



MTU

Ollscoil Teicneolaíochta na Mumhan
Munster Technological University

Academic Integrity

Staff Handbook

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Foreword by Vice President Academic Affairs and Registrar

MTU is committed to fostering and protecting a culture of academic integrity to ensure the validity of all academic endeavours in the university. Academic integrity must be preserved in order to protect the reliability of the qualifications awarded by MTU, and to ensure our graduates have respect for knowledge and ideas, as well as an understanding of their ethical responsibility towards the work and ideas of others.

The [National Academic Integrity Network's Academic Integrity Guidelines](#) promote the principle that upholding academic integrity is the collective responsibility of all stakeholders in a higher education institution. Collective knowledge, commitment and consistent, informed practice are required to ensure this principle is realised in practice.

Academic Council has approved a new MTU-wide Academic Integrity [policy](#) and [procedure](#). This handbook has been developed to support MTU staff in implementing this policy and procedure and, more broadly, cultivating, embedding and safeguarding academic integrity throughout the university, as well as providing guidance on the prevention, detection and sanctioning of academic misconduct.

Given the pace of developments and current research in academic integrity nationally and internationally, this handbook should be considered as a live document. It will be hosted on Workvivo and accessible via the university's academic integrity webpage. Feedback is always welcome and can be conveyed to Academic.Integrity@mtu.ie

In the meantime, I wish to thank all staff colleagues for their work in promoting and safeguarding academic integrity in the university. I hope that this handbook will be a useful resource in supporting that work. I also wish to acknowledge the MTU Students' Union for its work in promoting a culture of academic integrity amongst our learners.

Development of this handbook was supported through funding from the Higher Education Authority's National Forum for the Enhancement of Teaching and Learning in Higher Education, specifically the SATLE (Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education) allocation. In this context, I wish to acknowledge the support of the Higher Education Authority (HEA), MTU's Teaching & Learning Unit, and the Project Team that has developed this resource.

Prof Christine Cross
Vice President Academic Affairs and Registrar
Munster Technological University

Chapter 1 Upholding Academic Integrity and Preventing Academic Misconduct

What is Academic Integrity?

Ireland's National Academic Integrity Network¹ has adopted the following definition of academic integrity:

Compliance with ethical and professional principles, standards and practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship

Academic integrity is based on the following principles:

- Honesty
- Trust
- Fairness
- Respect; and
- Responsibility, including the courage to act as needed to uphold academic integrity.

MTU is committed to fostering a culture of developing and maintaining academic integrity. As set out in its academic integrity [policy](#) and [procedure](#), the University has incorporated measures to support a sustainable approach to academic integrity.

Academic Integrity Webpage

MTU's academic integrity webpage is a 'one stop shop' for information on all matters related to academic integrity in MTU, including policy and procedure, resources and supports for students and staff, and relevant contact details. While the [policy](#) and [procedure](#) are available on the university's public website, some resources and supports are accessible only via internal platforms such as Canvas (for students and staff) and WorkVivo (staff only).

Plagiarism Detection Software

MTU uses plagiarism detection software (currently 'Turnitin') which is fully integrated with Canvas². Use of this software has been approved by the University's Academic Council, on the recommendation of a university working group. Not least given the variety of assessment types and purposes, use of plagiarism detection software is not currently mandatory in MTU, although department-level usage policies are in place in several academic departments. However, given its approval by the Academic Council, no software other than Turnitin should be used for detecting plagiarism. Use of unapproved software must be avoided as it may lead to the collapse of an academic misconduct investigation and/or to a data breach.

Turnitin can also be used not just to support the detection and confirmation of plagiarism in submitted work, but also to prevent the occurrence of plagiarism in written coursework by

¹ [academic-integrity-guidelines.pdf](#)

² [What is Turnitin? - MTU Cork staff guides to digital for teaching](#)

encouraging students to check drafts for similarity matches and/or requiring assignments to be submitted through the software.

In addition to staff training opportunities, the offerings of the MTU Department of Technology Enhanced Learning (TEL) include a ‘knowledge base’ (<https://telhelp.eu.helpdocs.com/>) with help articles for staff which provide essential information on how to set up assignments and interpret originality reports.

