Student Academic Misconduct Procedure: Guidelines for Staff (2025/26)

Contents

1. Introduction 3
PART 1: General Guidance for Academic Staff 4
2. Overview: Academic Misconduct Procedure 4
2.1 Addressing incidents as poor academic practice 4
2.2 Grading work that includes poor academic practice 4
2.3 Discussion with the student 5
2.4 Submitting Reports to Academic Integrity Committees 5
2.5 Notifying students that their work is under review 5
2.6 Implementation of Academic Integrity Committee Decisions 5
3. Frequently Asked Questions - Module coordinators 6
4. Unauthorised use of AI 8
5. Collusion 10
6. Facilitating Academic Dishonesty 11
7. Unauthorised Academic File Sharing 11
PART 2: Guidance for School Academic Integrity Committees 12
8. Overview of School Academic Integrity Committee Process 12
8.1 Meeting protocols 12
8.2 Decision-Making 13
8.3 Applying Penalties 13
8.4 Recording incidents 13

8.5 Appeals to decisions of School Academic Integrity Committees 14
8.6 Confidentiality, Data Protection and Retention..... 14
9. Frequently Asked Questions: School Academic Integrity Committee Committees 14
Appendix 1: Resources and Further Information..... 16
Appendix 1a. Staff Resources- Student Case Scenarios 17
Appendix 2: Template: Report to School Academic Integrity Committee..... 24
Appendix 3: Communications Templates..... 26
Appendix 4: Student Misconduct Procedure Flowchart……30
Appendix 5: UCD Plagiarism Tariff 301
Appendix 6: Academic Misconduct Record System……..36

1. Introduction

The Student Academic Misconduct Procedure specifies the categories of academic misconduct that School Academic Integrity Committees can deal with and the process that should be followed when module coordinators are referring alleged incidents of academic misconduct to school Academic Integrity Committees . In addition to various types of plagiarism, schools may also deal with contract cheating, unauthorised use of Artificial Intelligence, collusion and the facilitation of academic dishonesty in others. These guidelines have been developed to support academic staff in applying the Academic Misconduct Procedure by providing additional information, communication and report templates, FAQs and Appendix 1 provides academic misconduct scenarios to help illustrate how the procedure can be applied to particular examples of alleged breaches .

Guidance has been organised into two parts:

Part 1 provides general guidance for all academic staff and in particular for module coordinators. Within Part 1 of the guidelines sections 4-7 provide some additional detail on common and the more challenging categories of academic misconduct recently emerging.

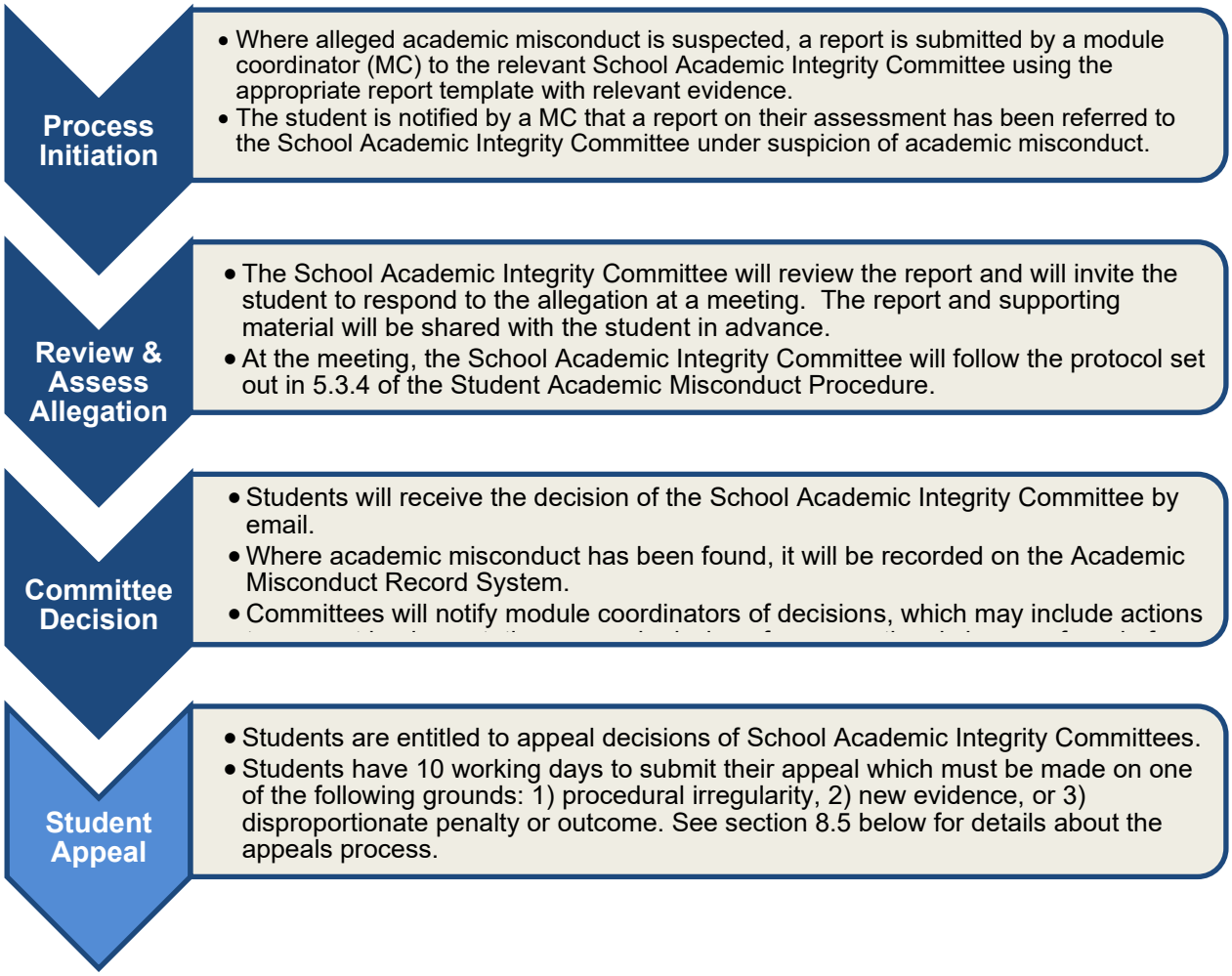
Part 2 has been developed to assist School Academic Integrity Committees with their roles and responsibilities in reviewing reports of alleged academic misconduct, applying penalties and recording incidents on the Student Academic Misconduct Record System.

This is the first edition of these guidelines, which will be kept under review and will be updated from time-to-time in response to learning from case examples and feedback from process users.

These guidelines should be read with the Student Academic Misconduct Procedure.

PART 1: General Guidance for Academic Staff

2. Overview: Academic Misconduct Procedure



2.1 Addressing incidents as poor academic practice

The Student Academic Misconduct Procedure distinguishes between minor incidents of poor academic practice and academic misconduct. Under the Procedure (5.1.1), module coordinators may deal with minor incidents directly, without referring the matter to the School Academic Integrity Committee. In such circumstances, it is helpful for module coordinators to meet with students to discuss the aspects of their work that infringe on good academic writing and standards. Students can also be directed to resources available to support them in developing good academic writing skills. See section 7 for resources for students.

2.2 Grading work that includes poor academic practice

In accordance with the Student Academic Misconduct Procedure, module coordinators may decide to treat minor infringements as poor academic practice when grading work (see section 5.1.5 of the Procedure). For example, the identification of poor citation may be reflected in the grade awarded; however, they cannot individually determine that 'academic misconduct' has taken place or apply a disciplinary penalty. When providing feedback to students in this scenario, module coordinators should be clear that they have not applied a penalty for academic misconduct but that marks have been lost, for example, for not correctly adhering to required standards of citation and referencing. Where an infringement is more than poor academic practice, or where a

module coordinator has previously highlighted poor academic practice to the student, and academic misconduct is suspected, module coordinators should report the matter to the School Academic Integrity Committee. Through this process students will be provided with the opportunity to respond to the allegation of academic misconduct as part of a fair procedure, which includes an opportunity to appeal decisions taken by the School Academic Integrity Committee.

When identifying poor academic practice during grading, examiners must ensure that any reduction of marks is proportionate and directly related to the specific issue identified. For example, awarding a failing grade solely on the basis of poor academic practice is not appropriate. If, in the opinion of the module coordinator, the poor academic practice is sufficiently serious to justify a substantial reduction in marks, they should consider whether the matter may constitute alleged academic misconduct warranting referral to the School Academic Integrity Committee for formal review and decision.

