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Academic Integrity Roles, Responsibilities and Contributions Pen Portraits

A Supplement to
NAIN Guidelines on Academic
Integrity Roles, Responsibilities,
and Contributions



CONTENTS

Introduction	1
Pen Portrait One: Academic Integrity Lead/Officer	2
Pen Portrait Two: Academic Integrity Lead/Officer	6
Pen Portrait Three: Quality Assurance Role with Academic Integrity Responsibilities	10
Pen Portrait Four: Academic Integrity Educational Developer	13
Pen Portrait Five: Academic Integrity Educational Developer	17
Pen Portrait Six: Academic Integrity Educational Developer	22
Pen Portrait Seven: Faculty/Department/School Academic Integrity Champion	27

Introduction

The NAIN Guidelines on Academic Integrity Roles, Responsibilities, and Contributions (2026)¹ outlines the academic integrity roles that might exist in further and higher education and training organisations and describe the responsibilities or contributions associated with these roles. This supplementary resource presents anonymous ‘pen portraits’ from individuals at a range of educational organisations who currently hold one of the roles described within the guidelines:

- Academic Integrity Lead/Officer
- Academic Integrity Educational Developer
- Faculty/Department/School Academic Integrity Champion

The ‘pen portraits’ are intended to capture the varied work of individuals involved in academic integrity and illustrate that work activities may differ depending on the educational organisation in which that individual is employed. Similar to the NAIN Guidelines on Academic Integrity Roles, Responsibilities and Contributions (2026), the pen portraits detailed below are not intended as directives for the adoption of specific academic integrity roles within an organisation, rather to demonstrate that the practice of academic integrity makes a vital contribution to upholding academic standards and credibility of educational qualifications. Moreover, they illustrate how individual roles may deviate slightly from those described in the guidelines, depending on local arrangements and practices, while still maintaining their core spirit.

Acknowledgement

We would like to express our sincere gratitude to all contributors who generously provided the pen portraits contained in this supplement. Their time, insights, and thoughtful reflections have helped create a rich and valuable record of the individuals featured.

¹ National Academic Integrity Network. (2026). Guidelines on academic integrity roles, responsibilities, and contributions. Quality and Qualifications Ireland. <https://www.qqi.ie/sites/default/files/2026-09/guidelines-on-academic-integrity-roles-responsibilities-and-contributions.pdf>

Pen Portrait One:

Academic Integrity Lead/Officer

Organisation: University

Full Time Equivalent (FTE): 1.0 FTE

	Descriptor	How this descriptor is enacted in your day-to-day work
Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.	I support educators by providing training, workshops, and guidance that help them to integrate academic integrity into their teaching and learning practices. I deliver sessions across organisational units on topics such as GenAI-resilient assessment design and advising learners effectively. I also create and disseminate guidance resources, such as guidance on GenAI use, literacy-software integrity, and contract-cheating risks—to help staff make informed decisions in their everyday teaching.
	Support educators with secure assessment design for their academic context.	I support educators with secure assessment design by delivering workshops and presentations across organisational units on GenAI-resilient assessment, assessment security, and best practices for advising learners. I meet with programme teams, heads of units, and discipline groups to discuss assessment approaches tailored to their contexts, and my unit has published guidance documents—on topics such as interpreting similarity reports and responding to unauthorised GenAI use—to help staff design assessments that uphold integrity.

Education and Engagement Responsibilities	Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.	I ensure educators have access to reliable, up-to-date resources by developing and publishing guidance documents, statements, training materials and workshops on emerging issues such as generative AI, literacy-software use, and assessment security. I share these through academic integrity networks, organisational intranet and teaching and learning channels, and I deliver presentations and briefings across different organisational units to keep staff informed about current and emerging threats to academic integrity.
	Enhance the learner experience by promoting a culture of academic integrity.	I enhance the learner experience by actively promoting a culture of academic integrity through student-focused outreach, workshops, and resources. I deliver presentations at orientations, contribute to training modules, create student-facing videos, and organise events during Academic Integrity Week to build awareness and engagement.
	Optimise the learner experience by providing education and support resources on academic integrity.	I optimise the learner experience by creating and sharing clear, accessible academic integrity resources for learners, including integrity videos and summaries of misconduct cases. I deliver talks at orientations, contribute to training modules, and run events and discussions during Academic Integrity Week to help learners understand expectations and develop confidence in acting with integrity. I also support programme teams in implementing student academic integrity training so all learners can access high-quality integrity education.
	Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.	I build trust with learners by striving to ensure that our academic misconduct procedures are consistently fair, transparent, and clearly communicated. I produce and update guidance documents and policies, deliver presentations explaining policy and processes, and publish case summaries that help learners understand how decisions are made.

	Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.	I proactively engage with learners by collaborating with the Students' Union representatives of my organisation's Teaching & Learning Committee. I also gather student perspectives through Academic Integrity Week events and informal conversations, ensuring their experiences inform the resources and supports I develop.
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).	I provide education and training to educators by delivering regular workshops, briefings, and presentations on academic integrity policy, procedures, and best practice. I run training sessions for academic integrity decision-makers, programme teams, and staff across the organisation. I also produce guidance documents and circulate training recordings and materials to ensure staff understand their responsibilities and can apply the policy within their own context.
	Oversee or support development, implementation and review of academic integrity policy and procedures (or equivalent documents).	I oversee and support the development, implementation, and review of academic integrity policy and procedures by leading annual case reviews, drafting policy revisions, and preparing documentation for approval by university committees. I also produce guidance materials, contribute to national consultations, and participate in strategy and quality-review processes.
	Ensure that there is an effective and appropriate academic misconduct case management system.	I ensure our academic misconduct case management system is effective by leading annual case reviews, updating procedures, and producing clear guidance to support consistent decision-making. I run briefings and drop-in clinics for academic integrity decision-makers during peak case periods and maintain resources that help staff apply the process correctly.
	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.	I identify and highlight emerging threats by continually developing and updating guidance. I stay vigilant about ongoing risks such as contract cheating and misuse of digital tools, publishing resources on topics like literacy software and contract-cheating advertisements. I share materials through organisational networks, so educators remain informed and supported.

	Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.	Internally, I work closely with academic integrity decision-makers, heads of units, programme teams, the teaching & learning centre, the Disability Support Service, and the Students' Union to ensure our approaches are practical, consistent, and well-supported. Externally, I engage with national and international partners through NAIN plenaries, conferences, advisory groups, and consultation processes.
	Ensure the academic integrity requirements of statutory and/or professional/disciplinary bodies are met at an organisation and/or programmatic level.	I ensure academic integrity requirements of statutory and professional bodies are met by contributing to the university's annual reporting for QQI, preparing case summaries and compliance documentation, and participating in quality-review processes.
Research and Innovation Contributions	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.	I stay abreast of innovations in teaching, learning, and assessment by actively engaging with national and international discussions on GenAI, assessment security, and integrity-focused pedagogy. I attend and present at conferences and seminars, participate in NAIN plenaries and working groups, and contribute to relevant consultations and advisory groups.
	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.	I contribute to academic integrity research by presenting papers at national and international conferences and publishing work on assessment security and GenAI. I also participate in collaborative research initiatives—such as NAIN working groups and national consultations—and share insights through invited talks and podcasts.

Pen Portrait Two:

Academic Integrity Lead/Officer

Organisation: University

Full Time Equivalent (FTE): 1.0 FTE

	Descriptor	How this descriptor is enacted in your day-to-day work
Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.	I develop educational and support materials for our website and virtual learning environment (VLE) and facilitate workshops and teaching sessions. I am lucky that I have support from colleagues with this particular aspect of the role as the demand for synchronous and asynchronous support around teaching and learning is (fortunately) quite high within our organisation. We run workshops and webinar sessions to assist educators with teaching and learning practice. We also signpost helpful resources through our internal communications platform. Our website is also a fantastic repository of information, and we do our best to create new content to support educators.
	Support educators with secure assessment design for their academic context.	This is another really important aspect of my role which again is delivered with assistance from colleagues within the organisation. I contribute to the development and review of workshop materials. We have started to work with other teams within our organisation to develop more detailed guidance on assessment redesign, recognising that colleagues have specialist knowledge and skill in this regard.

	Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.	Our website is one of the main ways we keep staff informed about new and important information in the field. We also communicate via our internal communications and information-sharing platform. I am a member of the organisation's teaching and learning committee which is an ideal forum to share information and concerns. This information can then be circulated to colleagues within our faculties.
	Enhance the learner experience by promoting a culture of academic integrity.	The learner experience is really core to our work. We continuously develop and modify information and support resources on our website. These are in development with the principles of Universal Design for Learning in mind and are accessible in multiple formats. I try to ensure that we seek out opportunities to engage with learners outside of a classroom setting; for example, we were involved in welcome events for first year students and international students.
	Optimise the learner experience by providing education and support resources on academic integrity.	I have co-ordinated efforts to develop resources for learners that are of practical assistance such as academic integrity declaration templates and checklists for maintaining academic integrity in different types of assessments.
	Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.	I understand that academic misconduct procedures can be quite scary and intimidating for learners. I have developed a lot of content for our website that provides accessible information on our procedures. For example, there is a video that explains what happens during meetings focused on academic misconduct. Learners are encouraged to invite individuals in a supportive capacity to meetings where academic misconduct is discussed. The Students' Union was also involved in the initial development and in the review of our policy and procedures.
	Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.	Another member of the team and I recently completed a project alongside colleagues from another department of the university. We engaged with learners to co-design educational materials focused on AI and academic integrity. We also seek feedback from learners on any teaching sessions we deliver on the subject of academic integrity.

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).	I am acutely aware that new policies and procedures can be a bit overwhelming for educators. I have been particularly conscientious in delivering webinars around assessment periods to help colleagues understand their roles and responsibilities in relation to these new processes. I also developed materials for our faculty-based academic integrity champions, which they could present at faculty-level and departmental-level meetings.
	Oversee or support development, implementation and review of academic integrity policy and procedures (or equivalent documents).	This was one of the main focuses of my work when I initially came into post. It took some time to develop our policy and procedures as it was essential we worked with the formal processes in my organisation but also engaged effectively with internal and external stakeholders to ensure that our policy was sufficiently robust. These policy and procedures require periodic review and refinement based on our learning from their implementation but also informed by information about new challenges around academic integrity.
	Ensure that there is an effective and appropriate academic misconduct case management system.	The development of an effective and appropriate case management system was very much linked to the development of the academic integrity policy and misconduct procedures within my organisation. We worked with the data protection officer to ensure that the records system met GDPR requirements.
	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.	I meet this responsibility in two different ways. I keep an active eye on potential academic integrity threats and can make modifications to our policy and procedures to address these challenges on a strategic level. On a practical level, we alert colleagues and learners to new threats to academic integrity during workshops or educational events. I can also raise these types of issues at faculty meetings or at university-level meetings.
	Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.	As I mentioned previously, our internal processes for review of policy and procedures involve active engagement with stakeholders (such as learners, educators and those in leadership roles within our organisation). NAIN has provided a really excellent forum to discuss the 'ins and outs' of policies and procedures. When our policy and procedures were initially approved by my organisation, I presented at a NAIN Plenary meeting to share our approach. A NAIN community of practice for those in wholtime academic integrity roles has also proven to be a valuable forum to reflect on the implementation of policy and procedures.

	Ensure the academic integrity requirements of statutory and/or professional/disciplinary bodies are met at an organisation and/or programmatic level.	At the moment, I work with course directors to understand the expectations of professional and statutory regulators in relation to academic integrity and support the programme team in meeting these expectations. To a large extent, these expectations are met through the policy and procedures that are currently in place.
Research and Innovation Contributions	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.	I approach this in a few different ways. I am a member of the European Network for Academic Integrity and the International Center for Academic Integrity and regularly attend any events offered by these agencies. I attend 2 to 3 webinars each week offered by various universities, research groups and experts in the field. Sometimes this even involves tuning into sessions in the early hours due to time zone differences. I am always really interested to hear debate and discussion on any topic relating to academic integrity, so I regularly read blogs, journal articles, reports, strategy documents, policies, etc. There are also a range of excellent podcasts on this subject. As there is so much focus on this area within higher education at the moment, there is never any shortage of content to engage with!
	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.	There is an expectation, as part of my contract, that I engage in research and produce research outputs as part of my role in my organisation. I have led or co-ordinated research projects and published a number of papers in peer-reviewed journals since I started in my role. I really enjoy this aspect of my role and it gives me an opportunity to engage with literature on the subject and critically reflect on my own academic practice. I try to attend and present at one to two conferences each year. This is the perfect opportunity to share the work we are doing around academic integrity but also keep up to date with work that is taking place in Ireland and overseas.

