

City of Dublin FET College QA Procedures in Cases of Academic Misconduct		
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City of Dublin FET College

# QA Procedures in Cases of Suspected Academic Misconduct

These procedures are for all centres delivering programmes

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## Glossary of terms in this document

Roles and responsibilities are defined by individual FE Colleges.

Centre	
Learner	Refers to learners/learners/participants/trainees, who attend and participate in courses provided and delivered by City of Dublin FET College. Learner and learner are used interchangeably throughout this document
Educator	Refers to teachers/instructors /tutors
Course coordinator	Any staff who manage, lead or coordinate the course in a centre.
Principal/centre manager	Senior-level management.
College of Further Education/FE or training centre	Centre which delivers further education or training courses
Academic Integrity Advisor	Senior management in colleges/centres will appoint an academic integrity advisor. The role of the academic integrity advisor is to foster and support the embedding of a culture of academic integrity within the college or centre, to advise educators on suspected cases of academic misconduct and to support courageous conversations.
Award Terms	
Awarding body	Organisations who certify awards delivered in a centre
QQI	Quality and Qualifications Ireland (QQI) is an independent state agency responsible for promoting quality and accountability in education and training services in Ireland. It was established in 2012 by the <a href="#">Qualifications and Quality Assurance (Education and Training) Act 2012</a> . See about QQI at: <a href="https://www.qqi.ie/Downloads/Who%20We%20Are-Booklet-August%2017.pdf">https://www.qqi.ie/Downloads/Who%20We%20Are-Booklet-August%2017.pdf</a> <a href="#">QQI is the prosecutor for contract cheating</a> under <a href="#">Section 43A of the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019</a>
QQI award	A QQI Award is a quality-assured qualification awarded by QQI.
Course	
Programme/course	A programme/course is a collection of modules that when successfully completed and combined equal a major award.
Programme modules	A programme module is a unit of a programme.
Assessment	The process of evaluating the achieved outcomes of a programme or programme module.
Assessment extension	An opportunity to submit, take an exam or re-sit, outside the scheduled assessment plan.
Grade	A grade is a level (mark) that reflects the attainment of the learner.
Adaptations	Adaptations are where reasonable accommodations are made to enable the learner.
Universal design for learning	Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn, including learners with disabilities. UDL aims to improve the educational experience of all learners by introducing more flexible methods of teaching, assessment and service provision to cater for the diversity of learners in our classrooms. (AHEAD)
Academic misconduct	Academic misconduct happens when a learner behaves in a way that is not consistent with fairness, honesty and trustworthiness. City of Dublin FET College's definition of academic misconduct has been informed by the <a href="#">European Network for Academic Integrity</a> and the <a href="#">National Academic Integrity Network</a> .



## Introduction

This document provides support and direction to educators and management of City of Dublin Education and Training Board (City of Dublin FET College) colleges and centres. Through the implementation of these procedures, a consistency of approach in the delivery of programmes/courses will be further enhanced. These procedures provide equality of opportunity for all learners in meeting City of Dublin FET College course learning outcomes and national award standards.

To develop these procedures, City of Dublin FET College has drawn on its wealth of experience, while applying what is best in current practice. We have also drawn on [NAIN's Framework for Academic Misconduct Investigation and Case Management](#). We place the needs of the learner at the heart of all decision-making in a college/centre.

This document will focus on:

### 1 Assessment misconduct

- Suspected academic misconduct procedure prior to investigation
- Academic misconduct investigation procedure

To ensure the fair and consistent assessment of learners, the following procedures should be followed for any suspected cases of misconduct.

Academic misconduct is any act or practice that brings into question the validity or integrity of the assessment process, and that normally arises due to one or more non-accidental factors.

Learner misconduct is committed by a learner during the assessment process.

