



# **Academic Quality Framework**

## **Academic Integrity Procedures**

**Approved by Academic Council  
June 2024**

## Table of Contents

1. Guiding Principles.....	4
3. Academic Misconduct Score Card .....	5
4. Disciplinary Actions.....	10
5. Procedure.....	13
5.1 Adjudication process.....	13
5.2 The Individual (Level 1) or Committee (Levels 2 and 3).....	13
5.3 Appeals process available to the affected student.....	14
6. Academic Integrity Process Management .....	15
7. Classifications of Sanctions by Level .....	19
8. Sample Tariff Scores for Each Level.....	22

## Document Control Summary

Area	Document Information
Author	Academic Affairs
Owner	Academic Affairs
Reference number	Ref number here
Version	1
Status	Approved
Approved by / to be approved by	Academic Council
Approval date	June 2024
Document Classification	TU Dublin Internal/Wide

## 1. Guiding Principles

These procedures should be read in conjunction with the Guiding Principles covered in the TU Dublin [Academic Integrity Policy](#).

## 2. Procedures for Handling Suspected Breach of Academic Integrity

The following procedures are to be used to determine the type of academic misconduct and the way in which the university will deal with such instances in order to determine the appropriate sanctions to be applied when proven.

- 2.1** For each suspected incident of academic misconduct, the relevant assignment submission is scored using the criteria in the Academic Misconduct Score Card (referred to as the Score Card hereafter) (Section 3).
- 2.2** The score card outlined in Section 3 is completed online. The online scorecard is available [here](#).
- 2.3** In the first instance, the initiator of the process is required to complete Criteria 2-5. Criterion 1 will then be completed by Academic Affairs if there is a previously recorded instance for the particular student (Criterion 1 is null if there is no recorded previous instance), and the score card showing the total score is returned to the initiator.
- 2.4** The overall score will determine the subsequent academic misconduct procedures to be followed as:  
  
Level 1: dealt with by the Lecturer and/or Programme Committee  
  
Level 2: dealt with at School/Faculty level  
  
Level 3: dealt with at University level.

### 3. Academic Misconduct Score Card

A student assignment is any piece of academic work to be completed by students for the purpose of academic grading. This includes, but is not limited to examinations, in-class assessments, take home assignments, problems, or project work. The Academic Misconduct Score Card is shown in *Table 1*.

*Table 1.* Academic Misconduct Score Card

Criteria		Points	INSERT YOUR SCORE Select the appropriate score (one only)
<b>#1</b>	<b>Violation History</b>		
	The guidelines support the principle that students with a history of academic integrity violations warrant a more serious disciplinary response. A violation is determined to have occurred when a student previously accepted responsibility, or was held responsible for, an academic integrity violation.		
	1st Violation	<b>20</b>	
	2nd Violation	<b>50</b>	
	3rd Violation	<b>100</b>	
<b>#2</b>	<b>Types of Violations</b>		
<b>Basic Violations</b>	Basic Violations include, but are not limited to: submitting a portion of the same material more than once without prior authorisation; giving your own academic work to others even when doing so was not explicitly prohibited; attendance/participation points misrepresentation; violation of class/instructor policies if behaviour not listed elsewhere in these guidelines; poor academic writing skills e.g., lack of referencing, poor referencing, or the passing off of somebody else's ideas as if originally discovered by the student, or small errors made through carelessness or misunderstanding.	<b>15</b>	

<p><b>Limited Plagiarism</b></p>	<p>Limited Plagiarism includes, but is not limited to: presenting work/ideas taken from other sources without proper acknowledgement. Paraphrasing from sources without attribution; verbatim copying from sources without attribution when what was copied was not a critical aspect (key, central ideas) of the assignment as determined by the internal examiner; looking online for a solution to an assignment and copying that solution/answer in whole or in part.</p>	<p><b>25</b></p>	
<p><b>Extensive Plagiarism</b></p>	<p>Extensive Plagiarism includes, but is not limited to: plagiarism when the aspects copied are critical aspects of the assignment as determined by the internal examiner assignment; extensively copying from another student's assignment without acknowledgment of their contribution; limited or extensive plagiarism that includes false citations.</p> <p>Mosaic Copying/ Scaffolding/ Substantial Similarity: An unoriginal piece of writing composed of acknowledged or unacknowledged extracts from several different sources. Where the key points and structure of another person's work have been used as a scaffold (framework) for your own work, without acknowledging the source. This is plagiarism.</p>	<p><b>100</b></p>	
<p><b>Collusion</b></p>	<p>Undisclosed collaboration of two, or more, people on an assignment or task, which is supposed to be completed individually. Collusion includes unauthorised collaboration; inappropriate or unauthorised collaboration by two, or more, students in the production and submission of the assessment task; students providing their work to another student before the due date, or for the purpose of them plagiarising at any time. This should not be confused with academic collaboration where there has been a general group discussion about a lecturer question, but where each student writes his/ her own answer. Allowing another (e.g., friend/relative/roommate/classmate / tutor) to edit / write/translate one's assignment without acknowledging that help.</p>	<p><b>100</b></p>	

