Policies and actions of accreditation and QA bodies to counter corruption in higher education

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• About the study + progress
• Interim results
• What’s next?
About the study, progress

- Commissioned by CHEA / CIQG starting summer 2017
- Team from Coventry University (Irene, Stella, Andrew, Esmé)
- Building on Advisory Statement 2016 by Sir John Daniel
- Target participants ~320 AQABs and networks globally, NGOs
- Ethical approval; Literature review; Webinar Oct 2017
- Survey of AQABs: on-line questionnaire + interviews
- Analysis, interpretation, case studies, report: due Summer 2018
Scope of research – AQAB actions and responses to corruption in

- regulation of higher education systems
- teaching role in higher education
- student admission and recruitment
- student assessment
- credentials and qualifications
- research and publications

(Daniel 2016)
a. the regulation of higher education systems
b. the teaching role of higher education
c. student assessment
d. student admission and recruitment
e. credentials and qualifications
f. research
g. academic publications

Level of importance to AQAB

- n/a
- minor
- moderate
- important
- central
### Regulation of HE
- a. Bribery to influence decisions
- b. Ignoring conflicts of interest
- c. Unfair practices in appointment of officials (e.g., through nepotism or favor)
- d. Political or commercial interference in regulatory decisions

### Teaching Role in HE
- a. Recruiting/promoting academic and teaching staff
- b. Absent instructors who do not fulfill their responsibilities
- c. Harassment of staff
- d. Harassment of students
- e. Altering student marks in return for monetary gains
- f. Administrative pressure on academic staff

### Admissions and Recruitment
- a. Exceeding enrolment limits set by governments and regulatory bodies.
- b. Misleading advertising for recruitment.
- c. Bribery of admissions staff or recruitment agents.
- d. Falsified transcripts and/or fake recommendation letters.
- e. Cheating in admissions tests.

### Assessment
- a. Availability of leaked exam papers or other examination materials
- b. Contract cheating / use of essay mills
- c. The proliferation of contract cheating
- d. Bribery of invigilators/proctors and related Staff
- e. Impersonation of candidates in exams
- f. Plagiarism and cheating in academic work
- g. Cheating in formal examinations
- h. Inconsistencies and favouritism in grading

### Credentials and Qualifications
- a. Use of degree mills and accreditation mills
- b. Falsification of transcripts and degree certificates
- c. False statements about qualifications on CVs and job applications
- d. Political pressures on HEIs to award academic degrees to public figures
- e. Political pressures on HEIs to award honorary degrees to public figures

### Publications and Research
- a. Presentation of manuscripts
- b. Publication by supervisors of students
- c. Suppression of rival work by students
- d. Fabrication of data or results
- e. Plagiarism in academic work
- f. Suppression of inconvenient data

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Interim results January 2018: AQAB views of different forms of corruption
Interim results

What is your organization’s view on the overall situation relating to corruption and academic integrity breaches in higher education in your part of the world?
Interim results

Please provide information about actions your organization is planning that will address different forms of corruption and breaches to academic integrity.
Interim results: Suggestions from participants

• Establish a system of exchange information among QAAs
• Quality assurance agencies should establish the system of counter academic corruption.
• Public databases of certified degree diploma and of certified institutions
• Provide on-line list of "fake agencies and HEIs" in separate states.
• Continuous improvement of education standards and operational policies of accreditation agencies to respond to the changing educational environment
• Sensitization and advocacy
• Implement tougher actions, and more rigorous policies
• Scientific research needs to be funded by entities without a financial stake in the results.
Interim results: Good practice examples

• Australia’s TEQSA and UK’s QAA have created guidance notes for HE providers on how to address contract cheating (TEQSA 2017, QAA 2017), in collaboration with HE providers, students and other stakeholders; New Zealand and several other countries / states have made Contract Cheating illegal.

• Anti-corruption agencies, NGOs and/or ombudsmen are supporting the work of AQABs in Hong Kong, Africa (Okebulola 2018), Lithuania, Slovenia, Kosovo and elsewhere.

What’s next?

• Need more questionnaire responses:
  • Geographical coverage – especially China, Africa, India, Russia, S. America, etc
  • Questionnaire open until 28\textsuperscript{th} February, individual emails

• Ideas for case studies
  • Collaboration between AQABs and other bodies as exemplars
  • AQABs supporting the HE sector on countering Contract Cheating
  • Update on diploma mills and fake universities from AQAB perspective
  • AQABs views around tackling predatory journals, academic plagiarism
  • Varsity athletics and academic standards – what can AQABs do to help?
Summary

• Publication of report summer 2018 including recommendations
• Scope for follow-up study to include capturing government responses to recommendations, opportunities for more detailed case studies
• Evidence about corrupt and good practices internationally
• Examples of how AQABs can influences changes in HE providers, prioritising where it is most needed
• Highlighting work of other organisations collaborating with AQABs and governments
References

