

Guidelines on Academic Integrity Roles, Responsibilities, and Contributions



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Introduction



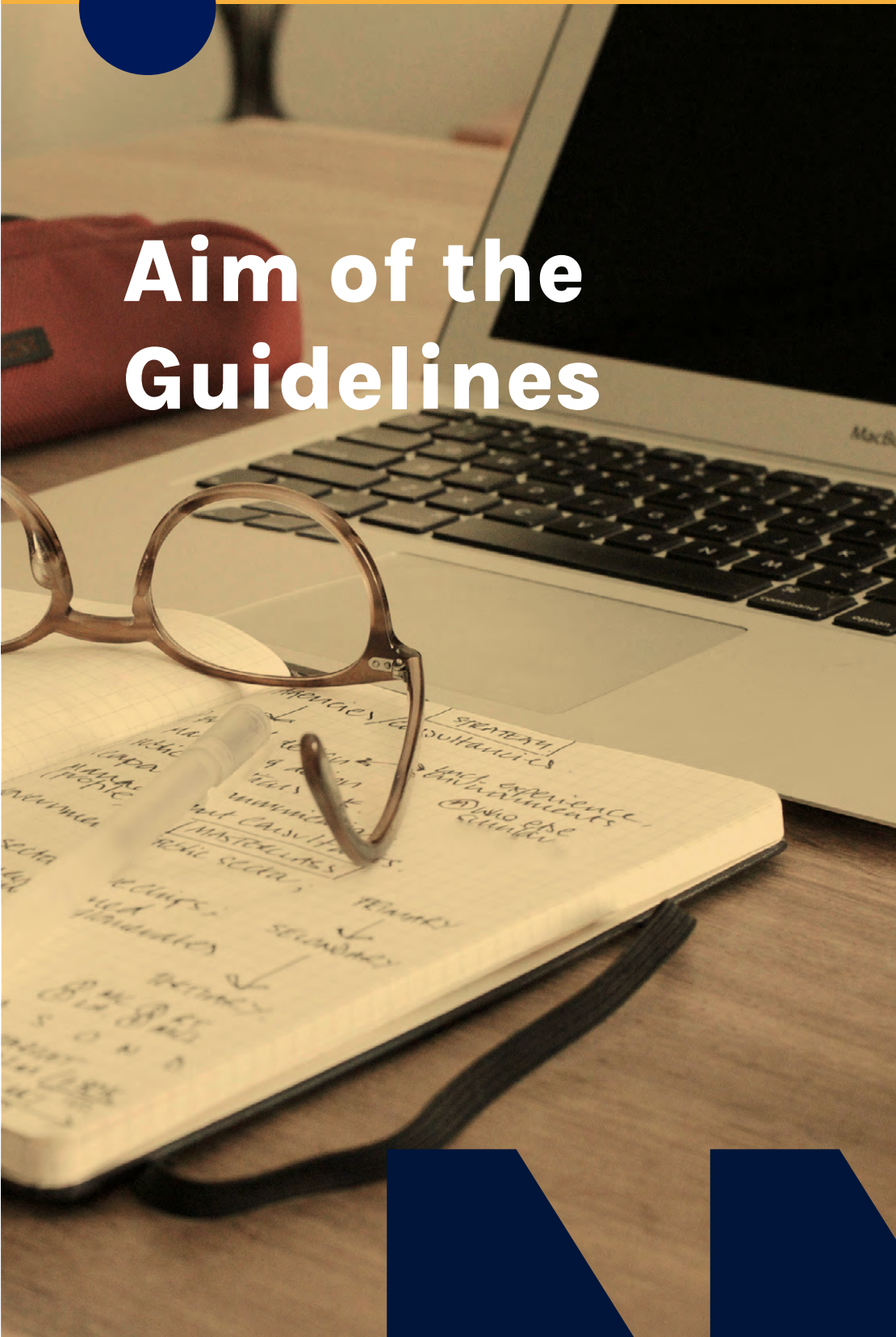
1. Introduction

Further and higher education and training organisations continue to make significant efforts to cultivate a culture of academic integrity. Some of the measures taken to date by these organisations include the development and implementation of policies and guidelines, facilitating education and training of staff and learners, and engaging in or supporting research and innovative practices relating to academic integrity, academic misconduct, and assessment. Recognising that academic integrity is a complex and essential aspect of further and higher education and training with rapidly emerging challenges, many organisations, both in Ireland and internationally, have created dedicated academic integrity leadership and educational roles. These roles vary between organisations for a myriad of reasons, including financial resources, organisational structure and strategic priorities. Regardless of where the responsibility and oversight for academic integrity are situated within an organisation, these roles play an important part in establishing and fostering a culture of academic integrity. These guidelines aim to provide advice on formalising different academic integrity roles and responsibilities, while recognising these differences between organisations.

