



Curtin University

Academic Integrity and Conduct

STUDENT GUIDE

Make tomorrow better.

academicintegrity.curtin.edu.au

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Acknowledgement of Country

Curtin University acknowledges Aboriginal and Torres Strait Islander people, the First Peoples of this place we call Australia, and recognise them for caring for Country for more than 60,000 years. We are honoured and grateful for the privilege to maintain campuses operating in Boorloo (Perth) and Karlkurla (Kalgoorlie) in Australia. We pay our respects to Elders past and present as Custodians and Owners of these lands. We recognise their deep knowledge and their cultural, spiritual and educational practices, and aspire to learn and teach in partnership with them. Curtin also acknowledges First Nations peoples connected with our global campuses. We are committed to working in partnership with all Custodians and Owners to strengthen and embed First Nations' voices and perspectives in our decision-making, now and into the future.

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OVERVIEW

This guide helps students understand responsible conduct and navigate academic integrity issues to help prevent breaches. It includes information on:

GOOD PRACTICE

- Building academic integrity skills
- Teaching how to write, reference, and acknowledge sources correctly
- Appropriate use of Generative Artificial Intelligence (Gen-AI) tools

WARNINGS AND MISCONDUCT

- Ways to avoid breaches and misconduct
- Which situations may result in a warning
- What happens if you receive a warning
- The most common types of academic misconduct
- What to expect during an inquiry into alleged misconduct
- Understanding the determination and appeal processes

A glossary of definitions is also provided as a quick reference guide. This guide should be read in conjunction with [Statute No. 10 – Student Discipline and Student Misconduct Rules](#), and should not be used as a replacement.



ACADEMIC INTEGRITY GOOD PRACTICE

Academic integrity means being honest, responsible, and transparent in your studies.

Curtin’s strong commitment to academic integrity ensures its degrees are respected and trusted by employers and the general public. As a student, you are part of this academic community and expected to uphold Curtin’s core [Values](#): integrity, respect, courage, excellence, and impact.

Your work should reflect ethical behaviour, acting honestly and fairly. This includes adhering to the University’s [Code of Conduct](#), following the [Student Charter](#), completing the [Academic Integrity Program \(AIP\)](#), and avoiding misconduct such as cheating, plagiarism, collusion, or falsifying data.

WHAT WRITING ASSISTANCE TOOLS CAN I USE?

CURTIN VERSION OF GRAMMARLY

The [Curtin version of Grammarly](#) is writing assistance software that is freely provided to you as a Curtin Student. Curtin Grammarly is the *only* version accepted for use within *any* assessment task at Curtin. Instructions on how you can access Curtin Grammarly are provided on the [library website](#). Do not use *Grammarly Free*, *Premium*, or *Business* versions. These versions all use Gen-AI prompting technology and may not be approved for use within certain assessment tasks at Curtin.

GRAMMARLY AUTHORSHIP

Curtin Grammarly Authorship enables students to track their writing process as they work in Google Docs or Microsoft Word. By enabling Grammarly Authorship, you can generate a report that tracks your writing activity, which can then be shared with your instructor if there are any questions about your writing process. It is recommended that you [activate this feature](#) when using the Curtin version of Grammarly by clicking the thumbprint icon.

TURNITIN CLARITY

Turnitin Clarity may be available for you to use in some units. It allows you to draft your assessments within Curtin's Learning Management System (LMS) and includes an AI assistant that provides constructive feedback to enhance your writing. Clarity also tracks your progress over time and provides your instructors with a playback and timeline of your writing process.

WHAT WRITING SKILLS DO I NEED TO KNOW?

Academic writing is a formal style to share new knowledge or analyse existing information. Curtin Library's [Writing module](#) offers comprehensive guidance on academic writing, including specific rules for integrating and acknowledging sources. This includes proper paraphrasing, summarising, synthesising, quoting, and referencing. To improve your skills in these areas, complete the section on [Integrating Sources](#).



REFERENCING

WHY IS REFERENCING IMPORTANT?

Referencing shows where your ideas come from, helps others verify your sources, and demonstrates your understanding of the topic. It also shows your instructor how well you've researched and engaged with the subject. If your work has strong ideas but no citations, your instructor may question its authenticity. They are familiar with the literature and can often recognise unreferenced sources.

HOW DO I PROPERLY REFERENCE AND CITE?