<b>Falsification/ Fabrication</b>	Falsification/Fabrication includes, but is not limited to: altering a graded assessment provided by another person and submitting for re-grade; fabricating data for a lab or research assignment; submitting data you didn't yourself collect; lying/giving a false excuse to miss or receive unfair accommodation on an assessment. Types of major misconduct in an education, research or scholarship setting. Forging educational, research or scholarship content, images, data, equipment or processes in a way that they are inaccurately represented. Fabrication in the context of research means making up data, experiments, or other significant information in proposing conducting or reporting research.	<b>125</b>	
<b>Exam Cheating</b>	This involves intentional cheating: intentional action or behaviour that violates established rules and gives one student an unfair advantage over another. Exam Cheating includes, but is not limited to: copying from another, or allowing another to copy during a supervised exam; being in possession of any unpermitted material/device in an exam; having ubiquitous smart technology (e.g., cell phone, smart watch) accessible during an exam, under any circumstances.	<b>175</b>	
<b>Fraud</b>	Actions that are intended to deceive, for unfair advantage, by violating academic regulations. Using intentional deception to gain academic credit. Fraud includes some of the most egregious violations - e.g., stealing or fraudulently obtaining answers to an assessment prompt/exam before submitting the assessment for grading; changing/helping to change any recorded assignment or course grade on an instructor's or university record; illicitly obtaining an assessment completed by another (without their knowledge) and submitting it (in part or whole) as one's own; submitting fake or false documents (e.g., medical notes).	<b>225</b>	
<b>Contract Cheating</b>	Form of academic misconduct when a person uses an undeclared and/or unauthorised third party, online or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract Cheating is any behaviour by which a student arranges to have another person or entity ("the provider") complete (in part or total) an assessment (e.g., exam, any unauthorised use of artificial intelligence, test, quiz, assignment, paper, project, problems) for the student. If the provider is also a student, both students are in violation.	<b>225</b>	

#3			
#3	Stage in the Student Taught Programme		
	The guidelines support the principle that students further along in their academic study should be more knowledgeable about academic integrity. Thus, the seriousness of disciplinary actions increases concurrently with the amount of experience a student has at TU Dublin.		
	Year 1	<b>25</b>	
	Year 2	<b>30</b>	
	Year 3	<b>35</b>	
	Year 4 +	<b>40</b>	
	Masters year 1	<b>45</b>	
	Masters year 2	<b>50</b>	
#4 (a)			
#4 (a)	Value of the Assessment		
	The guidelines support the principle that violations are more serious when they occur in more highly valued work. Thus, the seriousness of disciplinary actions increases concurrently with the value of the assessment.		
	The worth of the assessment in question is $\leq 25\%$ of the total marks possible for the module.	<b>20</b>	
	The worth of the assessment in question is $> 25\%$ and $< 50\%$ of the total marks possible for the module. Pass/fail modules attract a score flat score of 50.	<b>30</b>	
	The worth of the assessment in question is $> 50\%$ of the total marks possible for the module.	<b>50</b>	
	The assessment in question is capstone academic work (e.g., undergraduate or master's thesis; dissertation)	<b>75</b>	
#4 (b)			
#4 (b)	Value of the Assessment		
	The module carries up to 5 ECTS	<b>15</b>	
	The module carries more than 5 ECTS but less than or equal to 10 ECTS	<b>30</b>	
	The module carries greater than 10 ECTS (e.g. 30 ECTS credits incurs a score of 90)	<b>15 points per 5 ECTS</b>	