In Ireland, some educational and training organisations have created academic integrity roles supported entirely or partially by national or European funding streams.¹ For some education and training organisations, funding is not ringfenced for roles solely focused on academic integrity. In these organisations, academic integrity responsibilities can form part of existing roles such as quality assurance or educational leadership. While the challenges relating to access to sustainable funding for academic integrity roles are acknowledged,² these guidelines seek to underscore the centrality of academic integrity to the quality and credibility of educational qualifications and propose ways it can be strengthened through defined roles and their corresponding responsibilities.

¹ Strategic Alignment of Teaching and Learning Enhancement (SATLE) Funding in Higher Education, administered by the Higher Education Authority's (HEA) National Forum for the Enhancement of Teaching and Learning in Higher Education or the National Technological University Transformation for Recovery and Resilience (N-TUTORR) programme, funded under Next Generation EU as part of Ireland's post-pandemic National Recovery and Resilience Plan (NRRP).

² Quality and Qualifications Ireland. (2022, March 2). QQI statement to the Oireachtas Joint Committee on the future funding of higher education. <https://www.qqi.ie/news/qqi-statement-to-the-oireachtas-joint-committee-on-the-future-funding-of-higher-education>



Aim of the Guidelines



2. Aim of the Guidelines

These guidelines

1. Outline the academic integrity roles that might exist in further and higher education and training organisations;
2. Describe the responsibilities or contributions associated with these academic integrity roles.

These guidelines contribute to academic integrity practice in Ireland by clearly outlining the range of potential academic integrity roles within education and training organisations, along with the responsibilities and contributions associated with each. This clarity can support a more consistent and coherent approach to academic integrity across the sector. It is important to note that these guidelines do not prescribe the creation of specific roles within education and training organisations. Instead, they describe the types of roles that might exist and how these roles and their responsibilities may address specific aspects of academic integrity within an organisation. They are flexible to the specific needs of an organisation but may be particularly useful to organisations planning to create a new academic integrity role or formalise an existing role(s). They also support reflection on existing academic integrity roles and aim to inspire new opportunities to strengthen current arrangements within organisations.

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Alignment with NAIN Strategy 2025-2028



3. Alignment with NAIN Strategy 2025-2028

The National Academic Integrity Network (NAIN) is committed to fostering a culture of academic integrity in member organisations. These guidelines specifically support NAIN to realise a number of the aims outlined in the NAIN Strategy 2025-2028:³ These guidelines enable objective 1.3 of the NAIN Strategy by empowering members to promote engagement with the network's mission in their respective organisations through the provision of national guidance on roles and responsibilities for those tasked with academic integrity at an organisational level. Accordingly, the guidelines can be used to support NAIN members' practice of formalising or strengthening academic integrity related roles in their organisations.

³ National Academic Integrity Network. (2025). *National Academic Integrity Network (NAIN) strategy 2025-2028*. Quality and Qualifications Ireland. <https://www.qqi.ie/sites/default/files/2025-10/national-academic-integrity-network-strategy-2025-2028.pdf>