Curtin University Library provides [referencing guides](#) and support materials for the following standard referencing styles:

- American Psychological Association (APA)
- Chicago Author-Date
- Australian Guide to Legal Citation (AGLC)
- Institute of Electrical and Electronics Engineers (IEEE)
- Vancouver

Each referencing guide provides examples of correctly formatted in-text citations and references. An in-text citation shows the source of your ideas, quotes, or information and provides credit to the original author. For full instructions, more examples, and referencing tips, see Curtin Library's [referencing guides](#).

When doing an assessment, it is strongly recommended that you:

- Check your unit guidelines carefully. This information may be included in the assessment instructions, posted on the Learning Management System, or in your Unit Outline. Some details in the library's [referencing guides](#) may differ from the requirements of your unit's assignment.
- Refer to the definitive referencing style guide for information (for example, the [American Psychological Association Style and Grammar Guidelines](#)) and use the library [referencing guides](#). These sources are updated regularly and may be more current than those provided for illustration purposes in this booklet.
- Ask for help from your instructor or the library if you struggle with referencing.



RELEVANT SOFTWARE

Self-help guides and online tutorials are available on the [Digital Skills](#) Library Website for many different programs, including EndNote Essentials, Word, Excel, NVivo, R, Python, Qualtrics, and SPSS. [EndNote Online](#), available to all Curtin students, helps you collect, organise, and store references. It allows you to create formatted citations and reference lists, automatically insert citations, and reformat your work in different referencing styles.

QUOTING

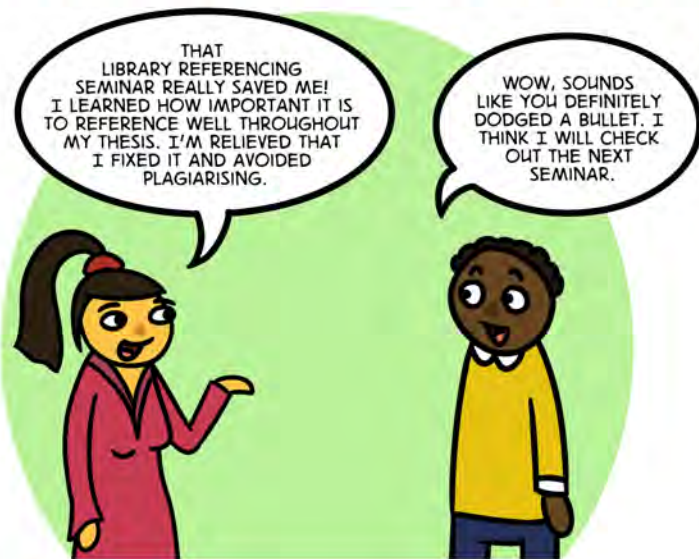
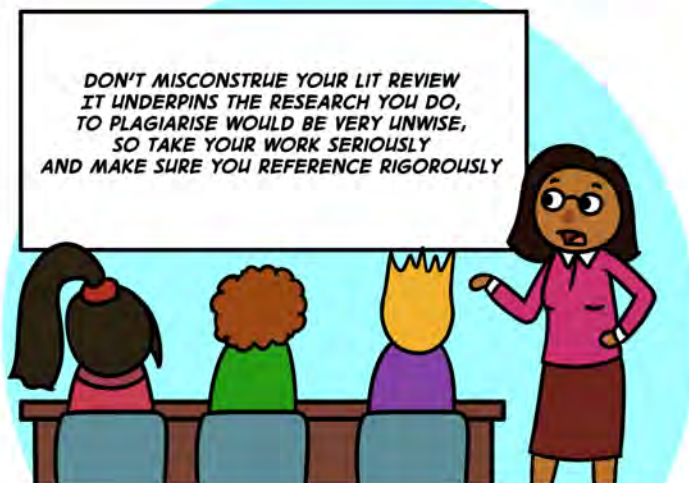
Quoting involves using someone else's exact words in your work.

Use quotes where you:

- cannot express the idea in a shorter form
- particularly want to draw attention to an author's comments that support your own position or argue against it
- want to capture the 'power' of the words used by the author

When using an author's words, you must replicate the text exactly and provide the correct citation and reference details, including the page number where the quote is found. Typically, shorter quotes are placed within quotation marks, while longer passages (over 40 words) are indented without quotation marks. The specific formatting depends on the referencing style you use. Note that some disciplines rarely use quotes, and it is usually better to paraphrase for longer passages.