2.3 Discussion with the student

Section 7 of the Academic Integrity Policy and section 5.1 of the Academic Misconduct Procedure, module coordinators may invite students to discuss their assessment where academic misconduct is suspected, and may require students to explain their work, their approaches to completing the assessment and the reasoning behind their work. This can be particularly useful where the unauthorised use of Artificial Intelligence is suspected. Section 4 below.

2.4 Submitting Reports to Academic Integrity Committees

Where a module coordinator has decided to refer a suspected incident of academic misconduct to the School Academic Integrity Committee, a report is completed and submitted to the committee for review. A standard report template is provided in Appendix 1. The template can be adjusted by Schools, and it is noted that some Schools have already developed their own report templates. Any relevant supporting evidence should be included such as a Turnitin Report, annotated assessment, or other relevant material, including a meeting note from the module coordinator's discussion with the student. Turnitin is the originality checking software used by UCD, for more information see:
https://www.ucd.ie/itservices/newsprojects/news/turnitinistheneworiginalitycheckerinbrightspace/

2.5 Notifying students that their work is under review

When a module coordinator has decided to refer a suspected incident of academic misconduct to the School Academic Integrity Committee, the module coordinator will contact the student to advise that the matter has been referred. A communication template for use by module coordinators is provided in Appendix 3. The communication may be adapted to align with any local protocols.

2.6 Implementation of Academic Integrity Committee Decisions

School Academic Integrity Committees will inform module coordinators of the decisions made in relation to reports they have submitted and will outline any actions that are required to implement the decision.

3. Frequently Asked Questions - Module coordinators

Question	Answer
Are incidents of poor academic practice recorded?	No. Where module coordinators decide to deal with minor incidents directly as poor academic practice they are not recorded centrally. This is because no determination of 'academic misconduct' has been made. Records of academic misconduct are only added to the Academic Misconduct Record System where students have been referred to the School Academic Integrity Committee and where the committee finds that academic misconduct has taken place.
Can I meet with a student before deciding whether to refer the incident to the Academic Integrity Committee?	Yes. Module coordinators may wish to meet with a student to discuss the issues detected with their work. Module coordinators should inform the student at the end of the meeting if they plan to submit a report and should outline next steps. Module coordinators should also confirm this in a written communication after the meeting. See Appendix 2 for communication templates.
Can I apply penalties for academic misconduct?	No, only the School Academic Integrity Committee has the authority to make decisions in relation to reported incidents of alleged academic misconduct and apply academic penalties outlined in section 5.3.6 of the Procedure. Committees may also decide to refer alleged incidents under the Student Discipline Procedure, where a broader range of penalties are available at the Student Conduct Meeting Stage. While Module coordinators may decide to treat minor infringements as poor academic practice when grading work (see section 5.1.1 of the Procedure), they cannot individually determine that academic misconduct has taken place or apply a disciplinary sanction. When reflecting poor academic practice in grading, it should be proportionate to the minor infringement(s) noted.
Can a student appeal my decision to deal with an incident as poor academic practice?	No, if module coordinators decide to deal with incidents directly, they are not applying penalties for academic misconduct. Reduction of a grade available to module coordinators when dealing with incidents as cases of poor academic practice is a matter of academic judgement and therefore cannot be appealed.
Can a student ask for their case to be referred to the School Academic Integrity Committee?	Yes. If having met with a student about concerns over their work, they express a preference for the matter to be referred to the School Academic Integrity Committee, module coordinators should submit a report, noting that they had intended to deal with it directly as poor academic practice, but the student had requested that the matter be referred. Students should be made aware that if they wish for the incident to be referred to the School Academic Integrity Committee, then they are accepting that their case will be considered as alleged academic misconduct.

	Although it would be unusual for a student to prefer referral to a School Academic Integrity Committee, as the process could lead to a record of academic misconduct and an academic penalty, some students may prefer the option of a formal process for its transparency and fairness.
What should I do if I find one of my students is advertising essay writing services for payment?	The allegation in this case involves a student taking proactive steps to deceive and enable other students to cheat, furthermore, the advert indicates that the student is taking money for providing a cheating service. This alleged breach is very serious and you should refer such cases directly to the Student Academic Integrity Committee in the first instance. It should be noted that not all categories of academic misconduct are suitable for the consideration of the School Academic Integrity Committee. Section 2 of the Student Academic Misconduct Procedure specifies which categories of academic misconduct should be referred to the university level to be dealt with under the Student Discipline Procedure. Therefore, following your referral, the School Academic Integrity Committee should refer such an alleged breach to be dealt with under the Student Discipline Procedure.
I caught two students conferring about answers during a classroom-based examination. What actions should I take?	Examination Regulations and the UCD Student Code of Conduct apply to all examinations, including locally arranged and classroom-based exams. As per Section 2 of the Student Academic Misconduct Procedure, reports of alleged breaches of Examination Regulations that occur at locally organised/ class-based examinations should be submitted by module coordinators to be dealt with at the University level, under the Student Discipline Procedure. Further information about submitting an alleged Student Misconduct Report forms is available here: https://www.ucd.ie/secca/studentconduct/
Where can I find information on my School's Academic Integrity Protocol and composition of the School Academic Integrity Committee	Schools are required to publish a protocol which provides students and faculty with information about how the Student Academic Misconduct procedure is applied within the school. Protocols include information such as the name of the School Academic Integrity Adviser, if one has been appointed, and Academic Integrity Committee membership, the school's required citation style and referencing system and information about the steps that will be followed where academic misconduct is alleged. The Head of School is responsible for the development and periodic review of the School Academic Integrity Protocol (section 4.1c).
What should I do if I am a member of School's Academic Integrity Committee and I decided to refer a suspected instance of academic misconduct in my module?	Module coordinators who are members of School Academic Integrity Committees and wish to refer suspected case of academic misconduct in their module(s) to the Committee, should recuse themselves from the process, and must be replaced by another member, who may be a member of the Academic Integrity Panel, if a panel has been established in the School(section 5.3.2).

Sections 4 – 7 provide additional guidance on increasingly common and more challenging categories of academic misconduct recently emerging. It is anticipated that this section will be kept under review and updated to reflect university or sectoral developments.

4. Unauthorised use of AI

The University is committed to supporting students with digital literacy and artificial intelligence (AI) skills as part of the University Strategy and has developed UCD AI Governance Principles. The University's Academic Integrity Policy requires clarity and transparency for students with respect to the use of AI tools, where they are permitted. This section provides information relating to alleged academic misconduct involving suspected unauthorised use of artificial intelligence in assessed work.

Section 4.3 of the Academic Integrity Policy provides that submission of AI-generated content without explicit permission and attribution is not permitted and is considered to be academic misconduct. The unauthorised use of AI is also a specific category of academic misconduct in the Student Academic Misconduct Procedure. Students should be provided with information regarding the parameters of use of AI where it is permitted.

Faculty may wish to consult the *Faculty Guidelines for the Use of Generative AI in Teaching and Learning*, which include guidance on: Deciding Whether and How to Use AI, Specifying AI Use in Module / Programme Design, Designing and Managing Assessment and Communicating with Students About AI.

4.1 Authorised use of AI

Authorised use of AI refers to situations where the application of artificial intelligence tools or systems by students in the preparation and completion of assessed work has been permitted by the relevant module coordinator. This use must comply with the relevant policies and the specific guidance provided in relation to each module/assessment where AI is permitted. It may include:

- Using AI tools in ways explicitly permitted by a module coordinator.
- Properly acknowledging and referencing any AI generated content or assistance, as required in module or assessment guidelines.

Where the use of AI tools is permitted the following information should be provided to students:

- The module descriptor should state whether AI will form part of the learning experience on the module.
- Guidance should clearly describe the conditions and any limitations for the use of AI in all relevant assessments.
- Student should be informed that failure to follow the permitted conditions for using AI in an assessment may lead to an allegation of academic misconduct.
- Students should be advised on how to properly acknowledge and cite the use of AI for relevant assignments.
- Students should be encouraged to ask the relevant module coordinator for advice if they are uncertain about how they can use or how to properly acknowledge the use of AI.

4.2 Unauthorised use of AI

Unauthorised use of AI means the application of artificial intelligence tools or systems by students in ways that contravene institutional policies, academic integrity standards, or specific assessment guidelines. This includes, but is not limited to:

- Failing to follow module guidance about when and how AI tools may be used in assessed work.
- Using AI to generate content, answers, or solutions for assignments, exams, or projects where independent student work is expected and where the use of AI is not permitted.
- Submitting AI-generated work, including text, code, or data analysis as the student's original work without proper acknowledgement or disclosure.

