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UNIVERSITY OF SURREY

INDUSTRY WEEKLY DIGEST

In Whose Hands? Moving from Punitive to Proactive Measures of Addressing Plagiarism with Authentic Assessment Designs

This short paper takes on a critical review of current practice in assessment design amongst growing concerns around academic integrity and plagiarism; institutional assessment design measures and frameworks; among other approaches for the purpose of integrating, analysing and identifying best practice for a more sustained approach to sustainable authentic assessment design.

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As the academic year commences, what better way to do so than to continue the debate on maintaining academic integrity in the age of artificial intelligence.

In this issue **Dr Abdul-Razak Alhassan**, a Senior Lecturer in Strategy and International Business, ignites the debate with some insights on designing authentic assessments and the benefits.

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About Dr Alhassan

Dr Abdul-Razak Alhassan is a Senior Lecturer in Strategy and International Business within the discipline of Strategy and International Business in **Surrey Business School**.

His expertise and interest are diverse including business strategy and growth; business ethics and corporate political activity and strategic leadership among others.

IN WHOSE HANDS? MOVING FROM PUNITIVE TO PROACTIVE MEASURES OF ADDRESSING PLAGIARISM WITH AUTHENTIC ASSESSMENT DESIGNS

By **Dr Abdul-Razak Alhassan**

Plagiarism is at an all-time high and still on the rise across universities. It has therefore become a grave concern and bane for Higher Education Institutions (HEIs). This is because plagiarism not only undermines the system of course evaluation but is also an affront to academic integrity and degrades academic qualifications. Borrowing from the Dutch philosopher Desiderius Erasmus' mantra "*prevention is better than cure*"; it may be pertinent to consider preventative measures as an effective approach to tackle plagiarism. This with emphasis on a proactive approach of preventing plagiarism through the use of authentic assessments as opposed to harsher punitive approaches that only apply after plagiarism is proposed.

This draws on the principle of sustainable assessment design in creating assessments which are not only authentic but are a practical way for HEIs to address criticisms of students' inability to apply knowledge to practice (**Andrews and Higson, 2014**) and enhance employability with its critical thinking skills (**Wu et al., 2015**). It also posits potential as a practical and proactive model to address the plagiarism canker in HEIs.

Authentic assessments also have the potential to reduce and possibly eliminate incidence of academic misconduct and plagiarism, improve qualitative learning (enhance engagement, richer understanding, reflective learning etc.); and to effect improvement in quantitative learning (improved output and performance).

So, in whose hands?

A previous Industry Weekly Digest on authentic assessment can be viewed [here](#).

Further Reading:

Eaton S.E., (2017). Comparative Analysis of Institutional Policy Definitions of Plagiarism: A Pan-Canadian University Study. *Interchange: A Quarterly Review of Education*, 1-11.



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