

Academic Integrity – LMETB

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lmetb

*Bord Oideachais agus
Oiliúna Lú agus na Mí*

Louth and Meath Education
and Training Board

What is Academic Integrity in FET?

Academic Integrity remains a crucial aspect of how we prepare students for future roles and how we build citizens of integrity*

* <https://www.skillseducation.com.au/courses/academic-integrity-for-vocational-written-assessment>

Therefore, establishing and maintaining a culture of academic integrity is important NOW while our learners are in FET, and is also essential for future study and future professional practice

Academic Integrity – What is the Research Saying?

• What is academic dishonesty?

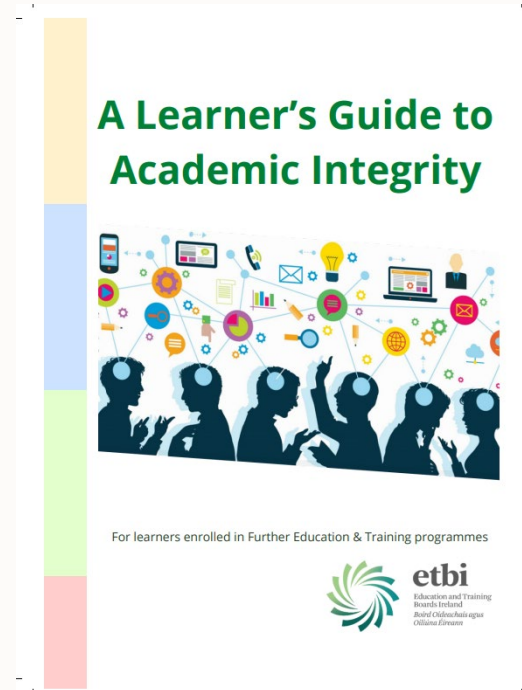
- ‘When students cheat, even on the most minor of assessments, they are being **dishonest** (i.e., misrepresenting that they know, have done, and/or can do) and **perpetuating unfairness** (i.e., gaining a competitive advantage)’ (Gallant and Stephens, 2020).
- ‘Undermines student learning (**both academic and moral**) but also the validity of its assessment and, ultimately, the integrity of the credentials conferred upon them’ (Gallant and Stephens, 2020)

Work-based learning/Work Placements – Particularly important in FET

‘provide invaluable opportunities for students to learn essential skills and **acculturate to professional ethical values** through real world experiences. The experiential learning that happens in these settings helps influence the professionalisation of students, encouraging safe, ethical practice that benefits those receiving care/service, future employers, and society’ Miron (2022)

- Gallant, T.B. and Stephens, J.M. (2020) ‘Punishment Is Not Enough: The Moral Imperative of Responding to Cheating With a Developmental Approach’, *Journal of College and Character*, 21 (2), pp.57-66 <https://www.tandfonline.com/action/showCitFormats?doi=10.1080/2194587X.2020.1741395>
- Miron J. (2022) *Academic Integrity in Work-Integrated Learning (WIL) Settings*, In: Eaton, S.E., Christensen Hughes, J. (eds) *Academic Integrity in Canada. Ethics and Integrity in Educational Contexts*, vol 1. Springer, Cham. https://doi.org/10.1007/978-3-030-83255-1_12

What is Academic Integrity in FET?



- Based on 3 pillars
- Humanistic and collaborative approach

LMETB Survey on Academic Integrity

It is up to each teacher/tutor to maintain academic integrity and to spot when a learner has plagiarised work which can be very difficult.

The onus should be on the learner to explain where they got the information and not so much on the tutor to 'catch them out'

Assignment submission policy – helpful to a point

Built-in plagiarism checks useful but can be easily circumvented by paraphrasing apps and websites

Strict policy – no tolerance approach! There should be penalties (marks deducted) for late submission to ensure fairness across the board

Survey Question - Please identify areas of good practice you have experienced in relation to how you maintain Academic Integrity in your classroom

Supportive Measures	Practical Measures	Stricter Measures
<p>Through effective communication, build honest and trustworthy learner – teacher relationships.</p> <p>Be honest towards the learners with what is expected of them (level dependent)</p>	<p>Give guidance on what is plagiarism and what learners are guaranteeing when they sign the Declaration of Authenticity on their assessment briefs</p>	<p>Use of anti-plagiarism tools/software, eg. Urkund or Turnitin</p>
<p>Maintain dialogue with colleagues, within and outside of your centre – see what’s happening elsewhere in the ETB in terms of academic integrity’</p>	<p>Teach referencing skills, give examples of correct referencing conventions (Harvard, APA, etc). Use the FESS/ETBI Academic Writing and Referencing handbooks</p> <p>Encourage attendance at academic writing and research skills workshops at the beginning of the course (if available)</p>	<p>Adherence of plagiarism policy and actions taken and supported when plagiarism is found to have happened.</p>
<p>Ensure good understanding of class material through formative assessment before summative assessment tasks are given</p>	<p>Follow the assessment procedures – ensure deadlines are known</p>	<p>Close monitoring of assignments/assessment events to ensure no copying/cheating is taking place.</p>
<p>Meet with learner to discuss whether suspected plagiarism is deliberate or unintentional.</p>	<p>Give examples of WHAT should be done and HOW it should be done, the order that tasks need to be carried out, the correct format and layout of assessments.</p>	

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Supportive Measures	Practical Measures	Stricter Measures
<p>Explain to learners that what they're doing could be classed as plagiarism and explain the reasons for referencing – once they understand the reasoning they will be more willing to embrace it</p>	<p>Model good academic behaviour, always acknowledge sources of information, graphs, pictures etc in own notes/presentations</p>	
<p>Encourage learners to use academic supports</p>	<p>Importance of DRAFT work – helps learners know what's acceptable and what's not.</p>	
<p>Encourage consistent attendance – use statistics to show that the 'good attenders' from previous years received the best results.</p>	<p>Keep up to date in relation to new information on essay mills, contract cheating services so that you can spot plagiarism</p>	
<p>Talk to learners, discuss your concerns about their work through feedback on what they have submitted, encourage them to realise the importance of their own words/voice.</p>	<p>Allow learners to view their reports from the plagiarism software to help them understand how they may be accidentally plagiarising.</p>	

LMETB Assessment Policy/Procedures



1. LMETB Assessment Procedures
2. LMETB Examinations Procedure
3. LMETB Assessment Deadline Process
4. **LMETB Assessment Malpractice Procedure**
 - Revised in 2021
 - 'Please note that in practice, many issues can be resolved at an informal level in FET Centres/Colleges, without having to immediately instigate the formal investigations outlined in this Assessment Malpractice procedure. It is LMETB's intention that formal processes will only be initiated if informal approaches are not successful in resolving the issue'. (p.8)