



## Principle 6: Fostering good academic conduct

### What the principle means

Colleagues often worry that students are increasingly drawn to poor academic conduct, including purchasing from essay mills, and various forms of cheating and plagiarism. We need to balance these risks carefully with the dangers of excessively and intrusively scrutinising students (Uniwise, 2022), for example requiring them to have video cameras showing the room where they are working while writing assignments.



### Questions to consider with your course team and students

- ✓ How open are your assignments to plagiarism and cheating, and have you taken steps to design out students' opportunities for poor academic conduct? (Lawrence, 2020; Bjerrum Nielsen, 2020; Hendry, 2020). For example, incremental assessment where assessors have a chance to see work in progress is less open to plagiarism/use of essay mills than one-off final, big bang written assignments.
- ✓ Are you using tasks that are less open to abuse such as in-person or virtual in-class activities, reflections on practice and individual negotiated tasks?

### Setting goals for assessment and feedback enhancement

Having reviewed and discussed Principle 6, as a team can you identify areas that you know to be priorities for enhancing your programme assessment and feedback strategy in the coming three years? All areas are important, but selecting too many can make genuine actionable proposals unachievable which is demoralising. Concentrate on what is feasible.



Once you have agreed on the priorities, you may wish to use the table overleaf to record your plans for enhancement under Principle 6.



# Principle 6 worksheet - Fostering good academic conduct

Principle focus	Specific actions you will take:	Responsible leader:	Help/resources needed to make this happen:	Milestones (timescale for implementation):	Performance indicators:
e.g. Academic integrity	e.g. Learning with students about how to nurture academic integrity	e.g. Dr Jolanta O'Neill	e.g. <ul style="list-style-type: none"> <li>• Student and staff workshop(s) on academic integrity</li> <li>• Time to work together as staff and students</li> </ul>	e.g. One academic year	e.g. Joint student and staff statement on nurturing academic integrity



## About this resource

This resource is drawn from the *Principles-based Toolkit for Effective Assessment Design* (Brown and Sambell). This resource focuses on 'Principle 6 – Fostering good academic conduct'. The resource can be used by teams who wish to review how this principle is enacted in their work, and who wish to plan to enhance their practice regarding this principle. The resource can be used as a stand-alone thinking and planning tool for teams, as well as being considered in the context of the toolkit as a whole.

As part of the Maynooth University 'Assess for Success' project, Professor Sally Brown and Professor Kay Sambell designed a toolkit for effective assessment design. This toolkit has been designed to provide course teams at Maynooth University with guidance on periodical review of their assessment and feedback practices, in support of student success. The toolkit involves twelve principles which were proposed by Brown and Sambell, and shaped and modified by the Maynooth University 'Assess for Success' Advisory Group. The toolkit is available at in the Maynooth University [Assess for Success Hub](#).

The principles and the toolkit taken as a whole set a substantial agenda for action, but Brown and Sambell stress that the toolkit can primarily help local teams to set short- and longer-term prioritised targets to enhance assessment by focusing on activities that would help to ensure that assessment tasks, assignments and feedback could fully contribute to student engagement and positive outcomes.

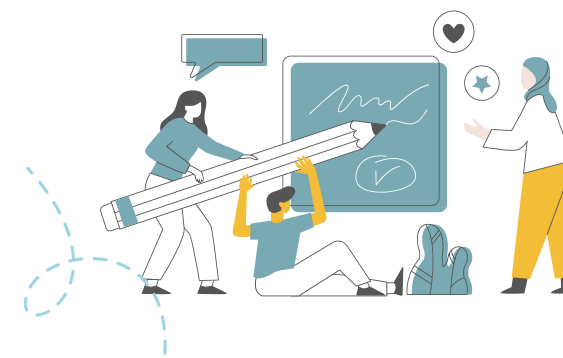
## References:

Bjerrum Nielsen, S. (2020) *Preventing Academic Misconduct in digital exams using third-party programs*. Available at: <http://uniwise.co.uk/blog/preventing-academic-misconduct-in-digital-exams-using-third-party-programs>

Hendry, G. (2020) *Practical assessment strategies to prevent students from plagiarising*. Available at: <https://educational-innovation.sydney.edu.au/news/pdfs/Practical%20assessment%20strategies%20to%20prevent%20students%20from%20plagiarising3.pdf>

Lawrence, J. (2020) *Designing out plagiarism for online assessment*. Available at: <https://thesedablog.wordpress.com/2020/04/02/online-assessment/>

UNiwise (2022) *Online proctoring: panacea or problem?*. Available at: <https://www.jisc.ac.uk/membership/stories/online-proctoring-panacea-or-problem>



### How to cite this resource:

Brown, S. and Sambell, K (2022) *A principles-based toolkit for effective assessment design. 'Principle 6 - Fostering good academic conduct' worksheet*, Maynooth: Maynooth University.



CC BY-NC-SA: This license allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