#### Examples of academic misconduct:

- Engaging the services of so-called “essay mills”
- Pretending to be someone else in order to produce the work for another person or group, or arranging for someone else to take your place in an assessment
- Getting someone else to write a part or all of your assignment
- Doing some or all of somebody else’s assignment for them
- Collaborating with a person or group beyond what is permitted in the assessment
- Multi-submission or self-plagiarism i.e. submitting work for an assignment that you have already gained marks for elsewhere. This does not include integrated assignments agreed with the educator
- Using generative artificial intelligence (Gen AI) to do your assignment for you or using Gen AI in a way that is not transparent and is not authorised by your internal assessor
- Falsifying references and documentation. Falsifying references can mean either:
  - (1) Referencing genuine material that you haven’t actually consulted to give the impression of having done more work than you have
  - or
  - (2) Making up references that don’t really exist
- Misrepresentation of research or fabricating (making up) data
- Presenting somebody else’s work, whether written or practical, as your own
- Assisting other learners during assessment
- Any form of communication including visual gestures with other learners during an exam



- Use of electronic communication device/technology or other unauthorised materials during an exam.

**Behavioural Academic Misconduct** - Behaviour deemed to interfere with fair principle (equal opportunity for all learners) and consistent principle (consistency in approach to assessment across providers, programmes and modules).

**Examples of behavioural academic misconduct include:**

- 1 Unauthorised removal of assessment material.
- 2 Deliberate damage to or destruction of assessment-related materials.
- 3 Tampering or interfering with assessment materials or another learner's work
- 4 Behaviour that undermines the integrity of the assessment event or process.

When a learner submits a piece of work, the educator **must be confident that the evidence was produced by the learner.**

The following are ways in which the educator may ascertain that learner evidence produced is reliable and genuine. The educator member should, where appropriate, implement a range of these:

**Questioning** - Asking the learner to explain and/or describe part of the evidence. This presents the learner with an opportunity to demonstrate that the evidence is their own

**Authorship statement** - The learner testifying the evidence is their original work. An authorship statement could be **embedded** into the assessment submission of evidence.

**A personal log** - A record of how the learner planned and developed the evidence. A personal log should identify problems **and** how they were overcome by the learner.

**Personal statements** - A personal statement may be used to explain the actions

**Drafts** If available, drafts give the learner the opportunity to show how their thinking has progressed in their development of the work they have presented for assessment.

**Peer reports** - Peer reports are especially suitable for group work. Peer reports are reports drafted by group members that can help explain individual involvement in a task or project.

**Independent testimony** - This is a statement produced by an individual other than the educator, which confirms that the learner has carried out a series of tasks or created a product. It should record what the learner has demonstrated and corroborate the learner evidence submitted. The identity and role of the individual who is to provide the testimony for the learner should be agreed in advance between educator/s and the learner. The use of independent testimony is not intended as a mechanism for assessing learner evidence but as a tool to corroborate the reliability of that evidence.

**Suspected academic misconduct**

The educator/s who suspects academic misconduct will request a meeting with the academic misconduct advisor in which the educator/s member and will provide a [short report of the incident](#) including:

- A copy of the learner work, including date(s) of submission and discovery
- Any evidence for suspecting academic misconduct
- The year of the suspected learner
- The percentage value of the assignment in the module.



If there is sufficient evidence to suspect academic misconduct, the academic advisor will proceed to invite the learner or each learner individually (if there is more than one learner involved) to a courageous conversation.

### Initial notification

In the event of suspected learner misconduct in an assessment event (e.g.: examination/other), a prompt response is required to address the matter. Initial notification is sent to the academic integrity advisor.

### Suspected academic misconduct

The educator/s who suspects academic misconduct will request a meeting with the academic misconduct advisor in which the educator/s and will provide a short report of the incident including:

- A copy of the learner work, including date(s) of submission and discovery
- Any evidence for suspecting academic misconduct
- The year of the suspected learner
- The percentage value of the assignment in the module.

If there is sufficient evidence to suspect academic misconduct, the academic advisor will proceed to invite the learner or each learner individually (if there is more than one learner involved) to a courageous conversation.

The academic integrity advisor, on receipt of a report of academic misconduct from an educator, will advise if further evidence-gathering is needed, or if there is sufficient evidence for the academic integrity advisor to request a **courageous conversation** with the learner or learners who are suspected of academic misconduct. A courageous conversation is an open discussion between the academic integrity advisor and the learner before any formal investigation has taken place. Instructions on [how to conduct a courageous conversation](#) are outlined below. The academic integrity advisor will notify the principal that there is sufficient evidence to request a courageous conversation.

### How to conduct a courageous conversation

The academic integrity advisor will email each learner involved, using the template in [Appendix C](#), outlining the academic misconduct suspected and offer either the option to admit to the academic misconduct via email or the opportunity to participate in a courageous conversation.

