Outcomes of Student Survey on Online Assessment, Academic Integrity and Ethical Practice

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March 2024

Foreword

Academic integrity requires every member of the academic community at UCD to act ethically, honestly and fairly. Every member of the community shares responsibility for upholding the academic integrity values that underpin our scholarly practice in teaching, research, and student learning; activities that underpin the foundations of our intellectual community at University College Dublin.

Since 2022, UCD has engaged in wide ranging consultation and policy development in the areas of assessment and academic integrity. Two Working Groups were established: Working Group on Online Assessment and Working Group on Academic Integrity and Ethical Practice which directed our consultations with faculty and students and reported to the University Management Team Education Group and Academic Council Executive Committee as appropriate. In addition UCD was one of 8 national recipients of QQI Anniversary Funded Proposals to support Assessment and Confidence in HE Qualifications. This resulted in the appointment of Dr Deirdre Stritch as a postdoctoral researcher in the School of Education and author of this report.

Academic Integrity is a key component of assessment in all its forms. The prevalence of online assessment especially during COVID-19 resulted in new and different approaches to assessment with potential for future developmental work. In order to maintain the academic integrity of our assessments we updated our Assessment Code of Practice to include online assessment which was approved by Academic Council in 2021.

The Working Group on Online Assessment directed a consultation with faculty across UCD to get their views about online assessment. The resultant report *Online Assessment Report* was published in December 2023 and formed the basis of further work in this area and in the related area of academic integrity which was a major concern for faculty. We also used Higher Education Authority funding through the Strategic Alignment of Teaching and Learning Fund (SATLE) to support faculty in developing online assessment projects. In addition a Senior Project Manager was appointed by UCD Assessment to analyse the range and types of assessments used in UCD, assessment data trends, identify gaps and issues emerging regarding current policies and explore potential in new forms of digital assessment to protect the integrity of our assessment processes. Visits to international universities were also undertaken to support this work. UCD Teaching and Learning engages in ongoing work to develop assessment materials for different assessment approaches.

The Working Group on Academic Integrity and Ethical Practice was established in October 2022. SATLE funding was awarded to a number of teaching projects focussing on Academic Integrity which resulted in the development of a number of key resources to support both faculty and students in the area of academic integrity and the use of 'generative artificial intelligence' and digital assistive tools. UCD Teaching and Learning developed guidance on using AI in Assessment and launched a series of Teaching and Learning Conversations on Artificial Intelligence (AI) in Education. The Working Group on Academic Integrity and Ethical Practice directed a range of initiatives including a review of existing text similarity checking software which resulted in the purchase and piloting of new software to support faculty and students in the area of academic integrity, supported a comprehensive review of the academic literature on academic integrity and recommended a consultation process with students through an institutional based survey.

This report, based on the institutional survey and authored by Dr Stritch, has provided us with excellent insights, capturing the most up-to-date definitions and literature in the field combined with the views of our faculty and students in UCD. Combined with each of the preceding initiatives described it is invaluable as we develop a new institutional Academic Integrity Policy that is holistic in its approach.

Professor Marie Clarke
Dean of Undergraduate Studies.
April 2024.

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Background

This report outlines the outcomes of a project exploring the interrelationship between online assessment and student academic integrity and ethical practice at UCD. The research was conducted as part of a wider set of initiatives in UCD to ensure that the university's response to, and management of, online learning is effective and evidence-based, and has appropriate regard for academic integrity and ethical practice. Specifically, this study aims to enhance our understanding of students' experiences of online assessment, as well as their perspectives on ethical practice, academic integrity and academic misconduct (such as plagiarism, contract cheating, collusion, unauthorised use of artificial intelligence (AI) generators, and exam cheating). It also considers students' feedback on the information provided by UCD on academic integrity and the university's expectations surrounding assessment behaviour. The study investigates how these experiences and perceptions influence students' choices, particularly in the context of online assessment.

The evidence from these findings will be used (in addition to other inputs) to address the issue of academic integrity and ethical practice in assessment through the development of new and updated institutional policies and approaches. The findings also have broader relevance for the sector and will make a potentially valuable contribution to a growing body of national and international research in this area.

2

Consultation with Faculty

The overall project commenced with a consultation with the Teaching & Learning Committees at 37 schools in UCD on faculty experiences of, and perspectives on, the move to online learning that occurred in response to the Covid-19 pandemic. The schools provided submissions on various aspects of online assessment, including its current usage, challenges, benefits and potential enhancements. Submissions were received from 36 schools and were followed by semi-structured interviews which explored in more depth the context of online assessment at each school. These took place between October and December 2022.

An analysis of the outcomes of the consultation with faculty on online assessment was completed by early July 2023 and published on the UCD website in September 2023: Online Assessment in UCD: Outcomes of Consultation with Schools. Academic integrity and threats to same in online assessment was the dominant concern of faculty in the consultation. Faculty were particularly concerned that rates of academic misconduct had increased with the move to online assessment during the Covid-19 pandemic, with many expressing the view that online assessment is more vulnerable to misconduct. Several explanations were put forward by faculty to account for why students might engage in academic misconduct. These included a lack of knowledge and understanding of academic integrity and UCD expectations in that regard; excessive assessment demands; time pressure; external pressures; the limited assessment timeframe; and varying social norms. Academic workload and the academic timetable were identified as further potential influencing factors. Types of misconduct discussed by faculty included cheating in assessments, especially multiple choice questions (MCQs); plagiarism; collusion; contract cheating (e.g., use of essay mills); and unauthorised use of AI generators. This latter issue was not as dominant in the conversation as might be the case now as the consultation took place just as ChatGPT was launched on the market.

Faculty across the six colleges in UCD identified a need for increased, more frequent and obligatory education and training on academic integrity for students as a means of mitigating the risk of students engaging in academic misconduct. Additional measures identified in that regard included a demand for more stringent and strictly enforced penalties for academic misconduct as a deterrent measure and the adoption of approaches to ensure the integrity of online assessments, for example, through physical invigilation, close monitoring of UCD-owned devices in dedicated online assessment centres on campus, or the use of e-proctoring and other similar methods. The issues raised by faculty in relation to academic integrity and student practice and perceptions in that regard were subsequently explored in more detail in a review of the relevant research literature (see Section 4) and in a survey conducted with a representative sample of students from across the university (see Section 5).

3

Academic Integrity – Definitions and Key National and International Developments

The faculty consultation was followed by a literature review on academic integrity, which was completed in May 2023. The literature review entailed an overview of key definitions and significant developments internationally and in Ireland, as well as an exploration of which students engage in academic misconduct and why (see Section 4). While the review also looked briefly at online assessment, contract cheating and the use of AI generators, these topics were not covered in depth as they are currently the subject of dedicated research projects elsewhere in the university.

3.1 Introduction

Academic integrity is of interest not only to researchers and academics, but is also of growing concern to government departments and agencies with an interest in, or responsibility for, maintaining the standards of qualifications. Recent regulatory responses to threats to academic integrity are outlined in the sections below.

3.2 Definitions

This review commences with a summary of the key definitions that will be used throughout. For consistency and coherence, these definitions are, where possible, taken from the Irish National Academic Integrity Network (NAIN) *Principles and Lexicon of Common Terms*, which was published by the Irish regulatory body, QQI, in September 2021. The NAIN Lexicon was developed by a working group of academics and senior higher education (HE) staff following a broad and lengthy consultative process and was agreed by all NAIN members.[1] It is informed, where appropriate in an Irish context, by the European Network for Academic Integrity (ENAI) *Glossary for Academic Integrity [revised version]* (2018), thus ensuring coherence between Irish definitions and those in most widespread use elsewhere. Nonetheless, these definitions may vary from those in use in any given higher education institution (HEI) in Ireland currently. Despite the existence of the Lexicon and the Glossary, there remains variance in how key terms are defined and used both nationally and internationally. This variance may act as a barrier to the development of coherent approaches to understanding and addressing the risks posed to academic integrity (Bretag *et al.*, 2013, pp. 1150–1151), the quality of the learning experience and the standards of qualifications. Some key terms are listed below:

1 NAIN membership includes representatives from all Irish public higher education institutions (HEIs), some private/independent HEIs, provider representative bodies and student representatives from the Union of Students Ireland. Further information is available here: https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-academic-integrity-network

Academic Integrity

Definition source: NAIN, 2021, p. 10:

Compliance with ethical and professional principles, standards, practices and a consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship.

Academic Misconduct/Academic Dishonesty/Academic Malpractice/Academic Cheating/ Academic Impropriety

Definition source: NAIN, 2021, p. 9:

Behaviours perpetrated by individuals or institutions that transgress ethical standards held in common between other individuals and/or groups in institutions of education, research or scholarship.[2]

Plagiarism

Definition source: NAIN, 2021, p. 18:

'Plagiarism, i.e. the appropriation of another person's ideas, processes, results, or words without giving appropriate credit, including those obtained through confidential review of others' research proposals and manuscripts.'

Auto-Plagiarism

Instead of creating an original piece of work, the author adds insignificant additional data and/or information to his/her previously published work and changes title, modifies aim of the study, and recalculates results. Also, it is the omission of cross-citation to own previous publications.

Self-Plagiarism/Redundant Publication

A form of redundant publication by 'recycling or borrowing content from author's own previous work without citation'.

Self-plagiarism is the use of one's own previous work in another context without appropriate citation. Related to self-plagiarism is the practice of data fragmentation or salami slicing where the author(s) separate aspects of a study and publishes it as more than one publication. Writers should recycle their own material carefully and sparingly.

Contract Cheating

Definition source: NAIN, 2021, p. 14:

Form of academic misconduct when a person uses an undeclared and/or unauthorised third party, online or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved.

This type of misconduct constitutes a form of plagiarism. A form of cheating where a student submits work to a higher education provider for assessment where they have used one or more of a range of services provided by a third party, and such input is not permitted.

The contract with the student can include payment or other favours, but this is not always the case. Contract cheating represents a clear threat to higher education providers' ability to assure the standards of their qualifications and it presents a very serious threat to the higher education sector globally if not appropriately addressed, e.g., Facebook etc.

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2 Examples illustrating some definitions, including that for academic misconduct, are provided in the NAIN Lexicon of Common Terms.

A form of Academic Misconduct. The practice of buying custom-made academic work (contracting out work to cheat) and submitting it as one's own academic work, whether online or directly from a fellow student. 'Services' may include essays or other types of assignments, conducting research, websites (including essay banks), or an individual such as a lecturer, colleague, friend or relative.

'Input' means that the third party makes a contribution to the work of the student, such that there is reasonable doubt as to whose work the assessment represents. It suggests deliberate, pre-planned and intentional deception (Newton, 2018).

The Lexicon provides the following examples of contract cheating:

- *Buying a completed assignment from a tutoring or ghost-writing company (purchasing from online essay mill websites);*
- *Asking a partner, friend or family member to write part or all of an assignment for you;*
- *Paying a private tutoring company to coach you on how to complete an assignment;*
- *Submitting 'model' assignment answers provided by a private tutor or tutoring company;*
- *Getting someone else to sit an exam for you;*
- *Sitting an exam for someone else;*
- *Buying, selling or swapping assignments or assignment answers via 'sharing' websites or social media platforms, e.g., Facebook, TikTok etc. Six types of services that students can use to have work produced for them include 1) essay-writing services; 2) friends, family and other students; 3) private tutors; 4) copyediting services; 5) agency websites; 6) reverse classifieds.*

Contract Cheating Services

Definition source: NAIN, 2021, p. 15:

Type of consultancy service when a company or an individual provides bespoke work to a person to present as their own work (see Contract Cheating).

A 'Paper Mill' (also called 'Essay Mill') is a commercial service organisation, normally web-based, supplying written materials (e.g., essays, reports, homework answers, personal statements, reflective journals) according to a client's/ student's requirements.

Essay Mills

Definition source: NAIN, 2021, p. 16:

An organisation, or individual, usually with a web presence, that contracts with students to complete an assignment or assignments for the student, for a fee.

General-Purpose Artificial Intelligence (GPAI)/Artificial Intelligence (AI) Generator/Generative AI

General-Purpose Artificial Intelligence (GPAI) refers to AI systems and algorithms that can be applied to a wide range of tasks and problems without being specifically designed for a particular application. An example of general-purpose AI is transformation language models like GPT-4, which can be used in various contexts such as text generation, automatic translation, text summarization, and question answering. Generative AI can be considered a form of general-purpose AI since it can generate content in various formats and contexts (European Commission (2023) Harnessing the Power of Generative Artificial Intelligence in Designing Public Digital Services).

Unauthorised Content Generation

Definition source: ENAI:

Unauthorised content generation (UCG) is the production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favour is involved, using unapproved or undeclared human or technological assistance.

3.3 International Developments

A move towards legislating against the risks posed by contract cheating has recently emerged in Anglophone jurisdictions. Australia approved a law (the Tertiary Education Quality and Standards Agency Amendment (Prohibiting Academic Cheating Services) Act) in 2020, which makes it an offence to provide or advertise academic cheating services in higher education.[3] Similarly, England passed laws in 2022, through the Skills and Post-16 Education Act, which make it a criminal offence to provide or advertise essay-writing services to students for financial gain. These laws do not yet apply in Scotland, Wales or Northern Ireland, but it is anticipated that similar laws will be enacted in each region. It is notable that both the Australian and English laws are more comprehensive than those introduced in Ireland in 2019 (see Section 3.5 below). This in part reflects differences in legal cultures, but also the fact that there are no (known) essay mills located in Ireland given its small size and limited market.

In addition to legal approaches to minimising the risks to academic integrity, recent years have seen greater international cooperation by quality assurance (QA) agencies and national regulators, as well as by academics. The following represents the primary examples in that regard:

- Launch of the Global Academic Integrity Network (GAIN) by QQI and its Australian counterpart, the Australian Tertiary Education Quality and Standards Agency (TEQSA). The Network aims to support peer learning and develop shared resources and approaches among member QA agencies and national regulators.

Some organisations have published toolkits and other resources for HEI staff:

- The Quality Assurance Agency for Higher Education (QAA) has published a series of guidance documents for HEI staff addressing a wide variety of academic integrity issues, including contract cheating, AI generators, online assessment, etc., for example:
  - QAA https://www.qaa.ac.uk/membership/membership-areas-of-work/academic-integrity:
  - QAA (2022) Revisiting Academic Integrity from a student perspective.
- Most recently, the QAA published links to its webinar series on ChatGPT: https://www.qaa.ac.uk//en/membership/membership-areas-of-work/academic-integrity/chatgpt-and-artificial-intelligence, as well as a guidance document, *Maintaining Quality And Standards In The ChatGPT Era: QAA Advice On The Opportunities And Challenges Posed By Generative Artificial Intelligence*.
- TEQSA published an Academic Integrity Toolkit, which was developed out of a larger peer-learning project commissioned by the agency. A team of experts were contracted to deliver a suite of workshops and create a toolkit to support Australian HEIs. The outputs are available here: https://www.teqsa.gov.au/guides-resources/protecting-academic-integrity/academic-integrity-toolkit/toolkit. The toolkit includes practical tools such as checklists, case studies and policy guidance, as well as links to additional resources and research.
  - TEQSA has also published resources and case studies to assist HEI staff substantiate alleged contract cheating among students: https://www.teqsa.gov.au/guides-resources/protecting-academic-integrity/academic-integrity-toolkit/toolkit/commercial-academic-cheating
- The International Centre for Academic Integrity (ICAI) compiled and published a list of resources for educators and those working in quality assurance on academic integrity.

3 Further information is available here: https://www.education.gov.au/higher-education-standards-panel-hesp/tackling-contract-cheating

3.4 European Developments

There has been increased interest within Europe in taking formal regulatory action to address the growing risks posed to academic integrity. Key actions and developments of note include:

- In July 2022, the Committee of Minsters of the Council of Europe (CoE) adopted Recommendation CM/Rec(2022)18 on countering education fraud. It calls on member states to promote academic integrity through education and awareness-raising campaigns, as well as through the development of policies and practices to prevent and detect academic fraud. The Recommendation is structured around four main elements: prevention, prosecution, international cooperation and monitoring. It includes six main recommendations to member states of the Council of Europe:
  - *to promote quality education by eliminating education fraud;*
  - *to protect pupils, students, researchers, and staff at all levels of education from organisations and individuals engaged in selling (and advertising) fraudulent services;*
  - *to provide support for the implementation of preventative and protective measures, as well as a culture of equality of opportunity at all levels and in all sectors of education and training and in the transition between these sectors;*
  - *to monitor technological developments that could support new forms of fraud;*
  - *to facilitate international cooperation in the field;*
  - *to support wide dissemination of the recommendation* (CoE: https://www.coe.int/en/web/ethics-transparency-integrity-in-education/programme-of-activities).

  Under the Recommendation, member states should establish systems for monitoring education fraud nationally, and systematically collect or facilitate the collection of statistical data on 'the activities of fraudulent education service providers in a consistent format that will be provided by the Council of Europe' (CoE, 2022, p. 7).

- The ETINED Platform of the Council of Europe is comprised of specialists from member states and has a mission to:
  - *Share information and good practices in the field of transparency and integrity in education;*
  - *Contribute to the development of adequate answers to challenges that corruption poses to the sector of education and higher education;*
  - *Create a virtuous cycle in education, whereby all actors commit to fundamental positive ethical principles;*
  - *Develop capacity-building for all actors* (Council of Europe: https://www.coe.int/en/web/ethics-transparency-integrity-in-education/mission).

- The Internal Market Committee and the Civil Liberties Committee of the European Parliament approved amendments to the draft report on the Artificial Intelligence Act (2021/0106(COD)) on Thursday, 11 May 2023. The draft went to a plenary vote of the EU Parliament in mid-June 2023 and was subject to further agreements between Parliament and Council in December 2023. It is intended that the new Act will take effect in each of the 27 member states without needing to be transposed locally into national laws.[4] The legislation places AI into four categories of risk based on its intended use: unacceptable risk AI, high-risk AI, limited risk AI and minimal risk AI (McElligott, 2023).

4 For further information on the Act, please see: EU AI Act: first regulation on artificial intelligence | Topics | European Parliament (europa.eu)

- European Network for Academic Integrity (ENAI): The ENAI brings together researchers, educators and policymakers from across Europe to promote academic integrity and combat academic fraud. The Network hosts conferences, workshops and other events, and publishes research and resources on academic integrity. The ENAI has convened a number of working groups, including:
  - Addressing Unauthorised Content Generation (previously the Addressing Contract Cheating Working Group). QQI is represented on this working group, which aims to:
    1) research, discuss and educate about different aspects of unauthorised content generation such as contract cheating and unauthorised usage of AI tools, such as prevention, detection and reaction;
    2) assimilate and assist with policy documents and pedagogical strategies that can decrease the risk of unauthorised content generation in different countries and institutions (ENAI).
  - Gamification of Academic Integrity, which aims to:
    explore gamification and game based learning to enhance engagement and commitment of academic stakeholders (students, staff, faculty, management, parents) towards teaching and learning of academic integrity values, thus working towards incorporating a proactive action in building a culture of integrity. We aim to eventually gamify certain areas of academic integrity in order to offer the greater community with the tools to then use them in their teaching & learning settings (ENAI).

- The European Network for Quality Assurance (ENQA) launched an Academic Integrity Working Group in 2021 to provide support to QA agencies in developing policies and approaches to address contract cheating. This working group conducted a survey of member agencies in June 2022 aimed at determining the threat posed by contract cheating and file-sharing to academic integrity. The results of the survey will inform a guidance document on addressing such threats. This was due for completion in Q2 2023 (ENQA: https://www.enqa.eu/wp-content/uploads/Karena-Maguire_The-ENQA-Members-Survey-on-Academic-Integrity.pdf).

