



Academic Quality Framework

Academic Integrity Procedures

**Approved by Academic Council
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1. Guiding Principles

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

Also, students' attention should be drawn to the university policy on Academic Integrity, VLE training, University Assessment Regulations, university guidelines on the responsible use of Generative Artificial Intelligence in teaching, learning, feedback and assessment in TU Dublin, and any additional programme-specific guidance at induction and as part of in-programme instructions to students regarding the preparation, conduct, completion, and submission of all work to be submitted for grading.

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, 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*. The definitions provided below are adapted from NAIN's [National Principles and Lexicon of Common Terms](#).

Table 1. Academic Misconduct Score Card

Criteria		Points	INSERT YOUR SCORE <i>Select the appropriate score (one only)</i>
#1	Violation History		
	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	20	
	2nd Violation	50	
	3rd Violation	100	

#2	Types of Violations		
Basic Violations	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.	25	
Plagiarism	Plagiarism occurs when work and/or ideas are taken from other sources without proper acknowledgement i.e. the appropriation of another person's ideas, processes, results, or words without giving appropriate credit, including those obtained through confidential review of other's research proposals and manuscripts. It can be classed under a number of sub headings: Limited Plagiarism This occurs when the author/ learner adds additional data and/or information to their previously presented or published work, or changes the title, modifies the aim of the study and/or recalculates results. This also includes manipulation of data using artificial intelligence (AI). Auto-Plagiarism This occurs when the author/learner instead of creating an original piece of work, adds insignificant additional data and/or information to their previously published work and changes title, modifies the aim of the study, and recalculates results. Included under this form of plagiarism is the omission of cross-citation to own previous publications. Self-Plagiarism/Redundant	100	

	Publication This occurs when the author/learner reuses their own previous work in a new publication without citing the original source. This is considered to be a form of redundant publication. A related issue is 'data fragmentation' or 'salami slicing', where the author divides a single study into multiple publications. As a general rule authors should reuse their own material only when necessary and with proper citation. AI-empowered Plagiarism This occurs when the author/learner uses content generated by artificial intelligence tools and presenting it as one's own work without proper attribution, which violates academic integrity policies. This raises ethical concerns about originality and responsible use of AI in education. Mosaic Copying/ Scaffolding/ Substantial Similarity: This occurs when the author/learner uses 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 the author's own work, without acknowledging the source.		
Sessional/In-class examinations and/or tests	This occurs where a learner undertakes in whole or in part any work required as part of a programme in the place of an enrolled learner, without permission from the education and training provider in an assessment setting (irrespective of whether it is a sessional or in-class). Having someone else sit an exam (irrespective of whether it is a sessional exam or in-class exam) in place of an enrolled learner, without permission of the education and training provider.	100	

Collusion	This occurs where there is an 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-set question, but where each student writes his/ her own answer. Collusion can also occur where a learner allows another individual (e.g., friend/relative/roommate/classmate / tutor) to edit / write/translate the learner's assignment without acknowledging that help.	100	
Falsification/ Fabrication	This occurs by making up data and presenting that data as genuine. AI-generated misinformation. This occurs when the author creates false or misleading content produced by AI systems (hallucinations) that appears as factually accurate. Data falsification or falsification of data. This is the unjustified manipulation of research data with the intention of giving a misleading impression. False data generated by AI and not fact checked. This occurs where there is evidence of Filling in and/or replacing missing or lost data; Fabrication in the context of research (whether at undergraduate or postgraduate level) is where the author makes up data, experiments, or other significant information in proposing, conducting, or reporting research.	125	

	Forging educational, research or scholarship content, images, data, equipment or process in a way that they are inaccurately represented. This also includes any form of AI manipulation of content, images or data.		
Artificial Intelligence	This involves the intentional and impermissible use of AI models and systems that generate new content, such as text, images, music, or videos, that resemble human-created content without acknowledging AI uses i.e AI Assessment Scale as part of the Gen AI Guidelines in TU Dublin. It also includes the following: Written content produced by Generative AI (or any other AI system) such as large language models in response to user prompts. Any unapproved AI system that generates false or nonsensical information that appears plausible. This includes AI generated misinformation which is false or misleading but appears to be factually accurate.	175	
Fraud	This occurs through 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). It can also include: Intentional action or behaviour that violates established rules and gives one learner an unfair advantage over another. Impersonation where an individual has undertaken in whole or in part any work required as part of a programme in place of an enrolled learner, without	225	

