Assessment matters: strategies to help minimise plagiarism possibilities

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http://www.heacademy.ac.uk/academic-integrity

Resources on assessment methods and design

1, 2, 3 leaflets
Assessment Standards Knowledge exchange (ASKe)
http://www.brookes.ac.uk/aske/resources.html
These accessible, practical leaflets for lecturers include ‘Reduce the risk of plagiarism in just 30 minutes’ and ‘Using Turnitin to provide powerful formative feedback’.

Assessing Learning in Australia Universities: Ideas, strategies and resources for quality in student assessment
Centre for the Study for Higher Education for the Australian Universities Teaching Committee (2002)
http://www.cshe.unimelb.edu.au/assessinglearning/
A resource with a section of ‘Minimising plagiarism’, providing key educational considerations and a comprehensive range of informed strategies for helping to address the issue of student plagiarism. Group assessment and assessing large classes are also considered.

Assessment: Resources, references and tools for assessment in the biosciences
The Higher Education Academy Centre for Bioscience (2009)
http://www.bioscience.heacademy.ac.uk/ftp/resources/briefing/assessbrief.pdf
A briefing covering key aspects of assessment, including group work, and question and assessment design. Although primarily targeted at lecturers in the biosciences, it provides advice and resources that are valuable to those working in other subject areas.

Designing assessment to improve Physical Sciences learning
The Higher Education Academy Physical Sciences Centre (2009)
A booklet for lecturers or tutors in the physical sciences including sections on assessment design, limitations of various types of assessment, and advantages and disadvantages of using a range of assessments (e.g. annotated bibliographies, practical work, portfolios).

Developing assessment strategies which encourage original student work: an online guide
Plagiarismadvice.org (2009)
http://www.plagiarismadvice.org/documents/briefingpaper
This resource provides seven key strategies and good practice examples relating to teaching, learning and assessment that can help to reduce opportunities for plagiarism.

**Psychology Teaching: Managing Academic Dishonesty**
The Higher Education Academy Psychology Network (2009)
[http://www.psychology.heacademy.ac.uk/s.php?p=70&menu=publications](http://www.psychology.heacademy.ac.uk/s.php?p=70&menu=publications)

A guide for psychology lecturers to help them consider the issues around academic dishonesty, providing techniques to manage these issues through assessment design and the supervision of students’ project work.

**Good practice examples**

Have you good practice examples relating to assessment methods and strategies that you would like to share with the higher education community?
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**References and further reading**


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1 Based on suggestions in Butcher et al (2006, p117), and Bloxham and Boyd (2007, p205).