

Academic Integrity Procedure

Colleges of Business and Technology (WA) Pty Ltd

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Document Name	Academic Integrity Procedure
Brief Description	This Procedure outlines the processes for reporting and investigating suspected instances of academic misconduct, and penalising and educating students who breach the <i>Academic Integrity Policy</i> .
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Version Control

Date	Version	Summary of Changes	Reviewer
21/06/2019	1.0	Initial Release	Manager Quality and Compliance
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6/2/2024	2.1	Adjustment of some penalties	Academic Director
15/03/2024	2.2	Major Update	SAS Manager
29/05/2026	3.0	Major Update and addition of student and staff-focused information and flowcharts.	Academic Policy Working Group

Related Documents

Name	Location
Academic Integrity Policy	Curtin College website
Assessment Policy	Curtin College website
Appeals Policy	Curtin College website
Admissions and Student Selection Policy	Curtin College website
Student Complaints Policy	Curtin College website
Student Code of Conduct	Curtin College website

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Preamble

Academic integrity is the cornerstone of higher education, representing a commitment to the values of honesty, trust, fairness, respect, responsibility and courage in learning and teaching. The values and skills associated with academic integrity also constitute a professional skill relevant to the workplace. Academic Integrity ensures that the knowledge acquired by students genuinely reflects their effort and skill. It is also important to Curtin College's credibility and reputation.

Often, academic misconduct arises when students are still developing their academic skills and make a mistake. Curtin College's process for investigating academic integrity in assessment is designed to be fair, transparent and supportive for students. Investigations help identify what went wrong so that students can get the support they need to move forward successfully in their studies. A helpful suite of academic integrity resources for students has been provided by the Tertiary Education Quality and Standards Agency (TEQSA) <https://www.teqsa.gov.au/students/student-academic-misconduct-resources> and by the Curtin University Library <https://uniskills.library.curtin.edu.au/study/gen-ai/introduction/>.

When a student behaves in a manner that subverts or attempts to subvert the purpose of an assessment, misrepresents the nature and/or extent of their engagement with their academic work, gains or attempts to gain an unfair advantage over other students or compromise the capacity of the college to validly determine their level of achievement of the learning outcomes, the student will usually be considered to have breached academic integrity standards, as per this policy.

An allegation of academic misconduct can be upsetting and overwhelming for students. The college has support systems in place, including the Student Learning Advisor and Student Counsellor. Our academic team is in place to guide and educate students.

Students are encouraged to read the 'Student rights and Responsibilities in an Academic Integrity Investigation' in this document to learn more about the process.

1. Purpose and Scope

Purpose

- 1.1 This Procedure outlines how Curtin College will promote academic integrity and how it will investigate potential academic misconduct.

Scope

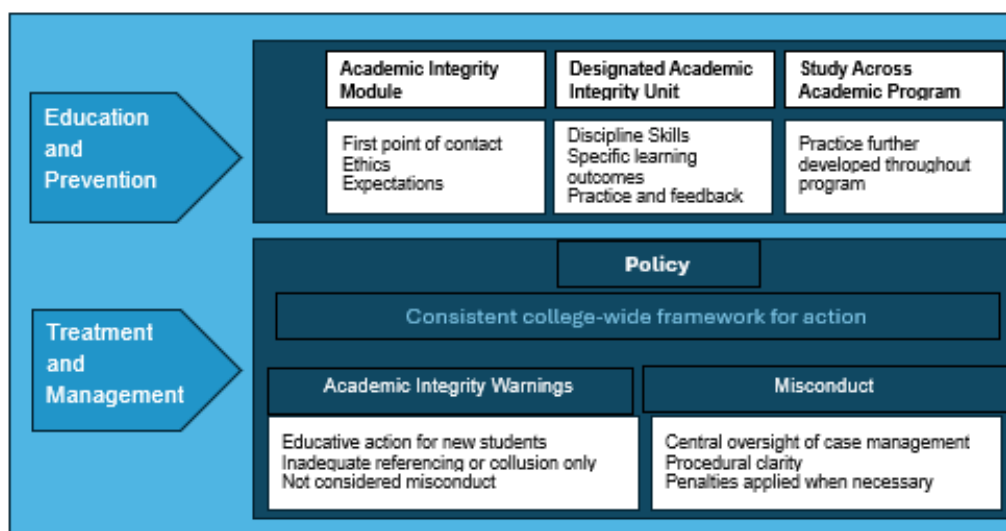
- 1.2 This Procedure applies to all Curtin College students and staff.
- 1.3 This Procedure supports the *Academic Integrity Policy*.

2. Promoting Academic Integrity

- 2.1 Following Curtin University, as outlined by Associate Professor Lesley Sefcik (Academic Integrity Advisor at Curtin University) and Professor Jon Yorke (Associate DVC Academic and Academic Registrar), [*Academic Integrity and Decision-making: an integrated approach*](#), Curtin College follows a dual approach to academic integrity, namely 'education and prevention' and 'treatment and management' (see next page).

Assessment Design

- 2.2 In consultation with Curtin University for Stage 2 units, Curtin College will design assessment that minimise the possibility for students to breach academic integrity, while preserving the quality and rigour of assessment requirements.
- 2.3 Where necessary, the college will support Unit Coordinators to redesign their assessments to reduce the likelihood of academic misconduct. It will require all academic staff to complete the Academic Integrity Program (AIP) for Staff and to stay updated on developments in this area.
- 2.4 Assessment feedback, where possible, will include feedforward comments on the degree to which academic integrity has been upheld.



Academic Integrity Education for Students

- 2.5 Information about academic integrity at Curtin College will be provided to prospective students via the website and the Letter of Offer.
- 2.6 New students will be informed of academic integrity standards at the commencement of their studies, during Orientation and unit-specific onboarding.
- 2.7 All new students will complete a mandatory set of academic integrity education modules, the Academic Integrity Program (AIP).
- 2.8 During Orientation, concepts taught in the AIP will be reinforced by the academic team.
- 2.9 Curtin College will communicate to students that since they come from a variety of learning cultures and backgrounds, they will need to learn about the college's ethical framework for academic integrity. It will reassure students that mistakes are a natural part of learning, as they gain the necessary competence in academic integrity for further studies.
- 2.10 Text and numeric-matching or flagging software may be used for academic misconduct detection and evidentiary purposes as well as for student self-development.
- 2.11 Resources will be available for teachers to help students learn how to think critically and to interpret sources and information. See, for example, Appendix 3 – *Checklist to uphold academic integrity*.
- 2.12 Each unit will take a clear stance in relation to artificial intelligence and academic integrity (see Appendix 1 - *AI Assessment Scale for Teachers and Students* and Appendix 2 – *Unit Artificial Intelligence Information Sheet*). In each unit Moodle site information will be posted for students regarding:
- how academic integrity will be monitored in the unit, such as the use of matching software, confirmation checks, multiple submissions for progressive assessments and/or test or exam regulations;
 - how students are expected to demonstrate their knowledge and skills, for example, how to document their writing process for progressive assessments; and
 - how to access the *Academic Integrity Policy*, this Procedure and other relevant information.
- 2.13 Assessment guidelines for all units will include clear parameters for the use of artificial intelligence, including whether, when and in what way artificial intelligence can be used in assessments and, if artificial intelligence can be used, guidance on how to document and/or reference that use.
- 2.14 All programs will include a 'Designated (Academic Integrity) Unit' that specifically teaches academic integrity and therefore builds on the Academic Integrity Program (AIP). For Stage 1, the Designated Unit is the common core unit, Academic Research and Writing. For Stage 2, each discipline has a Designated Unit:

Program	Designated Unit
Diploma of Arts and Creative Industries	Academic and Professional Communication
Diploma of Built Environment	Academic and Professional Communication
Diploma of Commerce	Communication, Culture and Indigenous Perspectives in Business
Diploma of Computing	Integrating Indigenous Science and STEM
Diploma of Engineering	Fundamentals of Professional Engineering Practice
Diploma of Health Science	Foundations for Professional Health Practice OR Foundations of Bioscience Practice
Masters Qualifying Program	Academic Communication for Postgraduate Studies

2. 15 When students in Designated units are found to have engaged in academic misconduct, the emphasis will primarily be on remedial and educative action, rather than punishment; however, serious academic misconduct will still result in penalties being applied.

3. Student Support

- 3.1 When students are informed of a suspected breach of academic integrity, it can be frightening and confusing for them. Academic staff will communicate with students about academic misconduct in a clear, educative and supportive manner.
- 3.2 The Student Learning Advisor will be available to meet with students one-on-one or in groups, to discuss academic integrity, at any time in their studies and particularly when a student is being investigated for academic misconduct.
- 3.3 Teaching Academics will be encouraged to refer students who are struggling with academic integrity to the Student Learning Advisor.
- 3.4 The Student Counsellor is available to support students during an academic misconduct inquiry.
- 3.5 Students are encouraged to speak to a Curtin College staff member if they are being threatened or blackmailed by a cheating service provider.

4. Managing Academic Misconduct in Internal Assessment

- 4.1 Any person who suspects on reasonable grounds that a student may have engaged in academic misconduct may report the matter to a Curtin College staff member, who will then inform the relevant Program Manager.
- 4.2 A Teaching Academic who suspects that a student may have engaged in academic misconduct in an assessment will, within two (2) Working Days:
- notify the student via the Student Portal that there are concerns about academic integrity in an assessment;
 - schedule an Assessment Confirmation Check (ACC) and advise the student that they have two (2) Working Days to respond via email or in person or the inquiry will go ahead without their response;
 - liaise with their Unit Coordinator if they are not the Unit Coordinator;
 - investigate the alleged academic misconduct immediately (i.e., not wait until the marking is completed for the assessment). Sample emails are provided in Appendix 7.
- 4.3 A student who is sent a college email regarding an academic integrity investigation by a Teaching Academic is expected to:
- respond to the Teaching Academic via email;
 - provide evidence that demonstrates their authorship of the assessment; and

- c) make themselves available for an Assessment Confirmation Check (ACC) meeting, if required.
- 4.4 If a student does not respond to an email informing them of an academic integrity investigation, the Teaching Academic will decide the case without the student's input.
- 4.5 Unit Coordinators will lead and coordinate the response to academic misconduct in their units, in consultation with their Program Manager when needed.
- 4.6 Program Managers and the Academic Director will support Unit Coordinators and Teaching Academics in addressing academic misconduct when requested.

Assessment Confirmation Checks

4.7 The Teaching Academic may conduct an Assessment Confirmation Check (ACC) meeting with the student, a process designed to provide confidence that a student is appropriately knowledgeable with respect to the work that they have submitted.

4.8 An ACC yields a binary outcome – either the student is deemed to have completed the work, or the outcome is that the member of staff concludes that they now have reasonable grounds to suspect that it is not entirely the student's work. This would mean the Teaching Academic will conduct the academic integrity investigation as outlined in this Procedure.

A confirmation check is not an examination (or re-examination) of the student's work. A confirmation check seeks to only confirm that it is the student's own work. Confirmation checks are not part of the grading process and should not be used to vary a student's marks.

Staff members will only take further action where there are reasonable grounds to believe that the student was not conversant with their submitted work, namely where the ACC reveals that the student's understanding of their completed work displays a large inconsistency with their graded result.

See Appendix 4 - *Ensuring Authenticity: A Guide to Assessment Confirmation Checks* (for students) and Appendix 5 - *Guidance on the Use of Assessment Confirmation Checks* and Appendix 6 – *Teacher Checklist for ACCs* (for Teaching Academics)

4.9 If a student does not make themselves available for an ACC meeting within five (5) Working Days of the Teaching Academic's email, the Teaching Academic will determine the outcome without the student's participation.