In either email or the courageous conversation, they will be asked to share all of the details of the academic misconduct.

The courageous conversation is an open discussion between the academic integrity advisor and the learner before any formal investigation has taken place.

During the courageous conversation, the academic integrity advisor/academic misconduct investigator will:

- Share the details of the alleged misconduct with the learner again.
- Let the learner know that academic misconduct is taken very seriously by the college/centre, but that at this point in the process the two most serious penalties are not on the table.
- If they have engaged in intentional academic misconduct, the learner is encouraged to share the details of this misconduct with the academic integrity advisor at this stage. If they do so, there will be no formal investigation if they share **all the details** related to the incident.
- Complete the [Courageous Conversation Record Template](#) with the learner



If at any point it emerges that the learner was not fully compliant with the requirement to share all the details, they may still need to go through a full investigation.

#### **Courageous conversation outcome: learner admits to intentional academic misconduct**

If the learner admits to intentional academic misconduct, the academic integrity advisor determines the outcome for the intentional academic misconduct using the [Matrix to Determine the Level of Academic Infringement](#) (hereafter referred to as “matrix”) and the [Rubric to Map Classifications of Academic Misconduct to Sanctions](#) (hereafter referred to as “rubric”); however, **the most serious sanction(s) that apply in the learner’s specific case, will not be on the table. The possible sanctions will be arrived at using the [matrix](#) and [rubric](#)**

2. Where there is a second offence of misconduct is admitted; - more serious sanctions will be applied, however, the most serious sanction will not apply.

If the learner admits to the intentional academic misconduct via email, then the academic integrity advisor in consultation with the principal may respond via email notifying the learner of the associated outcome (in accordance with the [matrix](#) and [rubric](#)).

**If a learner admits to the use of a contractor (essay mill) the CDU must be informed immediately.** The CDU will inform **QQI** who may **pursue prosecution of the contractor**. QQI will not pursue prosecution of the learner.

The academic integrity advisor will also notify the educator of the admission and outcome via email.

#### **Courageous conversation outcome: learner does not admit to intentional academic misconduct**

If the learner does not admit to intentional academic misconduct, then the academic integrity advisor must decide if they still suspect that intentional academic misconduct has taken place.

#### **Academic integrity advisor does not suspect intentional academic misconduct**

If the academic integrity advisor is convinced that intentional academic misconduct has not taken place following their courageous conversation with the learner, then the academic integrity advisor responds to the learner and the educator via email, shares their conclusion and briefly provides their reasoning for this conclusion. There is no need to record accidental misconduct on the Academic Misconduct Register.

#### **Academic integrity advisor still suspects academic misconduct**

If the academic integrity advisor still suspects that intentional academic misconduct has taken place following their courageous conversation with the learner, but the learner has not admitted it, then the academic integrity advisor refers the case to the principal/centre manager for a formal investigation using [template in appendix E8](#). The academic integrity advisor informs the learner and educator via email that this step has been taken. The principal will appoint academic integrity investigators who are separate to the academic integrity advisor. The academic integrity advisor will provide the principal/centre manager with:

- The [report](#) from the educator
- The [record of the courageous conversation](#) that they completed with the learner of the courageous conversation.



The academic integrity advisor will assist with the investigation that follows when needed as requested by the principal/centre manager. If the learner fails to respond to the courageous conversation invitation within a reasonable timeframe (usually five working days) or does not attend a scheduled courageous conversation, the academic integrity advisor should decide, based on the available evidence. They should issue that decision to the principal/centre manager or designated staff person (who may be the academic integrity advisor), who will issue it to the learner.

Majority of cases do not go beyond stage 1 and every effort should be made to resolve the issue at this stage.