3.5 Developments in Ireland

3.5.1 Regulation

In Ireland, there have been several key developments in relation to academic integrity since November 2019, including:

- The introduction of relevant legislation.
- The introduction of formal regulatory mechanisms to remove advertisements for cheating services from national publications and websites.
- The establishment of the National Academic Integrity Network.
- The publication of Academic Integrity Guidelines and Academic Integrity Principles and a Lexicon of Common Terms.
- The launch of a National Academic Integrity week, held each October.
- A concerted move by HEIs (both public and private/independent) to ensure their governance structures, policies and procedures, and information and resources for students have appropriate regard for academic integrity and related matters.

In response to growing concern internationally around contract cheating and essay mills as voiced in the academic literature discussed in the following sections, the Irish Government recently took a more structured and proactive approach to academic integrity-related issues. The extent

to which essay mill-type entities could impact on a national education and training system and undermine public trust and confidence in it were exemplified in the 'MyMaster' scandal in Australia in 2014/15. In that case, over 1000 students from 16 Australian universities and TAFE colleges were discovered by investigative journalists at Fairfax Media to have been using essay mill services (Kennedy, 2015; Visentin, 2015). It caused a significant public and political scandal and undermined public confidence in the institutions involved, as well as in the overall Australian education system. It impacted negatively on Australia's very important international student market, making headline news for over six months (*ibid.*).

While there hadn't been any public disclosures of the use of contract cheating services or essay mill-type entities by Irish students, the national regulatory body, QQI, sought to have legislation introduced to address the emergence of such entities and their ability to undermine confidence in national qualifications systems and the institutions within them. In July 2019, new legislation (an amendment to the Qualifications and Quality Assurance (Education and Training) Act 2012) was passed to enhance QQI's regulatory powers in a range of areas and give it a number of new functions. The new Section 43A of the amended Qualifications and Quality Assurance Act provides a statutory basis for the prosecution of those who facilitate academic misconduct. Specifically, it targets those who facilitate cheating by students, who advertise cheating services, and who publish advertisements for cheating services.

A number of sections of the Amendment Act, including Section 43A, were commenced on 5 November 2019. QQI is responsible for bringing prosecutions under this section of the Act. Penalties include fines of up to €100,000 and/or prison sentences of up to five years, depending on the nature of the offence.

Section 43A – offence to provide or advertise cheating services – identifies nine offences, which can be loosely grouped under four main headings:

Impersonation

1. Undertaking in whole or in part any work required as part of a programme in the place of an enrolled student, without permission from the provider.
2. Sitting an exam, or having someone else sit an exam, in place of an enrolled student, without permission from the provider.

Provision of Cheating Services

3. Providing answers, or arranging the provision of answers, to an enrolled student for an exam, during the course of that exam, without permission from the provider.
4. Providing, or arranging the provision of, an assignment required of an enrolled student without permission from the provider.
5. Before an exam, providing answers for, or arranging the provision of answers for, an exam for an enrolled student without permission from the provider.

Advertising Cheating Services

6. Advertising the provision of assignments for students where this has not been authorised by the provider.
7. Advertising the undertaking of assignments (in whole or in part) on behalf of an enrolled student or sitting an exam, or having someone sit an exam, in place of an enrolled student, where this has not been authorised by the provider.

Publishing Advertisements for Cheating Services

8. Publishing an advertisement for the provision of exam answers to students during the course of an exam where this has not been authorised by the provider.
9. Publishing an advertisement for the provision of assignments or exam answers in advance of an exam to an enrolled student where this has not been authorised by the provider.

It is important to note that the legislation does not penalise the student who has cheated. Cheating in itself is not a criminal offence, though it is still subject to the normal academic sanctions within institutions.

Secondly, while technically Section 43A allows for the prosecution of anyone who facilitates cheating, including other students, their friends or family, QQI has confirmed (in unpublished communications to providers) that the legislation is intended to address organised, for-profit entities targeting students in the Irish qualifications system or 'essay mills' as they are colloquially termed and not students or their families. QQI has also confirmed that HEIs are not legally obliged to report to it suspected (or confirmed) offences under Section 43A, though it encourages HEIs to share information on examples of facilitated cheating identified on campus, as well as good practice in addressing same, to inform its own policy and regulatory approach and to support peer learning.

It is hoped that the new laws will serve to raise awareness of the significance of facilitating cheating by students; to encourage advertisers and publishers (small and multinational) to work with national authorities and within the law to carefully moderate the content they carry that might breach this law; and ultimately to modify student behaviour and thereby contribute to the embedding of a positive culture of academic integrity nationally.

QQI has been explicit in its communications that it considers legislation to be one tool in a much more complex and multi-faceted toolkit to address academic misconduct. It has taken a collaborative approach to planning the elements of implementation and this extends to the inclusion of students' voice and perspective.

There are three main strands to QQI's approach to addressing academic integrity issues:

National Regulatory Coordination

In 2020, QQI commenced formal communication with the major online platforms and advertisers based in Ireland to ensure that appropriate action can be taken to inhibit the access routes of essay mills into the Irish market and thereby minimise their impact on the national qualifications system.

To date, these discussions have largely been successful with formal arrangements in place to notify Distilled SCH (the operator of Adverts.ie and DoneDeal.ie) and Meta (the operator of Facebook and Instagram) of advertisements and content that contravene Section 43A and have them removed from the aforementioned sites.

International Cooperation

Essay mills, AI generators and other facilitators of academic misconduct operate across jurisdictions. To achieve a meaningful impact on their operation and reach requires cooperation with agencies and other relevant actors within and beyond the EU. QQI is engaged in partnerships with other national and multinational organisations to address this threat to national and international qualifications systems.

Enhancement

QQI has undertaken a number of enhancement initiatives and supported others aimed at building and strengthening capacity in Irish HEIs to effectively embed comprehensive and robust approaches to academic integrity. These are outlined below.

3.5.2 Enhancement

QQI convened a National Academic Integrity Network (NAIN), which had its first meeting on 14 November 2019. The Network comprises membership from all public HEIs and nine private/independent HEIs, provider representative bodies (HECA, IUA and THEA), and student representatives. The Network, through its activities and publications, aims to help embed a culture of academic integrity in Irish higher education, grow our collective understanding of academic misconduct in an Irish context, and identify priority areas where enhancement initiatives can be most effective.

To date, the Network has published the following resources:

- Academic Integrity Guidelines (2021);
- Academic Integrity: National Principles and a Lexicon of Common Terms (2021);
- a YouTube video (MyOwnWork) aimed at raising awareness of academic integrity and the dangers of engaging in contract cheating, as well as signposting the resources available within institutions;
- Generative Artificial Intelligence: Guidelines for Educators (2023); and
- Framework for Academic Misconduct Investigation and Case Management (2023)

The NAIN Academic Integrity Guidelines are intended as a framework to support HEIs in updating their academic integrity policies and systematically embedding a culture of academic integrity. They are addressed to all HEI staff and are structured around four themes: upholding academic integrity, preventing academic misconduct/protecting academic integrity, detecting academic misconduct, and managing and sanctioning academic misconduct.

An academic integrity week was launched in October 2021, to coincide with the International Center for Academic Integrity (ICAI) International Day of Action against Contract Cheating. During the week, QQI and HEIs host events, workshops and webinars with national and international experts aimed at HEI staff and students.

In 2022, QQI launched an academic integrity e-zine, which is circulated quarterly to all tertiary education providers nationally. It includes updates on risks to academic integrity, as well as highlighting examples of good practice nationally and internationally. The e-zine is accompanied by a list of websites and services which may pose a risk to academic integrity within institutions. Many HEIs have opted to block sites included in this list on their servers.

4

Academic Integrity in the Research Literature

Academic integrity is a broad and heavily-researched dimension of academic practice. This review focuses on, in particular, the literature interrogating *which* students engage in academic misconduct and *why*. Its purpose is to enable a broad understanding of the issues likely impacting academic integrity within higher education institutions, to better inform an institutional approach. To that end, it looks at academic integrity exclusively as it applies to the assessment of learning leading to awards (qualifications). It *does not* explore academic integrity as it applies to research (with the exception of research leading to a formal award).

Interest in academic integrity and the prevention of academic misconduct has expanded significantly in the past 20 years. Early research tended to focus predominantly on issues related to plagiarism (Drinan & Bertram, 2008; Roig, 2003), while more recent literature has focused on matters related to contract cheating or 'essay mills' (Bretag, *et al.*, 2019) and, latterly, academic integrity as it applies to online learning and assessment (Watson & Sottile, 2010) and the use of artificial intelligence generators, such as ChatGPT (Share, 2023; QAA, 2023; AAIN, 2023). Concerns around academic integrity in higher education are long-standing; nonetheless, the perception that students engage in academic misconduct more now than was previously the case are pervasive. Certainly, the number and manner of ways in which students may engage in academic misconduct have increased and now include the use of essay mills and other forms of contract cheating (Draper *et al.*, 2021; Lancaster, 2023; Lancaster & Clarke, 2016; Newton, 2018); the use of file-sharing sites (Bretag, *et al.* 2018), and, most recently, the use of artificial intelligence generators (Share, 2023; QAA, 2023; AAIN, 2023).

As noted, plagiarism was the dominant focus of early work on academic integrity and continues to be addressed in the literature today (Blum, 2009; Bretag, 2016). Much of the research indicates that students often engage in plagiarism through lack of knowledge or understanding of what constitutes plagiarism. Definitions of plagiarism and cultural expectations around academic integrity also vary across locations, disciplines and institutions (Bertram, 2008; Brown & Janssen, 2017; Cutri *et al.*, 2021). According to Cutri *et al.* (2021) there is a need to reframe academic integrity as a skill to be developed rather than something to be enforced. The authors encourage a move away from 'surveillance and enforcement' and towards the development of academic literacy skills. There is widespread consensus in the literature that HEIs should take a holistic approach and embed a culture of academic integrity at every stage of the student journey. Bretag *et al.* note that:

> *A holistic approach acknowledges that not only is academic integrity more than an individual responsibility, universities have a role to play in developing student perceptions and understandings of academic integrity (2013, p. 1153).*

While an issue of global concern, much research and data on academic integrity has emerged from the Australian higher education sector in the last 15 years or more, where concerted and government-supported efforts to better understand the factors leading to academic misconduct

and effectively address them are well embedded. De Maio & Dixon (2022) recently summarised the academic integrity research from the last 30 years in Australia. They highlighted the need for appropriate assessment design, concerns with contract cheating, and the higher rates of academic misconduct among younger males for whom English is not a first language or is not spoken at home, and who are disengaged from the teaching and learning process and environment.

With increased opportunities and potential for students to engage in academic misconduct, the need has intensified for HEIs to ensure that there are adequate measures in place to prevent academic misconduct and nurture a positive culture of academic integrity among students. Embedding such a culture is not without challenges. Anecdotally, staff in HEIs report that the administrative burden of investigating suspected incidents of academic misconduct is a disincentive to reporting or investigating their concerns. Further issues reported include a lack of support from management, a lack of knowledge about how to pursue matters and a belief that suspicions can't be proven (QQI, 2021).

Much of the literature on HEI responses to the challenges presented in the academic integrity context has also emerged from Australia. Bretag *et al.* (2013, p. 1154) identify five core elements of an exemplary HEI academic integrity policy:

1. The policy is easy to locate and understand by students;
2. The institution's commitment to academic integrity (in principle and practice) is communicated consistently throughout the policy;
3. The responsibility of each stakeholder (not only students) in the institution for academic integrity is clear;
4. There is appropriate detail regarding what constitutes academic misconduct, how this will be addressed (processes) and associated sanctions;
5. Adequate support is provided with systems in place to ensure the policy is implemented.

New and innovative approaches are also being tried in Australia. The University of New South Wales (UNSW) has taken a restorative justice approach to dealing with students found to have engaged in academic misconduct. Ellis (2022) describes the process (the 'courageous conversation') whereby, in advance of a formal investigative process, students are invited to hold a conversation wherein those who admit their misconduct are met with a less severe penalty than those confirmed to have engaged in misconduct but who denied it. Those who admit their misconduct still receive a zero grade, and must accept responsibility for their actions and engage with the supports and resources available to ensure that the behaviour is not repeated – they must also promise not to reoffend (*ibid.*). Ellis notes that students have appreciated the process, which also spares the institution the time and cost of a full investigatory process where one is no longer needed.

4.1 Academic Integrity and Online Assessment

There has been increasing interest since the onset of the Covid-19 pandemic in academic integrity as it applies to online assessment. Tsigaros and Fesakis (2021) have recently published a literature review of e-assessment and academic integrity, as have Holden *et al.* (2021). Tsigaros and Fesakis found that rates of academic misconduct in online exams may not be as high as suspected.

Rather than focusing on technical solutions to prevent misconduct, the authors recommend that HEIs reconsider their approaches to teaching and use alternative assessment methods (2021, p. 1). Both studies outline the commonly held belief among both faculty and students that online assessment affords greater opportunities for academic misconduct and that rates of cheating are higher in online assessments, while acknowledging that the outcomes of studies on cheating in online assessment show mixed results.

Holden *et al.* identify particular forms of academic misconduct which are exclusive to, or more common in, the online environment, including tampering with a user device or test management system, impersonation, leaking test material(s), use of prohibited resources/ conducting internet searches, communicating with others, buying answers, accessing local/ external storage, or accessing a book or notes (2021, p. 2). They note that there is some evidence to suggest that students cheat more in online exams, while students enrolled on in-person programmes cheat more on assignments (*ibid.*, p. 5). Echoing Bretag, the authors note that adequately communicating academic integrity policies to students with clear definitions of what constitutes academic misconduct and the associated sanctions is especially important, as is publishing the institution's academic integrity policy on programme webpages and ensuring faculty communicate expectations around academic integrity to their students to mitigate the development of a learning culture in which cheating is normalised.

The benefits and drawbacks of proctoring online assessments (using video summarisation (AI) software or web invigilation, both live and recorded) as a means of countering academic misconduct are outlined by several authors (Dawson, 2022; Holden *et al.*, 2021; QQI, 2021). While the use of proctoring is associated with lower grades and arguably, therefore, lower rates of cheating (Dawson, 2022), criticism has centred on the ethics of the approach as it pertains to student privacy, possible discrimination and its centring on distrust of the student. Students have also found methods to circumvent proctoring software (Holden *et al.*, 2021, p. 6). As an alternative to proctored exams, Cluskey *et al.* (2011) propose online exam control procedures (OECPs) to help minimise academic misconduct. These include: offering exams at one set brief time only, randomising question sequencing, presenting only one question at a time, using a lockdown browser to limit files and content accessible during an exam, and changing at least one-third of exam questions every assessment.

4.2 Contract Cheating

Contract cheating, as defined in this literature review, is when a student has a third party complete some or all of their work on their behalf without the knowledge or permission of the receiving institution. Commercial services offering to write bespoke, written-to-order and 'plagiarism free' assignments for students have proliferated in recent years, and much of the academic literature focuses on commercial entities selling assignments or assessment help (Draper *et al.*, 2021; Draper, 2017; Newton, 2018). Draper *et al.* (2021) view contract cheating as more serious than traditional plagiarism as "there is no honest engagement or endeavour on the part of students who engage in such activities". Essay mills and other providers of contracting cheating services use a variety of means to attract students, including websites targeted at particular locations or disciplines (Draper *et al.*, 2021) and direct contact through social media (QQI, unpublished communication to providers).

There has been less focus on the issue of students receiving unauthorised help to complete assignments from family and friends and/or providing this help themselves, though conceivably, and anecdotally, this form of misconduct is at least equally likely to take place in practice. This is evidenced in the perspectives shared by students in UCD in the student survey on ethical practice and the commonality of certain forms of misconduct discussed in Sections 4.6 and 4.7 of this report. There are a number of issues in this regard that would benefit from further exploration, including the extent to which institutional policies define what is permissible (or prohibited) in terms of proofreading assistance (where is the line between legitimate feedback and plagiarism?); faculty and student perspectives on what might constitute appropriate levels of assistance and what crosses the line into plagiarism; and the rate at which students give and receive informal assistance without the knowledge or authorisation of faculty.

In addition to essay mill-type entities, students may avail of free or subscription-service textual tools, such as paraphrasers and proofreading tools. Bretag *et al.* note that the use of such tools may be problematic as "… they encourage students to view notes and textual summaries as products, rather than artefacts of engagement in a learning process" (2018, p. 1838). They point to a range of factors endemic to higher education which create an eco-system in which contract cheating is merely a symptom of wider problems. These include massification and internationalisation of higher education, more diverse student cohorts (whose increased needs must be met with less funding), technological innovations allowing individuals to outsource tasks and insecure graduate employment opportunities leading to increased 'credentialism' among students, as well as a more 'transactional and disengaged' approach to learning (2018, pp. 1837–1838).

4.3 AI Generators

Concerns about contract cheating among academics and regulators are being swiftly replaced by alarm at the launch on 30 November 2022 of ChatGPT and its more recent upgraded versions. ChatGPT is a large language model artificial intelligence generator. In its own words, ChatGPT, developed by OpenAI, "… is trained on a massive amount of text data from the internet, allowing it to understand and generate human-like responses in natural language. It can engage in conversations, answer questions, provide explanations, and even generate creative content such as stories or poetry." It responds to prompt questions, generating high-quality, well-written responses. The challenge of 'hallucination' (generating false information), which is a feature of the original (and free to access) version of ChatGPT has largely been addressed in the paid service version. It is also limited to information input prior to 2021, but this is gradually being addressed in the newer versions (Share, 2023).

A number of other similar products are also available (QQI, unpublished communication to HEIs), such as:

- **Jasper,** (formerly Jarvis), a fast-growing and multi-faceted AI writing tool that can provide an outline for a required text, create a title and write introductions and conclusions. As a tool, it still needs to be guided (or prompted) through longer pieces of writing, requiring the user to know in broad terms the structure and central argument of the desired end product. It appears to be aimed primarily at advertising and marketing professionals.

- **Trinka**, marketed as "an online grammar checker and language correction AI tool for academic and technical writing." It also suggests corrections relevant to specific discipline areas and can do a publication-readiness check.
- **Hemingway Editor**, an online text editing and enhancement tool that highlights common problems with writing, such as overused adjectives or sentences that are too dense or hard to understand. The app then suggests solutions, such as restructuring the text into shorter, clearer sentences.
- **WordTune**, a rewriting tool using an AI algorithm to make suggestions on pieces of writing using original words. It can generate facts which it claims to attribute and link to a specific source, such as a news article, a Wikipedia page or other online source. The website offers students and academics with a valid and active .edu email address a 30% discount on the service.
- **Scholarcy**, an AI-powered article summariser. It "... creates a summary flashcard of any article, report or document in Word or PDF format. It creates links to open access versions of cited sources, and can be configured to extract figures, tables and images."

There is concern at the potential impact of AI tools on the development of academic writing and the implications for academic integrity. While software has been developed to detect use of ChatGPT and similar tools, there is little confidence in its effectiveness (Share, 2023). Discussion on how HEIs should respond to the introduction of ChatGPT and similar tools have commenced, with options explored ranging from revising assessment methodologies to incorporating ChatGPT into teaching and learning strategies. The National Academic Integrity Network convened a working group to develop national guidelines on generative AI in higher education: Generative Artificial Intelligence: Guidelines for Educators, which were published in 2023. The QAA and the Australian Academic Integrity Network have both produced high-level guidance material aimed at supporting HEIs in developing agile and student-centred policies on the use of AI. The QAA (2023) acknowledges that the ability to effectively use AI software will very shortly become a key graduate attribute (p. 2) and encourages HEIs to have clear, consistent, effective and easily located policies on when and how AI tools can be used by students, ensuring that students know that they must acknowledge use of AI tools. The QAA guidance contains a section on "Managing the assessment of current students", which outlines four key steps to monitor and review student performance such that "atypical patterns" can be identified and appropriate follow-up measures taken (2023, p 3). The QAA also ran a webinar series on the topic, available here: https://www.qaa.ac.uk/en/membership/membership-areas-of-work/academic-integrity/chatgpt-and-artificial-intelligence.