4.10 An ACC generally involves a member of staff discussing a student's work with them, to confirm that the student is conversant with their submission. The recommended process is:

- a) Advise students in advance that confirmation checks may be used and explain what it is - and what it is not. Ideally, information on the use of confirmation checks should be added to the unit outline to ensure that all students are aware that it may be used within the unit or for a particular assessment task. Clarify whether the process will be used for the whole cohort or a sampled selection.
- b) Ensure that the confirmation check happens as soon as possible after the assessment. Memory decays rapidly, and a confirmation check that occurs too long after the assessment will be unreliable.
- c) Ensure that the student is advised of the material to be discussed beforehand and that they have a copy of the work at the start of the confirmation check. Reassure the student that the purpose is not to 'catch them out' and that it is fully expected that the student will not always be able to remember details of their responses (even if they got the question right!)
- d) Establish a friendly rapport and conduct the confirmation check with little formality.
- e) Generally, a confirmation check would need no longer than 10 minutes. Ask questions sampled from across the assessment task. Open-ended questions focusing on process are helpful here: e.g. 'Why did you select this answer?' There is no need to go through the whole assessment task. You should conclude the check as soon as you are satisfied that it is the student's own work.

- 4.11 If there are no issues of concern, it is helpful to give that feedback immediately at the conclusion of the check.
- 4.12 Students may bring a support person for an ACC meeting, if they wish. The support person is not permitted to answer on behalf of the student.
- 4.13 Students cannot opt out of an ACC. Exceptionally, an alternative means of demonstrating academic integrity could be sought, but only if supported by a reasonable justification, submitted prior to the assessment event. This might involve reverting the assessment to a traditional face-to-face examination. However, an alternative means of demonstrating academic integrity would be entirely appropriate for some students who are supported by a LAP for whom an oral assessment is difficult or impossible. These situations should not be considered exceptional requests.

Investigation

- 4.14 The Teaching academic will investigate the alleged academic misconduct, using appropriate and relevant evidence, including but not limited to:
 - a) early assessment tasks completed by the student;
 - b) marker reports;
 - c) student submissions; and
 - d) source materials.
- 4.15 When investigating, the Teaching Academic:
 - a) must act speedily and with as little formality and technicality as practicable;
 - b) is not bound by the rules of evidence but may inform themselves on any matter in the manner that they consider to be appropriate;
 - c) must comply with the principles of procedural fairness and must act and make decisions fairly and according to the substantial merits of the case;
 - d) must give due consideration to any written submission received from the student; and
 - e) must determine factual matters on the balance of probabilities.
- 4.16 Teaching Academics will investigate and finalise academic misconduct cases are considered minor forms of academic misconduct; serious cases of academic misconduct, for instance those involving contract cheating and misrepresentation, will be referred to the Student Discipline Panel. The Exemplars of Academic Misconduct table (next page) has been created to facilitate the decision whether to elevate.

Exemplars of Academic Misconduct

Category	Example	Teacher			SDP
		1	2	3	
Plagiarism	Plagiarism that occurred only because of a failure to reference appropriately.	*			
	Components plagiarised constitute up to 25% of the assessment task.		*		
	Most of the assessment task or critical aspects plagiarised, meaning the student has not demonstrated learning outcomes of the assessment task.			*	
	Submitting work previously submitted for assessment in any unit or course without permission of the Unit Coordinator.		*		
Collusion	Brainstorming with other student(s) about the assessment task without including sufficient individual content in the assessment task.	*			
	Colluded components constitute up to 25% of the assessment task.		*		
	Collusion in critical aspects of the assessment task, where achievement of unit learning outcome needs to be demonstrated.			*	
	Sharing answers or allowing another person to copy any part of a work.				*

Category	Example	Teacher			SDP
		1	2	3	4
Contract Cheating	Asking someone else to complete all or part of an assessment on a student's behalf.				*
	Offering to write / producing all or part of an assessment for a student.				*
	Distributing one's assessment work to others, either directly or through a third party, with the intent to facilitate a breach of academic integrity.				*
	Distributing their own assessment work for personal gain, either directly or through a third party, to facilitate a breach of academic integrity.				*
Inappropriate use of artificial intelligence	Using information generated by artificial intelligence without acknowledgement or attribution.	*			
	Using artificial intelligence or digital tools to submit work that is not an accurate reflection of the student's level of competence.			*	
	Using digital tools to disguise plagiarism, collusion, copying, contract cheating or any other academic misconduct.			*	
	Submitting work produced by artificial intelligence as one's own work.			*	
Mis-representation	Use of artificial intelligence in aspects of the assessment task where it is unauthorized, where it is authorized in other aspects of the assessment task.		*		
	Including citations to non-existent or incorrect sources in an assessment.			*	
	Creating or providing false documentation in relation to assessment requirements or deadlines or for special consideration, including falsifying assessment task submission receipts or medical certificates.				*
	Creating or providing false documentation in relation to admission to Curtin College, assessment outcomes or academic progress.				*
Test / Examination Cheating	Sharing login credentials to pose as another student or enabling another person to pose as a student.				*
	Unauthorised possession of aids or information during tests and examinations regardless of its use in completing the assessment.		*		
	Unauthorised use of aids or information during tests and examinations regardless of its use in completing the assessment.			*	
	Failure to comply with directions for a test or examination.				*
	Spoken or other forms of communication of information between students during a test or examination when not authorised to do so.				*
	Copying from another person during a test or examination.			*	

4.17 The table (above) provides examples of student behaviour in relation to the six categories of academic misconduct recognised at Curtin College, with increasing levels of seriousness but it is not a rigid, prescriptive list; every situation is unique and the Teaching Academic will need to make a judgement call about the seriousness of the allegation(s). Program Managers are available to support Teaching Academics and Unit Coordinators in making decisions on academic misconduct.

4.18 Following an investigation, the Teaching Academic will determine:

- a) no academic misconduct has occurred, and the case needs to be closed;
- b) no further investigation is warranted, and the case needs to be closed;
- c) the behaviour is determined to be minor and/or the assessment is in a Designated Unit and therefore remedial education forms a significant part of the response;
- d) academic misconduct has occurred and a penalty is warranted; or
- e) the case needs to be referred to the Student Discipline Panel because it appears that serious academic misconduct has occurred.

- 4.19 If the case is not finalised at the time of assessment results release, the result for the student will be withheld and an interim grade of Results Withheld (RW) will be entered in Moodle.
- 4.20 Where a Teaching Academic determines that **no academic misconduct has occurred or no further investigation is warranted**, they will inform the student in writing via the Student Portal.
- 4.21 Where a Teaching Academic determines that **academic misconduct** has occurred, they will apply a Category 1 penalty and inform the student in writing via the Student Portal.
- 4.22 A **Category 1 Penalty** means one or more of the following:
- a) a formal Academic Warning or admonishment, or both;
 - b) a requirement for the student to attend a lecture, workshop or other educative activity / to engage with identified academic integrity resources;
 - c) a requirement for the student to address the issue identified and resubmit the work (but with a reduced maximum mark for the assessment);
 - d) a requirement for the student to repeat the assessment (but with a reduced maximum mark for the relevant component);
 - e) a mark of zero for the assessment; and/or
 - f) a reduced grade for the assessable item in respect of which the academic misconduct occurred.
- 4.23 A student must comply with a Category 1 Penalty.
- 4.24 Minor breaches such as inadequate referencing or poor paraphrasing will be addressed with educative approach that includes a requirement to revise and resubmit the affected work; academic integrity behaviour that is dishonest or unfair will be considered academic misconduct.
- 4.25 When a breach of academic integrity is minor, Teaching Academics may give the student a warning and a requirement to complete educative activities, in recognition that students make mistakes as they learn academic practices. When this occurs, the Teaching Academic will:
- a) inform the student in writing, via the Student Portal;
 - b) add comments on the academic misconduct in the assessment marking rubric;
 - c) recommend or require the student complete identified academic integrity education activities with a clear deadline for completion;
 - d) monitor the student's compliance with penalty requirements (when imposed);
 - e) finalise the student's mark and grade for the assessment;
 - f) store records in a hidden folder in Moodle; and
 - g) complete the *Academic Integrity Form* so that the case is recorded in the Academic Integrity Register.
- 4.26 Where the investigation indicates that **serious academic misconduct** is likely to have occurred, the Teaching Academic will inform their Program Manager for the case's referral to the Student Discipline Panel.
- 4.27 If, at any stage of an inquiry, if the Academic Director is satisfied that there has been, or may be, a miscarriage of justice because of a defect in the inquiry process:
- a) the Academic Director may direct the person conducting the inquiry to take whatever steps that, in the opinion of the Academic Director, are necessary to correct or ameliorate the effects of the defect;
 - b) the person conducting the inquiry must comply with the direction; and
 - c) the Academic Director is to ensure that a copy of the direction is sent to the College Director and Principal within three (3) days of being given to the person conducting the investigation.

5. Student Discipline Panel

- 5.1 The ex-officio members of the Student Discipline Panel are:
- the Quality and Compliance Manager;
 - the Academic Director (Chair); and
 - one Program Manager.
- 5.2 A person cannot be a member of a Student Discipline Panel if that person:
- has been involved in any material way in the consideration of that matter; or
 - has any other actual or perceived conflict of interest in that matter.
- 5.3 Quorum for the Student Discipline Panel is two members.
- 5.4 Decisions are to be made by majority, and, in the case of a tied vote, the Chair is to have a casting vote.
- 5.5 The form of an inquiry, and the processes used to conduct it, must be determined on a case-by-case basis, having regard to the principles set out in the *Academic Integrity Policy* and this Procedure. For example, the SDP may determine:
- that, having regard to the seriousness of the matter, the inquiry should include a formal hearing;
 - that, for a less serious matter, the proper conduct of the inquiry does not require a hearing of any type, provided that the investigative principles outlined in this Procedure are complied with; and/or
 - that a Subject Matter Expert will attend the hearing to support them in conducting the inquiry.
- 5.6 Any recommendation relating to the occurrence of Academic Misconduct, including a finding on which that recommendation is based, must be made on the balance of probabilities standard of proof.
- Note: under the 'Briginshaw principle', the strength of the evidence necessary to reach a finding on the balance of probabilities may vary according to the circumstances, including the seriousness of the suspected misconduct (Briginshaw v Briginshaw (1938) 60 CLR 336, 362).*
- 5.7 In respect of the student's opportunity to respond:
- the student must be given an opportunity to respond to the allegation in writing;
 - when permitted by the SDP, the student may be given an opportunity to respond orally;
 - the SDP must specify a date (and may extend the date) for the student's response that is at least seven (7) days after the student has been given written notice;
 - if the student does not take up the opportunity to respond, the SDP, in the absence of that response, the SDP may make a determination as to whether academic misconduct has occurred;
 - a written response from the student may comprise or include written statements from themselves, or any other person; and
 - the SDP must give due consideration to any response by the student.
- 5.8 Where the SDP decides to hold a hearing:
- the student must be given at least seven (7) days' notice of the date and time of the hearing;
 - the SDP may direct the student to attend the hearing; and
 - if the student fails to attend all or part of a hearing, the hearing may proceed in their absence.
- 5.9 In attending a hearing, or making an oral response, the student may be accompanied by another person, but the other person may not act as an advocate unless invited to do so by the SDP.