PLAGIARISM IS CONSIDERED SERIOUS ACADEMIC MISCONDUCT EVEN IF IT IS UNINTENTIONAL. THESES COMPLETED AS PART OF A HIGHER DEGREE BY RESEARCH SHOULD ALWAYS BE REFERENCED CLEARLY AND RIGOROUSLY, THIS INCLUDES THE LITERATURE REVIEW WHICH FORMS THE BACKGROUND FOR YOUR RESEARCH.

SUMMARISING, SYNTHESISING AND PARAPHRASING

Summarising means picking out the main ideas from a resource (like a book, article, website, or video) and restating them in your own words. It involves simplifying and condensing complex information, demonstrating that you can clearly and concisely explain key concepts.

Steps for summarising information

1. Read and understand the text's main ideas and key points
2. Note the most important information
3. Remove any unnecessary details, examples, or repetitions

4. Condense the main points into a brief overview using your own words
5. Ensure the summary accurately reflects the original text's meaning
6. Properly reference the original source to avoid plagiarism

Synthesising involves combining information from multiple sources to create a unified understanding of a topic, linking related ideas, and developing original conclusions.

Steps for synthesising information

1. Collect relevant information from multiple credible sources
2. Carefully read and highlight key points in each source
3. Look for common themes, patterns, and connections between sources
4. Group related ideas together
5. Integrate the information to form a cohesive understanding
6. Draw original conclusions or arguments
7. Properly reference all sources used to avoid plagiarism



Paraphrasing involves rewording text using your own words while maintaining the original meaning.

Steps for paraphrasing

1. Select the passage to paraphrase
2. Read it several times and note the keywords
3. Without looking at the original, explain the passage in your own words as if to another student
4. Write down your explanation using your own words
5. Compare your text with the original to ensure you accurately captured the idea
6. Include the paraphrased text in your work with proper citation and reference

Want to learn more? Complete the [Writing with Integrity module](#) to obtain a certificate for learning more writing skills.

YOU BE THE JUDGE

IS THIS PLAGIARISM?

Romy handed in a laboratory report that included four illustrative graphics, none of which were cited or referenced. She did not use the original graphics but had carefully redrawn each one. Romy did not think she had to cite or reference them since she redrew them herself.

AND THE VERDICT IS...

This may be plagiarism, but it would depend on the nature of the graphics. If the graphics were commonly used illustrations or very general diagrams not clearly 'owned' by another, then Romy need not have referenced them. If they were original and creative works, such as a unique representation of an idea, a cartoon, or a data-specific graph, for example, they do need to be referenced.

This is a situation where it would have been beneficial for Romy to ask for advice. When in doubt, it is better to acknowledge than not.

APPROPRIATE USE OF GEN-AI TOOLS

WHAT SHOULD I KNOW ABOUT GEN-AI TECHNOLOGY?

Generative Artificial Intelligence (Gen-AI) tools, such as ChatGPT, Gemini, DALL-E, Claude, and GitHub Copilot, create new content, including text, images, code, video, and audio. This rapidly advancing technology is widely available and integrated into other software programs like Word, non-Curtin Grammarly, and search engines.

Curtin encourages students to use Gen-AI software ethically and responsibly, preparing them for future professional environments. While Gen-AI tools can assist with approved study activities, they should not replace your critical thinking, information analysis, or ability to develop your own writing and assessment content. Find the most up-to-date information on the:

- [Appropriate use of Gen-AI technologies website](#)
- [Using Gen-AI Unskills website](#)
- [Gen-AI use at Curtin website](#)



HOW DO I KNOW IF I AM USING GEN-AI TOOLS?

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

Takeaway Point: If you are prompting programs to do something for you, such as ‘rewrite this paragraph’ or ‘translate this text,’ this indicates that you are using Gen-AI software.

