



Curtin University

MANAGING STUDENT CONDUCT

EXPLANATORY GUIDE FOR STAFF



THIRD EDITION

ISSUED BY: Office of the Academic Registrar, Curtin University

Make tomorrow better.

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1. OVERVIEW

Curtin's *Student Charter* and core values of *integrity, respect, courage, excellence and impact* guide expectations regarding student behaviour and responsibilities.

If a student's conduct breaches expectations, they may be provided a warning, or their action may be serious enough to warrant investigation of alleged misconduct.

When handling allegations of misconduct, please refer to [Statute No. 10 – Student Discipline and the relevant Misconduct Rules](#). This guide should not be used as a replacement.

The *Managing Student Conduct – Explanatory Guide for Staff* was created to provide guidance on how to manage both the warning process (where the matter is not misconduct) and also alleged misconduct.

This guide provides information about:

WARNINGS

- When and how to warn students (Academic Integrity Warnings and a Student Charter Breach).

MISCONDUCT

- A summary of the misconduct process;
- Guidance for conducting an inquiry into misconduct; and
- Guidance for assessing the seriousness of misconduct.

A glossary of definitions and a document list are also provided as quick reference guides for staff.

ACKNOWLEDGMENT

All sections of the *Managing Student Conduct – Explanatory Guide for Staff* were written or developed by the Office of the Academic Registrar in consultation with key stakeholders.

2. IS IT A BREACH OR MISCONDUCT?

If a student breaches Curtin's expectations, it may not necessarily be misconduct. Sometimes the breach may result in the student receiving a warning about their actions or behaviour.

Warnings are available for minor issues of an academic and general nature. Depending on the severity of an issue, a warning may not be appropriate. For example, a student may be warned for using inappropriate language. However, if a student were involved in a physical altercation, that is not considered a minor issue.

Curtin's approach, where possible, is to warn a student in the first instance where there is a breach. In most situations, if there is a repeated breach, the incident will be escalated to an allegation of misconduct.

CONFLICT OF INTEREST

Staff and students are required to declare any actual, perceived or potential conflict of interest in accordance with Curtin's *Conflict of Interest Procedures* and will remove themselves from their involvement in the case.

FURTHER INFORMATION

If you are unsure if a situation should be treated as a breach or as an allegation of misconduct, or if a conflict of interest exists, you may contact the Student Conduct Office at SCO@curtin.edu.au.



3. MANAGEMENT OF AN ACADEMIC BREACH (ACADEMIC INTEGRITY WARNING)

An Academic Integrity Warning is simply a warning that there has been a breach of Academic Integrity. A warning may be given if there are insufficient grounds to continue investigation into a suspected case of misconduct, or if the actions do not meet the threshold of a misconduct finding. If you have any questions, you can reach out to the Student Conduct Office at SCO@curtin.edu.au.

ACADEMIC INTEGRITY WARNINGS IN THE DESIGNATED ACADEMIC INTEGRITY UNIT

For assessments within the Designated Academic Integrity Unit, *a unit within a course in which information and instruction about academic integrity is provided*, it is appropriate to:

- Highlight any academic integrity breaches to the student;
- Advise them of available educational resources and support;
- Provide an opportunity for the student to rectify the problem; and/or
- Allow them to re-submit their work for marking without penalty.

When a student is undertaking a Designated Academic Integrity Unit, staff should provide additional support and guidance prior to any lodgement via the [Dixon web form](#). This consideration is only applicable in the Designated Academic Integrity Unit.

For example, if the first assessment item contains some inadequate paraphrasing or acknowledgement conventions, then the breach should not be immediately lodged.

The student should be notified in writing that there are issues within their work. A staff member should explain the issue, preferably in a meeting so that the student can seek clarification as required.

The student should be provided with educational support and guidance, and the opportunity to re-submit and to demonstrate their understanding in the next assessment within the Designated Academic Integrity Unit. If you ask the student to re-submit their assessment, please note this is not an opportunity for them to enhance the content of their work. Students should be advised that they may only fix the academic integrity concern(s) that prevented marking in the first instance, and they should not make any further changes to their work. It is also important to set a clear deadline for the re-submission, to ensure the student understands the timeline for completion.

If re-submission is not appropriate or feasible, or if the student does not take the opportunity to re-submit the work, the incident should be lodged as an Academic Integrity Warning. Any Educative Actions assigned to the student must be completed by the nominated deadline (generally two weeks after lodging).

ACADEMIC INTEGRITY WARNINGS WITHIN ALL OTHER UNITS

For students taking all other units that are not earmarked as the Designated Academic Integrity Unit, student work that contains inadequate acknowledgment of sources should immediately be lodged as an Academic Integrity Warning. Guidance and an opportunity to re-submit the work without penalty should still be provided to the students, where appropriate and feasible.

The Unit Coordinator is responsible for ensuring that Academic Integrity Warnings are lodged via the [Dixon web form](#). The system provides options for assigning educative actions to ensure students are given an opportunity to improve their skills. The student will receive a letter outlining what actions they are required to undertake.

Verbal warnings should not be given in place of lodging an Academic Integrity Warning via the [Dixon web form](#).



FAQS

Do I need to lodge an Academic Integrity Warning via the Dixon web form?

Academic Integrity Warnings must be lodged via the [Dixon web form](#). This ensures that everyone has a record that the student has received formal notification about Academic Integrity concepts. If staff fail to lodge and the student has a similar issue in subsequent study periods, there will be no record that the previous intervention occurred. The Unit Coordinator is responsible for ensuring that all Academic Integrity Warnings are lodged via the [Dixon web form](#).

Can I deduct marks for poor acknowledgement of sources or collaborating with others in an assessment task beyond what is considered reasonable?

Not initially. If the student can demonstrate that they have understood the concepts via re-submitting the assessment after they have been educated and addressed the issue, they should be given that opportunity. If they do not take the opportunity, then yes, they can be penalised. However, if your marking rubric/guide includes criteria around academic integrity and source attribution, this would not be considered deducting marks.

I have allowed the student to re-submit, what happens now that they have had extra time to do a better job?

Students must be informed that this is not an opportunity to enhance their work. They should only rectify the sections where there is inadequate acknowledgment of sources or poor paraphrasing.

After the student has addressed the breach and re-submitted the assessment, should it be marked like a new paper?

Yes, a penalty should not be given.

What if the student does not re-submit the assessment or if re-submission is not possible?

In this case, the Unit Coordinator must determine how the work will be marked. Depending on the nature of the breach and the objectives of the assessment task, it may be necessary to create a redacted copy of the work (e.g. ignoring plagiarised passages or treating them as quotes) and thus applying the marking rubric/guide only to the portion of the submission that clearly represents the student's own work. Alternatively, the original work may be marked according to the marking rubric/guide, applying deductions for academic writing, use of sources, referencing, or other related criteria. You may apply a mark of zero if the plagiarism is too extensive to evaluate the student's achievement of the learning outcomes for the assessment task.

If a student has copied some minor sentences without quotation marks but still referenced, is there any point in them re-submitting?

It would be appropriate to recommend educative actions, such as the Writing with Integrity Program. During marking, the sections that were copied but referenced should be viewed as quotes. Feedback can be given to the student that they need to be more careful in future assessments, and that quotation marks should be used for any content taken word-for-word from a source to indicate the use of someone else's voice.

What are the different educative actions available for students?

A staff member can recommend the following educative actions for students, which should be relevant to the breach:

- Speak with UC or counselling
- Revise & re-submit
- Complete the Writing with Integrity Program or read the Academic Integrity Guide for Students

I have not lodged an Academic Integrity Warning before, is there guidance on what to say in the allegation?