	permission from the education and training provider. Sitting an exam, or having someone else sit an exam (whether sessional or in-class) in place of another enrolled learner, without permission of the education and training provider. Data-related misconduct by providing false or incomplete information in research. AI-Enhanced Research Misconduct which is academic misconduct facilitated by AI, including falsifying data or generating fake research results, text (including bibliographic, or any other form of referencing).		
Contract Cheating	This occurs where a learner uses an undeclared and or/unauthorised third party, on-line or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved. Contract cheating services including the use of essay mills and ghost-writing services involve outsourcing assessments where a company or an individual provides bespoke work for a person to present as their own. For example, a learner using an essay mill to purchase a custom-written essay and submitting it as their own work. This behaviour undermines the principles of honesty and fairness in education, as it misrepresents the learner's abilities and efforts. AI-facilitated contract cheating. This involves the use of AI to help complete assignments or exams. Contract cheating also includes the impermissible use of a consultancy service. This occurs when a company or an individual provides bespoke work to a person to present as their own work.	225	

Criteria		Points	INSERT YOUR SCORE <i>Select the appropriate score (one only)</i>
#1	Violation History		
	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 2nd Violation 3rd Violation	20 50 100	
#2	Types of Violations		
Basic Violations	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.	25	
#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 Year 2 Year 3	25 30 35	

	Year 4 +	40	
	Masters year 1	45	
	Masters year 2	50	
#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.	20	
	The worth of the assessment in question is $> 25\%$ and $< 50\%$ of the total marks possible for the module. Pass/fail modules attract a flat score of 50.	30	
	The worth of the assessment in question is $> 50\%$ of the total marks possible for the module.	50	
	The assessment in question is capstone academic work (e.g., undergraduate or master's thesis; dissertation)	75	
#4 (b)	Value of the Assessment		
	The module carries up to 5 ECTS	15	
	The module carries more than 5 ECTS but less than or equal to 10 ECTS	30	
	The module carries greater than 10 ECTS (e.g. 30 ECTS credits incurs a score of 90)	15 points per 5 ECTS	

#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	
TOTAL			

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

	Points Range	Disciplinary Actions	
Level 1	0 – 100 (1a)	<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 the Epigeum Academic Integrity training module to address any perceived academic skills deficit.	
	101 – 200 (1b)	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.	

Level 2	201 - 350	<i>Where one or more of the following sanctions is applied:</i>	School-level process, with option to appeal to a Faculty-level process*
		a) Warning issued and instance recorded for the duration of the student enrolment on the programme.	
		b) Requires the student to complete the Epigeum Academic Integrity training module to address perceived academic skills deficit.	
		c) For assignments worth < 50% of the total module marks, require re-examination/assessment within the semester as a first sitting.	
		d) For assignments worth < 50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap of pass mark on module grade.	
	351 - 500	e) For assignments worth > 50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap of pass mark on the module grade.	Faculty-level process, with option to appeal to a University - process*
		<i>Where one or more of the following sanctions is applied:</i>	
		a) Warning issued and instance recorded for the duration of the student enrolment on the programme.	
		b) Require the student to complete the Epigeum Academic Integrity training module to address perceived academic skills deficit.	
		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 a cap of pass mark on module grade.	
		e) For assignments worth >50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap of pass mark on the module grade.	
		f) For assignments worth >50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap of pass mark on the module grade and a cap of pass on award classification, if at award stage.	

Level 3	501+	<i>Where one or more of the following sanctions is applied, and/or any Level 2 sanction if appropriate:</i>	University-level process, with option for appeal at University level*
		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 of pass mark on the module grade, and a cap of pass 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 (or nominee), and two academic staff drawn from the grades of senior lecturer, lecturer, or assistant lecturer. A quorum is four members. Where a majority consensus has not been reached the Chairperson shall have the casting vote.

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 (or nominee), and any three academic staff drawn from the grades of senior lecturer 1 and senior lecturer 2, none of whom are associated with the School in which the student is studying. A quorum is four members. Where a majority consensus has not been reached the Chairperson shall have the casting vote.

It is important that the student is involved in the adjudication process and will be entitled to submit a written response to the allegation which then will be considered by the respective Board. 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 (once proved) and the impact the sanction might have for the student on a case-by-case basis.

5.3 Appeals Process

Any appeal application must be submitted within 5 working days from the date of the Academic Integrity Breach Committee outcome correspondence, accompanied by a fee of €75. 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.

