ACADEMIC INTEGRITY
AT CURTIN
Staff Guidelines for Dealing with Student Plagiarism
2015

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THE UNIVERSITY’S POSITION

Academic integrity is a vital element of any institute of learning. It cannot be assumed, however, that students will behave with academic integrity; nor can we assume that their understanding of academic integrity is consistent with the University’s. As an institute of learning and research, Curtin expects the ideals of academic integrity to be upheld and communicated to students throughout the duration of their course of study. If students behave in accordance with the principles underpinning academic integrity, issues of plagiarism will be confined to instances arising from lack of knowledge or lack of appropriate instruction, rather than dishonesty.

PRINCIPLES UNDERPINNING ACADEMIC INTEGRITY

Academic integrity is essential to the foundation and ongoing viability of an academic community, including managers, researchers, teachers and students. The Curtin community is committed to five core values: integrity, respect, courage, excellence, and impact. These values align with long-standing principles of academic integrity.

Curtin Values and Academic Integrity

Integrity: honesty, trust and fairness
Academic honesty underpins respect for knowledge and its development. Academic staff must be honest in their research and in their dealings with other staff and with students. Students must be honest with themselves and others, in their personal ambition, study and in their involvement in the assessment process.

Trust follows academic honesty. Society trusts an academic institution which demonstrates commitment to academic integrity through its mission, public work and in how it deals with employees and students. Staff trust the institution to uphold honest scholarly enterprise. Students trust their lecturers to guide their learning and to uphold the values to which the institution aspires. Academic staff trust students to work honestly, and with endeavour, to achieve their personal goals.
Everyone in an academic community expects to be treated fairly. Fairness is expressed in the institution’s standards, practices and procedures, and in all interactions between the institution, its staff and its students. Judgements about the work of staff must be fair and accountable. Assessment of the work and learning of students must be fair and accountable.

Respect: Respect comes from meeting high and honourable expectations. Society has respect for an academic institution that is seen to uphold high standards of conduct in learning, teaching and research. Respect among those in an academic community means interacting with civility and justice, and valuing others and their work. Self respect comes from active and honest involvement in the learning and academic process.

Courage: Those in an academic community have the right to expect that the principles of academic integrity and scholarship will be upheld. However, with rights come responsibilities. Responsibility for academic integrity and scholarship thus rests with every member of the community. This sometimes requires us to have the courage to challenge the actions of others and to take specific actions to ensure that academic integrity is upheld.

Excellence and Impact: By upholding the principles of academic integrity the members of our academic community are inspired and enabled to achieve excellence. With trust, it becomes possible for our work to have impact.

(adapted from “The fundamental values of academic integrity” The International Center for Academic Integrity, 2014).

(Curtin values obtained from http://www.curtin.edu.au/livingourvalues/curtins-values/index.cfm)

(for consistency this section is replicated from the publication Academic Integrity at Curtin: Student Guidelines for Avoiding Plagiarism (2015))
INTRODUCTION

WHO IS THIS STAFF GUIDE FOR?

This booklet is a guide for tutors, lecturers, Unit and Course Coordinators, Higher Degree by Research (HDR) supervisors, heads of academic areas (Schools, Departments, Faculties or Centres) and Pro Vice-Chancellors to clarify their roles and responsibilities regarding student plagiarism. It is based on Curtin’s Management of Plagiarism Policy that can be located at: http://www.policies.curtin.edu.au/. The University also has a website that provides information and support for staff and students about issues relating to academic integrity http://academicintegrity.curtin.edu.au.

The booklet:

• outlines Curtin’s procedures for dealing with plagiarism
• describes the roles and responsibilities of staff members
• provides sound educational advice and resources for:
  » limiting students’ opportunities for plagiarism
  » identifying plagiarism when it occurs

A GUIDE FOR STUDENTS

A companion booklet, Academic Integrity at Curtin: Student Guidelines for Avoiding Plagiarism, contains:

• information about plagiarism with illustrative examples
• notes to help students understand in-text citations and referencing
• information about the acceptable use of paraphrasing
• details of resources or sources of assistance
• a brief outline of what students can expect if their work shows evidence of plagiarism

The student booklet is made available to ‘New to Curtin’ students via the designated unit within each course where information and instruction about academic integrity is provided.

We suggest that tutors, lecturers and HDR supervisors do not rely solely on students reading the booklet but instead encourage its use by consistently referring to it. There is no substitute for hearing this information directly from the person your students perceive as their most important contact in their course of study - you!
MANAGEMENT OF PLAGIARISM POLICY

The Management of Plagiarism Policy was revised in 2014. The revised policy aims to make actions and decisions more consistent across the university. In particular the policy requires schools to identify a designated unit for each course of study in which information and instruction about academic integrity is provided to ‘New to Curtin’ students to ensure that students receive adequate education about academic integrity and plagiarism. The scope for Level I incidents has been narrowed to promote greater consistency in dealing with plagiarism for students who are not considered to be new to Curtin.

Briefly, any incident of plagiarism is classified into one of three levels (see pg 16 for more details). The level also determines who manages the incident and subsequent actions to be taken, as illustrated in the flowchart Academic Misconduct - Plagiarism (see page 23).

Level I plagiarism should only be applied to ‘New to Curtin’ students. This level of plagiarism is identified and dealt with at the unit/course level. The student will be provided with guidance and support and may be required to undertake a remedial/learning exercise and make revisions to academic writing and referencing prior to marking. No mark penalty is imposed.

Level II plagiarism is considered academic misconduct and any allegation is formally investigated at the school/department level. The school/department then provides a report to the faculty Student Discipline Panel who confirm the level of plagiarism and determine the penalty to impose. Penalties for this level of plagiarism can be serious and may include annulment of grade for the unit in which the plagiarism occurred, or annulment of all units in the same study period. For very serious offences, the matter will be referred to the Board of Discipline and penalties may include suspension, termination or expulsion from the university.

Level III plagiarism is applied to serious breaches of academic integrity and is considered academic misconduct. Any such allegation is formally investigated at the school/department level. The school/department then provides a report to the faculty Student Discipline Panel who confirm the level of plagiarism and determine the penalty to impose. Penalties for this level of plagiarism can be serious and may include annulment of grade for the unit in which the plagiarism occurred, or annulment of all units in the same study period. For very serious offences, the matter will be referred to the Board of Discipline and penalties may include suspension, termination or expulsion from the university.

An important aspect of Curtin’s Management of Plagiarism policy is the formal recognition that not all plagiarism is intentional or involves cheating and that students who are new to tertiary education require time, guidance and feedback to develop the skills of appropriate scholarly research and attribution. The policy defines a specific timeframe in which students are expected to develop these skills to meet the standard. The timeframe is specified in the criteria for categorisation of students as being ‘New to Curtin’. Within these bounds minor forms of plagiarism may be dealt with as a Level I incident.

The policy continues to provide clear guidance for dealing with any students who deliberately choose to cheat by way of plagiarism; these should be investigated as Level II/III incidents regardless of the level of experience of the student.

Australian universities have been progressively revising plagiarism policies, and some have appointed one or more staff to the role of academic integrity officers or similar. Curtin’s policy requires each school to designate one or more Authorized Officers to investigate allegations of plagiarism.
WHAT IS ACADEMIC MISCONDUCT?

Statute 10: Student Discipline distinguishes academic misconduct from general misconduct. Academic misconduct includes any conduct by a student in relation to their academic work that is considered dishonest or unfair. In particular it encompasses student conduct during assessment processes including exams, tests or supervised assessment activities and activities related to the preparation or presentation of any assessed item or work. It also includes activities related to the conduct of research or any other similar academic activity.

Level II and Level II plagiarism are considered to be academic misconduct and must be handled in accordance with the Academic Misconduct Rules.

WHAT IS PLAGIARISM?