The Australian Academic Integrity Network guidelines also explicitly address academic staff and students in its guidance. The Network advises students that they should be aware of, and comply with, their individual HEI's policies and approaches to the use of AI, which may include outright bans on usage (2023, p. 1). Reflecting the wider contradictory messages often directed at students around the use of AI, the Network also expresses the need for students to develop AI literacy skills, to acknowledge the use of AI tools in their work and to cross-check information derived from AI tools against other reputable sources (*ibid.*, p. 2).

As this is an emergent area, where knowledge and experience are expanding rapidly, further guidance and discussion on how HEIs may best respond to AI generators while safeguarding academic integrity is emerging and being updated on a continuous basis.

4.4 Who Engages in Academic Misconduct and Why?

In 1963, Bowers conducted a survey of academic misconduct among 5000 students, of whom 75% self-reported cheating behaviour (Bretag, *et al.*, 2013, p. 1152). Since then, a plethora of studies have considered the extent to which students engage in academic misconduct, or particular types of cheating behaviour, and why. Newton reported, in his study on the prevalence of contract cheating, that 15.7% of the 54,514 students surveyed had self-reported paying someone else to do their work (2018, p. 1). Allowing for issues such as self-selection bias, low response rates, etc., the actual numbers who had engaged in contract cheating may be significantly higher (*ibid.*). The report, which analysed the results of 65 studies into rates of learning misconduct from 1978 to 2016, indicated that rates of cheating overall are increasing, with all bar one case of contract cheating occurring post 2009 (*ibid.*, p. 6). These figures only refer to instances where the student paid someone to complete work for them and do not reflect cases where students may have received 'assistance' from a friend or family member without payment.

Following a review of the literature on self-reported cheating, Newton highlighted the following influencing factors: past cheating behaviour; an understanding of what constitutes academic misconduct/academic integrity training; use of honour codes; poor study conditions; academic stage; stress/lack of time; gender, with men being more likely to engage in academic misconduct; grades, with lower achieving students being more likely to cheat; dissatisfaction with/poor learning environment; culture where cheating is normalised or there is a perception that this is the case; studying in a second language; lenient approaches by HEIs/low likelihood of getting caught; lack of motivation; certain disciplines; age, with younger students more likely to cheat; online learning; and the belief that cheating will lead to a positive outcome (2018, p. 3).

Awdry and Ives (2022) reviewed data derived from an international study on prevalence of contract cheating conducted in 22 languages between 2017 and 2018 with (n=7806) students from Europe, the Americas and Australasia. They found that students from Ukraine, Slovakia, Turkey, Romania and Serbia showed significantly higher rates of engaging in contract cheating activity, as did students in the disciplines of Hospitality and Personal Services, Agriculture, and Management/Commerce. Additionally, the study found a correlation between students' belief that other students were cheating and students' own cheating behaviour (p. 1). This latter factor was also prominent in the views expressed by students in UCD (see Sections 5.5 and 5.6) when asked to rate the factors that influence unethical academic practice and identify those that might influence their own willingness to engage in academic misconduct either directly, or indirectly by assisting another student to do so.

In terms of academic misconduct more generally, Marsden *et al.* (2005) conducted an anonymous survey of self-reported academically dishonest behaviours (cheating in an exam, plagiarism and falsification) engaged in by a sample (n=954) of students from 12 faculties at four Australian universities. In the survey, 41% of students admitted to cheating, 81% to plagiarism and 25% to falsifying records or dishonest excuse-making (*ibid.*, p. 8). The authors considered three variables in determining propensity of students to engage in academically dishonest behaviour: demographic, situational and psychological. Demographic variables include age, gender, average grade, year of study and the course type in which a student is enrolled. The situational variable was the assumption that a student understands the university's policy on plagiarism and cheating, while the psychological variables are academic orientation and academic self-efficacy, though the authors acknowledge that there may be more (*ibid.*, p. 3). The study did not consider student workload.

The authors note that a person's orientation towards learning for its own sake versus the achievement of good grades (though some students may have a dual orientation concerned with both the quality of their learning and the outcomes of it) may be related to propensity to engage in academic dishonesty. There may also be cultural differences in learning orientation. They further note that a student's belief in their academic ability or academic self-efficacy, born of prior experience, may be relevant to ethical behaviour in an academic context (*ibid.*, p. 3). This was a less prominent feature in student feedback in UCD, though remained important for international and visiting students (see Section 5.5).

This latter finding was also reflected in the work of Cutri *et al.* (2021) in their consideration of "imposter phenomenon" among doctoral students. The authors found that "male students aged under 25 enrolled in full-time study were found to report higher levels of both cheating and plagiarism … with Engineering students being significantly more likely to cheat than students from all the other disciplines" (*ibid.*, p. 6). Other findings included that first-year students were much less likely to cheat than those in any other year and less likely to plagiarise than all other years except postgraduates. No significant differences were found between other year levels. These findings were all reflected in the outcomes of the student survey in UCD, discussed later in this report. Interestingly, and in contrast to the findings from the student survey at UCD, there was no significant association between students having received information about cheating and any of the three forms of academic dishonesty (*ibid.*, p. 6).

A rather under-looked finding of the study was that learning or academic orientation and academic self-efficacy "were found to bear strong relationships to all three forms of dishonesty, a finding that could have significant policy implications for universities and would benefit from further investigation" (*ibid.*, p. 8).

Druckman *et al.* (2019) also found that male students engaged in all forms of academic misconduct more than females except in citing absent partners in group work. The authors also cited Bachore's 2016 findings from a survey of 60 students and 20 instructors that both males and females identified cheating in tests/exams as the most common form of misconduct engaged in and that the main contributory factors were "… the level of difficulty of the test/exam, time constraints, irrelevant course material, and pressure to achieve good grades … [and]… unclear of policies behind what constitutes as cheating," (2019, p. 17).

Bretag *et al.* (2013) report that a large-scale survey (N=15,304) across six Australian universities indicated that the majority of respondents had a good understanding of academic integrity policy and received adequate support from the HEI in which they were enrolled. International students, however, expressed less knowledge of academic integrity, HEI policies and how to avoid academic misconduct (p. 1150). Postgraduate students were the least satisfied with the information received on how to avoid academic misconduct (*ibid.*). In general, the authors note that new students are less likely to understand the academic requirements for academic integrity in a HE setting (*ibid.*, p. 1151). While 89% of students agreed that they received enough information on academic integrity, a lesser number (68.2%) agreed that they received enough support and training on academic integrity indicating that students need more than simply information (*ibid.*, p. 1165). Rather "… universities need to ensure that they have a range of hands-on, engaging activities that are repeated and reconfigured in a range of media and forums throughout the student's programme of study" (*ibid.*). The survey did not explore the numbers engaging in academic misconduct or types of academic misconduct.

In a subsequent study, Bretag *et al.* (2018) found that dissatisfaction with the teaching and learning environment; the availability, or perception of availability, of opportunities to cheat; and not speaking the language of instruction at home were heavily associated with contract cheating behaviour in a large-scale survey of students (n=14,086) across eight Australian universities.[5] The authors propose that to counter contract cheating among students, HEIs should "… nurture strong student–teacher relationships, reduce opportunities to cheat through curriculum and assessment design, and address the well-recognised language and learning needs of LOTE [language other than English] students" (*ibid.*, p. 1837). The highest self-reported activity in the study was sharing assignments with other students (27.2%), followed by buying, selling or trading notes at 15.3% (*ibid.*, p. 1841). These findings foreshadow the outcomes of the student consultation at UCD, discussed later in this report, in which similar themes of dissatisfaction with the teaching, learning and assessment environment and the ease of cheating/a perception that others are cheating and/or that one is unlikely to get caught were identified by students as factors that might influence a student to engage in academic misconduct. Interestingly the language of instruction being different from that spoken at home or from the students' native language was not identified as a significant factor for students in UCD.

Holden *et al.* are expressly concerned with identifying why students engage in academic misconduct and methods to reduce such misconduct. In doing so, they consider four variables: individual variables, institutional variables, medium-related (online versus in-person) variables and assessment-specific variables (2021, p. 2). They identify the three elements of the "fraud triangle" as predictive of cheating behaviour in students:

- opportunity (ease of cheating, with low risk of being detected, e.g., because faculty are perceived to overlook cheating behaviour or other students are 'successfully' engaging in academic misconduct);
- incentive, pressure or need (e.g., pressure from a variety of sources to get good grades and be, or be seen to be, 'successful'); and
- rationalisation or attitude, which "can occur when students view cheating as consistent with their personal ethics and believe that their behaviour is within the bounds of acceptable conduct", perhaps because other students are cheating, cheating behaviour is overlooked by faculty, etc. (*ibid.*).

As is evident in the responses to the student consultation, these elements inform student decision making with regard to assessment practice in UCD (see Section 5). The authors further discuss the significance of university culture on individual behaviour, such that a culture of academic misconduct, or the perception of such, may contribute to student belief systems that support academic misconduct, i.e., that everyone is cheating and that cheating is necessary for success. There may be a variety of cheating sub-cultures among a student population (Holden *et al.*, 2021, p. 3). The authors further identify inadequate institutional academic integrity policies and overly 'lax' sanctions for misconduct as potential contributors to academic misconduct (*ibid.*, p. 3). As noted above, similar themes arose in the student survey in UCD and warrant further exploration at local as well as at university level, to ensure that a culture in which academic integrity can flourish is embedded across all student cohorts.

To date, there is a dearth of data on rates and types of academic misconduct engaged in by students in Irish HEIs, or on the motivators/incentives at play. Traditionally, Irish HEIs have

5 This represented 4.38% of the total student population at the eight universities surveyed (Bretag et al., 2018, p. 1840).

collected data on incidents of misconduct that have been confirmed by disciplinary committees, which are typically collated under the broad headings of 'cheating' and 'plagiarism'. This may obfuscate a more precise understanding of the kinds of misconduct engaged in by Irish students, which in turn inhibits the capacity of HEIs to respond effectively through targeted policies and approaches. This has meant that both HEIs and regulators in Ireland have had to rely on the international experience to inform policy and approach here. Given that cultural attitudes and understandings may impact on student behaviour, and in light of the range of new and increased methods by which students may unintentionally or deliberately engage in academic misconduct, this lack of data presents a challenge to the Irish HE sector.

4.5 Summary

The literature review indicates that students engage in academic misconduct for a variety of reasons, with influencing factors likely to include a combination of personal and situational elements. Low knowledge and skills levels and low confidence in personal ability combined with the culture in the 'classroom' are issues of concern.

The factors influencing student propensity to engage in academic misconduct identified in this literature review are summarised and categorised in the table below:

Influencing Factors		Studies
Student profile	gender, with men being more likely to engage in academic misconduct	Newton (2018); Marsden *et al.* (2005); Druckman *et al.* (2019) Cutri *et al.* (2021); De Maio & Dixon (2022)
	age, with younger students more likely to cheat	Cutri *et al.* (2021); De Maio & Dixon (2022); Newton (2018); Marsden *et al.* (2005)
	language, with students studying in a second language/not speaking the language of instruction at home being more likely to cheat	Newton (2018); Bretag *et al.* (2018); De Maio & Dixon (2022)
Psychological	past cheating behaviour	Newton (2018
	pressure to achieve good grades/ lower achieving learners	Newton (2018); Druckman *et al.* (2019); Holden *et al.* (2021)
	lack of motivation	Newton (2018)
	belief that cheating will lead to a positive outcome	Newton (2018)
	being grade oriented (versus academic oriented)	Marsden *et al.* (2005)
	having low academic self-efficacy	Marsden *et al.* (2005); Cutri *et al.* (2021)

Influencing Factors		Studies
Situational	poor study conditions	Newton (2018)
	academic stage	Newton (2018); Cutri *et al.* (2021)
	stress/lack of time	Newton (2018); Druckman *et al.* (2019)
	difficulty of the test/exam	Druckman *et al.* (2019)
Institutional	an understanding (or lack thereof) of what constitutes academic misconduct/academic integrity training	Newton (2018); Druckman *et al.* (2019)
	dissatisfaction with/poor learning environment	Newton, (2018); Bretag *et al.* (2018)
	lenient approaches by HEIs/low likelihood of getting caught	Newton (2018); Holden *et al.* (2021)
	online learning	Newton (2018); Holden *et al.* (2021)
	irrelevant course material	Druckman *et al.* (2019
	certain disciplines	Newton (2018); Awdry & Ives (2022); Marsden *et al.* (2005)
	the availability, or perception of availability, of opportunities to cheat	Bretag *et al.* (2018); Holden *et al.* (2021)
Cultural	culture where cheating is normalised or a perception that this is the case	Newton (2018); Awdry & Ives (2022); Holden *et al.* (2021)
	certain cultures/countries	Awdry & Ives (2022)

Table 1: Summary of factors influencing student engagement in academic misconduct

The literature review looked in more detail at the question of who cheats and why. To that end, it emerged that, internationally, the following categories of students self-report higher rates of engagement in academic misconduct:

- male students (Cutri *et al.*, 2021; De Maio & Dixon, 2022; Druckman *et al.*, 2019)
- those aged under 25 (Cutri *et al.*, 2021; De Maio & Dixon, 2022; Newton, 2018; Marsden *et al.*, 2005)
- full-time students (Cutri *et al.*, 2021)
- students for whom the language of instruction is not their first language/not spoken at home (Bretag *et al.*, 2018; De Maio & Dixon, 2022; Newton, 2018)
- those disengaged from the learning process (De Maio & Dixon, 2022)
- Engineering / Hospitality and Personal Services / Agriculture / Management/Commerce students (Awdry & Ives, 2022; Cutri *et al.*, 2021; Newton, 2018; Marsden *et al.*, 2005)

Key findings emerging from the literature review include that students often engage in plagiarism through lack of knowledge or understanding of what constitutes plagiarism. Having common and clearly communicated definitions of plagiarism is very important (Drinan & Bertram Gallant, 2008; Brown & Janssen, 2017; Cutri et al., 2021). There is an emerging consensus that academic integrity is a skill to be developed rather than something to be enforced (Cutri et al., 2021). To that end, HEIs should take a holistic approach and embed a culture of academic integrity at every stage of the learner journey (Bretag et al., 2013). The provision of relevant information to students by HEIs on academic integrity and related institutional rules and sanctions for breaches is a minimum requirement, which alone is unlikely to be fully effective. Information must be accompanied by training and support.

However, there may be systemic issues which inhibit the full flourishing of such a culture of academic integrity. As previously discussed, in Ireland, anecdotally, HEI staff report that the administrative burden of investigating suspected incidents of academic misconduct is a disincentive to reporting or investigating their concerns. Further issues reported include a lack of support from management; a lack of knowledge about how to pursue matters and a belief that suspicions around academic misconduct can't be proven (QQI, 2021).

5

Consultation with Students

This study further entailed engagement with students to explore their perspectives on the issues raised in the consultation with faculty and their experience to date of online assessment and academic integrity. This was also an opportunity to explore whether and to what extent the factors influencing academic misconduct identified in the literature review are at play in UCD. Options for direct engagement with students via focus groups or vox pops were explored, but issues relating to GDPR required the adoption of an alternative approach. It was agreed to proceed with a carefully designed survey to allow the collection of data from a wide range of participants reflecting different programme stages and demographic profiles and all six colleges in the university. It was agreed that use of a survey would help mitigate the risk of self-selection bias inherent in focus groups.

5.1 Survey Structure and Scope

Survey questions were informed by the findings of the literature review, the outcomes of the faculty consultation and feedback from members of the Online Assessment Working Group. They addressed students' experience of online assessment, understanding and views of academic integrity, feedback on the information and guidance received on these topics, perceptions of the factors that might lead a student to engage in academic misconduct, and factors that might prevent or reduce academic misconduct.

The survey was designed to be completed in 10 minutes or less and was structured in four sections:

- Part 1 (3 questions) sought **demographic information** relating to broad programme area, programme stage and student category.
- Part 2 (3 questions) sought feedback on students' **experience of online assessment** including the type of assessment undertaken, the benefits and challenges experienced, and preferences for assessment types.
- Part 3 (9 questions) focused on **knowledge and understanding of academic integrity**-related terms and concepts, feedback on information and guidance received from UCD on this topic, and knowledge of and perspectives on requirements and processes in place in UCD.
- Part 4 (7 questions) explored students' **perspectives on academic integrity and ethical practice in the context of online assessment**, perspectives on the risk factors for academic misconduct and preventative measures to reduce academic misconduct.

The full set of survey questions is available at Appendix A.

5.2 Methodology

Approval was sought and granted from the UCD Human Research Ethics Committee for a short, anonymous, online survey to be conducted:

- with undergraduate and taught postgraduate students;
- in selected modules offered by local 'academic integrity champions' (faculty whose commitment to academic integrity is reflected in membership of relevant UCD and/or national and international working groups and committees);
- in each of the six colleges.

This approach was adopted to ensure a wide range of participants reflecting different programme stages and demographic groups. The Dean of Students approved the application on the basis of voluntary and anonymous participation by students, the non-sensitive nature of the topic, and the fact that the survey sought to provide an important insight into the views of students regarding online assessment and academic integrity.

Members of UCD's Online Assessment Working Group and Academic Integrity Working Group were asked to enable survey completion in class on identified modules (undergraduate and/or taught postgraduate) and encourage colleagues within their schools to also enable survey completion in their own classes.

Participating module coordinators (MCs) provided relevant module, class and student data in a shared Google Doc to enable planning for, and management of, survey roll-out.

With assistance from the Students' Union, the survey was piloted with six students (including undergraduate and taught postgraduate (PG), mature, access route and part-time students) between 20 and 23 October 2023. The pilot had an 83% response rate and resulted in minor amendments being made to wording on two questions for greater clarity. A question on the ethics of 'sharing' or 'selling' past work was also broken into two separate questions based on unusual findings in the pilot in which all respondents described this activity as ethical. This was to address the concern that potential student approval of sharing past work with current students could mask more ambivalent perspectives on the ethics of selling past work to current students.

The actual survey process was trialled in the week of 30 October 2023. Responses from the trial are included in the total.[6]

The survey was conducted in class at the start of November 2023. The survey opened on Monday 6 November and closed on Friday 17 November 2023. This time period, which comprises weeks 9 and 10 of semester 1 of the academic year, was selected to ensure that all participants, particularly Stage 1 and taught PG students, had an opportunity to engage in assessment in UCD before participating in the survey. All survey participants received an information sheet on the purpose and nature of the survey in advance in the virtual learning environment (VLE), Brightspace (available at Appendix B). Participating module coordinators were also provided with a slide to use with students in class and/or in Brightspace as desired. Students who were absent from class could complete the survey from a link in Brightspace which remained open from the point at which the survey opened in their class until the survey closed on 17 November.

6 One question was subsequently made non-mandatory to enable survey completion in venues with poorer Wi-Fi. In the trial, students in venues with poor Wi-Fi were unable to proceed past this question when it was mandatory.

As previously noted, a representative sample of student perspectives was sought to maximise the efficacy of the results. A targeted approach was employed to address the issue of low response rates typical of student surveys. To that end, a number of specific measures were adopted:

- Participating faculty were asked to:
  - **enable survey completion at the start of their class** on an identified module; and
  - consider class times with **typically high attendance** in a facility with **good Wi-Fi connectivity**.
- A detailed information sheet was provided to participating students in advance and **10 minutes** was set aside for survey completion **at the start of class**.
- The **survey was made available in Brightspace** so that students who were absent from class could complete it in their own time.

