

ENQA ACADEMIC INTEGRITY
WORKING GROUP

ACADEMIC INTEGRITY & ENQA QUALITY ASSURANCE AGENCIES:

*WHERE DO WE STAND &
WHERE ARE WE HEADING?*

enqa.

INQAAHE, ASTANA - 2023

ENQA ACADEMIC INTEGRITY WORKING GROUP

We are:

- Sue Hackett, Chair, ENQA Academic Integrity Working Group & Quality & Qualifications Ireland
- Yvonne Overdeest, ENQA Academic Integrity Working Group & NVAO, Netherlands

ACADEMIC INTEGRITY WORKING GROUP MEMBERS

Name	Agency	Country
Eve Alcock	QAA	UK
Madalin Buniou	ARACIS	Romania
Anna Gover	ENQA Secretariat	
Sue Hackett (Chair)	QQI	Ireland
Ivan Kurtev	NEAA	Bulgaria
Karin Laansoo	EKKA	Estonia
Yvonne Overdevest	NVAO	The Netherlands
Klemen Šubic	NAKVIS	Slovenia
Kirsty Williams	RCVS	UK
Andrea Zacharová	SAAHE	Slovakia
Linara Zharasova	IQAA	Kazakhstan

ACADEMIC INTEGRITY CAN BE DEFINED AS...

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

- European Network for Academic Integrity (ENAI) - ENAI Glossary www.academicintegrity.eu

STUDENT STORIES

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SOME FACTORS WHICH CREATE RISK

non-first language user

large classes

relationships with teachers/ tutors

bunching of assessment deadlines

access to student supports

modularised programmes

assessment task design

low/ no academic integrity awareness or training

SOME KEY MESSAGES



Education

[Education Perfect | Teaching, Homeschooling & Tutoring Toolkit](#)



Protection

"[a veritable guard dog \(I / II\) ...](#)" by [David Kracht](#) is marked with [CC BY-NC-SA 2.0](#).



Collaboration

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Ensuring quality through building awareness and understanding – educating not policing!

WHY DO STUDENTS ENGAGE IN MISCONDUCT? *THEIR THOUGHTS...*

Lack of training for students and staff on how to promote and uphold academic integrity

Poor assessment practice & planning

Inaccessible policies and procedures

Targeted advertisements (high-stress periods, specific cohorts...)

Poor relationships/communication between staff and students

Inadequate training on use of plagiarism-checking software; use of software as a *blunt instrument* to determine academic misconduct

Insufficient/lack of awareness of what constitutes academic misconduct

EMERGENT THEMES:

Theme 1:

THE ACADEMIC INTEGRITY LANDSCAPE:

Theme 2:

FOCUSED RESEARCH

Theme 3:

PROFESSIONAL DEVELOPMENT

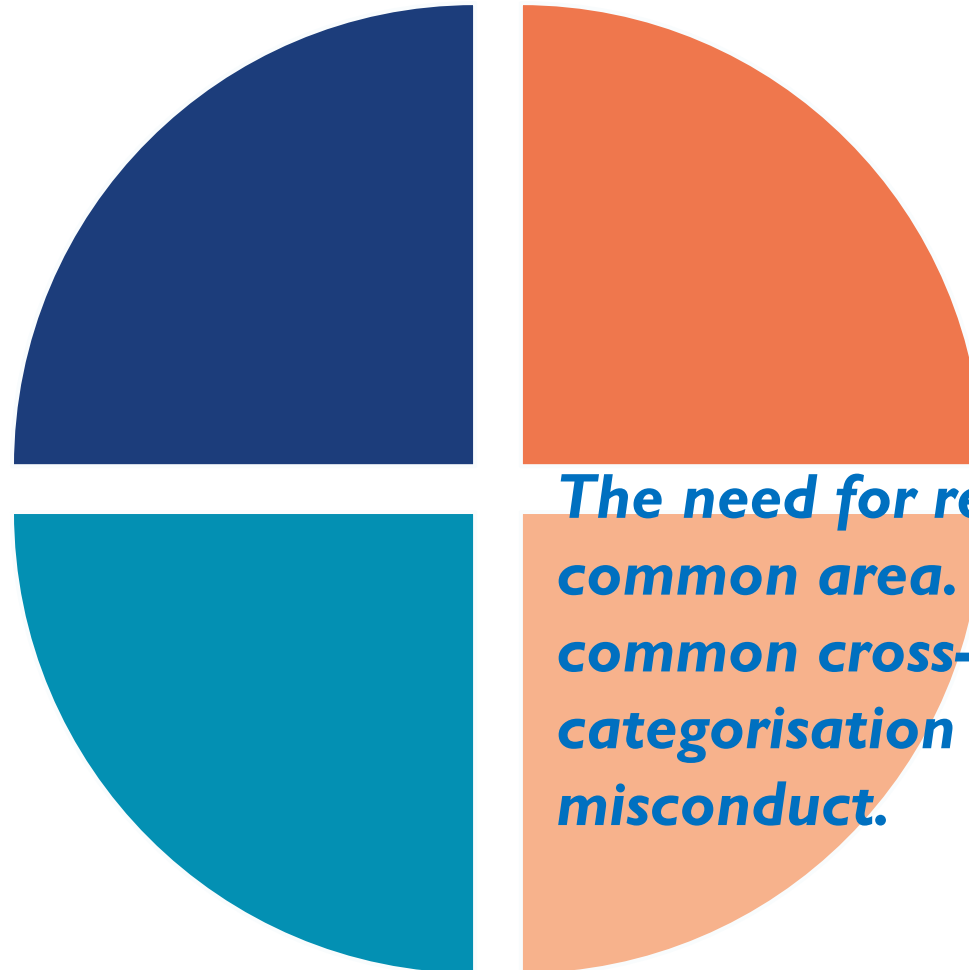
Theme 4:

THE 'CHEATING INDUSTRY'

Finding I:

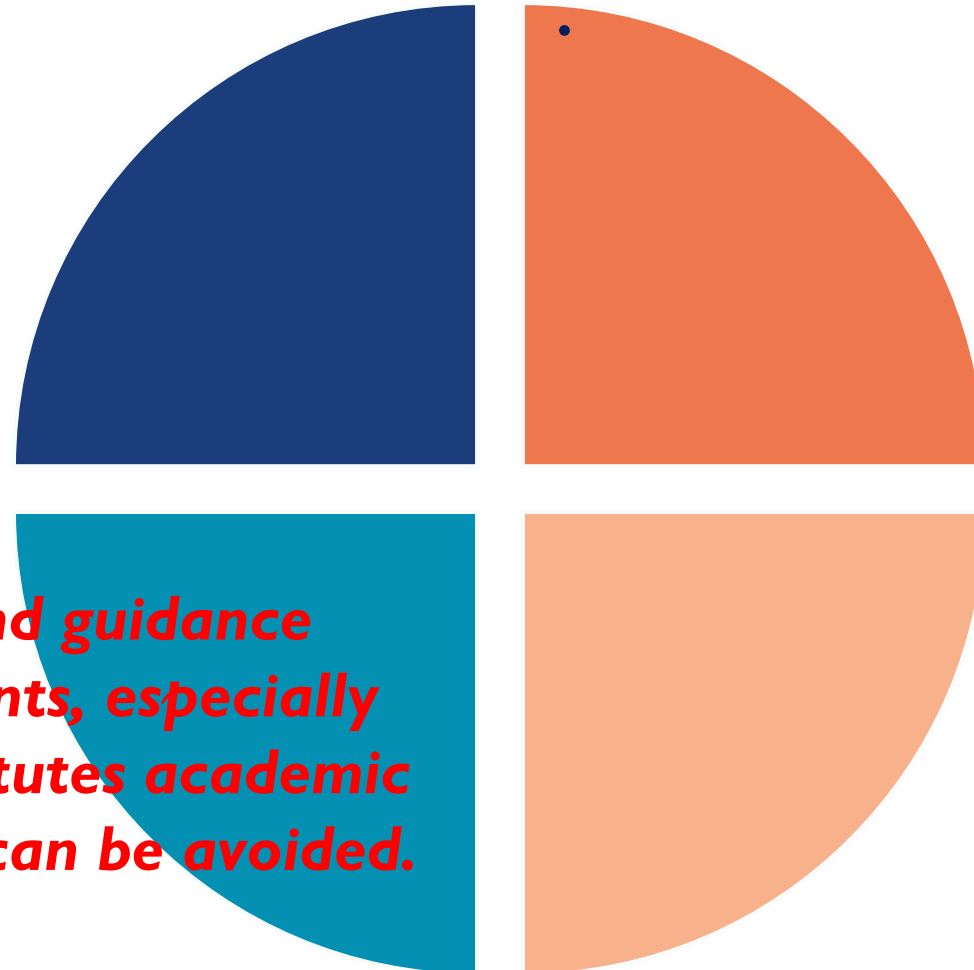
A need to explore what academic integrity including academic misconduct actually means in an HE context and support this with a set of commonly agreed definitions. This would include what plagiarism is and how it fits into the academic integrity landscape.

Finding 2:



The need for research which is shared in a common area. This could lead to a common cross-agency approach to the categorisation and recording of academic misconduct.

Finding 3:



The need for training and guidance both for staff and students, especially focusing on what constitutes academic misconduct and how it can be avoided.

Finding 4:

Encouragement for collaboration amongst HEIs and agencies to develop a collective approach to disrupting the business models of the commercial cheating companies.



Some initial survey findings

Encouragement for collaboration amongst HEIs and agencies to develop a collective approach to disrupting the business models of the commercial cheating companies.