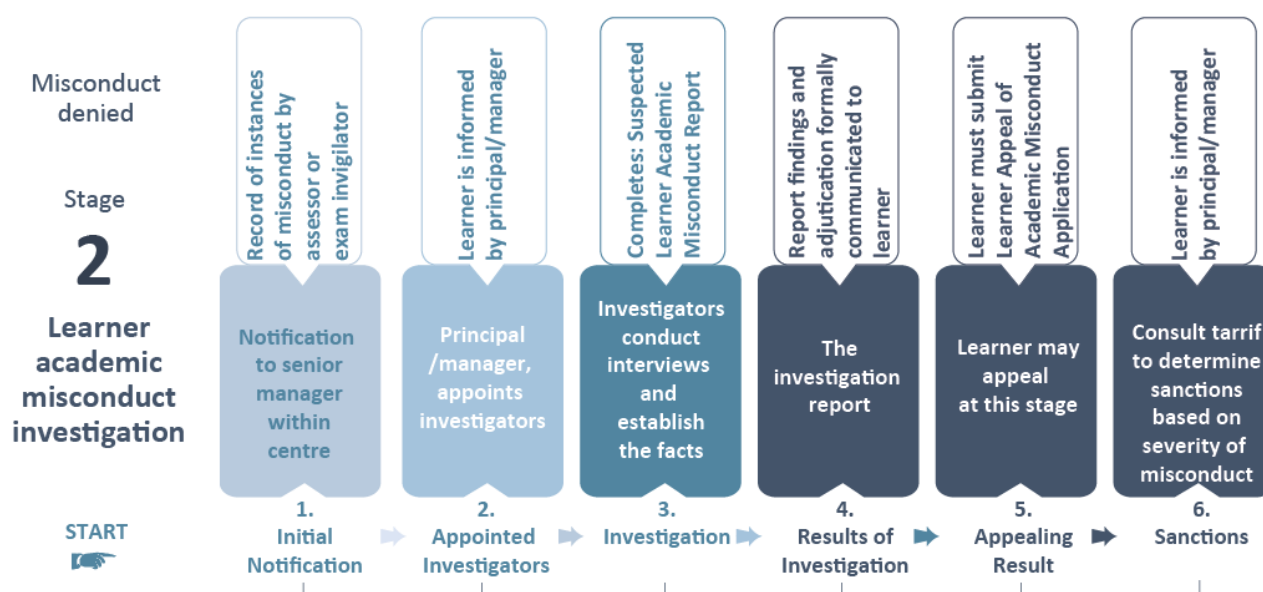
### **Formal investigation procedure**

#### **Learner academic misconduct investigation procedure**

1. Academic integrity advisor gives notice to the principal/manager that misconduct has been denied
2. Learner is informed of the decision to proceed to an investigation
3. Investigators appointed
4. Investigation of all known evidence, including formal interviews
5. Results of investigation are reported and formally communicated to learner
6. [Matrix](#) and [rubric](#) are used to determine the sanction.
7. Appeal Result may take place at this stage.
8. Sanctions are dependent on severity of misconduct, the learner needs to be informed.



## Learner academic misconduct investigation procedure Stage 2



### Investigators appointed

If further investigation is required, the principal/centre manager will appoint investigators who will conduct the investigation and consult the academic integrity advisor and senior management. It is recommended that at least two staff members are involved in the investigation: the investigation team may include a course coordinator and an educator (unless there are conflict of interest issues). The staff member who has made the allegation of misconduct cannot be part of the investigation team. The centre assistant manager/deputy principal is required to coordinate the investigation, or they may delegate this to the academic integrity advisor.

### Investigators appointed - steps

1. If investigation is needed, principal/centre manager appoints at least two investigators
2. Investigators must [sign a declaration](#) stating that they have no conflict of interest
3. The educator who made the allegation cannot be one of the investigators
4. Investigation team may include the course coordinator (see [glossary](#)) and an educator with assessment experience
5. The assistant manager/deputy principal coordinates the investigation, or they may delegate it to the academic integrity advisor.

Only when appropriate and necessary, and in conjunction with the relevant principal/centre manager, a special investigation may need to be undertaken by:

- a. An external investigator
- b. Internal audit

### The suspected academic misconduct report

Only one report per learner is completed. If more than one learner is suspected of assessment misconduct, separate forms must be completed for each learner.

### Conflict of interest

Any issue that might unfairly influence or appear to influence the outcome of an investigation.



Examples of this would include:

- Staff involved in any aspect of the assessment process (e.g. quality assurance function).
- Staff having a personal relationship or family relationship with the learner being investigated.
- Staff having a professional relationship with the learner being investigated that may be perceived to unfairly influence the investigation process.

Any person who has a possible conflict of interest should not be involved in any investigation or the subsequent adjudication of judgements process.