Useful links

Kerry campus staff link to Canvas for further information and guidance:

<https://mtukerry.instructure.com/courses/160/pages/what-is-turnitin>

Kerry campus student link to Canvas for further information and guidance:

<https://mtukerry.instructure.com/courses/163/pages/assessments-menu-2>

Cork campus staff link to Canvas for further information and guidance:

<https://cit.instructure.com/courses/15631/pages/5-dot-1-welcome-to-unit-5-3>

Cork campus student link to Canvas for further information and guidance:

<https://cit.instructure.com/courses/52759/pages/5-dot-3-turnitin-in-canvas>

Some tips for upholding academic integrity and preventing academic misconduct

Act as an exemplar in terms of academic integrity in relation to your own work.

The [MTU Library](#) **#ResponsibleStudy@MTU** webpages below offer a range of supports including [Referencing Guidelines](#), the Digi Know Campaign, Gen AI Student Guidelines, and its [Assignment Toolkit](#), an Open Educational Resource (OER) which was co-created by the Library Learning Community, the Department of Technology Enhanced Learning and MTU students with support from Le Chéile and MTU’s Teaching & Learning Unit (TLU). It includes a suite of modules that provides guidance throughout the assignment completion process and provide a grounding in academic integrity by using best practice guidance at every stage.

Links to #ResponsibleStudy@MTU

Cork campuses:

<https://library.cit.ie/supports/responsible-study>

Kerry campuses:

<https://library.ittralee.ie/responsible-study-mtu/>

MTU has also made online training courses on academic integrity available to students and staff, with the support and advice of the [Department of Technology Enhanced Learning \(TEL\)](#), the [E-Learning Development and Support Unit \(EDSU\)](#), and the [MTU Students' Union](#). The courses have been developed by HE online learning provider Epigeum, part of Oxford University Press. The student-facing course consists of five units/modules and is available to all undergraduate and postgraduate students via the Canvas Learning Management System. Students who successfully complete this course receive an MTU digital badge for academic integrity. The staff-facing modules, also available via Canvas, address key issues such as contract cheating, dealing with breaches of academic integrity, assessment design, technology, and the promotion of a culture of academic integrity.

Epigeum Modules

Epigeum training modules for staff and students will become available shortly.

MTU position statement and guidelines on Artificial Intelligence

MTU's position statement on Artificial Intelligence, approved by the University Executive, is available [here](#)

MTU's Generative Artificial Intelligence (Gen AI) Student Guidelines course is mandatory for students. It can be accessed as follows:

Cork campuses:

If you have a Canvas account, you can enrol at

<https://corkcatalogue.mtu.ie/browse/genaforstudents/courses/student-guidelines-on-the-use-of-gen-ai>

You may be prompted to sign in to your MTU account (unless you are already signed in on a browser).

If you have any issues enrolling for this course, please go

to: <https://telhelp.eu.helpdocsite.com/canvas-catalog/enrolling-in-a-canvas-course-through-catalogue> or email edtech@mtu.ie

Kerry campuses:

If you have a Canvas account, you can enrol at

<https://kerrycatalogue.mtu.ie/browse/studentadditional/courses/students-guidelines-on-the-use-of-gen-ai>

You may be prompted to sign in to your MTU account (unless you are already signed in on a browser).

If you have any issues accessing this course please contact <mailto:askcanvaskerry@mtu.ie> (students) or <mailto:edsukerry@mtu.ie> (staff).

The [Digi Know Campaign](#) is a video resource which further develops awareness of Artificial Intelligence. This was developed as part of the **CROP** Campaign: **C**reate it, **O**wn it, **P**roud of it.

Ensure that academic integrity is incorporated into all aspects of teaching, learning and assessment.