The need for training and guidance both for staff and students, especially focusing on what constitutes academic misconduct and how it can be avoided.

A need to explore what academic integrity including academic misconduct actually means in an HE context and support this with a set of commonly agreed definitions. This would include what plagiarism is and how it fits into the academic integrity landscape.

The need for research which is shared in a common area. This could lead to a common cross-agency approach to the categorisation and recording of academic misconduct.

And some recurring points from recent interviews with agencies



At European level:

- Concept of academic freedom – the relationship to academic integrity
- Intersections with other EU initiatives such as BFUG, ENQA ESGs
- Common understanding of core values as a fundamental part of integrity
- Active partnership with students – how to do this and sustain it

And some recurring points from recent interviews with agencies



At national level:

- Legislation which benchmarks the national parameters, enables all stakeholders to know where the 'red line' is drawn.
- Specific guidance for institutions building openness, transparency and trust
- Aggregated evidence to demonstrate that institutional policies and procedures are generally having the intended impact
- Specific guidance that provides a safeguard for standards and qualifications
- Consider what may be happening prior to entry to higher education, i.e. at second level – is a focus at HE too late?

And some recurring points from recent interviews with agencies



At institutional level:

- 'Make it someone's job' - nomination of academic integrity officers or whole offices
- Training for staff and students - ongoing
- Strong policy framework which can be evidenced in practice, with data
- Innovative pedagogical and assessment approaches – less 'leaning' on grades; more on learning – rethinking assessment

And ... in October, at the General Assembly in Dublin ... we will be presenting the final report



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Home • [2023 ENQA General Assembly, 25-27 October 2023, Dublin, Ireland](#)

2023 ENQA General Assembly, 25-27 October 2023, Dublin, Ireland

🕒 25 October 2023-27 October 2023 00:00

The **2023 ENQA General Assembly** will take place on **25-27 October** in Dublin, Ireland. The event will be organised in cooperation with the **Quality and Qualifications Ireland (QQI)**.

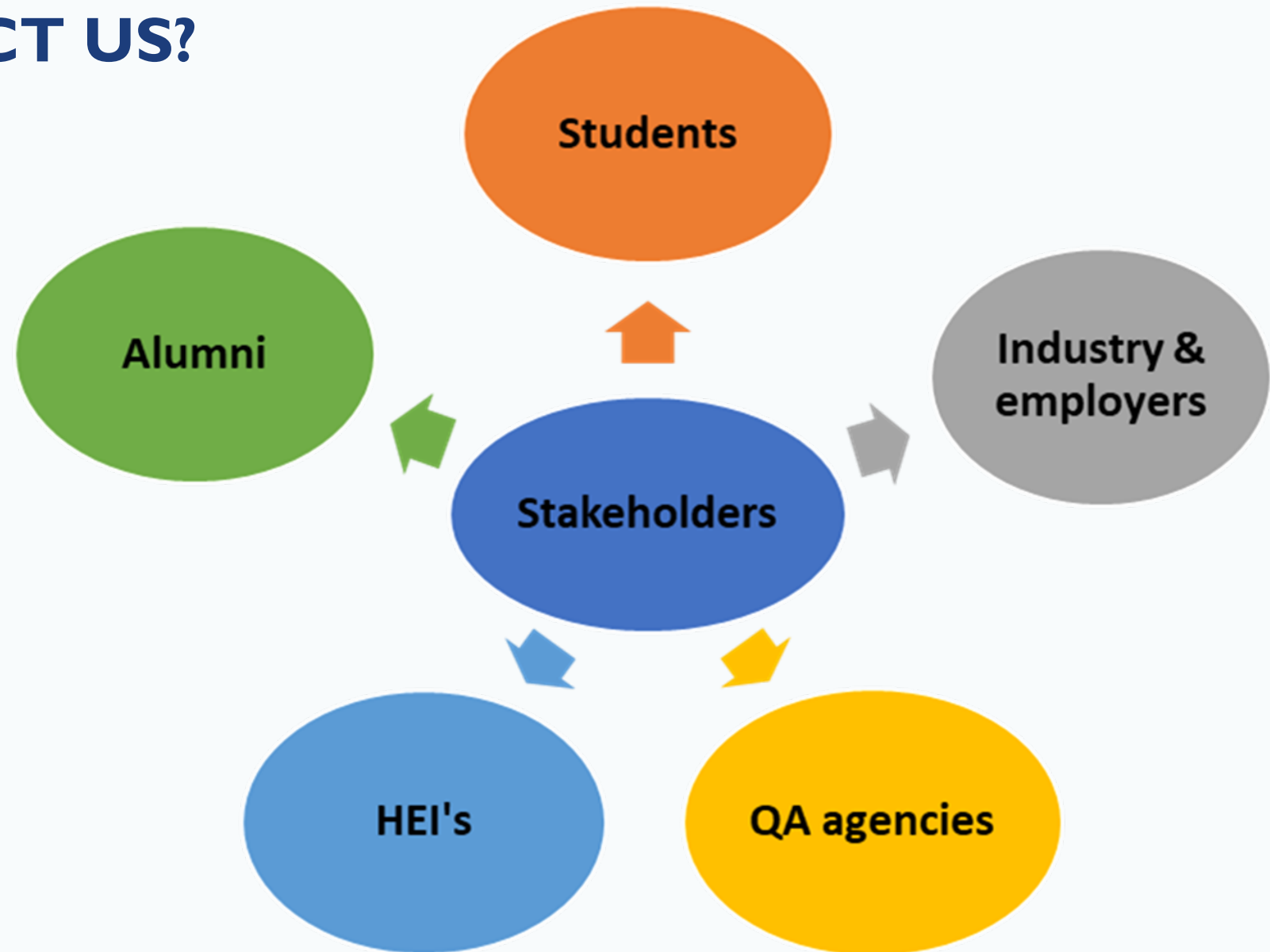
Further information will be published later in the year.