Pen Portrait Three:

Quality Assurance Role with Academic Integrity Responsibilities

Organisation: Education and Training Board

Full Time Equivalent (FTE): 1.0 FTE

	Descriptor	How this descriptor is enacted in your day-to-day work
Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.	At present, this is not part of my role.
	Support educators with secure assessment design for their academic context.	I have included assessment design for academic integrity in our training to all staff. However, work in this area is also done by our Programme Development team, who write programmes that support Universal Design for Learning (UDL) and academic integrity in assessment.
	Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.	I lead on the curation and updating of the academic integrity page on our staff SharePoint.
	Enhance the learner experience by promoting a culture of academic integrity.	I emphasise creating a culture of academic integrity in all conversations, training, and clinics with education staff on the matter of academic integrity. Our organisational emphasis is in that area.
	Optimise the learner experience by providing education and support resources on academic integrity.	I source and create resources on academic integrity on our website. I also share those resources with my Learner Support and Engagement Service (LSES) colleagues who maintain a SharePoint site for learners with a page on academic integrity. I contribute to the development of academic integrity resources.

	Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.	We conducted several consultations with our teaching and management staff across our organisation during the writing of the procedures to ensure fairness, consistency and transparency. In addition, I lead on the writing of letters and forms for all stages of the process of an academic misconduct investigation
	Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.	Our Learner Support and Engagement Service (LSES) surveys our learners annually. In the academic year 2025-2026, that survey included questions about the learners' understanding of what academic integrity meant to their study and assessment, and about the training and support they had received. When the findings are available, I will work with the LSES to create or curate supports for learners.
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).	I led on providing training on academic integrity, including on our policy and our misconduct procedures. I work with colleagues in our Quality Assurance, Digital Learning and Continuing Professional Development.
	Oversee or support development, implementation and review of academic integrity policy and procedures (or equivalent documents).	I led on the writing of both our academic integrity policy and our misconduct procedures. With our CPD co-ordinator, I facilitate a clinic for academic integrity advisors to support the implementation of our policy and procedures.
	Ensure that there is an effective and appropriate academic misconduct case management system.	At present, this is not part of my role.

	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.	I regularly attend sessions about academic integrity, including NAIN plenary meetings. I am a member of a NAIN working group that includes a remit of horizon scanning for emerging threats and I contribute to updates on these that are shared in the QQI Academic Integrity updates. I also work with a colleague from our Digital Learning Team on this.
	Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.	I attend academic integrity events, including NAIN plenary meetings and subgroup meetings. When finalising our academic integrity policy and misconduct procedures, I asked the then chair of NAIN to review both documents. He provided valuable feedback.
	Ensure the academic integrity requirements of statutory and/or professional/disciplinary bodies are met at an organisation and/or programmatic level.	Other than keeping the centres aware of the obligation to report so-called ' essay mills' , this is not hugely significant in my role.
Research and Innovation Contributions	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.	I attend webinars, listen to podcasts, read articles, and scan for resources about 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.	This is not a huge part of my role, although I am open to engaging in research.

Pen Portrait Four:

Academic Integrity Educational Developer

Organisation: University

Full Time Equivalent (FTE): 1.0 FTE

	Descriptor	How this descriptor is enacted in your day-to-day work
Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.	I provide resources (online), training sessions/workshops (in-person and online), drop-in office hours, and a course on academic integrity for educators in our virtual learning environment. These primarily relate to teaching and learning practices that support academic integrity, including learning activities, feedback, rubric design, etc., but also cover the evaluation of student work for potential misconduct and our policy and procedures. I manage the delivery of these materials/sessions/course and developed much of the content for them myself, but I also collaborate with colleagues, particularly from our learning and teaching unit, for some of them. I also arrange for guest speakers to present to my colleagues and share relevant webinars, events, and resources through our internal communication channels.
	Support educators with secure assessment design for their academic context.	This has become a key focus of my work over the last couple of years, particularly in the context of GenAI. I have led a couple of projects with colleagues related to assessment (re)design which have developed resources, case studies/examples, and guides related to this. I also deliver workshops on this, some open to all colleagues, and others tailored to specific units.
	Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.	I ensure that the resources I manage and sessions I deliver are up-to-date and responsive. I also share relevant resources/webinars/updates to all educators through internal communications channels (email, learning and teaching bulletin, etc.). This includes sharing the quarterly NAIN update with all colleagues. I sit on our Learning and Teaching Committee and discuss current and emergent challenges to academic integrity here, which are then shared by colleagues within their units.