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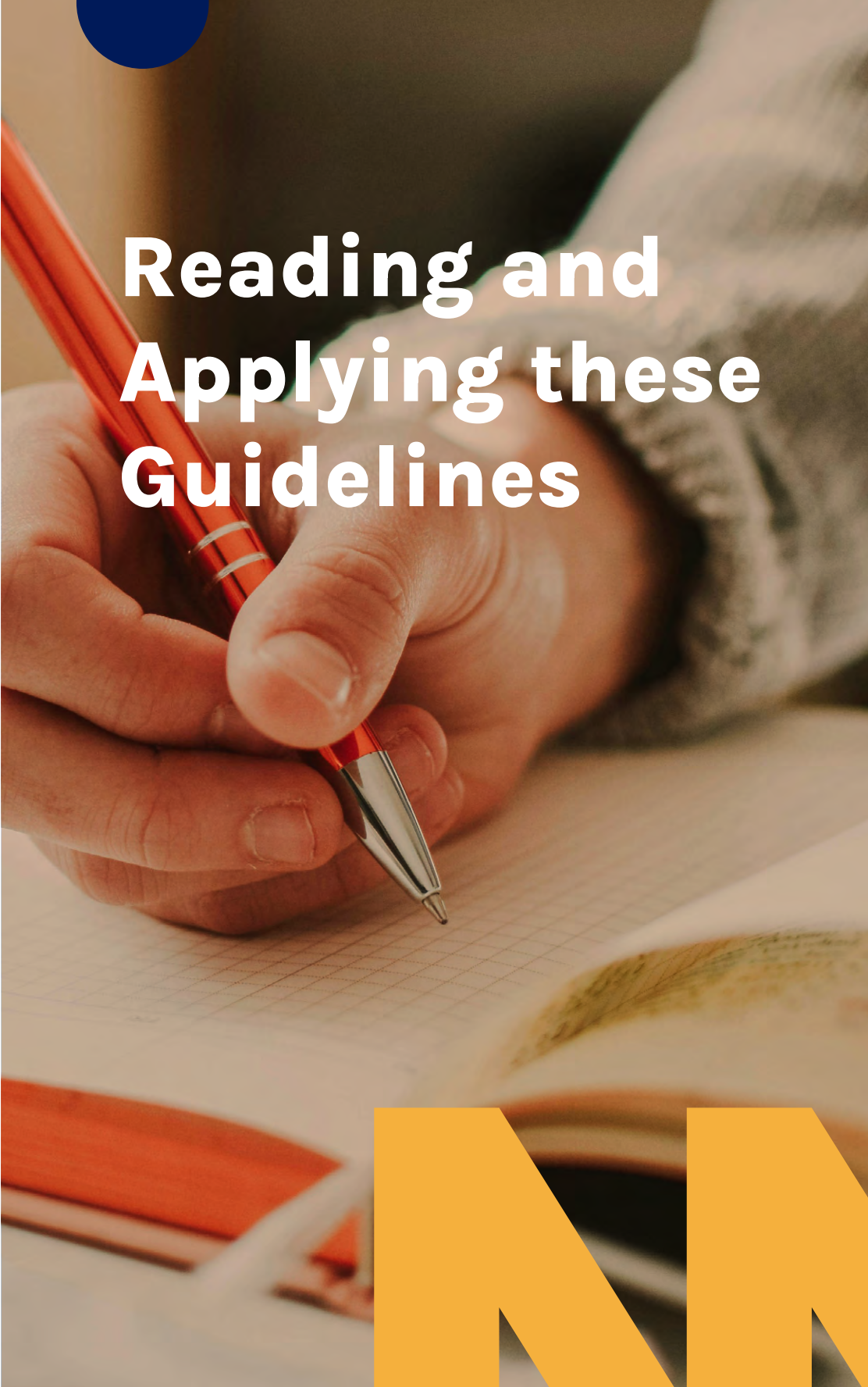
Target Audience



4. Target Audience

These guidelines are designed to support a range of stakeholders in further and higher education and training organisations. These might include:

- Individuals who have a formal role relating to academic integrity within an organisation.
- Organisational leaders who are responsible for developing strategies or policies relating to quality assurance, academic regulations, or teaching, learning and assessment.
- Those who are responsible for identifying or allocating resources for the creation of academic integrity roles and sustaining these roles, once created. This may be at the level of an individual organisation, a consortium or grouping of organisations, or nationally.
- Those who contribute to the development or creation of roles or job descriptions within an organisation and those responsible for recruiting individuals for these roles.
- Centres/units/teams responsible for the delivery of education or training, the development of information resources, or who provide support or advice on academic integrity to educators or learners.
- Those who oversee the implementation of professional or regulatory standards or those who are responsible for the development of such standards.
- Agencies and organisations who prioritise and allocate funding for educational organisations.

A close-up photograph of a hand holding a red pen, poised to write on a piece of paper with a grid pattern. The hand is wearing a grey sweater. The background is a solid orange color.

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Reading and Applying these Guidelines



5. Reading and Applying these Guidelines

These guidelines are divided into two sections:

5.1. Academic Integrity Responsibilities or Contributions

Section 6 describes the breadth of responsibilities or contributions that may be associated with academic integrity in a further and higher education and training organisation. Responsibilities are those activities which should be carried out by the organisation. Contributions are activities which may take place within many organisations but may not be carried out by all organisations.

