidence against programme level outcomes
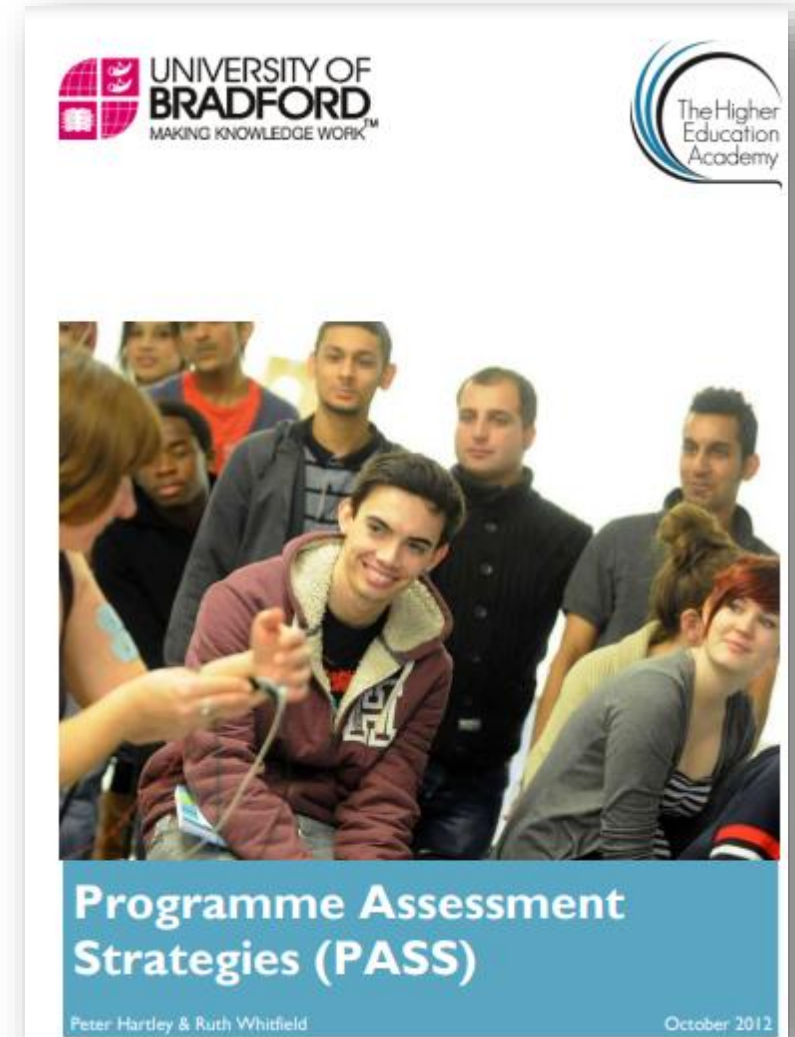
https://www.brad.ac.uk/pass/about/PASS_final_report.pdf

Integrative Assessment (within a semester) at CCT

	Modules	**Integrated Assessment**	**Feedback**
Faculty meet to discuss **integration opportunities within all Programmes** and schedule meetings/workshops to design assessment prior to semester commencement	Professional Development	- Spans Three Modules - Context/Case Study Supplied *Professional Development (20%)* Learning Outcomes 1, and 4	**Formative Feedback** during the process, across all modules, i.e. brainstorming, activity on collaborative online tool, team meeting minutes
	Data Communications	*Data Communications (20%)* Learning Outcomes 1 and 2	**Summative Feedback** Evidence associated with transversal skill requirements AND technical demonstration linked to individual module learning outcomes
	Web Design	*Web Design (20%)* Learning Outcomes 4 and 5	

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Benefits of Integrated Assessment

- Volume and high stakes summative assessment is reduced

- Increase in formative assessment

- Improved alignment of programme and module learning outcomes

- Greater opportunities for students to form linkages between module learning

- Greater opportunity for self-regulated learning

- Promotes assessment literacy in students

- Reduces opportunity for self-plagiarism

Considerations re Implementing Integrated Assessment

- Whole programme team must be engaged to understand linkages between individual modules with each other and with programme learning outcomes

- Assessment mapping to determine inefficiencies in programme assessment strategy

- Scope to engage students as partners in assessment design processes across modules

CCT engages in horizontal and some vertical integrated assessment strategies. This does not constitute programme-focused assessment in its fullest sense. Integrated assessment is depicted in this graphic by Hartley and Whitfield (2012) as an important component and enabler of programme focused assessment however.

The impact of Programme-based/focused assessment, (Hartley and Whitfield, 2012).

