Quality Assurance and Academic Integrity: a New Zealand perspective

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Outline

• The New Zealand context
• Recent development of quality assurance with respect to academic integrity
  – Cycle 5 Academic Audit 2013-16
  – 2018
  – Cycle 6 Academic Audit
• Impact of the quality assurance system on academic integrity
• Concluding thoughts
The New Zealand context

• Separation of responsibilities for quality
  – Universities – NZVCC (UNZ)
    • Committee on University Academic Programmes – programme approval
    • AQA – institutional quality review (academic audit)
    • Complaints and protected disclosures
  – Other providers – NZQA
    • Programme approval and external evaluative review (EER)

• ‘Contract cheating’ is an offence in the Education Act (Section 292E)
External Quality Assurance

• Academic Audit
• Self-review followed by independent audit panel of peers
• Framework of guideline statements
• Panels may make commendations, affirmations and recommendations
• Audit reports publicly available
• Universities report on response to audit reports
Cycle 5 Guideline Statement

• GS 3.8 Academic misconduct: “Universities should use procedures for addressing academic misconduct, including plagiarism and other forms of cheating”
## Commendations

<table>
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<th>The Panel commends the University on the introduction of a mandatory academic integrity course and on its initiative in making this available for open access. (UA)</th>
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### GS3.8 C6 The Panel commends the University on its comprehensive and coordinated approach to addressing academic integrity through educative, regulatory and experiential activities and documents for both staff and students (AUT) |

### Affirmations

| GS 3.8 A3 The Panel affirms the University’s reconsideration of approaches to promoting academic integrity and managing dishonesty. It supports the intention to develop a mandatory module within all undergraduate programmes, as part of the Curriculum Enhancement initiative. (WU) |

## Recommendations

| GS3.8 R8 The Panel recommends that the University reviews its guidelines for the use of Turnitin plagiarism detection software and other electronic forms of detection to ensure staff and students receive and use consistent information and experience consistent use of the detection procedures. Guidelines should include an outline of the scope of use, procedures to be followed and the information to be conveyed to students about application of Turnitin to the assessment in particular papers. (MU) |

| GS3.8 R6 The Panel recommends that the University gives priority to its Enhancement Initiative No. 7, to develop an academic integrity strategy which addresses, in a systematic way, prevention, detection and management of academic misconduct and which includes the development of good practice examples of academic integrity education and identification of good assessment practices which minimise opportunity for plagiarism. (VUW) |

| GS 3.8 R9 The Panel recommends that the University give priority to reviewing its policies and processes for preventing and managing academic dishonesty, that it consider mechanisms for ensuring proven dishonesty allegations are recorded confidentially, and that it also consider developing educative resources for both staff and students to ensure academic integrity in teaching, learning, assessment and research. (LU) |
In 2018

• 7 universities have academic integrity policies
  – 8th has dishonest and improper academic practice (plus a recommendation that this is reviewed)

• Orientation towards integrity and education
  – Compulsory modules
Moving into Cycle 6

• How ‘should’ universities demonstrate that they manage academic integrity ‘well’?

• What does ‘good’ look like?

• How will we know when we’ve got it?
What is ‘good’

• TEQSA (2017) Guidance notes
  – Academic integrity
  – Contract cheating
• QAA – Guidance (2017)
• CHEA – Advisory statement (2016)
• NZQA – Effective practice note (2013)
• Academic/research papers
  – Bretag
  – Sutherland-Smith
  – Richards et al. (2016)
GS 20. Academic integrity

- *Universities promote and ensure academic integrity and demonstrate fairness, equity and consistency in addressing concerns.*
Cycle 6 Academic Audit

• **Scope**
  – All students
  – All ‘delivery’
  – All staff who teach or supervise

• Embedded, systemic practice

• Outcomes

• Evidence
Expected Evidence (GS20)

- Demonstrated consideration of full range of potential risks, including emerging risks.
- Evidence of promotion and awareness of academic integrity.
- Clear advice on prevention and treatment.
- Assessment of fairness, equity and consistency (e.g., annual report to academic committees).

- Reviews of academic integrity
What impact do the differing QA systems have on ensuring academic integrity?

• Can we assess this?

• Can we assess ‘better’?

• What indicators could we use?
  – Trends in failures?
  – Shifts in practice?
Where does this leave us?

- Academic integrity is fundamental to any assessment or assurance of quality
- Conversely, effectively ensuring academic integrity is fundamental to confidence in a quality assurance system or regime
- The quality system must address academic quality – it can do it in different ways – but should follow research and best practice
- Some quality systems may do supplementary things better
  - TEQSA – a priori guidance strong
  - AQA – more information about commendable practice(s)
But ..... 

• Are we making progress?  
  – Have a lot of good practice  
  – Also more opportunities and means  
  – Is academic dishonesty decreasing?  
  – What about the wider, societal context?  

• Clear that emphasis needs to be maintained  
  – By universities and other educational institutions  
  – By quality assurance bodies and regulators  
  – By students  

• From a quality assurance perspective  
  – Evidence of systemic practice and impact
References