The principal/centre manager is responsible for ensuring that a conflict of interest does not arise, and that all members of an investigation panel sign a declaration to that effect. In cases where real or apparent conflict of interest is identified, alternative arrangements must be put in place.

### **Natural justice**

Those responsible for investigating will establish the full facts and circumstances of any suspected assessment misconduct. It should not be assumed that an allegation equates to proof of a misconduct. Any investigation into a suspected misconduct will follow the principles of natural justice and due process. It is necessary that those managing the conduct of any investigation must ensure adherence to these principles.

### **Principles of natural justice**

Investigations should not disadvantage the person against whom the allegation is made. They should be concluded within a reasonable timeframe, e.g. 4 working weeks (or within a maximum of 40 working days, in exceptional circumstances), from the date of the notification to the centre of the suspected misconduct. An investigator should be informed and framed by the following steps and principles:

- 1 The dignity of the learner is honoured at all times during the investigation process.
- 2 The learner or learners in question are made aware of the allegation and are given the opportunity to respond by email in a courageous conversation.
- 3 Care is taken to avoid potential conflicts of interest.
- 4 If an allegation is made against a learner, that learner has a right to know what evidence has been presented to support the allegation.
- 5 The learner(s) should be informed of the possible consequences, if an allegation of misconduct is upheld.
- 6 The learner(s) should have the opportunity to consider their response to the allegations.
- 7 The learner(s) should have the opportunity to submit a written statement.
- 8 The learner(s) should be given the opportunity to seek advice and to provide a supplementary statement.
- 9 The learner(s) should be informed of the applicable [appeals procedure](#), if an allegation of misconduct is upheld.
- 10 The learner(s) should be informed of the possibility that information relating to a particular misconduct may be shared with other relevant parties.

### **Investigation of all known evidence**

All notified suspected academic misconduct must be investigated. The academic integrity advisor is responsible for communicating in [writing to the principal](#) and [to the learner under investigation](#) about the suspected assessment misconduct.

**The initial communication should:**



- 1 Provide notification that an allegation of academic misconduct has been received and that following a courageous conversation in which the misconduct has been either denied or not admitted a formal investigation will be conducted.
- 2 Advise that the procedure for managing academic misconduct contains full details of how the investigation will be conducted.
- 3 Emphasise that in exceptional circumstances confidentiality cannot be guaranteed, as identity may need to be disclosed to:
  - 3a An Garda Síochána, fraud prevention agencies or other law enforcement agencies.
  - 3b The courts (in connection with court proceedings)
  - 3c Others to whom City of Dublin FET College and/or awarding bodies are required by law to disclose identity.
- 4 Avoid implying or suggesting that conclusions have already been determined or that decisions have been made in respect of the application or corrective actions.

### **Establishing the facts within the investigation**

The investigation team should endeavour to obtain all the relevant evidence and facts about the suspected academic misconduct. This may be undertaken through considering reports from all staff involved including the record of the courageous conversation and considering any written statement or evidence of mitigating circumstances submitted by the learner(s) involved. You may also wish to carry out some or all of the steps outlined below, if appropriate:

#### **Review of allegation details:**

- 1 Interview with learner(s) being investigated
- 2 Interview with personnel and/or management connected to the course, project or suspected misconduct
- 3 Interview with learner(s) connected to the course, project or suspected misconduct (learner may bring a representative to this formal interview). They may also bring a support person.
- 4 Interview with other relevant parties
- 5 Review of related assessment reports
- 6 Review of previous records to seek to establish whether there have been any previous misconduct investigations for the learner(s)

### **Confidentiality**

Confidentiality is key in the conduct of an investigation into suspected academic misconduct, due to the risk of reputational damage to the learner(s) involved. To ensure confidentiality is maintained before, during and after an investigation, the following conditions apply:

- 1 Material relating to any allegations, findings or conclusions must not be made known to any parties, either internally or external to the centre, beyond those who are key to the investigation except in exceptional circumstances<sup>1</sup>.