Wu *et al.* note that:

> *… sending an online survey to more participants did not generate a higher response rate. Instead, sending surveys to a clearly defined and refined population positively impacts the online survey response rate. In addition, pre-contacting potential participants, using other types of surveys in conjunction with online surveys, and using phone calls to remind participants about the online survey could also yield a higher response rate* (Wu *et al.* 2022, p. 1).

In this instance, the provision of information in advance, the expressed support of the lecturer/tutor and setting aside of dedicated time for survey completion at the start of class were measures adopted to positively influence response rates. Wi-Fi availability and strength in various campus locations were also factored into consideration when identifying modules and scheduling survey completion.

5.3 Survey Participation

Thirty-eight module coordinators (MCs) volunteered to facilitate survey completion in class. The survey was only conducted in modules delivered on the UCD campus – other overseas UCD campuses were not included in the research. Approximately two-thirds of those MCs who volunteered ran the survey across approximately 27 modules. A total of 1972 students undertook the survey, representing all six colleges and 11 of the 12 broad programme areas in the university. This number represents 6.5% of the 21,979 taught undergraduate students and 8,560 taught graduate students enrolled on the Dublin campus of UCD in the 2023/24 academic year. [7]

The survey had an overall response rate of 77%. This sample size reflects a margin of error of 3% with a confidence level of 99%. Response rates were as high as 89% when the survey was conducted at the start of class and closer to 60% when conducted out of class, indicating the methodological benefits of the former approach. While the survey included good representation from across almost all student cohorts, there was a higher proportion of full-time, Business and Stage 1 students, reflecting the strong participation and engagement from both faculty and students in that discipline. Stage 5 and 6 learners are not represented.

7 Figures generated through UCD Institutional Research – SRS Student Census: 1 November 2023.

Figures 1–3 below capture the overall profile of students who engaged in the survey.

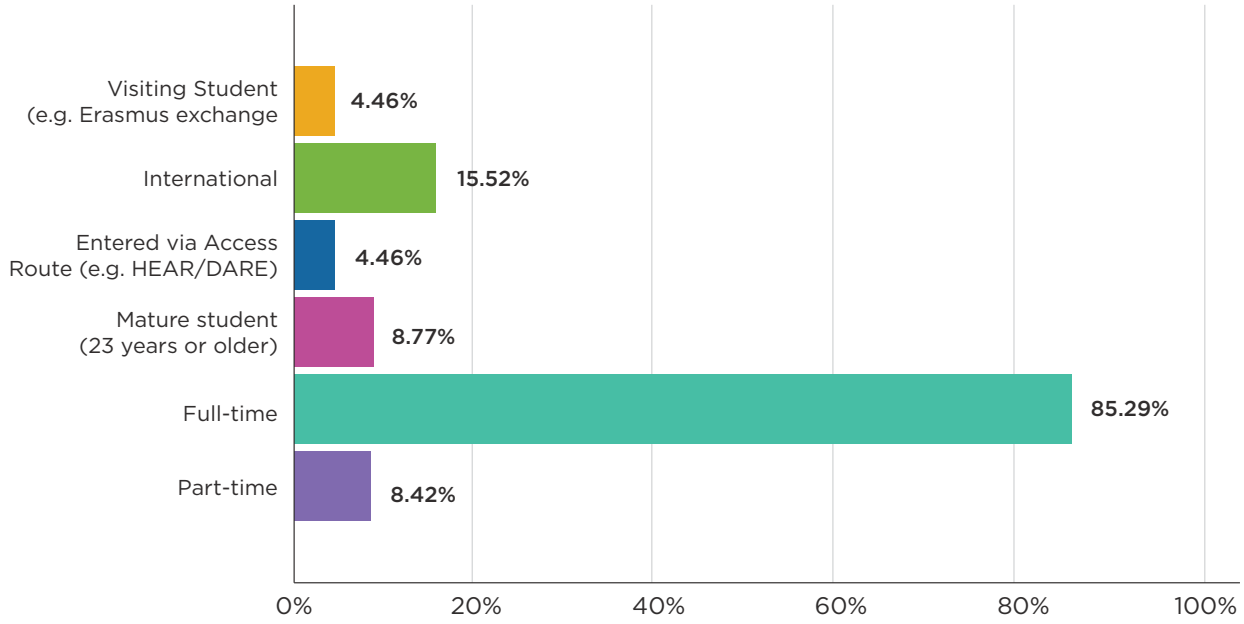

Figure 1: Profile of respondents

It should be noted that, with the exception of full-time and part-time, which are mutually exclusive categories, individual students may be represented in more than one of these categories, i.e., a student may be simultaneously full-time, mature and international.

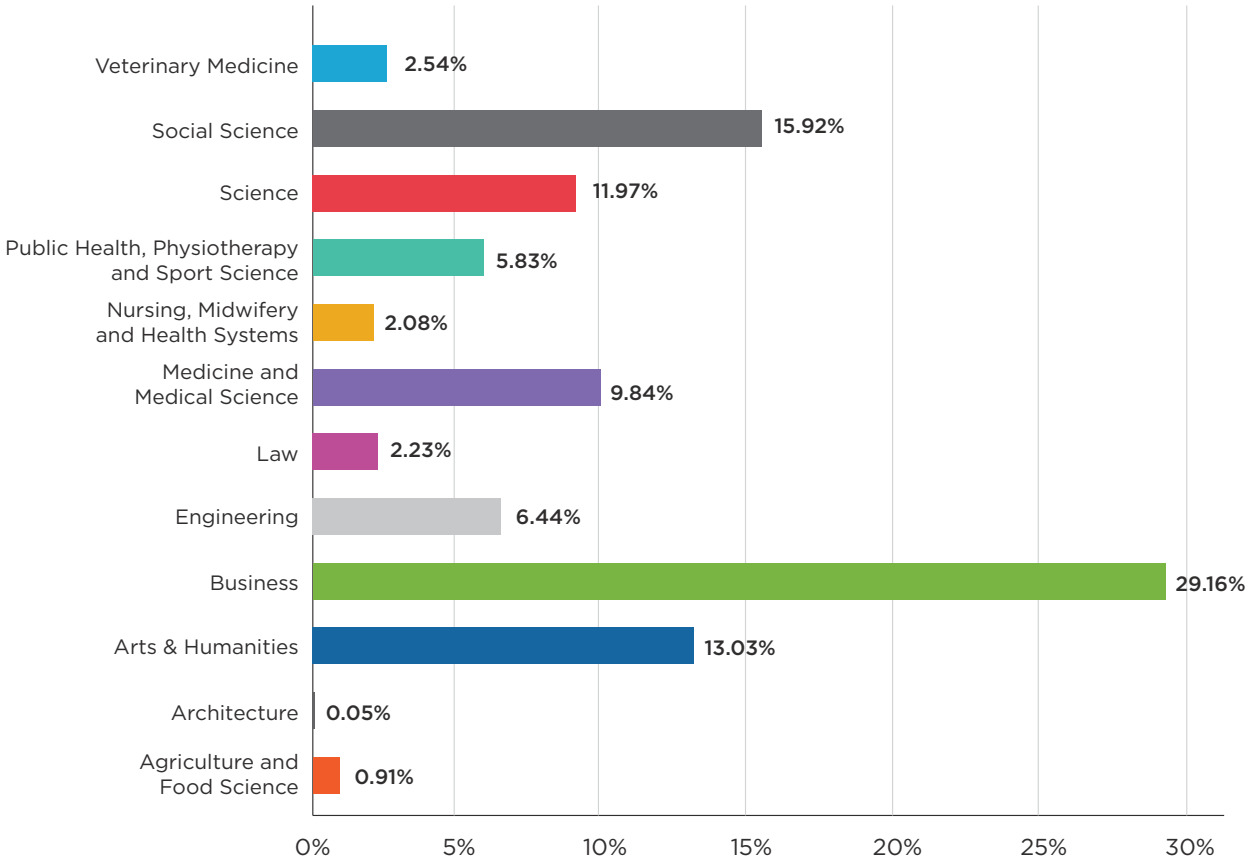

Figure 2: Participation by broad programme area

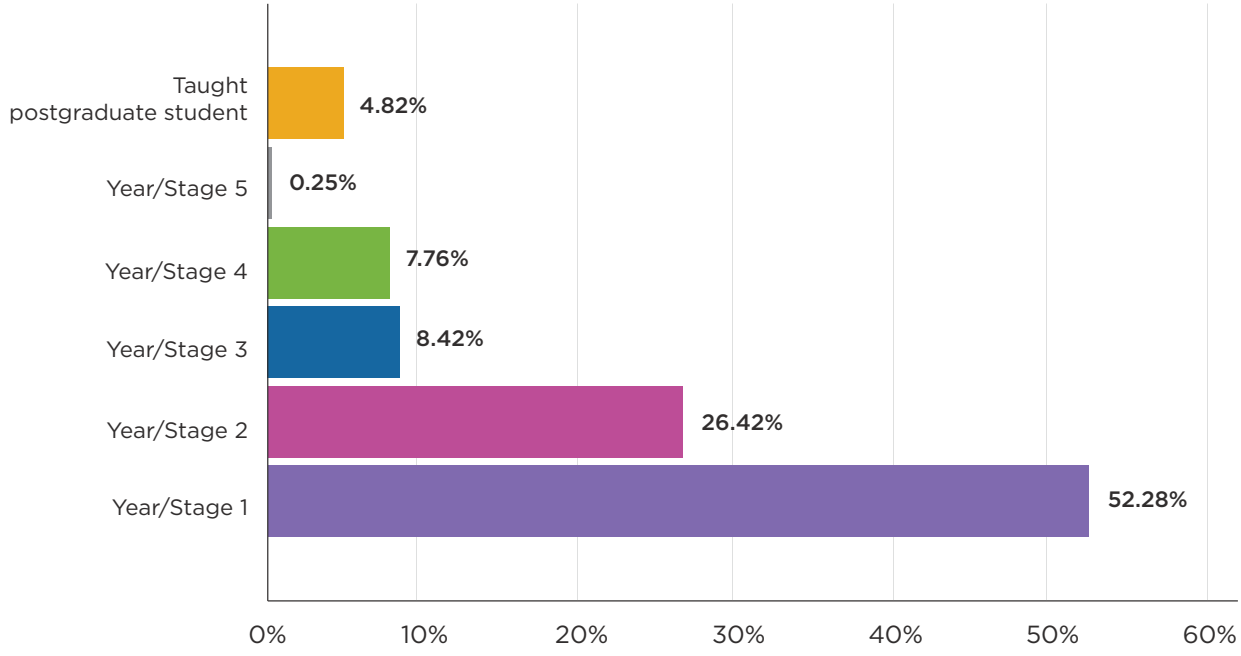

Figure 3: Participation by programme stage

It is notable that responses to questions on the survey remained remarkably consistent across all student categories. The exception to this broad consistency were the responses to academic integrity and ethical practice questions provided by some student cohorts and categories. These differences are explored in more detail in Sections 5.6 and 5.7 of this report.

5.4 Survey Findings: Online Assessment

Online assessment is defined at UCD as "approaches that are enabled by a variety of digital technologies to include online exams, online assignments and activities, online submissions and technology-enabled feedback" (Online Assessment (ucd.ie)). Almost all students reported having engaged in some form of online assessment at UCD. Less than 1% indicated they had not engaged in online assessment of any kind.[8] The majority of students (93%) reported taking part in online quizzes or short exercises, while 84% had submitted an assignment, such as an essay, online. Other common online assessments in which students participated include online group-work assignments (56%), online exams (46%) and online reflective assignments, such as completing an e-journal or blog or participating in a discussion forum (44%). A smaller number of students reported engaging in audio or video assignments (29%), take-home exams with online submission (21%) and e-portfolios (18%). A small minority participated in online practical skills assessments (9%).

8 Percentages have been rounded to the nearest whole number.

Answer Choices	Responses	
Online quiz/short exercise (e.g. MCQs, short answer questions, arithmetic, data analysis exercise, etc.) (1)	92.65%	1,663
Online exam (e.g. end of trimester online timed exam) (2)	45.68%	820
Take-home exam with online submission (3)	21.34%	383
Online group work assignment (4)	55.71%	1,000
Online reflective assignment (e.g. e-journal, blog, discussion forum) (5)	44.23%	794
Online practical skills assessment (e.g. oral language exam, clinical skills exam undertaken online) (6)	9.19%	165
Audio or video assignment (7)	29.03%	521
E-Portfolio (8)	17.88%	321
Online submission of assignment (e.g. essay) (9)	83.62%	1,501
None - I have not undertaken online asessment at UCD (10)	0.56%	10
Other (please specify) (11)	0.00%	0
Total Respondants: 1,795		

Table 2: Types of online assessment undertaken by students

Students were asked to rate how beneficial or challenging they found specified aspects of online assessment. A majority of students (87% and 80% respectively) reported **flexibility** (in terms of time or location at which the assessment can be undertaken) and [ease of] **access to appropriate space or equipment** to undertake online assessment as the key benefits, finding these factors to be beneficial or extremely beneficial.

Conversely, 28% and 25% of students respectively identified concerns around **security of work completed** (e.g., systems crashing, etc.) and **Wi-Fi access and connectivity issues** as the most challenging aspects of online assessment, finding these factors to be challenging or extremely challenging.

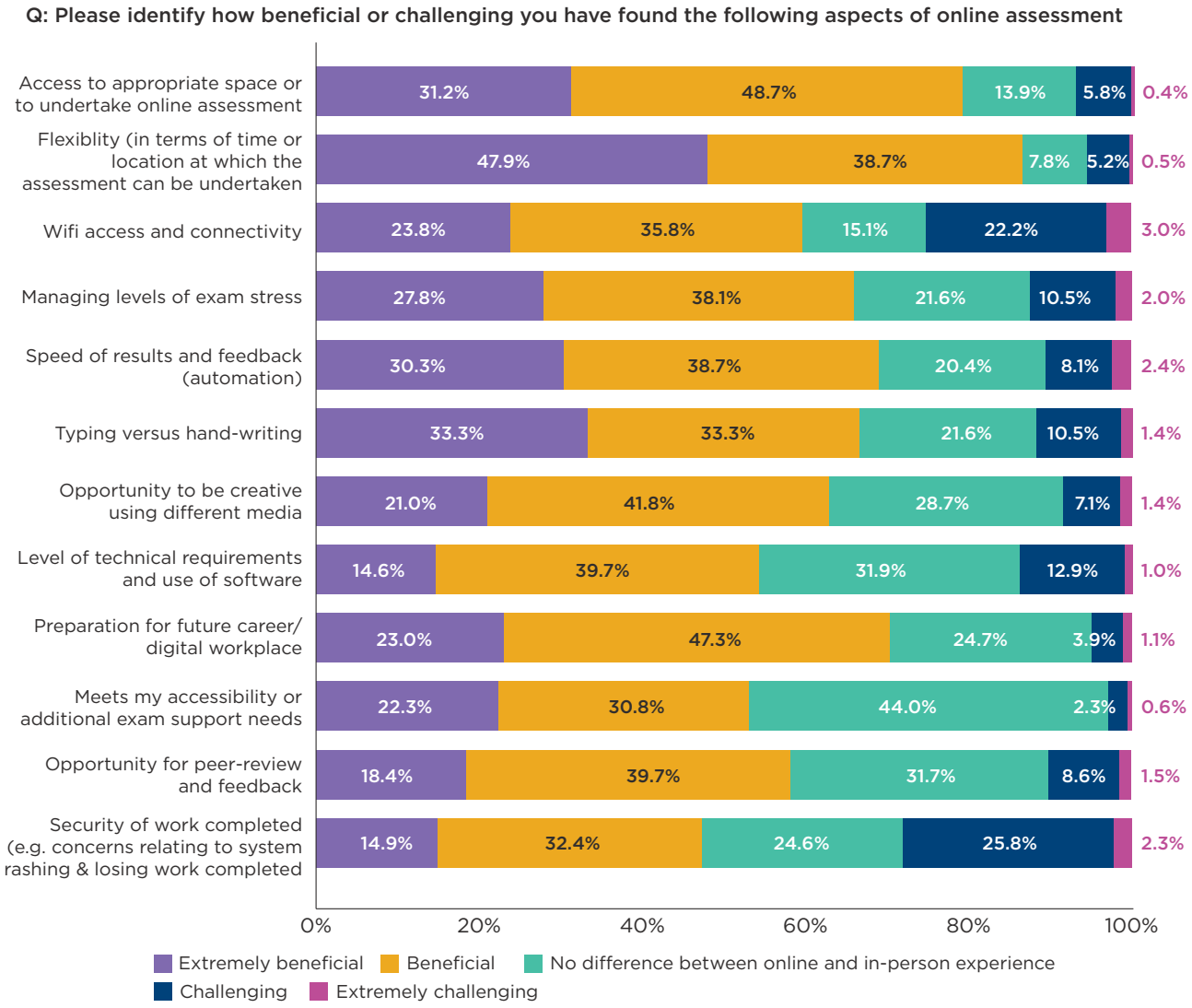

Figure 4: Beneficial and challenging aspects of online assessment

Students were presented with five broad types of assessment, both online and in-person, and were asked to rank their preferences. Surveys in HEIs nationally and internationally since the pandemic, including previous surveys at UCD, have indicated a strong student preference for online assessment. The factors underpinning this preference, however, have been less clear. In this survey, all assessment options presented were supervised in nature to mitigate any bias towards un-proctored assessment modes. Interestingly, when the option of un-proctored assessment was removed, the strong bias towards online assessment was moderated, indicating that some of the previous strong support for online assessment may in fact be support for *unsupervised* or *un-proctored* assessment. There was broad consistency across all student cohorts regarding the following ranking of assessment preferences:

1. Online, timed, open-book exams held remotely
2. In-person, supervised, open-book exams held in a UCD exam centre
3. Online, supervised exams held on campus using your own device
4. In-person, supervised, written exams held in UCD exam centres
5. Online, supervised exams held on campus using a UCD device

	1	2	3	4	5	TOTAL	SCORE
In-person, supervised, written exams held in UCD exam centres	15.71% 282	13.04% 234	21.73% 390	16.60% 298	32.92% 591	1,795	2.62
In-person, supervised, open-book exams held in UCD exam centres	18.44% 331	39.33% 706	18.61% 334	18.16% 326	5.46% 98	1,795	3.47
Online, timed, open-book, timed exams held remotely	59.33% 1,065	16.94% 304	14.65% 263	5.13% 92	3.96% 71	1,795	4.23
Online, supervised exams held on-campus using your own device	5.52% 99	26.91% 483	27.19% 488	33.76% 606	6.63% 119	1,795	2.91
Online, supervised exams held on-campus using a UCD device	1.00% 18	3.79% 68	17.83% 320	26.35% 473	51.03% 916	1,795	1.77

Table 3: Assessment preferences of respondents

5.5 Survey Findings: Academic Integrity

Students across all categories and cohorts expressed strong knowledge of academic integrity and the majority of related terms. The exception to this across all student groups was in relation to collusion and contract cheating where 32% and 31% of students respectively reported that they don't understand or don't well understand these terms. These rates were higher again for taught PG students (44% and 34% respectively); Engineering students (39% and 37% respectively); Arts & Humanities students (39% for collusion) and students who entered via access routes (39% and 39% respectively). By contrast, mature students expressed greater confidence than the norm in their understanding of these terms, with 78% and 74% respectively reporting that they understand these terms well, very well or extremely well. Conversely, this cohort had higher rates of lack of understanding around use of AI generators (18%). Veterinary students (80% and 76% respectively) and part-time students (75% for collusion) also expressed that they understand collusion and/or contract cheating well, very well or extremely well.