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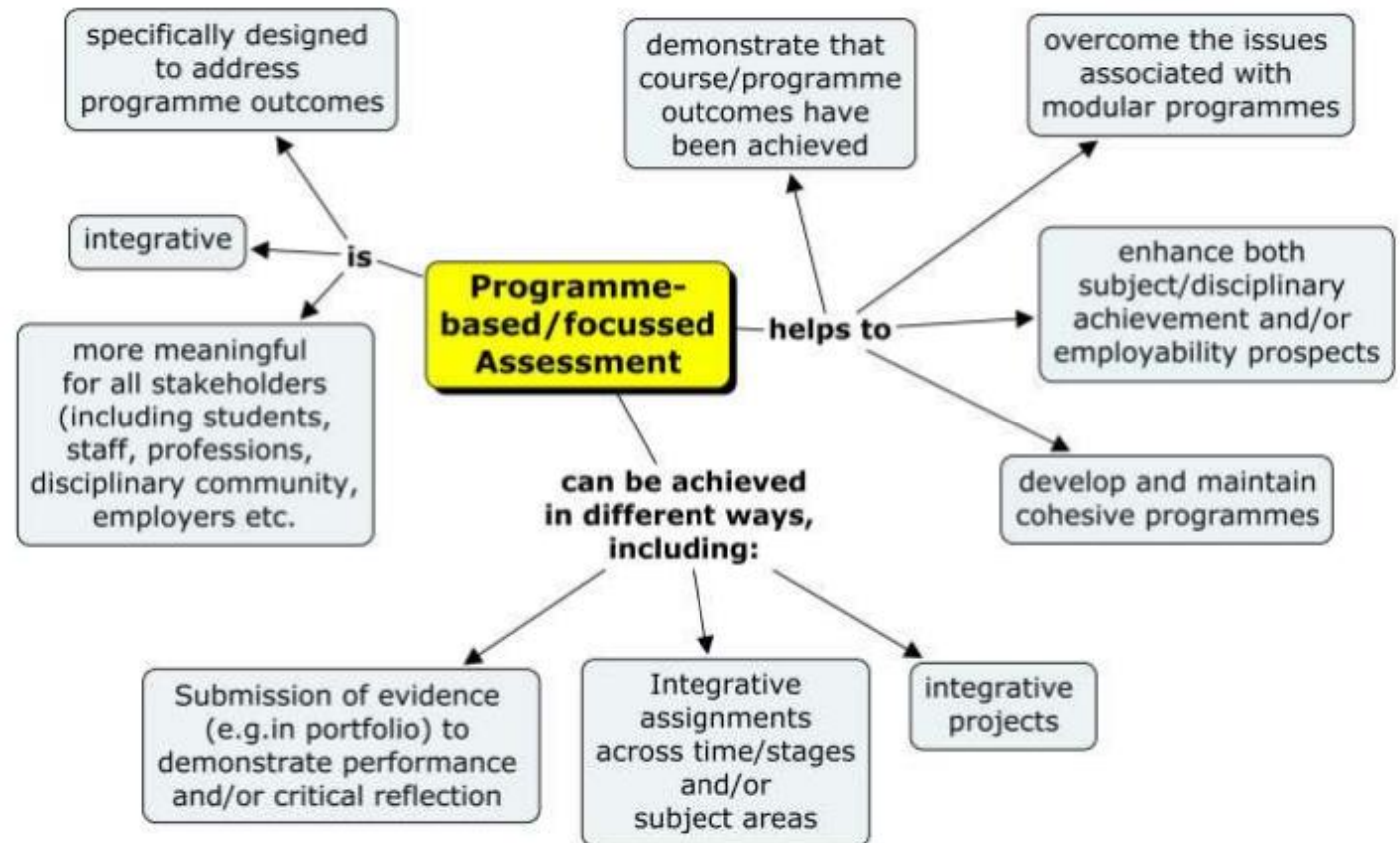
The CCT Teaching and Learning, and Student Success Strategies incorporate goals to migrate to programme focused assessment across all programmes.

CCT needs to build on its experience of integrated assessment (for which it was commended in a programme validation by QQI) to engage with all of the activities/elements associated with programme focused assessment as depicted right by Hartley and Whitfield (2012).

Different forms of Programme-based/focused assessment (Hartley and Whitfield, 2012)
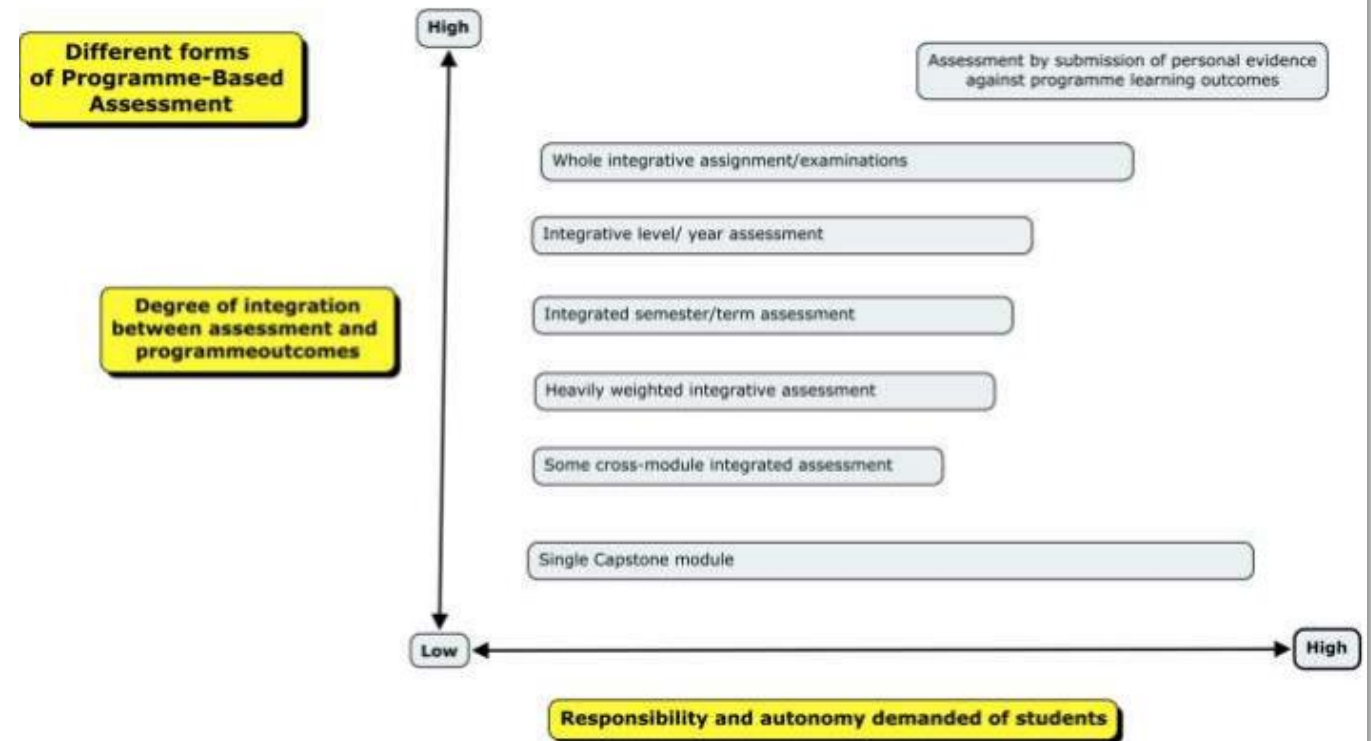
https://www.brad.ac.uk/pass/about/PASS_final_report.pdf