Plagiarism means presenting the work or property of another person as one’s own and without appropriate acknowledgement or referencing. Plagiarised work that is presented for the purpose of personal gain or credit breaches principles underpinning academic integrity, breaches the provisions of the Curtin Student Charter and compromises the assessment process.

The most common forms of ‘appropriate acknowledgement’ of the work of others are citing and referencing. We do this in fairness to, and as a way of respecting, other authors or scholars. Most students will be familiar with the concept of referencing but many may not fully understand it’s importance within academic community. They may know that plagiarism is an offence, but may not be able to explain why. Use of in-text citations and referencing will often be inconsistent, inadequate and probably not conform to one style. Although the student guidelines booklet will cover these issues, good practice will need to be reinforced through-out their coursework or study at Curtin.

Plagiarism can arise from errors in paraphrasing and/or acknowledgement.

Plagiarism includes (but is not limited to):

1. copying of sentences, paragraphs or creative products which are the work of other persons (including books, articles, theses, unpublished works, working papers, seminar and conference papers, internal reports, lecture notes or tapes) without due acknowledgment

2. too closely paraphrasing sentences, paragraphs or themes without due acknowledgment

3. using another person’s work/s (including words, music, computer source code, creative or visual artefacts, designs or ideas) or research data without due acknowledgment

4. submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship)

5. copying or submitting computer files, code or website content in whole or in part without indicating the origin of these

6. submitting one’s own previously assessed or published work for assessment or publication elsewhere, without appropriate acknowledgement (self-plagiarism)

7. in the case of collaborative projects, falsely taking authorship without making an individual contribution

WHAT IS PARAPHRASING?

Paraphrasing means incorporating the ideas or themes of other persons into one’s own work. A passage of paraphrased text should be true to the original authors idea but written in the student’s own words with different composition (e.g. sentence structure) than the original text. Inexperienced students often think paraphrasing is simply ‘rewording’ and will often change just a few words but preserve the basic structure of the text they are using.

The second element of academic writing is appropriate acknowledgement of the original author using in-text citation and referencing. This element is often omitted by students who have ‘put it in their own words’ and mistakenly believe that the ideas are now their own.
Paraphrasing is a writing skill that students must learn and practice. As they develop scholarly writing skills and their own scholarly ‘voice’, they will become more expert in synthesising their own ideas by drawing on the ideas or words of others in the field, not copying them.

WHAT IS SELF-PLAGIARISM?

Self-plagiarism (or auto-plagiarism) occurs when a student submits work that has been previously submitted in the same unit, in another unit, or at another institution.

Self-plagiarism commonly occurs where the student is required to repeat a unit and the student submits the same work or portions of the work completed when they first undertook the unit. Previously submitted work is likely to be flagged as matching in the Turnitin Originality report. Students may be permitted, with agreement of the Unit Coordinator, to use portions of previous work but must appropriately acknowledge the original work.

Self-plagiarism can also arise when a student re-uses work they have previously presented/published, for example in journals and at conferences.

WHAT IS COLLUSION?

Collusion means an agreement with another person to deceive others. The agreement may be overt (openly discussed) or covert (not specifically discussed but implied). Two or more students who agree to plagiarise in some way are said to be colluding.

Collusion can also occur if two or more students work together on an assignment that is meant to be completed individually (also referred to as ‘collaborating too closely’). Students thus need firm and unambiguous guidelines on the extent of allowable collaboration for each assessment task.

If the outcome is deception about the ownership or authorship of work submitted, students can be accused of plagiarism.

When collusion occurs between students in different units and/or different levels of the course each student’s actions need to be dealt with accordingly. The student who submitted work that is based on work produced by another student may be accused of plagiarism or handled as academic misconduct depending on the nature of the deception or dishonest/unfair behaviour. Depending on the circumstances of the case, the actions of the student who ‘shared’ their work may also be handled as academic misconduct.

WHAT IS CONTRACT CHEATING?

Contract cheating (Clarke & Lancaster, 2006) occurs when a student outsources their assessment or assignment (often via a website where providers bid on the job) and subsequently submits the work as their own. This is similar to the use of an ‘essay mill’ or ‘paper mill’ or past paper repository where students are able to download, often for a fee, a paper on a specific topic. Commercial ghostwriting services are widely available on the internet thanks to the affordances of e-commerce solutions. It is presumed that if a job is posted for tender on one of these sites that the result will be original and thus more likely to avoid detection via text matching tools such as Turnitin. This is a false assumption as ghost written text sometimes does match and/or plagiarism is detected by the marker.

While academics may view these businesses as unethical they occupy a grey area in law and thus contract cheating will be an increasing threat to academic integrity. Many of these sites mascarade as ‘homework help’ services and instruct students to use the provided paper as an example or exemplar only. Some sites even allow the user to determine the quality of the work, presumably under the assumption that the deception will not be detected if it is not seen as an outlier (ie the work is about the same level or grade as achieved by the student on other assessment tasks).

If the work provided by the contractor is original and not copied from other sources it may not be detectable by text matching tools such as Turnitin. Academics must, therefore, use a variety of strategies when detecting plagiarism and not become dependent on text matching alone.

Contract cheating is a breach of academic integrity and becomes plagiarism when the student submits the work and claims authorship.
1. Know about plagiarism

UNDERSTAND WHY STUDENTS PLAGIARISE

Plagiarism is not necessarily intentional. However, when it is, it may be for a number of reasons. Sometimes, students plagiarise simply because they are too lazy or they have left themselves too little time to do a thorough job on an assessment task. McCabe (2004) reports other reasons offered by students, such as:

- Cheating is a large part of the ‘real’ business world
- I have such a huge workload
- The benefit of cheating outweighs the consequence of not cheating
- My parents expect too much of me

Students find it easy to justify breaches of academic integrity including plagiarism, especially if they think lecturers are inconsistent in their approach, are not interested or choose to ignore it. They are also more likely to plagiarise if peers condone it. The Internet has facilitated ‘cut and paste’ opportunities, and for some students, the perception that if information is on the Internet, it is available for anyone to use. Students can also justify plagiarising if they do not perceive ‘fair reward’ for the greater effort required to do the work properly.

Students from non-English speaking backgrounds may bring with them different ways of writing (Kayaoğlu et al., 2015) and may have genuine difficulties avoiding plagiarism while they learn to structure their writing in ways that you expect. In Australia, essays usually begin with a sentence that summarises the main topic, followed by a linear argument that supports the initial statement. In many other cultures or academic traditions, essays are constructed differently. Some skirt around the topic and some present information that joins together, not necessarily in a linear fashion, but in support of the main topic. Students from other cultures may be genuinely perplexed about the need (or audacity) to alter others’ words or work and so will deliberately not do so. If they are struggling to write authoritatively, they will tend to copy too much because they do not have sufficient command of the language to paraphrase effectively.

Students repeating a unit may believe that work previously submitted is their own and thus plagiarism does not apply. There may also be a perception that they should not need to repeat work that was previously marked.

LEARN ABOUT PLAGIARISM

Become familiar with the options available to students. Students plagiarise in a number of ways:

- copying an assignment from another student
- copying material available on the internet
- cutting and pasting passages from several sources without efforts to paraphrase or integrate the information
- placing quotation marks around fewer than all the words copied
- paraphrasing some text but using quotation marks to indicate that the quote is verbatim
- contracting another student/person to do the work for them
- downloading or buying an essay from a commercial ‘paper mill’ or homework help/exchange
- fabricated citations and references (students do this to save time and make it appear that they have used a number of references)
- copying from others in a group work situation
- contributing little to group work but claiming authorship

List adapted from Harris (2002) and James, McInnis, and Devlin (2002).

See Roig (2005) for an elaboration of ethical practice in academic work.