USING GEN-AI SOFTWARE WITHIN ASSESSMENT TASKS



1. Check your assessment instructions carefully before using any Gen-AI software.
2. You are not permitted to use Gen-AI software in any assessment task unless written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assessment specifications).
3. If Gen-AI software has been approved for use, you must follow the instructions provided to you within your unit materials about appropriate use. This may require you to:
 - Verify the accuracy of all output you use
 - Gen-AI systems contain bias. Training data (that teaches the system) often lacks diversity, so the output replicates those biases.
 - Gen-AI software makes up information. Submitting that false output as part of your assessment task may be considered falsification or fabrication, which is considered misconduct.
 - [Appropriately reference Gen-AI content](#). This means:

- Use in-text citations
 - Where you have quoted or paraphrased Gen-AI text, you must include an in-text reference acknowledging the tool you have used.
 - Include a declaration of use
 - After your reference list, include a declaration stating which tools (e.g. AI or software) you used to generate content, how you used them, and the specific prompts or instructions you provided.
4. For specific details on how to cite and declare your use of Gen-AI outputs, follow the advice for the [referencing style](#) used within your faculty.



Takeaway Point: When submitting any assessment, the final product must be your own work, not just output copied from Gen-AI software. Unapproved, inappropriate, or undisclosed use may be dishonest or unfair behaviour and therefore considered misconduct.

EXAMPLES OF APPROPRIATE USE OF GEN-AI TOOLS IN ASSESSMENT TASKS

Examples	Appropriate Use	Explanation
Using Chat GPT to summarise a theory or idea so you can better understand the concepts	✓	Gen-AI tools can help with studying by summarising and condensing text.
Using Gemini to write any part of an essay (sentences, paragraphs, structure, outlines, tables etc.) for submission without approval or disclosing that the Gemini was used	✗	Undisclosed output generated from AI tools should never be submitted for assessment.
Using Curtin Grammarly to check for spelling, grammar, and punctuation errors without automatically changing the text	✓	Curtin Grammarly can be used to ensure grammatical correctness for text that you have written.
Using Grammarly (Free) or Quillbot to paraphrase or rewrite any part of your assessment without permission	✗	If you are asking a software program to ideate, compose, rewrite, or personalise your text, this may be inappropriate use.
Using DALL-E to create an image that you submit for assessment without disclosing that the image was created by DALL-E	✗	When submitting any assessment, the final product must be your own work, not just output copied from Gen-AI software.
Using DALL-E to create an image that you critique as part of your art history unit. You clearly disclose that the image was created by DALL-E.	✓	Be transparent and honest about your use of Gen-AI tools within your assessments.

Examples	Appropriate Use	Explanation
Using GitHub Copilot to check your code as instructed by your unit coordinator in your assessment specifications		Follow the unit instructions on using Gen-AI and be sure to: 1. Verify the accuracy of all output you use. 2. Apply appropriate acknowledgement and attribution rules. 3. Document and declare its use.
Using Gen-AI to check the formatting for your references		Gen-AI tools can help ensure your references are formatted correctly for your selected style.
Using Gen-AI to answer or check your online test questions that you are unsure about		This would be considered cheating to give yourself an unfair advantage over other students sitting the online test.
Using Gemini to provide feedback on your assessment task before you submit		Gen-AI tools can provide useful feedback on your grammar and writing style, like an editor. However, it becomes academic misconduct if you allow software or another person to rewrite your assessment to fix the errors.
Using Chat GPT to generate practice problems to help you understand a tough maths concept		Gen-AI tools can help explain complex concepts and provide step-by-step explanations to support your learning. This becomes problematic if you are submitting assessment solutions that have been generated by AI.
Using Gemini to help find a mistake in your solution to a practice maths problem		This would be appropriate if you are using the solution for your learning. This would be inappropriate if you were submitting the solution for assessment.
Using software to translate an assessment written in your native language to English		When submitting any assessment, the final product must be your own writing, not just output copied from translation software.
Using Gemini to write any part of a report (e.g. executive summary or conclusion) without approval or disclosure		It is inappropriate to use Gen-AI tools to write any part of your assessment without first gaining permission and using proper acknowledgement conventions.
Using Chat GPT to generate references for your assessment and using them without verifying and reading the source		It is essential that you conduct your own research by reading and verifying all sources included in your assessment.
Using translation software to better understand the information you are using for your research		Translation tools can generate text in your native language to aid in your learning.
Putting any unit content (e.g. slides, unit outline, speech to text) into Chat GPT to create summaries		This breaches Curtin copyright requirements. You are only allowed to upload content to Gen-AI software if you own the intellectual property.

YOU BE THE JUDGE

IS THIS APPROPRIATE USE OF GEN-AI TOOLS?