Why Take a Programme Approach to Assessment and Feedback?
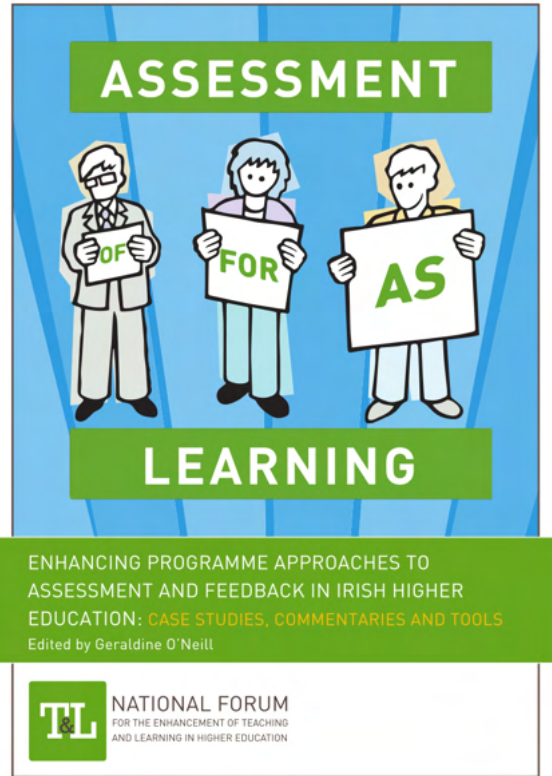
"This approach is important because:

Multiple unconnected modular assessments can put student assessment efforts in one module in competition with efforts in parallel modules, potentially resulting in a focus on the immediate rather than on the important

A programme view of assessment and feedback allows staff to plan for a diversity of assessments across the programme, both familiar and unfamiliar

the design and positioning of assessment and feedback within a programme is key to the integration of learning from different modules in ways that prepare students to apply their learning successfully within their lives and work. " (O Neill, G, 2017)

https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/Final-Programme-Assessment-Resource-with-doi-070717-1.pdf

Implementing Programme-Focused Assessment: Key publication from the National Forum containing useful case studies

Case Study A: An Institutional Approach to Programme Mapping (UCD)

Áine Galvin
Director of UCD Teaching and Learning, University College
Dublin Email: aine.galvin@ucd.ie

As part of a strategic university-wide Curriculum Review and Enhancement Project, a curriculum mapping exercise was undertaken with respect to all taught programmes (circa 600). The purpose of mapping was to ensure that the teaching and learning activities, assessments, and content of each programme aligned with the programme outcomes.

In advance of mapping, programme teams came together to discuss and agree (i) a vision and values statement for their programme and (ii) programme outcomes. Programme teams were strongly encouraged to consult with key stakeholders, particularly students and recent alumni, to ensure the relevance and transparency of the programme's vision, values and outcomes. These outputs were captured in a central online repository, linked to the institution's curriculum management system.

An online mapping tool was developed in-house by the Management Services Unit (UCD IT Services) to support the curriculum mapping process. The tool was based on the Programme Outcomes Mapping Matrix – a tool researched and designed by UCD Teaching and Learning (O'Neill & Noonan, 2013). The intention was to provide programme teams with a simple synoptic tool to map the relationship between programme outcomes and the extent to which they are addressed and assessed in modules. The output from the process - the curriculum map - comprises a series of summary tables, which provide a visual representation using simple scoring and a colour-coded pattern, of the degree to which programme outcomes appear to be addressed and assessed (see Table 1). The extent of summative and 'formative only' assessment of programme outcomes was also captured (Table 2). Summative assessment was defined as assessment that is primarily for the purpose of certification, i.e., it counts towards the overall module grade. Formative assessment was defined as assessment designed to provide feedback on students' learning, which is often not graded.

Case Study B: The Trinity Assessment Framework: Developing an Institutional Approach (TCD)

Ciara O'Farrell
Senior Academic Developer, Trinity College
Dublin Email: ciara.ofarrell@tcd.ie

There is considerable consensus in the research literature that a variety of assessment strategies should be employed purposefully over a full programme to promote learning (Ramsden, 1992; Brown & Knight, 1994; Jessop et al., 2014) and that the increased complexity of learning needed for the 21st Century graduate cannot be adequately assessed through examinations (OECD, 2014). This is compounded by a modularised system where assessment is often broad but not deep, and focused on the micro/module level.

Trinity College Dublin is a research-led university, Ireland's highest ranked university and one of the world's top 100. It is home to 17,000 undergraduate and postgraduate students across all the major disciplines in the arts and humanities, and in business, law, engineering, science, and health sciences. The Trinity Education Project (TEP, 2016) aims to re-articulate a shared vision for Trinity education across the University. It is motivated by the knowledge that our curriculum 'must continue to evolve in light of new discoveries in disciplinary knowledge, pedagogy, and also in the recognition that the context in which our graduates participate is ever-changing':

> Transformational changes are occurring in education; some are the effect of developments in technology and globalisation, others are a result of the changing needs and expectations of students, employers, and of society at large. Trinity has always made changes to its educational offering to ensure that we are at the frontiers of learning. The current plan to renew our education is part of that tradition. (TEP, 2016)

It is against this backdrop that the Trinity Assessment Framework was developed.

