

A Tariff Score System to Determine the Level of Academic Infringement

A learner assignment is any piece of academic work to be completed by learners for the purposes of academic grading including but not limited to examinations, in-class assessments, take home assignments, problems, or project work. Descriptors in bold text are derived from NAIN's 'Academic Integrity: National Principles and Lexicon of Common Terms' which in turn may derive from definitions used internationally as referenced in the Lexicon.

Criterion #1 Number of previous violations		Maximum:	Decision:	Notes:
<i>The guidelines support the principle that cases involving learners with a history of academic integrity violations warrant a more serious disciplinary response. A violation is determined to have occurred when a learner previously accepted responsibility or was held responsible for an academic integrity violation.</i>	1st Violation	20		
	2nd Violation	50		
	3rd Violation	100		
Subtotal for Criterion #1 Number of previous violations			0	
Criterion #2: Types of Violations				Notes:
<i>The guidelines support the principle that more serious violations warrant more serious disciplinary actions.</i>				
Basic Violations / Assignment Misconduct	<i>Basic violations, include, but are not limited to, submitting a portion of the same material more than once without prior authorisation; giving your own academic work to others even when doing so was not explicitly prohibited; attendance/participation points misrepresentation; violation of instructor policies if behaviour not listed elsewhere in the guidelines; poor academic writing skill e.g., poor referencing or the passing off of somebody else's ideas as if originally discovered by the learner, or small errors made through carelessness or misunderstanding</i>	15		

Limited Plagiarism	<p><i>Limited plagiarism includes, but is not limited to, presenting work / ideas taken from other sources without proper acknowledgement. Paraphrasing from sources without attribution; verbatim copying from sources without attribution when what was copied was not a critical aspect (key, central ideas) of the assignment and was less than 30% of the assignment; looking online for a solution to an assignment and copying that solution/ answer in whole or in part.</i></p>	25		
Extensive Plagiarism	<p><i>Extensive plagiarism includes, but is not limited to, plagiarism when the aspects copied are critical aspects of the assignment and/or constitute more than 30% of the assignment; extensively copying from another learner's assignment without acknowledgment of their contribution; limited or extensive plagiarism that includes false citations. Mosaic copying/ scaffolding/ substantial similarity: An unoriginal piece of writing composed of acknowledged or unacknowledged extracts from several different sources. Where the key points and structure of another person's work have been used as a scaffold (framework) for your own work, without acknowledging the source. This is plagiarism.</i></p>	100		
Collusion	<p><i>Undisclosed collaboration between two or more people on an assignment or task, which was supposed to be completed individually. Collusion includes unauthorised collaboration; inappropriate or unauthorised collaboration by two or more people in the production and submission of assessment task; learners providing their work to another learner before the submission deadline, or for the purpose of the other learner's plagiarism at any time. Allowing another (e.g., friend / relative / roommate / classmate / tutor) to edit</i></p>	100		

	<i>/ write / translate one's assignment without acknowledging that help.</i>			
Falsification / Fabrication / Misrepresentation	<i>Falsification/Fabrication includes, but is not limited to, altering a graded assessment provided by another person and submitting for re-grade; fabricating data for a lab or research assignment; submitting data you didn't yourself collect; lying/giving a false excuse to miss or receive unfair accommodation on an assessment. Types of major misconduct in an education, research or scholarship setting: Forging educational, research or scholarship content, images, data, equipment or processes so that they are inaccurately represented.</i>	125		
	<i>Fabrication: Fabrication in the context of research means making up data, experiments, or other significant information in proposing conducting or reporting research.</i>			
Exam Cheating / Unfair Advantage	<i>Intentional cheating: Intentional action or behaviour that violates established rules and gives one learner an unfair advantage over another.</i>	175		
	<i>Exam cheating includes, but is not limited to, copying from another or allowing another to copy during a supervised exam; having an unapproved aid directly related to the exam (e.g., 'cheat sheets'; course-related notes; textbook; whether electronically or hard copy); having ubiquitous smart technology (e.g., cell phone, smart watch) accessible during an exam.</i>			

Fraud / Impersonation	<i>Actions that are intended to deceive for unfair advantage by violating academic regulations. Using intentional deception to gain academic credit.</i>	225		
	<i>Fraud includes some of the most egregious violations – e.g. stealing or fraudulently obtaining answers to an assessment prompt/exam before submitting the assessment for grading; changing/helping to change any recorded assignment or course grade on an instructor's or university record; illicitly obtaining an assessment completed by another (without their knowledge) and submitting it (in part or whole) as one's own; submitting fake or false documents (e.g. medical notes).</i>			
Contract Cheating	<i>Form of academic misconduct when a person uses an undeclared and/or unauthorised third party, online or directly, to assist them to produce work for academic credit or progression, whether or not payment or other favour is involved.</i>	225		
	<i>Contract cheating is any behaviour whereby a learner arranges to have another person or entity ('the provider') complete (in part or total) an assessment (e.g. exam, test, quiz, assignment, paper, project, problems) for the learner.</i>			
	<i>If the provider is also a student, both students are in violation.</i>			
Unauthorised Content Generation / Misuse of AI	<i>The production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favour is involved, using unapproved or undeclared human or technological assistance.</i>	225		
Subtotal: Criterion #2: Types of Violations			0	
Criterion #3: Stage in the Learner Taught Programme				Notes:
<i>The guideline supports the principle that learners further along in their academic study should be more</i>	Bachelors Year 1	25		
	Bachelors Year 2	30		
	Bachelors Year 3	35		