These are divided into three domains:

1. Education and Engagement Responsibilities
2. Leadership and Governance Responsibilities
3. Research and Innovation Contributions

5.2. Academic Integrity Roles and Alignment with Responsibilities or Contributions

Section 7.1 describes the types of roles that may exist within further and higher education and training organisations. The responsibilities and contributions, described in Section 6, align with each of the three academic integrity roles.

Section 7.2 details the alignment between academic integrity roles and responsibilities or contributions.

It is again important to note that these are 'good practice' guidelines and do not necessarily map the current landscape across organisations. Similarly, recognising that access to and prioritisation of funding differs between and within organisations, it is not necessarily intended that these guidelines are adopted in full. Rather, these guidelines may assist organisations in understanding the range of roles that might exist.

A photograph of a hand pointing at a laptop screen in a classroom setting. The laptop is open on a desk, and a smartphone is resting on a notebook in front of it. The background is slightly blurred, showing other students and a classroom environment.

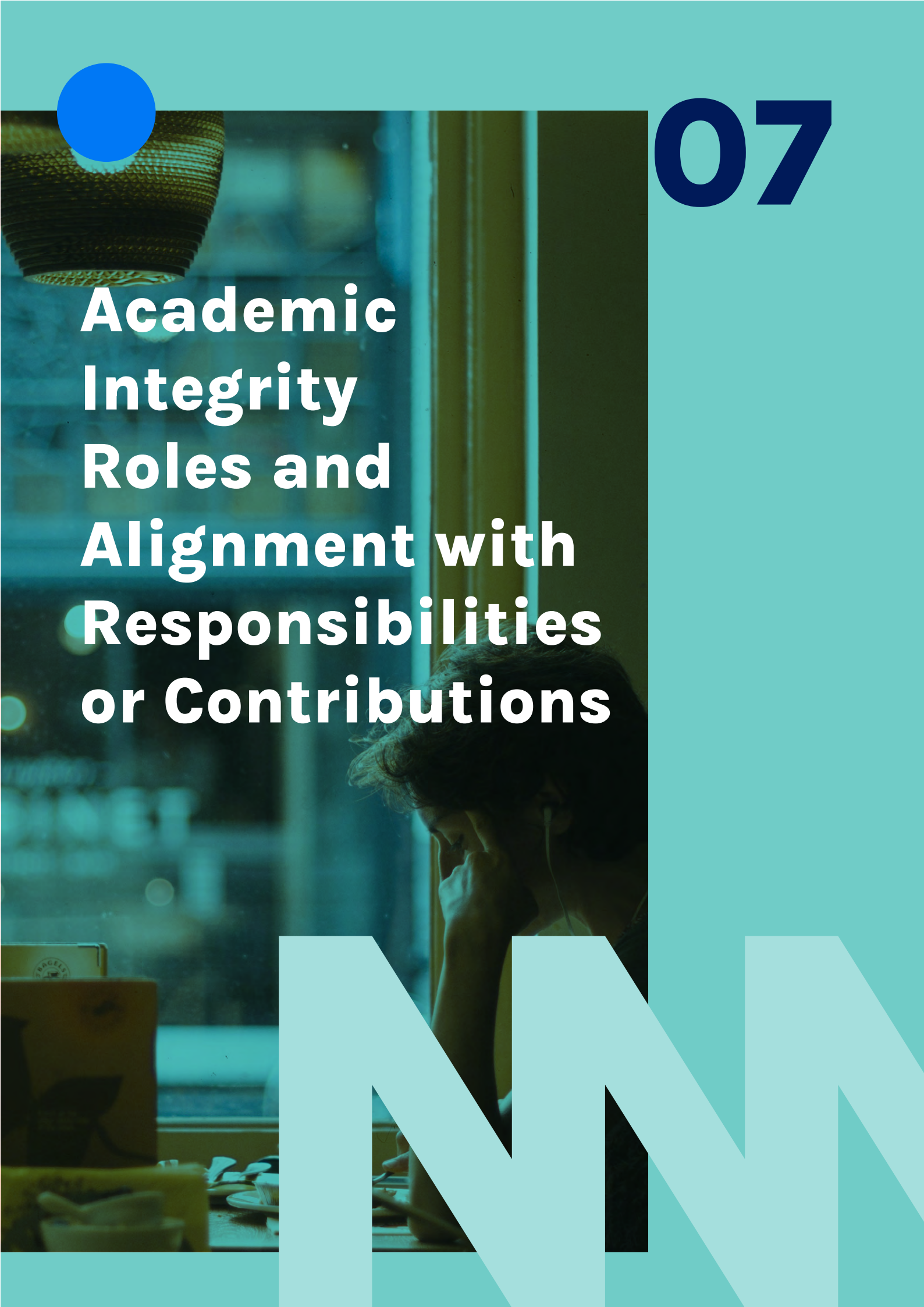
Academic Integrity Responsibilities and Contributions

