IMPLEMENTING TRAINING GRAPHIC DESIGN SPECIALISTS IN PRC (BASED ON THE INTERNATIONAL EDUCATIONAL PROGRAMS)

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Summary

The article observes the problem of compliance academic integrity compliance in the pursuance of educational tasks by students the future graphic designers' education on the example of implementing measures to comply with academic integrity and prevent academic misconduct in international educational programs in the high education institutions of the People's Republic of China. The article focuses on the peculiarities of academic integrity, ethical and professional standards, and plagiarism in relation to projects of graphic design specialists. The main provisions, regulatory documents and recommendations on which the code of academic integrity of the international educational program and the algorithm for implementing measures to comply with academic integrity and check students' projects for plagiarism are considered in the article. Real cases of academic misconduct of future graphic design specialists and an algorithm for checking students' projects for plagiarism are presented. Practical ways and measures to prevent academic misconduct in training future graphic design professionals are proposed.

Key words: misconduct, plagiarism, copying, case, project, educational standard.

1. Introduction

Academic integrity is essential for all education applicants, including those studying graphic design. Bachelor students in graphic design must respect ethical and professional standards in their work, as they become members of the professional community with responsibility for their actions.

One of the main reasons for the relevance of academic integrity is that graphic design is a socially significant activity that affects the perception and visual understanding of information. Unfair practices can lead to a decrease in trust in graphics in general and in certain designers in particular. The problem of plagiarism in the performance of educational tasks and projects by graphic design education applicants is quite important, since its presence can have a negative impact on the quality of training and future professional activity. However, the question of the details of the observation of academic integrity and the prevention of academic misconduct in the process of training specialists in graphic design is not considered. To find a solution to this problem, it is recommended that reference be made to the experience of observing academic integrity in other countries.

The purpose of the article is to review the experience of international programs for training future graphic design specialists in higher education institutions of the People's Republic of China regarding the observance of academic integrity.

2. The problem of maintaining academic integrity

The problem of maintaining academic integrity is the focus of a wide-ranging scientific discourse. Academic integrity, according to I. Bondar, is defined as the rules that a person should follow when creating their projects if they use auxiliary information. *(Bondar, 2021)* This is also true for graphic design projects, when they are created, the designer conducts research and uses references. M. Sokol, H. Rusyn and I. Feketa point out that students' research work should be entirely consistent with the principles of academic integrity. *(Sokol at al., 2022)* A research conducted by I. Glendinning, S.-M. Izegbua Orim among students and teachers from 38 countries focused on different national and institutional perceptions and approaches to academic integrity and compared different strategies for maintaining academic integrity *(Glendinning, Izegbua Orim, 2023)* it is important to study the foreign experience of observing academic integrity. Like A. Möller points out by analyzing the experience of New Zealand higher education institutions *(Möller, 2022)*, as well as Chen He, Jie Xu, Lihong Zhou, considering the construction of the academic integrity system in China. *(Chen He at al., 2023)* E. Moore analyses the integrity of Master's theses in academic writing in the context of the internationalisation of higher education in Finland. *(Moore, 2023)* The importance of the implementation of the European experience to ensure academic integrity, adapted to the socioeconomic realities of Ukraine, is indicated by Z. Stezhko, N. Shalimova, I. Androshchuk. *(Stezhko at al., 2022)* P. Pavletić, M. Hammerbauer noted that academic integrity as an important component of higher education remains an understudied subject among European-level students. The European Student Union (ESU), as a member of the European Academic Integrity Network (ENAI), actively participates in the international promotion of academic integrity from the point of view of students. Internationally, students can help one another by exchanging best practices. *(Pavletić, Hammerbauer, 2023)*

3. Specific features of academic integrity for future graphic design professionals

For future graphics professionals, academic integrity presents several specific advantages. First, it helps them to develop ethical thinking and responsibility in their actions. They should understand that unfairly borrowing ideas, plagiarism and copying other designers' works are unacceptable.

Moreover, academic integrity makes it possible to preserve the reputation of future graphic design professionals. Their work must be honest, truthful, and adhere to ethical standards so that they can become a source of pride for students and their teachers.

The problem of plagiarism in the performance of educational tasks by applicants for graphic design education is serious and can have a negative impact on the quality of training and the future professional activity of a graphic design specialist.

Plagiarism in graphic design may include copying works by other authors without appropriate attribution or the creation of works that coincide with other projects already created. This may occur either due to a lack of understanding of the technical and aesthetic aspects of the design or due to negligence and lack of determination in the execution of tasks. Students who lack knowledge, instead of researching and analyzing information, decide to go the easy way and use copies of the works of other designers.