Materials

The 2023 ENQA General Assembly promotional video provided by QQI can be found [here](#).





HOW CAN THREATS TO ACADEMIC INTEGRITY AFFECT US?



IN SMALL GROUPS, DISCUSS AND NOTE YOUR RESPONSE TO THESE QUESTIONS

- Regarding HE academic integrity, is there a national/regional approach reflected in policies or legislation?
- If YES, what particular aspects of academic misconduct are covered?
- If NO, are there discussions about academic integrity?
- What does your agency do regarding HE academic integrity?
- What tools/ resources do you need to safeguard academic integrity in your HE context?

IF POSSIBLE, PLEASE UPLOAD YOUR RESPONSES TO THE PADLET

- Create a post by clicking the Black + icon bottom right
- If you have an electronic document, please upload it onto the Padlet or copy the content and paste into a post - first green button from the left 
- You can also photograph it straight onto the Padlet. Open the Padlet, and use the camera icon to take a photograph and upload it - second green button from the left. 

On your mobile it may just be a green dot.

- https://padlet.com/y_overdevest/academic-integrity-inqaahe-2023-vbn0lpenf5gh



INTERESTED IN WHAT OTHERS THOUGHT?

- You are very welcome to visit the Padlet below to read how others responded to the questions, and perhaps to enter into discussion with your peers.

[Academic Integrity: INQAAHE 2023 \(padlet.com\)](#)

INTERESTED IN LEARNING MORE?



- European Network of Academic Integrity (ENAI) www.academicintegrity.eu
- Global Academic Integrity Network (GAIN) <https://globalacademicintegrity.network>
- International Center for Academic Integrity www.academicintegrity.org

Some interesting commentators who tweet:

Guy Curtis – University of Western Australia

Michael Draper – University of Swansea, Wales

Sarah Eaton – University of Calgary, Canada

Zeenath Khan – Dubai Campus, University of Wollongong

Thom Lancaster – Imperial College, UK

Kane Murdoch – Macquarie University

*Watch out for the 2nd edition of
The Handbook of Academic
Integrity (Springer) – edited by
Sarah Eaton –
Publication date: Autumn 2023*

Partnership Approach – From National to Global: GAIN



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Launched in Dublin
on 18 October 2022

Co-founders: QQI & TEQSA

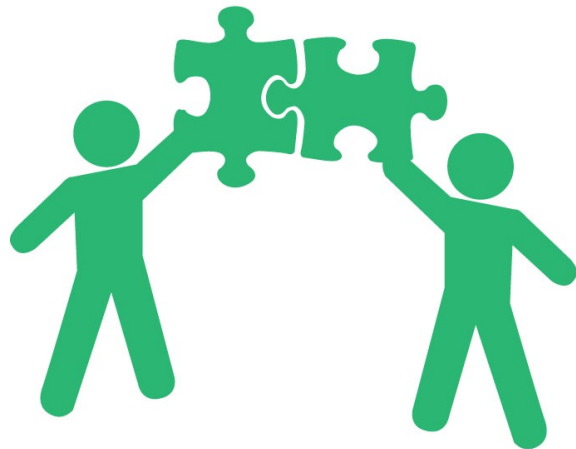


Members: UNESCO, national QA agencies, national qualifications authorities, academic recognition bodies → broad range of expertise on academic fraud

Endorsed by Council of Europe, ENAI, ENQA
Global Academic Integrity Network

GAIN objectives include:

- Explore **overarching approaches** to preventing the facilitation/advertisement of contract cheating (including in collaboration with e.g. social media platforms)
- **Share information/data/research** on emerging threats to academic integrity & determine approaches to combat these



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THANK
YOU

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