6. Academic Integrity Responsibilities and Contributions

	Domain	Descriptor
RESPONSIBILITY	Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.
		Support educators with secure assessment design for their academic context.
		Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.
		Enhance the learner experience by promoting a culture of academic integrity.
		Optimise the learner experience by providing education and support resources on academic integrity.
		Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.
		Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.

	Domain	Descriptor
RESPONSIBILITY	Leadership and Governance Responsibilities	Provide education and training to educators to ensure they are aware of their responsibilities as described in academic integrity policy and procedures (or equivalent documents).
		Oversee or support development, implementation, and review of academic integrity policy and procedures (or equivalent documents).
		Ensure that there is an effective and appropriate academic misconduct case management system.
		Identify and highlight emergent threats to academic integrity, while maintaining ongoing vigilance of those already known and provide ongoing support and guidance on countering threats.
		Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.
		Ensure the academic integrity requirements of statutory and/or professional/disciplinary bodies are met at an organisation and/or programmatic level.
CONTRIBUTION*	Research and Innovation Contributions	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.
		Contribute to academic integrity or educational research. This might include conducting or supporting research or scholarship projects, presenting at conferences and/or publishing research outputs.

* Contribution describes an activity for which an individual is not wholly responsible, rather the individual in that role may support or collaborate with others in these activities.

A person is shown in profile, sitting at a desk and looking down, possibly at a laptop or a book. The scene is dimly lit, with a warm, yellowish light coming from a lamp on the left. In the background, a window shows a blurred view of the outside world. The overall mood is quiet and focused.

Academic Integrity Roles and Alignment with Responsibilities or Contributions

7. Academic Integrity Roles and Alignment with Responsibilities or Contributions

7.1 Academic Integrity Roles

Three primary roles and associated responsibilities are described in this section.

Academic Integrity Lead/Officer	Academic Integrity Educational Developer	Faculty/Department/School Academic Integrity Champion
Strategic lead in the development of academic integrity policy and academic misconduct procedures; education and training; research and innovation.	Primarily focused on educating, training and supporting educators and learners, might contribute to implementation of academic misconduct procedures and research and innovation activities.	Supports implementation of academic integrity policy within a Faculty, Department or School, training and supporting of educators and learners, might contribute to academic misconduct procedures and research and innovation activities

Individual organisations may determine:

- The Full Time Equivalent (FTE) of these roles.
- Whether the scope of the role should be further refined to better align with the existing organisational arrangements.
- Whether all the roles are adopted or a specific combination of these roles is preferred, together with the associated time requirement for each such role.

7.2 Alignment of Academic Integrity Roles and Responsibilities or Contributions



Strong alignment: the responsibility/contribution should be enacted by the individual in the academic integrity role and is considered essential to the role.



