'ADMIT IT, LEARN FROM IT AND DON'T REPEAT IT' – APPLYING PAUL BEAR BRYANT'S WISDOM TO ACADEMIC INTEGRITY BREACHES.

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Background

Academic integrity breaches occur for a variety of reasons from ignorance, through desperation and delusion (Carroll & Appleton, 2005) to individuals who commit serial offences or facilitate the cheating of others for fee/favour (Clarke & Lancaster, 2006; Draper *et al*, 2021). Both staff and students need to admit that mistakes can be made in setting and taking assessments which can result in, or enable, academic malpractice and learn from what has happened to minimise the possibilities of further offences taking place. While many agree that academic integrity breaches effect the student experience and some argue that this is likely to impact their careers as well (Dawson & Overfield, 2006), most materials on academic integrity focus on staff rather than students (Richards *et al*, 2017) and University policy documents are often not designed to be student accessible. Under these circumstances, the question is, how do you get both staff and students to sign up to change?

This presentation (and paper submission) brings together the experiences of academic staff and student representatives working in partnership to raise awareness of how things can and do go wrong. Interventions including co-produced (students and staff) student accessible materials to prevent/deter recurrences, analysing academic misconduct offences and building a community of practice for academic integrity will be discussed.

Areas to be covered

- Creating academic staff-student representation partnerships in encouraging academic integrity and preventing academic misconduct. This section will cover areas where opportunities for academic staff/student representatives to reflect on their contrasting experiences of the same events can be helpful in facilitating change.

- Involving students in making academic integrity materials accessible. Here we will highlight some examples of recruiting students to review/revise materials piloted for promoting academic integrity. This will also include an example to learn from that was unsuccessful.
- Analysing annual academic misconduct case data to enable targeted

preventions. Here we will highlight the advantages of categorising academic misconduct data in various ways including students entering into postgraduate taught programmes from different routes.

- From errors of judgement to mistakes made in ignorance, learning from student responses in academic misconduct meetings and preparing student-friendly academic integrity materials. Sometimes the responses of students in academic misconduct cases, both in their letters and/or in their verbal responses can be an instrument to change the information provided at key points of the process e.g. entering the examination hall, preparing for the coursework deadline or preparing for an academic integrity hearing.
- Its good to talk – making a safe space to talk about academic integrity and directing vulnerable students to help. Making students aware of the penalties for academic misconduct through a penalty framework can be a good deterrent, but can equally scare them so much they are afraid to

ask. How do you get students to help when they need it?

- Targeting particular groups – examples of developing materials with identified foci. Analysing academic misconduct data can lead to areas being highlighted that suggest some students are more likely to make a particular mistake compared to others. How do you avoid making those students feel the victims but make sure those students are properly supported to remove the unfair effects? Some student friendly materials developed by students for students will be presented.
- Involving student representatives in academic integrity communities of practice, within and across institutions. Inevitably there is some element of mistrust between those who create academic misconduct cases and those who are doing their best to navigate the rules and regulations to rescue those students from their errors of judgement. Some examples are included to show opportunities to work together in prevention on a wide stage.

References

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