- Incorporate academic integrity into programme design, delivery, and review.
 - Incorporate academic integrity into module design, including learning outcomes, pedagogical approaches, and assessment design and implementation.
 - Ensure that assignments are not ‘recycled’ from previous semesters.
 - Plan the assessment schedule for the programme at design stage and ensure that student workload is distributed as evenly as possible across the semester.
 - Prior to each semester, confirm the programme assessment schedule for the semester and communicate it to students. The use of the Canvas calendar functionality is helpful in this regard.
- At module level, consider each of your assessments and decide what tools are/are not permitted. Once you have decided on that, ensure that this is clearly communicated and documented to students and other relevant staff/functions (e.g. tutors, technical staff, Examinations Office, invigilators, Department of TEL, EDSU).
- It can sometimes happen that a class or students of a class request a change to the timing of an assessment. It is advisable to consult with the class as a whole on any such change and, in many cases, with other members of the programme lecturing team also. While an individual change may not seem significant, it could lead to bunching of assessments later in the semester, particularly if several such minor requests are granted over a short period. This could increase the risk of students making bad decisions and breaching assessment regulations.
- Also consider the types of academic misconduct possible within various assessment modes. The teaching, learning and assessment strategy should promote positive learner behaviour.

Supports for incorporating academic integrity into teaching, learning and assessment

- Check out the resources and supports offered by
 - [MTU Teaching & Learning Unit \(TLU\)](#)
 - [MTU Department of Technology Enhanced Learning \(TEL\)](#)
 - [MTU Elearning Development and Support Unit \(EDSU\)](#)
- Engage early with the Academic Quality Enhancement team in the Office of the Vice President for Academic Affairs & Registrar
- Artificial Intelligence guidelines are available [here](#)

Discuss Academic Integrity with your students.

- Have open conversations with your students about academic integrity from the outset, starting from induction and right up through the programme.
- Emphasise the importance of academic integrity in safeguarding the integrity of MTU awards and protecting the reputation of MTU's graduates, their future selves included.
- Emphasise also the value of knowing that 'your work is really your own work' and the confidence that this will give them in time, for example if presented with complex problems in the workplace.
- Show how plagiarism detection software is used during the assessment process. Show how Turnitin reports are used. Consider building the use of plagiarism detection software into formative work.
- Be clear that suspected breaches will be investigated and that a range of penalties apply for instances of academic misconduct.
- Show how a sanction for a breach of academic misconduct could be more severe than a penalty for late submission of an assignment.
- Students experiencing difficulty can be signposted to the [Individual Extenuating Circumstances Policy](#) and associated [Procedure](#), if relevant.

If you have concerns about an individual learner, it may be useful to discuss these concerns with them adopting the 'courageous conversation' approach described in the appendix to this document.

- Make students aware of the resources available to them, including MTU's Academic Integrity webpage and those provided by their department.
- You may also wish to signpost a student to MTU student supports available, such as:
 - Academic Integrity Training on Canvas (Epigeum modules available soon)
 - [Library](#) Supports including [referencing guides](#) and [assessment toolkit](#)
 - Academic Success Coaching – contact details [here](#)
 - [MTU Students' Union](#)
 - [Student Counselling Service](#)
 - [Chaplaincy](#)
 - [International Office](#)
- As a general principle, try to resolve issues informally, if possible, but do document them.
- Provide clear guidance on when collaborative work is acceptable and when independent work is expected.
- When considering a specific issue, it may happen that another concern becomes apparent. For example, a concern could arise regarding the student's fitness to study or fitness to practise. Any such concerns should be discussed with your Head of Department in the first instance, and as soon as possible.

Websites of concern

Under its [academic integrity policy](#), MTU may choose to actively block online resources from campus wired and Wi-Fi networks. Such blocks may be of a temporary or permanent nature and may include (but not be limited to); websites, file sharing sites, torrent sites, cloud-based storage sites and live chat sites, where such online resources may pose a risk to the integrity of the assessment.

If you need an online resource to be blocked from MTU's wired and/or Wi-Fi networks for an assessment, then contact your Head of Department in the first instance.

If you find any online resource that looks suspicious, e.g. potential essay mill, then contact Academic.Integrity@mtu.ie. Please note that MTU, through the Office of the Vice President Academic Affairs & Registrar, will report any websites of concern to [Quality and Qualifications Ireland \(QQI\)](#).

Other services of concern

The advertising of any services that promote academic misconduct is in violation of [MTU's Academic Integrity policy](#).

- Any students who are suspected of advertising such services will be subject to sanctions under the Academic Integrity [Policy](#) and [Procedure](#) and may also be subject to disciplinary action under the University's [Student Disciplinary Policy and Procedure](#).
- Any staff who are suspected of advertising such services will be subject to disciplinary action under the University's Staff Disciplinary Procedure.