#5	Additional Considerations		
	The additional considerations address common, but atypical situations, such as students who may have had very specific training in class on academic integrity or students who have taken action to hide their violation.		
	Evidence that the programme/class/instructor offered additional academic integrity education to students. This is in addition to any academic integrity training provided through the university VLE.	25	
	Evidence that the student previously completed Academic Integrity Training either on the VLE or through programme content.	50	
	Evidence that the student failed to follow-through on Academic Integrity training assigned as a result of a previous violation.	75	
<b>TOTAL</b>			

Once you have determined the total score, the determination of the appropriate level will be evident, as follows:

Level 1 = 1-200 points      Level 2 = 201-500 points      Level 3 = 501+ points

Each level is managed in a particular manner, with appropriate disciplinary actions recommended for each level. See Section 4 for a breakdown of the appropriate disciplinary actions.

## 4. Disciplinary Actions

Table 2 below identifies the possible sanctions according to the level determined by the score attained on the Academic Misconduct Score Card described in Section 3.to

The university approved sanctions in respect of any duly proven academic integrity violation are:			
i) The student is assigned mandatory academic integrity training.			
ii) Disciplinary action is imposed, based on the cumulative points score, as calculated using the Academic Misconduct Score Card.			
Table 2. Possible Sanctions			
	<b>Points Range</b>	<b>Disciplinary Actions</b>	
<b>Level 1</b>	<b>0 – 100 (1a)</b>	<i>Where one or more of the following sanctions is applied:</i>	Module-level process (Lecturer or Programme Committee), with option to appeal to a School-level process*
		a) Warning issued and instance recorded for the duration of the student enrolment on the programme.	
b) Require the student to complete an education module to address perceived academic skills deficit.			
<b>101 – 200 (1b)</b>	c) Grade score is reduced.		
	d) For assignments worth < 50% of the total module. marks, require re-examination/assessment within the semester as a first sitting with no cap on module grade.		
	e) For assignments worth > 50% of the total module marks, require to re-examination/assessment as a supplemental assessment with no cap on module grade.		

<b>Level 2</b>	<b>201 - 350</b>	<p><i>Where one or more of the following sanctions is applied:</i></p> <p>a) Warning issued and instance recorded for the duration of the student enrolment on the programme.</p> <p>b) Requires the student to complete an education module to address perceived academic skills deficit.</p> <p>c) For assignments worth &lt; 50% of the total module marks, require re-examination/assessment within the semester as a first sitting.</p> <p>d) For assignments worth &lt; 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on module grade.</p> <p>e) For assignments worth &gt; 50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade.</p>	<p>School-level process, with option to appeal to a Faculty-level process*</p>
	<b>351 - 500</b>	<p><i>Where one or more of the following sanctions is applied:</i></p> <p>a) Warning issued and instance recorded for the duration of the student enrolment on the programme.</p> <p>b) Require the student to complete an education module to address perceived academic skills deficit.</p> <p>c) For assignments worth &lt; 50% of the total module marks, require re-examination/assessment within the semester as a first sitting with a cap on module grade.</p> <p>d) For assignments worth &lt; 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on module grade.</p> <p>e) For assignments worth &gt;50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade.</p> <p>f) For assignments worth &gt;50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade and on award classification, if at award stage.</p>	<p>Faculty-level process, with option to appeal to a University - process*</p>

<b>Level 3</b>	<b>501+</b>	<p><i>Where one or more of the following sanctions is applied:</i></p>	<p>University-level process, with option for appeal at University level*</p>
		a) Warning issued and instance recorded for the duration of the student enrolment on the programme.	
		b) For assignments worth >50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module, and on award classification, if at award stage.	
		c) Student at award stage is exited with a reduced NFQ Level award commensurate with learning achieved through legitimate means.	
		d) Termination of student enrolment for an indefinite period. Readmission to the University shall require the specific approval of the President of the University. Readmission after dismissal may be granted only under exceptional circumstances.	
		e) Suspension for Academic Dishonesty is listed on the student transcript during the length of the suspension.	

*\* Appeals are dealt with by the Registrar. All decisions are final within the University. Thereafter, the student may appeal to the Office of the Ombudsman.*

## 5. Procedure

### 5.1 Adjudication process

Once the cumulative point score has been determined on the Academic Misconduct Score Card, pertinent disciplinary action is determined at Level 1, 2, or 3. The following indicates the composition of the adjudication process by level.