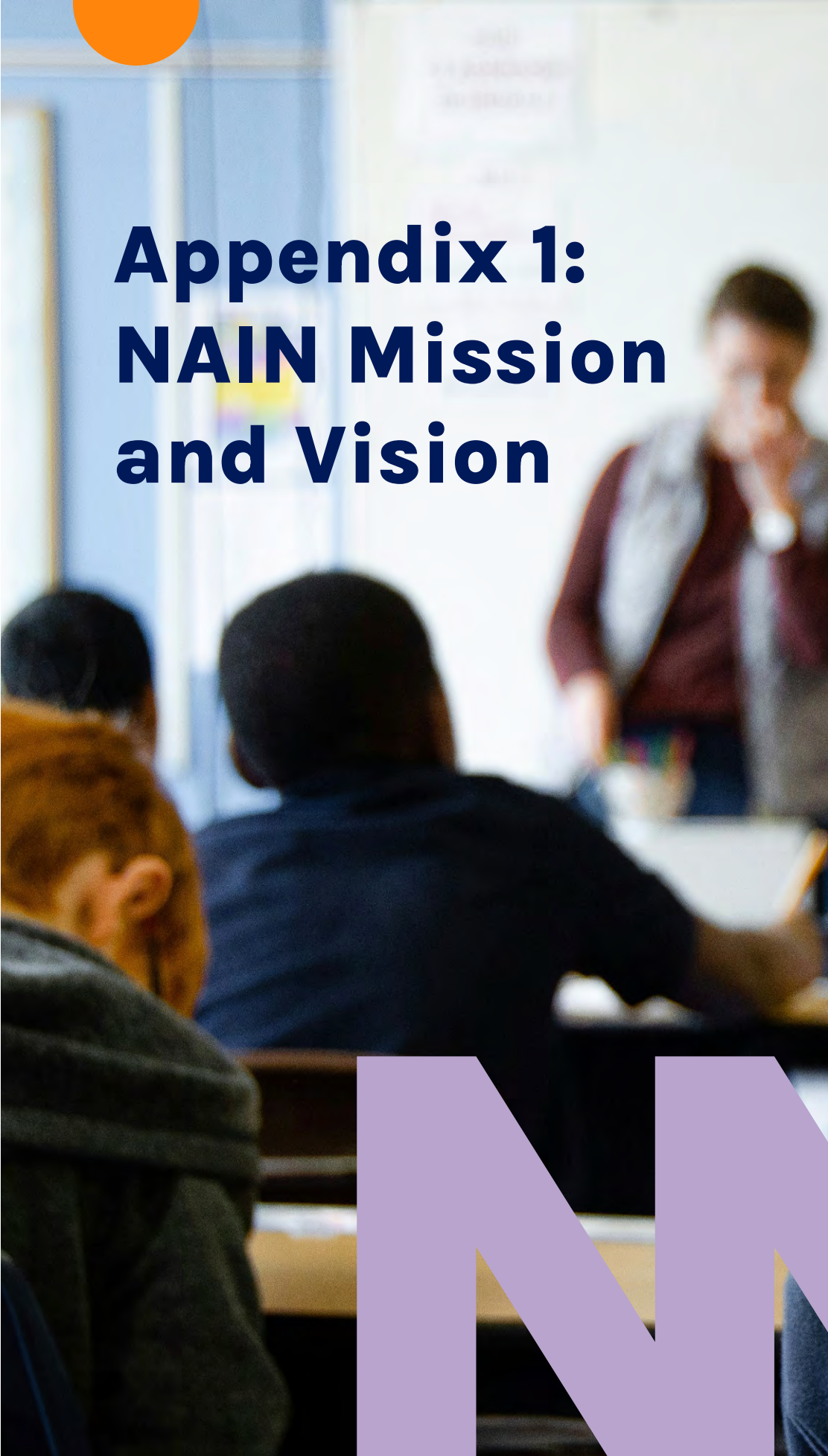
Moderate alignment: the responsibility/contribution is likely to be enacted by the individual in the academic integrity role and is considered to be essential in most cases.



Some alignment: responsibility/contribution might be enacted by the individual in the academic integrity role and is considered desirable rather than essential.

	Responsibility/Contribution Description	Academic Integrity Lead/Officer	Academic Integrity Educational Developer	Faculty/Department/School Academic Integrity Champion
Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.	+++	+++	+++
	Support educators with secure assessment design for their academic context.	+++	+++	++
	Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.	+++	+++	+++
	Enhance the learner experience by promoting a culture of academic integrity.	+++	++	+++
	Optimise the learner experience by providing education and support resources on academic integrity.	++	+++	+
	Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.	+++	+	+++
	Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.	+++	+++	+++

	Responsibility/Contribution Description	Academic Integrity Lead/Officer	Academic Integrity Educational Developer	Faculty/ Department/ School Academic Integrity Champion
Leadership and Governance Responsibilities	Provide education and training to educators to ensure they are aware of their responsibilities as described in academic integrity policy and procedures (or equivalent documents).	+++	+++	+
	Oversee or support development, implementation and review of academic integrity policy and procedures (or equivalent documents).	+++	+	+
	Ensure that there is an effective and appropriate academic misconduct case management system.	+++	+	+
	Identify and highlight emergent threats to academic integrity, while maintaining ongoing vigilance of those already known and provide ongoing support and guidance on countering threats.	+++	+++	+++
	Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.	+++	+	+
	Ensure the academic integrity requirements of statutory and/or professional/disciplinary bodies are met at an organisation and/or programmatic level.	+++	++	+
Research and Innovation Contributions	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.	+++	+++	+++
	Contribute to academic integrity or educational research. This might include conducting or supporting research or scholarship projects, presenting at conferences and/or publishing research outputs.	++	+++	+



Appendix 1: NAIN Mission and Vision



8. Appendix 1: NAIN Mission and Vision

Mission

NAIN is a peer collaborative network providing leadership, guidance, support, and advice to all stakeholders in further and higher education and training organisations in Ireland. We identify, promote, and sustain best practices by learners and educators and education and training organisations in addressing challenges to academic integrity.