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<sup>1</sup> Identity may need to be disclosed to:

An Garda Síochána, fraud prevention agencies or other law enforcement agencies.  
The courts (in connection with court proceedings)

- 2 It is not necessary to inform all learners being interviewed of the details of meetings with other parties unless there is a specific relevant matter to be raised.
- 3 The name or other details of the person making the misconduct allegation should not be divulged to the learner(s) to be investigated without the consent of the person making the allegation.
- 4 All material relating to the investigation will be held centrally, stored securely and retained for 6 years plus one from the date of graduation, in line with City of Dublin FET College's retention schedule.
- 5 The college/centre will register the breach of academic integrity using this [Ms Form](#). All material relating to a given investigation should be uploaded through the [MS Form](#).

## Results of investigation/investigation report

The investigation report that results from the investigation of an instance of academic misconduct should contain the following:

1. Number of learners affected and/or implicated
2. How the allegation of misconduct was identified and notified to the relevant principal/centre manager
3. The nature of the misconduct and the specific assessment procedures or assessment rule(s) or assessment regulations(s) that has/have allegedly been breached, as well as the award details.
4. Details of the scope of the investigation carried out.
5. Details of procedure, rule and/or regulation that is alleged to have been breached.
6. A statement of fact as described by all parties
7. Details of any mitigating factors
8. Conclusion - whether the misconduct allegation is upheld or not upheld, [based on the balance of probabilities](#).
9. The report will be signed and dated by the investigating team. Any written statements, notes of courageous conversations, formal interviews or other relevant documentation reviewed or obtained as part of the investigation must be filed separately and securely as part of the investigation process. **NB The investigating team should not adjudicate on the report nor should they make any recommendations.**

## Report adjudication

The investigation report is submitted to the principal/centre manager or designated staff member (who may be the academic integrity advisor). The relevant principal/ centre manager or designated staff member (who may be the academic integrity advisor) adjudicates on the report. The investigating team should not adjudicate on the report nor should they make any recommendations.

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Others to whom City of Dublin FET College and/or awarding bodies are required by law to disclose identity.



The principal/centre manager (or designated staff member) then writes to the person(s) involved to tell them whether the allegation has been upheld or not. Where the allegation is upheld, the notification will include details of:

- The findings
- The sanctions
- The [appeal process](#)

for this breach of academic integrity.

The principal/centre manager must complete the record of the adjudication of [Record of Adjudication of findings by principal/manager centre manager](#) and [Communication of Findings](#) documents.

### **Communicating the results**

The principal/centre manager or designated staff member (who may be the academic integrity advisor) is responsible for ensuring that the notification of the suspected academic misconduct investigation finding and sanctions is communicated to the relevant learners **within ten (10) working days** from the date of receipt of the investigators' report.

### **Findings of an investigation into a suspected academic misconduct may be:**

- 1 **Not upheld academic misconduct** - The principal/centre manager or designated staff member (who may be the academic integrity advisor) will convey the findings of the investigation, [in writing](#) and within the timeline specified to the learner(s) involved.
- 2 **Upheld academic misconduct** - The principal/centre manager or designated staff member (who may be the academic integrity advisor) will convey the findings of the investigation, [in writing](#) and within the timeline specified to the learner(s) involved and should include details of the academic misconduct and of the sanctions.

The [notification to the learner](#) must outline the academic misconduct appeal process and the timeline for appealing the findings.

### **Sanctions for learner academic misconduct**

Depending on the findings of an investigation and the adjudicated outcome, further steps, such as sanctions or disciplinary action may be required.

### **Sanctions are dependent on:**

1. The seriousness of the misconduct
2. History of previous upheld academic misconduct by the learner(s) in the centre.
3. Nature of assessment activity.

The sanction or sanctions should be arrived at using the [matrix](#) and the [rubric](#). Sanctions should be proportionate to the misconduct that was upheld following a thorough investigation. When faced with determining a sanction, "what is in the best interest of the learner?" should be the guiding question.



## **Communicating the findings to other persons**

The principal/centre manager or designated staff member (who may be the academic integrity advisor) will convey, as appropriate, the outcome of the academic misconduct investigation in writing to the relevant educator.

## **Appeals of academic misconduct finding**

The learner has the right to appeal the decision. Appeals must be made within **five (5) working days** of the receipt of the decision. All appeals must be made in writing using the [Learner Appeal of Academic Misconduct Application Form](#). The appeals process is overseen by the appeals office in the CDU.