**Level 1:** Adjudicated by the Lecturer, or if the offence is of such seriousness that a programme committee is required to adjudicate on the allegation of Level 1 and Level 2 (up to 350 points). The committee will comprise the Head of School (or nominee) and two academic staff.

**Level 2:** If the offence is at Level 2, with a score between 351-500, the matter will be considered at Faculty level. The committee will comprise the Dean (or nominee), one other Head of School, and three academic staff drawn from the grades of senior lecturer, lecturer, or assistant lecturer.

**Level 3:** Where the score exceeds 500, the matter is referred to the Head of Academic Affairs, who then raises the matter with the Registrar. The Registrar shall then appoint a committee comprising a Dean, and two senior lecturers, none of whom are associated with the School in which the student is studying.

It is important that the student is involved in the adjudication process. In this process, the student may be supported and/or advised by Student Union or have a fellow student in attendance at the meetings.

### 5.2 Adjudication: the Individual (Level 1) or Committee (Levels 2 and 3)

- The use of the Tariff Score (see Section 8 for samples) and Level of alleged offence.
- Any mitigating circumstances.

- Decide on a proportionate sanction to be applied, while mindful of the alleged offence and the impact the sanction might have for the student.

### 5.3 Appeals Process

Where an appeal is lodged, a three-member panel will be appointed by the Registrar to consider the Appeal. The acceptable grounds of appeal are:

- a) New information that was not available to either School or Faculty Academic Integrity Committee convened to determine the violation.
- b) Possible procedural irregularity, i.e., the procedures of the University in relation to the investigation of the violation had not been followed properly.
- c) Disproportionate penalty was applied, i.e., the penalty imposed by the School/Faculty Academic Integrity Committee is considered too severe, having regard to all the circumstances of the case.

## 6. Academic Integrity Process Management

The following flow charts (*Figures 1 to 4*) describe process workflow with their associated timelines.

