City of Dublin Education and Training Board

Academic Integrity Policy

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QQI AWARD

City of Dublin
Bord Oideachais agus Oiliúna
Education and Training Board

City of Dublin Academic Integrity Policy

Context

City of Dublin ETB is a Further Education and Training organisation offering a wide variety of programmes and courses across 5 service spheres. It also funds courses through community providers and local training initiatives.

Purpose of the policy

City of Dublin ETB is responsible for academic integrity across the organisation's five service spheres. The reputation of City of Dublin ETB and the reputation of its graduates depends on all stakeholders observing/maintaining the highest standards of academic integrity. City of Dublin ETB is committed to nurturing a culture of academic integrity across the whole organisation. It does so through this policy, through City of Dublin ETB's QA Procedures in Cases of Academic Misconduct and through the provision of support and resources for staff and students.

Scope of the policy

This policy and the linked procedures and support documents apply to students/learners[1], to those who teach, to those who support teaching and/or are engaged in the assessment of work that contributes to credits, an award or other forms of recognition of learning. This includes external agents such as employers, other professional bodies and workplace mentors who are involved in the assessment of work that contributes to credits or an award or other forms of recognition of learning.

City of Dublin ETB Academic Integrity Values

City of Dublin ETB expects all individuals engaged in any aspect of teaching, learning and assessment to uphold the following academic integrity values in a spirit of fairness, inclusivity and compassion:

- Honesty
- Fairness
- Trust
- Respect
- Responsibility
- Courage
  International Center for Academic Integrity, 2019)[2]

City of Dublin Education and Training Board encourages its communities of education and training to explore and discuss both these values and how they inform all aspects of the teaching and learning environments.

[1] "Learner" and "student" will be used synonymously throughout this document.
[2] For an explanation of these values, see International Center for Academic Integrity, 2019

Definition of academic integrity

Academic integrity means that in teaching, learning and assessment our decisions and actions are guided by ethical principles and by the values of honesty, trust, fairness, respect, responsibility and courage. City of Dublin ETB requires everybody engaged in teaching, learning and assessment to work together to support, maintain and defend the values and principles of academic integrity. This includes educators, students, internal assessors and external agents, e.g., employers, other professional bodies and workplace mentors.

Definition of Academic Misconduct

Academic misconduct happens when an individual or group behaves in a way that is not consistent with City of Dublin ETB's ethical principles and academic integrity values. City of Dublin ETB's definition of academic misconduct has been informed by the European Network for Academic Integrity (ENAI) and the National Academic Integrity Network (NAIN).

Academic misconduct is behaviour by people or organisations that goes against ethical standards understood and agreed by individuals and educational institutions. Academic misconduct can be deliberate or accidental. It may also involve coercion from other people or organisations.

Where there is reason to suspect academic misconduct, an investigation will take place in line with City of Dublin ETB's QA Procedures in Cases of Academic Misconduct.

Sanctions

Sanctions for academic misconduct should be proportionate to the type and scale of the offence. They should be less severe in the early stages of a course than in the later stages. A process will be devised by centres to deal with suspected cases of academic misconduct in line with the values and principles written in this document and in line with City of Dublin ETB's QA procedures in Cases of Academic Misconduct.

Examples of academic misconduct include, but are not limited to:

- Engaging the services of so-called "essay mills"
- Pretending to be someone else in order to produce the work for another person or group, or arranging for someone else to take your place in an assessment
- Getting someone else to write a part or all of your assignment
- Doing some or all of somebody else's assignment for them
- Collaborating with a person or group beyond what is permitted in the assessment
- Multi-submission or self-plagiarism i.e. submitting work for an assignment that you have already gained marks for elsewhere. This does not include integrated assignments agreed with the teacher/tutor/instructor
- Using generative artificial intelligence (Gen AI) to write your assignment for you or using Gen AI in a way that is not transparent and is not authorised by your internal assessor
- Falsifying references and documentation. Falsifying references can mean either:
  (1) referencing genuine material that you haven't actually consulted to give the impression of having done more work than you have
  or
  (2) making up references that don't really exist
- Misrepresentation of research or fabricating (making up) data
- Presenting somebody else's work, whether written or practical, as your own

Roles and Responsibilities: City of Dublin ETB has a responsibility to:

- Develop an ethos and culture of academic integrity, trust and honesty
- Provide guidance on what may constitute academic misconduct assessment integrity. This means that the assessment of learners on the learning outcomes of their module or programme is fair, honest and trustworthy.
- Provide guidance on what may constitute academic misconduct
- Provide access to professional development for staff in the areas of academic integrity, such as assessment design (National Academic Integrity Network, 2021)
- Provide for training to staff in prevention and detection of academic misconduct (National Academic Integrity Network, 2021)
- Develop and document clear procedures and sanctions for dealing with suspected cases of academic misconduct
- Communicate those procedures and sanctions to all staff and students. Staff within centres also have a responsibility to make themselves aware of approved procedures.
- Ensure that any sanctions are "fair and proportionate" to the "scale and seriousness of the offences." (National Academic Integrity Network, 2021, p. 16)
- Provide new teacher/tutor/Instructor induction in academic integrity

Roles and Responsibilities: Centres have a responsibility to:

- Develop, support and facilitate an ethos of mutual trust and openness between staff and learners
- Develop a culture of open and supportive relationships between learners and key staff and/or tutors (National Academic Integrity Network, ND)
- Assess learners on the learning outcomes of their module or programme in a way that is fair, honest and trustworthy.
- Provide for training and advice to learners on how to avoid engaging in academic misconduct, for example:
    - training in understanding what constitutes plagiarism
    - correct referencing
    - avoidance of online assignment help/writing services,

- Embed training on how to avoid engaging in academic misconduct in induction processes for learners
- Design and plan courses and assessment timetables that foster positive learning behaviour and that limit pressure on students (National Academic Integrity Network, ND, p. 18). City of Dublin ETB-developed principles and guidelines for assessment are forthcoming in autumn 2024.
- Provide supports and guidance on academic study, writing and related skills to all new entrants to programmes at all programme stages.
- Provide access to such supports and guidance to learners at any stage of a programme, should a need for such support arise (National Academic Integrity Network, ND).

Moreover, it is the responsibility of City of Dublin ETB to make academic integrity resources available to both staff and learners. The resources will provide support in developing awareness of what academic integrity is, how this awareness can be incorporated into good practice, and how breaches of academic integrity can be avoided (National Academic Integrity Network, 2021, p. 16)

Supports should be accessible and designed in line with UDL principles. Training resources in academic writing, including training in using the Harvard referencing style or the referencing style relevant to the course, should be accessible independently to both students and teaching staff (National Academic Integrity Network, 2021, p. 16).

Formal and informal conversations with learners about academic integrity should commence with induction and continue on an ongoing basis throughout the period of enrolment.

Support is provided to staff to develop assessment methods that are appropriate and less susceptible to cheating practice.

Roles and Responsibilities: Learners have a responsibility to:

- Be familiar with the academic protocols and rules for the assessment of their module/programme.
- Avail of training and supports provided by the centre and/or the wider organisation in order to familiarise themselves with the academic protocols and rules.
- Ensure that all work submitted for assessment is fully their own, or in group work, learners need to ensure that the work is that of the designated group, as agreed with the teacher/tutor/ trainer only
- Be honest in their work and to acknowledge when they are using the words, ideas or work of others, or paraphrasing someone else's work (DCU, 2023).

Generative Artificial Intelligence

City of Dublin ETB recognises the importance for its staff and students of understanding ethical effective use of generative AI. It is the responsibility of City of Dublin ETB to provide ongoing training and other supports for students, educators and external agents involved in teaching and/or learning and assessment in the potential appropriate uses of generative AI so that:

- Students understand the significance of generative AI for society, careers, and studies
- Students understand legitimate use of generative AI in their studies
- Students are equipped to engage critically and ethically with generative AI
- Students experience generative AI's strengths and limitations as aids to learning
- Students are assessed on what they need to know in an AI world (University of Technology, Sydney, 2024).

It is the responsibility of internal assessors to identify appropriate roles for generative AI in courses, and then to provide guidance to learners on what may constitute authorised and unauthorised use. City of Dublin ETB recognises that similarity-detection tools may not detect the unauthorised use of generative AI in an assessment.

Recommended resources

Generative AI

European Commission, Directorate-General for Education, Youth, Sport and Culture, (2022). *Ethical guidelines on the use of artificial intelligence (AI) and data in teaching and learning for educators*, Publications Office of the European Union. **https://data.europa.eu/doi/10.2766/153756**

Five principles for the effective ethical use of generative AI - LX at UTS

Generative AI in Education: Links and Resources (ETBI)

NAIN Generative AI Guidelines for Educators

Link to Assessment resource created by subgroup (Link to be created)

Academic Integrity

Academic Integrity Guidelines NAIN

Academic-integrity-national-principles-and-lexicon-of-common-terms.pdf (qqi.ie)

A Learner's Guide to Academic Integrity (etbi.ie)

NAIN Academic Integrity Resources

City of Dublin ETB's QA Procedures in Cases of Academic Misconduct

References

DCU, 2023. *Academic Integrity Policy.* [Online]
Available at: https://www.dcu.ie/policies/academic-integrity-plagiarism-policy
[Accessed 19 March 2024].

ETBI, 2022. *A learner's guide to academic integrity.* s.l.:ETBI.

International Centre for Academic Integrity, 2019. *The fundamental values of academic integrity.* Third ed. s.l.:s.n.

National Academic Integrity Network, 2021. *https://www.qqi.ie/sites/default/files/2021-11/academic-integrity-guidelines.pdf.* [Online]
Available at: https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-academic-integrity-network

University of Technology, Sydney, 2024. *Five principles for the effective ethical use of generative AI.* [Online]
Available at: https://lx.uts.edu.au/collections/artificial-intelligence-in-learning-and-teaching/resources/five-principles-for-effective-ethical-use-generative-ai/
[Accessed 19 March 2024].

Policy review

Mindful of the fact that academic integrity is an evolving area, City of Dublin ETB will review this policy after the first year. Thereafter it will be reviewed regularly, but not less than once every 3 years unless there is a significant change in the sector or affecting the sector.

Version Control

City of Dublin ETB Academic Integrity Policy		
Version	**Drafted by/Updated by**	**Date**