Yes, examples are available below. Please remember that the allegation text must include the name of the assessment, the unit code, and should clearly explain the academic integrity concerns with the student's work. This is a formal warning for the student to ensure they understand why they need to improve and to direct them to educative resources. Your allegation text may say something such as:

- Your Case Study in ABCD2000 had poor paraphrasing. There were instances where only one or two words were changed in a sentence, with the remainder taken word-for-word from a source, per your Turnitin Similarity Report. This showed a lack of understanding of referencing conventions, as you need to either paraphrase text in your own words or use quotation marks to identify copied text. Please review the referencing style listed in the Unit Outline to avoid repeating this error.
- Your Reflection in ABCD2006 did not have enough citations to identify the sources of information used in your submission. You frequently only included one reference at the end of a paragraph. This showed a lack of understanding of referencing conventions, as you should include a reference after any sentence with information obtained from a source, even if this results in multiple sentences with the same citation. Please see your detailed feedback in Blackboard for further guidance.
- Your Report in ABCD1001 had poor paraphrasing and it did not include enough in-text citations to properly identify the sources of information used in your work. There were multiple sentences taken word-for-word from Wikipedia without attribution. You need to properly reference all information obtained from a source. Please see your detailed feedback in Blackboard for further guidance.
- Your Teaching Plan in ABCD2005 had some areas of poor paraphrasing, along with a failure to identify some direct quotes. A few sentences had only two or three words changed from the original text, which is not truly paraphrasing. You need to reference all information obtained from a source, including using quotation marks to identify the words of an author when needed. Please see your detailed feedback in Blackboard for further guidance.
- Your Business Plan in ABCD1002 had no in-text citations. This showed a lack of understanding of referencing conventions, as you need to include a reference for any sentence with information obtained from a source. This includes information that you paraphrased, or put into your own words, as the ideas originated elsewhere. Please see your feedback in Blackboard for further guidance.
- Your A1 in ABCD1000 had no citations or reference list. This showed a lack of understanding of referencing conventions, as you need to reference and identify sources of information in your work. Without this, it appears you did not complete any research for your submission. Please see your feedback in Blackboard for further guidance, and schedule a meeting with your TA or UC.

4. MANAGEMENT OF A GENERAL BREACH (STUDENT CHARTER BREACH)

Student Charter Breach

The Student Charter and Curtin's values guide the expected behaviour of Curtin's students.

If a student breaches the expected standards of behaviour for the first time, this could be considered a Student Charter Breach.

What is a Student Charter Breach?

While it is not limited to this type of behaviour, a Student Charter Breach could be:

- Inappropriate language;
- Disrespectful actions towards a staff member or other student;
- Disruptive behaviour in a classroom; or
- Sharing work on file share sites.

How do I manage a Student Charter Breach?

Step 1 – Verbal warning:

Situations where a student is not adhering to the expected standards of behaviour can be handled in the first instance at the local level by the concerned staff member. Staff members can address the student directly and explain that the student's behaviour is inappropriate, and it should not be repeated.

Step 2 – Follow up in writing:

After speaking with the student, the staff member must lodge a Student Charter Breach via the [Dixon web form](#), providing a summary of the incident and details of any verbal warning. The Office of the Academic Registrar will assess the incident and determine whether the matter is to be handled as a Student Charter Breach or escalated to General Misconduct. If the matter is to be handled as a Student Charter Breach, the student will be provided with a written warning reiterating their responsibilities under the Student Charter to behave appropriately.

Step 3 – Repetition of behaviour:

If a student repeats behaviour for which they have previously received a warning, the matter must be lodged as General Misconduct via the [Dixon web form](#). General Misconduct is handled in accordance with *Statute No. 10 – Student Discipline* and the *General Misconduct Rules*.

STUDENT CHARTER BREACH EXAMPLE

A student received an email from their Unit Coordinator explaining that a class had been rescheduled because of circumstances outside of the University's control. The student was not happy with the rescheduled class time as they were unable to attend.

Rather than contacting their Unit Coordinator to request that the class material be provided to them in an alternative format, the student responded to their Unit Coordinator via email using inappropriate language. The student had never used inappropriate language in an email to their Unit Coordinator or any other member of the University community prior to this occasion.

WHAT DO I DO?

In the situation described in the example above, the student would be breaching the Student Charter under the following clause:

"Behave in an appropriate manner within the learning environment, showing respect for both staff and fellow students at all times."

The handling of this matter is in accordance with the steps for managing a Student Charter Breach.

For example: A student sent abusive emails to their Unit Coordinator complaining about the content of the unit in which they were enrolled. The Unit Coordinator did not provide a warning to the student or report the behaviour. The student was later reported for their poor conduct after sending similar emails to another staff member. It was then discovered that the student had been sending the same type of abusive emails to all their Unit Coordinators for several semesters and had received no formal warnings.

There are multiple issues that can result from failing to provide a formal warning to a student:

- The behaviour is seen as appropriate and normal to the student as it has not been addressed;
- The behaviour can continue to escalate; or
- Other students witness the behaviour and believe that it is acceptable.

Step 4 – Seek assistance:

If the student's behaviour is sufficiently serious to consider taking formal disciplinary action, you may contact the Office of the Academic Registrar, at sdao@curtin.edu.au, to discuss what further action may be taken.

Threats to the health (physical, emotional, or psychological) of staff or students would automatically fall within this category. If there is an immediate threat, call the Safer Community Team on 9266 4444. Once everyone is safe, contact the Office of the Academic Registrar, at sdao@curtin.edu.au, for further advice.



5. MISCONDUCT

If a matter requires more serious action than a warning, it must be reported as alleged misconduct.

For allegations of misconduct, the following Statute and associated Rules apply.

- Statute No. 10 – Student Discipline
- Academic Misconduct Rules
- Academic Record Fraud Rules
- General Misconduct Rules

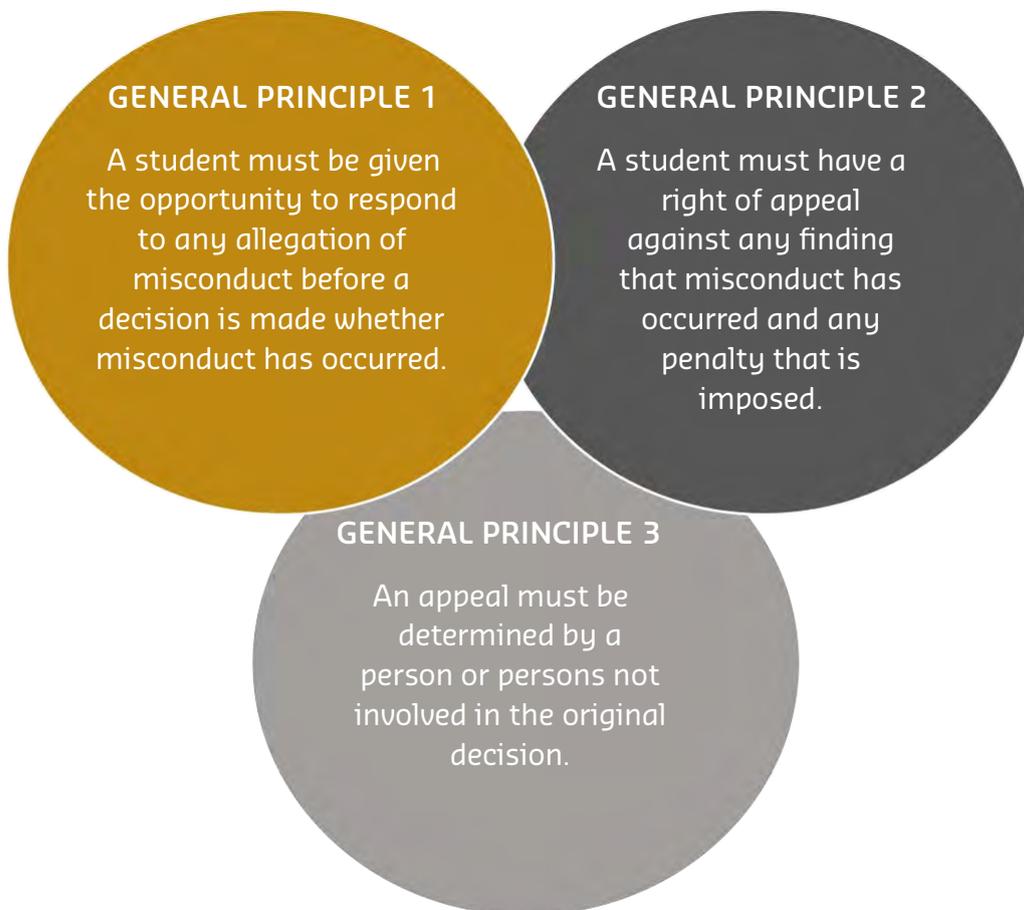
These can be accessed via the Curtin Policies website at:

http://policies.curtin.edu.au/legislation/statutes_rules.cfm

The Statute and Rules covered in this guide apply to both current and former students.