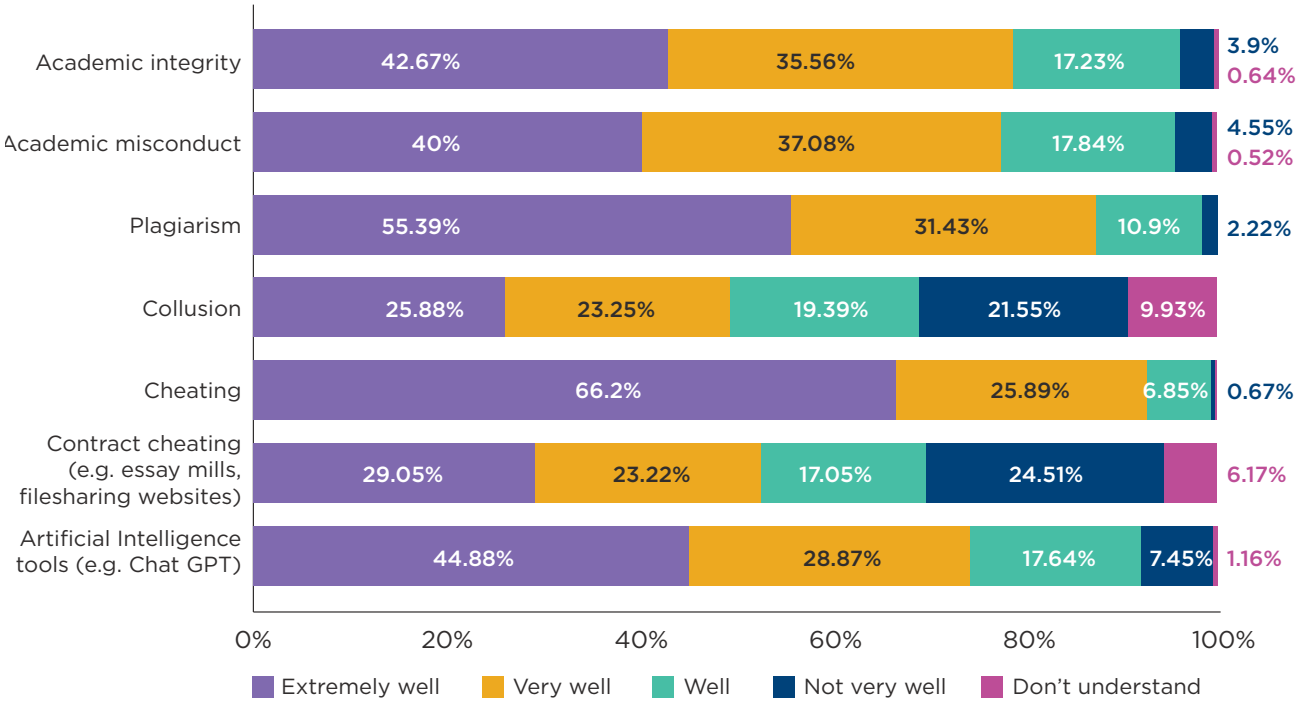

Figure 5: Student understanding of academic integrity and related terms

Student confidence in their understanding of UCD's expectations of them in relation to academic integrity and related terms followed a similar overall pattern to students' reported understanding of the relevant terms (see Figure 6 below).

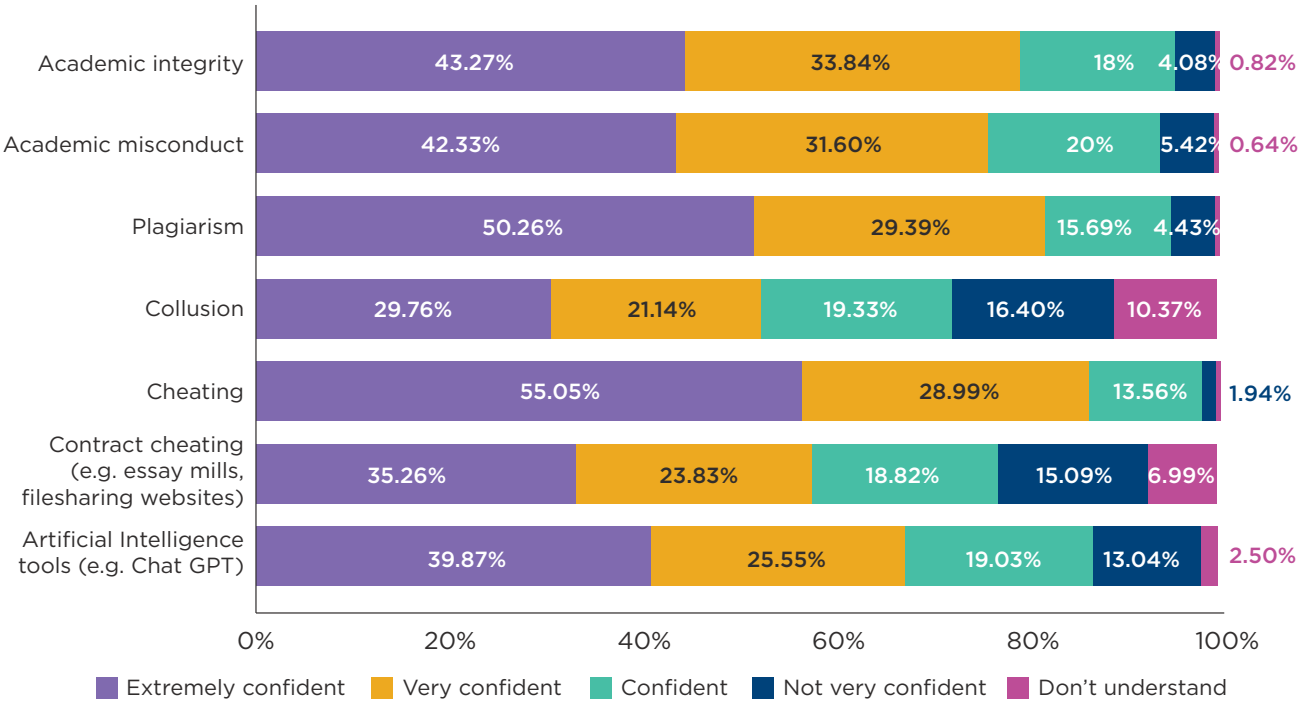

Figure 6: Student understanding of UCD expectations in relation to academic integrity and related terms

A significant majority of students across all cohorts and categories reported receiving information or guidance on plagiarism (91%), academic integrity generally (81%), cheating (64%), academic misconduct (63%) and use of AI generators (60%). Substantially fewer students reported receiving information on collusion (29%) and contract cheating (24%), perhaps explaining (at least in part) the lower levels of self-reported understanding of these terms. Five percent of students reported having received no information or guidance on academic integrity and related terms and concepts. This number increased to 12% of international and visiting students, significantly lower numbers of whom reported receiving information and guidance across all terms. Part-time students reported marginally lower levels of receipt of information and guidance across most terms, with the exception of collusion and contract cheating, on which they received information and guidance in marginally higher numbers (30% and 26% respectively). By contrast, students who entered via access routes reported receiving information and guidance in higher numbers on all terms and no students in this category reported receiving no information or guidance. Receipt of such information and guidance did not translate into better understanding of concepts for this cohort, however, as reflected in the responses to the previous questions on understanding of terms such as collusion and contract cheating.

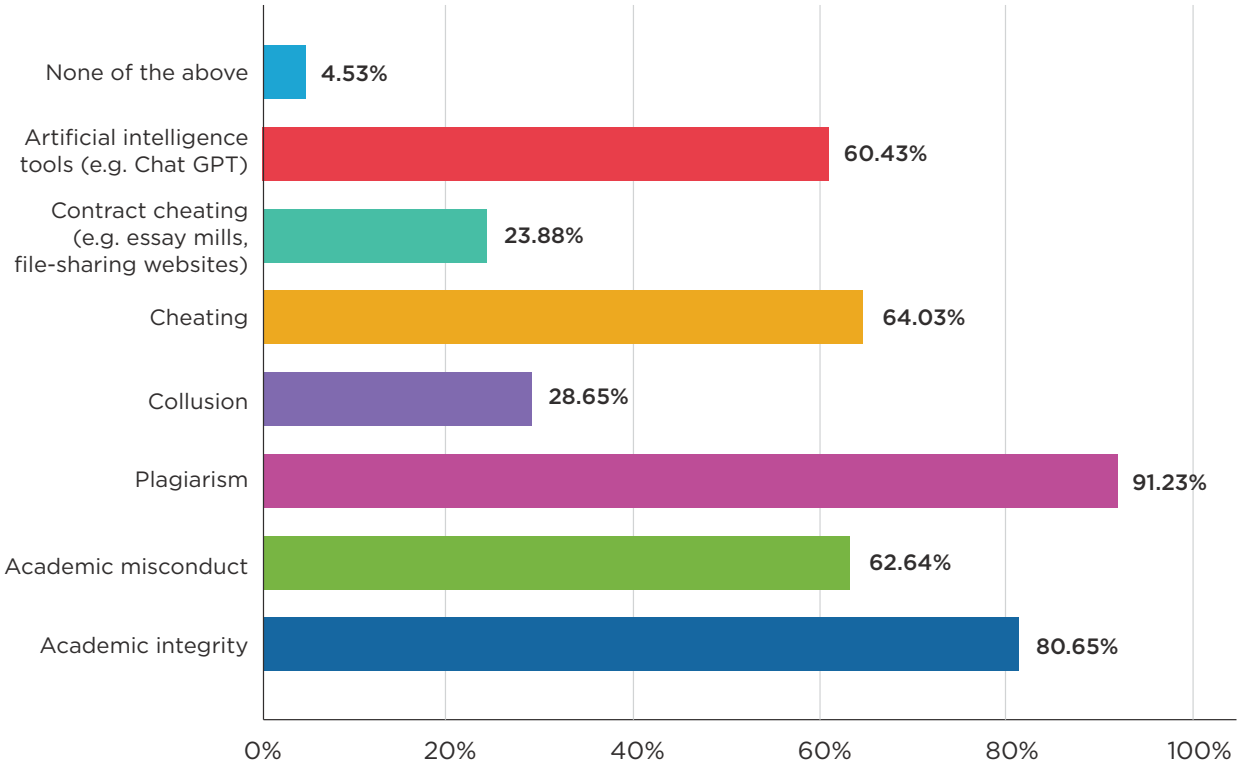

Figure 7: Academic integrity-related terms on which students had received information

In keeping with UCD policy, the majority of students received academic integrity information and guidance from their lecturers and tutors (85%), followed by online UCD resources (65%) and UCD administration, e.g., UCD Registry-Assessment, the Student Handbook and the UCD website (48%). The library featured less prominently as a source of academic integrity information and guidance (20%).

Answer Choices	Responses	
Your lecturer/tutor (1)	85.01%	1,463
UCD adminstrator (e.g. UCD Registry-Assessment, Student Handbook, UCD website) (2)	47.82%	823
UCD online resources (e.g. in Brightspace) (3)	65.14%	1,121
UCD library (4)	20.40%	351
Student/adacemic advisors (5)	15.05%	259
Peer mentors (6)	10.81%	186
UCD Students' Union (7)	5.87%	101
Your programme director/office (8)	12.61%	217
Other non-UCD source (please specify) (9)	2.79%	48
Total Respondants: 1,721		

Table 4: Sources of academic integrity information for students

Almost 72% and 24% respectively of students reported that information received helped them or somewhat helped them understand UCD's expectations of them in relation to ethical practice and online assessment. Just under 4% reported that the information and/or guidance received on academic integrity and related terms did not help them in this regard.

Just over 59% and 33% respectively of students reported that they are aware or somewhat aware of what forms of behaviour or practice are regarded as academic misconduct in UCD, while just over 7% reported a lack of awareness in this area. International and visiting students were significantly more likely to report awareness of UCD definitions of academic misconduct (72%), although a similar number (8%) to the overall student population surveyed responded that they are unaware of what constitutes academic misconduct in UCD.

Fewer students reported being aware or somewhat aware of the investigatory and disciplinary processes in place in UCD in suspected cases of academic misconduct (40% and 33% respectively), with Stage/year 4 students being most likely to report that they are unaware of such processes (37% versus 27% for all respondents). Finally, only 34% and 35% respectively reported being aware or somewhat aware of the sanctions in place in UCD for different types of academic misconduct. Stage/year 4 students again reported in higher numbers a lack of knowledge in this area (43%), along with Public Health, Physiotherapy & Sports Science students (43%) and Nursing, Midwifery & Health Systems students (46%).

As described in Section 4.7 of this report, Stage 4 students were also most likely to report in later questions a willingness to engage in academic misconduct or help others to do so. Whether this can be related in any way to lower levels of knowledge of disciplinary processes and sanctions for misconduct in UCD (as posited by faculty in the earlier consultation) warrants further consideration.

Despite lower levels of awareness of the sanctions in place, 45% of students reported that the current sanctions are appropriate. A further 44% had no opinion on the question. Almost 10% of students reported that the current sanctions are too severe, while just over 1% feel they are not strong enough. Stage 4 students expressed more uncertainty regarding current sanctions, with a smaller number (31%) feeling the current sanctions are appropriate and 56% having no opinion. Taught PG students were most likely (5%) to respond that current sanctions are not strong enough.

5.6 Survey Findings: Ethical Practice

Students were asked to rate how ethical or unethical they considered specified forms of assessment conduct to be. The vast majority of students considered exam cheating (93%), plagiarism (93%) and contract cheating (91%) to be unethical to varying degrees. By contrast, 13% and 25% respectively of students reported that sharing your past assessments with current students at UCD or elsewhere is ethical or only somewhat unethical, mirroring the Australian student survey findings that sharing work is a common form of misconduct among students (Bretag, 2018). Students appear to be unaware that this and similar behaviour falls under the definition of contract cheating and is a criminal offence under Section 43A of the Qualifications and Quality Assurance (Education and Training) Act, 2012. Student confusion regarding expectations in this area is perhaps unsurprising given that it is not uncommon for faculty on

some programmes to share examples of past student work as an instructional method and/or to illustrate assessment requirements. In any case, this was highlighted as an area in which the lines between ethical and unethical practice are blurred for a number of students and in which greater clarity around university expectations and requirements would be useful.

Additionally, 5% and 18% of students respectively responded that unauthorised use of AI is ethical or only somewhat unethical. This is reflected in responses to later questions in which students expressed views that the use of AI is both ethical and necessary and it is up to UCD to ensure that students are taught how to use it well and appropriately as preparation for the workforce (see Section 5.8 of this report). Other behaviours which a significant minority of students considered ethical or only somewhat unethical are selling your own past work (4% and 14% respectively), assisting another student to cheat (3% and 14% respectively) – both of which are criminal offences in Ireland, and collusion (3% and 13% respectively).

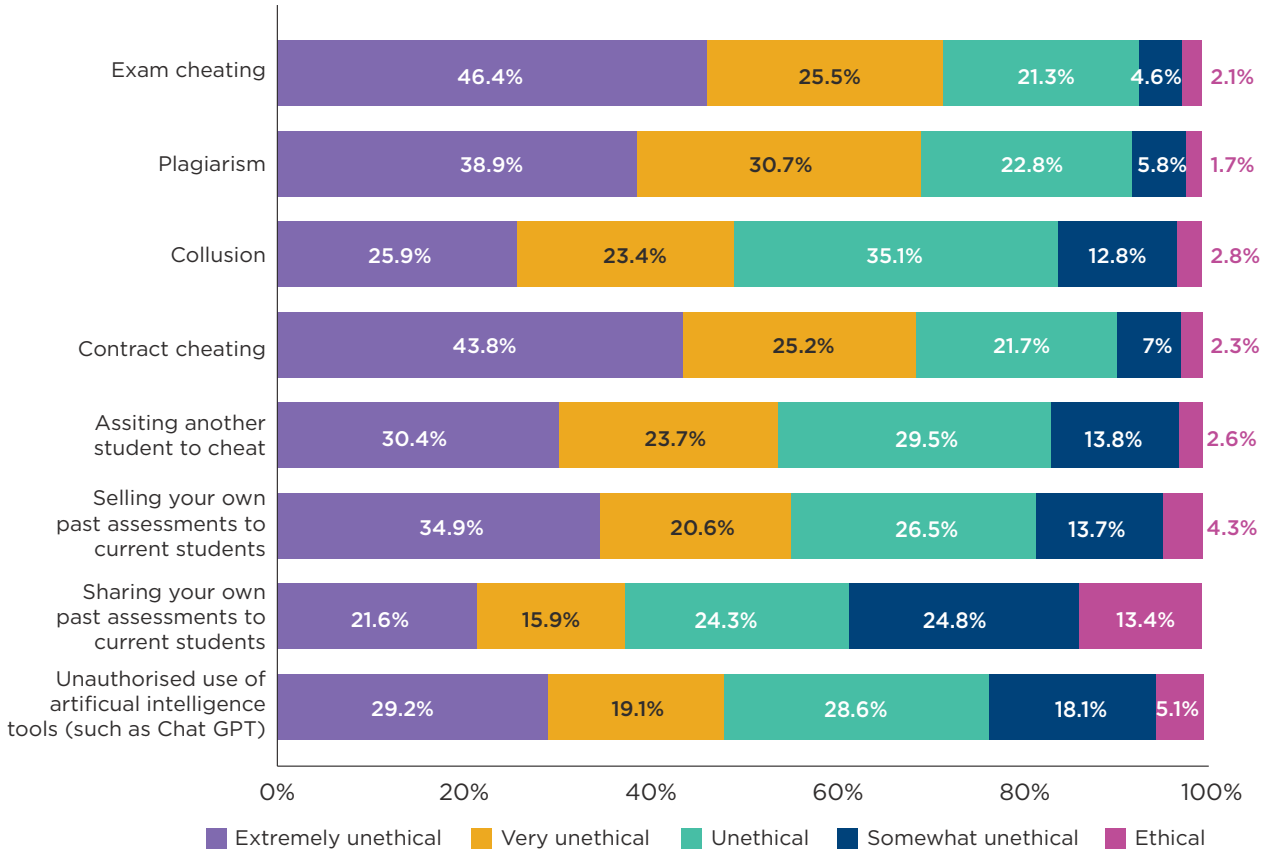

Figure 8: Student perceptions of ethical practice in assessment

A higher percentage of Engineering (22% and 29% respectively), Law (9% and 41% respectively), Public Health, Physiotherapy and Sports Science students (12% and 35% respectively), Stage/year 4 students (23% and 32% respectively), taught PG students (20% and 27% respectively), access route students (11% and 31% respectively) and Medicine and Medical Science students (19% and 29% respectively) responded that sharing your own past work with current students is ethical or only somewhat unethical. Higher numbers among a number of these cohorts also expressed that selling your past assessments to current students or unauthorised use of AI is ethical or only somewhat unethical.

Students were also asked how common or uncommon in their view cheating is in specified forms of assessment. Students responded that cheating is rare (60%) or not very common (29%) in in-person exams. Conversely, students responded that cheating is extremely common (14%) or very common or common (48% combined) in quizzes and short exercises. Other assessment forms in which cheating was reported as common to varying degrees are online un-proctored exams (56%), take-home exams with online submission (56%), online group-work assignments (36%) and written assignments such as essays (35%).