Trinity Assessment Framework

This is an institutional approach to assessment, moving from assessment of learning to assessment for

O' Neill, G. (Ed.) (2017) **Enhancing Programme-Focused Approaches to Assessment and Feedback in Irish Higher Education: Case Studies, Commentaries and Tools, National Forum for the Enhancement of Teaching and Learning.** Available at: https://hub.teachingandlearning.ie/resource/enhancing-programme-approaches-to-assessment-and-feedback-in-irish-higher-education-case-studies-commentaries-and-tools/
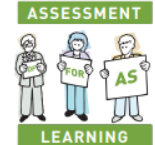
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O' Neill, G. (Ed.) (2017**) Enhancing Programme-Focused Approaches to Assessment and Feedback in Irish Higher Education: Case Studies, Commentaries and Tools, National Forum for the Enhancement of Teaching and Learning.**
Available at:
https://hub.teachingandlearning.ie/resource/enhancing-programme-approaches-to-assessment-and-feedback-in-irish-higher-education-case-studies-commentaries-and-tools/

• The document also lists members of an expert group which constitutes a valuable peer group in relation to programme focused assessment

Programme Assessment Expert Group	
James Cronin	UCC
Jen Harvey	DIT
Laura Costelloe	NCI
Lee O'Farrell	National Forum
Leo Casey	NCIRL
Linda Dowling	UCD
Lisa Murphy	NCIRL
Lisa O'Regan	MU
Lloyd Scott	DIT
Marie Morris	TCD
Mark Kelly	GMIT
Mary Fitzpatrick	UL
Mary McGrath	GMIT
Moira Maguire	DkIT
Morag Monroe	MU
Muireann O'Keefe	DCU
Nuala Harding	AIT
Orna Farrell	DCU
Orna O'Brien	UCD
Pia O'Farrell	DCU
Sean O'Reilly	THEA
Siobhan Cullen	LYIT
Terry Maguire	National Forum

T&L

ENHANCING PROGRAMME APPROACHES TO ASSESSMENT AND FEEDBACK IN IRISH HIGHER EDUCATION:

Case Studies, Commentaries and Tools | https://tinyurl.com/NFprogramme

ASSESSMENT FOR AS LEARNING

Tool 4: TESTA (Transforming the Experience of Students Through Assessment) and its Potential to Enhance Programme Assessment

National Forum Team
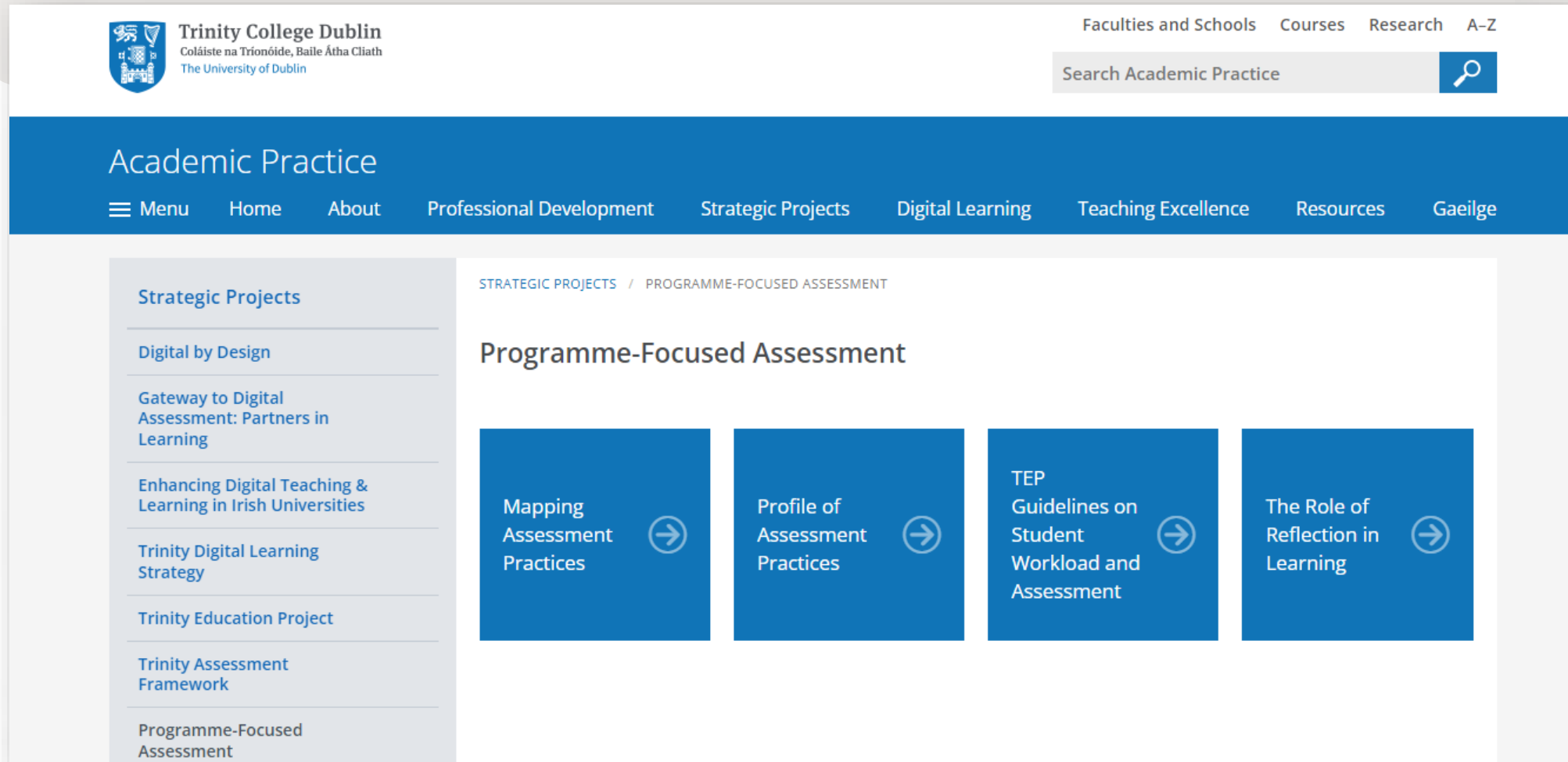
TESTA is an approach developed in the UK that, as its title suggests, aims to transform the experience of students through assessment (Jessop, El Hakim, & Gibbs, 2014; Jessop, 2012). Its focus is on exploring assessment and feedback through the lens of a programme. TESTA emerged from a joint UK National Teaching Fellowship Project involving four partner universities: Bath Spa, Chichester, Winchester (lead partner) and Worcester. The project was funded by the UK Higher Education Academy for three years (2009-2012).