- 5.10 The Student Discipline Panel must determine that:
- a) academic misconduct has not occurred;
 - b) the available information is insufficient to enable a finding whether academic misconduct has occurred; or
 - c) academic misconduct has occurred.
- 5.11 If the Student Discipline Panel determines that **academic misconduct has not occurred**, it may:
- a) determine that an academic integrity warning is to be given to the student; and/or
 - b) invite or require the student to attend counselling or a lecture, seminar, workshop or similar activity in relation to appropriate behaviour.
- 5.12 If the Student Discipline Panel determines that **academic misconduct has occurred**, it must impose a Category 1 (see page 8) or a Category 2 penalty.
- 5.13 A **Category 2 Penalty** means one or more of the following:
- a) a mark of zero for the unit;
 - b) Annulled grade (ANN) and zero marks for the unit;
 - c) suspension of all or any of the Respondent Student's rights and privileges within the college for a specified period, including:
 - i. exclusion from attendance at any specified scheduled class activity, such as a lecture, seminar, or tutorial workshop;
 - ii. exclusion from all or a specified part of a campus or education centre;
 - iii. exclusion from participating in any activity organised or managed by the College;
 - iv. denial of access to any or all facilities or services of the College; and/or
 - v. exclusion from enrolment in any unit or admission to any course;
 - d) termination from the program in which the student is admitted;
 - e) expulsion from the College;
 - f) prohibition from being admitted or re-admitted to any program and from registering in any unit;
 - g) the withholding of any Award or the withdrawal of credit for any completed unit, or both; and
 - h) an Award Rescission Penalty.
- 5.14 To avoid doubt, the Student Discipline Panel may determine that one or more Category 1 Penalties or Category 2 Penalties it imposes are to be suspended for a specified period or are to be imposed subject to any condition it considers to be appropriate.
- 5.15 If the Student Discipline Panel determines that the available information is insufficient to enable a finding whether academic misconduct has occurred, it may invite the student to attend counselling or a lecture, seminar, workshop or similar activity in relation to appropriate behaviour.
- 5.16 As soon as practicable after investigating, the Student Discipline Panel will complete the *Academic Integrity Form* and detail:
- a) the reasons for each recommendation relating to the occurrence or otherwise of academic misconduct;
 - b) the findings on material questions of fact that led to each recommendation, referring to the evidence or other material on which those findings were based; and
 - c) The SDP's view, and the reasons for their view, about the seriousness of the incidence of academic misconduct.

- 5.17 If the Student Discipline Panel does not agree with the recommendation of the Academic Teacher or Unit Coordinator it may vary the finding, penalties applied or both; however, it must record:
- a) the findings on material questions of fact that led to the determination that academic misconduct has occurred, referring to the evidence or other material on which those findings were based; and
 - b) reasons for its determination that one or more Category 1 Penalties or Category 2 Penalties are to apply.
- 5.18 Following the Student Discipline Panel's determination, it will inform the student of the outcome and the reasons for the outcome, the penalties applied and their right of appeal under the *Appeals Policy*.

6. Referral to Police or Investigative Agency

- 6.1 Curtin College may determine that, because of the serious nature of the possible academic misconduct, the matter should be referred to the Police or an Investigative Agency.
- 6.2 If the matter has been referred, or may be referred, to the Police or an Investigative Agency, the relevant Program Manager, Academic Director or the College Director and Principal may determine one or more of the following:
- a) that it is inappropriate for the college to investigate the matter;
 - b) that a determination under this Procedure should be delayed until the college is informed whether a referral has been made or, if it has been made, the college is informed of the outcome of the referral; or
 - c) that, having regard to the decisions made or actions taken by the Police or the Investigative Agency in respect of the referral, other action should be taken by the college.

7. Temporary Exclusion or Denial of Access

- 7.1 Where a student is the subject of an inquiry into possible academic misconduct or has had an adverse determination of academic misconduct against them, the Academic Director or College Director and Principal may direct that the student:
- a) be excluded, on a temporary basis, from all or a specified part of a campus or an education centre;
 - b) be excluded, on a temporary basis, from participating in any activity organised or managed by the College; or
 - c) be denied access, on a temporary basis, to any or all facilities or services of the College;
- where it:
- a) is necessary or appropriate to protect the College (including the health and welfare of students and staff);
 - b) is necessary or appropriate to minimise the risk of further misconduct;
 - c) is necessary or appropriate to minimise any opportunity for the student to cover up possible Academic Misconduct; or
 - d) is otherwise in the interests of the College.
- 7.2 When a student is to be denied access, the direction must:
- a) specify the nature and period of the exclusion or the denial of access;
 - b) be in writing, a copy of which is to be given to the student; and
 - c) be reported to the College Director and Principal.
- 7.3 The period of the exclusion or the denial of access:

- (a) is to commence on the date that the direction is given or on the commencement date specified in the direction, whichever is the later; and
- (b) is to end on the end date specified in the direction or, if no end date is specified, when -
 - i. any penalty imposed by the Student Discipline Panel takes effect; or
 - ii. any appeal against a determination has been finalised by the Appeals Committee.

7.4 This direction is not, and is not to be taken to be, a penalty.

8. Curtin University Service-Taught Units

- 8.1 Where a unit in a Curtin College program is service taught by Curtin University, Curtin University's policies and procedures related to Academic Integrity and academic misconduct will apply. It is the responsibility of students to familiarise themselves with relevant University policies when studying in a Curtin University-delivered or co-delivered unit.
- 8.2 Any outcome decided by a Curtin University policy or procedure related to misconduct may also be applied to a student by Curtin College. This will be at the direction of the College Director and Principal or Academic Director or nominee.
- 8.3 Where there is an inconsistency between Curtin University and Curtin College policies or procedures in how they are applied to a Curtin College student, the Academic Director or nominee will determine what policy or procedure will prevail.

9. Academic Integrity in Tests / Examinations

- 9.1 Where a student is suspected academic misconduct during a test or examination, the Invigilator will:
 - a) record notes of the incident in the *Allegation of Exam Misconduct Reporting Form*;
 - b) speak to the student about the incident immediately after the examination; and
 - c) determine the likelihood that academic misconduct occurred.
- 9.2 If the suspected academic misconduct is overt and/or is impacting other students in the examination venue, the student(s) involved will be immediately removed from the venue for an academic integrity investigation. In more minor cases, e.g. where unauthorised materials are found in a student's possession but there is no clear evidence that these materials were used during the assessment, the student may be permitted to continue with the assessment.
- 9.2 If the Invigilator concludes that academic misconduct occurred, they will complete the *Allegation of Exam Misconduct Reporting Form* and notify the relevant Program Manager.
- 9.3 The Program Manager, in consultation with the Unit Coordinator will:
 - a) invite the student to an interview (if applicable);
 - b) review the documentation;
 - c) in consultation with the Academic Director, determine whether academic misconduct has occurred and the penalty/penalties to be applied;
 - d) inform the student via Navigate;
 - e) advise Student and Academic Services; and
 - f) record the outcome in the Academic Integrity Register.
- 9.5 The Unit Coordinator will:
 - a) determine the mark and grade for the assessment; and
 - b) monitor student adherence to penalty requirements, where applicable.
- 9.6 If the academic misconduct investigation relates to a final examination and has not been finalised prior to the Board of Examiners, Student and Academic Services will place a grade of GNS (Grade Not Submitted) against the student's unit result until the matter is resolved.

10. Appeal

- 10.1 Students may appeal a finding of academic misconduct and/or a penalty under the [Appeals Policy](#). The [Appeals Procedure](#) provides a step-by-step outline of the appeals process. Both documents are available on the Curtin College website.
- 10.2 Appeals must be lodged via email to appeals@curtincollege.edu.au within ten (10) Working Days of notification of the academic integrity determination.

11. Reporting

- 11.1 Curtin College will record Academic Misconduct in its Academic Integrity Register.
- 11.2 Analysis of academic misconduct trends across all programs will be provided to the Learning and Teaching Committee and the Academic Board.

12. Review and Records Management

- 12.1 This Procedure will be reviewed every two years by the Academic Director in line with the continuous improvement schedule, and any changes to the regulatory compliance requirements, legislation, regulation and guidelines. All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Procedure	Academic Director	Website and Shared Drive	Permanently	Archived once updated/reviewed

Appendix 1
AI Assessment Scale for Teachers and Students

AI Use	Academics assess students' learning by...	Students demonstrate their learning by...
No AI	Creating assessments which: 1) evaluate students' learning in real-world interactions not requiring use of generative AI in class, simulations or the workplace; and 2) assess core skills and competencies which would not usually require technology orally or in writing under supervised conditions.	Working either collaboratively or independently and relying on their knowledge, understanding and skills under real-world conditions. Completing assessment without AI assistance. AI must not be used at any point during the assessment.
AI Prompted	Creating assessments that emphasise student reflection and development of independent writing, design, or oral presentation skills in line with authentic disciplinary expectations. Students can respond to prompts/suggestions provided by generative AI built into the authorised software to complete the task.	Students are permitted to use in-built generative AI such as slide design or grammatical/editing but are required to generate their own responses in line with conditions and expectations of the task. Students are encouraged to acknowledge AI suggestions acted upon. Drafting processes might be monitored.
AI-Assisted Idea Generation and Structuring	Creating assessments that emphasise student reflection and development of independent writing, design, or oral presentation skills in line with authentic disciplinary expectations. Students are permitted to use AI to assist in generating ideas and structuring texts.	Students are permitted to use AI to brainstorm ideas or provide ideas on structuring of documents. They cannot create content using AI. Students should provide AI prompts used and drafts of their work and acknowledge how they used AI in their final submission.
AI-Assisted Editing	Creating assessments that emphasise student reflection and development of independent writing, design, or oral presentation skills in line with authentic disciplinary expectations. Students are permitted to use AI to make improvements to the clarity or quality of the work.	Students are permitted to use AI to edit their work and make improvements to the clarity and quality of their work. AI can be used, but original work with no AI content and AI prompts and responses must be provided in appendix. Students acknowledge how they used AI in their final submission.
AI Task Completion, Human Evaluation	Creating authentic assessments where students could normally use AI for some or part of the task in real-world interactions. Students are required to critically engage with AI generated content and evaluating is output if used. AI tools permitted should be specified and provided to students.	Students are permitted to use AI for some or most elements of the task and demonstrate effective use of AI. They are expected to evaluate output irrespective of how it is attained, keep all prompts and output, and acknowledge and cite AI created content in their final submission.
Full AI	Creating authentic assessments where students would normally use AI in the real-world as a 'copilot' to meet the requirements of the task. The task requires a collaborative approach with AI and enhancing creativity. AI tools should be specified and provided to students.	Students are expected to use AI creatively and collaboratively to complete the task and demonstrate effective use of AI. They are expected to evaluate output, keep all prompts and output, and acknowledge and cite AI created content in their final submission.

Flinders University <https://staff.flinders.edu.au/content/dam/staff/learning-teaching/guides/AI-Scale.pdf>, adapted from the AI Assessment Scale – Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2023). Navigating the generative AI era: Introducing the AI assessment scale for ethical GenAI assessment. [arXiv preprint arXiv:231207086](https://arxiv.org/abs/2312.07086). <https://leonfurze.com/2023/12/18/the-ai-assessment-scaleversion-2/>

Appendix 2

Unit Artificial Intelligence Information Sheet

This is a sample Curtin University AI Info sheet for a unit in humanities. It is meant to be adapted by Unit Coordinators for each assessment in their unit and uploaded to Moodle with the assessment guidelines.

Task / Activity	Usage	Is use permitted?
Software help	Using AI to ask questions about software and to help you use specific tools.	YES
Design concepts	Using AI to generate the end product. This includes finished templates, mock-ups, major design interface components, and final wireframe layouts.	NO
Visual ideation	Using AI to generate sketches and draft ideas that may be used as inspiration but not submitted as final content.	PARTIAL You may start ideation with some AI sketches, but these will not count towards your assessment content or grade. Use them to supplement and spark your ideas, not replace them.
Imagery generation	AI generated sketches and draft ideas that may be used as inspiration but not submitted as final content.	NO
Case studies, design rationales, analyses, annotations and reflections	AI generated photos or illustrations.	NO
Quoting / referencing	Generating and pasting in content written by AI. Or pasting in your own words and then getting AI to re-write it without further editing to maintain your own voice (writing style) and opinions.	NO Discuss with our tutor if you are unsure about your use.
Textual content for design mock-ups only	In place of using filler text like lorem ipsum, using AI to generate text for mock-up designs.	YES, however this must be removed in final submissions.
Proofreading	Proofreading, spell checking and grammar checking. If using an approved version of Grammarly, make sure to reference it.	YES
Design research	Using AI to collate and find research articles, list competing digital products and design conventions or principles that have worked for a particular theme or audience.	YES

Appendix 3

Checklist to uphold academic integrity

Refer to this checklist before submitting your assessments.