There is no statute of limitations when reporting misconduct, and graduated students are dealt with under the misconduct Rules.

The general principles provided for under *Statute No.10 – Student Discipline*, outlined below, apply to all inquiries into alleged misconduct. It is imperative that the general principles are always afforded to the student to ensure a procedurally fair process.



6. ROLE RESPONSIBILITIES

AUTHORISED OFFICER

The Authorised Officer is responsible for determining if an allegation of misconduct has sufficient grounds to warrant further investigation.

Who is the Authorised Officer?

	HEAD OF SCHOOL / AREA	CHIEF INFORMATION OFFICER	DIRECTOR PROPERTIES, FACILITIES AND DEVELOPMENT	PRO VICE-CHANCELLOR OF OFFSHORE CAMPUS	ACADEMIC REGISTRAR
Academic Misconduct					✓
Academic Record Fraud					✓
General Misconduct*	✓	✓	✓	✓	✓

* *Dependent on the nature of the allegation.*

INQUIRY OFFICER

The Authorised Officer appoints an Inquiry Officer to undertake an inquiry into an allegation of misconduct.

STUDENT DISCIPLINE PANEL

The Student Discipline Panel is responsible for determining whether misconduct, other than Poor Academic Practice, has occurred and if so, applying appropriate penalties.

PRO VICE-CHANCELLOR OR PROVOST

For Academic Misconduct, the Pro Vice-Chancellor or Provost is responsible for hearing an appeal against a determination of misconduct (including Poor Academic Practice) and/or any Category 1 penalty.

ACADEMIC REGISTRAR

For Academic Record Fraud or General Misconduct, the Academic Registrar (Perth campus) is responsible for hearing an appeal against a determination and/or any Category 1 penalty. If the Academic Registrar was the Authorised Officer for a particular case, they are unable to hear an appeal for the same matter.

STUDENT DISCIPLINE APPEALS BOARD

The Student Discipline Appeals Board is responsible for hearing appeals when a determination of misconduct has occurred, and any Category 2 penalty was applied.

7. REPORTING MISCONDUCT

I am a staff member and I suspect that misconduct has occurred. Do I have to report it?

Yes. All staff are required to report any suspected misconduct. Prior to any meeting or hearing, a student must be advised in writing that there is an allegation against them that is being investigated. The student then has the right to provide a written response prior to any meeting or hearing. This ensures a fair and transparent process.

What information do I need when reporting?

- Details of the student(s) involved in the alleged misconduct;
- An allegation;
- Any relevant documentation; and
- Details of the suspected misconduct (including dates/locations as applicable).

What should I include in an allegation?

The allegation will be addressed to the student and be factual, specific, and unbiased. The allegation text should include the Assessment Name and Unit Code, as well as a concise explanation of the alleged behaviour in sentence and paragraph format. Speak to the student directly using “you” rather than “the student. As this is not yet a proven case, refrain from using language that assumes an outcome.

What should I NOT include in an allegation?

As the allegation is being sent directly to the student, it is important that it does not include:

- Any details that can identify other students;
- Emotive or biased language; and
- Information not relevant to the allegation.

What are some examples of relevant documentation?

For Academic Misconduct (including Poor Academic Practice), detailed list by case-type in Appendix 7:

- Student Progress Report;
- Unit Outline (automatically attaches via Dixon);
- Copy of assessment items;
- Any other information provided to students regarding assessment items (e.g. Blackboard);
- Any other relevant documentation (e.g. medical certificates); and
- Correspondence from any relevant party including, but not limited to, experts, staff, or students.

EXAMPLE ALLEGATIONS

PLAGIARISM

In Assessment 1 of the unit STUDY101, you have included a significant amount of material from online sources such as articles and websites without adequate referencing, paraphrasing or other acknowledgement.

CHEATING

In the unit STUDY101, you have allowed, or contracted with, other people and/or organisations to undertake academic work on your behalf which has subsequently been submitted for Assessment 1.

COLLUSION

That you colluded with another student in relation to Assessment 1 in the unit STUDY101 and submitted the work as your own.

FALSIFICATION OF DATA OR OTHER CONTENT IN AN ASSESSMENT OR OTHER ASSESSABLE WORK

You submitted falsified documentation with your Application for Assessment Extension for Assessment 1 in the unit STUDY101.

For Academic Record Fraud:

- Student Progress Report;
- Testamur (Certificate of Award or copy);
- Academic Transcript and/or Student e-Record;
- Any other relevant documentation (e.g. authorisation for disclosure of information); and
- Correspondence from any relevant parties including, but not limited to, experts, staff, and students.

For General Misconduct:

- Student Progress Report;
- Security Report including CCTV;
- Video footage or other images (SMS, MMS, Screenshots and Photos);
- Any other relevant documentation (e.g. medical certificates); and
- Correspondence from any relevant parties including, but not limited to, experts, staff, and students.

How do I report it?

All cases of alleged misconduct are lodged via the [Dixon web form](#). When lodging a case, you must select the category (Academic Misconduct, Academic Record Fraud or General Misconduct) that most appropriately aligns with the allegation. If the allegation fits in multiple categories and you are unsure how to progress, please contact the Student Conduct Office, SCO@curtin.edu.au, for clarification.

Can I record the assessment mark in Blackboard before the case is finalised?

No. Marking must pause as soon as the assessment is identified as potential or suspected misconduct. Marking can only re-commence once the case has been reviewed, and a decision reached as to whether or not misconduct has occurred. Marks, even interim marks pending a penalty, should not be recorded until the misconduct process is complete.

What happens now?

Once a case of alleged misconduct has been reported, it will be referred to an Authorised Officer. The Authorised Officer will determine whether:

- a) There are insufficient grounds to warrant further investigation, and either no action is taken, or an Academic Integrity Warning is needed;
- b) There are insufficient grounds to warrant further investigation – but arrange for the Student to attend counselling or a lecture, seminar, workshop or similar activity in relation to appropriate behaviour;
- c) There are sufficient grounds to warrant an investigation into misconduct, under the Poor Academic Practice level; or
- d) There are sufficient grounds to warrant further investigation into misconduct – and initiate an inquiry.

What happens if there are insufficient grounds?

While there is no further action in relation to the allegations, any processes (e.g. marking an assessment) paused whilst the allegation was reviewed should re-commence.

What happens if there are sufficient grounds to warrant further investigation?

The Authorised Officer will oversee any investigation to do with Poor Academic Practice. For everything else, the Authorised Officer will appoint an Inquiry Officer to conduct an inquiry into the matter. An Inquiry Officer can be any person, including the Authorised Officer. When the Inquiry Officer is appointed, this person will receive an email via Dixon to commence the inquiry process.

The person who conducts an inquiry will:

- be unbiased;
- have no conflict of interest; and
- ensure procedural fairness as part of their inquiry.



8. POOR ACADEMIC PRACTICE

What is Poor Academic Practice?

Poor Academic Practice is academic misconduct that is not dishonest because the advantage gained is only moderate. Examples of Poor Academic Practice are inadequate paraphrasing or incorrect referencing.

Is the process of investigating Poor Academic Practice process the same as investigating Academic Misconduct?

There are similarities in the process because Poor Academic Practice is still considered academic misconduct and is covered by the Academic Misconduct Rules. The processes are similar in that a student will be able to respond to an allegation before a final determination is made, and they also maintain their right of appeal.