	EXTREMELY COMMON (1)	VERY COMMON (2)	COMMON (3)	NOT VERY COMMON (4)	RARE (5)	TOTAL	WEIGHTED AVERAGE
Online quiz/ short exercise (e.g. MCQs, short answer questions, arithmetic, data analysis exercise, etc.)	13.82% 209	16.20% 245	31.94% 483	27.78% 420	10.25% 155	1,512	3.04
Online proctored (invigilated/ supervised) exam (e.g. end of trimester online timed exam)	1.79% 27	4.89% 74	17.66% 267	48.21% 729	27.45% 415	1,512	3.95
Online unproctored (non invigilated/ unsupervised) exam (e.g. end of trimester online timed exam)	10.38% 157	14.09% 213	30.56% 462	33.20% 502	11.77% 178	1,512	3.22
In-person exam	1.46% 22	2.05% 31	7.87% 119	28.90% 437	59.72% 903	1,512	4.43
Take-home exam with online submission	8.20% 124	14.81% 224	32.94% 498	32.67% 494	11.38% 172	1,512	3.24
Online group work assignment	4.17% 63	8.99% 136	22.82% 345	40.08% 606	23.94% 362	1,512	3.71
Online reflective assignment (e.g. e-journal, blog, discussion forum)	3.57% 54	6.08% 92	16.27% 246	42.99% 650	31.08% 470	1,512	3.92
Online practical skills assessment (e.g. oral language exam, clinical skills exam undertaken online)	2.45% 37	4.50% 68	13.49% 204	42.53% 643	37.04% 560	1,512	4.07
E-Portfolio	2.51% 38	4.03% 61	16.93% 256	45.97% 695	30.56% 462	1,512	3.98
Written assignment (e.g. an essay)	3.17% 48	8.47% 128	23.08% 349	42.06% 636	23.21% 351	1,512	3.74

Table 5: Student perceptions on the frequency of cheating in different forms of assessment

Most categories and cohorts of students reported perceptions of frequency of cheating in different assessment types broadly in line with the summary total presented in Table 5 above. The exceptions were Engineering students and Stage 4 students, who reported a higher rate of perception that cheating is extremely common in online quizzes (21% and 23% respectively for Engineering students and 20% and 23% for Stage 4 students) and online un-proctored exams than other cohorts of students (24% and 19% for Engineering students and 15% and 18% for Stage 4 students). This correlates with Cutri *et al.*'s finding that " … Engineering students … [are] significantly more likely to cheat than students from all the other disciplines" (2021. p. 6).

By contrast, mature students were more likely to report cheating as not very common or rare across all assessment types. This cohort were also most likely to report in subsequent questions a lack of willingness to engage in academic misconduct themselves, as discussed in Section 4.7 of this report. Again, this correlates with the findings outlined in the literature review that younger students are more likely to engage in academic misconduct than students aged 25 and over (Cutri *et al.*, 2021; De Maio & Dixon, 2022; Newton, 2018; Marsden *et al.*, 2005).

Time pressure, e.g., tight deadlines or multiple deadlines at once (64%), lack of knowledge or information on academic integrity and what constitutes academic misconduct (61%), lack of confidence in own ability to do well (55%), and perception that other students are cheating (49%) were the factors identified as most likely to induce a student to engage in academic misconduct (extremely likely, very likely and likely). These were followed by perception that you won't get caught (45%), lack of competence in academic writing skills (44%), perception that cheating is easy (40%), lack of positive relationship with lecturer(s) and/or tutor(s) (38%), and lack of competence in English language (38%).

Programme stage had a significant impact on student perspective on the factors that may induce a student to engage in academic misconduct. Views expressed by Stage 1 students closely aligned with the summary findings. Stage 4 students, however, were significantly more likely to highlight a perception that others are cheating as a driver for academic misconduct with 25% and 21% respectively identifying this as extremely likely or very likely to induce cheating. This cohort identified time pressure as the next most significant factor (12% and 25% respectively), followed by lack of knowledge of academic integrity issues (10% and 13% respectively). Time pressure was the most significant factor for international students (at 22% and 22% respectively) followed by a lack of confidence in one's own ability to do well (at 12% and 17% respectively). Taught PG students also highlighted time pressure as the factor most likely to induce a student to cheat (at 15% and 13% respectively). Lack of a positive relationship with lecturers and tutors was highlighted as a contributing factor more prominently by access route (14% and 10% respectively), Law (14% and 6% respectively) and Engineering students (10% and 9% respectively).

	EXTREMELY LIKELY (1)	VERY LIKELY (2)	LIKELY (3)	NOT VERY LIKELY (4)	UNLIKELY (5)	TOTAL	WEIGHTED AVERAGE
Lack of knowledge or information on academic integrity and what constitutes academic misconduct	9.85% 149	14.55% 220	36.18% 547	22.29% 337	17.13% 259	1,512	3.22
Time pressure (e.g. tight deadlines or multiple deadlines at once)	10.98% 166	21.89% 331	30.69% 464	21.03% 318	15.41% 233	1,512	3.08
Lack of competence in English language	5.56% 84	12.17% 184	19.91% 301	19.18% 290	43.19% 653	1,512	3.82
Lack of competence in academic writing skills	5.36% 81	15.67% 237	23.35% 353	25.53% 386	30.09% 455	1,512	3.59
Lack of confidence in own ability to do well	10.32% 156	17.39% 263	27.91% 422	20.37% 308	24.01% 363	1,512	3.30
Lack of positive relationship with lecturer(s) and/or tutor(s)	7.47% 113	11.18% 169	20.37% 308	29.43% 445	31.55% 477	1,512	3.66
Perception that other students are cheating	9.92% 150	13.76% 208	25.26% 382	25.00% 378	26.06% 394	1,512	3.44
Perception that cheating is easy	5.69% 86	10.85% 164	22.69% 343	28.04% 424	32.74% 495	1,512	3.71
Perception that you won't get caught	8.53% 129	12.70% 192	23.35% 353	24.74% 374	30.69% 464	1,512	3.56
Lack of, or lenient, sanctions or penalties for those caught cheating	4.10% 62	8.00% 121	19.44% 294	29.50% 446	38.96% 589	1,512	3.91

Table 6: Factors increasing the risk of academic misconduct

A range of factors were confirmed by students to potentially prevent academic misconduct. These included communication of expectations and sanctions in place (88%); fewer assessments and/or better spread of assessment throughout the trimester (88%); more authentic assessment, i.e. relating to real-world scenarios or personal experience (88%); in-person assessment modes (85%); academic integrity awareness raising and skills building (80%) and high-quality relationship with lecturers, tutors and peers (79%). Stronger sanctions (69%) and online assessment modes were considered less likely to help prevent academic misconduct (66%).

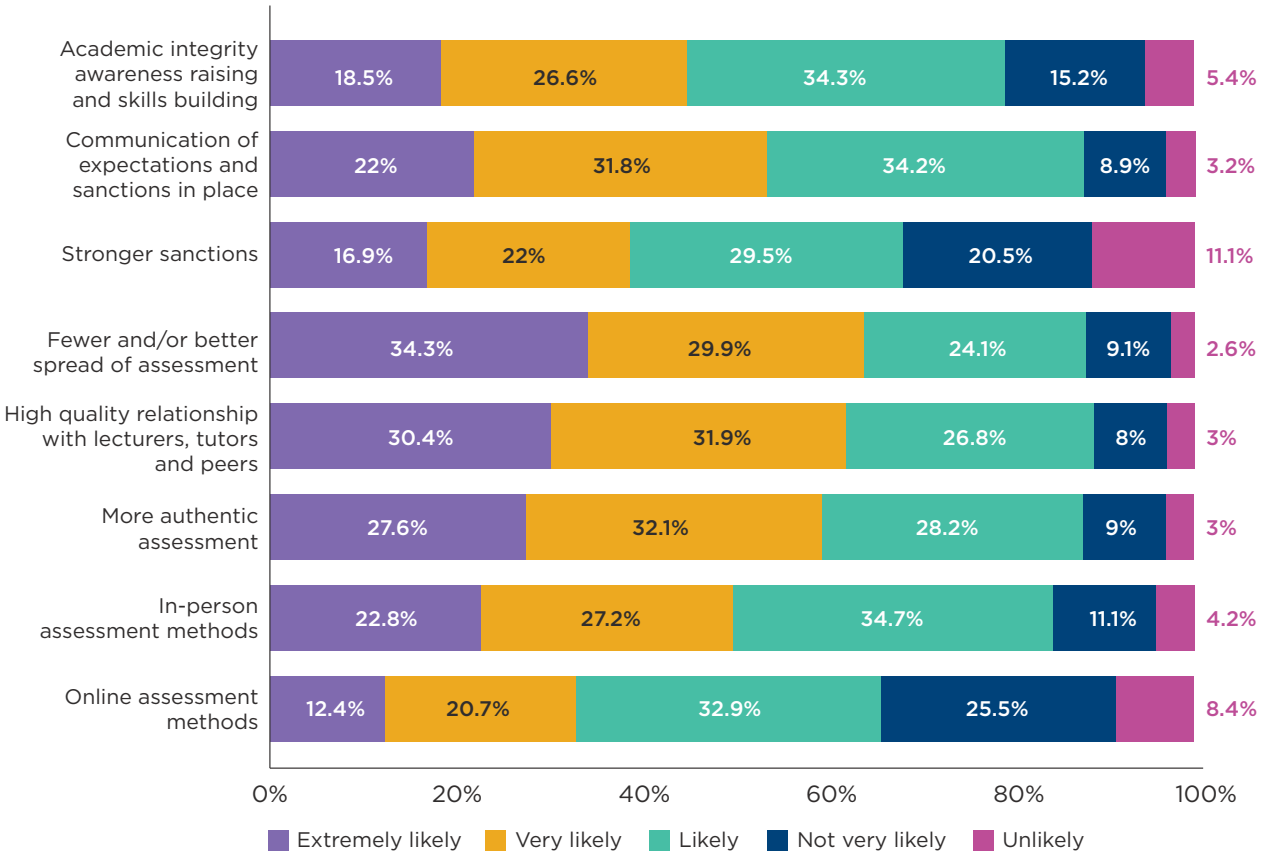

Figure 9: Factors that may prevent academic misconduct

Stage 4 students, who consistently expressed more tolerance for academic misconduct in their responses to questions in this section of the survey, reported by a wide margin that the most protective factor against academic misconduct is having fewer assessments or better-spaced assessments (extremely likely: 40%, very likely: 31%), followed by more authentic assessment (extremely likely: 33%, very likely: 30%), high-quality relationships with faculty and tutors (extremely likely: 30%, very likely: 32%) and in-person assessment (extremely likely: 29%, very likely: 26%). Similarly, Engineering students (39% and 27% respectively) and Law students (51% and 23% respectively) responded that fewer or better-spaced assessments is extremely or very likely to prevent academic misconduct followed by high-quality relationships with faculty (Engineering – 28% and 32% respectively, Law – 51% and 20% respectively) and more authentic assessment (Engineering – 24% and 33% respectively, Law – 51% and 23% respectively).

5.7 Survey Findings: Willingness to Engage in Academic Misconduct

Students were asked whether there are circumstances in which they would engage in academic misconduct, to which 7% responded that there are, while 25% didn't know.

Are there circumstances in which you would consider engaging in academic misconduct (e.g. plagiarising, using AI tools without permission, colluding with another students etc.)?

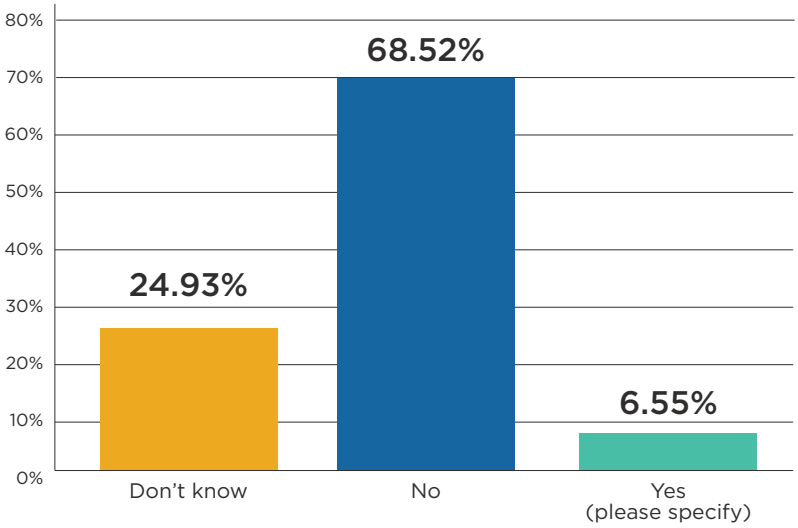

Figure 10: Self-reported possibility of cheating

Programme stage had a prominent impact on students' self-reported willingness to engage in academic misconduct, as highlighted in Table 6 below.

	Don't know	No	Yes
All	25%	69%	7%
Year/Stage 1	26%	69%	5%
Year/Stage 2	25%	69%	6%
Year/Stage 3	19%	71%	10%
Year/Stage 4	25%	59%	16%
Taught postgraduate students	23%	73%	4%

Table 7: Self-reported willingness to engage in academic misconduct by programme stage

Stage/year 1 students and taught postgraduate students were marginally less likely to report circumstances under which they would consider engaging in academic misconduct. Conversely, Stage/year 4 students were more than twice as likely to report that there are circumstances under which they would cheat (16%).

While these findings correlate with the international literature that Stage 1 and postgraduate students are least likely to self-report engaging in academic misconduct (Cutri *et al.*, 2021), it is not clear why Stage/year 4 students in this survey self-reported willingness to engage in academic misconduct and expressed more tolerance of and perceived frequency of misconduct throughout survey questions.

Further consideration and research is warranted to explore whether influencing factors are related to programme stage specifically (where it might be postulated that the higher stakes associated with award stage assessment might have a bearing on student practice), or whether this cohort, who entered university at the start of the pandemic in the 2020/21 academic year, represent an anomaly whose experience and perspectives were shaped and influenced by the unusual circumstances under which their higher education journey commenced.

Responses from certain cohorts of students to this question represented a significant deviation from the mean and are highlighted in Table 7 below. Notably, Engineering students (15%) were more than twice as likely than the mean to report that there are circumstances under which they would engage in academic misconduct. Conversely, Law students (3%) Veterinary Medicine students (2%) and Nursing, Midwifery and Health Sciences students (0%) were less likely to respond or did not respond that there are circumstances in which they would engage in academic misconduct, with significantly higher numbers reporting that they would not engage in misconduct (Law – 86%, Veterinary Medicine – 81%, and Nursing, Midwifery and Health Sciences – 79%).

	Don't know	No	Yes
All Responses	25%	69%	7%
Engineering Students	36%	49%	15%
Law	11%	86%	3%
Veterinary Medicine	17%	81%	2%
Nursing, Midwifery and Health Sciences	21%	79%	0%

Table 8: Self-reported willingness to engage in academic misconduct by discipline

Students who responded that there are circumstances in which they would consider cheating provided a number of reasons as to why they would do so. Their responses have been thematically analysed and summarised below.

a) Acceptance of unauthorised use of AI as ethical and necessary

A significant number of respondents reported using AI tools, often because of lack of formal instruction from faculty around what is permitted, with some expressing their commitment to continue using such tools whether they are permitted or not. The following comment is illustrative of the views expressed:

> *During open-book online at home MCQs the use of AI is not mentioned as prohibited but I'm still undertaking if it's disallowed or not* **(Survey Respondent)**

Many students reported use of AI tools on the basis of a lack of understanding of what is required in a course or for an assessment or that the requirements have not been well explained by faculty:

> *Some lecturers do not explain content in an understandable/accessible way, or do not post the slides or record lectures on Brightspace. In these cases, you've no choice but to use things like AI to aid your understanding of a topic or theory if you want to actually be able to complete assignments or engage with the module* **(Survey Respondent)**

Others reported using AI tools in the context of creative assignments and/or as a learning aid. For example:

> *Using AI tools to inspire essay titles, or suggest layout structures prior to writing the actual assignment when I feel lost in terms of how to approach and structure my work* **(Survey Respondent)**

> *To aid studying and to develop answers or as a study aid* **(Survey Respondent)**

b) Lack of relevant knowledge or understanding of what is required for the assessment

Overlapping with reasons for using AI tools, students expressed a willingness to engage in academic misconduct more generally, including collusion, in contexts where they do not understand the course material or what is required in an assessment. The following comments are typical of the views expressed:

> *If I were given a confusing/very difficult assignment and did not know where to begin I might collude with another student* **(Survey Respondent)**

> *When I have a lack of knowledge* **(Survey Respondent)**

c) Lack of guidance and/or support from faculty

A sub-theme which cross-cut both willingness to use AI tools and lack of understanding of relevant materials was lack of support or guidance from faculty. For example:

> *When the lecturer isn't clear on what is expected* **(Survey Respondent)**

> *Poor education on the topic being taught about, lack of support for students, unreasonable expectations from lecturer/professor* **(Survey Respondent)**

d) Time pressure

Time pressure and tight deadlines were also commonly cited as reasons why students would engage in academic misconduct:

> *If I was overwhelmed with a lot of essays or assignments and I needed to get it down fast* **(Survey Respondent)**

> *Volume of assignments – continuous assessment plus need to study for end of term exams* **(Survey Respondent)**

Here too, a lack of knowledge of the course material and/or assessment requirements, as well as poor instruction from faculty, were cited as concomitant factors:

> *In case of lack of time or when we don't get enough knowledge from the lecture to make the task [possible]* **(Survey Respondent)**

e) Perception that others are cheating

A perception that others or 'everyone else' is cheating was reported as motivating some students to engage in academic misconduct. These students expressed the view that not cheating would place them at a disadvantage in relation to their peers.

For example:

> *To prevent being at the bottom of a bell curve when other students are cheating if I knew everyone in the module to be doing the same* **(Survey Respondent)**

> *If I know other students who I'm being graded against are also cheating it becomes a necessary evil so I don't fall behind* **(Survey Respondent)**

f) Fear of failure

Some students reported a willingness to engage in academic misconduct in circumstances where failing or doing badly was otherwise a possibility:

> *If I felt it was the difference between passing and failing a course, I may consider academic misconduct on an exam that requires simple regurgitation of memorized facts and information on a course, as I don't feel like it would reflect my knowledge and competence either way. I would never consider partaking in academic misconduct where the assessment is a totally new creation of mine (such as a dissertation or creative project) rather than memorization and repetition of course knowledge* **(Survey Respondent)**

> *… scared to fail* **(Survey Respondent)**

> *I need that GPA for Erasmus* **(Survey Respondent)**

g) Online exams

Some students simply cited online exams or MCQs (or unsupervised MCQs) as contexts in which they would cheat. For example:

> *Online unsupervised short MCQ* **(Survey Respondent)**

> *Online Exams, I would look up answers, in First year, before AI tools were a thing MCQ* **(Survey Respondent)**

> *MCQ take-home exams – it's easy to search or ask others for the answers* **(Survey Respondent)**

h) Stress and/or pressure

One-word answers of simply 'stress' or 'pressure' or similarly truncated responses were submitted by some respondents.

i) Unfair assessment or assessment conditions

Some students also cited the perception that an assessment or assessment conditions are unfair as a factor that would lead them to engage in academic misconduct. For example:

> *In circumstances where I felt the instructions/guidelines given were not clear enough or if I felt unsupported by the lecturer & associated module staff. If I felt the conditions or requirements for an exam were not fair (e.g., not enough time to prepare/in actual exam, too much content to cover, excessive memorization required)* **(Survey Respondent)**

j) Other

Other reasons cited by students for a willing to engage in academic misconduct include belief that certain behaviours do not constitute misconduct, cheating is easy or one is unlikely to get caught, and accidental misconduct because of a lack of clarity on the relevant roles and expectations:

> *studying with other students, asking other students for feedback on essays as I believe this can be beneficial to my work. I think UCD should encourage students helping each other with assignments as very [few] professors give the option to read drafts of students essays and correct them* **(Survey Respondent)**

> *If a tool is available in the workforce and I will be actively encouraged [to use] those tools why shouldn't I use those tools to complete academic work? It's the modern equivalent of banning a calculator in a maths class* **(Survey Respondent)**

> *If it's too easy to do without any perceivable way for me to be caught (Survey Respondent) Most likely would cheat without knowing that I'm cheating* **(Survey Respondent)**

The following response highlights well a number of the intersecting issues raised by students:

> *If the exam is too time pressured to complete without them, and I know most of my other classmates are using them. [If] everyone is using them, you are at a disadvantage for not [using them]. I really dislike online exams for end of term exams for this reason. For a small MCQ worth a low % it is very handy to be online, but for larger exams worth more I think it's important to be in person. I like to take my time through an exam and not be under time pressure, I like to skip Qs I don't really understand and come back to them. Obviously, everyone has their own exam technique which allows them to do their best – however usually online exams are extremely time pressured to prevent cheating (no time to search for information) and usually they do not let you go back on questions. I understand this is necessary for online exams but much prefer them in person when I have enough time and can revisit questions* **(Survey Respondent)**

Students were also asked whether there are circumstances under which they would assist another student to cheat. Fewer students responded that there are such circumstances (5%) or that they don't know (22%) to this question.