DEVELOP STUDENTS’ KNOWLEDGE

Because students often have different understandings of the phenomenon of plagiarism, or the practices that constitute plagiarism, educators must induct students into their academic and disciplinary culture (Ashworth et al., 2003). **Students need to understand how and why plagiarism is contrary to the values that underpin academic integrity and how it undermines the notion of intellectual ownership.** Make your expectations and the penalties for plagiarising clear to your students. Let them know that you are up-to-date with plagiarism detection techniques (and will use them). It is the Unit Coordinator’s responsibility to ensure that all relevant information for students about plagiarism and collusion is included in the Unit Outline.
Educate your students about appropriate acknowledgement techniques—citation and referencing. Teach them the skills of summarising and paraphrasing. Most students try to avoid plagiarising if they can (Brown & Howell, 2001). If you demonstrate correct ways of referencing and explain the need for it, students are more likely to see it as an important skill to learn to gain the maximum benefit from your unit (McCabe, 2004). Show students examples of good scholarly writing for your discipline. Reinforce the skills within your discipline area and consistently follow up to ensure that students are getting the message.

While information provided by you is more effective than the same rules being given to students in a generic guidelines booklet, you should draw students’ attention to the Student Guidelines to Avoiding Plagiarism and the resources available via the library that will assist students in developing their citing and referencing skills. See the Library Guides at http://libguides.library.curtin.edu.au/.

Many instances of plagiarism are not sly attempts to cheat but are indicative of students’ lack of understanding of scholarly practices (the need to survey different ideas and synthesize different perspectives into their own understanding). They must learn to incorporate ideas into a coherent text that demonstrates their understanding. Some students think that these ideas need to be their own and are reluctant to admit to having read certain texts, while others may have read widely and genuinely believe that the ideas are their own (Defeldre, 2005). Others may simply not understand how to acknowledge the sources they have used. The important point is that students see that their demonstration of appropriate academic skills is important to you and therefore to the outcome of their progress throughout their unit and course.

**MODEL GOOD PRACTICE**

Model academic integrity and in particular appropriate acknowledgement of your sources. Ensure that all resources produced for units you are involved with contain appropriate citations and references. This includes written materials but also lecture notes and presentations that are recorded.
Two significant ways of preventing plagiarism are through course and assessment design. Carroll (2007) advocates a “design-in” and “design-out” approach—design into courses, units and assessment tasks features that limit opportunities for plagiarism or make plagiarism easier to detect, and design out those features that make plagiarism possible or more likely, or harder to detect.

If this is not possible, at least identify areas that may be problematic and develop mitigation strategies.

**ORIENTING AND SUPPORTING STUDENTS**

- Discuss academic integrity in class, makes students aware of the definitions, levels and penalties
- Make sure students know that you are aware of contract cheating. Many students assume that their teachers are not technically astute or internet aware
- Refer students with poor writing skills to programmes or resources that provide assistance e.g. The Learning Centre
- Read the unit outline and assessment guidelines from the perspective of the student. Is anything ambiguous? Ask students for clarification about ambiguities or lack of sufficient instructions when you first meet with them
- Be sensitive to the pressures students are under and reassure them by providing the information they need to succeed and provide assessment information in a timely fashion
- Make sure students know they can contact you with their concerns about breaches of academic integrity and that you will treat any reporting of breaches by other students in confidence
- Create opportunities for dialogue about plagiarism and for them to raise questions about their understanding and application of academic writing (for many students, having to ask a lecturer for assistance can be a daunting experience)

**COURSE AND UNIT DESIGN**

- Avoid over-assessing
- Ensure a balance of different types of assessment across the course with an understanding of the different risks to academic integrity associated with each type
- Space out assignments in units within the same study period so that they are not all due at the same time
- Use fewer assignments but require students to submit drafts of different stages of the work to give you a better insight into what they can and can’t do. Keep copies of early drafts (or part thereof)

**ASSESSMENT DESIGN**

- Ensure that the assessment profile for the unit uses a variety of assessment types with sufficient emphasis on assessment strategies that enable the assurance of individual student learning.
- Change assignment topics each study period to reduce the opportunity for students to copy from previous students. This not only helps to reduce plagiarism but also addresses the issue of unfair advantage that some students may gain over others that do not have networks with previous student groups (refer to Assessment Policy 3.9)
- Design assignments that can incorporate topics of interest to students or that are personally relevant to them or relevant to local issues or perspectives. The more unique and personal each assessment is the more difficult it will be to source elsewhere
- Use specific tasks, topics, or case studies requiring students to choose one
- Design assignments that integrate specific classroom experiences or responses to an issue
- Assess work done in class (with possible prior preparation)
- Avoid assignments for which the necessary information is readily available in succinct form (e.g. on the Internet or Intranet). Incorporate higher order thinking skills e.g. ask for analysis or evaluation of the construct or issue or an interpretation from their perspective
- Assess both the process and the product (Carroll, 2015). For example have students describe in their own words the aim of the task and the strategy or steps taken to complete the task. Alternatively require submission of evidence of the development of the product at various stages, this may be drafts of written work, or images of creative works. Reflections on how the student solved problems encountered through the process, including outputs of ‘failed’ attempts, can also be used to assess the learning process.
- Give clear instructions for assignments, particularly in relation to whether collaboration is permitted.
- If group work is involved, plan how students will report on the group process
- Indicate how students are to inform you of their individual contribution in a group assignment
- Provide clear marking criteria to students prior to them commencing an assignment
- Use Turnitin formatively by incorporating a self or peer review of the penultimate draft of their assignment to allow students to see the passages of text in their work that match other sources and to encourage good time management
• Educate students about the meaning of the similarity index and the originality report produced by Turnitin including the impact of innocent matches on the index
• Direct students to Curtin’s checklist to avoid plagiarism and recommend that all students refer to this checklist prior to submitting an assignment. (http://academicintegrity.curtin.edu.au/global/checklist.cfm)
• Include a declaration of originality and authorship in the submission process and a requirement for students to sign or accept the declaration (refer to Assessment Policy 4.6)
• Discuss the declaration and walk the students through the checklist in class when you are making explicit your expectations for academic integrity
• Ask students to provide along with the references a brief summary (or copy) of each source and where they obtained it, or collect an annotated bibliography prior to the assignment due date
• Require students to give an oral report about their paper or incorporate an interview or oral defence
• Require students to include a reflection on their process or to integrate the assessed work with other assessments.
3. Detect Plagiarism

Breaches of academic integrity and plagiarism must not be ignored. If you are unsure about the issue, report it. Students will get the message that plagiarism will be acted upon and deliberate plagiarism penalised.

It is important to remember that decisions about plagiarism are academic decisions rather than legal decisions. The standard of proof should be ‘on balance of probability’ rather than ‘beyond all reasonable doubt’ (Carroll, 2007). The initial judgement should be about the authenticity and originality of the student’s work rather than whether or not the student has committed an offence.

There are a number of strategies you can use to detect plagiarism; many of the suggestions offered in this section are based on Harris (2002).

Look for clues in the student’s work that suggest the possibility of plagiarism or contract cheating. These include:

- few or no in-text citations, references or direct quotes
- unusual formatting or discontinuities in formatting style
- mixed spelling (American vs Australian) or terminology
- inconsistencies in language style (introduction and conclusion inconsistent with the body of the assignment)
- different styles used for in-text citations and references, bibliographies with two or more styles
- no up-to-date references, citations of foreign authors only
- out-dated information, references to past events as if they were current
- going off the topic
- differences in expression and style throughout the paper
- failure to localise sources appropriate to the assessment or inclusion of non-local source material (e.g. in an assignment focusing on Australian tax law, unexpected reference to tax laws from other countries where this was not required)
- check file properties of the submitted artefact including first creation date and author. These are added automatically by the software program used to generate or edit the artefact.