Any staff or students with concerns about potential advertising for services on campus that it believes expose students to the risk of contract cheating should contact Academic.Integrity@mtu.ie. The University reserves the right to report to third parties including QQI and An Garda Síochána. This will be done via the Office of the Vice President Academic Affairs and Registrar.

Further information and supports

At national level, there are many useful resources which have been developed by the [National Academic Integrity Network \(NAIN\)](#), established by QQI in 2019. NAIN's membership draws from public and private higher and further education institutions, students and student representatives from the Union of Students Ireland. MTU's [policy](#) and [procedure](#) on Academic Integrity, along with associated resources such as this handbook, have been informed by the outputs of NAIN, including:

- [Academic Integrity: National Principles and Lexicon of Common Terms](#)
- [Academic Integrity Guidelines](#); and the
- [Framework for Academic Misconduct Investigation and Case Management](#)

Chapter 2 Detecting Academic Misconduct

Types of Academic Misconduct

Academic misconduct can be either intentional or inadvertent. As detailed in MTU's [Academic Integrity Policy](#), academic misconduct can occur in a variety of ways, including but not limited to, the following:

a. Submitting work as one's own for assessment, which has, in fact, been done in whole or in part by someone else or submitting work which has been created artificially.

For example:

- Submitting as one's own for assessment work which was done by a machine
- Submitting as one's own for assessment work which was done through artificial intelligence
- Submitting as one's own for assessment work which was done by a peer, family member or friend
- Submitting as one's own for assessment work which was done by a third party for a fee. This third party could be an essay mill, but it could also be an individual person.
- Submitting work which includes unreferenced material taken from another source(s) (plagiarism)
- Using a ghost writer to carry out work which is then submitted as the one's own work
- Using a previous assignment as submitted by a peer claiming it to be one's own work
- Falsifying references
- Making a false claim for authorship

b. Collusion

c. Contract cheating

d. Selling or simply providing previously completed assignments to other learners, even if no fee is charged

e. Misrepresenting research

This includes, but is not limited to, fabrication of data, falsification of data and plagiarism.

f. Bribery

This means the offering, promising, giving, accepting or soliciting of an advantage as an inducement for an action

g. Falsification of documents

h. Improper use of technology, laboratories, or other equipment

For example, opening an internet browser during an IT assessment notwithstanding that this is forbidden for the given assessment

i. Helping a peer/classmate/friend to do their assignment to such an extent that it develops into the helper doing some or all of the assignment

j. Sharing or selling staff or institutional intellectual property (IP) with third parties without permission.

k. Cheating in exams, for example:

- use or possession of crib notes in closed book exam
- copying another student's work
- using or being in possession of disallowed tools, e.g. using or possessing programmable calculators where these are not permitted for the given examination
- impersonation, i.e. presenting as another individual in an assessment or examination

I. Self-plagiarism

This means submitting, without acknowledgement, work which has been submitted previously for a different assignment

m. Unauthorised use of Generative Artificial Intelligence

That may include, but is not limited to:

- the use of Generative Artificial Intelligence in a manner that does not comply with assignment instructions;
- the use of Generative Artificial Intelligence to generate text, materials or other outputs presented by the student as the student's own work.

Key Principles

Section 5.2 of the MTU's [Academic Integrity Policy](#) sets out the principles which underpin and inform the policy and associated procedure. Per the policy³:

- **All allegations of alleged academic misconduct will be investigated effectively and efficiently per the procedure.**

Staff are advised to ensure that consideration and management of a potential case of academic misconduct follows the university's approved Academic Integrity [Policy](#) and [Procedure](#). Any academic integrity concern that arises while dealing with a matter under another policy or procedure should be addressed separately, under the Academic Integrity Policy and Procedure.⁴ Another MTU policy or procedure should not be used to resolve an academic integrity concern.

- **Consistency and fairness, the principles of natural justice, confidentiality and respect for privacy and dignity will be observed throughout the process for maintaining academic integrity and dealing with academic misconduct.**

- **The level of proof required is 'on the balance of probabilities'.**

This is the standard from civil law and is based on 'clear and convincing evidence' that it is more likely than not that the allegation is true. This level of proof is less demanding than 'beyond reasonable doubt', which is used in criminal cases.