- Employing AI tools to bypass learning objectives, such as generating essays, solving problems, or completing assessments intended to evaluate a student's own understanding or skills.

4.3 Identifying unauthorised use of AI

Due to concerns regarding the general reliability of AI detection software, the University has not approved its use for the detection of the use of AI in students assessed work. Turnitin is UCD's text-based similarity detection software which is useful for the identification of possible plagiarism using published material but is not effective for accurately detecting the use of artificial intelligence (AI)[1]. However, AI-generated work often contains inconsistencies and other telltale signs that may indicate its use. The following table highlights possible indicators of the use of AI. While some of these indicators could result from simple student error, the presence of multiple indicators may warrant further consideration.

Indicator Type	Possible indicators
Referencing Indicators	• Presence of fabricated references or incorrect details within a reference, for example wrong year or publisher. • Hallucinations / fabricated quotations / citation of fake research papers.
Linguistic and Stylistic Inconsistencies	• Inconsistencies in formatting, for example differing fonts, font colour, variation in spacing, incomplete sentences or text spinning (rewriting existing content using synonyms, restructured sentences). • AI style structuring and formatting, AI tends to use distinctive and repetitive formatting styles, e.g. characterised by excessive bold headings, bullet points. • Inconsistencies in tone, formality, or sentence complexity within a single piece of work. • Repetitive phrasing: AI-generated content can overuse certain phrases • Generic or vague responses: AI-generated content often lacks depth, critical thinking. • Evidence of copy and paste: AI-generated prompts to the user accidently copied into an assignment, for example, '*does this address your query?*', or '*Let me know if you'd like any refinements or additional details?*'
Logical Indicators	• Lack of personal reflection or lived experience. • Illogical reasoning or contradictions: AI may produce responses that sound coherent but contain inconsistencies or logical errors.
Document Metadata	The metadata of documents itself doesn't explicitly demonstrate that AI has been used, but it can reveal information that suggests AI tools may have been involved in document creation, editing, or processing. For example, some AI tools create specific metadata tags or properties that indicate their involvement in the document's creation or processing. In Word documents, 'document properties' display information such as the document author and the total editing time.
Experience of reviewing a student's previous work	Where a staff member is already familiar with the work of a student, sudden and significant improvements when compared to previous work, e.g. dramatic stylistic improvements or the use of enhanced vocabulary. Care should be taken not to mistake genuine improvement with unethical behaviour.

[1] https://edintegrity.biomedcentral.com/articles/10.1007/s40979-023-00140-5 a, and https://sway.cloud.microsoft/EeGUKxyxDJeXUEEi?ref=email

4.4 Steps to Take if AI Use is Suspected

Discussion with the Student
Discussion with the student is useful where unauthorised use of AI is suspected or the student has failed to use AI in accordance with the specified instructions. Module coordinators may invite students to discuss their assignment where academic misconduct is suspected, module coordinators may highlight the observed inconsistencies such as those highlighted above and ask students to explain their presence.

Submission to School Academic Integrity Committee
Where module coordinators have reasonable suspicion of unauthorised use of AI, and where this is supported by evidence, such as the presence of clear inconsistencies and indicators, the matter should be reported to the School Academic Integrity Committee. The module coordinator's report should include:

- A summary of discussion with the student, if a meeting was held.
- An annotated assignment and summary highlighting the indicators and inconsistencies identified.
- A statement on whether AI was permitted for the assessment and any guidance provided to the students that described the conditions of its use.

School Academic Integrity Committee

- The reported authorised use of AI will be reviewed by the School Academic Integrity Committee and will follow the procedure set out in section 5.3.1 of the Academic Misconduct Procedure.
- Following consideration of the evidence, the report and the student's response, the committee will determine whether academic misconduct has occurred.
- Decisions will be made on the 'balance of probabilities' which is based on 'clear and convincing evidence' that it is more likely than not that the alleged misconduct is true.
- Penalties applied by the committee will be in accordance with section 5.3.6 of the Student Academic Misconduct Procedure.
- Where a committee decides to refer the matter under the Student Discipline Procedure, a Student Misconduct Incident Report should be completed, and all relevant supporting documentation should be included.

5. Collusion

Collusion is the unauthorised and undisclosed collaboration between two or more students on an assignment or task which is designed to be completed individually. Unlike legitimate group work, collusion undermines the integrity and misrepresents the individual effort of the student. The Definitions section of the Student Academic Misconduct Procedure provides examples of collusion (3.1.6), these include but are not limited to:

- Using another student's work and submitting it for assessment as your own.
- Giving your work to another student to submit as part of their own assessment.
- Co-writing work, without acknowledgment, that will be submitted for assessment.
- Working with other students without permission to produce material that will be assessed or to produce responses to assessment questions.
- Using social media / chat rooms message groups to collude during the completion of online assessments.
- Inappropriately assisting another student with the production of an assessment task, including sharing answers or providing drafts or completed copies of an assessment task.
  If a student makes an inequitable contribution to a group assignment and claims credit for the work of others, this is collusion and may be considered as academic misconduct

The following are some examples of indicators of possible collusion:

- Submissions that are identical or very similar in wording and structure.
- Evidence that students shared drafts or coordinated answers on an individual task or assignment.
- Consistent patterns of common errors, including in spelling or formatting.
- Students admitting to working together in ways not permitted.
- Reports from similarity detection software, Turnitin.

Collusion can sometimes occur without students realising that their conduct is not permitted, students who study together may share drafts and deliberate on their assignment content resulting in unintentional collusion. It is good practice to ensure assignment briefs clearly state expectations around independent work. An example of collusion is included in the example scenarios in section.

6. Facilitating Academic Dishonesty

Facilitating academic dishonesty is defined in the Student Academic Misconduct Procedure as assisting another student to obtain an academic advantage by dishonest or unfair means. This category of academic misconduct involves actions taken students that help others to commit academic misconduct, such as plagiarism or cheating. Examples of facilitating academic dishonesty include but are not limited to

- preparing essays, presentations or other assignments for other students
- a student allowing another student to copy their assignment
- sharing answers to exam questions
- sitting an exam for another student (impersonation).

The Student Academic Misconduct Procedure permits School Academic Integrity Committees to consider reports of alleged facilitation of academic dishonesty. This form of academic misconduct is often detected when a student submits an identical assignment to one which has been previously submitted to the University by another student. Alleged incidents involving acts such as contract cheating or impersonation will usually be referred to the University level under the Student Discipline Procedure to reflect the more serious nature of the alleged breach. Module coordinators may wish to consult with the School Academic Integrity Advisers or Chair of the School Academic Integrity Committee when deciding how to address this category of incidents.

7. Unauthorised Academic File Sharing

In an increasingly digital academic environment, the unauthorised sharing of 'academic files', such as lecture materials, assignments, or copyrighted content, poses significant challenges for universities, staff, and students. Such practices infringe upon intellectual property rights and undermine academic integrity and the efforts of educators.

The Academic Integrity Policy and the Student Code of Conduct categorises this type of behaviour as academic misconduct:

> 5.1 (l) Inappropriately publishing or uploading University teaching or course material to a website, or a file-sharing site or other online platform. To publish, upload or share such material without explicit permission from the owner of the material and / or the module coordinator may also be a breach of copyright laws.

The University has developed Unauthorised Academic File Sharing – Guidance for UCD Faculty. This provides the University's position on unauthorised academic file sharing and a protocol for addressing instances where academic content is shared without permission on third-party platforms. In the event staff members become aware of their material being published without authorisation, they should issue a takedown notice to the relevant platform. A template Takedown Notice Request letter is provided.

Guidance for Students on unauthorised academic file sharing is available here:
https://www.ucd.ie/secca/t4media/FileSharing_Guide_for_Students.pdf

PART 2: Guidance for School Academic Integrity Committees

8. Overview of School Academic Integrity Committee Process

8.1 Meeting protocols

Section 5.3.4. of the Student Academic Misconduct Procedure outlines the protocol that should be followed by Committees when meeting students, as follows:

- The Chair will welcome all attendees, including the student, the committee members, the support person (if in attendance) and will introduce the committee members.
- The Chair will outline the alleged misconduct to the committee, drawing on the module coordinator's report and supporting documentation submitted to the committee.
- The student will be asked to respond to the allegation / provide an explanation for the anomalies outlined.
- If the student accepts that the substance of the allegation is true, the committee may proceed to determine an appropriate penalty.
- If the student denies the allegation, the committee will ask the student further questions to determine, based on the evidence before them and on the balance of probabilities, whether they believe that the student has breached the Academic Integrity Policy.
- Once the committee is satisfied that all relevant information has been heard and there are no further questions, the committee may begin to deliberate in private. At this point the student and their support person (if in attendance) will be asked to leave the meeting.
- Based on all the information presented, the committee will decide whether the student has breached the Academic Integrity Policy and the Student Code of Conduct.
- Decisions will be taken by a simple majority and will be made on the balance of probabilities, i.e. that the alleged breach is more likely to have occurred than not.
- In all cases, decisions of the committee should be communicated within 5 working days.