What is different about the Poor Academic Practice process?

If the allegation relates to Poor Academic Practice, the notification to the student will include details of the allegation as well as the proposed determination and penalty. The student is only able to respond in writing to the allegation (not orally) and the determination and any penalty are decided by the Authorised Officer, not a Student Discipline Panel. The available penalties are less severe than other categories of Academic Misconduct. Additionally, the student only has seven (7) days to appeal a determination or penalty for Poor Academic Practice.

Why is the process different?

The Poor Academic Practice process is accelerated because the allegation is at a lower level, and the potential penalties are minor. Being able to move forward quickly will mean that a student can immediately apply anything they learn as an outcome of the process to other assessments and units. At the core, Poor Academic Practice is about offering students the opportunity to grow from their mistakes. While it can be necessary to include a penalty, it is important that this is educational rather than punitive.

When is an allegation considered to be Poor Academic Practice?

The documentation the student receives will clearly indicate that the allegation is being considered under the Poor Academic Practice criteria. Usually, an allegation might be considered Poor Academic Practice if the student has just commenced their degree or if they have not had appropriate instruction in academic integrity practices. If a student has a previous finding of academic misconduct against them, has completed any additional academic integrity instruction, or has already undertaken some study, it is most likely that an allegation would **not** be considered Poor Academic Practice.

SUMMARY OF POOR ACADEMIC PRACTICE PROCESS

Receiving and responding to an allegation of Poor Academic Practice

The Authorised Officer is responsible for the initial review of a report of suspected misconduct and determining if there are sufficient grounds to further investigate. If there are insufficient grounds to further investigate one of two things can happen.

- i. No further action will be taken. If the matter is in relation to an assessment task, marking will re-commence, and no penalty will be applied; or

- ii. An Academic Integrity Warning will be issued and/or the student will be required to undertake one or more educative actions.

If there are sufficient grounds to believe that the student may have engaged in Poor Academic Practice, they will be notified of the allegation, proposed determination, and penalty via Official Communication and to their student email along with any relevant documentation. If the student chooses to respond, they have seven days to do so. A student may only respond in writing.

The student also has the option to inform the Authorised Officer that they accept the interim determination and penalty, which allows the case to be finalised. The notification the student receives will include links to either advise the Authorised Officer that they will accept the determination or to submit a response.

Determination and Penalty

The Authorised Officer is responsible for the determination and will make it based on the “balance of probabilities”. This means that it is more likely than not that Poor Academic Practice occurred.

While the student will be notified of the proposed determination and penalty in the initial communication, it will not be finalised until after the student has had the opportunity to respond. All documentation will be reviewed before making a final determining and when deciding on any appropriate penalties. Where there is a finding of Poor Academic Practice, the Authorised Officer is also responsible for ensuring the application of any appropriate penalties.

Whether or not a student chooses to respond, the determination and penalty will be finalised no later than five (5) days after the deadline has passed.

Students will be notified in writing via Official Communication and their student email account of the Authorised Officer’s decision and their appeal rights. If it is determined that misconduct did not occur, no further action will be taken.

Educative Actions and Penalties

Following the completion of the Poor Academic Practice process, the student is responsible for completing any educative actions and/or penalties by the deadline. Failure to complete any requirement(s) by the deadline may result in a sanction on their enrolment, which will prevent results release and enrolment in further units. Once they have provided proof of completion as per the instructions contained in the determination letter, the sanction should be removed within two business days.

Appeal

Students have the right of appeal against a determination of Poor Academic Practice, the penalty that has been applied, or both. A student may only appeal based on a “question of law”. An appeal must meet this threshold to be reviewed.

WHAT IS A “QUESTION OF LAW”?

A ‘question of law’, in the context of a threshold for an appeal against a finding and/or penalty imposed under the Academic Misconduct Rules, is about an error in the application of the process.

In other words, was the process followed correctly? Examples 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 considerations in making a decision; or
- No evidence or material to support the decision.

Students have seven days from receiving the final Poor Academic Practice determination and penalty notification to submit an appeal. If they take no action, the appeal timeframe will expire after the seven-day period and the case will be finalised. If a student waives their right of appeal, the case will be finalised immediately.

If a student decides to appeal, they will be required identify the question(s) of law that forms the basis of their appeal and provide appropriate documentation. If their appeal meets the threshold grounds, it will be heard by either the relevant Faculty Pro Vice-Chancellor or Provost unless the Academic Registrar refers the appeal to a Student Discipline Appeals Board. Students will be given the opportunity to appear at an appeal hearing and, to ensure that they are afforded a fair appeal hearing, all case documentation will be reviewed to gain an understanding as to the facts of the case. If a student submits an appeal that does not meet the threshold grounds, then the appeal will not progress.

The outcome of an appeal means that the original determination and/or penalty can be:

Upheld: this means that the original determination and/or penalty by the Authorised Officer will stand.

Varied: this means that the party hearing the appeal can vary the original determination and/or penalty. The severity of the penalty may be increased or decreased.

Set Aside: this means that the party who is hearing the appeal can dismiss the determination and penalty.

Students will be notified of the outcome in writing and this decision is final.

While the internal process is now complete, if a student is not satisfied that it has been conducted fairly, they can make a complaint to the Ombudsman Western Australia.

9. CONDUCTING AN INQUIRY

The information in this section summarises the process for Academic Misconduct, General Misconduct and Academic Record Fraud. Please refer to **Section 8. Poor Academic Practice** for a summary of the Poor Academic Practice Process.



What are my responsibilities if I am appointed to be the Inquiry Officer?

You are responsible for undertaking the inquiry into the allegation and completing an Inquiry Officer's Report.

Are there templates for me to use?

Templates for all communications and reports are built into Dixon and are provided as necessary.

What do I do first?

You should review the details of the allegation and the relevant documentation.

You will then need to provide the student with the allegation and the documentation by following the instructions in the communication from Dixon. Once a student is notified of the allegation against them, they have seven days to respond.

If you find additional evidence after providing the initial documentation to the student, you need to send this to them and provide the student with an additional seven days to respond. When considering what documentation to include, focus on what is relevant. Examples of relevant documentation are provided in *Appendix 7: Academic Misconduct Document List*.

When the student has responded, or the seven-day deadline has lapsed, you are able to progress to the next stage.

What do I do now?

You will need to decide whether you would like to conduct a misconduct hearing. For further information, please refer to *Appendix 2: Inquiry Officer Hearing*. If you choose not to conduct a misconduct hearing, you may commence the Inquiry Officer's Report.

What information do I need to include in the Inquiry Officer's Report?

The Inquiry Officer's Report should summarise the inquiry process, ensuring the following aspects are covered:

- Details of the student's enrolment at Curtin, and their progression in their course, including completion of the Designated Academic Integrity Unit and Academic Integrity Program;
- What has allegedly occurred, based on the Allegation Report and the attached Evidence;

- The Assessment Instructions given to the student, including instructions for submission and Academic Integrity;
- The key points of the Student Response (if they responded), or the response in full;
- Any additional findings or relevant information from your inquiry that will assist the Student Discipline Panel to reach a determination on the case and any potential penalties;
- A view on the seriousness of the incident; and
- A recommendation to the Student Discipline Panel as to whether misconduct has occurred or if there is insufficient evidence to make a determination in the case.

Please remember that the student will be able to read the Inquiry Officer's Report after the case is finalised. It is important to avoid identifying any other student(s) linked to the case, if applicable, and to be aware of the language used.

HELPFUL HINTS

1. Each section of the Inquiry Officer's Report relates directly to requirements under each of the rules.
2. Always explain "Why"? When completing the report, do not just say something is "important," explain why it is important.
3. Try to avoid using abbreviations and acronyms without prior explanation.
4. If there is documentation that supports a particular statement, this should be referenced in the report by indicating the attachment title (e.g. see Attachment 5 – Turnitin Report for Assessment Item 3).
5. Referencing key elements of the student's response is helpful, especially when clarifying points from your inquiry to the Student Discipline Panel.