### **Grounds on which the appeals process can be activated:**

- 1 The alleged misconduct was not dealt with in accordance with the procedures.
- 2 The regulations did not adequately cover the circumstances relating to the misconduct.
- 3 Information has become available that could not have been supplied at the time of the investigation

## **Communication of sanctions to the learner**

If the learner does not lodge an appeal within the stated timeline, the principal/centre manager can proceed to notify the learner in writing of any sanctions being imposed.

## **Notifying the CDU of a finding of academic misconduct**

The principal should notify the CDU of any upheld finding of academic misconduct against a learner by filling in [this form](#).



## Appendices

### Matrix Score System to Determine the Level of Academic Infringement



## Matrix Score System to Determine the Level of Academic Infringement

# A matrix score system to determine the level of academic infringement

A learner assignment is any piece of work to be completed by learners for the purposes of grading.

### Criterion 1: Number of previous violations

This criterion supports the principle that learners with a history of academic integrity breaches warrant a heavier penalty.

1 <sup>st</sup> breach of academic integrity		20	
2 <sup>nd</sup> breach of academic integrity		50	
3 <sup>rd</sup> breach of academic integrity		100	

### Criterion 2: Types of Violations

<b>Basic breaches of academic integrity</b> These types of breaches should be dealt with by the educator. They do not require a courageous conversation or an investigation and should not reported to CDU as incidents of academic misconduct	Basic breaches include but are not limited to: <ul style="list-style-type: none"> <li>Submitting a portion of the same work more than once without prior authorisation from the assessor</li> <li>Poor academic referencing or small errors in crediting ideas due to carelessness or misunderstanding</li> </ul>	N/A	
<b>Partial plagiarism</b> Maximum score for this section is 75 points	Partial plagiarism includes but is not limited to: <ul style="list-style-type: none"> <li>Submitting work or ideas you have got from other sources without acknowledging it</li> <li>Paraphrasing the work of others without acknowledging it with proper referencing</li> <li>Copying a solution or answer in part</li> </ul>	25 25 25	
<b>Extensive Plagiarism</b> Maximum score for this section is 400 points	<b>Extensive plagiarism includes but is not limited to:</b> <ul style="list-style-type: none"> <li>Copying when the material copied is critical to the assignment or constitutes more than approximately a third of the assignment</li> <li>Copying a large part of another learner's assignment without crediting them</li> <li>Using generative artificial intelligence (Gen AI) in a way that is</li> </ul>	100 100	



	not referenced and is not authorised by your internal assessor	100	
	<ul style="list-style-type: none"> <li>Using another person's work as a scaffold for your own work without acknowledging it</li> </ul>	100	
<b>Collusion</b> Maximum score for this section is 300 points	<ul style="list-style-type: none"> <li>Collaborating with a person or group significantly beyond what is permitted in the assessment guidelines</li> <li>Providing your work to another learner or group of learners to copy before the submission deadline</li> <li>Letting someone edit, write or translate your work without acknowledging their help and agreeing it with the assessor</li> </ul>	100	
		100	
		100	
<b>Falsification/Fabrication</b> Maximum score for this section is 400 points	Falsifying references can mean either: <ul style="list-style-type: none"> <li>Referencing genuine material that you haven't actually consulted to give the impression of having done more work than you have</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>Making up references that don't exist</li> <li>Misrepresentation of research</li> <li>Fabricating (making up) data</li> </ul>	100	
		100	
		100	
		100	
		<b>Subtotal</b>	
<b>Criterion 3: Behavioural Academic Misconduct</b>			
This guideline is based on the principle that interfering with assessment material or disrupting the assessment process is a breach of academic integrity			
<b>Deliberate behaviour that Interferes with assessment materials or with the assessment process</b> Maximum score for this section is 500 points	<ul style="list-style-type: none"> <li>Unauthorised removal of assessment material</li> <li>Deliberate damage to or destruction of assessment-related materials</li> <li>Tampering or interfering with assessment materials or another learner's work</li> <li>Behaviour that undermines the integrity of the assessment event or process.</li> </ul>	125	
		125	
		125	
		125	
		<b>Subtotal</b>	
<b>Criterion 4: Stage of programme learner is at</b>			
<b>Year 1, First semester</b>		25	