Committees may find the following additional guidance helpful.

Before the meeting

- There should be a record of the meeting, and it is recommended that a note taker is in attendance, who may be the nominated administrative staff member with access to the Academic Misconduct Record System, or another staff member.
- Review the report and material carefully and discuss any queries in relation to the material in advance of the meeting with the student.
- Before the student joins the meeting, it is helpful for committee members to discuss and agree an approach to the questions that will be asked.

Supporting the Student at the meeting

School Academic Integrity meetings can feel intimidating for some students and therefore members of the committee should try to put the student at ease. Committees may wish to consider the following guidance:

- Chairs to introduce themselves and the other members of the committee explaining what will happen at the meeting and ask whether the student has any questions about the procedure before continuing
- In the event of a student becoming distressed during the meeting, the chair may pause the meeting until they are able to resume.
- Students are encouraged to be accompanied to hearings by a support person, such as a Student Adviser, SU Officer or Chaplain. It is important that the committee hears directly from the student. The Support Person is present in a supportive capacity and should not speak for students. However, chairs may invite contributions from support persons where it is felt appropriate and usually after the student has spoken. An attending support

person should not be permitted to offer information that may be deemed as evidence in relation to the allegation.

- Allow students to take their time in responding to questions and don't put any pressure on them to answer immediately. Some students may need more time than others to formulate their response. If the student needs clarification, allow them to request it, rather than assume that they don't understand.
- Before moving to the 'deliberation' phase of the meeting it is helpful for the chair to check that other members are satisfied that all relevant questions have been asked. They should also check whether the student would like to add anything before they leave the meeting.
- Students should have the opportunity to present any relevant mitigating factors. These factors are not relevant to deciding whether Academic Misconduct has taken place but can be considered when deciding on the penalty if the student is found to have breached.

8.2 Decision-Making

When making decisions, committees will consider all of the information that has been presented, including the written report and evidence of the module coordinator and the student's response. Committees may require and request further information in order to make decisions and may choose to defer decision-making pending receipt of outstanding information. Ideally the committee will reach a consensus; however, decisions do not have to be unanimous and will be decided on a simple majority and on the balance of probabilities.

8.3 Applying Penalties

When academic misconduct has been found to have taken place, School Academic Integrity Committees may choose from the range of penalties available under section 5.3.6 of the Student Academic Misconduct Procedure. The penalty will likely be impacted where a student has previously breached. The Chair and the nominated school administrative staff member have access to the system and will check if the student has any previous record of academic misconduct. In cases of plagiarism this will impact on the score for student's cases under the UCD Plagiarism Tariff. previously breached.

When determining an appropriate penalty, Committees can consider mitigating or aggravating factors. The Student Academic Misconduct Procedure defines these as:

Aggravating Factors: circumstances that increase the severity of academic misconduct, warranting stricter penalties. These may include repeated offenses, deliberate deception, premeditation, large-scale impact, involvement of third parties, or refusal to take responsibility.

Mitigating Factors: circumstances that reduce the severity of misconduct, which warrant consideration of a more lenient penalty. These may include first-time offenses, lack of intent, genuine misunderstanding, demonstrated remorse, cooperation during the investigation, or challenging personal circumstances which may have affected judgement.

UCD Plagiarism Tariff (Appendix 5)
To enhance consistency in the application of academic penalties at school level, a tariff system was introduced in 2020/21. The purpose of the UCD Plagiarism Tariff is to guide School Academic Integrity Committees with applying academic penalties after a decision is made that plagiarism has taken place. The UCD Plagiarism Tariff is not suitable for guiding the application of penalties for other categories of academic misconduct such as collusion or the unauthorised use of artificial intelligence.

8.4 Recording incidents

In all cases where academic misconduct is found to have taken place, the Chair of the School Academic Integrity Committee must ensure that a record of the breach is added to the Student Academic Misconduct Record System. Recording incidents enables committees to check for previous breaches. Data from the system is also reviewed by the Academic Council Committee on Student Conduct and Capacity annually.

8.5 Appeals to decisions of School Academic Integrity Committees

Students may appeal the decision of a School Academic Integrity Committee within 10 working days of receiving the Committee's decision. Appeals must be made on at least one of the following grounds:

- **New evidence:** information directly relevant to the decision, which for good reason was not available to the Student Disciplinary Committee.
- **Procedural irregularity**: there is evidence that the procedures relating to a decision were not followed properly, which may have impacted on the Student Disciplinary Committee's decision.
- **Disproportionate penalty**: the penalty applied was disproportionate with regard to the circumstances of the case.

Where an appeal is submitted, the School Academic Integrity Committee (via the Chair) will be asked for their response to the appeal on a form that will be provided. A Student Appeals Committee can decide to uphold the appeal in full or in part, not uphold the appeal, or decrease or increase or change the nature of a penalty. For further information please see the Student Appeals Procedure.

In cases where a Student Appeals Committee upholds an appeal either on the grounds of a procedural irregularity in the process leading to the original decision, or on the grounds of new evidence, the Student Appeals Committee, at their discretion, may refer the case back to the original decision-making body for a new hearing with such conditions as the Student Appeals Committee deems appropriate; this may include the constitution of a new committee.

8.6 Confidentiality, Data Protection and Retention

The Student Academic Misconduct Procedure is one of the University's student disciplinary processes. Confidentiality is a key principle and should be maintained in as far as possible. Information about student cases should only be shared with those with particular roles and responsibilities for applying the procedure.

The required retention period for student disciplinary records is seven (7) years including data held in the Academic Misconduct Record System. Schools should retain copies of reports and communications related to each student case for the same period. SECCA will delete records from the System as required

9. Frequently Asked Questions: School Academic Integrity Committee Committees

Question	Answer
Does the committee have to meet students in every case?	It is strongly recommended that students are invited to meet with School Academic Integrity Committee meetings as this offers the best environment for a discussion about the concerns raised and for Committee's to hear directly from students regarding the alleged breach. In exceptional circumstances, and at the discretion of the Chair, committees may wish to permit students to respond in writing. This may be helpful for supporting students who may be experiencing personal difficulties such as anxiety.
What if the committee is not unanimous on its decision?	School Academic Integrity Committees comprise three members of academic staff. The Chair should always encourage consensus but where there is some disagreement, decisions are made by a simple majority.

What information is recorded on the Student Academic Misconduct Record System?	The category of academic misconduct is recorded against the student's record with the relevant academic year. Whether the incident was a first or repeated behaviour is also recorded.
Can the Committee make a decision that academic misconduct has occurred if a student rejects the allegation?	The Committee will make their decision taking into consideration evidence and any supporting documentation submitted by the module coordinator and the student's response at the meeting, and this decision will be made on the balance of probabilities. The student's admission is not required for the Committee to determine that academic misconduct has occurred.
If a student admits to the allegation of academic misconduct, can the Committee still refer the case without a decision to the University Student Discipline Procedure?	While student's admission to the allegation will be welcome by the Committee, and can be acknowledged by the Chair, this does not mean that their case may not be referred to be dealt with under the University disciplinary process. If the Committee feels that the penalties available to the Committee do not reflect the significant extent and nature of the breach, they may wish to refer the case to the University level. The Committee may wish to thank the student for their honesty.
Can students be accompanied by a legal representative?	Meetings with School Academic Integrity Committees are not intended to be an adversarial process. Similarly to student conduct meetings, legal representation will not normally be permitted. For guidance where such a request is made queries may be submitted to student.conduct@ucd.ie
Should the UCD Plagiarism Tariff always be used to guide penalties?	The UCD Plagiarism Tariff was designed for plagiarism rather than other categories of academic misconduct. It is not suitable for instances of collusion or the unauthorised use of AI. However, criteria used in the tariff is useful in determining a penalty; for example, factors such as whether this is the student's first breach, how experienced the student is with third level academic work, is the assessment component worth a significant amount of the module, may be considered when determining an appropriate and proportionate penalty**.**
Is the record of academic misconduct placed on the general student record?	Student disciplinary records are held separately to student general records. Only those authorised to access records for the purpose of applying this procedure or the Student Discipline Procedure will have access to student case information. Breaches of Academic Integrity will not appear on transcripts.