Liam is running out of time to finish his Marketing essay. He checks his unit outline and does not see specific information from his Unit Coordinator about using Gen-AI tools for the assessment, so he decides to use them. He pastes the draft of his paper into Gemini and asks it to generate some appropriate references that he can add to his report. He pastes them into the reference list and cites them in the paper in a few spots that make sense. He then asks Gemini to generate a conclusion for the essay and to fix the grammar. Liam copies the text that Gemini suggests and submits it for assessment without acknowledging that he used Gemini for assistance.

AND THE VERDICT IS...

This is an inappropriate use of Gen-AI software and would be considered cheating. Liam did not carefully check his assessment specifications. The academic integrity section of the unit outline stated that “you are not permitted to use Gen-AI software in any assessment task unless written permission is explicitly granted by the Unit Coordinator (e.g. within Blackboard or the assessment specifications).” Liam did not declare the use of Gen-AI software and failed to properly cite or reference the output. He also did not verify the references that Gemini suggested, so they may have been fabricated. This puts him at risk for falsification or fabrication of information, which is considered academic misconduct.

IS IT OK FOR SOMEONE TO EDIT MY WORK?

If you're considering hiring an editor or asking someone to proofread your work, it's important to set clear boundaries. Explain exactly what you want them to check. Their role should be limited to identifying issues such as spelling, grammar, punctuation, formatting, and academic conventions, not rewriting your text. If you share an electronic copy, ask them to use commenting tools rather than making direct changes. Always keep a copy of your original draft as well as the final version after editing.

Professional editors often make direct changes as part of their usual work. However, as a student submitting work for assessment, accepting those changes without rewriting them in your own words may be considered plagiarism because you would be presenting someone else's work as your own.

An editor may help you check for:

- Spelling and typing mistakes
- Grammar and sentence structure
- Consistent formatting and academic conventions (e.g., captions, citations, referencing)

When reviewing their comments, you can correct spelling, punctuation, formatting, and style. For suggestions that affect meaning, flow, or originality, consider them carefully and rewrite in your own words.

If you're using an editor for your thesis:

- Talk to your supervisor first before hiring an editor
- Agree on the scope of the edit with your supervisor, document this in writing, and ensure the editor understands it

- Include a statement in your thesis noting that an editor was used and describing what they helped with

For any assignment or thesis, you must include an acknowledgement of the editor and the scope of their work. Tools like Curtin Grammarly can also assist with many of these tasks.

YOU BE THE JUDGE

IS THIS PLAGIARISM?

A PhD candidate, Vince, was concerned about his English language proficiency, so he hired an editor to review his draft research proposal and correct his use of English. Vince provided the editor with an electronic copy of his proposal, and the editor used 'track changes' in Microsoft Word to indicate issues that needed to be addressed. The editor worked through the proposal, correcting all the non-standard grammar and incorrect vocabulary; in some sentences, the word order was also changed. The editor emailed Vince the electronic file, including the tracked changes. Vince opened the document in Microsoft Word and used the function 'Accept all changes in document'. He then saved the file and submitted the document as part of his application for candidacy.

AND THE VERDICT IS

This may be plagiarism, depending on the nature of the edits and how the work is attributed. If the edited work is substantially different from Vince's original and submitted under the student's name only, with no acknowledgement of the editor's contributions, then the case can be made for plagiarism, since the editor's contributions resulted in a document that was no longer the student's original work.

To avoid plagiarism, Vince should have reviewed each of the suggested edits, and where the wording was significantly different, he should have rewritten the passage in his own words. It would have been preferable for the editor to use an editing tool that did not alter the original work but rather allowed the editor to identify issues and make suggestions for rewording as comments only. Vince should also include an acknowledgement, for example: "I wish to thank X for their helpful editorial feedback on an earlier draft of this document".

TURNITIN TEXT-MATCHING SOFTWARE

Curtin uses Turnitin, an electronic text-matching service that compares your submitted work with a wide range of sources, including websites, books, journals, newspapers, theses, and student papers from Curtin and other universities worldwide.

Turnitin generates a Similarity Report, which highlights any text in your assignment that matches content from its database and links it to the original source. Highlighted text may show copied passages or poor paraphrasing.

The report also includes a Similarity Index, which is the percentage of matched words compared to the total word count. Curtin does not set a 'safe' Similarity Index level, and a high or low percentage does not automatically mean plagiarism has occurred.