<b>Year 1, Second Semester</b>		30	
<b>Year 2, First semester</b>		35	
<b>Year 2, Second semester</b>		40	
		<b>Subtotal</b>	
<b>Criterion 5: Value of the Assessment</b>			
The assessment in question is up to 25% of the total marks possible for the module		20	
The assessment in question is between 26% and 50% (inclusive) of the total marks possible for the module		40	
The assessment in question is more than 51% of the total marks possible for the module		70	
		<b>Subtotal</b>	
<b>Criterion 6: Prior academic integrity training</b>			
The learner previously completed academic integrity training during induction or in class.		25	
The learner failed to complete academic integrity training which was assigned because of a previous violation.		75	
		<b>Subtotal</b>	
<b>Criterion 7: Exam cheating</b>			
Breach of exam conditions		250	
		<b>Subtotal</b>	

<b>Criterion 8: Mitigating circumstances – please deduct total as appropriate</b>			
Centre did not provide academic integrity training		-50	
Personal capacity leading to a reduced capacity to understand what was allowed/required		-20 to -100	
High volume of assignments due in a short period of time		-20 to -100	
Learner fully admitted to misconduct before or during courageous conversation		-50 to -100	
Other: please state		-10 to -100	
		<b>Subtotal</b>	
		<b>Total</b>	



## Rubric to Map Classifications of Academic Misconduct to Sanctions

Please ensure that you have deducted marks for mitigating circumstances where appropriate

Name of Learner: \_\_\_\_\_ Ref. No.: \_\_\_\_\_

Name of College/Centre: \_\_\_\_\_

Name of Principal/Academic Integrity Advisor: \_\_\_\_\_

Level 1	Points range	Sanctions	Tick sanction(s) applied
<b>Poor academic practice/conduct</b>	<b>0-69</b>	a) Mandatory academic integrity training, the misconduct is formally notified to CDU using the MS Form and retained in line with City of Dublin FET College's retention schedule	
	<b>70-200</b>	a) Mandatory academic integrity training and the misconduct is formally notified to centre using the MS Form and retained in line with City of Dublin FET College's retention schedule	
	<b>NB Sanction c) cannot be applied if the learner has confessed fully.</b>	<b>and</b>	
		one of the following sanctions is applied	
		A) Grade reduction – the work should be graded, but the mark may be reduced up to 5%	
	b) Grade reduction – the work should be graded, but the mark may be reduced up to 7.5%		
	c) Grade reduction – the work should be graded, but the mark may be reduced up to 10%.		

Level 2	Points range	Sanctions	Tick sanction(s) applied
<b>Academic Misconduct</b>			



<b>(Minor Breach) to Academic Misconduct (Moderate Breach)</b>	<b>201-500</b> These sanctions are on a scale starting from the least serious breach to the most serious breach. The sanctions applied should reflect the points.  <b>NB Sanctions e) and f) cannot be applied if the learner has confessed fully.</b>	a) Mandatory academic integrity training, the misconduct is formally notified to CDU using the <a href="#">MS Form</a> (and retained in line with City of Dublin FET College's retention schedule)  <b>and</b>  one of the following sanctions is applied	
		b) Require re-examination/assessment within the semester with a mark reduction of 5%	
		c) Require re-examination/assessment within the semester with a mark reduction of 7.5%	
		d) Require re-examination/assessment within the semester with a mark reduction of 10%	
		e) Award zero for the assessment, with no opportunity to resubmit the assessment for grading.	
		f) The learner is asked to leave the programme.	

	<b>Points range</b>	<b>Sanctions</b>	<b>Tick sanction(s) applied</b>
<b>Level 3 severe academic misconduct</b>	<b>501+</b> These sanctions are on a scale starting from the least serious breach to the most serious breach. So, the sanctions applied should reflect the points.  <b>NB</b>	a) Mandatory academic integrity training, the misconduct is formally notified to CDU using the MS Form (and retained in line with City of Dublin FET College's retention schedule)  <b>and</b>  one or more of the following sanctions is applied	
		b) Require re-examination/assessment within the semester with a mark reduction of 10%	
		c) Require re-examination/assessment within the semester with a mark reduction of 15%	
		d) Require re-examination/assessment within the semester with a mark reduction of 20%	
		e) Award zero for the assessment, with no opportunity to resubmit the assessment for grading.	



	<b>Sanctions e) and f) cannot be applied if the learner has confessed fully.</b>	f) The learner is asked to leave the programme.	
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# Create Your Future

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