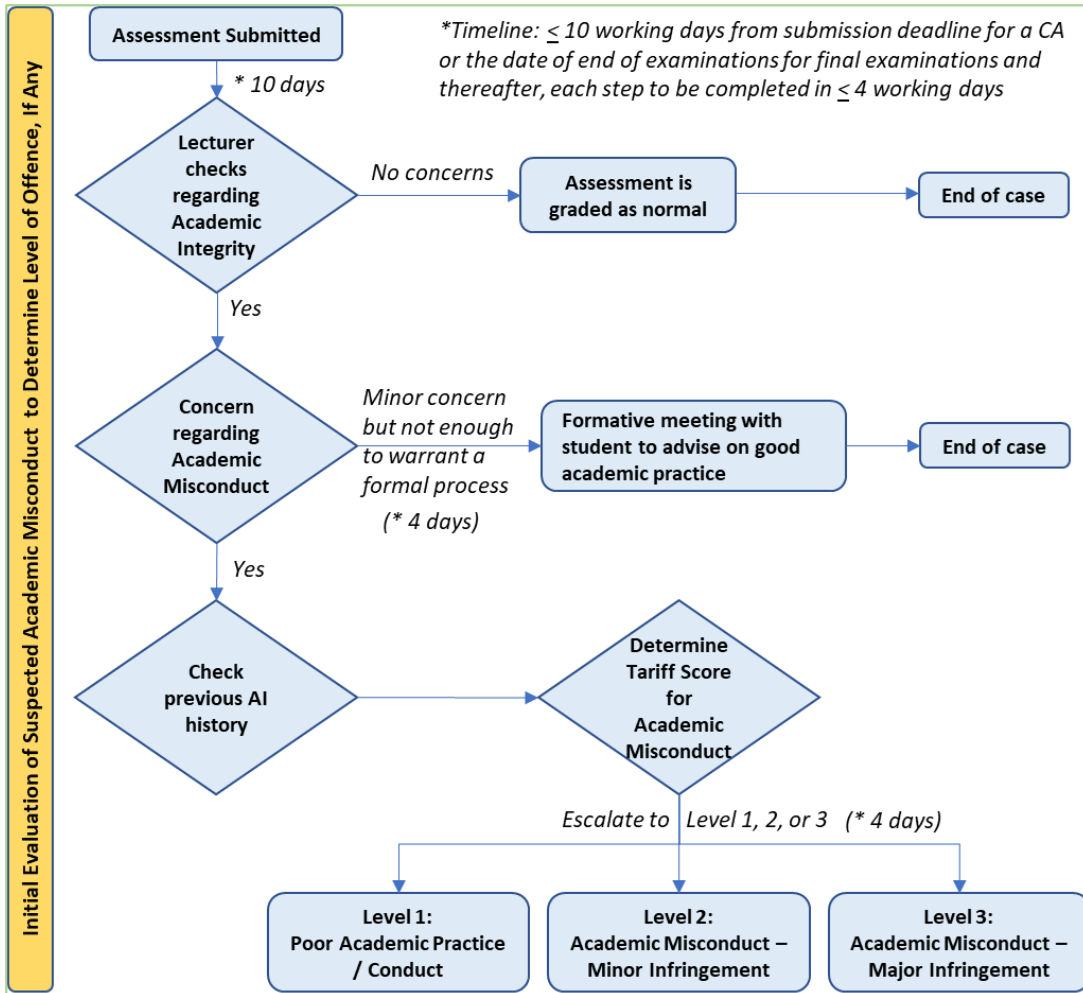


Figure 1. Initial Evaluation of Suspected Academic Misconduct to Determine Level of the Offence