Appendix 1: Resources and Further Information

Staff Resources

- Turnitin: Originality Detection Software used at UCD: https://www.ucd.ie/itservices/newsprojects/news/turnitinistheneworiginalitycheckerinbrightspace/
- NAIN Generative AI Guidelines for Educators: https://www.qqi.ie/sites/default/files/2023-09/NAIN%20Generative%20AI%20Guidelines%20for%20Educators%202023.pdf
- "Are you AI Ready?" online module on Brightspace: https://brightspace.ucd.ie/d2l/home/296492
- UCD IT Services AI Services: https://www.ucd.ie/itservices/ourservices/communicationcollaboration/officeproductivity/aiservices/
- AI/AI: Academic Integrity in the Arts and Humanities in the Age of Artificial Intelligence
- HEART: Higher Education and Artificial Intelligence Responsive Teaching
- Assessment Integrity in the Era of Large Language Models: Threats and Opportunities within the UCD College of Engineering & Architecture
- Gamified Academic Integrity and Ethical Practices: Online Training Module to Empower Students and Academics
- Generative Artificial Intelligence in Education: Exploring student perceptions and use of large language models (LLMs)
- UCD Teaching & Learning Generative AI Resources: https://www.ucd.ie/teaching/resources/generativeai/

Student Resources

- UCD Library: Referencing and Plagiarism. https://www.ucd.ie/library/students/
- UCD Library Academic Integrity guide: https://libguides.ucd.ie/academicintegrity
- SECCA: UCD Plagiarism and Academic Misconduct Procedure: Quick Guide: https://www.ucd.ie/secca/t4media/plagiarism_academicintegrity_studentguide.pdf

- UCD Writing Centre: https://www.ucd.ie/writingcentre/
- Are you AI Ready: Guide: https://ucddublin.pressbooks.pub/StudentResourcev1_od/chapter/what-is-ucds-policy-on-the-use-of-generative-ai/
- "Are you AI Ready?" Online Module on Brightspace: https://brightspace.ucd.ie/d2l/home/296490
- UCD: Library: https://libguides.ucd.ie/publishing/ai
- Gamified Academic Integrity and Ethical Practices: Online Training Module to Empower Students and Academics

Appendix 1a. Staff Resources- Student Case Scenarios

Scenario 1: Incorrect referencing and paraphrasing – dealt with as poor academic practice.

A module coordinator notices that Jack's assignment contains some incorrect referencing and paraphrasing. Jack is a stage 1 student on an undergraduate taught programme and this is the student's first piece of work submitted for the module. Having considered the minor nature of the matter and the student's relative inexperience with third level academic work, the module coordinator decides to deal with the matter directly as an example of poor academic practice and chooses not to refer the matter to the School Academic Integrity Committee. In feedback to the student, the module coordinator explains that the student has not followed the appropriate method of referencing and explains that paraphrasing without appropriate attribution of the original source is considered to be poor academic practice and could lead to an allegation of plagiarism. The module coordinator also notes that the assessment had been graded to reflect this issue and recommends that the student review the Library's resources on referencing, citation and paraphrasing, and notes that they are available should the student have any questions regarding how to reference and cite appropriately.

Scenario 2. Plagiarism – text similarity and unacknowledged sources

A module coordinator notices significant fluctuations in style and vocabulary used in Li's essay, which is worth 30% of a Stage 2 module. The University's text similarity software, Turnitin, produces a report to show that 40% of the work comprises text taken from an article published on a website which had not been referenced by the student at all. The module coordinator completes and submits a report to the School Academic Integrity Committee with details of the alleged breach, including links to the original source material, a copy of the assessment - annotated to show the sections under suspicion, and a copy of the Turnitin report. The School Academic Integrity Committee reviews the report and invites Li to attend a meeting to discuss the matter. Li attends the meeting and the committee asks her to explain how the text in her work was precisely the same as text from the original source, which wasn't included in the references. The student admits that she took a short-cut because she was under a lot of pressure because of other deadlines, and that she thought the website was quite obscure and that it wouldn't be detected. Li expresses regret for her behaviour and apologises.

As the student admitted to the breach the committee deemed this to be a case of plagiarism and consulted the UCD Plagiarism Tariff for guidance on an appropriate penalty. The chair of the committee first checked the academic misconduct record system to see if this was Li's first breach. There was no previous record of misconduct against the student. Using the Tariff scoring system the Committee established a score of 375. Of the options available for the band 330-379 the Committee decided to require the student to resubmit the work and to cap the grade of the resubmitted work at C-. The Committee acknowledged and thanked the student for admitting to the breach and for her apology but noted that the breach had been a deliberate intent to deceive the module co-ordinator as she selected source material that she thought would not be detectable. The Committee also recommended that Li should review the University's Teaching and Learning student guide for managing assessment load to assist her with time management: https://www.ucd.ie/teaching/t4media/guide_to_managing_university_assessment_load.pdfThe incident was added to the Academic Misconduct System.

Scenario 3: Plagiarism- case referred by the School Academic Integrity Committee to be dealt with under the University Discipline Procedure.

Liza is in Stage 3 of her four-year degree course. The School Academic Integrity Committee received a report from a module coordinator in relation to Liza's second assignment in the module, indicating a possible use of AI and confirming that students were strictly instructed that any use of AI in completion of any of the module assessments is not permitted. The assignment was worth 70% of the module. The module coordinator noted in their report that Liza had also been found to have breached the academic integrity policy by using Generative AI in her first assignment for the module (worth 30%) and was penalised by the School Academic Integrity Committee by a resubmission of the assignment, with the grade achieved capped at a C-. At the time of the first offence Liza was warned by the Committee that she should not use AI where not permitted by the module coordinator and was advised of University supports in relation to writing with academic integrity. She was also strongly recommended to engage with a Library course on AI.

The Committee invited Liza to a meeting, at which she was asked to explain why she had used AI in her second assignment. Liza responded that she was under pressure with other assignments and exam preparation, and did not offer any mitigating circumstances. The Committee decided to refer the case to be dealt with under the University Discipline Procedure. In making the decision, the Committee noted that it was Liza's second alleged offence, and she was in the third year of her studies and had been previously penalised by the committee for the same category of academic misconduct, unauthorised use of AI.

Scenario 4: Plagiarism determined by the School Academic Integrity Committee in a module graded as Pass/ Fail.

Seán failed a module in the Spring trimester and registered for a resit attempt in Autumn. The remediation strategy states that the resit assessment is by an assignment to be submitted during the Autumn trimester. He submitted the resit assignment within the required timeframe. The module coordinator noted some inconsistencies that were also reflected in the Turnitin report which indicated that 40% of the assessment had been plagiarised. The module coordinator referred the assessment to the School Academic Integrity Committee on suspicion of plagiarism. The Committee reviewed the module coordinator's report and supporting documentation and invited Seán to a meeting. Following consideration of the evidence submitted by the module coordinator and Sean's admission to having plagiarised the assessment, the Committee was satisfied that the breach had occurred. In line with UCD Academic Regulations, resit attempts can only be graded as Pass/Fail, and as such the Committee was unable to apply a penalty of reducing or capping the grade. In line with section 5.3.6b (v) of the Student Academic Misconduct Procedure the Committee decided not to refer the matter to the University level Student Discipline Procedure, but to apply an NM grade for the resit attempt and noted that the student would be required to repeat the module as a result. In deciding on the penalty, the Committee considered the following factors: this was Seán's first offence, he admitted to plagiarising and the percentage of the assessment plagiarised was relatively low. The incident was added to the Academic Misconduct Record System.

Scenario 5: Unauthorised use of AI in a minor thesis Module

A module coordinator suspected that a dissertation submitted by Jordan in his Master's course had been generated using AI. Indicators noted by the module coordinator included some paragraphs with 'odd' language or phrases and text which appeared to indicate it had been copied in error from an AI generated response: '*Would you like a longer version with more academic sources*?' The module coordinator submitted a report to the School Academic Integrity Committee with details of the alleged breach. The Committee invited Jordan to attend a meeting and respond to the report.

Jordan explained that he had completed his undergraduate programme in another country, and that English is not his first language. He said that although he has developed a good command of English, he still finds some academic texts challenging to understand. To assist with his comprehension, he used a translation tool to read these documents and drafted the Literature Review in his native language. He used the same translation tool to convert these ideas to English. The use of the translation tool explained the odd phrases that appeared. When asked about the text that appeared to be copied from an AI generated response to a prompt question, Jordan repeatedly denied having used generative AI to create the work, but could not provide a reason for the presence of the text.

