

Five years old and counting: The National Academic Integrity Network Impact Evaluation (an initial taste...)

SUE HACKETT | *LEADING AND LEARNING IN A CHANGING LANDSCAPE*

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Agenda

- Introduction to the project
- The impact evaluation methodology
 - surveys
 - 1-1 interviews
- Some initial indications and what comes next...

Impact is...

‘...the sustainable long(er)-term effects produced by an initiative, as a result of its outputs and outcomes. This includes both the intended positive impacts, and the unintended ones, either positive or negative. The impacts may include direct effects or changes on awareness, attitude, capacity, behaviour, policy, practice, as well as indirect changes to related activities.’

See National Forum for the Enhancement of Teaching & Learning, [accessed [NF-2019-Impact-Insight-web-ready-1.pdf](#) Nov 15th 2024]

Methodology

- **Surveys:**
 - Core survey – all NAIN members
 - Additional survey section (Part B)
 - student rep organisation
 - steering committee members
 - Academic Integrity Officers
 - Senior institutional leaders
 - International academics – ‘friends of NAIN’
- **Interviews:** 1-1, semi-structured around 4 key questions

Survey responses

Stakeholder group	Responses as of 7 November		Total sent		% responses
NAIN members	21		95		22
International experts	8		16		50
Academic Integrity Officers*	2		7		29
Representative organisations	3		21		14
Steering committee members	5		6		83
Student representatives	2		7		29
Senior institutional leaders	4		11		36
TOTALS	45		163		28

Many thanks to Dobrawa Brach, QQI, for the data management

Some initial findings from surveys...

NAIN members:

Key role in developing a common national approach to academic integrity and putting academic integrity on people's agendas.

Key impact of driving significant revisions to/ creation of HEI academic integrity policies and procedures.

Senior institutional leaders:

Key role in enabling agreed terms for academic integrity as well as key conversations, e.g. between NAIN and QQI. Its education development role is an important NAIN function.

Key impacts on the rewriting of academic integrity policies and how to approach the challenges of academic misconduct.

Academic Integrity Officers:

Key role in supporting educators and addressing academic integrity in HEI. Fostering collegiality.

Key impact of raising awareness across HEI, influence of NAIN resources on policy development = development of academic integrity cultures in HEIs.

Steering Committee members:

Key role in building sectoral capacity incl. developing a coherent sectoral approach to the challenges; important role in liaising with QQI.

Key impact of enabling development of policies and procedures and accessible and needs-based resources for HEIs.

Student rep organisations:

Key role of providing an informed route for staff and students to navigate re. academic integrity.

Key impact has been the connections made btw academic integrity and equity/ inclusion, and the formal recognition of the interacting relationships with assessment, course design etc.

Representative organisations:

Key role in sharing knowledge and supporting academic staff and HEIs.

Key impact of raised awareness, more understanding of the field. This has fed into other projects such as the N-TUTORR academic integrity workstreams.

International experts colleagues, ‘friends of NAIN’:

Some key impacts:

Training events aimed at particular stakeholders from leadership, students, T&L experts, have succeeded in raising awareness/ educating/ inspiring.

The auspices of the national QA body provides a level of visibility and commitment that is hard to replicate in a CoP on its own.

Strong leadership is a factor in enabling impact, from both QQI and NAIN.

NAIN has facilitated the shaping of a robust academic integrity culture.

All the work achieved and ongoing has led to international visibility and recognition within the QA field.

Some key insights from interviews...

Perception that 'work has been done' – needs to be ongoing and building on previous work

The lexicon was so important as it got everyone speaking the same language. The development of the framework has also been very powerful

There has been a cultural transformation as awareness has grown although there are still probably a lot of people oblivious to the issues.

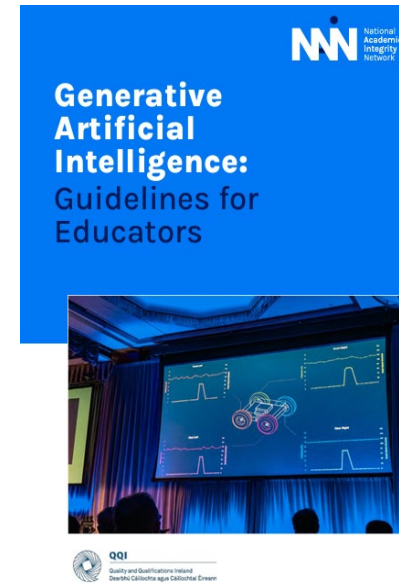
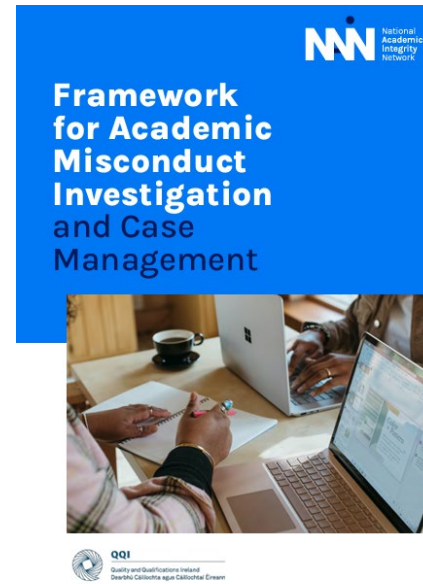
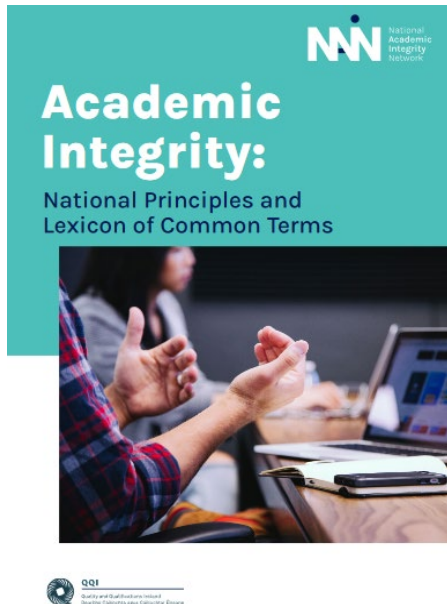
Not many networks like NAIN that put students and staff in the same room, collaborating with each other.

The NAIN has created more than a community of practice – it is a leadership community – leading us all in one direction.

Misconduct hasn't been seen previously as related to poor practice on the part of institutions or teachers – want to focus more now on the learning environment.

There is no question in my mind that the network would not have survived without the support of QFI.

Academic Integrity Toolkit



Supported by the NAIN webinars and podcasts series: available on [QQI's YouTube channel](#) (see [NAIN webpages](#) for what is available).

Thanks and acknowledgements

- The NAIN Steering Committee
- NAIN members
- International colleagues & collaborators
- QQI colleagues

