

SUPPORTING CULTURES OF ACADEMIC INTEGRITY

THE ROLE OF QUALITY ASSURANCE AGENCIES

ANNA GOVER, ENQA DIRECTOR
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CELEBRATING 25 YEARS

ENQA WORKING GROUP ON ACADEMIC INTEGRITY

- Working group of nine QA agencies from the EHEA to explore the role of external QA in supporting academic integrity
- Response to ongoing discussion about the roles and responsibilities within the academic community (including parallel work within the BFUG)
- An exploratory survey to ENQA members and affiliates in July 2022
 - 59 responses (41 ENQA members and 18 ENQA affiliates, from 32 EHEA countries)
- In-depth interviews with QA agencies about the preliminary findings in 2023
- Report published in September 2024

SURVEY RESULTS: KEY FINDINGS

- Focus on plagiarism
- Wide range of descriptions of academic integrity
- Lack of common understanding of what constitutes academic integrity/misconduct
- Little cross-border/cross-agency collaboration
- Impetus needs to come from senior leadership and regulatory bodies of HEIs

Aspects of academic misconduct covered by legislation	Number of responses	% of responses
Plagiarism	33	84,50%
Unethical research	23	59%
Manipulation of data	19	48,50%
Contract cheating	15	38,50%
Other	14	36%
Misrepresentation	11	28%
Collusion	7	18%
File sharing	5	13%

SURVEY RESULTS: AGENCY PERSPECTIVES

Q1 - Does your agency currently take measures to enable and encourage the upholding of HE academic integrity?



■ YES ■ NO

two thirds of the respondents answered 'Yes'

Q2 - Is information regarding academic misconduct made available for the HE stakeholders by the agency?



■ YES ■ NO

just over half of the agencies answered 'Yes'

Q3 - Are there any accessible databases in your jurisdiction regarding research into academic misconduct?



■ YES ■ NO

three-quarters of the agencies answered 'No'

INTERVIEWS WITH QA AGENCIES: RECURRING THEMES

European level action	National level action	Institutional level action
Awareness of the strong relationship between academic integrity and other values/concepts	Demand for legislation or guidance to set out national parameters	Need to embed responsibility for academic integrity within HEIs
Limited awareness of academic integrity intersections with the work carried out by the Bologna Follow-Up Group (BFUG)	Need for consistency in approaches across the whole HE system	Need for continual training and awareness raising for staff and students (including for cross-border/collaborative/online education)
Some awareness of other networks and initiatives (ETINED, GAIN etc)	Consider what may be happening prior to entry to higher education	Create an environment that supports innovation in learning, teaching and assessment

Transversal: collaboration, coordination and communication

OVERARCHING RECOMMENDATIONS

- Agree and promote common understanding and terminology
- Enhance data collection and data sharing
- Ensure high-level responsibility (national and institutional)
- Include students as core partners in developing policies and approaches (including for raising awareness, research into threats and solutions, designing L&T and assessment, reporting and addressing misconduct)
- Design and implement collaborative and multi-faceted approaches to disrupting commercial cheating services

ROLES OF QA AGENCIES



Information and
awareness



Collaboration



Standards and
criteria



Legal action



Report: <https://www.enqa.eu/wp-content/uploads/ENQA-WG-Report-on-Academic-Integrity-.pdf>

Webinar recording:

<https://www.youtube.com/watch?v=GPOWhzGI2I0>

CONCLUDING REMARKS

- All stakeholders have a role to play in fostering academic integrity
- Cross-border & cross-initiative collaboration is vital in developing a common understanding, sharing approaches and cooperating on measures to disrupt cheating services
- Agencies can support cultures of academic integrity in different ways, depending on their mandate and operating context
- We need heightened awareness that this is a fast-evolving area



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