The TESTA approach:

has been used in more than 100 programmes in over 40 UK universities, as well as in Australia, India and the USA. TESTA works with and for academics, students and managers to identify study behaviour, generate assessment patterns to foster deeper learning across whole programmes, and debunk regulatory myths which prevent assessment for learning.

Useful Resource: TCD's Guide to Programme Focused Assessment (https://www.tcd.ie/CAPSL/strategic-projects/programme-focused-assessment/)
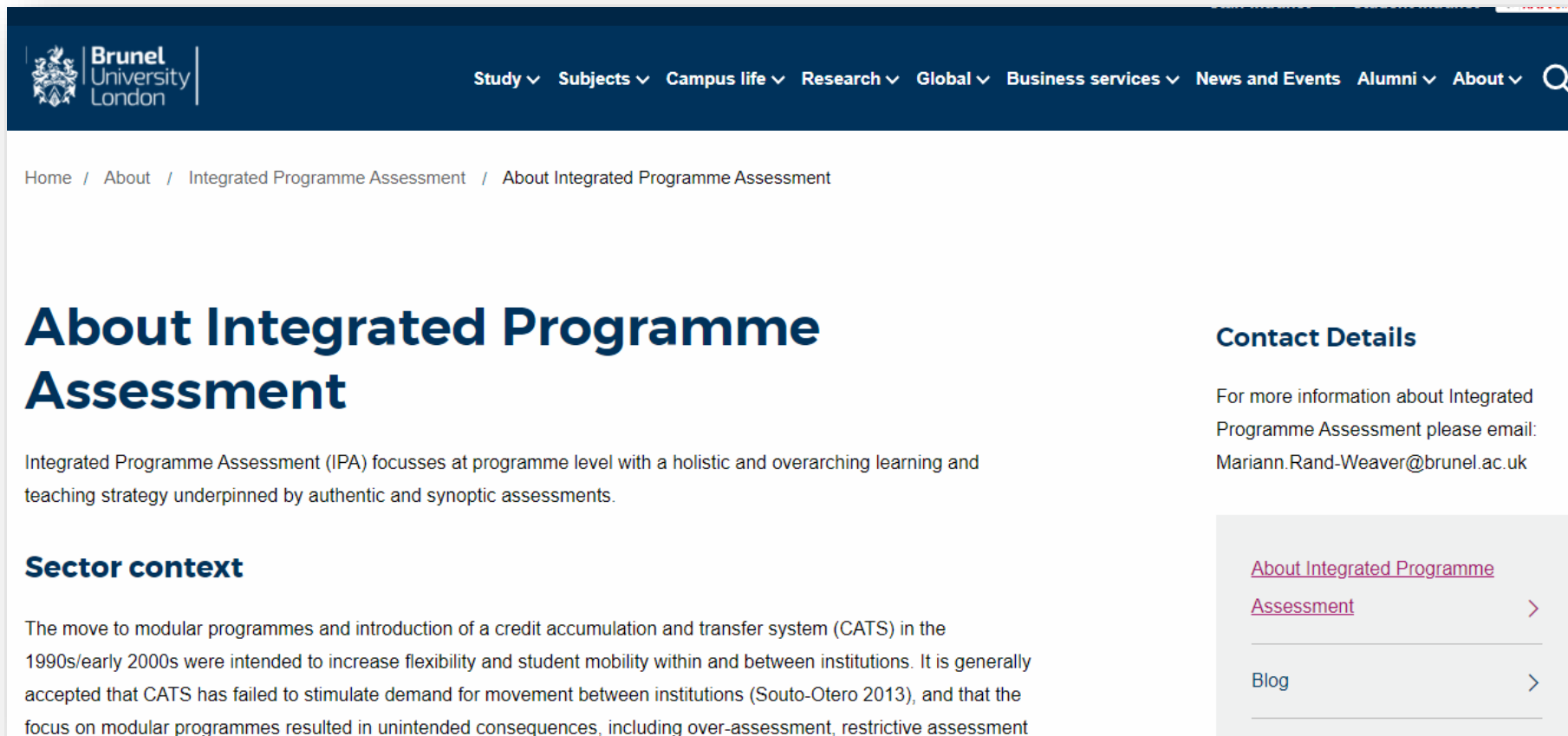
Useful Resource: Brunel University (useful visual, outlines benefits)

https://www.brunel.ac.uk/about/awards/integrated-programme-assessment/About

Visual Brunel University- Curriculum Pre and Post Implementation of Programme-Focused Assessment