Vision

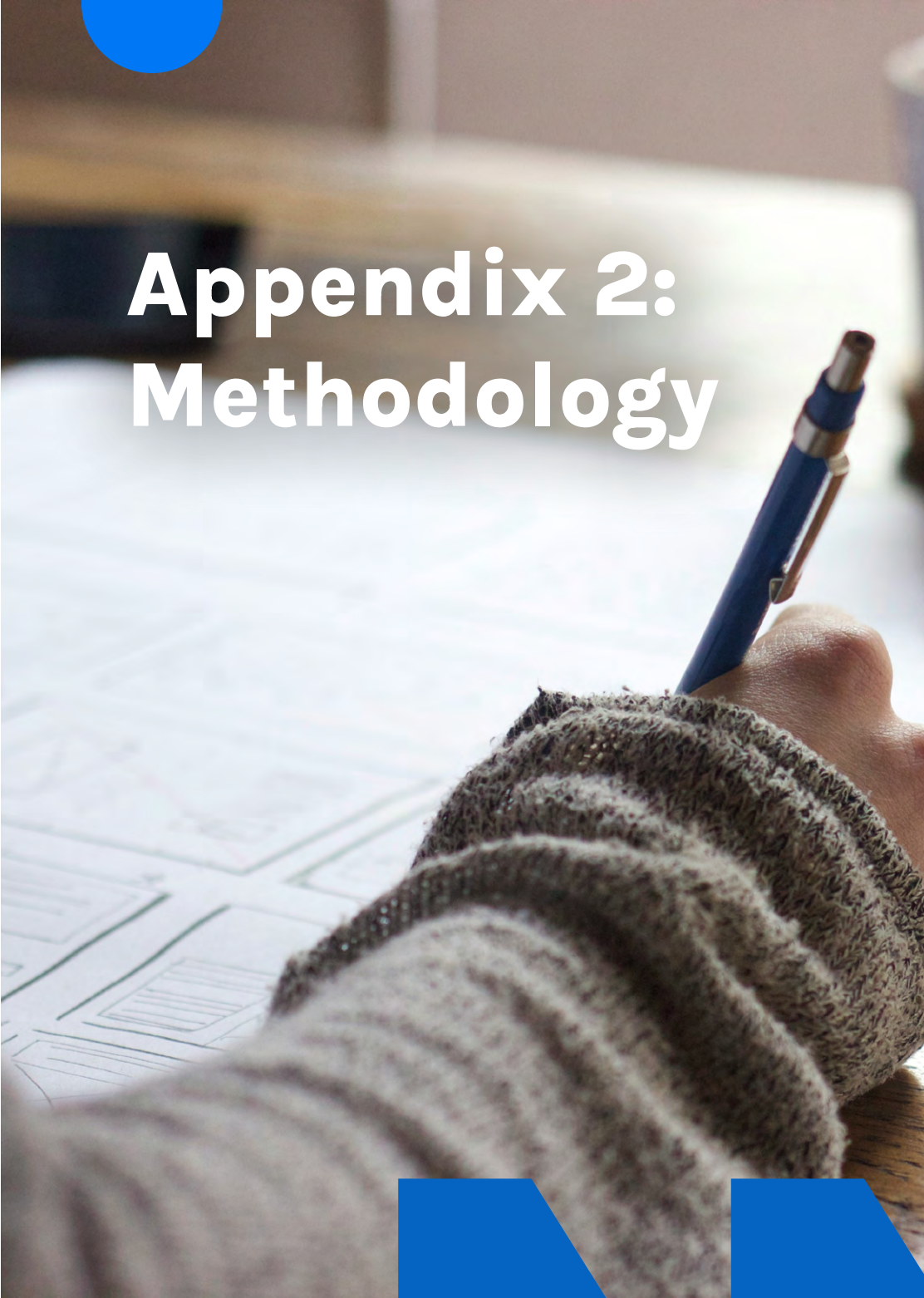
We aspire to an education and training sector that has a deeply embedded culture of academic integrity that is apparent in all its teaching, learning, and assessment activities.