4. Academic misconduct policy on the international educational and professional program

The international educational and professional program of Wuhan University of Technology (China) and University of Wales Trinity St David (Great Britain) (hereinafter referred to as the International EPP) was selected for the analysis.

The international EPP is based on educational standards from the United Kingdom and China *(BA (Hons) Art and Design. Programme Document and Wǔhàn lǐgōng dàxué, 2022)* in accordance with the requirements of measures to implement the provisions of the People's Republic of China on Sino-foreign cooperation in the management of educational institutions. *(Zhōnghuá, 2004)*

In international cooperation, partners must agree to conduct their research in accordance with the same high standards of research integrity expected in the UK and investigate any alleged deviations from these standards. *(UWTD Research Ethics & Integrity Code, 2022)*

The main document governing the provisions of academic integrity in University of Wales Trinity St. David and the international EPP is the policy on academic misconduct, based on the principles specified by the UK Higher Education Quality Assurance Agency in such documents as the OIA: The Good Practice Framework: disciplinary procedures *(The Good Practice Framework, 2018)*, the UK quality Code for Higher Education *(UK Quality Code for Higher Education, 2018)*, the regulation on fraud in the field of Higher Education *(Contracting to cheat in higher education, 2022)*, Plagiarism in UK Higher Education *(QAA Viewpoint Plagiarism in UK higher education, 2016)*, also this regulation defines the basic terminology regarding academic integrity, the organization of activities to respect academic integrity, such as the verification procedure, the investigation of statements of academic misconduct, the process of reviewing allegations of academic misconduct, the review of the results of academic misconduct. *(Academic Misconduct Policy, 2020)*

The University of Wales Trinity St. David Scientific Library hosts sessions on academic integrity, plagiarism, copyright, reference requirements, and referencing. *(Links and plagiarism, 2023 and Know Your Rights, 2023)*

The program document of the international EPP states that education applicants are informed of the University's policy regarding plagiarism, references and unfair practice in lectures and by student leadership. *(BA (Hons) Art and Design Programme Document, 2013)*

University of Wales Trinity St. David's Academic Misconduct Policy explains the algorithm for checking students' papers for plagiarism. Theses and presentations are checked using the Turnitin service. When a module teacher suspects academic misconduct, the teacher should conduct an investigation and document evidence of academic misconduct as fully as possible. The teacher wrights a letter of explanation and an Academic Misconduct Investigation form *(Academic Misconduct Investigation form, 2023)* with a copy of the evidence of academic misconduct. These documents are checked by the internal verifier and sent to the academic misconduct coordinator. Depending on the severity of the academic offence, there is a distinct number of points, according to which the applicant receives an appropriate penalty. This can be sending an official warning letter (Warm Letter), the applicant can get 0 points for the completed task and must complete this task again, or the applicant can get 0 points for the module and is sent to re-study the module. Module teachers should ensure that academic misconduct does not go unnoticed. *(Academic Misconduct Policy, 2020)*

All students' projects are subject to plagiarism testing. *(BA (Hons) Art and Design Programme Document., 2013)* Academic Integrity and references to the sources used are listed in Appendix GA36a Assessment specification as one of the requirements for each student project. *(GA36a Level 4 Appendix, 2023)*

The students' bachelor degree thesises are subject to plagiarism testing as well. The applicant adds a receipt to the bachelor's thesis, which indicates that all submitted works are the student's developments. *(BA (Hons) Art and Design Programme Document., 2013* and *Diànzibǎn, 2020)* Theses are checked for plagiarism concerning the requirements of both HEIs participating in the joint Sino-Foreign program, University of Wales Trinity St David and Wuhan University of Technology.

The academic integrity issues in the Wuhan University of Technology are managed by the Intellectual Property Information Service Center at Wuhan University of Technology, established in October 2018 with the approval of the university's presidential administration, which signed a strategic agreement with the Hubei Provincial intellectual property office. *(Zhōngxīn, 2019)*

5. Most common cases of academic misconduct of the graphic design students

In relation to students' graphic design projects, the most common violation of academic integrity is plagiarism, which involves presenting someone else's work or ideas as the applicant's own achievements. *(The good practice framework, 2018)*

In this regard, the real case of a violation of academic integrity should be considered. In this case, the undergraduate student copied the project of another designer, which was posted in the internet on the public domain, and passed off the project as his own (Fig. 1). During analysing the student's work by teacher through search engines with the function of searching for images in Internet, an academic offence was found. After the investigation, the student was sent to re-study the module.