**Familiarise yourself** with common electronic sources for plagiarised material:

- internet paper-mill sites, homework ‘help’ sites, online classifieds (e.g. Gumtree) and swap sites (go to a few sites and see what is on offer!)
- web sites where papers can be accessed by search engines

If you suspect a paper has been downloaded from an online source, try searching for it using a full-text search engine such as Google or Google Scholar.

During the period between the communication of the assignment requirements to students and the submission due date you may choose to monitor the web for students soliciting for someone to do the work for them (Lancaster, 2014). This may be achieved by monitoring known work auction sites or by setting up automatic notifications via Google Alerts or similar tools. Traceability will generally be improved if:

- unit specific details such as the User Defined Code, your name or email address, the university or campus name are embedded in the assignment name or assignment specifications
- the assignment description uses specific terms or is unique in some way (e.g. include a made up company name or city).
- visible and/or invisible indicators are included in the assignment details or any included files. Visible indicators include characters such as multiple spaces or dashes or visually similar characters from a different character set (e.g. cyrillic letters). Invisible indicators include hidden characters.

**TEXT MATCHING TOOLS**

Turnitin is an electronic text matching system that compares text in a student assignment against a large database of electronic text collected from the internet, electronic publications and previously submitted student papers. Turnitin’s database includes over 24 billion web pages from the current web as well as archived web pages, more than over 250 million student papers, as well as text from content partners including textbook publishers and digital reference collections ([http://turnitin.com/en_us/products/content](http://turnitin.com/en_us/products/content)). While the Turnitin web crawler scans and indexes new and existing content on the internet some material may not be accessible. Thus internet sites with restricted access (i.e. sit behind a corporate firewall; sites that require an account and login details) will not be included in the Turnitin database and thus will not be listed as sources in the originality report. Also documents that have been scanned to .pdf as images rather than text will not appear in the database (this includes some of the texts on Google Books).
When a student submits a paper to Turnitin an Originality Report is generated highlighting the passages of text that are not original, each highlighted passage is linked to a list of sources that match (see Figure 1). The proportion of the student’s paper that matches to sources in the Turnitin database is reported as the Similarity Index. The Similarity Index is a simple mathematical ratio of the number of highlighted words divided by the number of words in the submitted file. Consequently the index is affected by the length of the assignment with small amounts of matching text producing high index scores in short assignments. The index is also affected by the filters and settings some of which are set for all submissions and some which can be altered when viewing an individual submission (see Figure 2). The exclude quotes and exclude bibliography filters exclude matching text that is between quotation characters (“”) and in the reference list respectively so that they are not used in the calculation of the Similarity Index.

The text that matches one or more sources in the Turnitin database is colour coded and flagged with a number. The number matches the list in the sidebar on the right. The primary source is shown in the list, this is the source that accounts best for the highlighted text with that flag. Secondary sources can be viewed by clicking on the arrow next to the primary source. Note that the list indicates sources in which the matched text can be found, it does NOT indicate that the student necessarily copied the text from that source. This is particularly relevant when the matched source is another student’s paper, especially if the student is from another institution. In these cases it is likely that both students copied the text from a source that is not accessible to Turnitin. In either case, highlighted text indicates that the phrase has been copied and has not been sufficiently paraphrased by the student.

It is important to be aware that Curtin does not define a ‘safe’ level for the Similarity Index nor is there a level that signals that plagiarism has occurred. The evaluation of plagiarism is an academic process that takes into account the evidence within the context of the specific assessment. For example ‘innocent’ matches often occur when common phrases from the discipline are used or when students include the text of the question or specific headings as part of their assignment. These matches will contribute to the Similarity Index but should not be considered in the evaluation of plagiarism by the academic during the marking process.

Turnitin does not assess the inclusion of, or formatting of, citations or references. Appropriate acknowledgement of sources must be evaluated by the academic marking the work.

Access to Turnitin is available to all staff who teach Curtin students, however the licencing limits its use to work produced by students. Turnitin is now integrated with Blackboard, with access granted via the user’s Curtin credentials.

For further information about Turnitin refer to the Academic Integrity website (http://academicintegrity.curtin.edu.au/staff/turnitin.cfm).

Figure 1: Example of a Turnitin Originality Report showing the Similarity Index (60%) and highlighted passages of text linked to sources.

Figure 2: Filters and settings that impact on the calculation of the Similarity Index.
This guide outlines the general procedures for the management of plagiarism at Curtin. The Management of Plagiarism policy is applicable to students enrolled in pre-bachelor, undergraduate and postgraduate course work units as well as higher degree by research students in research thesis work. The policy is aligned with Statute No. 10 – Student Discipline and the Academic Misconduct Rules because any plagiarism that is deemed to have been dishonest or unfair is considered Academic Misconduct and is therefore handled under the processes and procedures dictated by Statute 10 and described in the Academic Misconduct Rules.

In brief, any staff with responsibilities related to the assessment of student work are responsible for identifying plagiarism and taking appropriate action.

Level I plagiarism cases are not considered Academic Misconduct, as these cases involve a lack of proficiency or understanding of academic conventions such as referencing or paraphrasing and can only be applied to ‘New to Curtin’ students. Level I plagiarism cases are managed by the Unit Coordinator or HDR supervisor.

Level II or III plagiarism cases are considered Academic Misconduct resulting from actions that are deemed dishonest or unfair or from a failure to apply academic conventions where adequate knowledge would have been expected, and therefore must be referred to the Authorised Officer (AO) for investigation as described under the Academic Misconduct Rules.
The AO is generally the Head of School. If a unit does not include a Head of School within its management structure, the senior academic staff member responsible for the unit will be appointed the AO by the Academic Registrar. The role of the AO is to investigate allegations of Academic Misconduct. An Authorised Officer can delegate the investigation of the matter to an Inquiry Officer (IO).

If the inquiry finds that evidence exists that Academic Misconduct (Level II or III plagiarism) has occurred, the Authorised Officer is to complete a report and direct it to their faculty Student Discipline Panel. The panel will then determine the penalty for the offence after considering the report and the recommendations of the Authorised Officer. The chair of the panel notifies the student of the penalty and informs the relevant staff member who is required to action the penalty.

Guidelines and procedures for staff reporting an incident to the AO and for the AO/IO conducting an investigation are provided in the Managing Student Misconduct: Explanatory Guide for Staff booklet. (https://studentcentral.curtin.edu.au/references/documents/misconduct/ManagingStudentMisconduct.pdf).

If the Student Discipline Panel decides the penalty for the offence is beyond the powers of the panel the matter will be referred to the Board of Discipline.
LEVEL OF PLAGIARISM

To promote consistency and fairness in dealing with plagiarism, Curtin categorises incidents of plagiarism using a classification schema with three levels.

**Level I plagiarism** is plagiarism that is perceived to be due to a student's inexperience with academic writing or presentation of academic work, or a lack of knowledge of the conventions used for referencing or acknowledging sources, rather than an intention to deceive. Level I plagiarism may only be applied to incidents where the student meets the 'New to Curtin' criteria:

- a student enrolled in any pre-Bachelor, undergraduate, or postgraduate course who has not yet successfully completed the designated unit (or appropriate alternative) within the course, in which information and instruction about academic integrity is provided, or has completed less than 50 credit points at Curtin (or on their record) or has been enrolled in less than two study periods at Curtin
- a student enrolled in a Higher Degree by Research degree who has not yet submitted their candidacy document

Where the student is expected to be more experienced (i.e. no longer meets the ‘New to Curtin’ criteria), yet produces work that contains inadequate paraphrasing, inadequate referencing or acknowledgement of sources, or includes material (e.g. sentences, images, computer code) that is copied, the incident shall not be excused as Level I plagiarism and will be viewed as either Level II or III plagiarism.