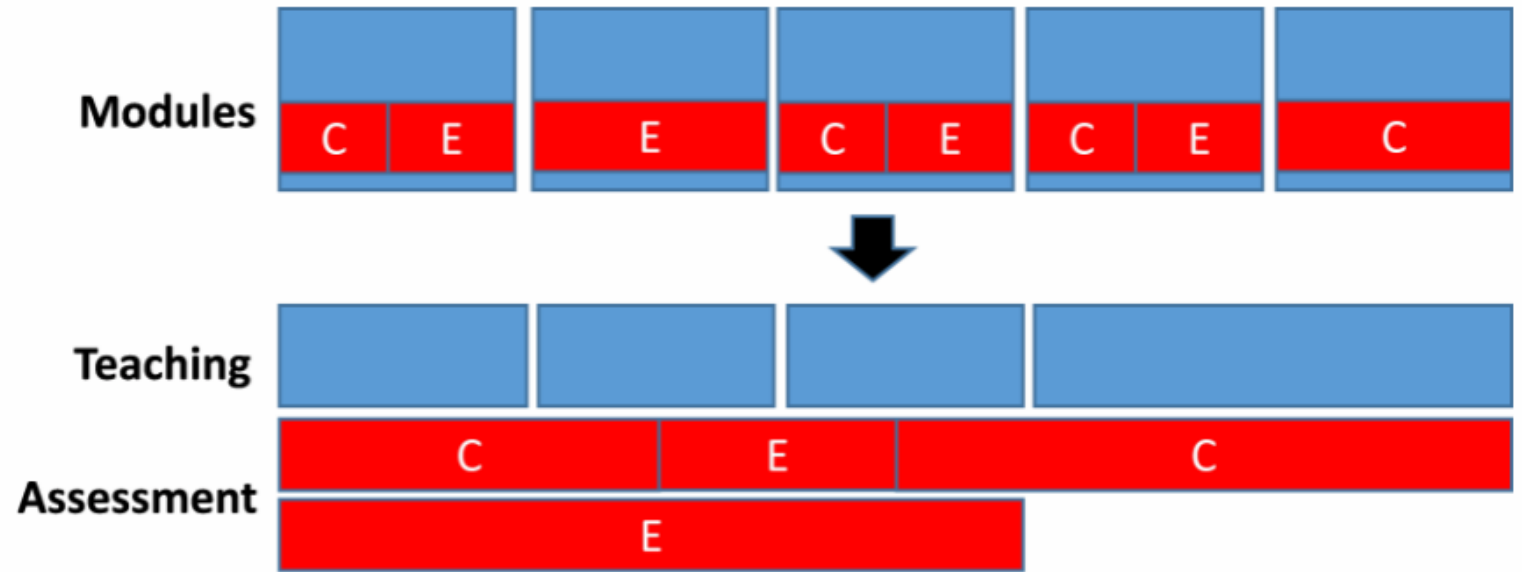Figure 1: Schematic representation of restructuring Coursework (C) and exams (E).

https://www.brunel.ac.uk/about/awards/integrated-programme-assessment/About

Academic Integrity Initiatives at CCT College Dublin

- ✓ CCT Student Success Programme of classes on information searching, referencing, paraphrasing & quoting etc.

- ✓ Annual Academic Integrity Week

- ✓ Student partnership initiatives pertaining to academic integrity. The CCT Academic Integrity Committee now jointly chaired by a staff member and a student

- ✓ Assessment Design workshops

- ✓ CCT Excellence in Teaching Series

- ✓ Academic Integrity Page on Moodle with range of resources

- ✓ Launch of the CCT Learning Space with guides on academic integrity

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Academic Integrity Webinars at CCT (available on arc.cct.ie)