<i>knowledgeable about academic integrity. Thus, the seriousness of disciplinary actions increases concurrently with the amount of experience a learner has at the institution.</i>	Bachelors Year 4+	40		
	Masters Year 1	45		
	Masters Year 2	50		
Subtotal: Criterion #3: Types of Violations: Stage in the Learner Taught Programme			0	
Criterion #4a: Value of the Assessment				Notes:
<i>The guideline supports the principle that violations are more serious when they occur in more highly valued work. Thus, the seriousness of disciplinary actions increases concurrently with the value of the assessment and the academic level of the student (i.e. Bachelor or Masters). The chosen 25% point approximates the value of a midterm exam.</i>				
The assessment in question is < 25% of the total marks possible for the module		20		
The assessment in question is > 25% and < 50% of the total marks possible for the module		30		
The assessment in question is > 50% of the total marks possible for the module		50		
The assessment in question is capstone academic work (e.g. undergraduate or master's thesis; dissertation)		75		
Masters year 1		45		
Masters year 2		50		
Subtotal #4a: Value of the Assessment			0	
Criterion #4b: Value of the Assessment				
The module carries up to 5 ECTS		15		
The module carries more than 5 ECTS but less than or equal to 10 ECTS		30		
The module carries more than 10 ECTS – apply 15 points per 5 ECTS		X		
Subtotal #4b: Value of the Assessment			0	
Criteria #5: Additional Considerations				Notes:
<i>The additional considerations address common but atypical situations, such as learners who may have had very specific training in class on academic integrity or learners who have taken action to hide their violation.</i>				
Evidence that the programme/class/instructor offered enhanced academic integrity education to the learners		25		

Evidence that the learner previously completed academic integrity training through e.g. the academic integrity office / programme content	50		
Evidence that the learner failed to complete academic integrity training assigned as a result of a previous violation	75		
Subtotal Criteria #5: Additional Considerations		0	
Learner total score: Max (* based on a max 30 ECTS module)	615	0	
Classification can be determined based on the total score as follows:			
Level 1:	0-200	Poor academic practice/conduct	
Level 2:	201-500	Academic misconduct (minor infringement)	
Level 3: 500+	500+	Severe academic misconduct (major infringement)	

Rubric to Map Classifications of Academic Misconduct to Sanctions

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

		d) For assignments worth > 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on the module grade*.
Level 2 Academic Misconduct (Minor Infringement)	Points range	Disciplinary Actions
	201-350	Mandatory academic integrity training and one or more of the following sanctions is applied
		a) Reprimand – a formally recorded warning kept on the learner’s record for the duration of the learner’s enrolment on the programme of study.
		b) For assignments worth < 50% of the total module marks, require re-examination/assessment within the semester as a first sitting.
		c) For assignments worth < 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on module grade*.
	d) For assignments worth > 50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade*.	
351 - 500	Mandatory academic integrity training and one or more of the following sanctions is applied	
a) Reprimand – a formally recorded warning kept on the learner’s record for the duration of the learner’s enrolment on the programme of study.		
b) For assignments worth < 50% of the total module marks, require re-examination/assessment within the semester as a first sitting with a cap on module grade.		
c) For assignments worth < 50% of the total module marks, require re-examination/assessment as a supplemental assessment with no cap on module grade.		
d) For assignments worth >50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade*.		
e) For assignments worth >50% of the total module marks, require re-examination/assessment as a supplemental assessment with a cap on the module grade and on award classification if at award stage*.		
f) Reduced award classification.		
g) Recession/withdrawal of award, in line with HEI policies – where an offence is proved after the conferring of the award.		
Level 3 Severe academic	Points range	Disciplinary Actions

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

In cases where academic misconduct has been established, steps are taken to determine an **appropriate sanction**. As outlined above, in determining the severity of the alleged academic misconduct, consideration will be given to the following elements:

- The learner’s stage of academic advancement

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- The extent of the alleged academic misconduct
- The evidence available
- Any Professional, Regulatory, Statutory Body (PRSB) requirements
- The impact of the alleged misconduct on the candidate's overall result
- Any admission of guilt
- Any previous record of academic misconduct

This points system provides a structured approach **driven by an educational agenda.**

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