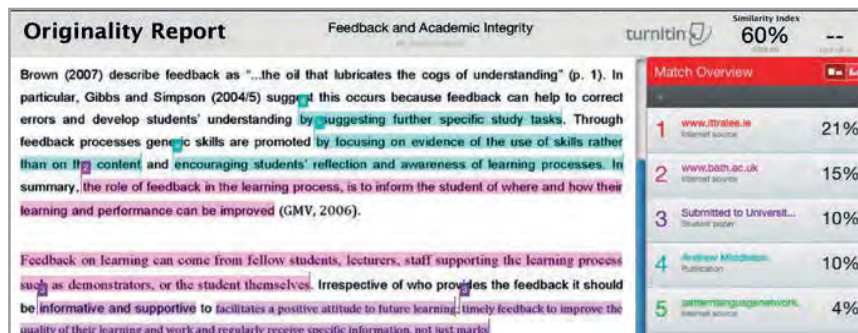


Figure 1: Example of a Turnitin Originality Report showing the Similarity Index (60%) and highlighted passages of text linked to sources.

You should review the Similarity Report for your assignment and take note of any highlighted text. These sections may need to be rewritten to better paraphrase the original source. The Similarity Report does not check whether your citations and references are correct — you must review these carefully before submitting your final draft. The Curtin Student website contains further information about [Turnitin](#).

YOU BE THE JUDGE

IS THIS PLAGIARISM?

Mohammed and Scott have each submitted the draft of their first assignment. The assignment submission process involved submitting their file to Turnitin. Mohammed viewed his Turnitin Report and found a Similarity Index of 25% which was colour-coded yellow. Scott's Similarity Index was 2% and colour-coded green. Before class, students discussed how to interpret the Turnitin report. Scott thought that since his was green and had a small number, he would be safe, and thus he didn't plan to revise his document before the final submission. Mohammed was quite worried as he was sure his higher index number meant he was going to receive an allegation of plagiarism; he was planning to discuss his work with the tutor.

AND THE VERDICT IS...

This may be plagiarism, depending on the nature of the highlights indicated in the Turnitin Report. Mohammed should verify that he has used quotations for any passages that are direct copies and consider refining his paraphrasing for matches that he did not intend to quote. If the highlighted passages in his document were in sections where matches are expected, for example, if he had included a standard cover page or used headings given in the assignment template, he should understand that these matches are making the index higher, but that the marker will not be concerned about these matches.

On the other hand, Scott shouldn't be so confident that he has not plagiarised. He may have copied paragraphs from sources that Turnitin cannot check against, but which the person marking the assignments is familiar with and can detect as plagiarism. The low Similarity Index score can also indicate poor academic writing, such as failing to access and utilise scholarly sources to support one's argument, omitting citations and references, or failing to structure the document with headings. Scott should be honest with himself, as he knows whether he followed academic writing conventions and adequately addressed the marking criteria. It may be that he has done a brilliant job, and the low index score is a true reflection of his writing skills. Let's hope he is right!

WHAT SHOULD I KNOW ABOUT COPYRIGHT?

Curtin's [Copyright website](#) helps students and staff understand their rights and responsibilities under copyright law.

As a student, you may be able to copy material (e.g. photocopy or download PDFs) to support your research or study. However, this is not the same as copying sentences or paragraphs into your assignment. Doing so without proper referencing may breach academic integrity rules.

Under the 'fair dealing' provisions of the Copyright Act, you can copy a reasonable portion of a work for study or research without needing permission. What counts as a 'reasonable portion' depends on the type of material. Check Curtin's [Copyright website](#) for more details.

Importantly, uploading content you don't own — such as lecture notes, slides, unit outlines, or assessment briefs — to Gen-AI tools or file-sharing platforms breaches Curtin's copyright rules and may be considered misconduct.





AS A MATTER OF FACT YOU ARE... IT'S CALLED COPYRIGHT BREACH. ALL THE NOTES AND COURSE MATERIALS BELONG TO THE UNIVERSITY, MEANING THAT IF YOU SHARE MY NOTES ONLINE, WITHOUT PERMISSION, YOU ARE BREACHING THE UNIVERSITY'S COPYRIGHT. APART FROM THAT, HOW WOULD IT MAKE YOU FEEL, IF I TOOK YOUR ESSAYS AND UPLOADED THEM FOR CASH WITHOUT YOUR KNOWLEDGE?