- **Penalties imposed for academic misconduct will be proportionate, appropriate, objective and relevant. The determination of the penalties will take into account the gravity of the academic misconduct, the scale of the unfair advantage potentially gained, and the degree to which the act of misconduct as premeditated and deliberate.**

Appendix 1 of the University's [Academic Integrity Procedure](#)⁵ sets out a list of sanctions and a score card for determining the level of the breach and the appropriate sanction. Under the scoring system, in the event that a student admits to having engaged in academic misconduct, the sanctions imposed are less onerous than those which would otherwise apply.

³ [Academic-Integrity_Policy_V2.0.pdf](#)

⁴ The sequencing may vary depending on the case at hand. For example, if an academic integrity concern comes to light during a review of module mark, then the review should normally be paused, pending the resolution of the academic integrity issue. On the other hand, if an academic integrity concern comes to light during a fitness to study case, it may be more appropriate to complete the fitness to study process first.

⁵ [Academic Integrity Procedure](#)

Recognising and Identifying Potential Cases of Academic Misconduct

NAIN's [Framework for Academic Misconduct Investigation and Case Management](#) provides examples and resource materials for institutional guidance. These examples, and the framework as a whole⁶, have informed the guidelines in this handbook. As with NAIN's framework, this handbook is not intended to endorse specific approaches; rather, these guidelines are provided to aid staff in recognising signs of academic misconduct and identifying potential cases.

Evidence to be considered in a case of academic misconduct may include:

- Textual evidence from the suspected assessment, for example:
 - Quality of the writing/work
 - Language, for example inconsistent use of jargon, inconsistent grammatical errors
 - Spelling, for example, inconsistent use of American spelling
 - Content – relevance to brief and/or discipline area
- Other evidence from the assessment of concern, for example:
 - Unusual changes or patterns in formatting, font, layout
 - URLs at the top of the student's work
 - Bibliography, for example, use of outdated references, omission of key module references
 - Lack of continuity, for example, sections that do not relate to each other, etc.
 - Metadata from the assessment (and possibly metadata from previous assessment(s) for comparison purposes)
- Reports from functions such as Examinations Office (including invigilators' reports), Department of TEL, EDSU
- Electronic evidence, for example
 - Document properties, e.g. author / creation date / editing time / version number
 - Report from Turnitin, the plagiarism detection software tool approved for use in MTU⁷
- Knowledge of the student's academic and linguistic abilities
- Previous assessment work of the student
- Drafts of the work sent to the lecturer/supervisor prior to the submission
- Any relevant correspondence between the student and the lecturer/supervisor relating to academic guidance on the work
- Evidence of engagement with essay mill or other third party

The NAIN Framework also contains a resource to aid staff in evaluating different forms of evidence that might point to academic misconduct (Table 2)⁸. Table 3 of the NAIN framework provides a modified rubric to aid in detection of learner academic misconduct.

⁶ [Framework for Academic Misconduct Investigation and Case Management](#)

⁷ Ensure compliance with GDPR and university's Data Protection Policy.

⁸ This is an adaptation of a similar resource developed by the University of California San Diego, as referred to in NAIN's [Framework for Academic Misconduct Investigation and Case Management](#).

Chapter 3 Dealing with Academic Misconduct

In this chapter, guidance is provided on dealing with allegations of academic misconduct, whether informally or formally. The guidance is aligned to and informed by the University's Academic Integrity [Policy](#) and [Procedure](#). All allegations should be dealt with in accordance with this policy and procedure.

INTEGRA, MTU's new app for Academic Misconduct Investigation and Case Management, has been developed to support case management at all stages of the procedure. The app enables record keeping, the maintenance of the Academic Misconduct Register (AMR), document management, and university correspondence and communication with students and staff involved in a process.

Stage 1a Initial Consideration by Department

A lecturer (internal examiner) who suspects that an instance of academic misconduct has occurred should contact the Module Coordinator for that module in the first instance, as soon as possible. The name of the relevant Module Coordinator is recorded on the approved programme schedule⁹.