National Academic Integrity Network resources promoted to CCT students and staff
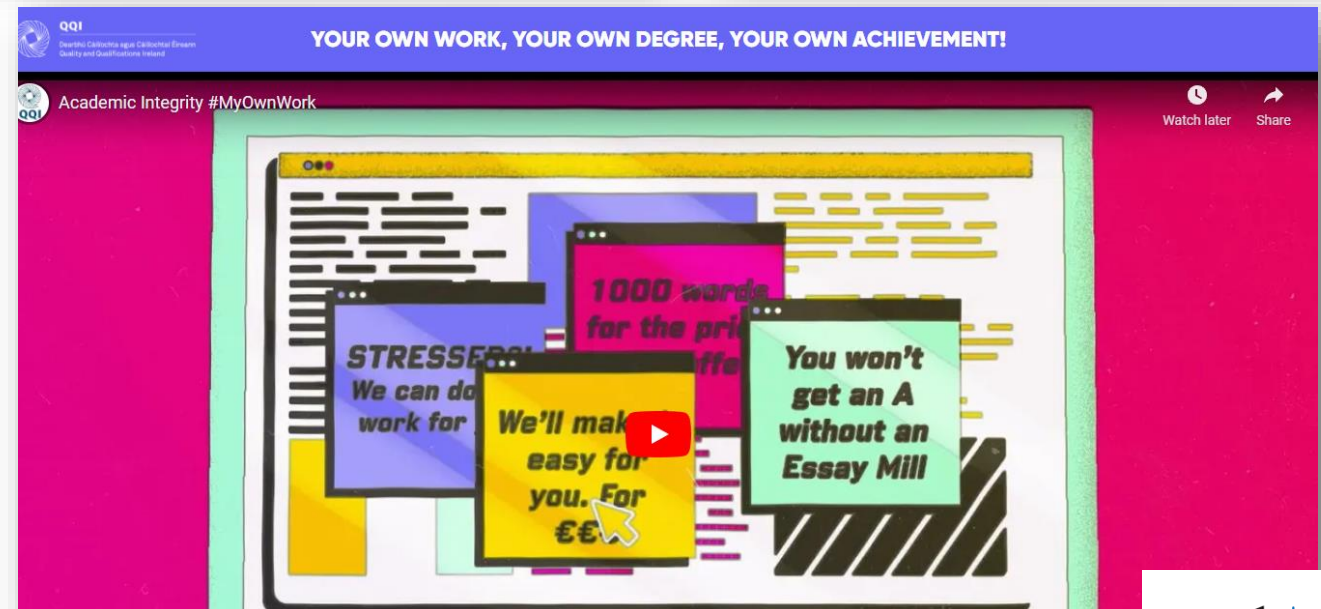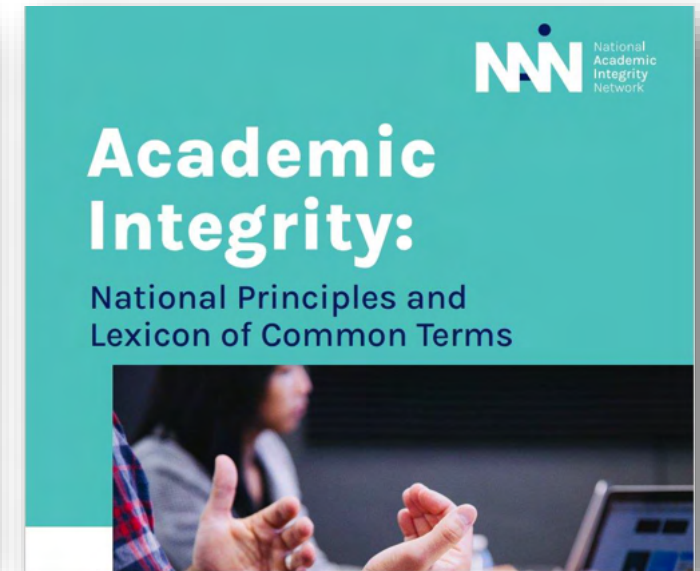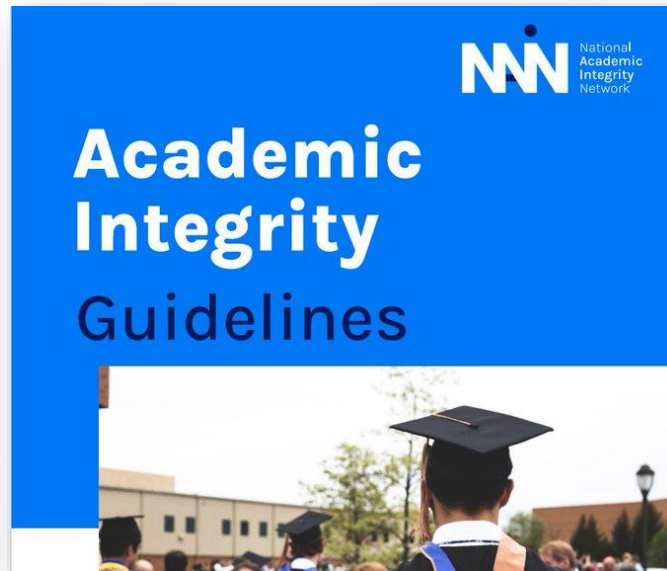
Other sectoral resources pertaining to assessment design and academic integrity (e.g. DCU's 12 Principles) are also promoted to staff

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.

DCU — Ollscoil Chathair Bhaile Átha Cliath Dublin City University

NIDL — National Institute for Digital Learning · INTEGRITY · Co-funded by the Erasmus+ Programme of the European Union · dcu.ie/teu

https://www.dcu.ie/teu/academic-integrity-principles

Programme-focused enhancement is identified as a key action to support student success in the National Forum's Understanding of Student Success (2019)

THEME: ASSESSMENT AND FEEDBACK
Key actions to support student success:

- Foster a common understanding of assessment terminology and purposes among staff and students (i.e. assessment literacy)

- Identify opportunities for reducing institutional reliance on summative, high-stakes forms of assessment

- Enhance meaningful engagement through development of authentic assessment and programme approaches to assessment

- Review and optimise assessment practices at programme level to:
  - o avoid overloading students
  - o encourage diversity of assessment methods
  - o develop coherent approaches

https://www.teachingandlearning.ie/our-priorities/student-success/national-understanding-of-student-success/

Next steps for CCT

- A proposal re implementing programme-focused assessment at CCT institution-wide was submitted to the **CCT Academic Council and approved.**

- More **training** on programme focused assessment. Our Schools Manager, Ken Healy has completed a **National Forum digital badge on Programme Focused Assessment**. More staff members plan to do the same.

- Student educational initiatives **on accidental academic impropriety as well as intentional** is required, particularly in relation to collusion versus collaboration, also differentiating cultural norms (particularly in relation to digital platforms) from academic norms