POSTING LECTURE NOTES AND COURSE MATERIALS ON SHARE SITES IS A BREACH OF THE UNIVERSITY'S COPYRIGHT LAWS. THIS CAN RESULT IN SEVERE PENALTIES.

WHAT HAPPENS IF MY CONDUCT IS INAPPROPRIATE?

Not all conduct breaches are treated as misconduct at Curtin. Minor issues may result in a Warning, which is an educative response rather than a misconduct finding. However, serious or deliberate behaviour, such as physical altercations or cheating, is considered misconduct. The University uses a two-tier system to address student behaviour:

1. Warnings – for less complex or unintentional breaches
2. Allegations of Misconduct – for more serious or complex breaches, managed under Statute No. 10 – Student Discipline and the Student Misconduct Rules

WARNINGS

A staff member may issue a Warning to a student for certain types of conduct, following Curtin’s guidelines and processes. A Warning is not a penalty — it’s a formal notice about behaviour or actions that need to be addressed, and it will not be recorded on your academic transcript or award certificate.

WARNINGS (ACADEMIC)

Curtin understands that students may make mistakes, especially when learning academic writing conventions. In cases where a breach of academic integrity is minor or unintentional, you may receive an Academic Warning. This is a formal notice, but it is not a misconduct finding. Curtin’s approach is educative—Warnings are often accompanied by guidance to help you improve and avoid future issues.

Common reasons for receiving a Warning related to academic work include:

- Not properly acknowledging sources
- Collaborating on individual tasks without permission
- Misusing Gen-AI tools in your work

WHAT HAPPENS IF I RECEIVE AN ACADEMIC WARNING?

If you breach academic integrity expectations, a Warning will be recorded, and you will receive written notification. Educative action will be assigned that you are required to complete to help improve your skills.

The following are examples of educative actions that may be given for an Academic Warning:

- Speak with the unit coordinator or counselling services
- Revise and resubmit the assessment
- Complete the [Writing with Integrity module](#)
- Read the Academic Integrity and Conduct Student Guide

Any educative action, including resubmissions, must be completed by the provided deadline.



YOU BE THE JUDGE

IS THIS AN ACADEMIC BREACH?

Harry sometimes has difficulty writing, so he was grateful when his tutor agreed to give him some feedback on a draft of his assignment. The feedback included this comment: “Your essay is poorly constructed and consists of a series of mostly unconnected paragraphs. This is what happens when you copy too much material from other sources without summarising and interconnecting the ideas and presenting them in your own words. Although you have included many quotations with in-text citations, some sentences are obviously copied without any acknowledgement at all. Finally, your references at the end have not been formatted according to the guidelines provided.”

Harry has completed one semester as a full-time student.

AND THE VERDICT IS...

Harry certainly needs help to develop his writing skills (specifically his understanding of paraphrasing). It is also apparent that he has plagiarised the work of others. He also appears to have been careless with his application of the referencing guidelines. These are the rules of the discipline or profession, and the teaching staff are obliged to be strict in requiring students to learn to format references correctly.

If Harry submitted the paper without incorporating the tutor's feedback, he might be given a Warning or Academic Misconduct. Fortunately, Harry has an opportunity to use the feedback provided by his tutor to correct the plagiarism before submitting his assignment for marking. Harry should also consider attending a writing skills course, as he is struggling to produce work at the expected level.

WARNINGS (NON-ACADEMIC)

If you breach expected standards in a situation that is unrelated to academic work, you may be issued a Warning for your conduct. You may also receive instructions on how to avoid the conduct in the future.

Some examples of a non-academic conduct Warning could be related to:

- Use of inappropriate language
- Disrespectful actions towards a staff member or other student
- Disruptive behaviour in a classroom
- Sharing work on file share sites

SCENARIO

A student received an email from her Unit Coordinator explaining that a class had been rescheduled due to circumstances outside the university's control. The student was unhappy with the rescheduled class time as they could not 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 University community member prior to this occasion.

In this situation, the student may be issued a Warning to inform them that their behaviour was inappropriate. They may receive educative actions to undertake, such as completing an online educational module.

WHAT HAPPENS IF I RECEIVE A NON-ACADEMIC WARNING?