Assistance on assessing the serious of an incident to determine the appropriate recommendations can be found in *Appendix 1: How to Assess the Seriousness of an Incident*.

Once finalised, the Inquiry Officer's Report will be referred to the Student Discipline Panel.

10. DETERMINATION AND PENALTY

The information in this section summarises the process for Academic Misconduct, General Misconduct and Academic Record Fraud. Please refer to **Section 8. Poor Academic Practice** for a summary of the Poor Academic Practice Process.

The Student Discipline Panel must make a determination on a matter based on the “balance of probabilities”. It is also responsible for applying a penalty where there is a finding of misconduct.

What does the “balance of probabilities” standard of proof mean?

The “balance of probabilities” standard of proof means that any determination made as the result of an inquiry will have evidence that establishes that it is more likely than not that misconduct occurred.

What is the composition of each Student Discipline Panel?

	OFFSHORE STUDENT DISCIPLINE PANEL	FACULTY/ CENTRE STUDENT DISCIPLINE PANEL	CENTRAL STUDENT DISCIPLINE PANEL	CENTRAL STUDENT DISCIPLINE PANEL * AWARD RECISSION
The Chair	The Pro Vice-Chancellor of the offshore campus	A Staff Member appointed by the Pro Vice-Chancellor of the Relevant Faculty	A Staff Member appointed by the Academic Registrar	A Staff Member appointed by the Academic Registrar
Staff Members	A Staff Member appointed by the Academic Registrar	A Staff Member appointed by the Pro Vice-Chancellor of the Relevant Faculty	A Staff Member appointed by the Academic Registrar	Two Staff Members appointed by the Academic Registrar
Student Members	An Eligible Student appointed by the Academic Registrar	An Eligible Student appointed by the Academic Registrar	An Eligible Student appointed by the Academic Registrar	Two Eligible Students appointed by the Academic Registrar

Which Student Discipline Panel makes the determination?

	FACULTY/CENTRE BASED STUDENT DISCIPLINE PANEL	*OFF-SHORE STUDENT DISCIPLINE PANEL	**CENTRAL STUDENT DISCIPLINE PANEL
Academic Misconduct	✓		✓
Academic Record Fraud		✓	✓
General Misconduct		✓	✓

* Each offshore campus has a Student Discipline Panel to hear cases of General Misconduct and Academic Record Fraud.

** The Central Student Discipline Panel will hear all cases for Australian-based General Misconduct and Academic Record Fraud. In addition, it is also responsible for hearing cases from students admitted in a College of Enabling program, Curtin English courses or in instances where the award rescission penalty is

considered, or where the Academic Registrar determines that the Central Student Discipline Panel is most appropriate. The Faculty Pro Vice-Chancellor may also refer cases to be heard by the Central Student Discipline Panel.

Can someone other than the Student Discipline Panel make the initial determination?

No. This responsibility cannot be delegated.

A “determination” is a decision made by a Student Discipline Panel about whether or not misconduct occurred. The Student Discipline Panel is also able to decide that there is not enough evidence to determine whether or not misconduct occurred.

How is a determination made?

The Student Discipline Panel will review all the relevant documentation and any recommendation made in the Inquiry Officer’s Report prior to making a determination.

As part of its review, the Student Discipline Panel will confirm that the student has had the opportunity to respond to all the evidence submitted. A determination will then be made on the occurrence of misconduct based on the relevant evidence as well as any student submission or mitigating circumstances.

The Student Discipline Panel must act fairly and without bias and can determine one of the following:

- Misconduct has occurred;
- Misconduct has not occurred; or
- The available information is insufficient to determine if misconduct has occurred.

The Student Discipline Panel may also determine that a matter should be downgraded to an Academic Integrity Warning or a Student Charter Breach.

What if the Student Discipline Panel would like further information before making a determination?

If warranted, the Student Discipline Panel can request the Inquiry Officer undertake additional investigations or provide further information before making its determination.

What happens if it is determined that misconduct has not occurred?

Written notification of the determination that misconduct has not occurred must be provided to the student. If the matter is in relation to an assessment task, marking will re-commence, and no penalty will be applied.

The Student Discipline Panel has determined that the available information is insufficient to determine if misconduct occurred. What happens now?

If the Relevant Student Discipline Panel determines that the available information is insufficient to decide if misconduct occurred, it is able to:

- notify the student and take no further action; or
- notify the student and arrange for the student to attend counselling or a lecture, seminar, workshop or similar activity in relation to appropriate behaviour.

What happens if a determination of misconduct is made?

If the Student Discipline Panel determines that misconduct has occurred, the panel then makes a decision as to which Category 1 and/or Category 2 penalties will be applied.

Category 1 and Category 2 penalties differ slightly between each of the Rules. This is to ensure the penalty is appropriate for the type of misconduct.

After the penalty is applied, along with the case documents, a report containing the determination will be forwarded to the student.

Who should be advised of the penalty?

The student and the Vice-Chancellor are provided written notification of the penalty details. Additionally, a staff member that may be directly involved in applying a penalty, such as a Unit Coordinator responsible for changing a grade, is also advised, although actual case details are not disclosed.



11. APPEAL

The information in this section summarises the process for Academic Misconduct, General Misconduct and Academic Record Fraud. Please refer to **Section 8. Poor Academic Practice** for a summary of the Poor Academic Practice Process.

Do students have a right of appeal?

Yes. Students have the right of appeal against a determination of misconduct, the penalty that has been applied, or both. Students will be notified in writing and provided with 14 days to submit their appeal. Students may only appeal based on a “question of law”. An appeal must meet this threshold to be reviewed.

WHAT IS A “QUESTION OF LAW”?

A ‘question of law’, in the context of a threshold for an appeal against a finding and/or penalty imposed under the Academic Misconduct Rules, is about an error in the application of the process.

In other words, was the process followed correctly? Examples include:

- Procedural Fairness (e.g. a piece of evidence was not considered, you were not given a right to respond to the allegations, a panel was not constituted in accordance with the Rules);
- When making a decision in a matter, irrelevant considerations were taken into account;
- Failure to take into account considerations in making a decision; or
- No evidence or material to support the decision.

Can a student choose not to appeal?

If a student chooses not to appeal, no action is taken until the 14-day appeal deadline has lapsed as the Vice-Chancellor also has a right to appeal. If a student chooses to waive their right of appeal, the case will be finalised immediately, pending approval from the Vice-Chancellor.

What happens if a student appeals?

If a student decides to appeal, they must include a written statement that identifies the question(s) of law that forms the basis of their appeal and provide appropriate documentation. The consideration of a student appeal is confined to the issues they raise in their appeal documentation. If the appeal meets the threshold grounds, the student must be given the right to appear at an appeal hearing as well as the right to submit a written statement regarding their appeal.

Who else can appeal?

The Vice-Chancellor may appeal against a determination of misconduct, a determination relating to the penalty imposed, or both. An appeal must be submitted in writing and any relevant documentation provided within a 14-day deadline.

Who hears an appeal?

An appeal must be heard by a party or parties who have not previously been involved in the process. These parties are either the Academic Registrar, Faculty Pro Vice-Chancellor or Student Discipline Appeals Board.

	ACADEMIC REGISTRAR	FACULTY PRO VICE-CHANCELLOR & PROVOST	STUDENT DISCIPLINE APPEALS BOARD
Academic Misconduct: appeal against the determination of Academic Misconduct, or the determination relating to the penalty, where a Category 1 penalty has been applied	✓	✓	*
Academic Record Fraud: appeal against the determination of Academic Record Fraud or the determination relating to the penalty, where a Category 1 penalty has been applied	✓		*
General Misconduct: appeal against the determination of General Misconduct or the determination relating to the penalty, where a Category 1 penalty has been applied	✓		*
Any appeal against a determination of a Category 2 penalty or a determination of misconduct where a Category 2 penalty has been applied.			✓

**Any appeal referred by the Academic Registrar or where the appeal is initiated by the Vice-Chancellor is to be heard by the Student Discipline Appeals Board.*

Who are the members of the Student Discipline Appeals Board?