The Module Coordinator will then contact the lecturer to arrange an initial review of the alleged misconduct, normally within seven working days of the initial notification. The purpose of this internal review is to determine if there is a case of possible academic misconduct.

If the initial review determines that no case of academic misconduct has taken place, the Module Coordinator will consider what (if any) is the appropriate communication to the student. Sometimes, the Module Coordinator may decide that no communication with the student is needed, whereas in another situation the Module Coordinator could, for example decide to write to the student to highlight the importance of referencing.

For the avoidance of any doubt, however, it should be noted that if the initial review does not determine a possible case of academic misconduct, then the work should then be marked and graded on its merits.

If the initial review does determine a case of possible academic misconduct, then the Module Coordinator will then establish if the student is on the Academic Misconduct Register (AMR) or not.

- a) **If the student is found to be on the AMR**, the case will be immediately escalated by the department to Stage 2 of the [Academic Integrity Procedure – Formal Inquiry by the University Academic Misconduct Board \(UAMB\)](#).
- b) **If the student is not on the AMR**, the case will proceed to Stage 1b – *Departmental Review*.

Stage 1b – Departmental Review

The department will notify the student in writing (by email) in relation to the allegation(s) of academic misconduct.

⁹ Per [MTU's Regulations for Modules and Programmes \(Marks & Standards\)](#), '[t]he coordination of a module will remain with a single Academic Unit. The Academic Unit responsible will be best suited, in the opinion of the Academic Council, on the recommendation of the Registrar to coordinate all instances of delivery of the module. The Head of the Academic Unit will act as Module Coordinator.

The Module Coordinator will arrange for the student to meet the Departmental Review Panel (DRP)¹⁰, normally within seven working days from the completion of the initial review at Stage 1a.

The Module Coordinator will inform the student that they may bring a student colleague of their choice, or a sabbatical officer of the Students' Union, but that they may not bring any other person to the meeting, whether connected or unconnected with MTU.

If the student does not participate in the departmental review, the case will be escalated by the department to Stage 2 (UAMB hearing).

Per the guidelines for the Departmental Review Meeting (available at Appendix 1 of this handbook), the DRP will conduct an informal discussion (courageous conversation) with the student in regard to the allegation(s).

Following the conclusion of its meeting with the student, the DPR will decide, by consensus, and per Appendix 1 of the [Academic Integrity Procedure](#):

- if the allegation of misconduct is upheld, and, if so,
- if it constitutes a Level 1 or a **Level 2** offence.

If the DRP decides that a **Level 1** offence has occurred, it will then decide on an appropriate Level 1 penalty, again in accordance with Appendix 1 of the [Academic Integrity Procedure](#).

If the DRP decides that a **Level 2** offence has occurred, the Module Coordinator will then escalate the case to Stage 2 – *UAMB Hearing*.

If the DRP does not reach a consensus on the matter, the Module Coordinator will then escalate the case to Stage 2 – *UAMB Hearing*.

Post Departmental Review Meeting

The Module Coordinator will update INTEGRA, the MTU Academic Misconduct Investigation and Case Management App. Through this, all relevant parties, including the student, Academic Integrity Officer (AIO), Academic Integrity Advisor (AIA) and MEB, will be notified of the outcome of the departmental review within seven working days of the meeting.

The Academic Integrity Officer will update the Academic Misconduct Register (AMR) as necessary.

A student who disagrees with the outcome of a Stage 1b Departmental Review can refer the matter to the University Academic Misconduct Board (UAMB) within five working days of receiving the notification. This is done through completing a form and submitting it to the Office of the VPAAR.

¹⁰ The membership of the Departmental Review Panel is set out in the [Academic Integrity Procedure](#).

Stage 2 Formal Hearing by University Academic Misconduct Board (UAMB)

Notification

An allegation that an academic breach has occurred may be notified to the UAMB in any of the following ways:

Referred by department

Here, the Module Coordinator informs the Registrar's Office of the allegation following completion of a departmental review under Stage 1b of the [Academic Integrity Procedure](#).

Notification – Referred by the student who is the subject of the case

This circumstance normally arises when the Departmental Review Panel decides that a Level 1 offence has occurred, and the student wants to refer that decision to the UAMB.