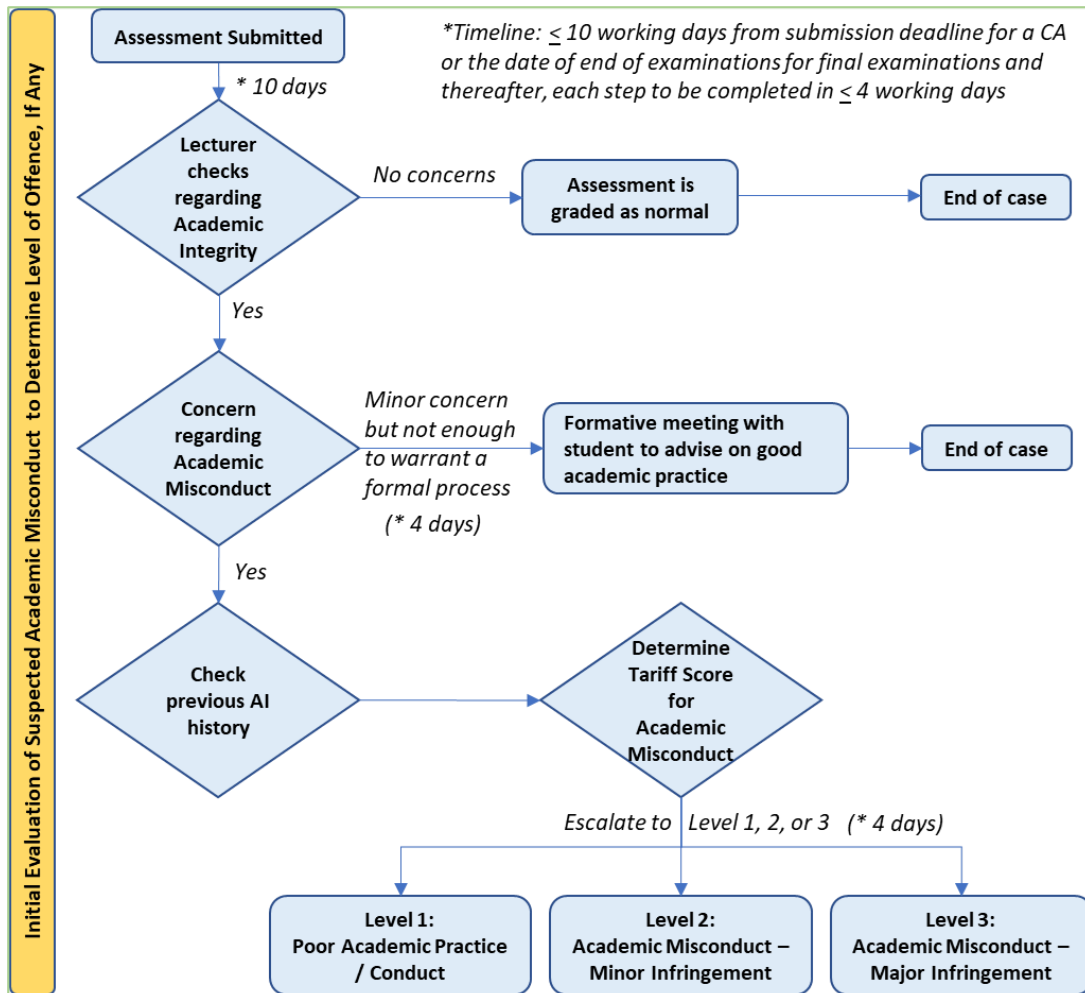


Figure 1. Initial Evaluation of Suspected Academic Misconduct to Determine Level of the Offence