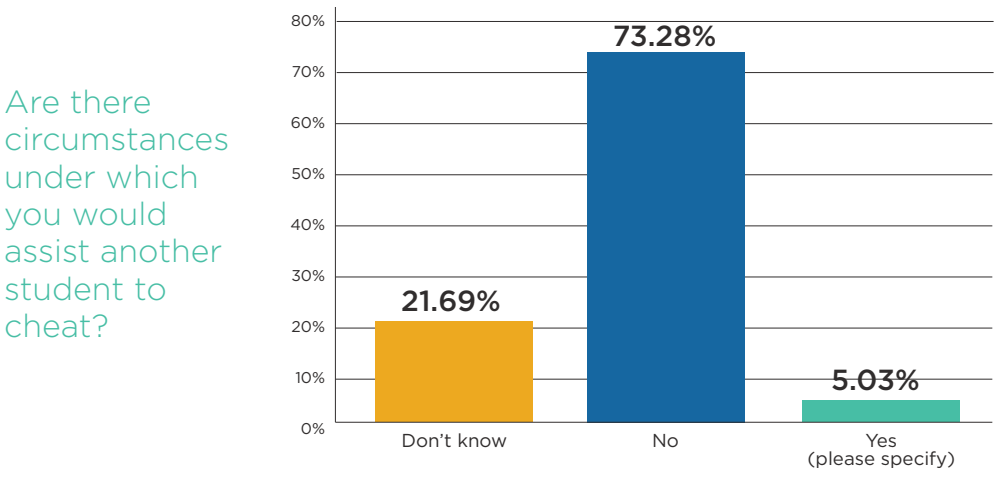

Figure 11: Self-reported possibility of assisting another student to cheat

As with the preceding question, programme stage and discipline, and in this instance, student category, had a bearing on student responses as highlighted in Tables 8 and 9 below.

	Don't know	No	Yes
All	22%	73%	5%
Year/Stage 1	22%	74%	4%
Year/Stage 2	22%	75%	3%
Year/Stage 3	19%	70%	11%
Year/Stage 4	23%	66%	11%
Taught postgraduate students	7%	80%	3%

Table 9: Self-reported willingness to assist another student to cheat by programme stage

	Don't know	No	Yes
All	22%	73%	5%
International and Visiting	7%	70%	13%
Engineering	39%	55%	6%
Law	14%	86%	0%
Nursing, Midwifery & Health Systems	20%	79%	0%
Veterinary Medicine	24%	76%	0%

Table 10: Self-reported willingness to assist another student to cheat by discipline and student category

In this case, more than double the number (11%) of Stage/year 3 and 4 students reported that would assist another student to cheat. International and visiting students were more than 2.5 times as likely to report willingness to assist another student to cheat, while Engineering students expressed significantly higher levels of uncertainty in this regard (39%). Conversely, no Law, Nursing, Midwifery & Health Systems or Veterinary Medicine students self-reported a willingness to engage in such behaviour.

Students who confirmed that there are circumstances under which they would assist another student to cheat were asked to elaborate on their response. Their responses have been thematically analysed below. In many instances, issues and themes emerged similar to those for Question 19 on why students might engage in academic misconduct themselves.

a) Altruistic reasons

The majority of respondents (64%) stated that they would assist another student to cheat for altruistic reasons.

> *If the student really needs a passing grade and is getting no other help* **(Survey Respondent)**

> *If a friend desperately needed my help I would* **(Survey Respondent)**

Various reasons were provided as to why a student may need help from a peer, such as mental health struggles, life and family crises, work and other pressures, poor class and/or learning environment and difficulty of the course material. Friendship and to 'be nice' were also cited as reasons to facilitate cheating under this theme.

b) Getting caught is unlikely

Some students expressed a willingness to help another student to cheat in circumstances where the risk of getting caught was perceived as low or nil. For example:

> *If my friend asks I'm going to help once I trust they will make it difficult to trace back to me* **(Survey Respondent)**

> *If I knew I wouldn't get caught and it was not difficult, I would probably consider assisting another student in cheating, because I don't really feel that it would reflect poorly on my character. If I knew it would be impossible for me to get caught* **(Survey Respondent)**

c) Transactional attitude to cheating

Some students took a transactional view of peer-to-peer cheating. Some were willing to assist another student to cheat for monetary gain:

> *I was getting paid enough to take the risk* **(Survey Respondent)**

Others perceived the future similar benefits in such transactions:

> *You scratch my back I scratch yours* **(Survey Respondent)**

d) Exam or exam setting is unfair

Students' perspectives on the fairness of the assessment or assessment conditions and context also influenced their willingness to assist another learner to cheat:

> *if I deem the assessment to be unfair or that the conditions/restraints of assessment do not allow for me to properly demonstrate my learning and understanding, and this is a sentiment shared by others in the module with me* **(Survey Respondent)**

e) Assessment difficulty

Difficult assessments were highlighted as a reason why students might assist their peers to cheat:

> *if I have completed the module and know hard or difficult questions I might gave them a heads up* **(Survey Respondent)**

Some students reported a willingness to engage in collusion where both parties lack understanding of the material being assessed and/or in online assessment contexts, for example:

> *Maybe if it was an online exam and we did it together in real life to help each other with the difficult one* **(Survey Respondent)**

f) Other reasons

A variety of other reasons were articulated as to why the respondent would assist another student to cheat, including the view that others are cheating:

> *If I know the entire class is cheating* **(Survey Respondent)**

and a view that such behaviour does not constitute cheating:

> *I believe in second chances and if the person beside me is genuinely stressing and I know how they have been studying I'll give hints to re-jog their memory as I don't see it as cheating just helping them group all their thoughts onto the page* **(Survey Respondent)**

> *In the workforce nobody works alone. You are only as good as your team and so working as a team to help other students is more reflective of how the real world works* **(Survey Respondent)**

While not a comment on assisted cheating, one respondent reported feeling too intimidated to report suspected misconduct in a group assessment context:

> *I recently did a group essay project, four people wrote our own parts and I edited them together. I suspected that one of the boys in my group used AI as his sentences didn't quite make sense, but it was really close to the deadline when he sent his work to the group and I felt intimidated by him so I didn't speak up* **(Survey Respondent)**

5.8 Survey Findings: Student Suggestions for Further Resources, Guidance and Information

Finally, students were asked for their suggestions on what resources, guidance or information UCD could provide to support students and reduce academic misconduct. Fifty-five percent of those who responded had no suggestions. A thematic analysis of the remaining 45% of responses highlighted the following key areas for students (listed below in order of volume of responses under each theme). It should be noted that individual responses often cross-cut several themes and that use of artificial intelligence tools was a recurring feature across many themes.

a) A need for improved assessment design and delivery

The dominant theme in student responses to this question centred on calls for enhanced assessment design and delivery. The following comments from respondents illustrate some of the key issues in this area, which included a need for assessment that can elicit a demonstration of understanding, a greater variety and choice in assessment and an ability to retake assessment.

> *In my experience, academic misconduct occurs most when students do not believe they can do well in an exam or assessment due to the conditions it must be taken under. Assessments should be an opportunity for students to demonstrate learning and understanding. MCQ formats whether online or in person, while easier, faster, and cheaper to complete and grade, do not allow for a proper assessment of understanding as answers are binary: correct, or incorrect. Assessments which require written or verbal responses allow for students to demonstrate knowledge even if it is incomplete or imperfect. An MCQ usually only allows for one correct answer. Knowledge and real-world experience rarely has only one correct answer.*

> *For this reason, I think that for fairer and more accurate assessment, UCD should rely less on MCQ assessments and explore other options which allow for more opportunities to show learning. Not just written assessment, but oral or interview type assessments could be considered* **(Survey Respondent)**

> *Questions are made more difficult to make it less 'cheatable' but then exam results don't really represent student understanding and they don't fully correspond to what was important in the module* **(Survey Respondent)**

> *Make assignments more interesting and force students to use their own opinions more* **(Survey Respondent)**

> *Offer retakes on exams* **(Survey Respondent)**

> *Offering a choice of assessments/assignment titles so that the student can choose. The choice may make the misconduct less likely* **(Survey Respondent)**

It was expressed that good and fair assessment design and delivery will reduce academic misconduct:

> *If the examination method is fair and regarding the material taught in the module, cheating will be less likely. However, some modules have unrealistically difficult exams and are only a stressor and a power play from the lecturer. In these cases, collusion or cheating has more of a ground* **(Survey Respondent)**

Specific suggestions were made around assessment in particular disciplinary areas and on ways to improve current assessment practice, particularly in relation to online assessment and group work. Suggestions included use of oral exams, monitoring of online assessment/restricting browser access, and moving away from group projects:

> *Where applicable (particularly in the humanities) oral examinations could be a viable alternative to typed or written exams that reduces the possibility of cheating*

> *I don't know if it's possible but if you had some way to monitor if a person has clicked off the tab that an online test has been opened on and told the students that before they started the test. It would probably even stop a few people from doing it even if you couldn't do that but said you could* **(Survey Respondent)**

> *I think the online exams without browsers that present opening tabs make it extremely easy for people to cheat and in my experience many people do, especially with ChatGPT or collusion. I think if you used a lockdown browser or reduced online assessments it would greatly improve originality and academic integrity* **(Survey Respondent)**

> *Regular online assessments like short tests or quizzes are actually highly motivating if they are rather easy not too difficult and students can experience success and positive. Look at research to 'Gamification' to further evaluate how to set up your online assessments* **(Survey Respondent)**

> *I think that group projects should be discouraged as much as possible because they don't reward the students who put in the most effort, and students may be unfairly held accountable for other people's plagiarism* **(Survey Respondent)**

Two sub-themes of note emerged, including an expressed preference for open-book exams and the benefits of in-person assessment for reducing academic misconduct. The following comments are illustrative of the views expressed:

> *More open-book exams. They're more true to real life and test understanding rather than memory* **(Survey Respondent)**

> *The only real thing UCD can do to actually reduce academic misconduct is in-person exams. I think there is a strong awareness of sanctions etc., but it is very easy to not get caught for online assignments. I also personally don't believe there is a huge issue with plagiarism for assignments. However, I know everyone uses online resources like ChatGPT even in closed-book online exams. I think online proctoring is stressful to set up and also not too hard to evade. I think the fairest exams are definitely in person in the RDS/UCD exam centers, or maybe online exams but supervised in person (not online proctoring* **(Survey Respondent)**

b) Better/more/repeated academic integrity guidance and training

Many responses under this theme comprised general requests for more or better information on academic integrity and related issues, both at induction and throughout the student's academic journey. For example, one student proposed that 'A quick refresher course [be made available] on Brightspace about academic misconduct at the start of each semester' **(Survey Respondent)**

A focus on explaining what constitutes misconduct and how to avoid it was evident, as was the need for faculty to communicate directly with students that such behaviour is 'unacceptable'.

A number of sub-themes also emerged under this broader heading, including requests for in-person and/or interactive guidance and training, information on the sanctions in place for misconduct, the need to make resources more easily accessible and provide examples of what constitutes misconduct. The following comments are illustrative:

> *[I]n-person guidance and tutoring to help students where they are lacking will prevent them from engaging in such activity* **(Survey Respondent)**

> *Short online and interactive course going through information on academic integrity and misconduct, what all the terms mean, their penalties and consequences, similar to the short bullying course* **(Survey Respondent)**

> *Regular mentioning of consequences and advising against academic misconduct from lecturers* **(Survey Respondent)**

> *Strict sanctions and increased awareness of rules* **(Survey Respondent)**

> *When documents or academic integrity courses have so much information it is overwhelming. Maybe breaking it down into simple points with further access available would be helpful. Or talks about academic integrity being available for students* **(Survey Respondent)**

> *When beginning any learning, expectations and levels of integrity of work be clearly outlined. What constitutes 'cheating'* **(Survey Respondent)**

c) Better guidance on assessment requirements and how to address them

A number of students expressed a need for more and better guidance on assessment and related requirements and how to prepare for different types of assessment. A number of students suggested that the provision of example assessment materials would be very beneficial. Indicative responses included:

> *More academic supports relating to assignments* **(Survey Respondent)**

> *Lecturers explaining what the exam/assignment is actually going to be based on and how questions are going to be asked and how to answer instead of leaving students in the dark to create a bigger stress* **(Survey Respondent)**

> *For essays etc. at the beginning of modules, there are very little resources telling you where to even start, it's just something you figure out and I would've found something like past essays or examples or even just something for a foundation very helpful* **(Survey Respondent)**

d) Permit and mainstream use of artificial intelligence tools

A commonly expressed view was that artificial intelligence tools, such as ChatGPT, are now part of the landscape of work and education. As a consequence, their use should not just be permitted within higher education, but encouraged, and students taught how to use such tools effectively and ethically. It was posited that failure to embrace AI tools would result in universities and students falling behind. The benefits of AI tools were noted by many:

> *Approach AI as a tool to learn rather than a form of cheating, if it's used correctly it can spark creativity and be an extremely useful tool* **(Survey Respondent)**

> *ChatGPT and another AI resources should be encouraged to use as they will be used a lot in the world of work soon. Banning AI is completely counterproductive for students and colleges should learn to adapt to change or they will fall behind* **(Survey Respondent)**

> *The main thing is AI. I can appreciate the difficulty it poses in assessing a student's true ability and knowledge. However, we need to change to fully integrate AI tools into learning. The standard of work and the challenges posed to students should be increased rather than limiting access to tools* **(Survey Respondent)**

e) Better spread of assignments and reduced assessment load.

Equally common were calls for better-spaced assignments. To a lesser extent, students suggested reducing the assessment load (especially group work) as a means of mitigating academic misconduct.

> *I think good spread of assignments is important. I don't believe the vast majority of students would ever wish to cheat or feel it's the only way forward. I don't think any student necessarily goes to the deep [end] of cheating like contract cheating or blatant plagiarism. Possible plagiarism could occur due to time pressure when stress causes poorly integrated information from references. When there is tightly packed assessment there can be difficulty in achieving the same quality through all assignments. I do believe a careful balance of continuous*

> *assessment and in-person examination is important. Though I think sometimes the continuous assessment can be of the same difficulty despite a differing weighting between modules e.g. an essay could be worth 10% of a module and in another module worth 30% but are equally as difficult and lengthy. Perhaps a standardized system of percent could be applied per school so that accurate expectations could be made e.g. 1% is worth 75 words or some other form similar to this. While I find essays to be quite difficult, I also find I learned the most while completing them as it requires a good understanding of the writing topic whereas exams are generally a cramming of information which I won't remember well post-examination. However, I think examinations can be beneficial in testing some general knowledge on a topic and still a helpful technique for assessment, it also allows for a refreshing change in assessment in the face of much continuous assignments* **(Survey Respondent)**

> *Reduce assignment load especially group work – it's extremely time consuming, and no, it doesn't align to collaborative working in the private sector i.e. the 'real world'!* **(Survey Respondent)**

In one instance, a student suggested centralised tracking of assignments and deadlines, and another made a call for more authentic assessment:

> *A better way to keep track of oncoming assignments, I understand in first year it's usually difficult to keep track of assignments. However particularly on Brightspace it can be very difficult to keep track of deadlines due to important dates and deadlines all being found in different places instead of one center containing all upcoming deadlines (this is due to a combination of the lecturers being unclear on deadlines and the poor design of the Brightspace app)* **(Survey Respondent)**

> *Have more real-world assessment than pure knowledge dumps. Work with new tools rather than against them, the workplace isn't all pen and paper anymore so neither should the education* **(Survey Respondent)**

f) Provide greater clarity and consistency around academic integrity rules and regulations

A number of students noted current inconsistencies across departments and schools (or even among faculty) and lack of clarity around academic integrity requirements and expectations, especially in relation to use of artificial intelligence tools. This resulted in many suggestions for greater clarity and coherence of approach in this regard:

> *Ensure the expectations and definitions are clear. Lots of other universities have different definitions and expectations, and accidental plagiarism can occur though it shouldn't if measures are put in place to educate students on how to prevent/avoid it* **(Survey Respondent)**

> *Clear stance on AI. Every class I take has a different stance, most negative, but some neutral and even in favour of it* **(Survey Respondent)**

g) Improve faculty performance

The role of underperforming faculty (including tutors) in student assessment conduct was noted by a number of respondents, particularly issues around poor communication. It was posited that a poor learning environment will result in some students feeling a need to cheat. Some illustrative examples of comments made include:

> *If someone cheats, it's either cause a) they're lazy. Alright fair enough, kick them out OR b) because the lecturer/tutor did a bad job teaching, and cheating seems like the best, or only, way to move forward in a course. Blaming the cheater is fine, so long as you look at what drove them to do it. In all areas of education, the teachers seem to get a free pass when they drive students towards cheating* **(Survey Respondent)**

> *Just the basics, have extremely good lecturers that not only have degrees and qualifications but that love to teach and teach well. Once the lecturer is a clear speaker, expresses themselves well and is engaging, students will love the lectures and tutorials and do well over all which will then cause them to not need to cheat* **(Survey Respondent)**

Within this overarching theme, suggestions were also made around the benefits of improving faculty/student relationships, for example:

> *Better relationship with Lecturers. Many are too distanced from their modules and general student population and this can foster environments where good norms are not practiced. Make a positive environment and you will bring out the best in students and encourage more inclusive and rewarding outcomes* **(Survey Respondent)**

h) Improve assessment feedback

Some students expressed frustration with the current volume, quality and timing of feedback on assessment undertaken. It was expressed that gaps and deficits in such feedback leave students disadvantaged in future assessments and potentially more likely to engage in academic misconduct as a consequence. The following is an illustrative example of the sentiments expressed:

> *Quicker turnaround times for receiving assignment feedback, and ensuring that there is a standard for the amount of feedback that we should get on assignments. It is already time to start final assignments, and for most modules we are still waiting on midterm feedback. Most assignments I have gotten back there has been minimal explanations as to where marks were lost, and I haven't received any in-line feedback for any assignments. By putting students in this position, people feel like they have no choice to use things like AI tools to help with assignments, as they do not know how to actually improve their assignments* **(Survey Respondent)**

Within the overarching theme of feedback, some students suggested the introduction of improved mechanisms for student liaison and feedback on assessment and academic integrity issues more generally as a means of mitigating academic misconduct. Some related suggestions include:

> *I also think that confidential student helplines in a case when students cheat will help be more therapeutic and deter cheating* **(Survey Respondent)**

> *Emails or surveys like this that would allow UCD to understand the struggles students may face and use it to narrow down the solutions for students* **(Survey Respondent)**

> *Put more emphasis on out-reach and support for people especially struggling and lower the barrier of asking for help, rather than punishing people more* **(Survey Respondent)**

i) Improve course design

Some students suggested that improved course design and better consideration of the relevance of course content would have a positive impact on student assessment behaviour.