**Level II plagiarism** describes incidents where conduct is dishonest and unfair in connection with academic work, and therefore is considered Academic Misconduct. It is more serious than Level I plagiarism and includes inappropriate or fraudulent acts or work arising from a student’s ignorance of or failure to apply academic conventions (where adequate knowledge would have been expected), or where intention to deceive an assessor or cheat by way of plagiarism is apparent, but where the overall effect or consequence of the plagiarism does not significantly compromise the assessment process.

**Level III plagiarism** is used to describe incidents where conduct is dishonest or unfair in connection with academic work. It is more serious than Level II plagiarism and includes copied or appropriated work arising from a clear intention to deceive an assessor, or premeditated cheating by way of plagiarism, and where the effect or consequence of the plagiarism seriously compromises the assessment process.

**Level I plagiarism** is not considered to be academic misconduct.

When a student’s work has been classified as Level I plagiarism, the student should be contacted and informed of the fault in their work. The student may also be provided with educational advice and/or a recommendation to attend an education program or complete additional self-directed work to remediate their understanding of paraphrasing and referencing. It may be determined that the student should correct the plagiarism in their work prior to marking. There is no mark penalty for the Level I plagiarism provided the student subsequently hands in work of an acceptable standard.

**Level II plagiarism** describes incidents where conduct is dishonest and unfair in connection with academic work, and therefore is considered Academic Misconduct. It is more serious than Level I plagiarism and includes inappropriate or fraudulent acts or work arising from a student’s ignorance of or failure to apply academic conventions (where adequate knowledge would have been expected), or where intention to deceive an assessor or cheat by way of plagiarism is apparent, but where the overall effect or consequence of the plagiarism does not significantly compromise the assessment process.

**Level III plagiarism** is used to describe incidents where conduct is dishonest or unfair in connection with academic work. It is more serious than Level II plagiarism and includes copied or appropriated work arising from a clear intention to deceive an assessor, or premeditated cheating by way of plagiarism, and where the effect or consequence of the plagiarism seriously compromises the assessment process.
Plagiarism Level II and III are considered Academic Misconduct.

The Authorised Officer will formally investigate the matter by following the process described under the Academic Misconduct Rules (http://policies.curtin.edu.au/local/docs/statute_10_academic_misconduct_rules.pdf).

The Authorised Officer can nominate another staff member to act in the capacity of an Inquiry Officer to conduct an initial inquiry. The Authorised Officer (or Inquiry Officer if nominated) must inform the student of the allegation of plagiarism and provide them with any relevant documents relating to the allegation. The student must then be given the opportunity to respond to the allegations.

In collating evidence, the Authorised Officer should keep in mind that the decision is an academic one: on balance of probability, is this the student’s work? One cannot award academic credit where there is doubt that the work is the student’s own. It is not necessary to show ‘beyond all reasonable doubt’ that the student has plagiarised.

The Authorised Officer will use the following criteria to assess the seriousness of a case of plagiarism that is alleged to be academic misconduct.

**Criterion 1:** Whether there is evidence to suggest that the student intended to cheat by way of plagiarism.

**Criterion 2:** The degree of advantage gained or potentially gained. The degree of advantage gained may relate to the nature of the breach of academic scholarship and/or the extent of the plagiarism (amount or proportion of the assessment item or work that is not the student’s own) and/or the extent to which the assessment process is compromised.

**Criterion 3:** The extent to which the student has attempted to gain a dishonest advantage over other students.

**Criterion 4:** Potential negative reputational risks and the importance of taking clear and decisive action to protect academic integrity.

Following the investigation the Authorised Officer or Inquiry Officer prepares a report containing the evidence and documents pertaining to the alleged plagiarism.

If the Authorised Officer determines that the incident is academic misconduct the report is then directed to the faculty Student Discipline Panel who will determine the outcomes for the incident and impose a penalty for the offence. If the offence is deemed a serious Level III plagiarism offence and the penalty required is beyond the powers of the Student Discipline Panel the matter will be referred to the Academic Registrar who will convene a Board of Discipline.

At times the Authorised Officer may identify that a case being investigated does not constitute a matter of academic misconduct and can refer it back to the Unit Coordinator for management.

It is important during the period in which an incident is being investigated that the assessment process is suspended.

From the point when plagiarism is first suspected in a student’s work the marking process should cease and thus no mark/grade can be awarded and the work is not returned to the student. A grade will only be determined after the processes described in the Academic Misconduct Rules have been followed.
ROLES AND RESPONSIBILITIES OF STAFF MEMBERS

The basic principle espoused is that prevention through education is better than an attempt at cure through penalty. This means that all teaching staff have a responsibility to ensure that students are regularly informed of the requirements for academic integrity and that each unit incorporates an appropriate plan for student development and/or maintenance of skills of academic writing/working with integrity.

The second principle is that of fairness. Fairness can only be achieved if policies and procedures are carried out consistently within units, and across courses and disciplines. This means that all breaches of academic integrity are acted upon—and not ignored.

The actions described in this section are consistent with Curtin’s Management of Plagiarism Policy and Academic Misconduct Rules.

All decisions relating to plagiarism should be made by at least two staff members in consultation, and that the more serious the incident, the more senior the academics who manage the incident and the more rigorous the process undertaken.

The actions for dealing with HDR students are outlined separately.

1. Lecturer, Tutor or Marker

As the teaching staff member with close student contact you are required to liaise with and mediate for your students. You will probably be the one who, during the marking process, brings attention to possible plagiarism in a student’s work.

Lecturer, tutor or marker role in brief:

- Stop the marking process as soon as you identify plagiarism in a student’s work
- Write a brief summary of the nature and extent of the alleged plagiarism and collect/reference supporting evidence
- Contact the Unit Coordinator
- Follow the How to Manage Plagiarism flowchart
- Follow-up to ensure that the outcome of the incident has been determined
- Execute any responsibilities delegated to you by the Unit Coordinator to assist with the management of the plagiarism. This may include:
  » providing appropriate educational advice to the student
  » informing the student and assisting him/her to respond to the advice
  » resuming marking to determine a mark, applying mark deductions or penalties as directed
- Be familiar with how the unit your are working in fits within the overall course structure and whether you may be dealing with ‘New to Curtin’ students in the unit. If in doubt consult with the Unit Coordinator.
- When you first become concerned that the student’s work that you are marking is plagiarised stop the marking process, put the work aside until you can consult with the Unit Coordinator. Contact the Unit Coordinator and provide them with a brief summary of the nature and extent of the plagiarism, include or link to a copy of the student’s work and any supporting evidence such as a Turnitin report, internet search results or references to sources not identified in the Turnitin report.
- Follow-up to ensure that the outcome of the incident has been determined. In some instances it may be determined that there is insufficient evidence of plagiarism and the case will be dismissed. You may then resume the marking process and assign a mark (no penalty).
- If the student is a ‘New to Curtin’ student and the incident is determined to be Level I plagiarism follow the Level I procedure outlined on the Academic Integrity website (https://academicintegrity.curtin.edu.au/staff/policy/Process_staff.cfm).
- The procedure outlines the actions to be taken including: notification, advice and support; assessment procedures; and reporting. If the student is given an opportunity to correct the plagiarism in their work and submit the revised work for marking you must ensure that the student does not gain unfair advantage to improve their work. Level I incidents do not attract a penalty for the act of plagiarism, however if the marking rubric includes criteria for academic writing and/or referencing the student may still lose marks. It is important that procedures and decisions are applied consistently across markers within a unit.
- For all incidents of plagiarism where the student does not meet the criteria for ‘New to Curtin’, and for incidents of plagiarism where there is evidence of an intention to deceive an assessor or cheat by way of plagiarism, follow the Level II/Level III procedure outlined on the Academic Integrity website. (https://academicintegrity.curtin.edu.au/staff/policy/Process_staff.cfm).
- Your responsibility with regard to the management of a plagiarism incident ceases if the level of seriousness exceeds Level I.
- If any incident results in the student’s work being referred to the Authorised Officer, it is important that the student’s work is not awarded any mark/grade and is not returned to the student until after the Academic Misconduct process has been completed and the student has been informed of the outcome. If the penalty is for the student to repeat the assessment with a reduced maximum mark you may be asked to mark the submitted work with the Unit Coordinator applying the penalty.
2. Unit Coordinator

As Unit Coordinator you have a major role in ensuring academic integrity and in managing plagiarism.

