

TEACHING AND LEARNING CASE STUDY	
Name of Institution/ Organisation	CCT College Dublin
Who led the initiative?	Dean of Academic Affairs and Dean of Teaching and Learning
Date and timeframe of the initiative	The academic year 2023 – 2024 and ongoing.
What was the reach of the initiative?	Whole-of-institution conceptual model for academic integrity
Initiative Title	Enhancing Academic Integrity through a Whole-of-Institution Approach: The CCT Swiss Cheese Model
Aims/ Objectives	<p>The aim of this model is to:</p> <ul style="list-style-type: none"> ● Illustrate a whole-of-institution approach to enhancing academic integrity ● Convey the multiple layers, stakeholders and activities involved in cultivating academic integrity ● Avoid a singular focus on preventing cheating in assessment ● Provide an engaging communication tool for discussing academic integrity and managing risk.
Rationale and Identified Needs	<p>Anecdotally, with the advent of gen-AI in the sector, dialogue has naturally focused on upholding academic integrity and security of assessment mechanisms. This can sometimes be a singular focus on preventing cheating.</p> <p>However, no single action or approach will guarantee academic integrity or the prevention of academic misconduct. Multiple layered actions reduces overall academic integrity vulnerabilities across programmes and gives us the opportunity to build competency in academic integrity.</p> <p>A holistic approach to academic integrity takes a whole-college commitment, with shared actions across the College community including both academic and administrative staff.</p> <p>We developed this model to communicate a holistic approach within CCT College and how the cumulative impact of layered actions contributes to our culture of academic integrity across the student lifecycle.</p>

<p>Frameworks, Policies, or Strategies Aligned</p> <p>(internal, local or national)</p>	<p>https://www.dcu.ie/sites/default/files/2021-02/2021_academic-integrity-principles-for-assessment-design.pdf</p> <p>The Swiss Cheese Model for understanding accidents and improving safety. (@sketchplanations/J. Reason)</p> <p>Rundle et al 2020 as cited in UCL Designing assessment for academic integrity.</p> <p>Toolkit to support quality assurance agencies to address academic integrity and contract cheating (INQAAHE)</p> <p>NAIN Guidelines</p> <p>Citing Generative AI Models - Generative Artificial Intelligence (AI) - LibGuides at Arizona State University.</p> <p>Sample Rubric to Aid Detection of Academic Misconduct in Written Assignments (TEQSA (2020))</p> <p>Sample Matrix to Aid Detection of Academic Misconduct in Written Assignments (Adapted NAIN Resource)</p>
<p>Summary</p>	<p>The "CCT Swiss Cheese Academic Integrity Model" is an adaptation of Rundle and colleagues' (2020) Swiss Cheese Model of assessment design for academic integrity. Traditionally a health model of infection control and disease prevention, the Swiss Cheese Model represents the reduced risk of a problem occurring when multiple layers of safeguards are in place. All safeguards have flaws or 'holes' represented by holes in swiss cheese. Problems occur when holes line up across layers, the efficacy of each layer is important.</p> <p>The layers of action in the adapted CCT Swiss Cheese Model are:</p> <ul style="list-style-type: none"> ● Environment & Student Support: creating a learning environment where students see examples of good practice and the culture promotes good conduct across all areas of College life. ● Teaching, Learning and Assessment Design: designing robust, diverse and authentic assessments that reduce the likelihood of misconduct. ● Education & Training: ensuring staff and students have a shared understanding of what constitutes both academic good practice and academic misconduct, including College regulations. ● Quality Assurance: Reviewing and implementing Quality Assurance policies and procedures, and using various tools to support detection.

	Our approach is a work in progress, emphasising that maintaining academic integrity is a whole-of-institution responsibility, extending beyond the classroom.
Did you collaborate with internal and/or external stakeholders to deliver?	As a whole-of-institution approach the model captures different areas and activities in College life that contribute to a culture of academic integrity, this is in the acknowledgement that internal stakeholders across all departments contribute to, and impact upon, academic integrity.
Organisation and Planning	This model was initially developed as a communication tool for communicating College work for an external quality assurance event. It was approved for this process via internal governance committees (Executive Leadership Team and Academic Council) and is going through ongoing iterations of development.
What resources did you need?	Conceptual model not currently requiring additional resources.
Has it been evaluated? How successful has it been?	As a conceptual model developed to articulate CCT practice in relation to Academic Integrity, it has not yet been evaluated. It has, however, been a useful tool for framing this work for internal and internal audiences.
Any future plans, including the sustainability of the initiative?	Future plans are in development. This model is currently used informally as a means of capturing and articulating College practice in relation to Academic Integrity. As it develops, it will feed into staff and student training and can be used as a framework for developing and monitoring academic integrity related activity via the College's Academic Integrity Committee.
Key Learning Points	<p>There are six key messages underpinning this approach:</p> <ul style="list-style-type: none"> ● Some students are more vulnerable to academic misconduct than others. When student vulnerability is matched with systemic academic integrity vulnerabilities, academic misconduct is most likely to occur. ● No single action or approach will guarantee academic integrity or the prevention of academic misconduct. ● Multiple layered actions reduces overall academic integrity vulnerabilities across programmes. ● An holistic approach to academic integrity takes a whole-college commitment, with shared actions across the College community including both academic and administrative staff. ● Authentic and robust assessment design is within our control and can both promote academic integrity and reduce academic misconduct significantly.

	<ul style="list-style-type: none"> We need to educate our students and staff on what academic integrity and academic misconduct are to ensure there is a shared understanding across the College of what these terms actually mean.
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Teaching and Learning Focus Areas (please tick all that apply)

Categories	Elements	Topics	Target Groups
Commit <input type="checkbox"/>	Leadership, Strategy & Governance <input type="checkbox"/>	Digital Transformation <input type="checkbox"/>	Students <input type="checkbox"/>
Coordinate <input type="checkbox"/>	Curriculum and Assessment <input type="checkbox"/>	Education for Sustainable Development <input type="checkbox"/>	Staff <input type="checkbox"/>
Consult <input type="checkbox"/>	Innovation in Teaching	Academic Integrity <input checked="" type="checkbox"/>	Wider community <input type="checkbox"/>
Create <input type="checkbox"/>	Professional Development <input type="checkbox"/>	Inclusive and Equitable Teaching Practices <input type="checkbox"/>	Other <input type="checkbox"/>
Celebrate & Continue <input type="checkbox"/>	Research and Evaluation <input type="checkbox"/>	Innovations in Assessment and Feedback <input type="checkbox"/>	
		Student Engagement and Partnership <input type="checkbox"/>	
		Collaborative and Interdisciplinary Approaches <input type="checkbox"/>	
		Artificial Intelligence <input type="checkbox"/>	
		Other <input type="checkbox"/>	

Contact Details

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Links	Read more about our approach in recent conference slide proceedings: 1. Enhancing Academic Integrity through a Whole-of-Institution Approach The CCT Swiss Cheese Model.pdf