Tick Box	Action	Explanation
✓	Obtained permission before using any GenAI tools.	Checked the assessment details for permission and appropriate use of GenAI tools.
	Paraphrased correctly.	Rewrote the information in your own words.
	Used in-text citations.	Acknowledged the sources of information, ideas or data you have used in your work.
	Used direct quotations appropriately and sparingly.	Quotations are presented using the exact words of the original author. Note that some disciplines do not use quotes.
	Formatted quotes using italics and quotation marks.	Quotes under 40 words are placed within quotation marks and integrated into the text.
	Indented longer quotes (40 words or more).	Formatted as a block quote, indented from the left margin and without quotation marks.
	Followed each quote with an in-text citation.	Used the appropriate referencing style and included page numbers in the in-text citation for each quote
	Included a reference list of all works cited.	Followed the required referencing style for your unit.
	Provided a reference for every image, diagram and figure.	You must reference it unless you created something new that does not use GenAI software. If you edit an existing item, it must still be referenced.
	For text-based assessments ...	Included in-text citations and a reference list with full source details, including DOIs.
	For visual artefacts or portfolios ...	Included a reference list with full source details and listed any modified items.
	Disclosed all GenAI content.	Followed your unit's guidelines, indicated if the content was created using GenAI tools and provided appropriate citations.
	Kept a copy of the original sources.	Losing the original source can lead to incorrect or missing references.
	Kept a copy of your process records, Drafts and submission receipt.	This can be done by saving daily drafts and screenshotting the submission receipt.
	Reviewed the Turnitin Report where applicable.	Checked the highlighted text to ensure it was adequately paraphrased and referenced.
	Not used 'copy and paste'.	Did not copy and paste text from another source (including GenAI tools) unless it is a direct quote and properly referenced.
	Not copied work from a previous assessment.	Reusing your own work requires permission.
	Not used another student's work without attribution or submitted someone else's work as your own.	Individual assessments should be your own work.
	Avoided collusion.	Credit each person who has assisted with any part of the assessment.
	Sought help if needed.	If you are struggling with time management or finding the assessment challenging, seek assistance from the teaching staff and/or the Student Learning Advisor.

Ensuring Authenticity: A Guide to Assessment Confirmation Checks

Understanding the Fundamentals



Verifying Student Knowledge

A process to ensure students are appropriately knowledgeable about the work they submitted.

Primary Triggers for Checks



Gen-AI concerns



contract cheating suspicion



when traditional invigilation is lost

A Binary Outcome

- ✔ Confirm the student's work
- ✘ trigger formal academic misconduct procedures

Scope and Limitations

What it IS

- ✔ Confirming the work is the student's own
- ✔ Independent of the grading process

What it IS NOT

- ✘ An examination or re-grading of work
- ✘ A method to vary a student's marks

What it IS NOT

- ✘ An alternative to academic misconduct reporting

Best Practices for Execution



Timely Preparation

Conduct checks quickly after assessment before student memory decays, providing materials beforehand.



The 10-Minute Discussion

Use open-ended, process-focused questions in a friendly, informal, and recorded environment.



Managing Suspected Misconduct

Appendix 5

Guidance on the Use of Assessment Confirmation Checks

When, why and how should assessment 'confirmation checks' be used? This document outlines recommended process for conducting assessment confirmation checks at Curtin College.

1. What is an assessment confirmation check?

An assessment confirmation check is a process designed to provide confidence that a student is appropriately knowledgeable with respect to the work that they have submitted.

2. Why would a confirmation check be used?

A confirmation check would be used in situations where the authenticity of submitted work is assured as part of routine practice for that unit, or where there is doubt over a particular student submission. This may occur:

1. As a result of exceptional circumstances in assessment situations.
2. To provide assurance that a student did not use contract cheating, or assignment help website services to complete an assessment task.
3. To provide assurance that new technologies such as generative artificial intelligence (Gen-AI) tools were not inappropriately used in an assessment task.

3. When can a confirmation check be used?

An Academic Teacher can initiate a confirmation check on student work at any point they decide that one is required, as outlined in Curtin College's *Assessment Procedure*.

4. What is the process for a confirmation check?

A confirmation check generally involves a member of staff discussing a student's work with them, to confirm that the student is conversant with their submission. The recommended process is:

1. Advise students in advance that confirmation checks may be used and explain what it is - and what it is not. Ideally, information on the use of confirmation checks should be added to the unit outline to ensure that all students are aware that it may be used within the unit or for a particular assessment task. Clarify whether the process will be used for the whole cohort or a sampled selection.
2. Ensure that the confirmation check happens as soon as possible after the assessment. Memory decays rapidly, and a confirmation check that occurs too long after the assessment will be unreliable.
3. Ensure that the student is advised of the material to be discussed beforehand and that they have a copy of the work at the start of the confirmation check. Reassure the student that the purpose is not to 'catch them out' and that it is fully expected that the student will not always be able to remember details of their responses (even if they got the question right!)
4. Establish a friendly rapport and conduct the confirmation check with the minimum of formality.
5. Generally, a confirmation check would need no longer than 10 minutes. Ask questions sampled from across the assessment task. Open-ended questions focusing on process are helpful here: e.g. 'Why did you select this answer?' There is no need to go through the whole assessment task. You should conclude the check as soon as you are satisfied that it is the student's own work.
6. If at any point during a confirmation check misconduct is suspected, the confirmation check should be stopped.
7. Provide the results back to the student as soon as possible and ideally within 7 days. If there are no issues of concern, it is helpful to give that feedback immediately at the conclusion of the check.

5. When is an assessment confirmation check appropriate?

The use of a confirmation check may be appropriate for a range of different assessment situations.

Example 1: Invigilated examination changed to an open book assessment completed over an extended period of time.

- Here, the mitigating strategy (invigilation) has been lost, and a confirmation check then becomes a method whereby academic integrity can be maintained.

Example 2: Suspicion of use of contract cheating services or inappropriate use of generative artificial intelligence (Gen-AI) tools.

- If a student submits work that is remarkably different to work that has previously been submitted or known capability level and you question the authenticity of the work, it may be appropriate to conduct a confirmation check.

6. What a confirmation check is NOT supposed to be:

A confirmation check is **not** an examination (or re-examination) of the student's work. A confirmation check seeks to only confirm that it is the student's own work. Confirmation checks are not part of the grading process and should not be used to vary a student's marks.

A confirmation check is **not** intended to be an alternative to the process for addressing academic misconduct as outlined in this Procedure.

7. Why has Curtin College adopted confirmation checks?

Confirmation checks are valuable because they allow Curtin College to maintain academic integrity standards despite required changes to conventional assessment practices prompted by the widespread availability of contract cheating services, recent technological developments in Gen-AI, and the pandemic.

8. What are the possible outcomes of a confirmation check?

A confirmation check yields a binary outcome – either the student is deemed to have completed the work, or the outcome is that the member of staff concludes that they now have reasonable grounds to suspect that it is not entirely the student's work.

9. What should I expect from students?

You can expect some students to occasionally appear to be nervous/defensive, especially if they have not had much contact with that member of staff beforehand. This behaviour should not be taken to indicate any lack of integrity on the student's part. Students WILL make mistakes during a check. Keep in mind that in multiple choice tests, a student:

- a) may have guessed what the answer was - and got it right;
- b) may have ruled out a couple of wrong options to guess from the remainder;
- c) may not be able to remember why/how they chose the answer; and
- d) all the above are expected normal behaviours.

10. What are grounds for concern?

Most students would normally be expected to complete the confirmation check without any major issues. However, given the discussion in the preceding section, it should be clear that there are reasons why students will occasionally stumble or make mistakes.

Staff members should **only** take further action where there are reasonable grounds to believe that the student was not conversant with their submitted work. It would be reasonable to initiate a report under this Procedure **only** where the process reveals that the student's understanding of their completed work displays a large inconsistency with their graded result.

11. Can the confirmation check be done virtually?

Yes, it is perfectly acceptable to meet face-to-face or use an online medium.

12. Should the confirmation check involve 2 members of staff or be recorded?

Whilst it is possible to conduct confirmation checks with more than one member of staff, this is not recommended because it is likely to exacerbate student stress, and the process becomes too complex/resource intensive. Instead, it is recommended that the confirmation check is audio recorded, or video recorded in the case of an online confirmation check. Note that this is a recommendation, not a requirement.

If a confirmation check is recorded, the video/audio artefact should be retained for a period of 7 days and disposed of within 12 months of the recording date – unless it is required to be used as part of a misconduct case. Generally, once the confirmation check has been passed the recording should be disposed of as soon as possible within the timeframes quoted.

13. Can students bring a support person with them during the confirmation check?

Yes, if they wish. The support person is not permitted to answer on behalf of the student.

14. Can students opt out of a confirmation check?

Normally, no. Exceptionally, an alternative means of demonstrating academic integrity could be sought, but only if supported by a reasonable justification, submitted prior to the assessment event. This might involve reverting the assessment to a traditional face-to-face examination. However, an alternative means of demonstrating academic integrity would be entirely appropriate for some students who are supported by a LAP for whom an oral assessment is difficult or impossible. These situations should not be considered exceptional requests.

15. Where can I get further information or help getting started?

Contact the Academic Director or your Program Manager.

Appendix 6 Teacher Checklist for ACCs

The purpose of an Assessment Confirmation Check is to verify authorship, assess understanding, and gather evidence in a fair, student-centred manner.

1. Pre-Interview Preparation

- Review the student's submission thoroughly (content, structure, references, style).
- Identify specific concerns and note targeted questions linked to learning outcomes.
- Gather comparative evidence (e.g., prior submissions, drafts, learning journal entries, activity logs). Prepare a neutral and non-accusatory approach
- Check Turnitin report for indicators of academic misconduct.
- Schedule the interview via an email invitation outlining expectations (e.g. camera must be activated for online interviews and the student must attend unassisted).
- Request student to attend unassisted and bring valid photo ID/student ID.
- Prepare neutral, non-accusatory script.
- Ensure privacy and a quiet environment (for both online and F2F).

2. Technical & Logistics Setup

- Online: Test platform (e.g., MS Teams), camera, microphone, and recording settings.
- Online: Ensure stable internet connection; have a backup plan (e.g., reschedule/contact).
- F2F: Book a quiet room; ensure minimal interruptions.
- F2F: Arrange seating to allow clear communication and digital device (laptop) setup.
- Have student's submission and questions accessible during the interview.
- Ensure timing is clear (typically 5–15 minutes).

3. Interview Commencement

- Obtain verbal consent for recording (strongly encouraged to record both F2F or online). Reiterate the verbal consent when the recording begins ("*thank you for giving me permission to record this interview*").
- Verify student identity (check student ID/photo ID). Have this recorded.
- Confirm the student is alone and unassisted.
- Explain purpose of the interview (verification of understanding/authorship).
- Adopt a supportive, neutral tone; avoid accusations.

4. Conducting the Interview

- Ask open-ended questions about key arguments, concepts, and structure.
- Probe understanding of sources/readings cited (e.g., summaries, relevance).
- Ask the student to explain how they developed specific sections or ideas.
- Explore inconsistencies or unusual elements in the submission.
- Assess ability to paraphrase or explain ideas in their own words.
- Allow the student adequate time to respond; avoid leading questions.
- Take concise notes of responses and observations.
- Maintain professionalism and fairness throughout.