In terms of ensuring academic integrity you have a responsibility to ensure that all students are made aware of the requirement for academic integrity in all assessments within the unit.

Unit Coordinator role in brief:

- Understand how/if the ‘New to Curtin’ criteria apply to students in the unit
- Instruct markers to follow the How to Manage Plagiarism flowchart
- For ‘New to Curtin’ students follow the Level I procedures
- For students not ‘New to Curtin’ and for all incidents where there is evidence of an intention to deceive an assessor or cheat by way of plagiarism refer the incident to the Authorised Officer
- Ensure that no marks or feedback are communicated to the student until the incident is closed
- Carry out or delegate actions appropriate to the level of plagiarism
- Ensure that all incidents of suspected plagiarism are investigated and are managed consistently within the unit

To carry out your responsibilities for managing plagiarism you should be familiar with how the unit you coordinate fits within the overall course structure and understand the characteristics of the students enrolled in the unit including: their academic background, their level of skill in academic writing and acknowledgement of sources using approaches appropriate to the discipline.

Does the unit include students who can be classified as ‘New to Curtin’? This may be the case if the unit is a first year unit but may not apply to all students.

Do you coordinate the designated unit in the course where information and instruction about academic integrity is provided? If so you may also need to consider the assessment profile for the unit and the opportunities for students to demonstrate achievement of the appropriate standard of academic writing or academic work. As the determination of Level I plagiarism is highly dependent on the achievement of this standard within the designated unit it is critical that you do not allow students to pass through this unit leaving issues of plagiarism unaddressed.

Have students enrolled in your unit already completed the designated unit? If so then those students are no longer considered to be ‘New to Curtin’. Similarly, any student who has completed 50 credits OR has been enrolled for two or more study periods at Curtin are no longer considered to be ‘New to Curtin’. Also, if the unit includes students who have articulated into the course from alternative pathways and have been given credit for recognised learning (CRL) for the designated unit they are not considered to be ‘New to Curtin’ regardless of the number of credit points completed at Curtin.

Consequently, if you discover plagiarism, or if staff working in the unit identify and refer to you a student’s work that contains plagiarism, you will need to determine if the student does/does not fit the ‘New to Curtin’ criteria. You must then determine whether the incident can be handled as a Level I incident or whether it must be referred to the Authorised Officer for investigation.

If you, as Unit Coordinator, are also the person detecting the plagiarism you should consult with the Course Coordinator or Director of Teaching and Learning so that, where appropriate, two people are involved in the decision-making process.

If it is appropriate to manage the incident as Level I plagiarism follow the Level I procedure outlined on the Academic Integrity website (https://academicintegrity.curtin.edu.au/staff/policy/Process_staff.cfm). Decide the action to be taken and what educational advice and support would assist the student. Advise the student of the breach of academic integrity, the educational/remedial exercise required and the resubmission date for any revised work. Record the incident on the university’s online Plagiarism Recording System (https://academicintegrity.curtin.edu.au/staff/incident/lodge/). These activities may be delegated to a staff member working in the unit but it is the Unit Coordinator’s responsibility to ensure that the actions have been carried out.

If the student is not a ‘New to Curtin’ student or if an intention to deceive an assessor or cheat by way of plagiarism is apparent, follow the Level II/Level III procedure outlined on the Academic Integrity website (https://academicintegrity.curtin.edu.au/staff/policy/Process_staff.cfm).

At the conclusion of the procedure you will be required to assign a mark for the assessment task. The mark will depend on the level of plagiarism.

For Level II or Level III plagiarism the Student Discipline Panel may instruct you to assign a nil grade (mark of zero) for the task or a fail if the task is pass/fail. If the panel instructs you to assign a reduced grade you must first organise for the work to be marked. Guidance on strategies for marking work that contains plagiarism is provided on the Academic Integrity website. The SDP may determine that the student is to repeat the assessment task with a reduced maximum mark. Follow the procedure outlined on the Academic Integrity website in terms of the fairness or equivalence of the assessment and for the methodology for calculating the reduced mark.
For Level I plagiarism follow the guidance provided on the academic integrity website to have the work marked. If you determine that the student is required to correct the plagiarism in their work and submit the revised work for marking you must ensure that the student does not gain unfair advantage to improve their work. Level I incidents do not attract a penalty for the act of plagiarism, however if the marking rubric includes criteria for academic writing and/or referencing the student may still lose marks.

It is important that procedures for identifying and managing plagiarism are applied consistently within the unit, particularly when multiple markers or tutors are involved.

For each of the outcomes described above when the mark is entered into the Blackboard Grade Centre a notation should be included indicating that the mark is reduced as a result of an incident of plagiarism.

In addition, it is your responsibility to make sure that the unit outlines contain all necessary information for students and is as clear as possible with regard to marking criteria and expectations of citing, referencing and collaborative work. You should also take steps to re-design assessment items to make plagiarism more difficult for students and/or make detection easier for staff.

3. Authorised Officer and Inquiry Officer

The role of the Authorised Officer (AO) is to investigate incidents of alleged Level II and III plagiarism and to determine if academic misconduct has occurred.

The AO may appoint an Inquiry Officer (IO) to conduct the initial inquiry and gather evidence. The IO should be someone who is unbiased and has no conflict of interest (thus this should generally not be the person who reported the issue) and is familiar with academic matters including the policy and procedures.

When the inquiry is initiated the student must be notified in writing of the incident and invited to respond. The student may respond in writing or can provide a verbal response. The investigating officer (AO/IO) may choose to interview the student to collect additional information or to determine authorship of the submitted work.


4. HDR Supervisor or Chair of Thesis Committee

The primary supervisor and all supervisors have a role in detecting and managing plagiarism in the work of students enrolled in a higher degree by research. This includes all work related to their research including candidacy documents, thesis work or publications submitted while the student is enrolled as a Curtin student.

HDR students are considered ‘New to Curtin’ during the candidacy period and thus any plagiarism detected in the development of the candidacy document may be managed as Level I plagiarism. The student would then be required to address the plagiarism and resubmit the draft to the supervisor. The document should not be submitted for candidacy until all plagiarism has been addressed.

Once an HDR student has submitted their candidacy document to the thesis committee they are no longer considered to be ‘New to Curtin’. Any plagiarism identified in the student’s work after the candidacy submission date should be referred to the chair of the thesis committee for investigation as possible Level II/III plagiarism.

The primary supervisor has the same responsibilities as the Unit Coordinator for detecting, managing and reporting plagiarism.
A student enrolled in any pre-Bachelor, undergraduate or postgraduate course who has not yet successfully completed the designated unit (or appropriate alternative) within the course, in which information and instruction about academic integrity is provided, and:
- has completed less than 50 credit points of study at Curtin; or
- has less than 50 credit points of study on their record; or
- has been enrolled in less than two study periods at Curtin.

A student enrolled in a Higher Degree by Research degree prior to the submission of their candidacy document.

*New-to-Curtin student*

A student enrolled in any pre-Bachelor, undergraduate or postgraduate course who has not yet successfully completed the designated unit (or appropriate alternative) within the course, in which information and instruction about academic integrity is provided, and:
- has completed less than 50 credit points of study at Curtin; or
- has less than 50 credit points of study on their record; or
- has been enrolled in less than two study periods at Curtin.