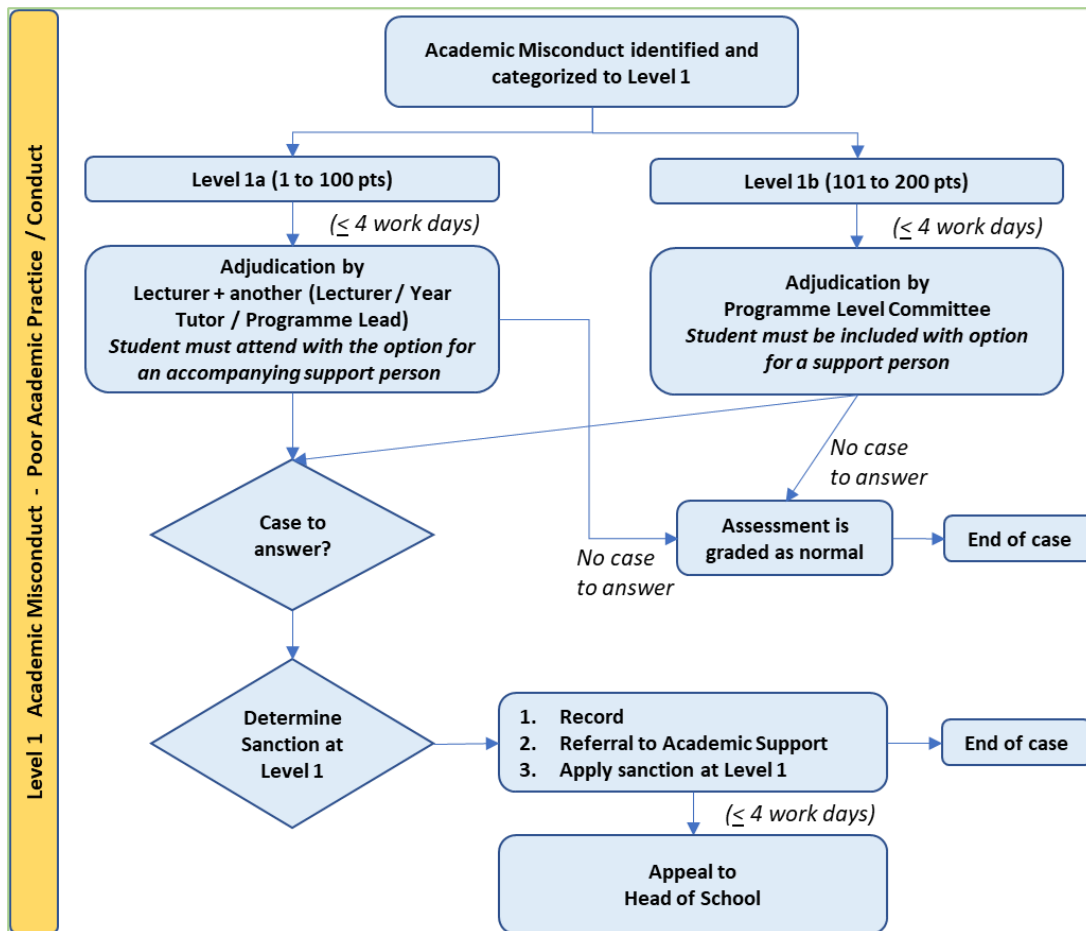


Figure 2. Level 1 Academic Misconduct – Poor Academic Practice/Conduct

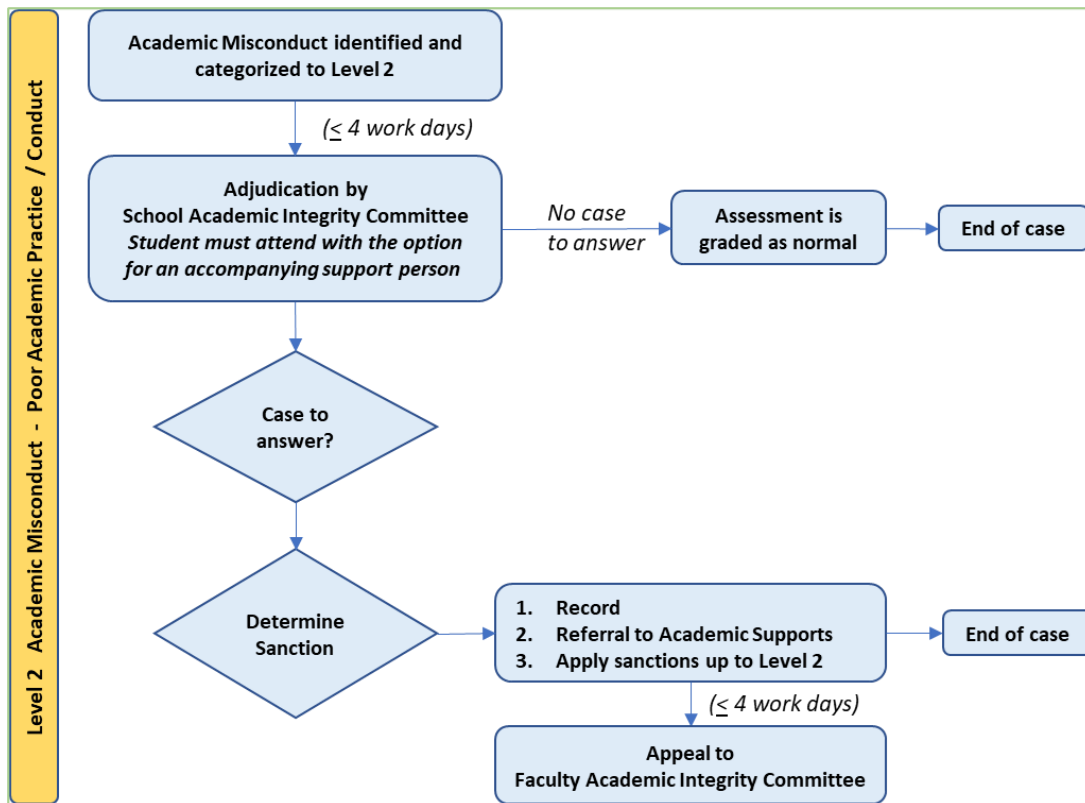


Figure 3. Level 2 Academic Misconduct – Poor Academic Practice/Conduct

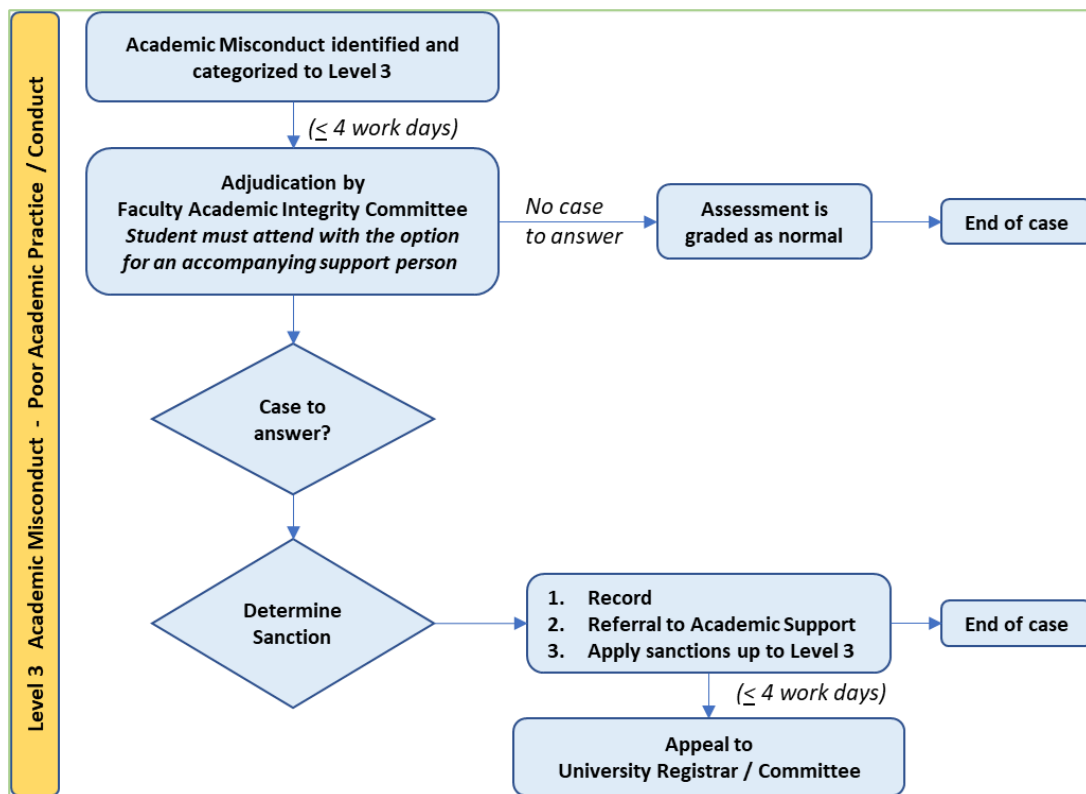


Figure 4. Level 3 Academic Misconduct – Poor Academic Practice/Conduct

7. 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
TOTAL:			185

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 nd 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
TOTAL:			245

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 (there can be more than one)	Extensive plagiarism	100
#3	Level/Stage of Study	2 nd 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
TOTAL:			385

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 (there can be more than one)	Extensive plagiarism Contract cheating	100 225
#3	Level/Stage of Study	3 rd 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
TOTAL:			615

