

ENQA ACADEMIC INTEGRITY
WORKING GROUP

**ACADEMIC INTEGRITY:
OUTCOMES OF THE ENQA
WORKING GROUP**

enqa.

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

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

OBJECTIVES OF ACADEMIC INTEGRITY PROJECT



- **Key outcome:** practical advice for ENQA Members and Affiliates on how to support academic integrity and address academic misconduct.
- **Aims of WG activities:**
To establish what is happening within the European QA network concerning academic integrity, and to identify and share proven practices.
To make recommendations on action regarding academic integrity to members.

**That was the “what”,
how about the “why”?**

What is happening in HE regarding academic integrity?

Disciplinary processes
How are providers responding to emerging challenges?

Availability of cheating services
What trends and activity are we currently witnessing?

Patterns of behaviour
What trends and activity are we currently witnessing?



Mental models
What values, assumptions and beliefs shape our QA systems?

Systems structure
How are all the stakeholders and current activities across Europe related?
What influences patterns and behaviours?

Mental models
What values, assumptions and beliefs shape student behaviour?



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](#).

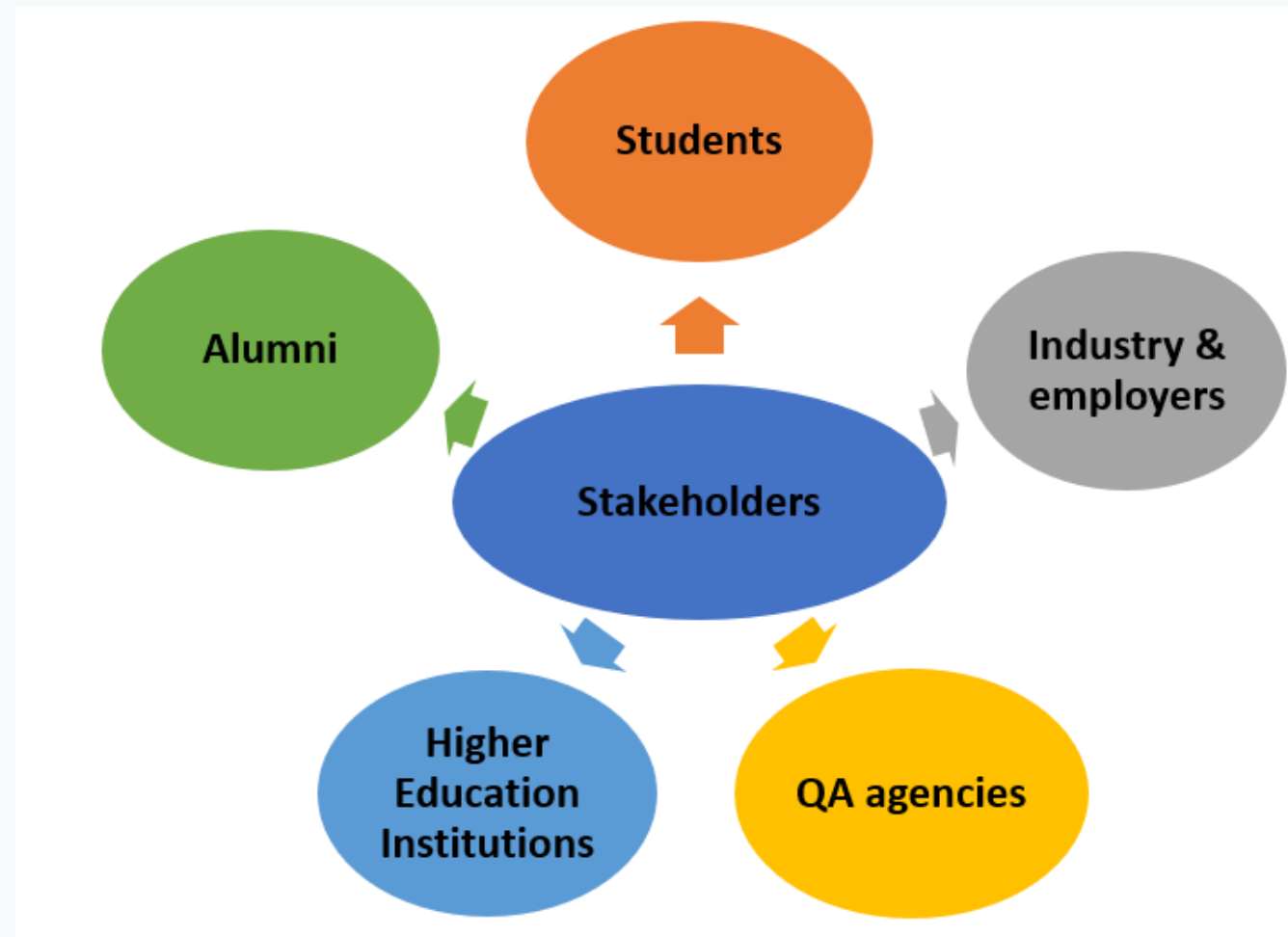


Collaboration

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

HOW CAN THREATS TO ACADEMIC INTEGRITY AFFECT US?