A student enrolled in a Higher Degree by Research degree prior to the submission of their candidacy document.

For further information: CTLAssessment@curtin.edu.au
**ACADEMIC MISCONDUCT - PLAGIARISM**

**PLAGIARISM FLOWCHART**

1. **REPORTING**
   - Tutor/lecturer or HDR Supervisor detects or suspects plagiarism. Copies evidence.
   - Alleged Academic Misconduct is reported to Authorised Officer (AO).
   - AO determines if there are grounds to warrant further investigation.
   - AO initiates inquiry (may be undertaken by AO or an appointed Inquiry Officer (IO)).

2. **INQUIRY**
   - AO/IO informs student of allegation and gives 7 days minimum to respond in writing.
   - If an IO is appointed, IO provides a report of the findings to the AO.
   - AO determines if Academic Misconduct has occurred and completes report.

3. **PENALTY (SDP)**
   - AO provides report to the Chair of the Student Discipline Panel (SDP).
   - SDP determines penalty.
   - SDP determines Category 1 penalty.
   - SDP determines that a Category 2 penalty may be warranted.

4. **PENALTY (BoD)**
   - SDP refers matter to the AR to convene a Board of Discipline (BoD).
   - AR notifies student gives student a minimum of 7 days to provide a written submission in relation to SDP recommendation and possible penalty.

5. **APPEAL (TO PVC)**
   - Student lodges an appeal against determination of AO and/or penalty imposed by SDP. Appeal submitted in writing to AR and within 14 days of notification of outcome.
   - AR refers student appeal to the relevant Pro Vice Chancellor (PVC).
   - PVC hears appeal within 28 days of receipt of notice of appeal.
   - PVC gives 7 days notice to the relevant parties of the date and time of hearing and to provide written submissions.

6. **APPEAL (TO SDAB)**
   - Student lodges an appeal against a penalty imposed by the BoD. Appeal submitted in writing to AR and within 14 days of notification of outcome.
   - AR refers student appeal to the Chair of the Student Discipline Appeals Board (SDAB).
   - SDAB hears appeal within 28 days of receipt of notice of appeal.
   - Chair of SDAB notifies AR and student of decision.
   - Decision is final and higher penalty can be imposed.
   - PRS updated by AR.
Is it Level 1 plagiarism?

- **YES**: Tutor manages remediation as advised by Unit Coordinator. Supervisor manages remediation in consultation with Chair, Thesis Committee.
- **NO**: Level II or III plagiarism is considered Academic Misconduct.

Level II or III plagiarism is considered Academic Misconduct.

- **NO**: No further action, inform student.
- **UNSURE**: No further action, inform student.
- **YES**: AO determines if student should be counselled regarding appropriate behaviour.

AO determines if student should be counselled regarding appropriate behaviour.

- **NO**: No further action, inform student.
- **YES**: Arrange for student to receive educational advice.

Appeal right to PVC (see 5 below).

Appeal right to PVC (see 5 below).

Unit Coordinator (or Supervisor) enters details of the plagiarism into the Plagiarism Recording System (PRS).

Unit Coordinator (or Supervisor) enters details of the plagiarism into the Plagiarism Recording System (PRS).

- **No Appeal Submitted.**
- **Appeal right to SDAB (see 6 below).**

SDP determines Category 1 penalty.

BoD considers AO report, SDP recommendation, and student submission and determines penalty.

BoD notifies AR and student of penalty imposed and AR records plagiarism in the PRS.

BoD notifies AR and student of penalty imposed and AR records plagiarism in the PRS.

- **No Appeal Submitted.**
- **Appeal right to SDAB (see 6 below).**

Chair of the SDP notifies AR and Academic Registrar (AR) of penalty imposed and records plagiarism in the PRS.

Chair of the SDP notifies AR and Academic Registrar (AR) of penalty imposed and records plagiarism in the PRS.

- **No Appeal Submitted.**
- **Appeal right to SDAB (see 6 below).**

Student has the right of appearance before the PVC for an appeal hearing.

PVC considers appeal and decides to uphold or vary either determination or penalty.

PVC notifies AR and student of decision. Decision is final and higher penalty can be imposed. PRS updated by AR.

PVC notifies AR and student of decision. Decision is final and higher penalty can be imposed. PRS updated by AR.

- **No Appeal Submitted.**
- **Appeal right to SDAB (see 6 below).**

Chair of the SDAB gives 7 days notice to the relevant parties of the date and time of the hearing and to provide written submissions.

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- **No Appeal Submitted.**
- **Appeal right to SDAB (see 6 below).**

SDAB considers appeal and decides to uphold or vary either determination or penalty.

SDAB considers appeal and decides to uphold or vary either determination or penalty.

- **No Appeal Submitted.**
- **Appeal right to SDAB (see 6 below).**

Student has the right of appearance before the SDAB for an appeal hearing.

Student has the right of appearance before the SDAB for an appeal hearing.

- **No Appeal Submitted.**
- **Appeal right to SDAB (see 6 below).**
OUTCOMES AND PENALTIES

Guidelines for the range of penalties and/or educational advice that may be applied after determination of the level of seriousness of the plagiarism are outlined on page 24 for students in coursework units (Undergraduate or Post Graduate), and page 25 for HDR students.

Note that the lowest two ‘penalties’, requirement to attend an appropriate (educational) course or remedial counselling/advice, can be applied at any level.

The Student Discipline panel consider a number of factors when determining the penalty for cases of academic misconduct resulting from plagiarism. This may include:

- the nature and extent of the plagiarism
- degree of premeditation
- the student’s history of previous plagiarism offences
- if the offending work is in final draft thesis material or in a submitted thesis

Mitigating factors that may justify a penalty waiver or reduction include:

- offender under duress
- role played by offender, if others involved
- if the offending work is in early draft thesis material

EDUCATIONAL/REMEDIAL ADVICE FOR STUDENTS

The advice offered to students should be relevant to their needs. It may include any of the following:

- To read the student booklet Academic Integrity at Curtin: Student guidelines for avoiding plagiarism before attempting to revise faulty work
- To complete the library’s Understanding Referencing interactive tutorial online
  Obtain a copy of the appropriate citing and referencing guide from the Library
- To attend a relevant workshop from the Learning Centre StudyPlus program
- To attend a relevant postgraduate seminar

HDR students have a requirement to complete an online research integrity program and can be referred to information withing the program.

For counselling, students should be referred to the Student Counselling Service ([http://counselling.curtin.edu.au/](http://counselling.curtin.edu.au/)).

APPEALS

Students who believe they have been unfairly dealt with in relation to an accusation of plagiarism may appeal by following the procedures described in the Academic Misconduct Rules.