Other

This circumstance arises when a party other than the academic department reports the allegation. For example, it could be another student or a third party external to MTU.

First communication to student

The student will receive a communication from the Chair of the UAMB within seven working days following receiving the departmental notification / referral by the student, setting out the allegation(s), and informing them of the entitlement to present a response to the allegation(s).

Student's entitlement to respond to allegation

Per MTU policy and procedure, a student is entitled to respond to allegations of academic misconduct.

If the student wishes to avail of this entitlement, they must do so within five working days of the receipt of the initial notification from the UAMB Chair. At the discretion of the UAMB Chair, those parties attending from the academic department may be provided with the student's response in advance of the UAMB hearing.

If the student declines to respond to the allegations within the allocated timeframe, the UAMB will proceed with the hearing.

Prior to the University Faculty Academic Misconduct Board (UAMB) Hearing

Second Communication to student

The Chair of the UAMB will write to the student in relation to the arrangements for the UAMB hearing. The Chair will:

1. Notify the student of the date, time, mode and venue (if appropriate) for the UAMB hearing
2. Inform the student that they may bring a student colleague of their choice or a sabbatical officer of the Students' Union who is not a member of the UAMB.
3. Tell the student that they may not bring any other person to the hearing, whether connected or unconnected with MTU.

4. Inform the student of the requirement to notify the Chair not less than one working day in advance of the hearing if they will attend.

Communication to department

The UAMB Chair will:

1. Identify the relevant parties (such as the Module Coordinator, internal examiner, etc.) needed for the hearing.
2. Request those parties to make themselves available for the hearing.
3. Provide them with guidance on any additional information required to assist the hearing.

As previously noted, the parties from the department attending the hearing may be provided with a copy of the student's response to the allegation(s), at the discretion of the UAMB Chair.

Conduct of hearing

The UAMB will first meet in private session, following which it will meet, separately and in the following order, with i) the department ii) the student¹¹.

The hearing will be conducted in accordance with MTU's academic integrity [policy](#) and [procedure](#) and associated guidelines provided by the Office of the Vice President Academic Affairs & Registrar.

UAMB Decision

1. Following the conclusion of the hearing, the UAMB will consider all submissions, and based on the balance of probabilities, reach a majority decision on the allegation(s).
2. In the event of allegation(s) being upheld, the UAMB will also determine an appropriate penalty to be applied, per Appendix 1 to the [Academic Integrity Procedure](#).

Notification of Outcome

Following the decision of the UAMB, the Chair shall notify the student, the relevant Module Coordinator, Programme Coordinator and the internal examiner in writing of the outcome.

The student will also be advised of their entitlement to appeal the decision of the UAMB within ten working days of the notification of outcome.

The UAMB Chair, via Registrar's Office will update INTEGRA. Thus, all other relevant parties, including the Academic Integrity Officer, Academic Integrity Advisor, and MEB will be notified of the outcome of the hearing within 5 working days.

The Academic Integrity Officer will update the AMR as necessary.

¹¹ Per the procedure, if the student declines to respond to the allegations, the hearing proceeds in any case.

Appeal

A student may challenge the decision of the UAMB by initiating an appeal to the President on the grounds as outlined in the policy document within ten working days after the decision has issued.

DATA

As set out in MTU's academic integrity [policy](#) and [procedure](#), records will be retained in the accordance with MTU's data protection and retention policies.

Appendix

Stage 1b Departmental Review – Guidelines for Departmental Review Panel (DRP) (Courageous Conversation Approach)

1. The DRP meeting with the student may take place onsite or online.
2. While the DRP meeting is held at the informal stage of the Academic Integrity Procedure, it is advisable to structure it well. Thus, the meeting should be chaired, by the Module Coordinator, who will convene the meeting, welcome the student, facilitate the discussion, draw the meeting to a close, and note key points and decisions made.
3. Welcome the student to the meeting and introduce them to the other MTU parties present.
4. If the student has brought a support person, invite them to introduce themselves. Reiterate that the purpose of the support person is as a support to the student, not to speak on the student's behalf.
5. Explain to the student that there are concerns that academic misconduct may have occurred and that the purpose of this meeting is to deal with those concerns at an informal level.
6. Set out the background: module code/title, credit value, assessment type and weighting, the student's stage of programme, and an outline of the concerns. For example:

You are currently a second-year student on the BA (Hons) in Industrial Engineering. This meeting is in relation to the 5-credit module LEGS7777 Law for Industrial Engineering, in particular the essay component which is worth 40% of the module. For that essay, students were told that AI tools could be used for editing purposes. Unfortunately, there are concerns in your case that AI was used to generate content, and that therefore the work is not your own and that you may therefore have breached academic regulations.
7. Emphasise to the student that MTU takes the integrity of its awards very seriously; therefore, these concerns must be looked into. Acknowledge that in life, bad decisions are sometimes made, and that if on reflection, they feel they have made a bad decision, it is better to admit that now, at this informal stage. While a penalty may still have to be applied, it will be less severe than might be the case if the matter is escalated to formal stage.
8. Proceed to conduct an informal discussion ('courageous conversation') with the student in regard to the allegation(s). The key points to cover are:
 - Ascertain the learner's familiarity with the contents of the assignment.
 - How did you develop this assignment?
 - How did you decide on this approach?
 - I'd like to hear more about your process of writing this assessment...
 - Have you any previous drafts to show?

- It's a very interesting topic/theme/angle you chose to explore, how did you go about choosing it?
- You mention concept XXX in your assignment. Could you explain that?
- In the assessment, you used word/phrase XXX; could you explain what that means?
- And what does word/phrase XXX mean in the context of this assessment?
- Ascertain the learner's familiarity with technological aspects.
 - On which platform did you write this paper?
 - How did you analyse the data?
 - What software did you use?
 - Did you use any online/internet tools in this assessment
 - Whose computer did you use?
- Ascertain help received.
 - Did you receive help from anyone on this assessment?
 - How did you review the syntax, check word count, structure thoughts, add material, correct grammar?
- It seems as if you didn't use any of the readings assigned to you in this class; perhaps we have missed something – could you explain? If not, why not?
- Tell us about the other sources you used; what are they, and why did you use them?
- Please write your name. Can you tell me why your handwriting is so different in these two assessments?
- Your paper does not address the brief. Can you explain why you took this approach?

9. At the end of that discussion, remind the learner that MTU takes the integrity of its awards very seriously and that is why this review is taking place. Acknowledge their attendance at and participation in the meeting and that participating in this type of meeting might not be easy.

10. However, (depending on the specific case), summarise its key points, referring to the credit value of the module, the weighting of the assessment in question, and the student's programme stage. Reiterate that bad decisions can sometimes be made, and advise that if, on reflection, they feel that they have made a bad decision, that it is better to admit that now and face a lesser penalty than might apply if the matter is escalated to a formal hearing.

11. Outline the possible outcomes and next steps:

- a. The DRP may decide that no further action is required
- b. The DRP may decide that training should be undertaken
- c. The DRP may decide that a Level 1 offence has taken place, in which case the highest possible penalty is a mark of 0 in the assessment
- d. The DRP may decide that the allegations are at Level 2, in which case it will refer the case to the UAMB, i.e. the matter will proceed to formal stage, with the student invited to a UAMB hearing. If the UAMB decides that academic misconduct has

occurred, then it will apply a sanction. The range of sanctions open to the UAMB range from failure of the module to permanent cessation of studies.

12. If the student becomes upset, mention that supports are available and that details of same will be provided after the meeting.
13. If the student admits to academic misconduct, note this admission, but also acknowledge their coming forward and willingness to admit to academic misconduct. Tell them that while a penalty is likely to be applied, it will be reduced in light of their admission. Advise them that they will receive a communication from the department after the meeting, setting out next steps, e.g. referral to UAMB, local penalty, training to be undertaken. Also tell them that their name will be recorded on the Academic Misconduct Register and that they are cautioned in relation to their future behaviour.
14. Draw the meeting to a close. Tell the student that the DRP will decide on the matter and that the outcome will be communicated to them within XXXX days.

References

[National Academic Integrity Network's Academic Integrity Guidelines](#)

[Academic Integrity: National Principles and Lexicon of Common Terms](#)

[Framework for Academic Misconduct Investigation and Case Management](#)