Based on the student's educational experience, the level of the programme, the significant weighting of the assessment (80% of the module worth 30 ECTS), and noting the student's only partial admission to unauthorised use of AI, the Committee decided to refer the matter to the Student Discipline Procedure. They determined that this case was representative of significant academic misconduct for which the penalties available at the school level were insufficient.

Scenario 6: Creating a script using generative AI

As part of a stage 1 module Jan was required to write a podcast script. Students were told by the module coordinator not to use Artificial Intelligence because they were being assessed on their own, original ideas, and their ability to communicate these ideas in a style suitable for the media format.

When reading the script, the module coordinator noticed a few things that potentially indicated the use of AI: the script didn't match the assignment instructions very well, there were odd repetitions and sudden changes in tone and the language and grammar used seemed very different to Jan's other work, (this was the second module Jan had taken with the module coordinator). The module coordinator met with the student and outlined these inconsistencies. At first the student denied that they had used AI, but eventually they told the module coordinator that they struggled with starting the assignment but didn't want to ask anyone for help. They decided to get some ideas from ChatGPT. The module coordinator decided to refer the matter to the School Academic Integrity Committee, as the class was explicitly instructed that the use of AI was not permitted.

The Committee met with Jan and asked her to explain the inconsistencies if Chat GPT had only been used to 'generate ideas'. Jan admitted she used Chat GPT to generate a first draft of a script but that she had then re-written most of it. The Committee found that academic misconduct had taken place. The Committee considered referring the case to the University Discipline Procedure but decided not to, noting that this was the student's first breach and their relative inexperience as a stage one student. However, the Committee noted that Jan had deliberately ignored the clear instructions of the module coordinator and only admitted to the extent of the breach when they were unable to explain the inconsistencies in the assessment following questioning from the Committee. The Committee decided that Jan should resubmit the assessment and the resubmission would be capped at D-. The incident was recorded on the Academic Misconduct Record System.

Scenario 7: Collusion / Collaboration

A student in a first-year module approached the module coordinator to inform her that a large group of students had cheated by colluding in an online MCQ exam. The exam had been designed to minimise the chance of cheating (e.g., by randomising the order of questions and the order of response options within each question). However, the student provided copies of WhatsApp messages in which a number of students were sharing screenshots of questions from the exam, and either requesting or providing the correct answers. The module coordinator reported this alleged breach to the Academic Integrity Committee, who reviewed the documentation submitted by the module coordinator and referred the suspected breach without decision to be reviewed under the University Student Discipline Procedure, as it had occurred during an online examination. As part of this referral, the Chair submitted a report in relation to all students whose names or phone numbers appeared in the WhatsApp chat and included the evidence that appeared to demonstrate students' involvement (the screenshots of the WhatsApp chats were redacted to remove identifying information relating to other students).

Scenario 8: Essay with suspected use of AI

Fred is an international student in his first year and English is not his first language. In one of his first trimester modules, Fred was referred to the School Academic Integrity Committee by the module coordinator on suspicion of using AI in his first assignment worth 35% of the overall grade. The Committee found that a breach of an unauthorised use of AI had occurred and made a decision to allow Fred to resubmit the assessment without capping the grade, as Fred did not have previous experience in writing essays, and presented some mitigating circumstances. Fred re-submitted his assignment by the deadline specified by the module coordinator, however, it appeared that Fred had misunderstood the issue and just deleted the offending paragraphs in his resubmission. The Module coordinator also noticed that references in Fred's resubmitted assignment seem to have been fabricated and that there are inconsistencies and fluctuating grammar styles. The module coordinator decided to refer the re-submitted assignment to the School Academic Integrity Committee. Fred was invited to meet with the Committee and at the meeting he explained that he did use translation software as he was not confident in his English skills. Fred believes that this may have caused the AI to be detected. At the meeting Fred did not admit to having used ChatGPT or any other AI software.

The Committee gave Fred an opportunity to present any mitigating circumstances he was comfortable to share, and Fred disclosed that he has a condition which made him forgetful in checking the references. Fred also gave some examples of references to prove he did his research for the assignment. The Committee was not convinced that Fred had only used Grammarly as a language aid in completion of his essay as Grammarly would not fabricate references, and felt that some other form of AI was also used in the completion of the assignment. The Committee determined that a breach had occurred and took mitigating circumstances (medical condition disclosed by the student, stage of the student and that this was their first offence) into account and applied a penalty of reduction of a grade achieved in a re- submitted assignment by two grade points.

The incident was recorded on the Academic Misconduct Record System.

Scenario 9: Report with made-up references

Aoife is required to complete a practical report for one of her final year modules. The module coordinator provided information on the report on Brightspace and outlined what sections and headings to include, and specified a requirement to include at least 5 references to relevant source materials in Harvard style referencing. Aoife writes up her report, using headings given by the module coordinator. One of the sections required is a "Literature Review" and the module coordinator explained that students should gather sources relevant to their practicals and methods used. Aoife decides to use AI to generate some relevant references and includes them in her report. She also includes a reference list. When the module coordinator reviews Aoife's report, they notice that the references seem unusual and have no relevance to Aoife's report, and they don't seem to be real. The module coordinator referred Aoife's report to the School Academic Integrity Committee and the Committee invited Aoife to the meeting. At the meeting Aoife explained that the report is her own work. The Committee considers evidence submitted and finds that three out of five references have been fabricated, and the other two, although genuine, are not relevant to the assessment topic. On this basis, the Committee concludes that on the balance of probabilities it is likely that the references had been generated by AI. The Committee takes into consideration that Aoife is in her final year, and that she has not admitted to having used AI, and decides to refer the case to be dealt with under the University Student Discipline Procedure.

Scenario 10: Suspected AI Use – Student Denies Misconduct

During a Stage 2 module, a lecturer notices unusual patterns in a student's essay (worth 40% of the module grade). The essay contains fabricated references, inconsistent formatting, and sudden shifts in writing style compared with the student's previous work. The module coordinator reviews the submission and highlights these anomalies, including three references that cannot be verified in any database. The module coordinator refers the case to the School Academic Integrity Committee, including:

- An annotated copy of the essay,
- A note of their discussion with the student, and
- Evidence that the module guidelines clearly prohibited AI use in assessments.

At the meeting, the student denies having used AI. They cannot, however, explain the fabricated references or the stylistic inconsistencies. After deliberation, the Committee concludes, on the balance of probabilities, that the work contains unauthorised AI use. The Committee applies a penalty of resubmission with a capped grade of C, taking into account:

- This was the student's first offence,
- The proportion of the essay affected, and
- The absence of mitigating circumstances.

The incident is recorded in the Academic Misconduct Record System. The Committee advises the student on correct referencing practices and reminds them of the University's policy on generative AI use.

Appendix 2: Template: Report to School Academic Integrity Committee

It is recommended that a consistent approach is taken to reporting to School Academic Integrity Committees. The following template report is intended to capture the relevant information needed by School Academic Integrity Committees to consider alleged incidents of academic misconduct.

Referral to the School Academic Integrity Committee
Suspected Student Academic Misconduct Report Form

Important – please note

- The student against whom the allegation is made will be provided with this report, and any associated documentation submitted in relation to this allegation. Personal opinions or judgements relating to the reported incident should not be included and it is recommended that a neutral tone is adopted.
- Please provide copies of all supporting documentation relevant to the alleged incident(s). This should include where possible:
    - A copy of the student submission(s) in question (preferably in annotated form highlighting the suspicious sections)
    - A copy of the originality report(s) generated e.g. Turnitin, or other supporting evidentiary documents
    - Copies of any relevant correspondence with the student
    - A copy of the module assessment strategy together with any relevant supplementary student guidelines or rubrics associated with the assessment component(s) in question

Data Protection: This form should be used for reporting allegations against individual students. Please do not include the personal data of other students in this form or in supporting documents. Where the names or personal details of other students appear in supporting documents they should be redacted before being submitted.

Student name:	
UCD Student Number:	
UCD Student Email Address:	
Academic Programme & Stage:	
Module Code & Title:	
ECTS credit value of module:	
Details of assessment component under suspicion:	
Weighting of this component of the overall module grade:	

Date(s) and location(s) in which the incident(s) occurred:	
Evidence upon which your suspicions are based: Please provide a clear and comprehensive commentary on the Turnitin reports generated, if applicable, and any relevant analysis that the suspicion is based on. Any relevant documentation, i.e. a copy of assessment in question with comments, Turnitin reports etc., should be attached to this form.	
Details of any actions taken in response to the incident or communication with the student in question:	
Further commentary or background that might be relevant to the investigation:	
Module coordinator name: **Subject Area [if applicable]** **Date:**	

Appendix 3: Communications Templates

The following are example communications with students. These may be adapted to address the requirements of specific cases and to align with school procedures as outlined in the School Academic Integrity Protocol.

