Policy Title:	Academic Integrity Policy
Description:	Approach to upholding Academic Integrity and Avoiding Breaches among Students and Staff
Author (Position):	Registrar and Vice President (Academic Affairs)
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Academic Integrity Policy

1. Context

Students refer to the work of other people when drafting assignments, writing essays, completing projects, creating performances and answering examination questions. Academic work and reports that influence our thinking and writing are acknowledged formally using scholarly conventions, such as those developed by the American Psychological Association (APA).

In addition, many of us draw on informal sources to assist us in our work. This might be a friend who discusses ideas with us, a family member who proofreads our work, a neighbour who advises on the layout of our work, a librarian who helps us find a difficult-to-find source or a writing centre where we get advice about scholarly writing. In addition to supportive people, some tools can also help us to develop aspects of our work from organising our ideas, to translating text, to suggesting points of relevance, to paraphrasing content. When academic work is submitted for a module assessment, students take responsibility for the quality of their work regardless of any tools used. Such tools include artificial intelligences, World Wide Web interfaces, and software. In assessments where students are permitted to use all available supports and tools, they will not be penalised for doing so, provided they are explicit about acknowledging how such supports and tools were deployed in their work and provided they work within the parameters of the set assessment.

Given the range of supports that can be used, and to highlight their own contribution, students are required to acknowledge the full range and extent of formal and informal supports they draw on when doing scholarly work. Students should make clear their individual contribution to their work by stating what tools they used and how they used them for a specific piece of work. Doing this gives credit to those who help, and it contributes to the integrity of academic work.

2. Purpose

Definition

Academic integrity has been defined as: "the commitment to, and demonstration of, honest and moral behaviour in an academic setting" (Writing Center, University of North Carolina at

Chapel Hill) and "the pursuit of scholarly activity in an open, honest and responsible manner" (Penn State University).

One of MIE's guiding principles is to respect all truth seekers and defend their right to pursue new knowledge wherever it may lead. Academic integrity is critical to the reputation of higher education, and to the recognition of a graduate's academic learning and resulting qualifications" (QQI, 2021). This is particularly strong in a higher education institution like Marino, where the key purpose is to educate educators.

During their time in Marino Institute of Education, students should be supported in finding their own voice and become confident in expressing it in multiple genres, while building on and acknowledging the work of others in an ethical manner.
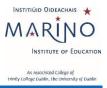
3. Policy

1. Academic integrity is a central pillar of research ethics and as such these principles complement other work done on ethics in MIE such as MERC (Marino Ethics in Research Committee) and SERC (Student Ethics in Research Committee).

2. Academic integrity can be breached in a number of ways. These include:
   a. Copying and pasting material from sources without acknowledgement.
   b. Using paraphrasing software without acknowledgement
   c. Engaging the services of an essay mill for contract cheating purposes.
   d. Impersonation or copying in an examination.
   e. Fabricating or falsifying data.
   f. Submitting work of another party (e.g. essay mill, large language model, person) as one's own without acknowledgement.
   g. Bribery.

3. Few, if any, students deliberately set out to breach academic integrity. However, threats to academic integrity may occur for reasons related to knowledge, timing and format of an assessment, opportunity, time, and other factors. Although not an exhaustive list, such threats may include:
   a. Students not having skills to summarise, evaluate and write in an academic mode.
   b. Lack of clarity on what academic integrity is.
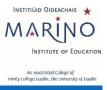   c. Students not understanding self-plagiarism.

    d. Unclear guidelines for groupwork.

    e. Lack of knowledge of scholarly conventions.

    f. Overassessment and lack of feedback.

    g. Lack of transparency on assessment criteria.

    h. Disproportionate focus on assessment result over learning process.

    i. Predictable assessments.

    j. Availability of ways to breach academic integrity.

    k. Perception that a breach will not be detected.

    l. Student workload.

    m. Lecturer workload.

    n. Procrastination with assignments.

    o. Part-time employment.

    p. Challenge of completing academic work with a learning disability.

    q. Challenge of completing academic work when speaking English or Irish as an additional language.

4. Despite the range of potential threats to academic integrity, the Institute, lecturers and students may mitigate many of the threats through efforts such as the following, (although not an exhaustive list):

    a. Training for staff and students.

    b. Creating assignments that explicitly design artificial intelligence in or out of assessments.

    c. Students participating in an academic writing programme.

    d. Engaging in relevant online and/or video tutorials and quizzes.

    e. Focus by module leaders on writing quality.

    f. Visible procedures for monitoring breaches of academic integrity.

    g. Encouraging collegiality, cooperation and independent thinking among students.

    h. Academic Writer Software (for training on using scholarly conventions of the American Psychological Association Publications Manual).

    i. Offering feedback clinics where individual or collective feedback on assessed work is offered to students.

    j. Providing clear assessment rubrics.

    k. Managing submission dates for assessed work.

    l. Including some continuous assessment.

    m. Students volunteering for external work commitments keeping assessment due-dates in mind.

    n. Incorporating principles of Universal Design for Learning.

    o. Setting English language requirements that support student success.

5. MIE is embedding academic integrity in the curriculum, especially for undergraduate students. The Institute is mindful that the workplace graduates will be entering is one in which mobile technologies and artificial intelligence are ubiquitous and students will need to be equipped to think critically and to know how to use such developments in ways that are beneficial to their future colleagues, students and the wider community.

6. Students are expected to uphold academic integrity in their work at all times.

7. Staff are expected to uphold academic integrity in their own work and to promote it in students' work at all times.

8. The Institute aims to prevent breaches of academic integrity. This is done in the following ways:

    a. Educate students on what constitutes academic integrity.

    b. Communicate the penalties associated with breaches of academic integrity.

    c. Explain the difference between group work and plagiarism.

    d. Discuss with students how to acknowledge work that draws on the work of others (or their own previous work).

9. The Institute monitors potential breaches of or threats to academic integrity. Among the ways this is done are:

    a. Lecturers monitor external study sites and ask for copyright materials to be removed.

    b. The Institute reserves the right to invite students to undertake a viva voce assessment at any time, either randomly or where suspicion of a breach of academic integrity exists.

    c. Students are asked to cite all supports used in creating work submitted for assessment purposes.

    d. Requiring work to be submitted through plagiarism-detecting software.

10. A separate procedure has been created for responding to possible breaches of academic integrity.

4. Responsibility

The implementation of this policy is overseen by the Registrar and Vice President (Academic Affairs).

5. Related Documents

Academic Integrity Procedure

Academic Assessment and Academic Progression Policy

Disciplinary Procedures in Respect of Students

Ethics in Research Policy

Guidelines on Writing and Marking Examination Papers and Assignments

MERC Terms of Reference

SERC Terms of Reference

Policy on Referencing and Scholarly Conventions

EU Regulation 2024/1689 (especially ¶56 and Annex III ¶3.))

National Academic Integrity Network Resources

*final sign off pending