Values

Our central overarching value is integrity, as defined by a commitment to the International Center for Academic Integrity's six underpinning fundamental values of Honesty, Trust, Fairness, Respect, Responsibility, and Courage (ICAI, 2021).

Our work will be driven by the following operational values:

- Ethical: We maintain the highest ethical standards in all we do.
- Inclusive: We embrace diversity of opinion and views from all stakeholders.
- Committed to learners and educators: We ensure that support for educators and learners is central to our work.
- Collaborative: We work with individuals, institutions, and organisations in pursuit of common goals.
- Informed: Our work is research informed and cognisant of national and international best practice.
- Open: We are receptive to new ideas and approaches and are transparent in our practices.
- Responsive: We are responsive to the needs of stakeholders and emergent challenges.
- Effective: We are focused on engaging in activities that have significant impact on our mission.

A close-up photograph of a hand holding a blue pen, poised to write on a document. The document features architectural drawings with various lines and shapes. The hand is wearing a grey, textured sweater. The background is blurred, showing a desk and a laptop.

Appendix 2: Methodology

9. Appendix 2: Methodology

A modified Delphi methodology was used to develop these guidelines. This is a consensus-based approach which requires engagement with subject-based experts through multiple iterations of surveys on a topic.⁴ This approach allowed for participation from the full NAIN membership in the development process, supporting network collaboration, agency and ownership.

The following steps were taken to develop these guidelines:

1. Initial scoping of roles and responsibilities

The guidelines development team created a list of academic integrity roles and responsibilities based on job descriptions for similar roles in Ireland and overseas and information in the published literature. This formed the basis for the first survey that was circulated to NAIN members, described in Step 2.

2. Circulation of Survey One to NAIN Members who are considered experts in the field as some or most of their work focuses on academic integrity

The first survey presented five different academic integrity roles: Academic Integrity Lead/Officer, Academic Integrity Policy Developer, Academic Integrity Educator/Educational Developer, Academic Integrity Support Officer, and Faculty Academic Integrity Officer/Champion. A series of identical responsibilities were presented alongside each of these roles. Survey respondents were asked to indicate, using Likert scale options, the extent to which each of these responsibilities aligned with the five specified roles. Respondents were also given opportunities to provide feedback on each of the roles and responsibilities. The feedback gained from survey respondents helped the project team to refine the draft roles and responsibilities.

3. Making sense of the survey results

The results of Survey One indicated broad agreement as to the types of responsibilities that did not align with specific roles. The free text comments also captured valuable feedback from respondents. It was apparent that respondents had concerns that the range of roles would not be practical or achievable for their specific organisations, and that some of the roles could be combined. In particular, it was felt that the Policy Developer role fell under the remit of the Academic Integrity Lead/Officer and that the responsibilities of the Academic Integrity Support Officer would be covered by the remaining three roles.

⁴ Hasson, F., Keeney, S., & McKenna, H. (2025). Revisiting the Delphi technique - Research thinking and practice: A discussion paper. *International Journal of Nursing Studies*, 168, 105119. <https://doi.org/https://doi.org/10.1016/j.ijnurstu.2025.105119>

4. Circulation of Survey Two to NAIN Members

A second survey with revised roles and responsibilities, and using the same structure as Survey One, was circulated to all members of NAIN. Consensus was deemed to have been achieved if there was $\geq 60\%$ agreement on a specific responsibility. At the end of this second stage consensus had not been achieved for five responsibilities, across each of the three roles. These were presented again at a NAIN Plenary meeting in late 2025. The remaining responsibilities were discussed with the NAIN members at this Plenary meeting and modified according to this discussion. It was also agreed during this discussion that the term 'contributions' would be preferred for the 'Research and Innovation' domain. With this wider group of respondents, consensus was achieved through a final survey.

5. Consultation on Guidelines

The guidelines development team produced a draft guideline that was presented to the NAIN Steering Committee for feedback. Following further revision based on the feedback from the NAIN Steering Committee, the draft guidelines were shared with the wider NAIN membership for consultation.

Acknowledgment

The guidelines development team included Dr Mary-Claire Kennedy (University of Limerick and Chairperson of NAIN), Dr Justin Tonra (University of Galway and Deputy Chairperson of NAIN), Dr Loretta Goff (University College Cork), Samantha (Jiaxin) Xu (Dublin City University), Dr Maura Fitzsimons (Atlantic Technological University) and Caitriona Montgomery (Laois and Offaly Education and Training Board).

The guidelines development team wish to thank the NAIN membership for their proactive engagement and helpful feedback.