	Enhance the learner experience by promoting a culture of academic integrity.	I engage with learners in a variety of ways to promote a culture of academic integrity, including training and resources, but also through pop-up engagement stands, competitions (video, memes, etc.), and social media and campus digital signage campaigns. I also work with educators to enhance the learner experience through their own practices to support academic integrity (i.e. transparency, rubric and assessment design, feedback).
	Optimise the learner experience by providing education and support resources on academic integrity.	I developed and managed a short course on academic integrity that is available to all learners as well as workshops on academic integrity and related topics (Turnitin, Responsible use of GenAI, etc.). These workshops are regularly offered to learners through our student support centre and are also embedded in some programmes. I also update our website with information and resources for learners, including short videos and guides.
	Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.	I include information on our academic misconduct policy and procedures in the educational materials and trainings I develop, ensuring this is accessible for learners and that they can ask questions about these (to myself, relevant colleagues, and the Students' Union).
	Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.	I work with a team of learner academic integrity champions who engage with their peers and also feed back to me. I lead projects (related to academic integrity, GenAI, and assessment) that include learner and educator partnership to co-produce guidance and resources. I also use surveys and feedback forms to review existing supports and identify areas where additional support is needed.

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).	I include information on our policy and procedures, as well as guidance documents on evaluating potential misconduct and communicating with learners about this, in the academic integrity course for educators and on our internal academic integrity website. I also participate in meetings with our faculty academic integrity champions who have direct responsibilities for managing these procedures in their units. I offer support and guidance in these meetings, particularly on aspects relating to learning and teaching / educational materials and training.
	Oversee or support development, implementation and review of academic integrity policy and procedures (or equivalent documents).	I support the implementation of the academic integrity policy and procedures in a couple of ways. I am directly responsible for the educational interventions that form one aspect of the procedures, and I provide guidance on the policy/procedures in training materials and sessions. I am also part of the policy review group and advise on updates and developments.
	Ensure that there is an effective and appropriate academic misconduct case management system.	While I am not responsible for the case management system, I am part of the review group for the policy and related procedures which include this. I am also involved in some of the educational aspects of case management (i.e., requirement for training and reporting related to this).
	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.	This is an important part of my role. I keep abreast of current and emerging threats to academic integrity through NAIN, related networks and mailing lists, and discussions with colleagues. I inform educators and learners about these through our websites and online resources, emails and/or social media and campus digital signage campaigns. I provide training sessions and one-to-one consultations to address specific concerns. I also raise these as part of the organisation's Learning and Teaching Committee where relevant.
	Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.	I am part of our policy and procedure review group which advises on our policy internally. When I attend academic integrity related conferences/events, I make note of points relating to policy/procedure that would be useful to share with relevant colleagues in my own organisation. Particularly useful for considering aspects of our own policy, are discussions with others in whole-time academic integrity roles in Ireland as we meet regularly as part of a NAIN community of practice for those in whole-time academic integrity roles.

Research and Innovation Contributions	Ensure the academic integrity requirements of statutory and/or professional/ disciplinary bodies are met at an organisation and/or programmatic level.	When delivering training or offering guidance (for example, relating to assessment design) within particular units of my organisation that have these additional requirements, I discuss these with colleagues, note any concerns and follow up on these with relevant colleagues.
	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.	There can be a lot to stay abreast of in this space. I try to do this in a few ways. I regularly attend webinars relating to these topics, as well as conferences when possible. I also keep an eye out for new publications and articles (research, news, discussion, case studies), guidance/policy documents, and discussions relating to this area. I am subscribed to some mailing lists for relevant groups/networks/organisations which helps me keep up to date with these. I am also a member of the European Network for Academic Integrity and International Center for Academic Integrity in addition to NAIN. This has connected me with international colleagues and their work, as well as updates from the field.
	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.	My role is based in a unit which focuses on both learning and teaching practice and research. I am actively involved in research, including leading and participating in research projects, publishing in academic journals, and regularly presenting at conferences both nationally and internationally. Being active in this area helps me to stay abreast of innovations and share these with colleagues, along with my own contributions. It also informs my practice and the resources/training/guidance/policy that I develop myself or consult on.