**That was the “what” and the “why,
now “how” and “who”?**

EMERGENT THEMES:

Theme 1:

THE ACADEMIC INTEGRITY LANDSCAPE:

Theme 2:

FOCUSED RESEARCH

Theme 3:

PROFESSIONAL DEVELOPMENT

Theme 4:

THE 'CHEATING INDUSTRY'

Some initial survey themes

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
- Concept of ‘from cradle to grave’ as demonstrated in the CoE ETINED approach.
- 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

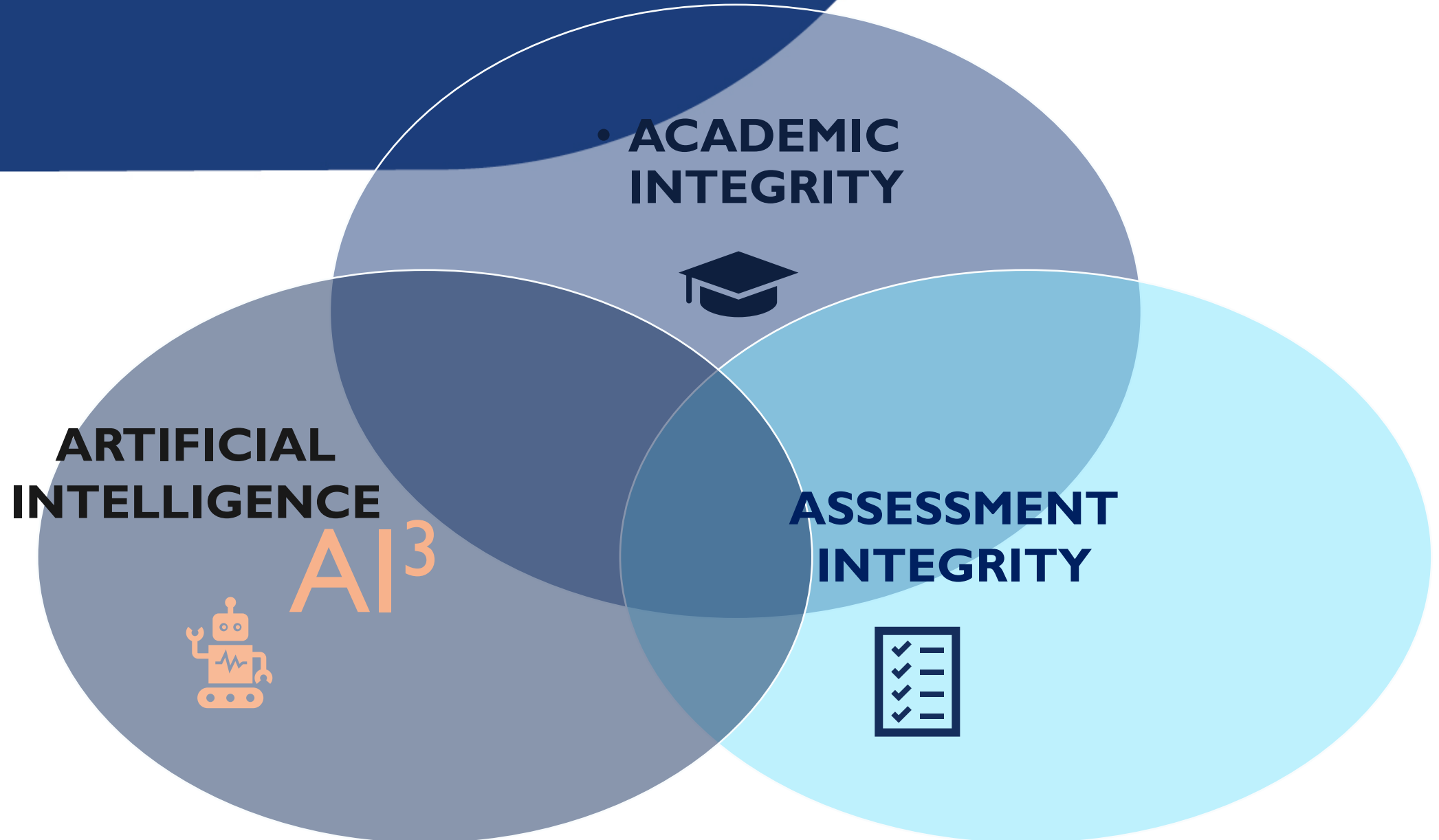


At institutional level:

- 'Make it someone's job' - nomination of academic integrity officers or whole offices
- Training for staff and students – continual
- Policy framework which is accessible, can be evidenced in practice, with data
- Innovative pedagogical and assessment approaches – more 'leaning' on learning/ less 'leaning' on grades = a rethink of assessment

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**That was the “what” and the “why,
now “how” and “who”?**

HOW COULD AN AGENCY ESTABLISH OR REVIEW AN ACADEMIC INTEGRITY POLICY?

- Your agency may already have an academic integrity policy as part of your QA system. If you reviewed it, what changes might there be?
- If an agency decided to incorporate academic integrity into your QA systems, where would you start?

Brainstorm “the **how**, the **who**, and the **what**”
etc. to sketch your approach.

Focus on university students (not researchers!)



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

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

Thank you
Merci

raibh Go Dziękuję
Obrigado
Pakka Misaotra je
Grazie Takk fyri baie Teşekkür
dankie
Dankewol Dank
Obrigada Muğtumesc agat
dekem Paldies Köszönöm ederim
Kiitos Gràcies Mahalo Gratias
Tak Tack Sipas
maith Danke Hvala
pér

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