1. Notification that assessment is under review – issued by module coordinator

Subject: Suspected Incident of Academic Misconduct

Dear [Student's Name],

I am writing to inform you that concerns have been identified regarding your recent submission for [Assessment Title / Module Name and Code, submitted on [Submission Date].

Upon initial review, elements of the work raise questions about potential breaches of the University's Academic Integrity Policy, specifically related to possible academic misconduct[breach e.g. plagiarism/collusion]. In line with the Student Academic Misconduct Procedure this matter has been referred to the School's Academic Integrity Committee for review.

You will be contacted by the committee in due course with further details, including any necessary meetings or opportunities for you to respond to the concerns raised. We encourage you to cooperate fully with the process and to review the Student Academic Misconduct Procedure which outlines your rights and responsibilities in such matters

Please understand that this referral does not imply a determination of guilt but is a standard step in ensuring that all academic integrity concerns are reviewed fairly and in line with university policy.

Please note students can be supported through the Student Academic Misconduct Procedure and can be accompanied to meetings by a 'Support Person' such as a Student Adviser or a Students' Union representative, a friend or relative.

Regards,

[Name of module coordinator]

2. Notification of alleged misconduct and invitation to meet with a School Academic Integrity Committee – issued by the School Academic Integrity Committee

Subject: Alleged Incident of Academic Misconduct

Dear [Student's Name],

I am writing to inform you that your [Assessment Title] assessment in the [Module Code and Title] module has been referred to the School of [School] Academic Integrity Committee as a suspected instance of academic misconduct [breach e.g. plagiarism/collusion] by the module coordinator. You are therefore invited to meet the Committee on [Day, Date, Time] (Irish Time).

[Name 1] (Chair), [Name 2] and [Name 3] are the members of the School [School] Academic Integrity Committee.

Please confirm your attendance at the meeting by [Day, Date, Time] (Irish Time)

If you cannot attend at the above time, please notify us by return email as soon as possible and we will consider an alternative date/ time.

Please note that as per paragraph 5.3.1 of the UCD Student Academic Misconduct Procedure if you do not respond to this email invitation and do not attend the meeting, the School of [School] Academic Integrity Committee may proceed to consider the matter and reach the outcome in your absence based on the documentary evidence.

You may if you wish, bring a support person to the meeting with you, such as a Student Adviser, Student Union representative, a friend or relative. If bringing a support person to the meeting, please advise the name and email of this person when replying to this email.

A copy of the UCD Academic Integrity Policy, the UCD Student Academic Misconduct Procedure and the School Academic Integrity Protocol are attached. Also attached are the documents the Committee will rely on in investigating this suspected academic misconduct referral.

Please note that your grade in the [Module code and Title] module may be subject to change pending the outcome of the inquiry by the Academic Integrity Committee.

Please note the School's Student Adviser, [Name], is available to provide support and talk to you on this matter. Please contact [SA's Name] via email at [SA's email] if you wish to avail of their support.

Please do not contact the module co-ordinator or any lecturer/ examiner in the module on this matter.

Yours sincerely,

[Name]

Chair, UCD School of [School] Academic Integrity Committee

3. Notification of decision of the School Academic Integrity Committee - issued by the School Academic Integrity Committee

Subject: Decision of School Academic Integrity Committee

Dear [Student's Name],

Thank you for attending a meeting with the School of Academic Integrity Committee on (Day, Date, Time), accompanied by your support person, [Name][if applicable].

I am now writing to formally convey the decision of the Committee regarding the academic misconduct referral made by [module coordinator's Name) in relation to your [Assessment Title] assessment in the [Module Code and Title] module.

The Committee considered the materials referred by the module coordinator and your response to the allegation at the meeting.

The Committee found that academic misconduct did occur, contrary to the following paragraphs the UCD Academic Integrity Policy:

- [Relevant Paragraph(s)]

The UCD School of [School] Academic Integrity Committee decided to apply the following actions in relation to the penalty in your case:

- A formal warning
- Penalty 1
- Penalty 2 etc.

Please contact your module coordinator to make arrangements to re-submit this assignment [if applicable]

The finding of academic misconduct by this Committee will be entered into the University Academic Misconduct School Record system. Please be advised that the University may refer to this incident, should you be found of a breach of the UCD Academic Integrity Policy in the future. Records related to academic misconduct breaches are kept in line with the SECCA Retention schedule.

To ensure that you adopt good academic practice and maintain academic integrity in the presentation of all future academic work, we advise you to engage with the UCD student resources:

- The UCD Writing Centre provides workshops and one to one support on the academic writing, so you may want to available of these supports.
- UCD Academic Integrity Course.

An appeal to decisions of the Committee may be made to the University's Student Appeals Committee within 10 working days from the date of issue of the decision of the School [School] Academic Integrity Committee. Details of the appeals procedure can be found on the Student Appeals website.

We would like to wish you every success in your studies and would like to thank you for engaging with the Committee.

Appendix 5: UCD Plagiarism Tariff

Note: UCD Plagiarism Tariff is under review during 2025/26

Guide to using the UCD Plagiarism Tariff

NOTE: This document should be read with the Student Academic Misconduct Procedure

To enhance transparency and consistency in the application of academic penalties following incidents of plagiarism UCD introduced a Plagiarism Tariff in 2020. The AMBeR Plagiarism Tariff[2] was used as a basis for the development of the UCD Plagiarism Tariff. The purpose of the Tariff is to guide those responsible for making decisions with regard to penalties for students who have been found to have plagiarised, i.e. Student Academic Integrity Committees, the Registrar or their nominee under the Student Conduct Meeting stage of the Student Discipline Procedure and members of Student Disciplinary Committees. The Student Academic Misconduct Procedure permits module coordinators to deal with minor errors, inconsistencies and infringements as poor academic practice through providing advice or arranging that the student receives advice about good writing practice and how to avoid plagiarism (see section 5.1.1 of the Procedure). Module coordinators may reflect poor academic practice in the grade awarded, but they cannot apply academic misconduct penalties under the Student Academic Misconduct Procedure and therefore will not use the Tariff.

While the Tariff is specifically designed to be used for deciding penalties in cases of plagiarism identified in assessments that are graded, an additional table has been included in the UCD Plagiarism Tariff to take account of research degree theses, PhD Stage Transfer Assessments, and final PhD dissertation submission.

The UCD Plagiarism Tariff is a guide for penalties and only takes account of aspects directly associated with plagiarism. It is not suitable for other categories of academic misconduct. **Collusion:** The tariff is not designed to deal with collusion, cases of students working inappropriately together on the same assignment. The tariff is not suitable for use in such cases because it is difficult to accurately determine the extent of plagiarism of individual students when they have worked together. Suspected collusion cases may be referred to be dealt with under the Student Discipline Procedure. Reports of alleged misconduct should be supported by documentary evidence. For information on submitting reports of alleged breaches seehttps://www.ucd.ie/secca/studentconduct/ - Information For Staff and the Guide to Completing Student Misconduct Incident Report.

1. **Mitigating and Aggravating Circumstances:** The tariff does not take account of mitigating or aggravating circumstances. School Academic Integrity Committee consider the presence of mitigating or aggravating factors and may adjust penalties accordingly.
2. **Long-Term Impact:** The tariff does not weigh the long-term impact of any punishment on a student's career, which may be relevant in some professions, depending on the extent of plagiarism.
3. **Different Types of Plagiarism:** The tariff is built for verbatim plagiarism but may not adequately address other types, such as source plagiarism, plagiarism of ideas, etc.
4. **Unauthorised use of AI**: The tariff is not suitable for guiding penalties in relation to incidents of unathorised use of artificial intelligence due to the difficulty in accurately assigning scores for the amount / extent of work in the assessment that has not been authored by the student.
5. **Some Room for Judgment:** Though the tariff works to remove most of the human error out of the process and succeeds, there's still some discussion to be had about what the value of the assignment is and whether there was an attempt to hide the plagiarism. In short, two people can use the same tariff and come up with different scores.

- The scoring system is shown on page 2; scoring should be undertaken after the decision has been made that plagiarism has taken place.
- The penalty table is shown on page 3. Penalties are drawn from the Student Academic Misconduct Procedure and the Student Discipline Procedure.