Pen Portrait Five:

Academic Integrity Educational Developer

Organisation: University

Full Time Equivalent (FTE): 1.0 FTE

	Descriptor	How this descriptor is enacted in your day-to-day work
Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.	I contribute to the development of practical resources that enable staff and learners to reflect on academic integrity and apply it consistently within their teaching and learning practices (including but not limited to the development of open educational resources (OERs); the students' VLE course Intro to Academic Integrity; AI literacy training for staff and learners and the development of resources for learners such as academic integrity checklists and declaration statements). I regularly deliver lectures on academic integrity and GenAI in different schools/ departments including the PgCert in Teaching, Learning and Assessment. I stay actively involved in European projects like the aiwrite project to share and bring back expertise across partner organisations. Alongside this, I attend regular talks and workshops on academic integrity and AI to stay up to date with the latest developments and innovations.

	Support educators with secure assessment design for their academic context.	Over the past year, I have collaborated with colleagues in my teaching and learning centre on research activities aimed at designing an assessment redesign workshop focused on academic integrity, UDL principles and GenAI. During this time, I delivered several online and in-person iterations of the workshops to university staff and recently I presented it at a conference. The workshop, along with the associated research material, now forms part of a broader university programme of events scheduled for the coming months. I also regularly support colleagues by engaging in both informal discussions and more structured consultations on assessment design.
	Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.	I contribute to the design and updating of the academic integrity webpages, which serve as a key channel for sharing resources and guidance with staff, learners, and external communities.

		I regularly deliver lectures on academic integrity and GenAI in different schools/departments engaging with undergraduate (UG) and postgraduate (PG) students including the Postgraduate Certificate in Teaching & Learning programme. During these sessions, I engage learners in discussion and interactive activities. I package and share with the participants the relevant resources. I am also involved in a project that focuses on developing educational materials on AI and academic integrity through a student-staff co-designing approach. I contributed to the development of a series of videos on the learners' voices on academic integrity and GenAI.
	Optimise the learner experience by providing education and support resources on academic integrity.	I regularly deliver lectures on academic integrity and GenAI in different schools/departments engaging with UG and PG students; I contribute to the development of practical resources that enable staff and learners to reflect on academic integrity and apply it consistently within their teaching and learning practices; I contribute to the development of open educational resources (OERs).
	Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.	Although my involvement in academic misconduct cases is limited, I deliver sessions on the academic integrity policy and misconduct procedures to both learners and staff (induction sessions; intro to academic integrity policy and misconduct procedures, etc.).

	Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.	I am also involved in a project that focuses on developing educational materials on AI and academic integrity through a student-staff co-designing approach. Feedback has been gathered and implemented in the resources proposed.
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).	I deliver sessions on the academic integrity policy and academic misconduct procedures.
	Oversee or support development, implementation and review of academic integrity policy and procedures (or equivalent documents).	I support the implementation of the academic integrity policy; however, my involvement in its development and review is limited.
	Ensure that there is an effective and appropriate academic misconduct case management system.	I supported the case management system during its initial development, but my role has since become more limited in this area.
	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.	I regularly attend sessions related to academic integrity, including NAIN plenary meetings and the monthly gatherings of the NAIN community of practice for those in whole-time roles. In addition, I am currently part of the NAIN subgroup on Horizon Scanning: Emerging Threats, contributing to its ongoing work and goals. Supports and guidance are continuously available through my work on the development and delivery of educational resources, workshops and lectures.

	Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.	I regularly attend sessions related to academic integrity, including NAIN plenary meetings and the monthly gatherings of the NAIN community of practice for those in whole-time roles. In addition, I am currently part of the NAIN subgroup on Horizon Scanning: Emerging Threats, contributing to its ongoing work and goals. Aside from the action outlined above, my involvement in academic integrity policy and procedures is limited.
	Ensure the academic integrity requirements of statutory and/or professional/disciplinary bodies are met at an organisation and/or programmatic level.	My involvement is limited in this area although I am aware of the requirements that can be imposed by statutory and/or professional/disciplinary bodies.
Research and Innovation Contributions	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.	In addition to participating in events, presenting at conferences, and engaging in research and publication activities, I completed a Postgraduate Certificate in Teaching, Learning and Assessment and I am now completing the Postgraduate Diploma in Teaching, Learning and Assessment.
	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.	I have contributed to papers published in peer-reviewed journals, with additional publications currently in progress, including a co-edited book I have also presented my work at academic conferences.

