

# TPG C ON QA MEETING

**Supporting Cultures of Academic Integrity:** promoting and enhancing academic integrity to ensure learning

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## ACTIVITIES OF THE WG

- A mapping exercise in December 2021. Interviews of the QA agencies participating in the WG
- An exploratory survey to ENQA members and affiliates in July 2022
  - Fifty-nine agencies responded to the survey, including 41 ENQA members and 18 ENQA affiliates
  - 32 countries of the EHEA were represented in the study
- In-depth interviews with QA agencies about the preliminary findings in 2023

# RESULTS: COUNTRY/SYSTEM PERSPECTIVE

- focus on plagiarism
- wide range of descriptions of academic integrity
- lack of common understanding of what constitutes academic integrity/misconduct
- little cross-border/cross-agency collaboration
- the drive for academic integrity needs to come from senior leadership and regulatory bodies of HEIs

Aspects of academic misconduct covered by legislation	Number of responses	% of responses
Plagiarism	33	84,50%
Unethical research	23	59%
Manipulation of data	19	48,50%
Contract cheating	15	38,50%
Other	14	36%
Misrepresentation	11	28%
Collusion	7	18%
File sharing	5	13%

# RESULTS: AGENCY PERSPECTIVE

Q1 - Does your agency currently take measures to enable and encourage the upholding of HE academic integrity?



■ YES ■ NO

two thirds of the respondents answered 'Yes'

Q2 - Is information regarding academic misconduct made available for the HE stakeholders by the agency?



■ YES ■ NO

just over half of the agencies answered 'Yes'

Q3 - Are there any accessible databases in your jurisdiction regarding research into academic misconduct?



■ YES ■ NO

three-quarters of the agencies answered 'No'

# RECURRING THEMES FROM INTERVIEWS WITH QA AGENCIES

At European level	At national level	At institutional level
Agencies are aware that about the strong relationship between the concept of academic freedom and academic integrity	Legislation which benchmarks the national parameters, enables all stakeholders to know where the 'red line' is drawn.	Need for legislation for
Limited awareness of academic integrity intersections with the work carried out by the Bologna Follow-Up Group (BFUG)	Need for guidance for institutions building openness, transparency and trust Specific guidance that provides a safeguard for standards and qualifications	Transnational education in contexts where students and staff might have differing cultural (mis)understandings of academic integrity
Common understanding of core values as a fundamental part of integrity	Consider what may be happening prior to entry to higher education, i.e. at second level – is a focus at HE too late?	Training for staff and students – continual
Active partnership with students – how to do this and sustain it	Need for collaboration within the broader educational sector	A rethink of assessment

# RECOMMENDATIONS AT MACRO LEVEL



- Agree upon a commonly understood terminology
- Develop an understanding of the multi-dimensional academic integrity landscape
- Develop a heightened understanding of what academic integrity is, its challenges and issues
- Plan and carry out more research
- Rethink assessment
- Create policies which are robust, inclusive and fit-for-purpose
- Develop a common system for reporting and managing suspected academic misconduct
- Design and implement a collaborative approach to disrupting the commercial cheating services
- Include students as core partners
- Take action to gain other stakeholders' commitment
- Advise relevant government agencies

# RECOMMENDATIONS FOR AGENCIES



- Include explicit academic integrity standards in the agency standards
- Explore how national legislation can provide protection, and whether it is possible for quality assurance agencies to have a legal role in prosecuting ‘bad actors’
- Provide up-to-date information and guidance for all stakeholders on a regular basis, particularly for HEI staff and students
- Share and develop common good practices through collaboration with other quality assurance agencies

## CONCLUSION

Ultimate aim is to create and foster a European culture of academic integrity



All stakeholders internal and external have a responsibility for ensuring academic integrity

Report: <https://www.enqa.eu/wp-content/uploads/ENQA-WG-Report-on-Academic-Integrity-.pdf>

Webinar recording: <https://www.youtube.com/watch?v=GPOVhzGI2I0>



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