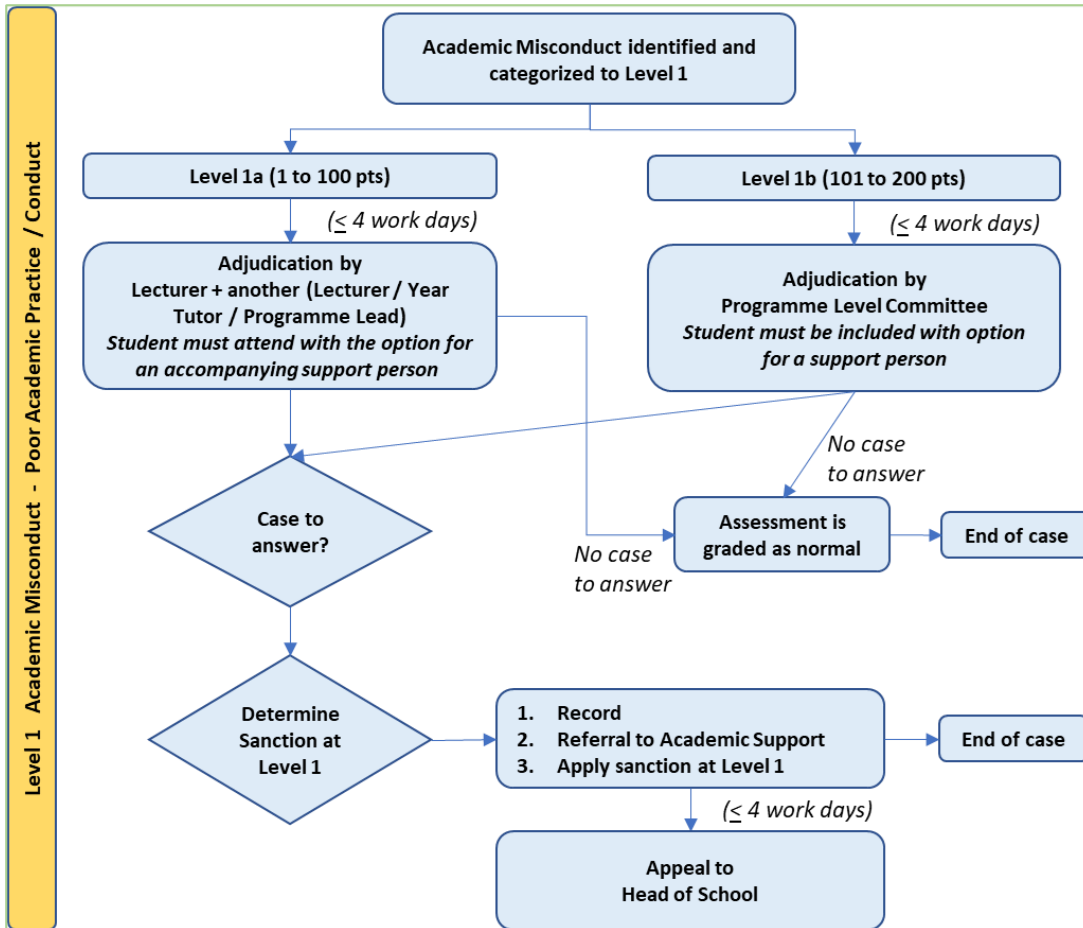


Figure 2. Level 1 Academic Misconduct – Poor Academic Practice/Conduct



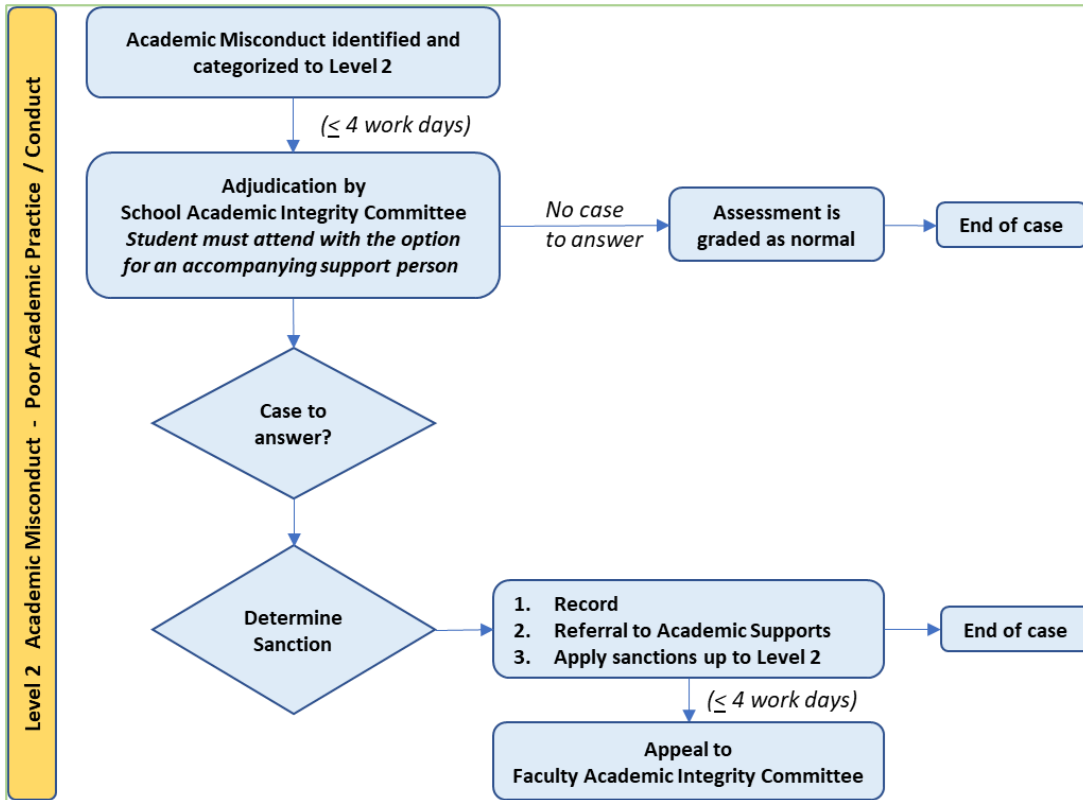


Figure 3. Level 2 Academic Misconduct – Poor Academic Practice/Conduct

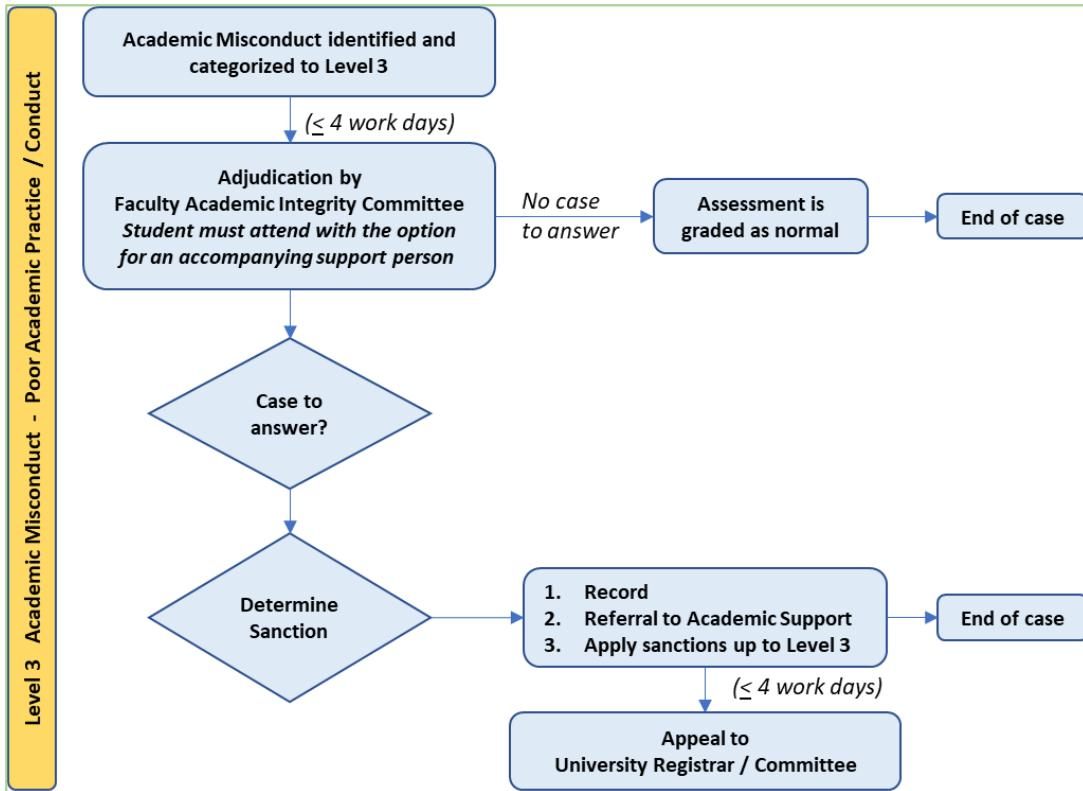


Figure 4. Level 3 Academic Misconduct – Poor Academic Practice/Conduct

## 7. Classifications of Sanctions

The Rubric-to-Map Classifications of Academic Misconduct-to-Sanctions are summarised in *Table 3*.

*Table 3.* Rubric-to-Map Classifications of Academic Misconduct to Sanctions

Rubric-to-Map Classifications of Academic Misconduct to Sanctions		
Level 1 (Poor Academic Practice / Conduct)	Points Range	Disciplinary Actions
	0-100	<b>Mandatory academic integrity training and one or of the following sanctions is applied:</b>
		a) Reprimand - a formally recorded warning kept on the learner's record for the duration of the learner's enrolment on the programme of study.
		b) Grade reduction - the work should be graded, but the mark may be reduced.
	101-200	<b>Mandatory academic integrity training and one or more of the following sanctions is applied:</b>
		a) Reprimand - a formally recorded warning kept on the learner's record for the duration of the learner's enrolment on the programme of study.
		b) Grade reduction - the work should be graded, but the mark may be reduced.
		c) For assignments worth < 50% of the total module marks, require re-examination/assessment within the semester as a first sitting with no cap on module grade.
		d) For assignments worth > 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on module grade.

Level 2 <i>Academic Misconduct (Minor Infringement)</i>	Points Range	Disciplinary Actions
	201-350	<b>Mandatory academic integrity training and one or more of the following sanctions is applied:</b>
		a) Reprimand - a formally recorded warning kept on the learner's record for the duration of the learner's enrolment on the programme of study.
		b) For assignments worth < 50% of the total modules marks, require re-examination/assessment within the semester as a first sitting.
		c) For assignments worth < 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on module grade.
		d) For assignments worth > 50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade.
	351-500	<b>Mandatory academic integrity training and one or more of the following sanctions is applied:</b>
		a) Reprimand - a formally recorded warning kept on the learner's record for the duration of the learner's enrolment on the programme of study.
		b) For assignments worth < 50% of the total module marks, require re-examination/assessment within the semester as a first sitting with a cap on module grade.
		c) For assignments worth < 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on module grade.
		d) For assignments worth > 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on module grade.
		e) For assignments worth > 50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade and on award classification if at award stage.
		f) Reduced award classification.
		g) Recession/withdrawal of award, in line with HEI policies - where an offence is proved after the conferring of the award.