Members of the Student Discipline Appeals Board are:

- The Chair – who is to be a legal practitioner (whether or not employed by the University) appointed by the Vice-Chancellor;
- Two full-time staff members appointed by the Academic Registrar; and
- Two eligible students appointed by the Academic Registrar.

Due regard will be given to member gender diversity on the Student Discipline Appeals Board.

What are the possible outcomes of an appeal?

The original determination and/or penalty can be:

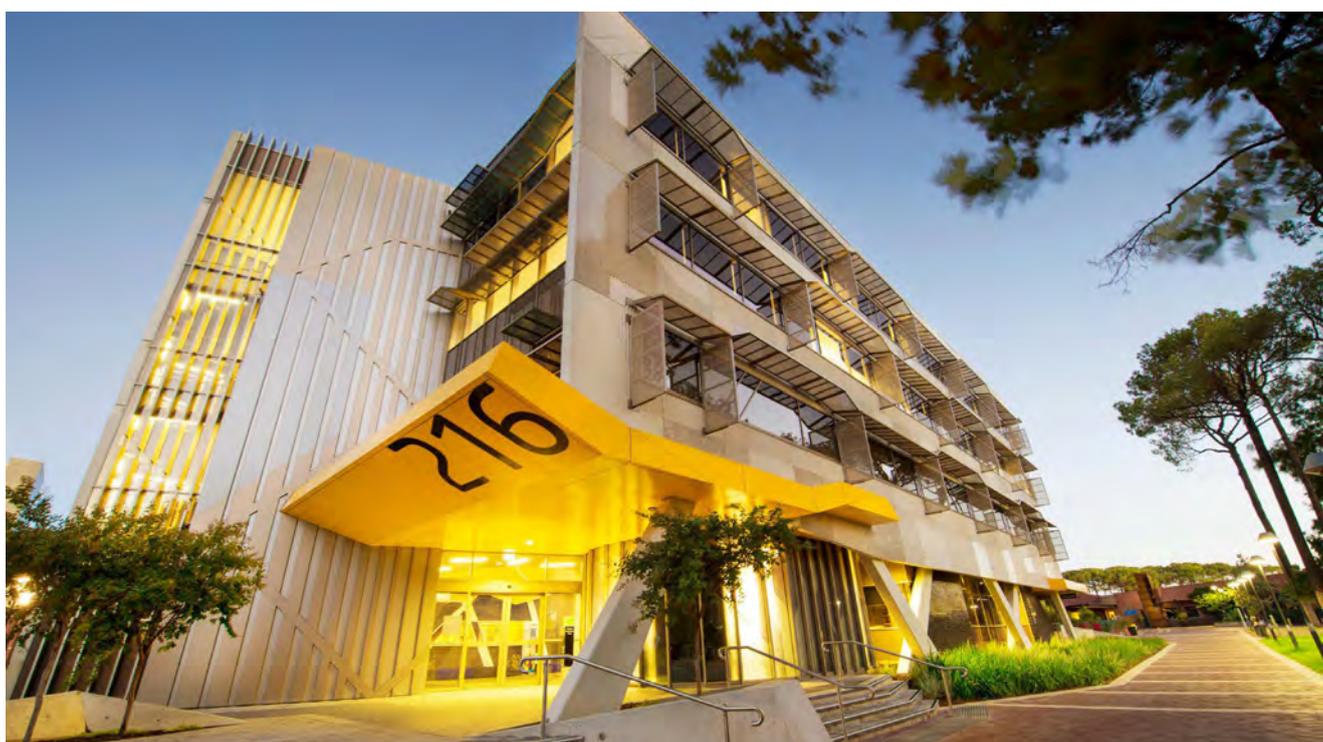
Upheld: this means that the original determination and/or penalty by the Student Discipline Panel will stand.

Varied: this means that the party hearing the appeal can vary the original determination and/or penalty. The severity of the penalty may be increased or decreased.

Set Aside: this means that the party who is hearing the appeal can dismiss the determination and penalty.

The student will be notified of the outcome in writing and this decision is final. Any penalties may now be processed.

The internal process is now complete. However, if a student is not satisfied that it has been conducted fairly, they can make a complaint to the Ombudsman Western Australia.



12. APPENDICES

APPENDIX 1: HOW TO ASSESS THE SERIOUSNESS OF AN INCIDENT

Inquiry Officers are required to address specific criteria to assess and make a recommendation about the seriousness of an incident of alleged misconduct.

What information should be considered?

Criteria 1: The extent to which the behaviour was planned or deliberate:

- Do the timelines suggest a “spur of the moment” or opportunistic action or an action that was pre- meditated or planned?
- What are the reasons provided for the action? (e.g. previous failures, poor results, family or financial pressure).
- Did the student contact an outside person or organisation to assist in the action? (e.g. attempting to purchase answers, being given falsified documents by an external party).

Criteria 2: The degree of advantage gained or potentially gained:

- What advantage could the student gain as a direct result of their action? (e.g. pass an assessment task, financial or personal gain, assessment extension).
- Has any assessment process been compromised?

Criteria 3: The potential disadvantage to other students:

- What impact is there on other students?
- Have other students been unfairly implicated?
- Have the student’s actions applied pressure or responsibility to other students?

Criteria 4: The potential negative impact on the University’s reputation:

- Could the alleged misconduct impact Curtin’s reputation within the wider community?
- Could Curtin’s reputation be affected if no action is taken?
- What is the impact if the incident is made public?

Criteria 5: Importance of being seen to have taken clear and decisive action in relation to the matter:

- What is the benefit of taking action?
- How are Curtin’s Values and Code of Conduct upheld?

APPENDIX 2: INQUIRY OFFICER HEARING

As part of their investigation into a matter, an Inquiry Officer may choose to invite the student to a hearing to seek clarification in relation to details of the case. For Poor Academic Practice inquiries, students are only permitted to respond in writing and will not be invited to attend a hearing.

When can the Inquiry Officer hold a hearing?

A hearing can only be held during the inquiry stage of the process (see *Section 9: Conducting an Inquiry*).

Am I required to hold a hearing?

No. This is not a requirement and is at the discretion of the Inquiry Officer. The Inquiry Officer might feel that holding a hearing would be beneficial if the hearing would add value to the investigation or help the student to understand the allegations. It may also be appropriate to hold a hearing if the Inquiry Officer has received varying accounts regarding the same matter and it is not clear which version is correct.

What if the student requests a hearing?

Students may request a hearing to respond orally, but the decision to hold a hearing is at the discretion of the Inquiry Officer.

Can the notice of the allegation and the request for a hearing be sent to the student on the same day?

Yes. The request may be sent on the same day, but it is recommended that the Inquiry Officer only conduct a hearing after receiving the student's written response to the allegation.

I have decided to hold a hearing with the student. What do I do now?

Students must be given at least seven days' notice of the date and time of a hearing. The hearing may happen earlier with mutual agreement by both the student and the Inquiry Officer. However, the Inquiry Officer should not pressure a student to appear at a hearing prior to this notice period. The Inquiry Officer may decide to hold the hearing in-person or virtually, at their discretion.

When a hearing is arranged, an Information Sheet is sent from Dixon and provides the following details to the student:

- Why they are being asked to attend a hearing;
- What they can expect from the hearing;
- Who will be attending the hearing;
- Bringing a support person;
- Whether they are required to attend the hearing;
- What will happen after the completion of the hearing; and
- Where they can go to receive advice and assistance.

The student has agreed to attend a hearing, can they bring someone with them?

Yes. The student may have a person attend the hearing with them to provide support during this process.

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This person cannot act as their advocate or speak on their behalf unless they are invited to do so by the Inquiry Officer.

Students are welcome to seek legal representation if they choose. Their legal representation cannot advocate or speak on their behalf unless they are invited to do so by the Inquiry Officer. The student can sign a proxy form (written authorisation allowing one person to act on behalf of another) so that their legal representative can liaise directly with the University regarding the information pertaining to the case.

What happens if the student is offshore or interstate?