The next type of academic misconduct that is common in the training of graphic design specialists is copying the work done by another students without their permission, which is also a violation of academic integrity. *(The good practice framework, 2018)*

In this case, the student copied part of the project of another student, which was developed for the same module earlier. Having exposed this offence and conducted an investigation in compliance with all appropriate procedures, the Academic Integrity Commission decided to assign the student 0 points for this project task and send him to repeat the implementation of part of the project. (Fig. 2).

Prevention of violations of academic integrity can be achieved through the practice of defending and demonstrating the portfolios of students' projects at the final lesson of the module in the presence of other students, groupmates, a module teacher, and an internal verifier teacher.

6. Conclusions
Regarding the training of future graphic design professionals, academic integrity issues have their own specifics towards checking for plagiarism and compliance with attribution in design projects.

Various methods can be used to prevent plagiarism in graphic design, such as:

1. Checking projects for originality using special software, such as Turnitin.

2. Introduction of the method of expert assessments, which is implemented in checking the students' projects by several teachers and organising regular discussions of students' projects by all teachers of the department.

3. The requirement for students to indicate the sources from which they draw information and graphic elements for their projects.
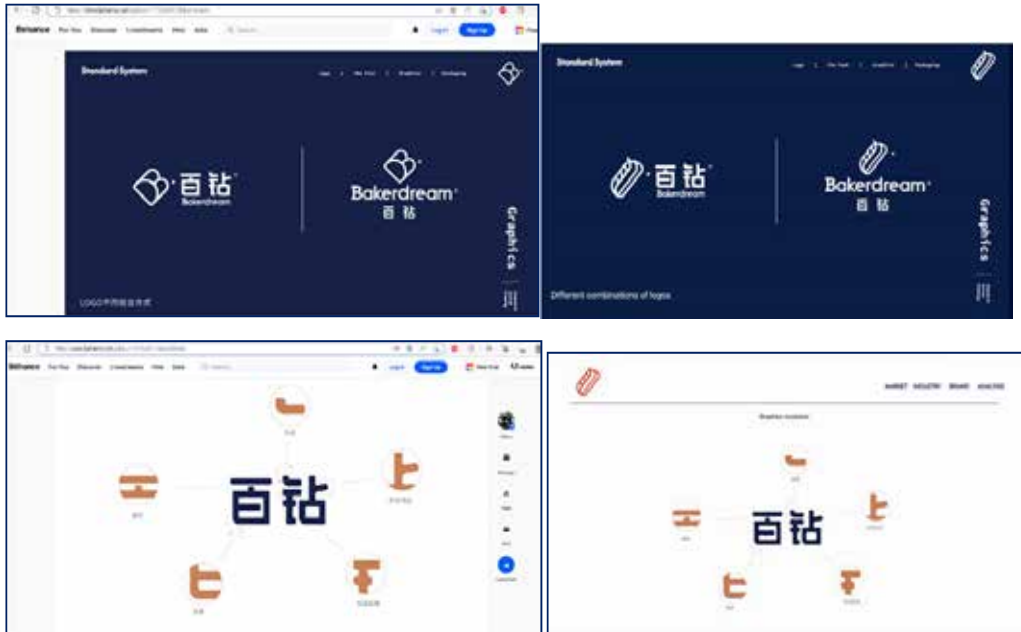
Fig. 1. An example of an academic misconduct. Project from Internet (available here https://www.behance.net/gallery/117058817/Bakerdream) (left) and student's project (right)

Fig. 2. An example of an academic misconduct. The project was developed by the student in 2021 (left) and copied by another student in 2022 (right)

4. Providing students tasks that address specific technical and aesthetic aspects of design, not just general topics.

5. Regularly remind students of the importance of academic integrity and ethics in professional design.

6. Using team learning, where students can work on projects and discuss ideas together.

In general, it is important for students to understand the consequences of plagiarism and the importance of academic integrity and in graphic design. Graphic design training should take place within ethical principles to ensure the quality of the training.

Summing up, we can state that much attentionat the international EPP is focused on the issue of academic integrity and that all educational projects of students, the future graphic design professionals, are subject to verification.

The research carried out does not exhaust all aspects of the problem which have been raised. We consider the perspective of understanding ways to involve foreign experience and a feasures of clearly structured academic miscundust checking and investigating process in the educational process of the high educational institutions of Ukraine.

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