> *I think certain modules where the content may not seem very useful/necessary for future careers combined with excessive difficulty + volume of material are more likely to result in academic misconduct. For example the material for [_____] has too much material and lack of time slots dedicated to teaching said material, which is particularly a problem for students without a background in [_____] This kind of approach may work for something deemed more relevant such as [_____], but for a topic like [_____] that isn't covered past [_____] just seems unnecessary* **(Survey Respondent)**

A misalignment between course content and assessment was also identified as an issue leading to misconduct:

> *Academic misconduct might be related to lack of interest in the subjects or misalignment between what is taught in class and what is asked in the exams* **(Survey Respondent)**

Reducing the emphasis or significance of assessment was also suggested:

> *More support in gaining knowledge than getting good grade* **(Survey Respondent)**

> *Reduce the stress around needing to perform on tests as a necessity to pass a class by making them less valuable in terms of your overall grade* **(Survey Respondent)**

On a related note, some students suggested making course materials and classes accessible online and improving study facilities:

> *Let students access lecture online when they can't attend* **(Survey Respondent)**

> *Make every floor in the James Joyce Library look like the third floor, so students can find space to study in a beautiful environment, and don't have to resort to academic misconduct* **(Survey Respondent)**

> *More should be done online rather than in person including tutorials as not every student can attend and that puts pressure on them* **(Survey Respondent)**

j) Other

A small number of additional other comments were made, including on the need to provide training on the use of online library facilities, a need for an alternative means of achieving additional credit for those who need it and a call for less harsh grading on assessments, in turn lowering the stakes on assessment:

> *More training in use of the library facility online* **(Survey Respondent)**

> *Maybe introduce extracurricular activities or engaging projects outside the academic circle for students who require extra credits. That way students will not be stressed about getting a perfect grade on every assignment* **(Survey Respondent)**

> *Not penalizing students to such a significant degree for incorrectness … some people's scholarships depend on grades, which are directly impacted by assessments, so therefore them doing well depends on how correct they are. This could encourage students to cheat because the penalties of being wrong have extreme financial ramifications* **(Survey Respondent)**

9

Conclusions

This multi-faceted research project indicates that, in line with international findings, online assessment (particularly in the form of exams and quizzes) at UCD is *more likely* to be the subject of academic misconduct than in-person assessment modes. This is especially the case where assessment is unsupervised. This is reflected in the perspectives shared by both faculty and students. A future review of suspected academic misconduct cases put forward for investigation and/or disciplinary processes may help determine whether and the extent to which these perspectives are reflected in practice and highlight areas of particular vulnerability. Caution should be exercised, however, given that it is highly likely from faculty and student feedback that much misconduct in online assessment is easy to conceal and hard to detect and may not appear in the disciplinary record.

The literature review indicated that learners engage in academic misconduct for a variety of reasons, with influencing factors likely to include a combination of personal, psychological and situational elements, including some factors within the control of the higher education institution. Low levels of knowledge and skills relevant to academic integrity and low confidence in personal ability to succeed in assessment (self-efficacy), combined with the culture in the 'classroom' (a culture where it is perceived that cheating is common or that one is unlikely to be caught or sanctioned for academic misconduct is positively associated with increased rates of academic misconduct), have been identified as negative influencing factors on student behaviour.

Student feedback to open-ended questions in the student survey conducted as part of this research indicates that many of the reasons cited by students for engaging in academic misconduct or helping other students to do so conform closely with the reasons articulated in the international literature, summarised in Section 3.

Unlike the international literature, however, most of the UCD student responses centred on situational factors such as time pressure, over assessment, spacing of assessment and assessment difficulty, and institutional or cultural issues such as perception that cheating is easy and that others are cheating, lack of support from or positive relationships with faculty, online assessment, and relevance of course material, rather than personal or psychological factors such as motivation levels, prior cheating behaviour or low academic self-efficacy. This study did not explore the impact of other personal attributes such as age or gender.

Student responses indicate that collusion, sharing and/or selling past work and unauthorised use of AI are areas where students both lack knowledge and understanding and, simultaneously, hold more ambiguous or positive perspectives regarding the ethics of such practices. Universally, students reported that online assessment modes are more vulnerable to academic misconduct than in-person assessment modes, particularly online exams and quizzes. Greater clarity on assessment requirements, as well as institutional expectations (particularly in relation to use of AI tools) was requested.

This suggests that mitigating and addressing academic misconduct within the university and embedding and upholding a culture of academic integrity is within UCD's direct sphere of influence through modification of assessment design and delivery (within a wider reflection on overall course design and content). This includes a review and reconsideration of assessment spacing and timing and direct and continuous student-facing messaging around all aspects of assessment, academic integrity and related processes in the university. The reliance on MCQs as a mode of assessment may, in particular, require further reflection given the range and nature of student feedback. The provision of additional support and training and/or upskilling opportunities for faculty in all areas of teaching and assessment can only positively impact the learning experience and in turn reduce the risk of academic misconduct.

Ensuring strong relationships between students and faculty and providing mechanisms for students to confidentially and/or anonymously report their questions and concerns in this area will further ensure that students are less likely to consider academic misconduct as a viable or necessary option in challenging assessment contexts. Further consideration as to whether Stage/year 4 represents a particularly vulnerable point on the learner journey from an academic integrity perspective is warranted.

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Appendices

Appendix A – Survey Questions

Introductory Text

UCD is conducting a study to better understand students' experience of online assessment and your views about academic integrity (including plagiarism and cheating), especially as it relates to online assessment. This data will be used in developing a new framework for online assessment and academic integrity at UCD and we want to hear the student voice.
This survey will take approximately 10 minutes to complete. Survey responses will be anonymous; your name will not be associated in any way with any responses that you provide.

Section 1: Participant Information

In this section, we want to know a little bit more about you and your study at UCD. NOTE the information sought here will not enable the research team or anyone else to identify you.

1. Please confirm the broad programme area in which you are enrolled at UCD:
(Drop down menu)
- Agriculture and Food Science
- Architecture
- Arts & Humanities
- Business
- Engineering
- Law
- Medicine and Medical Science
- Nursing, Midwifery and Health Systems
- Public Health, Physiotherapy and Sport Science
- Science
- Social Science
- Veterinary Medicine

2. Please confirm your year/stage of study.
(Drop down menu)
Year/Stage 1
Year/Stage 2
Year/Stage 3
Year/Stage 4
Year/Stage 5
Year/Stage 6
Taught postgraduate

3. Which of the categories below apply to you (select all that apply)?
Full-time
Part-time
Mature student
Entered via an Access Route e.g., (HEAR/DARE etc.)
International
Visiting student (e.g., Erasmus exchange)

Section 2: Experience of Online Assessment

In this section, we want to understand your experience of online* assessment at UCD and receive your feedback on what worked well, aspects you found challenging and your suggestions on what we can do to improve online assessment in future.

* Online assessment refers to exams, assessments and related activities that take place online, as well as the submission of assessments and receipt of feedback online. For further information, please see: UCD Teaching and Learning (UCD Teaching and Learning).

4. Please select all the types of online assessment you have undertaken at UCD (see the definition of online assessment above):

a. Online quiz/short exercise (e.g., MCQs, short answer questions, arithmetic, data analysis exercise, etc.)
b. Online exam (e.g. end of trimester online timed exam)
c. Take-home exam with online submission
d. Online group work assignment
e. Online reflective assignment (e.g. e-journal, blog, discussion forum)
f. Online practical skills assessment (e.g. oral language exam, clinical skills exam undertaken online)
g. Audio or video assignment
h. E-Portfolio
i. Online submission of assignment (e.g. essay)
j. None – I have not undertaken online assessment at UCD

5. Please rate how beneficial or challenging you have found the following aspects of online assessment:

a. Access to appropriate space or equipment to undertake online assessment
b. Flexibility (in terms of time or location at which the assessment can be undertaken)
c. Wifi access and connectivity
d. Managing levels of exam stress
e. More opportunity to be creative using different media
f. Speed of results and feedback (automation)
g. Typing versus hand-writing
h. Opportunity to be creative using different media
i. Level of technical requirements and use of software
j. Preparation for future career / digital workplace
k. Meets my accessibility or additional exam support needs
l. Opportunity for peer-review and feedback
m. Raised concerns relating to system crashing & losing work completed

Rating: Extremely beneficial, beneficial, no difference between online and in-person experience, challenging, extremely challenging

6. Please rank your preference for the following types of exam (1=most preferred; 4=least preferred):

a. In-person, supervised, written exams held in UCD exam centres
b. In-person, supervised, open-book exams held in UCD exam centres
c. Online, timed, open-book exams held remotely (e.g., at home)
d. Online, supervised exams held on-campus using your own device
e. Online, supervised exams held on-campus using a UCD device

Section 3: Academic Integrity

In this section, we want to understand your knowledge and understanding of academic integrity and the expectations in place at UCD, as well as your views on how UCD might improve the information and guidance it provides to students on this topic.

7. Please rate how well you understand the meaning of the following terms:

a. Academic integrity
b. Academic misconduct
c. Plagiarism
d. Collusion
e. Cheating
f. Contract Cheating (e.g., essay mills, file-sharing websites)
g. Artificial intelligence tools (e.g., Chat GPT)

Rating: Extremely well, very well, well, not very well, don't understand

8. Please rate how confident you are that you understand UCD's expectations of you in relation to the following terms:

a. Academic integrity
b. Academic misconduct
c. Plagiarism
d. Collusion
e. Cheating
f. Contract Cheating (e.g., essay mills, file-sharing websites)
g. Artificial intelligence tools (e.g., Chat GPT)

Rating: Extremely confident, very confident, confident, not very confident, don't understand

9. Please select all terms that you have received information or guidance on from any sources in UCD (e.g., from your lecturers, UCD administration, UCD online guides/webpages, UCD library, student/academic advisors, UCD students union):

a. Academic integrity
b. Academic misconduct
c. Plagiarism
d. Collusion
e. Cheating
f. Contract Cheating (e.g., essay mills, file-sharing websites)
g. Artificial intelligence tools (e.g., Chat GPT)
h. None of the above

10. Where did you receive this guidance or information from (select all that apply)?

a. Your lecturer/tutor
b. UCD administration (e.g., UCD Registry-Assessment, Student Handbook, UCD website)
c. UCD online resources (e.g., in Brightspace)
d. UCD library
e. Student/academic advisors
f. Peer mentors
g. UCD Students' Union
h. Your programme director/office
i. Other non-UCD sources (provide examples)

11. Did the information and/or guidance you receive on academic integrity and related terms (as listed under Q. 9) help you understand UCD's expectations of you in relation to ethical practice and online assessment?

Yes
No
Somewhat

12. Are you aware of what forms of behaviour or practice are regarded as academic misconduct in UCD?

Yes
No
Somewhat

13. Are you aware of the investigatory and disciplinary processes in place in UCD in suspected cases of academic misconduct?

Yes
No
Somewhat

14. Are you aware of the sanctions in place for different types of academic misconduct in UCD?

Yes
No
Somewhat

15. Do you think the current sanctions in place are:

Too severe
Appropriate
Not strong enough
No opinion

Section 4: Academic Integrity, Ethical Practice and Assessment Identity

In this section, we want to understand your views and experiences of academic integrity and ethical practice in the context of online assessment.

16. Please rate, in your opinion, how ethical or unethical, the following practices are:

a. exam cheating
b. plagiarism
c. collusion (unauthorised and unacknowledged collaboration between students on an assessment)
d. contract cheating (e.g., purchasing an assessment, use of essay mills or file-sharing websites)
e. assisting another student to cheat
f. selling your own past assessments or assignments to/with current students (at UCD or elsewhere)
g. sharing your own past assessments or assignments to/with current students (at UCD or elsewhere)
h. unauthorised use of artificial intelligence tools (such as Chat GPT)

Rating: ethical, somewhat ethical, unethical, very unethical, extremely unethical

17. Please rate how common or uncommon you feel cheating is in each of the following assessment types amongst students in your broad programme area:

a. Online quiz/short exercise (e.g., MCQs, short answer questions, arithmetic, data analysis exercise, etc.)
b. Online proctored (invigilated/supervised) exam (e.g. end of trimester online timed exam)
c. Online unproctored (non-invigilated/unsupervised) exam (e.g., end of trimester online exam)
d. In-person exam
e. Take-home exam with online submission
f. Online group work assignment
g. Online reflective assignment (e.g. e-journal, blog, discussion forum)
h. Online practical skills assessment (e.g. oral language exam, clinical skills exam undertaken online)
i. Audio or video assignment
j. E-Portfolio
k. Written assignment (e.g., an essay)

Rating: Extremely common, Very common; common, not common, rare,

18. Please rate the following factors in terms of their likelihood to induce you to engage in academic misconduct:

a. Lack of knowledge or information on academic integrity and what constitutes academic misconduct
b. Time pressure (e.g., tight deadlines or multiple deadline at once)
c. Lack of competence in English language
d. Lack of competence in academic writing skills
e. Lack of confidence in your own ability to do well
f. Lack of positive relationship with lecturer(s) and/or tutor(s)
g. Perception that other students are cheating
h. Perception that cheating is easy
i. Perception that you won't get caught
j. Lack of, or lenient, sanctions or penalties for those caught cheating

Rating: Extremely likely, very likely, likely, not very likely unlikely,

19. Are there any circumstances in which you would consider engaging in academic misconduct (e.g., plagiarising, using AI tools without permission, colluding with another student etc.)?

Don't know

No

Yes (please provide details)

20. Are there circumstances in which you would assist another student to cheat?

Don't know

No

Yes (please provide details)

21. Please rate the following factors in terms of their likelihood to prevent or reduce academic misconduct

a. Academic integrity awareness raising and skills building
b. Communication of expectations and sanctions in place
c. Stronger sanctions
d. Fewer assessments and or better spread of assessment throughout the trimester
e. High quality relationship with lecturers, tutors and peers
f. More authentic assessment, i.e. relating to real-world scenarios or personal experience
g. In-person assessment methods
h. Online assessment methods

Rating: Extremely likely, very likely, likely, not very likely unlikely,

22. Finally, do you have any suggestions on resources, guidance or information that UCD could provide to support students and reduce academic misconduct?

Thank you for completing this survey. Your response is important and valued and will help ensure that students' experience and views inform the future of online assessment and academic integrity guidance at UCD.

Appendix B – Survey Information Sheet

Information Sheet for UCD Students

(Online Assessment, Ethical Practice and Academic Integrity Student Survey
[Insert Module Title as Appropriate])
Research Study: Assessment Identity, Academic Integrity and Ethical Practice

1. Introduction

The UCD Strategy for Education and Student Success 2020–2024 identifies a diversity of assessment approaches as essential to supporting student learning (p. 11). Online assessment has become more mainstream following the Covid-19 pandemic, and the university needs to develop a longer-term approach to online assessment from design and delivery through to marking and reporting of results and feedback to students. This must be done in a way that ensures academic standards are maintained whilst offering students effective learning and assessment opportunities that are cognisant of student needs and disciplinary settings.

2. What is this research about?

As part of this work, Dr Deirdre Stritch, a postdoctoral research fellow at UCD, is conducting research to better understand students' experience of assessment and your views about academic integrity (including plagiarism and cheating) and ethical practice and how that informs the choices you make around assessment, especially as it relates to online assessment.

3. Why are we doing this research?

We are conducting this research to ensure that the views of students from across the university are considered in the development of a framework for academic integrity and online assessment for UCD. This is a mixed method study, combining qualitative and quantitative information gathered through:

- surveys with students across all colleges in UCD
- focus groups with faculty across all colleges in UCD
- a literature review

4. How will the data be used?

The evidence from the findings will be used to address the issue of academic integrity and ethical practice in assessment through the development of new and updated institutional policies and approaches in partnership with students.

5. What will happen if I decide to take part in the research study?

If you decide to take part in the study, you will respond to a survey with other students on your module. The survey will take place once in class during the weeks commencing 6th November 2023 or 13th November 2023, as agreed by each module coordinator.

6. How long will the survey take?

The survey will take approximately 10 minutes to complete.

7. Will survey responses be anonymous?

Yes, survey responses are anonymous. You will not be identifiable from your response.

8. What if I do not want to take part?
Participation in the survey is entirely voluntary.

9. What are the benefits of taking part in the study?
UCD is attentive to the student voice and wants to ensure that its future approach to online assessment and matters of academic integrity are appropriately informed by student experiences and expectations.

10. What are the risks in taking part in the study?
The risk involved in participating in the study is minimal as the risk is no more than what occurs in everyday life. The topic of research is fully outlined in Sections 1–4 of this Information Sheet. Participation is voluntary. There is no penalty or decrease in benefits to which you would otherwise be entitled by not participating. The confidentiality of all participants and data gathered during surveys will be protected. It will not be possible to link survey responses back to individuals.

11. Will the data be archived?
All of the data will be archived for a period of 18 months (until March 2025). It will be held on a secure, shared drive with access strictly limited to members of the research project. Access will be managed through the security protocols maintained by UCD IT Services. All members of the research team are trained to maintain good working practice in relation to protecting personal data in line with UCD's data retention procedures and attend regular data protection training and reviews.

12. How will I find out what happens with this project?
A final report will be published and publicly available on the UCD website.

13. Contact details for further information
Dr Deirdre Stritch, Postdoctoral Research Fellow, UCD
+86 8473528 / deirdre.stritch@ucd.ie

Professor Marie Clarke, Dean of Undergraduate Studies, Office of the Registrar
+353 1 716 1477 / marie.clarke@ucd.ie

14. How will I find out what happens with this project?
A final report will be published and publicly available on the UCD website.

15. Contact details for further information
Dr Deirdre Stritch, Postdoctoral Research Fellow, UCD
+86 8473528 / deirdre.stritch@ucd.ie

Professor Marie Clarke, Dean of Undergraduate Studies, Office of the Registrar
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Appendix C – Working Group Membership

Membership of the Academic Integrity and Ethical Practice Working Group	
Chair, Dean of Undergraduate Studies	Professor Marie Clarke
Dean of Graduate Studies	Professor Paul McCabe
UCD National Academic Integrity Network Representatives	Assoc. Prof. Susan Rackard
SU Education Officer	Martha Ni Riada
SU Graduate Officer	Marc Matouc
UCD IT Services	Ryan Teevan
UCD Assessment	Johanna Kennedy
UCD Teaching & Learning	Assoc. Prof. Geraldine O'Neill
VP Teaching & Learning	Assoc. Prof. Paul Ryan
Academic Council Members	Represented via other categories
UCD Library	Peter Hickey
UCD SECCA	Lynn Foster
UCD Quality Office	Bronwyn Molony
Membership of an appropriate range of Schools	Assoc. Prof. Jennifer Keating (History) Assoc. Prof. Sharleen O'Reilly (Agriculture & Food Science) Professor Katherine O'Donnell (Philosophy) Assoc. Prof. Tony Keene (Chemistry)
In Attendance	Judith Archbold, Keith Barrett, Genevieve Dalton, Áine Galvin, Karen McHugh, Caoimhe Rehill, Dr Deirdre Stritch

Membership of the Online Assessment Working Group	
Chair, Dean of Undergraduate Studies	Professor Marie Clarke
SU Education Officer	Martha Ni Riada
UCD IT Services	Genevieve Dalton
UCD Assessment	Karen McHugh Keith Barrett
UCD Teaching & Learning	Áine Galvin Judith Archbold
Members from an appropriate range of academic disciplines	Assoc. Prof. Tara McMorrow (Biomolecular and Biomedical Science) Assoc. Prof. Edward Cox (Mathematics and Statistics) Assoc. Prof. Susan Rackard (Veterinary Medicine) Dr Joyce Senior (Education) Assoc. Prof. John Dunnion (Computer Science) Professor James Sullivan (Chemistry) Dr William J. Smith (Mechanical and Materials Engineering) Dr Tom McCormack (Physics) Assoc. Prof. Suzanne Donnelly (Medicine) Assoc. Prof. Paul Ryan (Business) Prof. Orla Doyle (Economics)
Co-Opted	Adam Tattersall Audrey Dempsey Orla Daly

FUNDED BY
Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland

The research conducted in this publication was funded by the QQI Anniversary Funded Projects on Assessment and Confidence in HE Qualifications included in the NFQ. Grant Number R24396.