[2] The AMBeR Plagiarism Reference Tariff was designed as a guide to the application of penalties that may be imposed for student plagiarism in Higher Education. It is widely used in the United Kingdom and to a lesser extent in Ireland. The AMBeR tariff is available at https://tinyurl.com/w9qnkb5 and a report on its development is available at https://www.plagiarism.org/paper/plagiarism-reference-tariff

1 Assign points based on the following criteria

HISTORY

1st Time	**100 points**
2nd Time	**150 points**
3rd/+ Time	**200 points**

AMOUNT / EXTENT

Below 5% **AND** less than two sentences	**80 points**
As above but with **critical aspects*** plagiarised	**105 points**
Between 5% and 20% **OR** more than two sentences but not more than two paragraphs	**105 points**
As above but with **critical aspects*** plagiarised	**130 points**
Between 20% and 50% **OR** more than two paragraphs but not more than five paragraphs	**130 points**
As above but with **critical aspects*** plagiarised	**160 points**
Above 50% **OR** more than five paragraphs	**160 points**
Submission purchased from essay mill or ghostwriting service †	**225 points**

** Critical aspects are key ideas central to the assignment*

† Some institutions may consider this to be a separate form of academic malpractice

LEVEL / STAGE

Level 1	**70 points**
Level 2	**115 points**
Level 3/Postgraduate	**140 points**

VALUE OF ASSIGNMENT

Standard weighting	**30 points**
Large project (e.g. final year dissertation)	**60 points**

ADDITIONAL CHARACTERISTICS

Evidence of deliberate attempt to disguise plagiarism by changing words, sentences or references to avoid detection **40 points**

Plagiarism Reference Tariff Copyright © 2009-2010 nlearning LTD

plagiarismadvice.org

UCD Plagiarism Tariff

The table below is used to guide decisions relating to the application of penalties where School Academic Integrity Committees have determined plagiarism has occurred. The Student Academic Misconduct Procedure sets out all of the academic penalties available to School Academic Integrity Committees in section 5.3.6 and should be read with this guidance. The options detailed in each band of scoring can be applied to all work that it graded using the UCD Component Grading Scale, Academic Regulations 4.22.

Resits: Academic Regulations require that resit assessments are graded with pass/fail. This means that the options outlined below cannot be applied where plagiarism occurs in a resit assessment.

Section 5.3.6.b v states:
Where an assessment component is graded Pass / Fail or where academic misconduct occurs in a resit assessment, School Academic Integrity Committees may apply an 'NM' grade for assessment components and 'NM(R)' for resit attempts, or consider referral to the Student Discipline Procedure**.**

Level	**Points**	**Work submitted for graded assessments.**
All	n/a	In all cases where it is determined by the School Academic Integrity Committee that plagiarism has taken place a formal verbal or written warning is given, and the incident is recorded on the Academic Misconduct Record System. In addition, the committee may apply any of the following penalties as appropriate
School Academic Integrity Committee	280-329	• Permit the student to resubmit the assessment component without an academic misconduct penalty. • Permit the student to resubmit the assessment component and reduce the grade achieved in the resubmitted work by a maximum of two grade points. Example grade point reductions: ○ One grade point: reduced from B- to C+ ○ Two grade points: reduced from B- to C.
School Academic integrity Committee	330-379	• Permit the student to resubmit the assessment component and reduce the grade achieved in the resubmitted work by a specified number of two or more grade points. • Permit the student to resubmit the assessment component and apply a 'cap' on the grade of the resubmitted work, i.e. apply an upper limit on grade that can be achieved in the resubmitted work. **Capping Grades** Grades can be capped at any passing grades of the Component Grading Scale (See Academic Regulation 4.22). Resubmitted work should be graded as normal but cannot be awarded a grade higher than the capped grade set by the School Academic Integrity Committee.
School Committee	380-479	• Permit the student to resubmit the assessment component and apply a 'cap' on the grade of the resubmission, i.e. place an upper limit of the grade that can be achieved in the resubmitted work. • Reduce the grade and do not permit the student to resubmit the assessment component. The grade may be reduced to any passing grade from the Component Grading Scale, however, the School

<table>
<tr><td></td><td></td><td>Academic Integrity Committee may wish to apply the lowest passing grade of D- to reflect the higher Tariff score.

Capping Grades
Grades can be capped at any passing grades of the Component Grading Scale (See Academic Regulation 4.22). Resubmitted work should be graded as normal but cannot be awarded a grade higher than the capped grade set by the School Academic Integrity Committee.</td></tr>
<tr><td>University Student Discipline Procedure[3]</td><td>480-524</td><td rowspan="2">Penalties applied under the Student Discipline Procedure can be applied at two stages of the process 1) at a Student Conduct Meeting and 2) by a Student Disciplinary Committee. Penalties will be applied as appropriate to the circumstances of the case. Cases scoring 525 and above will normally attract more severe penalties, however, the under the Student Discipline Procedure decision-makers have the authority to select penalties following consideration of all circumstances relating to the case. The lists of penalties available under the Student Discipline Procedure are included in full. They include some penalties that are more appropriate for non-academic misconduct which may not be relevant to incidents of plagiarism.

1. Student Conduct Meeting
Penalties available at the Student Conduct Meeting stage are presented section 5.5 of the Student Discipline Procedure. Applicable penalties may be applied in combination.:
• Issue a warning.
• Impose a fine not exceeding €250.
• Require the respondent to pay for, or contribute towards making good any damage or loss they have caused.
• In the case of academic misconduct reduction of an assessment component grade (assessment where academic misconduct occurred) up to and including the application of No Merit Grade (NM). Reduction of an assessment component grade may include capping of a grade for any remediation attempts taken by the respondent, up to and including grades for repeat attempts at an assessment component(s).
• In the case of academic misconduct reduction of a grade up to and including the application of No Merit Grade (NM) for the module where academic misconduct has occurred. Reduction of the module grade may include capping of a grade for any remediation attempts taken by the respondent, up to and including grades for repeat attempts at a module, where repeat grade scale is normally used.
• In cases where a reduction of a grade results in a requirement that the respondent repeats the module in which academic misconduct has occurred, the Registrar of their nominee may impose capping of a grade for the repeat attempt of the module. Such a cap may be imposed on a specific assessment component(s) or an overall module grade. Where a module is not offered the substitute module may be capped in accordance with the repeat grade scale.
• Disallow the student from taking a resit examination(s) next time a resit assessment is offered, and/ or to require the respondent to repeat the module in full, with or without capping of the repeat attempt grade.

• In addition to the penalties above, a respondent may be required to undertake an activity / action intended to satisfy the University that the respondent understands the consequences of their conduct and learns from the experience</td></tr>
<tr><td>University Student Discipline Procedure</td><td>525 +</td></tr>
</table>

[3] Penalties available under the Student Discipline Procedure are set out in full in sections 5.5 and 7. All penalties remain available to Student Disciplinary Committee

		2. Student Disciplinary Committee Hearing Stage *Student Disciplinary Committee may impose any of the penalties available at the Student Conduct Meeting stage of the process, and any of the following penalties, either separately or in combination as appropriate to the breach or nature of the breach. Penalties are taken from section 7 of the Student Discipline Procedure* • *A written reprimand;* • *A fine not exceeding €1000;* • *reduction of a component assessment grade or module grade up to and including the application of No Merit Grade (NM) for the module. Reduction of a component assessment or module grade may include capping of a grade for any remediation attempts taken by the respondent, up to and including grades for repeat attempts at a module, where repeat grade scale is normally used.* • *exclusion from sittings of examinations for a specified period;* • *withhold any academic award, scholarship or prize including on a permanent basis;* • *require the reparation of any damage or loss caused, either to the University or to any of its members of staff or students or members of the public;* • *suspension from accessing specific University facilities;* • *permanent exclusion from accessing specific University facilities;* • *suspension from a UCD Residence;* • *terminate licence to reside at a UCD Residence;* • *suspension from the University for a specified period, or until such time as any requirements laid down by the Committee such as payment of a fine or the restitution of damage or loss are fulfilled;* • *permanent expulsion from the University.* In addition to the penalties above, a student may be required to complete an activity / action intended to satisfy the University that a student understands the consequences of their actions. The Committee may in exceptional cases, having regard to all the circumstances of the case, decide not to impose any penalty.

Research Degrees

Level	Points	Research Degrees
All	n/a	In all cases where it is determined that plagiarism has taken place a formal verbal or written warning is given, and a record is made contributing to the student's previous history on the Academic Misconduct Record System. In addition, the committee may apply any of the following penalties as appropriate:
School	280-479	Revise, repeat or resubmission of the assessment permitted
Discipline*	479+	An appropriate penalty is taken from within the Discipline range of penalties