5. Concluding the Interview

- Offer the student an opportunity to add or clarify any points.
- Do not indicate outcome or judgement during the interview.
- Explain next steps (e.g., review process, possible timelines).
- Thank the student for their time and participation.

6. Post-Interview Actions

- Securely save recording with appropriate file naming (e.g., StudentID_Name_Date).
- Grant access of the recording to all Curtin staff and remove the expiration date (if possible). If this is not possible, download the recording and share it as a OneDrive link.
- Finalise notes promptly while details are fresh.
- Determine whether evidence supports concerns; avoid decisions based on suspicion alone.
- Gather all the required evidence (student's Turnitin submission, the observation notes from the confirmation check interview and recording link on one MS Word document, any supporting evidence).
- Lodge the case via the *Academic Integrity Form*, uploading all the required evidence and documentation.
- Maintain confidentiality of all materials and outcomes.

Appendix 7

Sample Email from a Teacher to a Student Regarding Academic Integrity Concerns

Dear

I hope this email finds you well.

I would like to meet with you to discuss a matter related to your recent assessment. The purpose of this meeting is to establish whether there has been a breach of academic integrity and to provide you with an opportunity to discuss this with me. At Curtin College, this is called an 'Assessment Confirmation Check'.

Allegations can feel overwhelming and I understand that when you receive this email, you might feel stressed or anxious. You can meet with the Student Learning Advisor and/or Student Counsellor for academic or wellbeing support at any time, including during an academic integrity inquiry.

I refer you to the [Academic Integrity Procedure](#) (available on the college website) which has information about the academic integrity inquiry process, including a list of 'Student Rights and Responsibilities in an Academic Integrity Investigation.'

During the Assessment Confirmation Check meeting, you will have the opportunity to present your perspective and provide any supporting information or documentation to clarify the circumstances surrounding your assessment. Please come prepared to discuss the details of your work.

Please respond to this email within three (3) calendar days from today. If I do not hear from you, I will proceed with reporting and implementing the appropriate outcomes as per Curtin College's *Academic Integrity Policy* and *Academic Integrity Procedure*.

Regards,

Appendix 8

Navigating Academic Integrity at Curtin College: A Student & Staff Guide



Foundation: Six Core Values of Academic Integrity.
Dual Approach: Education & Prevention and Treatment & Management.

PHASE 1: PROACTIVE EDUCATION & PREVENTION



The Academic Integrity Program (AIP)
 All new students must complete mandatory AIP modules during orientation to learn the college's ethical framework.

Designated Academic Integrity Units



Every program includes a specific unit that prioritizes remedial and educative action over punishment.

Proactive Assessment Design



Text-Matching Software
 (Detection & Self-Development)



Unit Coordinators
 Minimizing Misconduct Risks

Unit Coordinators design assessments to minimize misconduct risks while using text-matching software for both detection and student self-development.

PHASE 2: IDENTIFYING & REPORTING A BREACH



Initial Notification (4-Day Window)

Teaching Academic suspects misconduct and notifies the student via the Student Portal within four working days.



Assessment Confirmation Check (ACC)

Students are given five working days to respond to a scheduled ACC to discuss concerns about their work.



Student Support System

Students can access one-on-one support from the Student Learning Advisor or the Student Counsellor during any stage of an inquiry.

PHASE 3: INVESTIGATION & DETERMINATION

Procedural Fairness Standards



Investigations must be acted upon speedily, allow the student a chance to respond, and base decisions on the "balance of probabilities."

Category 1: Poor Academic Practice



Handled by Teaching Academics or Program Managers; results in remedial education, warnings, or reduced marks.

Category 2: Serious Academic Misconduct



Referred to the Student Discipline Panel, can lead to suspension, expulsion, or withholding of an award.

PHASE 4: POTENTIAL OUTCOMES & APPEALS

Range of Penalties



Outcomes range from formal warnings and reassignments (Category 1) to termination of enrolment and award rescission (Category 2).

Right to Appeal (10-Day Limit)



Students may appeal a finding or penalty by lodging an email to the appeals office within ten working days of notification.

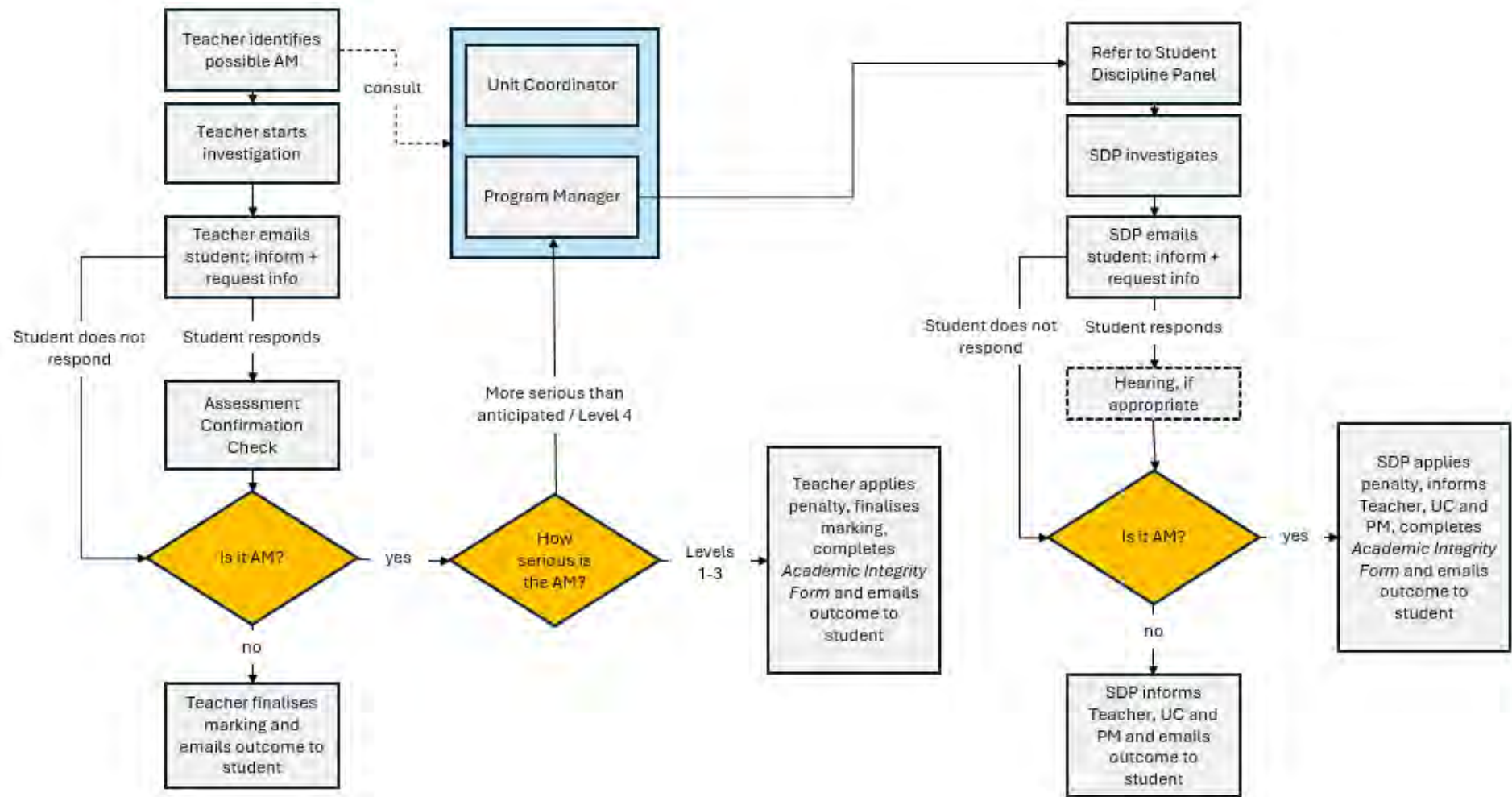


Continuous Reporting

All cases are recorded in the Academic Integrity Register and analyzed for trends by the Academic Board.

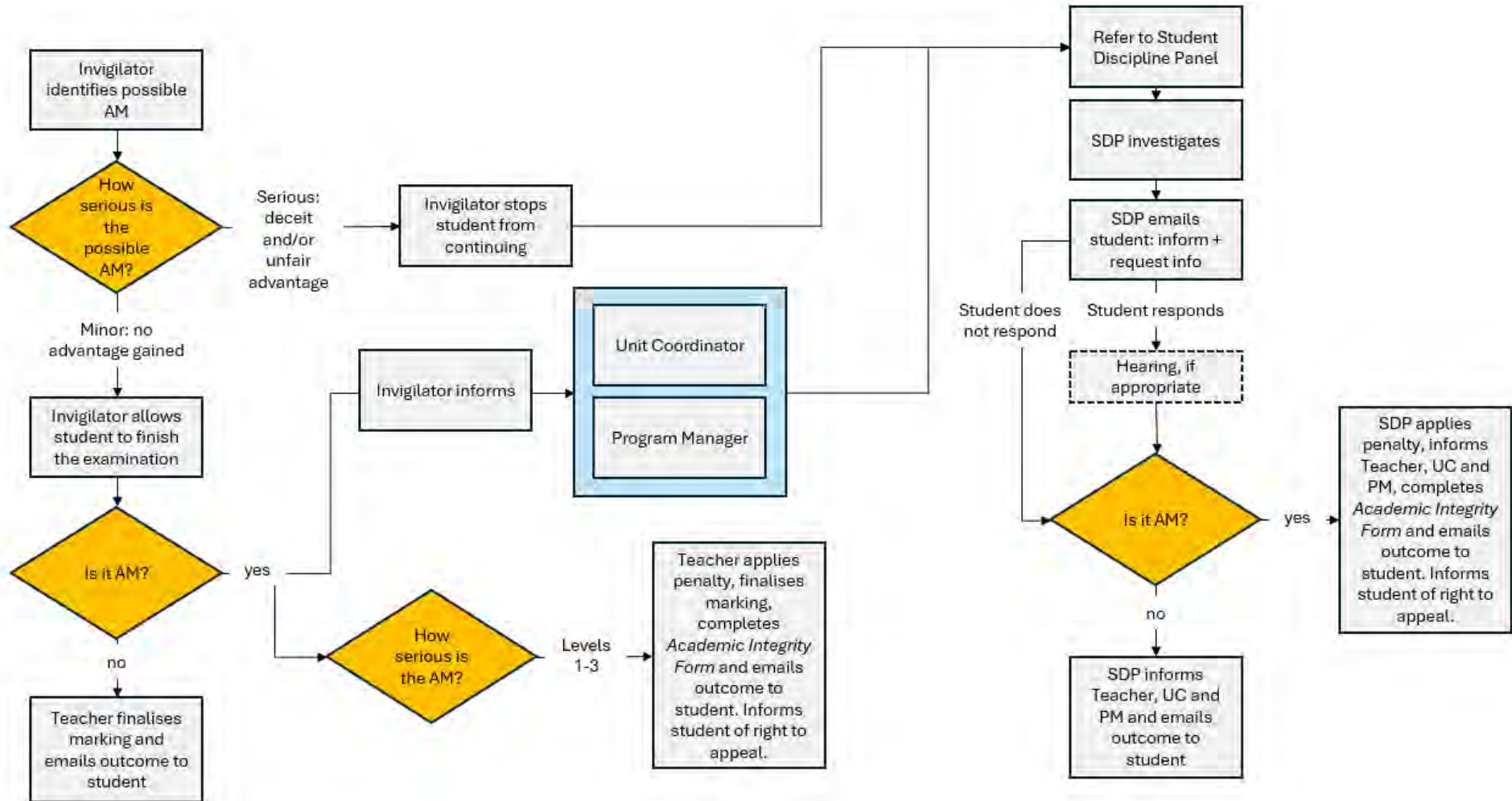
Appendix 9

Flowchart of Academic Integrity Investigation – Internal Assessment



Appendix 10

Flowchart of Academic Integrity Investigation – Examination



Appendix 11

Student Rights and Responsibilities in an Academic Integrity Inquiry

In an academic integrity investigation, students are guaranteed the right to procedural fairness, including being informed of allegations of academic misconduct, reviewing evidence, and responding to claims. Correspondingly, students have the responsibility to act with honesty, adhere to college policies, and cooperate with investigations.