Pen Portrait Six:

Academic Integrity Educational Developer

Organisation: University

Full Time Equivalent (FTE): 1.0 FTE

	Descriptor	How this descriptor is enacted in your day-to-day work
Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.	One key responsibility of my role is to create and deliver standalone workshops, workshop series, seminars, short courses, and any training requested by faculties or schools to support staff in teaching and learning design to uphold academic integrity. I have delivered topics including creating effective learning outcomes, creating rubrics, and interpreting text similarity reports. These workshops are similar to those offered by my academic developer colleagues, except that mine focus specifically on academic integrity. I hold weekly drop-in sessions to respond to any questions from staff regarding academic integrity. My support for staff is both proactive and responsive.
	Support educators with secure assessment design for their academic context.	Another main area of my work is supporting staff to design robust assessments. The workshops I deliver include topics such as creating scaffolded multi-stage assessments, co-creating assessments with learners, and facilitating group assessments. These workshops are in high demand due to GenAI's impact on academic integrity. To respond to this demand more specifically, two colleagues and I adapted the National Forum's GenAI badge, and we successfully delivered the course and provided training for participating staff on assessment redesign in response to GenAI. We understand GenAI is likely to stay, and that new threats with new technologies will emerge, so in addition to re-running the GenAI badge, we will also provide broader support on assessment design to support staff's upholding of academic integrity in the long term.

	Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.	I share both current and emerging threats such as contract cheating and emerging technology with each faculty's teaching and learning committee via our unit's faculty representatives. Threats reported in QQI's Academic Integrity Quarterly Updates or shared by NAIN members are communicated to staff through our unit's weekly newsletters.
	Enhance the learner experience by promoting a culture of academic integrity.	I create, co-create, and coordinate projects and events for learners to promote a culture of academic integrity. For example, I co-ordinated the filming of a student-staff video on academic integrity for our own organisation. In collaboration with our library, we facilitated a learner contest on academic integrity during the National Academic Integrity Week. I also deliver workshops such as 'Responsible Uses of GenAI for Learning' based on learners' request. Partnership with learners is a key approach we take, and our work is constantly informed by learner feedback.
	Optimise the learner experience by providing education and support resources on academic integrity.	In collaboration with an instructional designer and a learning technologist, I created a short course on academic integrity for all levels of learners in our organisation. I created another mandatory training course on academic integrity for learners who are charged with/ confirmed to have committed? academic misconduct. Having a course that is systematically designed to learn academic integrity, along with added updated resources, can help learners develop a comprehensive understanding of academic integrity and support them throughout their studies.
	Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.	To ensure our academic misconduct procedures are fair and transparent for learners, we recently adopted NAIN's Academic Misconduct Investigation and Case Management Framework within our existing procedures. We have learner representatives sitting in the subcommittee of academic integrity, and we incorporate their feedback in the creation and review of our procedures documents. This helps to ensure the language used and elements included in the policy and procedures can be clearly understood by learners.

	Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.	Learner voices are always important in shaping the work we do, and I engage with learners as much as possible. For example, when creating the mandatory academic integrity training quiz, I invited two learners to pilot the questions and check the clarity and difficulty of language used. I coordinated a student panel discussion on challenges and actions to uphold academic integrity and shared their comments with staff in our academic integrity resource hub. I also review social media posts created by learner representatives to guide others on how to ethically use GenAI for learning. As mentioned earlier, partnership underpins my work in revising learner resources, supporting learners, and informing staff to enhance their teaching practices.
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).	I provide training via workshops and seminars for staff on key details in our academic integrity policy and key steps in the academic misconduct procedure. I also answer queries in the weekly drop-in session or respond to queries via emails during exam periods.
	Oversee or support development, implementation and review of academic integrity policy and procedures (or equivalent documents).	I sit on the university's Subcommittee of Academic Integrity, along with key stakeholders including learner representatives, to support the drafting and review of updated academic integrity policy and procedure documents.
	Ensure that there is an effective and appropriate academic misconduct case management system.	When reviewing the academic misconduct procedure with key stakeholders on the Subcommittee of Academic Integrity, I contribute suggestions and share practices learned from the NAIN community of practice for those in whole-time academic integrity roles to inform our organisation's workflow at both local and central levels.