If a student is located offshore or interstate, the Inquiry Officer must arrange to hold the hearing via video link, telephone or other means as deemed appropriate.

Where can I direct the student if they enquire about further support?

The Inquiry Officer may direct the student to the Student Wellbeing Advisory Service who are able to provide them with assistance in relation to their physical, emotional, or psychological wellbeing. Furthermore, Student Assist at the Curtin Guild can provide them with practical assistance about responding to the allegation of misconduct.



APPENDIX 3: POOR ACADEMIC PRACTICE PENALTIES

Poor Academic Practice Penalties:
A formal warning
A requirement for the Respondent Student to attend counselling or a lecture, seminar, workshop or similar activity
A requirement for the Respondent Student to address the issue identified and resubmit the work: <ul style="list-style-type: none">• with a reduced maximum mark for the assessment; or• with a reduced maximum mark for the relevant component
A reduced grade up to a maximum of 20% in respect of the assessable item in respect of which the Academic Misconduct occurred
A fine up to \$250

APPENDIX 4: POSSIBLE CATEGORY 1 PENALTIES

Category 1 Penalties:	General Misconduct	Academic Misconduct	Academic Record Fraud
A formal warning or admonishment, or both	✓	✓	✓
A requirement for the Respondent Student to attend counselling or a lecture, seminar, workshop or similar activity;	✓	✓	✓
A requirement for the Respondent Student to undertake an academic integrity or research integrity program		✓	
A requirement for the Respondent Student to submit or vary an ethics application		✓	
A requirement for the Respondent Student to address the issue identified and resubmit the work (but with a reduced maximum mark for the assessment)		✓	
A requirement for the Respondent Student to repeat the assessment (but with a reduced maximum mark for the relevant component);		✓	
A requirement for the Respondent Student to revise and re-submit a thesis prior to submission or under examination		✓	
A reduced grade, or nil grade, for the assessable item in respect of which the Academic Misconduct occurred;		✓	
An ANN grade for the unit in which Academic Misconduct occurred		✓	
A fine up to \$250		✓	
A fine up to \$1,000	✓		✓
Suspension of all or any of the Respondent Student's rights and privileges within the University for a period of up to one (1) month, including – <ul style="list-style-type: none"> • exclusion from attendance at any specified scheduled class activity, such as a lecture, seminar, or tutorial workshop; • exclusion from all or a specified part of a campus or education centre; • exclusion from participating in any activity organised or managed by the University; • denial of access to any or all facilities or services of the University; and • exclusion from enrolment in any unit or admission to any course 	✓	✓	✓
Revocation of an offer of admission			✓
Cancellation of enrolment			✓
Revocation of an approval or grant of credit for recognised learning			✓
Prohibiting the Respondent Student from being given an offer of admission, or from being admitted to a course or enrolled in a unit			✓

APPENDIX 5: POSSIBLE CATEGORY 2 PENALTIES

Category 2 Penalty means one or more of the following:	General Misconduct	Academic Misconduct	Academic Record Fraud
Suspension of all or any of the Respondent Student's rights and privileges within the University for a specified period, including: <ul style="list-style-type: none"> • exclusion from attendance at any specified scheduled class activity, such as a lecture, seminar, or tutorial workshop; • exclusion from all or a specified part of a campus or education centre; • exclusion from participating in any activity organised or managed by the University; • denial of access to any or all facilities or services of the University; and • exclusion from enrolment in any unit or admission to any course; 			
Termination from the course in which the Respondent Student is admitted;	✓	✓	✓
Expulsion from the University;	✓	✓	✓
Prohibition from being admitted or re-admitted to any course and from enrolling in any unit;	✓	✓	✓
The withholding of any award or the withdrawal of credit for any completed unit, or both; and	✓	✓	✓
An Award Rescission Penalty;	✓	✓	✓
A FAIL classification for a thesis		✓	

APPENDIX 6: GLOSSARY

Academic Misconduct means conduct by a Student, other than conduct constituting Academic Record Fraud or General Misconduct that is dishonest or unfair in connection with any academic work, such as:

- a) During any exam, test or other supervised assessment activity;
- b) In relation to the preparation or presentation of any assessed item or work; and/or
- c) In relation to the conduct of research or any other similar academic activity;

Academic Misconduct Other is conduct by a student that is dishonest or unfair and not previously addressed under the other available case categories. When reporting Academic Misconduct this case category should be used for any fraudulent behaviour relating directly to an assessable item. An example is:

- Falsifying medical certificates for assessment extension;

Academic Record Fraud means conduct by a Student, other than conduct constituting Academic Misconduct or General Misconduct that is dishonest in connection with an Academic Record, such as:

- a) Falsifying, or arranging the falsification of, an Academic Record;
- b) Giving false or misleading information in relation to an Academic Record; or
- c) Allowing a false or misleading Academic Record to be presented on behalf of the Student, or another person; Examples include:
 - A student claiming they have completed a degree from Curtin University on their CV, Resume or online professional profile;
 - A student providing a falsified Academic Transcript or Testamur to their employer.

Cheating is acting dishonestly or unfairly in order to gain an advantage. Examples include:

- Cheating in an exam, test or supervised assessment activity:
 - Being in possession of unauthorised materials (considered to be Academic Misconduct);
 - Removing an examination paper from an examination room when it is specified that the paper is not to be retained by the student; storing or sharing an examination paper that was illegally obtained (considered to be General Misconduct);
 - Disrupting an examination or assessment activity in any way (considered to be General Misconduct);
 - Having a mobile phone or other electronic device in an examination or testing environment (considered to be Academic Misconduct);
 - Impersonating a student in an examination or arranging for another to impersonate, take or complete the assessment on your behalf (considered to be General Misconduct);
 - Copying answers from another person or permitting another student to copy answers (considered to be Academic Misconduct);
 - Exchanging notes, talking or communicating with another student in an examination or test (considered to be Academic Misconduct);
 - Improperly obtaining prior knowledge of an examination or test paper and using that knowledge in the examination or test or providing that information to a student(s) who are yet to undertake the examination or test (considered to be Academic Misconduct).

- Cheating in an assessment or other assessable work:
 - Allowing someone or an organisation to complete an assessment task on your behalf.

Collusion is 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. Examples include:

- Working with another person (colluding) when the assessment should be completed individually;
- In the case of collaborative group projects, falsely representing the individual contributions of the collaborating group members;

Falsification or fabrication of data or other content. Examples include:

- Making up results and reporting them;
- Altering results so that the research is not accurately represented.

General Misconduct means conduct by a Student, other than conduct constituting Academic Record Fraud or Academic Misconduct:

- a) Which contravenes any written law of the Commonwealth of Australia, a State or Territory of Australia or any other country, and where the written law relates to an activity associated with the Student being a Student of the University;
- b) Which contravenes the provisions of the Act or any Statute, rule or by-law, or University policy or procedure;
- c) Which contravenes any lawful direction by a member of the staff of the University;
- d) Which infringes the reasonable freedom of other persons to:
 - i. Pursue their study, research duties or other lawful activities on premises owned or controlled by the University, or elsewhere while engaged in an activity under the auspices of the University; or
 - ii. Participate in the life of the University; or
- e) Which is otherwise detrimental to the proper conduct of the University or the University's reputation. Examples include:
 - Assaulting or harassing another person on University grounds;
 - Using the Curtin Network to download or stream online content without approval, authorisation or consent from the copyright owner.
 - Providing an assessment from a previously completed unit to a student who is currently studying the same unit.
 - Damaging any University property.

Plagiarism is presenting the work or property of another person as your own without appropriate acknowledgement or referencing. Examples include:

- copying of sentences, paragraphs or creative products (in whole or in part) which are the work of other persons without due acknowledgement. Creative products include webpages, books, article, theses, unpublished works, working papers, seminar and conference papers, internal reports, lecture notes or recordings, computer files, images or video;
- Too closely paraphrasing sentences, paragraphs or themes without due acknowledgment;
- Using another person's work (including words, music, creative or visual artefacts,

computer source code, designs, problem solutions or ideas);

- Submitting work which has been produced by someone else – including friends, family or a paid contracting service (this is known as contract cheating, assessment outsourcing or ghost writing);
- Submitting one’s own previously assessed or published work for assessment or publication elsewhere, without appropriate acknowledgement (self-plagiarism).