Student Rights in Investigations

Universities generally follow principles of natural justice and procedural fairness, which include:

- **Notification of Allegations:** Receiving written notice detailing the suspected academic misconduct
- **Access to Evidence:** Receiving copies of all evidence (e.g., Turnitin reports, marked-up assessments) that will be considered.
- **Opportunity to Respond:** A reasonable opportunity to respond to the allegation in writing or during a meeting.
- **Support Person:** The right to be accompanied by a support person at meetings.
- **Impartial Investigation:** The expectation that the decision-maker will act fairly and without bias.
- **Confidentiality:** The expectation that investigation details will remain confidential.
- **Right to Appeal:** The right to appeal the decision or penalty on specified grounds, such as procedural unfairness or new evidence.

Student Responsibilities in Investigations

Students are expected to actively engage and maintain ethical standards throughout the process:

- **Communication:** Actively monitoring college student email and responding to communication from the college.
- **Cooperation:** Participating in meetings and providing requested information in a timely manner.
- **Honesty:** Providing truthful and accurate information, including owning up to mistakes.
- **Confidentiality:** Maintaining confidentiality regarding the investigation and not engaging in gossip or social media discussions.
- **No Tampering:** Not intimidating, harassing, or threatening witnesses, nor tampering with evidence.
- **Understanding Policies:** Familiarising themselves with the institution's *Academic Integrity Policy*.
- **Retaining Materials:** Keeping drafts of work, notes, and records of AI usage (if permitted).

Navigating Academic Integrity Inquiries: Rights & Responsibilities

Academic integrity investigations are governed by principles of natural justice and procedural fairness. This framework ensures that students are treated fairly while holding them to high ethical standards and institutional policy compliance.



Student Rights (The Protections)



Notification and Evidence Access

Students receive written notice of allegations and copies of all evidence being considered.



The Right to be Heard

You have the right to respond to claims and bring a support person.



Impartiality and Appeals

Investigations must be unbiased, with a formal process for appealing decisions or penalties.



Student Responsibilities (The Expectations)



Honesty and Cooperation

Students must provide truthful information and participate in the process in a timely manner.



Confidentiality and Integrity

Avoid discussing cases on social media and never tamper with evidence or witnesses.



Policy Awareness and Records

Students must understand college policies and retain drafts, notes, and AI usage records.



Appendix 12

Academic Integrity Frequently Asked Questions (FAQs)

What is academic misconduct?

Academic misconduct refers to conduct by a student that is dishonest or unfair in connection with any work submitted for assessment. Everyone at Curtin College is bound by the college's *Academic Integrity Policy* and *Academic Integrity Procedure*. Some examples of academic misconduct include (but are not limited to):

- Plagiarism - copying another person's work and submitting it as your own.
- Self-plagiarism - re-submitting work you have submitted in the past without permission.
- Unauthorised material - bringing in unauthorised material or devices into the examination venue.
- Contract cheating - contracting another person to do the work for you, purchasing work from another source and/ or allowing or contracting another person to edit and substantially change your work.
- Collusion - Where students act together in relation to the preparation or presentation of any assessed item of work in a manner that is dishonest or unfair.
- Using Generative-AI software - using software such as ChatGPT, Gemini, DALL-E 2, Quillbot, Google Translate, and GrammarlyGO when the Unit Outline specifies that it is not allowed or not declaring and documenting it correctly when it is allowed.

What happens when I receive an allegation of academic misconduct?

When academic misconduct is potentially detected in an internal assessment, the college will respond as outlined below.

1. Assessment is flagged and marking is paused

When an assessment is flagged for investigation, Curtin College requires that the marking for the work is paused.

2. Student notified by the Teacher and Teacher conducts an Assessment Confirmation Check

Students suspected of academic misconduct are sent an email from their Academic Teacher, informing the student of the allegation. The teacher will conduct an Assessment Confirmation Check to understand what has occurred.

3. Student sends a response

Students are given an opportunity to respond to the allegation and provide evidence where possible. If you intend to respond in writing, it's very important that you write a proper letter that is supported by relevant evidence. Sending one line with "I did not use AI. The work is my own" is not sufficient. Refer to "What should I put in my response" for guidance on drafting a response and types of evidence you could consider submitting.

4. The college considers the submitted response

5. Determination is made and an email sent to student stating the outcome.

You will be informed if academic misconduct has occurred and if it has, you will be informed of the penalty. Once a determination has been made the Unit Coordinator will apply any penalty that has been imposed.

6. Student has a chance to appeal

Students can appeal the determination of academic misconduct or the penalty or both. You may only appeal based on a "Question of Law". In other words, has the process been followed correctly? For guidance about questions of law, head to our Question of Law section below.

Appeals must be submitted within 10 days of notification of the outcome.

7. The college decides

If you appealed the determination and/ or the penalty based on question of law, an email will be sent to you with the outcome. If your appeal is successful, the penalty may be modified or the academic misconduct removed completely. If it's determined that you have not demonstrated grounds on points of law, the original determination and penalty will be upheld. This determination is final.

I was told by my Unit Coordinator that my assessment has been flagged for academic misconduct. How do I respond?

Students suspected of academic misconduct are sent an email from their Unit Coordinator, informing the student of the allegation.

You cannot submit any appeals until you have received the allegation.

If the delay is preventing you from registering in units or, email Student and Academic Services support@curtincollege.edu.au.

What should I write in my response?

Most academic misconduct cases surround an allegation that some or all the work you submitted was not your own. Consider the following when drafting a response:

- If you agree with the allegation, admit it. Honesty is the best policy. Explain your circumstances and why you did it.
- If you disagree with the allegation, read through all the evidence provided to you and address the highlighted sections in the Turnitin report and comments/concerns from the marker.
- Your response will need to highlight exactly where you obtained your answers:
 - Provide evidence of drafts or notes. These can be handwritten notes
 - Attach screen shots of your browser history to demonstrate your research
 - Attach screen shots of any communication with group members on how the work was allocated
 - If there was an agreement on academic integrity between group members, attach this
 - If you reached out to Curtin College staff for help or clarifications, attach these emails
- If you have struggled with academic integrity in the past and have made attempts to address this, list out what you have done.
- In most cases, if you have received an allegation, this means that the college already has evidence to support their allegation. If it has been alleged that you used Generative-AI software, carefully read the allegation. It may not be alleging that you used AI to create your entire assignment. Even using a paraphrasing or translation tool on parts of your own writing is not acceptable without explicit permission.
- Your response will need to detail how and where you got the answers in your assessment – explain your working process in detail. AI misuse allegations are only made when there are key clues that indicate AI has been used without permission. These can include:
 - formatting inconsistencies within your assignment
 - poor or inadequate referencing
 - references that don't exist
 - noticeable differences in language between previously submitted assignments or within your assignment
 - File editing times
 - Prompts from Generative-AI that you've left in [often in square brackets]
- If the allegations mention any of the above then your response will need to detail how and where you found the information/answers in your assessment. Explain your working process in detail. In all the circumstances above, break your response into sections and explain each area of concern.
- **IMPORTANT:** You may have been advised by other people to deny the allegation. Remember that Curtin sent you the evidence that they have. If you want to deny the allegation, do a thorough check of that evidence and provide evidence to refute it.

Can I receive help with my response?

Yes. Forward the email you received about the misconduct allegation, all the case documents, and your draft response to the Curtin College Student Learning Advisor email. Please ensure your draft is formatted as a Word document - we are unable to review drafts provided in any other format.

The SLA can't provide thorough advice without the case documents attached to the allegation that you were sent from the Unit Coordinator.

Will I be expelled from the college?

While it is possible to be expelled from Curtin College for academic misconduct, it is rare.

Can I withdraw from the unit to make the allegation go away?

No. As stated in the college's Enrolment Policy "Students will not be permitted to avoid penalties for misconduct by withdrawing from units."

I thought I was allowed to use Generative-AI or Grammarly in my unit. What have I done wrong?

The college is no longer using Turnitin's AI detector. However, it is still important to be able to demonstrate that you are the author, or creator, of your own work. Asking an AI to paraphrase or rephrase your writing means it is no longer your writing. Even using a paraphrasing or translation tool on parts of your own writing is not acceptable.

AI is still very new technology and universities worldwide are still working on the best ways to engage with it as a learning tool. While the use of AI is not forbidden at Curtin, there are limits to how far you can use it. If in doubt, check with your unit coordinator before using it. Some units may allow AI usage for parts of assessments.

Curtin University provides access to a premium version of Grammarly through the Library. This version of Grammarly has all the Generative-AI features turned off – extensive testing by Curtin University suggests that the use of this version of Grammarly is acceptable within the boundaries of AI usage expectations.

Some versions of Microsoft Office now come with an automatically activated AI tool called Copilot. To avoid accidental misuse you may wish to deactivate this feature. You can find instructions on how to do this [here](#) and [here](#).

What is the difference between a tool correcting my grammar vs paraphrasing my writing? You might write, "The cat sat on, the mat." This is bad grammar – the comma is unnecessary. A grammar checker will likely suggest the comma's removal – but the sentence is otherwise fine and untouched. A paraphrasing tool might remove the comma but also rephrase the sentence to "On the mat the cat sat". This more active editing is not allowed. Simply put – if you put the words in one order, and an AI puts them in a different order, you are committing academic misconduct.

While working on your assessment, save drafts and keep your notes. If you receive an allegation of academic misconduct that alleges you have submitted an assignment with content generated by AI, these will be important pieces of evidence of your academic integrity.

Examples	Appropriate Use	Explanation
Using Gen-AI (such as ChatGPT) to summarise a theory or idea so you can study and better understand the concepts.	Yes	Gen-AI tools can help with study by summarising and condensing text.
Using Gen-AI to write any part of an essay (sentences, paragraphs, structure, outlines, tables etc.) for submission without approval or disclosing that Gen-AI was used.	No	Undisclosed output generated from AI tools should never be submitted for assessment.
Using any non-Curtin version of Grammarly, or any other Gen-AI, to paraphrase or rewrite any part of your assessment.	No	If you are asking a software program to ideate, compose, rewrite, or personalise your text, this is inappropriate use.
Using a Gen-AI tool to create an image that you submit for assessment without disclosing that the image was created by AI?	No	When submitting any assessment, the final product must be your own work, not just output copied from Gen-AI software.
Using a Gen-AI tool to create an image that you critique as part of your art history unit. You clearly disclose that the image was created by AI.	Yes	Be transparent and honest about your use of Gen-AI tools within your assessments.