	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.	Apart from sharing emerging threats published in QQI's Quarterly Updates and shared by NAIN in our unit's newsletter, I collect and monitor emerging threats reported at the faculty level. The head of unit and I follow up on these reports by consulting with a senior manager, and together we decide on actions and follow them up.
	Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.	As mentioned earlier, key stakeholders sit in our Subcommittee of Academic Integrity to create and update policies and procedures. We also use frameworks created by external academic integrity experts to help evaluate our work and decide on progress to be made to improve the robustness of our work. I also consult the NAIN community of practice for those in whole-time academic integrity roles for feedback and suggestions on our organisation's policies and procedures.
	Ensure the academic integrity requirements of statutory and/or professional/ disciplinary bodies are met at an organisation and/or programmatic level.	Currently, I have not been directly involved in this responsibility. However, many of these expectations are likely already in place as accreditation requirements from professional/disciplinary bodies necessitate the integration of academic integrity requirements into the curriculum. I will proactively engage in this responsibility when opportunities arise.
Research and Innovation Contributions	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.	Apart from being a member of NAIN, I also follow up on conferences, webinars, symposiums on assessment practices provided in key organisations on academic integrity and by universities recognised for innovative assessment design. I update existing resources or create new workshops based on new insights gained from these events.

	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.	I present on practice and research at national or international conferences at least once a year. I am also actively involved in research on academic integrity including topics such as courageous conversations and staff perceptions of the use of GenAI. I hope the research feeds into my work to support our practice on supporting academic integrity.
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Pen Portrait Seven:

Faculty/Department/School Academic Integrity Champion

Organisation: University

Full Time Equivalent (FTE): 1.0 FTE

	Descriptor	How this descriptor is enacted in your day-to-day work
Education and Engagement Responsibilities	Support educators with teaching and learning practice to uphold academic integrity.	I engage in regular communications throughout the academic year with colleagues. Academic integrity is also now a standing item on our board meeting agenda.
	Support educators with secure assessment design for their academic context.	I discuss academic integrity at school board meetings and individually with colleagues on request.
	Ensure that reliable resources and information, which address current and emergent threats to academic integrity, are available to all educators.	I regularly communicate with colleagues via email throughout the academic year with links to resources and materials.
	Enhance the learner experience by promoting a culture of academic integrity.	I ensure that this is discussed at information sessions at the start of the academic year, incorporated into our research and methods courses at undergraduate (UG) and postgraduate (PG) level, discussed at assessment information sessions for students throughout the year and otherwise at individual module level.

	Optimise the learner experience by providing education and support resources on academic integrity.	I ensure that this information is provided at information sessions at the start of the academic year, as part of our research and methods courses at UG and PG level, as part of our UG and PG dissertation modules, and at various PG information sessions throughout the academic year. All students submitting continuous assessment work must complete our Epigeum Academic Integrity Training and submit their Academic Integrity Training certificate to get access to the submission portal on our dissertation modules at UG and PG levels, and we plan to roll this out to all modules that entail continuous assessment in the next academic year. In the present academic year, students work would not be corrected without the submission of this certificate
	Build trust with the learner by ensuring academic misconduct procedures are fair and transparent.	This is discussed at information and training sessions from the start of and throughout the academic year and with individual students during courageous conversations.
	Proactively engage with learners, through effective partnership and collaboration or through the acquisition of views or feedback to ensure that learners are adequately supported.	At present, this is not part of my role.
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).	I regularly communicate via email throughout the academic year with links to resources and materials and discussed at school board meetings as part of the agenda.

	Oversee or support development, implementation and review of academic integrity policy and procedures (or equivalent documents).	At present, this is not part of my role, as it takes place at university level.
	Ensure that there is an effective and appropriate academic misconduct case management system.	At present, this is not part of my role, as it is managed at university level.
	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.	I regularly communicate via email throughout academic year with links to resources and materials and discussed at school board meetings as part of the agenda.
	Collaborate with stakeholders within and external to their organisation to ensure that academic integrity policies and procedures are suitably robust.	I was involved in testing recently adopted academic integrity case management system. Regular informal conversations with colleagues in university level academic integrity office, with colleagues at school level, and partake in any seminars / webinars / information sessions in the university network of academic integrity advisors.

	Ensure the academic integrity requirements of statutory and/or professional/disciplinary bodies are met at an organisation and/or programmatic level.	At present, this is not part of my role.
Research and Innovation Contributions	Stay abreast of innovations in teaching, learning and assessment practices that uphold academic integrity.	I regularly attend webinars and seminars on academic integrity and teaching practices, and on artificial intelligence and its use in education – approximately five times in an academic year.
	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.	So far, one informal presentation on my role and experiences at a seminar in my own organisation.

