



Quality Assurance Process

Academic Integrity

Academic integrity is fundamental to education at Queen's University. Ensuring graduates have attained the skills and qualifications required for their programs requires promoting and upholding academic integrity at various levels. This document provides information on evaluating academic integrity at two macro and micro levels for program reviews.

Macro-level:



Academic integrity statement and link to the policy

- Is there a required academic integrity statement on the course outlines? If the information exists, is it clear? Does it identify what the expectations from the students are for upholding academic integrity?
- Is there a link to the academic integrity policy on the course outline?



Clear and measurable outcomes in the curriculum

Trust is one of the six (6) values of academic integrity¹. Providing and communicating clear program outcomes and course outcomes is one of the ways to increase the trust among instructors and students ([ICAI, 3rd ed. 2021](#)).

- Are the course and program outcomes clear to understand?
- Are the measurement tools used for evaluating the outcomes mentioned?



Evaluations that promote academic integrity

Are the evaluations aligned with the recommendations for assessments to promote academic integrity? For example, breaking down significant assessments into small ones promotes academic

¹ The International Center for Academic Integrity defines academic integrity “as a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage” (ICAI, 2021, p.4)

integrity by decreasing opportunities for contract cheating, designing multiple versions of the same multiple-choice test and randomly assigning different versions to different test-takers, and reminding students of rules and regulations of exams are some of the ways to promote academic integrity during evaluation.



Communication of educational resources related to academic integrity

- Are resources to promote academic integrity adequately communicated to the students? Resources on academic integrity promotion can be divided into three (3) categories of educational, preventative, and restorative. During program review, we can focus on educational and preventative resources. Does the department lead students to the academic integrity resources available at Queen's? These include resources that minimize academic integrity departures, such as time management, planning, writing and study skills support, academic integrity modules, and other promotional resources.
- Are resources that help students avoid academic integrity departures provided to the students? Examples of such resources include reminders of the exam rules before exams and tests, directing students to citation guides, and educating students on what types of collaboration are acceptable and unacceptable in a course. You may also consider having students sign an academic integrity pledge before tests or exams.

Micro-level:

- Are your instructors aware of the academic integrity requirements in the faculty and at the university?
- Is relevant information communicated through the faculty or school's academic integrity lead to the instructors?
- Do instructors make deliberate attempts to educate students in maintaining academic integrity within the conventions of the discipline?
- Do the instructors use a scaffolding approach in teaching students to follow academic integrity values?
- Does the department hold any sessions for instructors regarding academic integrity?
- Is there any information or support available to instructors to address academic integrity challenges?

Click [here](#) for more information on the Principles of Academic Integrity, as outlined in the Senate Academic Integrity Policy.

For additional information on this requirement or the QUQAP process, please contact quqap@queensu.ca.