Examples	Appropriate Use	Explanation
Using a Gen-AI (such as GitHub Copilot) to check your code as instructed by your unit coordinator in your assessment specifications.	Yes	Follow the unit instructions on using GenAI and be sure to: 1. Verify the accuracy of all output you use. 2. Apply appropriate acknowledgement and attribution rules. 3. Document and declare its use.
Using Gen-AI to check the formatting for your references.	Yes	Gen-AI tools can help ensure your references are formatted correctly for your selected style.
Using a Gen-AI tool to provide feedback on your assessment task before you submit.	Yes	Gen-AI tools can provide useful feedback on your grammar and writing style, like an editor. However, it becomes academic misconduct if you are allowing software or another person to rewrite your assessment to fix the errors.
Using a Gen-AI tool to generate practice problems to help you understand a tough maths concept.	Yes	Gen-AI tools can help explain difficult concepts and provide stepwise explanations for your learning. This becomes problematic if you are submitting assessment solutions that have been generated by AI.
Using Gen-AI to help find a mistake in your solution to a maths problem.	Yes	This would be appropriate if you are using the solution for your learning. This would be inappropriate if you were submitting the solution for assessment.
Using any form of software to translate an assessment written in your native language to English.	No	When submitting any assessment, the final product must be your own writing which was originally written in English, not just output copied from translation software.
Using Gen-AI to write any part of a report (e.g. executive summary or conclusion) without approval or disclosure.	No	It is inappropriate to use Gen-AI tools to write any part of your assessment without first gaining permission and using proper acknowledgement conventions.
Using Gen-AI to generate a reference list for your assessment and using them without verifying and reading the source.	No	It is essential that you conduct your own research by reading and verifying all sources included in your assessment.
Using translation software to better understand an article you are using for your research.	Yes	Translation tools can generate text in your native language to aid in your learning.
Putting any unit content (e.g. slides, unit outline, speech to text) into Gen-AI to create summaries.	No	This breaches Curtin College copyright requirements. You are only allowed to upload content to Gen-AI software if you own the intellectual property.

An academic just asked me some questions about my work. How should I respond?

Under college policy, academics may conduct “confirmation checks” with you about your work. This means that if an academic has a concern about the authenticity of your work, they may reach out to ask some questions such as how you created it, or to confirm your knowledge of the subject.

Honesty is the best policy. For example, if you are asked whether you used AI, and you *did*, consider answering honestly and explaining your reasoning. It is important to understand that you may be reported for academic misconduct, and an investigation may follow.

If you are denying the allegation, you will need to provide evidence supporting your response. There are telltale clues which can often point to AI use, such as:

- formatting inconsistencies within your assignment
- poor or inadequate referencing
- references that don't exist
- noticeable differences in language between previously submitted assignments or within your assignment
- File editing times
- Prompts from Generative-AI that you've left in [often in square brackets]

If you notice anything like this within your assessment, you may wish to provide evidence explaining why it is there. Useful pieces of counter-evidence could include:

- your internet history showing you accessed articles you have cited
- document properties showing how long you spent editing the assignment
- acknowledging referencing errors and committing to improving referencing in the future (this is still an admission of academic misconduct – it's technically plagiarism – but at least it is a demonstration you engaged with the material, which may be looked upon more kindly by the person conducting the inquiry).

I've received an Academic Integrity Warning. What now?

Academic Integrity Warnings are usually issued when a concern about your academic integrity has been raised but is not considered serious enough to warrant a formal penalty for Academic Misconduct. Academic Integrity Warnings are an opportunity for you to learn from your mistakes – if you repeat the same mistake in the future, you will likely be formally investigated and receive a penalty if academic misconduct is determined to have occurred.

An Academic Integrity Warning letter will usually contain some instructions for educative actions you must complete to help refresh your understanding of academic integrity. Failure to complete these educative actions may lead to sanctions being placed on your student account. Sanctions can cause issues with enrolment for future semesters, so it is important to address these matters in a timely fashion.

There is no appeal option for an Academic Integrity Warning as it is not considered a formal finding of or penalty for Academic Misconduct. Once issued, this warning is only reflected on your internal student record.

The academic misconduct was not intentional. How can I get Curtin College to believe me?

“Intent” is a very small part of the considerations considered by Curtin College. As a student, it is your responsibility to ensure that you maintain academic integrity in your work. The determination reached by the college is not about whether you *intended* to commit misconduct; it is about whether academic misconduct occurred, and what penalty to apply if it did.

If you were feeling sick and made the choice to plagiarise part of your assessment to save time, the fact that you were sick does not have to be considered in an inquiry – i.e. you still made the choice to plagiarise, and plagiarism is misconduct. A decision to commit academic misconduct is always within your control.

Owning your mistakes and being honest may lead to a lesser penalty – but the misconduct still occurred whether you intended it or not, so be prepared for a penalty.

Will everyone know I have received an allegation?

No. The only people who know are the marker who submitted your work, the person conducting the inquiry, your Program Manager, you, and anyone you tell.

It does not show on your academic transcript unless you have received an ANN (“annulment”) – a fail for the unit as a penalty. If you have received an ANN grade, there will be a description on your academic transcript that explains that the ANN grade is in relation to Academic Misconduct.

What penalties can be applied for academic misconduct?

Most Academic Misconduct cases receive a penalty of a warning and educative action or a reduction in marks up to a Nil grade for that assessment. Penalties are determined by taking into consideration the extent and nature of the wrongdoing, the experience of the student and the intent to be dishonest.

I've received a determination I don't agree with. What now?

You can appeal the outcome if you can identify a valid “Question of Law” about the process of the investigation. Please see our Question of Law section below for more detail and examples.

What is appealing the determination/penalty based on ‘Question of Law’?

The misconduct appeal must identify a “Question of Law”. You need to meet this threshold for your appeal to be reviewed. Any appeal that does not meet this threshold could be rejected.

Examples of questions of law include:

- procedural fairness (e.g. a piece of evidence was not considered, you were not given a right to respond to the allegations, the Authorised Officer did not act in accordance with the Rules);
- when making a decision in a matter, irrelevant considerations were taken into account; failure to take into account [relevant] considerations in making a decision; or
- no evidence or material to support the decision.

In summary, an appeal will not be granted purely on the basis that you are not happy with the decision or if you have personal circumstances that impacted on you. Your appeal has to be based on evidence you have that the college did not follow its own procedure.

What are relevant and irrelevant considerations?

The definition of relevant and irrelevant considerations comes from Australian civil law.

In the case of the High Court of Australia in Minister for Aboriginal Affairs v Peko Wallsend (1968) 162 CLR 24, "The ground of failure to take into account a relevant consideration can only be made out if a decision-maker fails to take into account a consideration which he is bound to take into account in making that decision."

This means that the law says there are a limited number of factors that the college can take into consideration when making a decision on what is relevant considerations.

For academic misconduct cases, the only relevant considerations that are that when investigating, the Teaching Academic:

- a) must act speedily and with as little formality and technicality as practicable;
- b) is not bound by the rules of evidence but may inform themselves on any matter in the manner that they consider to be appropriate;
- c) must comply with the principles of procedural fairness and must act and make decisions fairly and according to the substantial merits of the case;
- d) must give due consideration to any written submission received from the student; and
- e) must determine factual matters on the balance of probabilities.

The factors to be considered in assessing the seriousness of Academic Misconduct in a particular case include –

- a) the extent to which the behaviour was planned or deliberate;
- b) the degree of advantage gained or potentially gained;
- c) the potential disadvantage to other students;
- d) the potential negative impact on the college; and
- e) the importance of taking clear and decisive action in relation to the matter.

Any other considerations during the appeal process are irrelevant. This includes things such as personal circumstances which may have been impacting you at the time of your misconduct. You have the opportunity to mention these circumstances in your first response to the allegation. For example, if you were unwell and made the choice to plagiarise part of your assessment to save time, the fact that you were unwell is not a relevant consideration – i.e. you still made the choice to plagiarise, and plagiarism is misconduct. A decision to commit academic misconduct is always within your control.

Identifying Questions of Law

We encourage you to scrutinise all the documents including the reports that were sent to you. Things to look for include:

- There was a failure to comply with the principles of procedural fairness,
- An irrelevant consideration was taken into account in making the decision,
- There was a failure to take into account a relevant consideration in making the decision, or
- There was no evidence or other material to justify the making of the decision

If any one of these have not been followed, state very clearly which clause has been breached and provide evidence to support your argument

Outcomes of an appeal

Identifying a question of law may lead to the determination and/or penalty of misconduct being reconsidered. It may not remove the allegation. For example, the error in process which you identified may be so insignificant that it may not materially affect the determination and/ or the penalty applied. In this case, the investigate will re-open and you get another opportunity to respond. The original determination may be upheld at the conclusion of the re-investigation.

I have received a penalty of reduction in marks. How is this calculated?

Below are two case studies for mark reduction penalties:

Case Study 1 – REDUCED MARK

Kelly is undertaking an assessment that has a total value of 20 marks.

The academic stops marking halfway through when they believe they have identified plagiarism. The inquiry is undertaken which resulted in a penalty of 25%-mark reduction.

The academic finalises marking (including those marks that may have been identified in the rubric for poor paraphrasing) and Kelly receives a final grade of 12.5/20 BEFORE the penalty is awarded.

25% of 20 (total mark for the assessment) = 5 marks.

12.5 - 5 = 7.5/20 final mark for that assessment.

Case Study 2 – MAXIMUM GRADE

Tom is undertaking an assessment that has a total value of 40 marks.

The marker stops marking halfway through when they believe they have identified plagiarism. The inquiry is undertaken which resulted in a penalty of re-submit with a maximum grade of 80%.

Following instructions, Tom re-submits the same assignment with the academic integrity issues corrected. The marker then marks the improved assignment, and Tom receives a final grade of 24/40 (equivalent to 60%), on face value.

The marker then needs to apply the penalty, which is re-submit with a max grade of 80%.

80% of 24 = 19.2. The final mark for the assignment is 19.2.

What are educative actions?

Educative actions are often part of the penalty for a finding of misconduct. The purpose of them is to educate students on what they have done wrong to help them avoid making the same mistakes in the future.

What if I fail a unit because of academic misconduct?

Failing a unit could have implications for your academic status. Curtin College recommends meeting with your Program Manager to discuss a plan to repeat the unit you have failed.

How long does it take to get an outcome?

A misconduct proceeding can affect the college's ability to issue a grade for a unit. If it is not finalised in time for the Board of Examiners meeting after each semester, you may see a "Grade Not Submitted (GNS)" on your academic transcript. If you have a unit affected by this, check in with your Program Manager, especially if the unit is a prerequisite for a unit in your next study period.

I need the academic misconduct to be removed from my student record.

Your student record is confidential. The Academic Misconduct Rules outline that once the possibility of Academic Misconduct has been raised, the Student Conduct Office is duty bound to consider it. A finding of Academic Misconduct cannot be removed from your student record.

Unless you have received an "ANN" grade (failed the unit) as a penalty, a finding of Academic Misconduct does not show on your Academic Transcript.

How do I avoid academic misconduct?

The AIP is an online program that will help you better understand academic integrity at Curtin College. It's compulsory for all students beginning a new program.

Academic Integrity Program (AIP)

If you're a coursework student, you're required to complete the Academic Integrity Program (AIP) within 14 days of the start of your first study period at Curtin College.

The AIP will help you learn about the concept of academic integrity and what Curtin College expects of you as a member of this academic community. The program will provide you with tools to successfully navigate tricky situations that challenge your academic integrity throughout your studies.

The AIP will take about two hours to complete and you must receive a mark of 80 per cent to pass. You can retake the test as many times as you need to pass the program.

AIP topics include:

- Ethics
- Curtin's values and expectations for students
- Referencing
- Plagiarism
- Cheating (including [contract cheating](#) and [appropriate use of Gen-AI tools](#))
- Warning and misconduct processes and possible outcomes.

Where do I find the AIP?

Access to the AIP is through Moodle, the college's Learning Management System (LMS). You will be sent a link that will take you to the AIP.

What happens if I don't complete the program?

If you do not pass the program within 14 days after the start of your first study period of enrolment at Curtin College.

Where can I go to get help if I can't pass?

If you are having difficulty passing the program, you can contact the Curtin College Student Learning Advisor for help.

What should I do if the modules or test won't release?

