



etbi
Education & Training
Boards Ireland
*Boird Oideachais &
Oiliúna Éireann*

ETBI Blended Learning Series- Session 6 Summary
Introduction to Academic Integrity in the FET Context
and Blended Learning policy
16 March 2021



Integrity

Adherence to moral principles
In ethics, integrity is regarded as
the honesty and truthfulness of
uprightness, sincerity, and



I. Values of academic integrity

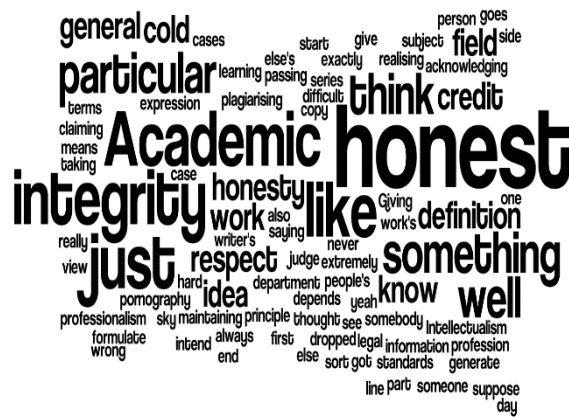
Source/ reference	Context
Resource from Turnitin	Ways to integrate academic integrity in institutional policy, including strategic planning, institutional values and mission, digital literacy and implications of this on academic integrity awareness
Article with extensive references and references to other studies	Academic integrity in the workplace- a (see pp.2-4 for examples)
See article on academic integrity here	Academic integrity in digital learning environments
An interesting resource: blog for academic integrity for nursing students	Academic integrity in the workplace and practical settings

II. Academic Integrity in professional settings

Mostly applicable to practical learner output, assessments, supervision, learner-employer relationship and conduct.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)



Examples of academic integrity in General Learning level 2-3 programmes, work-based learning, internships and dual system programmes: [what areas of academic integrity and ethics can be considered?](#)

278334 - General Learning Level 3

Purpose

The purpose of this award is to enable the learner to develop the relevant knowledge skill and competence to use a range of skills and tools, under direction and with limited autonomy, in familiar situations. It enables the learner to participate in and contribute to modern society, to pursue a range of employment opportunities or to progress to further education or training.

Apply Now

ENTRY REQUIREMENTS

- Education: No formal education or qualifications are required although applicants may have participated in primary and secondary education. Applicants will be expected to demonstrate a standard of knowledge, skill and competence equivalent to NFQ Level 2 when accessing a Level 3 programme.
- Aptitude: Applicants must have a motivation to learn, an interest in the subject and the ability to acquire the knowledge, skills and competencies set out in the course.
- Previous Experience: Applicants must be able to demonstrate a limited range of knowledge, skills and competencies skills relevant to the course and be able to work under direction.

COURSE CONTENT

Title	Award	Awarding Body
Communications L3	Communications (3N0880)	QQI

Adapting integrity General Learning L3

- Communication protocols and conduct
- Pursuing employment through the ethical use of information, CV application transparency
- More importantly, awareness that academic integrity exists in all course levels and subjects
- With a lesser degree of autonomy compared to other courses, learners rely on guidance and support in academic integrity awareness

Dual system programmes

Apprenticeships

- Employer and learner obligations: how assessments and performance reporting are conducted; caveats and considerations for ethical practice
- Meeting Code of Practice standards
- Legislation: Workplace Relations Service; The Department of Jobs, Enterprise and Innovation- can be incorporated in classes, learner guidance and inductions
- Industrial Training Act, 1967
- On-the-job and/or off-the-job assessments or examination rules

III. Breakout discussion

Question: Please discuss ways in which Academic Integrity can be integrated into Blended Learning and Programme Development.

- ✚ The integration of academic integrity in blended policy development: as part of the quality review process, embodied in assessment practices, learner supports and communication.
- ✚ Quality planning and aligning academic integrity with institutional values.
- ✚ Academic integrity is also linked to trust and relationship building in a holistic, supportive environment.
- ✚ The concept of academic integrity is best viewed through a collaborative lens; empowering, demonstrating best practice- academic integrity can be viewed as solely linked to plagiarism and cheating if learners are not familiar with it.
- ✚ There is an overlap between academic integrity and professional integrity, and the two can be merged to provide a strong quality system. E.g., the trust involved in the practice of childcare learners and the responsibility they carry in their future careers while caring for vulnerable communities.
- ✚ Integrating wellbeing and learner engagement through the learner voice: encouraging communities of practice and learner *focus/ support/ community* groups to explore where and how academic integrity applies to their learning and the supports they can seek from those interactions.
- ✚ As part of programme and assessment quality reviews, academic integrity can be productively incorporated in policy development (see blended learning policy example).
- ✚ Academic integrity is applicable to all levels of learning, all subjects and professional contexts where information is handled, produced, shared and created.
- ✚ Academic integrity is a vast subject and requires collaboration and wide exchange of ideas. Professional development in academic integrity would benefit practitioners, colleges and learners.
- ✚ Academic integrity awareness prepares learners for the future and equips them with the skills and knowledge required to operate in the real world.

See [this video](#) for academic integrity and basic concepts of academic integrity: ‘Academic integrity in remote, online or in-person classes’

[Lecture](#) for vocational learners in the state studying toward degrees by Dr. William Potter [relevant input @25min in the video]. The video shows learners the relevance of plagiarism and integrity in real-life professional and intellectual property usage, relevance in assessment settings, career achievement and ethical communities.