

PURPOSE

The purpose of this policy is to provide guidance to EIT staff in developing and promoting Institute-wide learning, teaching, assessment and research practices that model and positively support academic integrity.

This policy promotes the core values of EIT, including the values of honesty, trust, fairness, respect, responsibility and courage, as well as the EIT Graduate Attributes, which reflect an expectation that our graduates act socially, ethically and legally in their study and work. All members of the EIT community share responsibility for maintaining the academic standing of the Institute, its programmes of learning and its qualifications.

SCOPE

All academic material prepared for teaching and research or submitted for assessment at EIT.

BACKGROUND

This policy was first developed in 2011 following a recommendation from Academic Board for an Institute-wide policy and procedure to promote and enhance academic integrity. A review in 2019 included consideration of digital challenges for integrity of assessment, electronic evaluation of academic integrity and purchased/ghost written assessments.

DEFINITIONS

Term	Meaning
Academic Integrity	Academic Integrity is a belief in academic honesty and an intolerance of acts of falsification, misrepresentation and/or deception.
Breach of Academic Integrity	A breach of academic integrity is seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means. It includes any act or omission by a learner that breaches academic guidelines, rules or regulations or breaches the specific requirements of a programme or course.

PERSONS / GROUPS AFFECTED

All learners and all staff.

CONSULTATION PROCESS

Academic Integrity Working and Steering Groups, teaching staff, education advisors, programme coordinators, learning advisors, Heads of School, Academic Committee, and EIT Students' Association.

QUALITY OUTCOMES

- a) EIT programmes and qualifications are highly regarded by learners, employers and other stakeholders.
- b) EIT staff and learners model legal and ethical principles in their practice.
- c) EIT learners are informed of the principles underpinning ethical and legal behaviour, and demonstrate these in their practice.

OUTPUT STANDARDS

- a) EIT develops and promotes Institute-wide learning, teaching, assessment and research practices that model and positively support academic integrity and excellent academic practice.
- b) Staff understand and are up-to-date with Institute academic integrity expectations.
- c) Matters relating to academic integrity are transparent and intentionally communicated.
- d) Assessment design, marking and the process followed by learners in the completion of their work is undertaken in a transparent manner and according to approved practices.
- e) All work submitted for assessment is prepared in a transparent manner by the appropriate learners and is marked or examined fairly and consistently.
- f) Learners, graduates and staff depict their academic qualifications accurately and non-fraudulently.

COMPLIANCE STANDARDS

- a) Academic integrity must be considered in programme design and delivery.
- b) Internal moderation is carried out to ensure assessment design that encourages academic integrity and minimises opportunities for plagiarism.
- c) Clear statements on the requirements and importance of academic integrity are included in programme and learner materials.
- d) All incidents of suspected breaches of academic integrity are addressed through approved processes and within the stated timeframes.

REPORTING STANDARDS

- a) Actions resulting from moderation are reported to, and endorsed by, PCC.
- b) Annual Self-Assessment Reports (including any reporting on breaches of academic integrity) are submitted through the appropriate Programme Cluster Committee for approval.

- c) The Institutional Academic Committee provides a report to the Academic Committee on collated Programme Cluster Committees' breaches of academic integrity registers to identify and act upon any areas of concern.

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