Make sure that you have completed all pages of the AIP content including the closing, reference and resource pages.

What is contract cheating?

Contract cheating (also known as assessment outsourcing or ghost writing) can be defined as submitting written or creative work which has been drafted or produced by another – including [GenAI software](#), friends, family, or a paid contracting service, and claiming authorship for it. This includes:

- Allowing someone or an organisation to draft or complete an assessment task on your behalf
- Contracting another person to do the work for you
- Purchasing work from another source
- Allowing or contracting another person to edit and substantially change your work
- Providing your Curtin credentials to another person so that they can take a test or exam for you
- Unapproved, inappropriate, or undisclosed use of [GenAI software](#) within an assessment task.

Where can I learn more about contract cheating?

The following programs are available at Curtin College:

- The [Academic Integrity Program \(AIP\)](#) is a compulsory educational program that provides information about contract cheating.
- The [Academic Integrity Website](#) has comics and other resources that discuss contract cheating.

Is using GenAI software considered contract cheating?

Inappropriate use of GenAI software may be considered assessment outsourcing. To avoid this, [learn about appropriate use of GenAI technologies](#).

How do I know if I am looking at a contract cheating website?

Some legitimate university websites (like those ending in 'edu.au') are being hacked by contract cheating organisations. They insert malicious code into the university website that redirects students to the illegal cheating website. Australia's higher education regulation agency TEQSA has provided [advice to students](#) to help:

1. Check the URL of any page you click on and ensure it is the correct website.
2. When searching for academic support, use the search function within your institution's website. Do not use a search engine.
3. Do not use any website that asks for payment from you in order to access 'study support' or which offers essay or assignment writing services.
4. Be wary when clicking links to any third-party website left in comments on a website or on social media pages.
5. Confirm that essay or other competitions are legitimate. Illegal cheating services sometimes hold fake contests in a bid to get student work to on-sell.
6. Never share your work online. This includes via social media or websites that ask for a sample of your work in return for 'free' support.
7. Report any suspect website link on your institution's website to your institution's website team.
8. Ensure you understand academic integrity. TEQSA's [resources for students](#) are a great place to start.
9. The [Australian Cyber Security Centre](#) has more general information for individuals about staying safe online.

Guy Curtis (2020) has created a list to help students.

Tell-tale signs that you are looking at an illegal cheating site:

1. Asking for payment to complete assignment work for you.
2. Assurances that they offer good quality writers/writing.
3. An Order button.
4. Prices linked to assignment length and completion times.
5. Attempts to justify why buying assignments might be okay.
6. Testimonials from customers, often accompanied by stock photos of people who aren't real students.
7. Guarantees of plagiarism-free work.
8. The need to create a personal account and login.
9. One of a number of nearly identical sites with different domain names.
10. Terms of service that disclaim responsibility if students are caught submitting work from the site.
11. Various service guarantees such as 24/7 support, live chat, feedback, money-back if unsatisfied (research shows they don't always deliver on these*).

Resources

Ellis, C., Zucker, I. M., & Randall, D. (2018). The infernal business of contract cheating: Understanding the business processes and models of academic custom writing sites. *International Journal for Educational Integrity*, 14(1), 1. doi: 10.1007/s40979-017-0024-3

Rowland, S., Slade, C., Wong, K-S. & Whiting, B. (2018) 'Just turn to us': the persuasive features of contract cheating websites, *Assessment & Evaluation in Higher Education*, 43(4), 652-665, doi: 10.1080/02602938.2017.1391948

Sutherland-Smith, W., & Dullaghan, K. (2019). You don't always get what you pay for: User experiences of engaging with contract cheating sites. *Assessment & Evaluation in Higher Education*, 44(8), 1148-1162. doi: 10.1080/02602938.2019.1576028

TEQSA (2021) Advice for students: Always check the link you click. Tertiary Education Quality and Standards Agency, Australian Government. <https://www.teqsa.gov.au/advice-students-always-check-link-you-click>

How will I know if I am at risk of contract cheating?

You are at risk of contract cheating if you inappropriately use GenAI software (including, but not limited to, Chat GPT, Gemini, GitHub Copilot, Resemble.ai, etc.) in an assessment task, such as without attribution (using in-text citations and references), proper acknowledgement, and prior approval from your UC.

You are also at risk of contract cheating if you ask someone to:

- Complete an assignment for you (see [video example on Youtube](#))
- Substantially edit your assignment
- Do your university work, with or without compensation
- Check your work through Turnitin
- Check test or quiz answers (such as through websites like Chegg.com)
- Sit a test or quiz for you
- Provide someone with your login details

You may be at risk of contract cheating if you provide information to people or organisations outside of Curtin, such as:

- Your student number and student card details
- Assignment questions, briefs or content
- Lecture notes
- Marking rubrics or marking guides

You may also be at risk of contract cheating if you enter contests where you submit your work for a chance at winning prize money.

What is the impact of contract cheating on my studies?

Missing out on learning

At university you develop a range of new skills, knowledge and experience by engaging in your studies. If you contract cheat you will not gain these fundamental skills and this may put you in a situation where you lack the skill-set required to succeed in your chosen profession.

Loss of credentials

Curtin's ability to detect contract cheating is continuously improving through technological advancement and staff training. This means that even after graduation, the risks associated with contract cheating continue. Your degree may be rescinded if we find you engaged in contract cheating during your studies.

Risk of extortion

Curtin is also aware that some students have been blackmailed by the people and organisations who completed the work the student submitted. Sometimes the contracted organisation or person will threaten to tell Curtin about the cheating if the student does not pay. This blackmail could be one-off or ongoing.

Is it contract cheating to work with a tutor or editor?

Tutors can be helpful in some instances, however you are responsible for setting the boundaries for appropriate assistance. If at any point the tutor begins to substantially edit or complete parts of your assessment then this becomes contract cheating.

If you are considering hiring an editor or asking someone to proofread or edit your work, make sure to clearly outline your expectations for the scope of the edit. You can refer to the [Guideline for Professional Thesis Editing \[.pdf 40kB\]](#).

The person should only highlight or indicate where there are problems rather than changing the text for you. If you provide them with an electronic copy of your document it is preferable for them to use commenting tools rather than to change the work.

Professional editors, as part of their usual role in document production, often make changes within the document. However, as a student submitting your work for assessment, accepting the changes of an editor may be seen as contract cheating or plagiarism as you are claiming the work of someone else as your own.

The elements of a document that an editor may be able to check for you are:

- Typographical and spelling errors
- Errors in word usage
- Errors in grammar and syntax
- Errors and inconsistencies in punctuation
- Consistent use of formatting, capitalisation, abbreviations, or systems of measurement (metric versus imperial)
- Consistent and accurate application of academic writing conventions such as captions for tables/figures, formatting of in-text citations and referencing
- Connections and transitions between paragraphs and sections.

When reviewing the editor's comments you can implement corrections for spelling, punctuation, formatting and style but should carefully consider recommendations that could substantially alter the meaning, the flow, or the originality of your document. As much as possible consider recommended sentence or paragraph changes and put them into your own words.

If you plan to use an editor for your thesis it is recommended that you:

- Discuss your desire to use an editor with your supervisor before approaching an editor
- Discuss the scope of the edit with your supervisor and ensure that the editor understands and agrees to apply this when reviewing your document
- Indicate within the appropriate section of your theses that an editor was used and include a description of the scope of the edit.

Can I get help from websites such as Chegg.com?

No. The use of file sharing and assignment help websites such as Chegg.com are not condoned for use at Curtin. If you are asking someone online or elsewhere to provide you with assessment answers, this should be a major red flag that you are contract cheating.

What are the penalties at Curtin College for contract cheating?

Contract cheating is considered academic misconduct and the usual penalty is an annul (ANN) for the unit in which the cheating occurred. This means that you will not receive credit for the unit. A reoccurrence of contract cheating may result in an escalation of penalties.

Appropriate use of GenAI technologies

Generative Artificial Intelligence (GenAI) software like ChatGPT, Gemini, Midjourney, and GitHub Copilot creates new content such as text, images, code or audio.

Curtin College supports the philosophy of teaching students to appropriately use GenAI technology in an ethical and responsible way to prepare them for future professional working environments.

GenAI technology is rapidly evolving and being incorporated into software programs, so it is important to understand when it can and cannot be used within your studies.

What is GenAI software?

GenAI is software focused on creating new content, such as text, code, images, or music. It can assist with tasks:

- answer questions, create first drafts, have human-like conversations, summarise concepts,
- generate examples (essays, poems, scripts, reflections, slides, outlines, images)
- fix grammatical errors, paraphrase content, transcribe conversations
- translate text between languages
- and is always available.

What do I need to know about GenAI tools?

GenAI should be used with caution and only with permission for assessment tasks.

- If used inappropriately, these tools may prevent student learning and critical thinking
- GenAI systems contain bias
 - Lack of diversity in training data – output replicates those biases
 - Lack of transparency/accountability for output – no way to know how decisions were made
- Accuracy of output must be verified – e.g. it fabricates references and other information
- Acknowledgement and attribution rules apply
 - Unapproved, inappropriate, or undisclosed use may be dishonest or unfair behaviour, and therefore considered misconduct.
- Students are not permitted to upload work to GenAI tools that does not belong to them. This includes, lecture slides, transcription of audio, assessment questions and tutorial questions in which Curtin owns the copyright.

Takeaway point: when submitting any assessment, the final product must be your own work, not just output copied from GenAI software.

How do I know if I am using GenAI software?

The number of GenAI tools is rapidly evolving, and this requires you to understand and continuously review the capabilities of all the software you are using to complete assessment tasks.

Takeaway Point: If you are prompting programs to do something for you such as, 'rewrite this paragraph' or 'translate this text,' this indicates that you are using GenAI software.

How do I avoid academic integrity issues?

The key tenet of academic integrity is transparency. You should be able to talk openly about the way you approached your assessment task, and all the software used, with your teaching team. If you can't, this indicates that there might be a problem.

Can I use GenAI tools in my assessment task?

Check your assessment instructions carefully before using any GenAI software. You are *not* permitted to use GenAI software in any assessment task *unless* written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assessment specifications).

The [library website](#) on GenAI provides a detailed module for learning about appropriate use of GenAI tools.

You can also watch this Curtin University [video](#) for more information.

I have permission to use it, now what?

If the use of GenAI software has been approved, you should follow the instructions for appropriate use outlined within your assessment instructions. This usually will require you to:

2. Document its use
 - Screenshot/save all work such as prompts used, answers produced, how you edited the output, purpose of using it, etc.
3. Verify the accuracy of all output you use
 - Some GenAI software makes up information. If you submit that false output as part of your assessment task, it may be considered falsification or fabrication, which is considered misconduct.
4. Apply appropriate acknowledgement and attribution rules. This means:
 - Use in-text citations
 - Where you have quoted or paraphrased GenAI text, you must include an in-text reference acknowledging the tool you have used.
 - Include a declaration of use

- A declaration must be included in your assignment after your reference list. It should detail which tools you have used to generate content in the process of completing your assignment and how they have been employed. The declaration must include the prompts you have used to generate information.
- For specific details on how to cite and declare your use of GenAI outputs, follow the advice for the referencing style used within your faculty:
 - [Australian Guide to Legal Citation \(AGLC\)](#)
 - [American Psychological Association \(APA\)](#)
 - [Chicago](#)
 - [Vancouver](#)

Can I use tools like Microsoft Copilot within Word?

Copilot embeds a large language model into the Microsoft Office suite. This is GenAI software and students need to be cautious about using it. Ensure you have permission before using Copilot as part of any assessment task.

Takeaway Point: If you are prompting Copilot (or any similar tool) to do something for you such as 'write, rewrite, paraphrase, translate, or edit etc.', this indicates you are using GenAI software.