Poor Academic Practice means Academic Misconduct that is not dishonest and where the degree of unfair advantage resulting or that may result from the Academic Misconduct is no more than moderate.

A **Student** is defined under *Statute No. 10 – Student Discipline* as:

“... a person who is or was –

- a) an enrolled student as defined in section 4(1) of the Act;
- b) admitted, or applying to be admitted, to a course or unit conducted by the University; or
- c) engaged, or applying to be engaged, in a structured program of learning provided by or for the University ...”

APPENDIX 7: ACADEMIC MISCONDUCT DOCUMENT LIST

When filing a case of suspected Academic Misconduct, you need to select the appropriate Case Category – Plagiarism, Cheating, Collusion, Falsification of data or other content in an assessment or other assessable work, or Other. The definitions of these different Categories are available in *Appendix 6: Glossary*. If you are unsure about the most appropriate category, please contact the Student Conduct Office at SCO@curtin.edu.au.

Are there any documents that should always be uploaded for Academic Misconduct cases?

Yes. All Academic Misconduct cases should include the following:

- Student Progress Report;
- Assessment Instructions, separate to the Unit Outline, that explain the assessment requirements to the student (E.g. Screenshot of Blackboard Assessment Page, Assessment Brief, etc.);
- Marking Criteria used to mark the assessment (E.g. Marking Rubric, Guide, Key, or similar used to assess student work, as required by the *Assessment and Student Progression Manual*);
- Student Assessment, with clearly identified areas of concern (E.g. Turnitin Similarity Report, TokenDiff, or otherwise annotated); * and
- Correspondence, such as email discussion about this matter with the student, downloaded from Outlook and converted to .pdf.

Supporting documents uploaded for any case should be appropriately named, to assist with review of the evidence being provided. For example, when downloading the student progress report, please rename the document before uploading.

* There are instances where some Academic Misconduct Other cases might not include the Student Assessment. For example, if a student used a fraudulent medical certificate when seeking an extension, you can file the case as soon as this is discovered, even if the student has not yet submitted their assessment.

What other documents should be included with a Plagiarism case?

In addition to the documents expected for all Academic Misconduct categories, suspected Plagiarism cases should also include, as relevant to the case:

- If Self-Plagiarism, an Accompanying Statement detailing
 - the unit, study period, and assessment name of the matching work,
 - whether the student sought permission to re-use their work, and
 - if they could reasonably think they may re-use certain content (E.g. did they withdraw before receiving a mark for the assessment in a previous study period, is this a scaffolded assessment);
- Source Document(s) or relevant parts thereof
 - if this was not picked up through Turnitin or other text-matching tool, the source document and Student Assessment should both be annotated to show the matching elements,

- if this relates to another student from a previous study period, this must be redacted to remove aspects that may identify that student,
- if this is an exemplar provided to students, please make this clear;
- Translation/Explanation Report – if the assessment and/or source are written in a language other than English or relate to coding, mathematical, or other scientific content, a clear explanatory document is required (E.g. passages from the assessment and source can be presented together, with matches highlighted and an explanation of the identified issues); and
- Any other documentation relevant to the case (subject to review by the Authorised Officer).

What other documents should be included in a Cheating case?

In addition to the documents expected for all Academic Misconduct categories, suspected Cheating cases should also include, as relevant to the case:

- Source Document(s) or relevant parts thereof
 - if this was not picked up through Turnitin or other text-matching tool, the source document and Student Assessment should both be annotated to show the matching elements.
 - if this relates to another student from a previous study period, this must be redacted to remove aspects that may identify that student;
- Location Found (web link) if the assignment is alleged to have been purchased;
- Translation/Explanation Report if the assessment and/or source are written in a language other than English or relate to coding, mathematical, or other scientific content, a clear explanatory document is required (E.g. passages from the assessment and source can be presented together, with matches highlighted and an explanation of the identified issues);
- Exam Notes;
- Invigilator Report – should refer to sections of footage, if applicable;
- Visual Evidence – photos, scans, video, IRIS, or other footage (must be converted to MP4);
- Social Media Evidence – screenshots of relevant discussions between students (redact as appropriate); and
- Any other documentation relevant to the case (subject to review by the Authorised Officer).

What other documents should be included with a Collusion* case?

In addition to the documents expected for all Academic Misconduct categories, suspected Collusion cases should also include, as relevant to the case:

- This Student's Assessment – clearly showing areas of similarity with the other assessment (Turnitin, TokenDiff, or otherwise annotated). Identify similarities such as
 - unusual mistakes or phrases used only by these students,
 - similar reference list and/or referencing/citing errors (E.g. mistakes in reference

- formatting),
- unusual font/format/layout choices,
- similar order of ideas and flow;
- The Other Student's Assessment
 - redacted to remove aspects which could identify that student (in case this is not collusion, but two students using the same source);
- Translation/Explanation Report if the assessment and/or source are written in a language other than English or relate to coding, mathematical, or other scientific content, a clear explanatory document is required (E.g. passages from the assessment and source can be presented together, with matches highlighted and an explanation of the identified issues); and
- Any other documentation relevant to the case (subject to review by the Authorised Officer).

* Note that Collusion is only appropriate where students are in the same unit and study period. Use of a previous student's work is considered Plagiarism.

What other documents should be included in a Falsification of data or other content case?

In addition to the documents expected for all Academic Misconduct categories, suspected Falsification of data or other content cases should also include, as relevant to the case:

- Falsified References Explanation, detailing what was falsified and how you came to that conclusion, such as
 - identifying incorrect references/citations (E.g. the student used a source to reference a particular idea, but that idea is not mentioned in the source),
 - identifying the correct reference/citation (E.g. the student cited a news article, but the text matches Wikipedia), and
 - if some, or all, of the reference list was copied from another source (E.g. the student copied multiple sources from a journal article, despite not citing them in their submission);
- Falsified Data Explanation, detailing how this has been identified;
- Annotated document;
- Translation/Explanation Report if the assessment and/or source are written in a language other than English or relate to coding, mathematical, or other scientific content, a clear explanatory document is required (E.g. passages from the assessment and source can be presented together, with matches highlighted and an explanation of the identified issues); and
- Any other documentation relevant to the case (subject to review by the Authorised Officer).

What other documents should be included with an Academic Misconduct Other case?

In addition to the documents expected for all Academic Misconduct categories, suspected Academic Misconduct Other cases should also include, as relevant to the case:

- If Breach of Confidentiality, include
 - documents or announcements, separate to the Unit Outline, pertaining to client confidentiality (E.g. Blackboard announcements, PowerPoint slides, or similar),
 - Social Media Evidence – as relevant (redact as appropriate),
 - relevant Registration Body Guidelines/Protocols relating to confidentiality,
 - correspondence or witness statement related to the breach of confidentiality (redact as appropriate), and
 - any other documentation relevant to the case (subject to review by the Authorised Officer);
- If Falsified Documents to Support Extension, include
 - the document in question (E.g. medical certificate, death certificate),
 - the extension request (E.g. document or screenshot from online system),
 - correspondence with the purported originator as to the validity of the document (E.g. medical practitioner),
 - correspondence with student, such as any email discussion of this matter already undertaken,
 - any other documentation relevant to the case (subject to review by the Authorised Officer);

What will happen if I do not include the correct supporting documents?

Where case documents are insufficient to assist the Authorised Officer to make an Initial Assessment, the Originator will be contacted with a request for additional documentation. If the Originator requires assistance, a Student Conduct Coordinator may provide support. If supporting evidence is still not provided, the case may be closed without a finding of misconduct.

If you are unsure about the right documentation to include in a case, or are unsure where or how to find that documentation, please contact the Student Conduct Office at SCO@curtin.edu.au.