- **Anonymised Academic Standards Board data will be shared with students as part of institutional educational initiatives** in relation to academic integrity to highlight changing trends pertaining to academic impropriety.
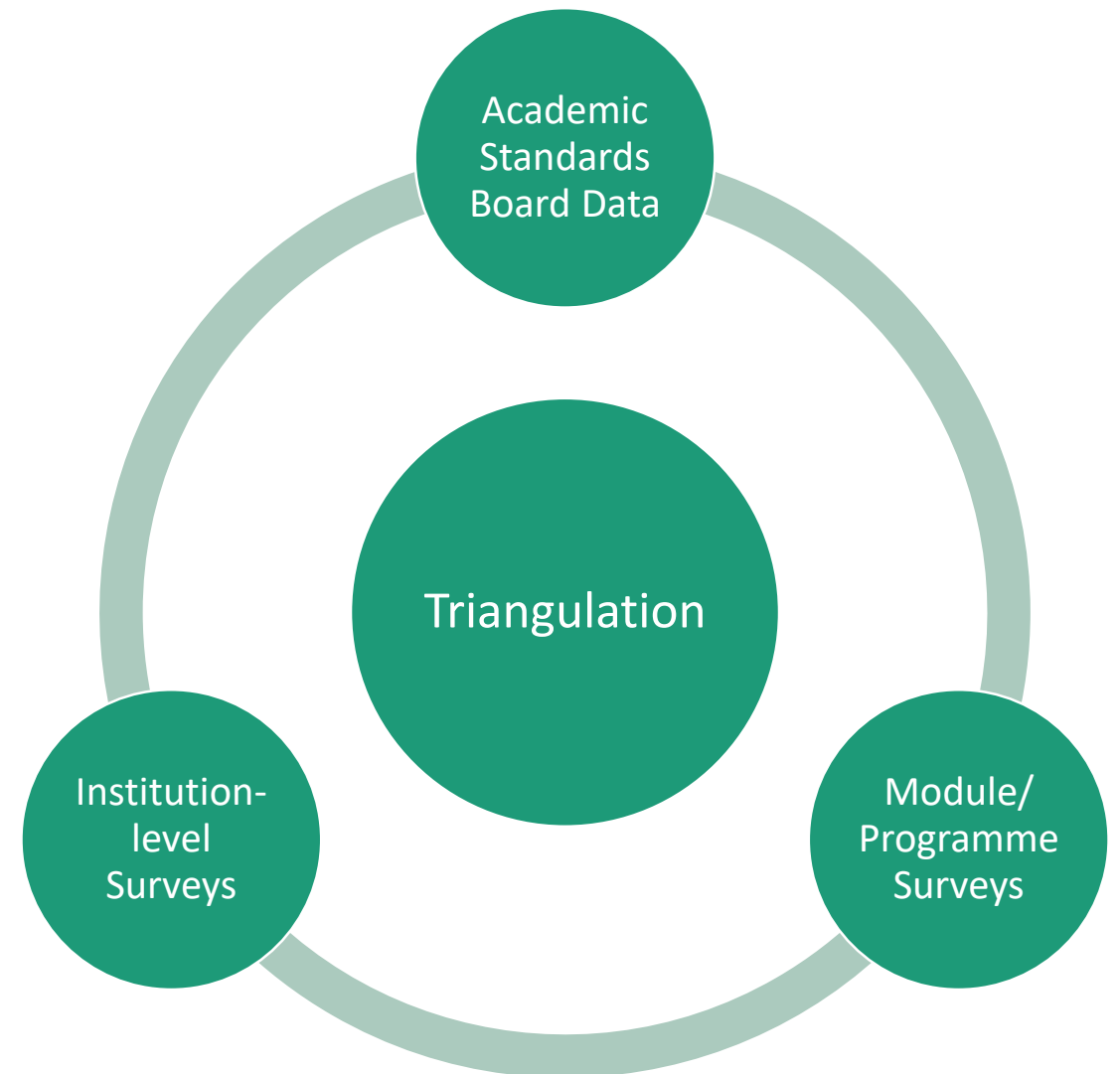

PROGRAMME FOCUSED ASSESSMENT

https://opencourses.teachingandlearning.ie/open_course/programme-focused-assessment/

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Key step: Systematic Triangulation of Academic Integrity Data Sets- Institutional

From CCT Academic Standards Board data, we know on which programmes Interactive assessment is effective in the context of academic integrity or alternatively where lecturers may be engaged in assessment overload practices or the recycling of assessments annually, practices that exacerbate academic misconduct.

At CCT, questions on academic integrity/academic impropriety in relation to student attitudes, knowledge and influencing factors could be incorporated into module, programme and institutional student surveys. This data could be triangulated with data pertaining to academic impropriety from the CCT Academic Standards Board to systematically assess where teaching, learning and assessment innovation is successful in the context of academic integrity or requires further enhancement.

Academic Standards Board Data

Triangulation

Institution-level Surveys

Module/ Programme Surveys

- ISSE Survey 2020,
- Students have a strong appetite for integrative learning which can be accommodated through integrated and programme focused assessment

Questions relating to *Reflective and Integrative Learning*

These questions explore the extent to which students relate their own understanding and experiences to the learning content being used.

Table 6.2 Reflective and Integrative Learning

During the current academic year, about how often have you…		All Students	First year undergraduate	Final year undergraduate	Taught postgraduate
Combined ideas from different subjects/ modules when completing assignments	Never	5.7	7.8	4.3	3.0
	Sometimes	36.3	40.8	34.5	28.1
	Often	40.1	37.8	41.6	43.4
	Very often	17.9	13.6	19.7	25.5
Connected your learning to problems or issues in society	Never	14.9	18.7	13.3	8.0
	Sometimes	39.2	42.3	39.9	30.5
	Often	30.9	27.7	31.7	37.7
	Very often	14.9	11.2	15.1	23.8
Included diverse perspectives (political, religious, racial/ ethnic, gender, etc.) in discussions or assignments	Never	31.9	35.0	32.0	24.0
	Sometimes	37.9	38.9	37.5	36.0
	Often	21.0	19.0	21.1	26.1
	Very often	9.1	7.1	9.4	13.8

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Padlet Exercise

"Given the role that poor assessment strategies can play in promoting academic misconduct, what resources or supports would empower you as a HE or FE professional/lecturer or student to engage with programme-focused assessment?"

https://bit.ly/3DhBCAu