<table>
<thead>
<tr>
<th>Confirmed Level I Plagiarism (Unit Coordinator)</th>
<th>Confirmed Level II Plagiarism (Student Discipline Panel, SDP)</th>
<th>Confirmed Level III Plagiarism (Student Discipline Panel)</th>
<th>Confirmed Level III Plagiarism (Board of Discipline, BoD)</th>
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<td>Educational advice</td>
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<td>Revise and resubmit the assessment</td>
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<td>Attend counselling or a lecture, seminar, workshop or similar activity</td>
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<td>A formal warning or admonishment, or both</td>
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<td>Repeat assessment with reduced maximum mark</td>
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<td>• • •</td>
<td>A reduced or nil grade in respect of the assessable item in which the Academic Misconduct occurred</td>
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<td>An ANN grade for the unit in which Academic Misconduct occurred</td>
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<td>• • •</td>
<td>ANN grades for one or more other units; assessed in the same study period as the unit in which Academic Misconduct occurred</td>
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<td>Suspension of all or any of a Student’s rights and privileges within the University for a period up to 1 month (if SDP) or a specified period (if BoD) including:</td>
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<td>Termination from the course to which the Student is admitted</td>
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<td>Expulsion from the University</td>
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<td>Rescission or withholding of any award or the withdrawal of credit for an completed unit, or both</td>
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**GUIDELINES FOR APPLYING PENALTIES: THESIS UNITS**

<table>
<thead>
<tr>
<th>Confirmed Level I Plagiarism (Research Supervisor)</th>
<th>Confirmed Level II Plagiarism (Student Discipline Panel, SDP)</th>
<th>Confirmed Level III Plagiarism (Student Discipline Panel)</th>
<th>Confirmed Level III Plagiarism (Board of Discipline, BoD)</th>
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<td>Attend counselling or a lecture, seminar, workshop or similar activity</td>
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<td>Revise and resubmit a thesis prior to submission or under examination</td>
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<td>A formal warning or admonishment, or both</td>
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<td>i. Exclusion from attendance at any specified scheduled class activity, such as a lecture, seminar, or tutorial workshop</td>
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<td>ii. Exclusion from all or a specified part of a campus or education centre</td>
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<td>iii. Exclusion from participating in any activity organised or managed by the University</td>
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<td>iv. Denial of access to any or all facilities or services of the University</td>
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<td>v. Exclusion from enrolment in any unit or admission to any course</td>
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<td>A FAIL classification for a thesis</td>
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RECORDS

Records of all breaches of academic integrity must be kept to enable the University to evaluate its management procedures. These records also provide:

- a means of monitoring the consistency of decisions and penalties
- evidence that appropriate and fair educational/remedial processes have been implemented and undertaken by the students concerned
- details about a student’s previous offences (to be considered only when determining an appropriate penalty)

All incidences of plagiarism must be entered into the online “Plagiarism Recording System” (https://academicintegrity.curtin.edu.au/staff/incident/lodge/). Unit Coordinators are to enter Level I offences, while the Chairs of the Student Discipline Panels are responsible for entering Level II and III offences.

FILING AND MAINTENANCE OF RECORDS OF PLAGIARISM INCIDENTS

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>UNIT COORDINATOR</th>
<th>AUTHORISED OFFICER</th>
<th>CHAIR OF STUDENT DISCIPLINE PANEL</th>
<th>ACADEMIC REGISTRAR</th>
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<tbody>
<tr>
<td>LEVEL I</td>
<td>Records the details of the incident on the Plagiarism Recording System</td>
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<td>LEVEL II</td>
<td>Notifies Authorised Officer of incident of possible academic misconduct (plagiarism). Report to AO includes supporting evidence (e.g. Turnitin Originality Report)</td>
<td>Notifies student of allegation using Template B Completes Authorised Officer Report using Template A</td>
<td>Completes Penalty Decision Report using Template C Informs Student of penalty decision using Template D Records the details of the incident on the Plagiarism Recording System</td>
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<td>LEVEL III</td>
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<td>LEVEL III (SERIOUS)</td>
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Informs student of referral to Board of Discipline Notifies Student of penalty decision
COUNSELLING

http://counselling.curtin.edu.au/

Academic counselling supports the study and work of students and staff through:

- direct service to individuals
- educational programs
- organisational support including crisis response and conflict resolution

Experienced staff can provide guidance and advice for students who may need other forms of counselling.

LIBRARY

http://libguides.library.curtin.edu.au/

The University Library provides a range of learning resources that allow students to develop referencing skills. These include comprehensive guides on the referencing styles commonly used at Curtin.

These guides provide many examples of how to reference books, articles, electronic sources, government publications and more.

EndNote is a useful tool to assist all students in managing the referencing and citation requirements of assessments http://libguides.library.curtin.edu.au/content.php?pid=266690

The library provides free workshops on Endnote throughout the year http://workshops.library.curtin.edu.au/
LEARNING RESOURCES

The Learning Centre can be found at http://unilife.curtin.edu.au/learning_support/learning_centre.htm. There are links to programs designed to assist students with academic writing and research skills, strategies and self-management.

The following resources may be helpful:

- PowerPlus program on Academic Integrity
  http://unilife.curtin.edu.au/learning_support/academic_integrity_program.htm

- Online PowerPlus program on Writing and Academic Integrity

WEBSITES

The International Center for Academic Integrity can be found at http://www.academicintegrity.org/ and is a useful site for ideas for preparing your courses of study.

The Plagiarism.org website. (http://www.plagiarism.org) also provides resources on plagiarism for staff and students.

Additional relevant websites are listed on the Academic Integrity website (http://academicintegrity.curtin.edu.au/staff/links.cfm)
REFERENCES


ADDITIONAL BOOKS/PAPERS


CHECKLIST TO HELP YOU PREVENT PLAGIARISM IN YOUR WORK

Make sure you have:

1. **paraphrased correctly and included a reference to clearly indicate the parts of your work that are drawn from another person’s work.**
   
   You must clearly indicate which part of your work is drawn from somewhere else. Paraphrasing is when you use what someone else has said or written, but you write it in your own words. If you paraphrase you must include an in-text citation so the reader can locate the source.

2. **used direct quotations sparingly.**
   
   Carefully selected quotations add to the points you are making, but they don’t, in themselves, add to the quality of your work. Put another way, if you submitted an essay made up entirely of quotations from other sources you would probably gain a low or zero mark. It is fine to occasionally quote other people, and it is expected that you do – but make sure you provide your own contribution or viewpoint. It is your work that earns you marks.
   
   Direct quotes are generally put in italics and should always be put inside quotation marks. Longer quotes can be indented so they stand apart from the main body of the text. Each quote must be followed by an in-text citation.

3. **provided a reference for every image, diagram or figure** (unless you created it).
   
   Creation is when you produce something new. If you edit an existing item it would still need to be referenced.

4. **included a reference list of all work cited.**
   
   Make sure you understand what type of referencing protocol you are required to follow for your unit.
   
   - For text based assessments you will usually need to include in-text citations and a reference list that gives the full details of the source material.
   - For visual based artifacts or portfolios you will usually need to include a reference list that gives the full details of the sources that you referred to when creating your work, anything that you have used and modified must be listed.

5. **kept a copy of the original sources that you have referenced.**
   
   Always keep your work and the original reference together. Losing the original source of the information is poor academic practice, and it means you might end up submitting work without a reference; or, you might end up submitting it with the wrong reference. You could, at any time, be required to produce the original source for comparison.

6. **NOT used copy and paste to take text from another source (unless it is a direct quote and you reference it).**
   
   This is VERY important. If you copy and paste from a source and fail to reference it properly then you have plagiarised. It doesn’t matter whether you did this intentionally or not. Depending on the circumstances of the case, plagiarism may be treated as academic misconduct where serious penalties can apply.

7. **NOT used another student’s work, or submitted someone’s work as your own.**

   Often students are encouraged to work together, to cooperate by sharing ideas and understandings. However, individual assessments (where your name is the only name on the cover sheet) are meant to be your own work.
   
   Copying from someone else’s work is plagiarism and serious penalties can apply.
   
   Do not allow anyone else to submit your work as their own: this is collusion which is considered academic misconduct.
   
   If you have found yourself in a situation where you have considered copying other work, it may be because you are having problems with time management or you have found the assessment difficult. In these cases it is far better to seek assistance from teaching staff or to ask for an extension to submit your work at a later date. This is a better outcome than being accused of committing a plagiarism offence.

Plagiarism can be avoided by making sure you can tick all 7 boxes on this checklist

To learn more about plagiarism and access further resources visit Curtin’s Academic Integrity website:  
http://academicintegrity.curtin.edu.au

To learn more about referencing visit the Curtin Library website:  
http://library.curtin.edu.au/study-and-research-tools/referencing.cfm