Level 3 <b>Severe Academic Misconduct (Major Infringement)</b>	Points Range	Disciplinary Actions
	<b>501-615</b>	<p><b>Mandatory academic integrity training and one or more of the following sanctions is applied:</b></p> <p>a) Reprimand - a formally recorded warning kept on the learner's record for the duration of the learner's enrolment on the programme of study.</p> <p>b) For assignments worth &gt; 50 % of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade and on award classification if at award stage.</p> <p>c) Award of zero for the module mark and credits awarded for progression, with an opportunity to resit the assessment.</p> <p>d) Award a "fail" mark for the assessment component with an opportunity to resubmit the assessment for grading. If passed, credit for the module will be awarded in recognition of the learning outcomes being met, but a module mark of pass only will be recorded.</p> <p>e) Award zero for the module mark and associated credits awarded for progression - failure in the assessment component with no opportunity to resubmit the assessment for grading.</p> <p>The learner is suspended from the programme but may be awarded a lower NFQ level award commensurate with other learning outcomes achieved during the programme. This sanction should not normally be applied to foundation or year one undergraduate learners or year 1 international learners.</p> <p>f) Award zero for the module mark and remove all credits achieved - the learner is suspended from the programme, but may be awarded a lower NFQ level award in recognition of other learning outcomes achieved during the programme.</p> <p>g) Learner at award stage is exited with a reduced NFQ level award commensurate with learning achieved through legitimate means.</p> <p>h) Suspension for academic dishonesty is listed on transcript during the length of the suspension.</p> <p>i) Recession/withdrawal of award, in line with HEI policies - where an offence is proved after the conferring of the award.</p>

## 8. Sample Tariff Scores for Each Level

The sample tariffs outlined below indicate how each criterion is scored. This is presented as an illustration only of scoring by each of the three levels.

### **Sample Tariff Score – Level 1 Offence** **(Lecturer, 1-200 band for disciplinary action)**

A first-year student presents a CA which is 35% plagiarised. It is their first recorded offence. It is a standard CA and there was no evidence of any attempt to avoid detection.

Criteria	Description	Category	Points
#1	History	First time	20
#2	Type of Violation <i>(there can be more than one)</i>	Limited plagiarism	25
#3	Level/Stage of Study	1st year	25
#4a	Value of Assignment	>50%	50
#4b	Value of Assignment	5 credits	15
#5	Additional Considerations	Evidence that the student previously completed Academic Integrity Training either on the VLE or through programme content.	50
<b>TOTAL:</b>			<b>185</b>

**Sample Tariff Score – Level 2 Offence**  
**(School, 201-350 band for disciplinary action)**

A second-year student presents a standard CA, which was presented by a student during the previous year. This is the student's second time presenting a piece of work that was plagiarised.

Criteria	Description	Category	Points
#1	History	Second time	50
#2	Type of Violation ( <i>there can be more than one</i> )	Limited plagiarism	25
#3	Level/Stage of Study	2 <sup>nd</sup> year	30
#4a	Value of Assignment	>50%	50
#4b	Value of Assignment	5 credits	15
#5	Additional Considerations	Evidence that the student failed to follow-through on Academic Integrity training assigned as a result of a previous violation.	75
<b>TOTAL:</b>			<b>245</b>

**Sample Tariff Score – Level 2 Offence****(Faculty, 351-500 band for sanction disciplinary action)**

A second-year student presents a standard CA, with 50% of the document plagiarised. The passages plagiarised cover the key concepts of the subject. This is the student's third plagiarism offence.

Criteria	Description	Category	Points
#1	History	Third time	100
#2	Type of Violation ( <i>there can be more than one</i> )	Extensive plagiarism	100
#3	Level/Stage of Study	2 <sup>nd</sup> year	30
#4a	Value of Assignment	>50%	50
#4b	Value of Assignment	10 credits	30
#5	Additional Considerations	Evidence that the student failed to follow-through on Academic Integrity training assigned as a result of a previous violation.	75
<b>TOTAL:</b>			<b>385</b>

**Sample Tariff Score – Level 3 Offence****(500+ band for sanction)**

A third-year student presents a standard CA, with 50% of the document plagiarised. The passages plagiarised cover the key concepts of the subject. This is the student's third plagiarism offence.

Criteria	Description	Category	Points
#1	History	Third time	100
#2	Type of Violation ( <i>there can be more than one</i> )	Extensive plagiarism Contract cheating	100 225
#3	Level/Stage of Study	3rd year	35
#4a	Value of Assignment	>50%	50
#4b	Value of Assignment	10 credits	30
#5	Additional Considerations	Evidence that the student failed to follow-through on Academic Integrity training assigned as a result of a previous violation.	75
<b>TOTAL:</b>			<b>615</b>