If your behaviour doesn't meet Curtin's expectations, a staff member may speak with you to explain why it's inappropriate, or they may choose to report your conduct without speaking to you. They will report the incident using the [Dixon webform](#) and provide a summary, as well as information about any verbal warning issued.

The Office of the Academic Registrar will review the report to decide whether to issue a Warning or escalate the matter to General Misconduct. If it is treated as a Warning, you will receive a written notice reminding you of your responsibilities and outlining any actions you need to take. Please note that this Warning must be taken seriously. Any repetition of the behaviour may result in future matters being managed as General Misconduct.

HOW DO I AVOID A WARNING?

You can avoid an academic breach by:

- Learning appropriate [acknowledgement skills](#) relevant to your discipline
- Exploring the resources on the [academic integrity website](#)
- Developing skills to avoid plagiarism and collusion early in your studies
- Completing the [Academic Integrity Program](#)
- Learning how to recognise [contract cheating](#)
- Informing yourself about the appropriate use of [Gen-AI technologies](#)
- Learning how to use [Turnitin](#) – Curtin's text-matching software

You can avoid a non-academic breach by:

- Learning about correct [copyright procedures](#)
- Upholding the [Student Charter](#)
- Promoting [Curtin's five core Values](#) of *integrity, respect, courage, excellence* and *impact* with your behaviour
- Completing appropriate learning modules within [Curtin Challenge](#)





ONE WEEK LATER...



CONSEQUENCES:

WHEN STUDENTS ALLOW A PEER TO BE INCLUDED ON AN ASSESSMENT IN WHICH THEY HAVE NOT CONTRIBUTED, IT IS CONSIDERED CHEATING.

SAM RECEIVED A DETERMINATION OF ACADEMIC MISCONDUCT FOR CHEATING AND BECAUSE THE OTHER STUDENTS BREACHED EXPECTED STANDARDS OF STUDENT BEHAVIOUR, THEY EACH RECEIVED A WARNING.

WHEN IN DOUBT, CONSULT YOUR UNIT COORDINATOR TO DISCUSS TRICKY SITUATIONS.

MISCONDUCT

If a matter is more complex or serious than a Warning, it will be reported as alleged misconduct. For comprehensive details on this process, please refer to Statute No. 10 – Student Discipline and the Student Misconduct Rules on Curtin’s [legislation website](#). This guide provides only a general overview of common types of student misconduct.

ACADEMIC MISCONDUCT

Academic misconduct means conduct by a Student that is dishonest or unfair in connection with any academic work, such as:

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

There are five main categories of academic misconduct:

- Plagiarism
- Cheating
- Collusion
- Falsification or Fabrication of Data
- Other

Each type of academic misconduct will be described, and strategies to help avoid them will be discussed.



PLAGIARISM

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

Forms of Plagiarism	Explanation
Copying content without proper acknowledgment	Whether it's written work, music, art, code, or ideas—if you use someone else's work, you must clearly show it's not your own and cite the source.
Paraphrasing too closely without citation	Even when rewording, you must use your own structure and language and always cite the original source.
Self-plagiarism	Once you've received credit for academic work, reusing it for another assessment or publication without disclosure is dishonest and breaches academic integrity.
Spinning - using Gen-AI or paraphrasing tools to reword content without citation	Even if the wording is changed, you must cite the original source to maintain academic integrity.
Cross-lingual plagiarism	Translating content from another language and presenting it as your own work without acknowledging that translation software was used is plagiarism.
Back-translation plagiarism	Translating content into another language and then back to the original language to hide the source is dishonest and considered plagiarism.





OUTCOME:

THE STUDENT WAS GIVEN A DETERMINATION OF ACADEMIC MISCONDUCT WITH A PENALTY OF A REDUCED GRADE FOR THE ASSESSMENT. THE STUDENT APPEALED BUT THE DETERMINATION OF ACADEMIC MISCONDUCT AND PENALTY OF A 30% GRADE REDUCTION WAS UPHELD.



WHAT IF I TRIED TO DO THE RIGHT THING?

Let's look at an example. Peta is a new student who wants to do the right thing but does not fully understand referencing requirements and lacks the confidence to put text in their own words. Peta submits an assessment with poor referencing and some text generated by AI tools without acknowledgment. This results in a Warning. In this case, the submission breached academic integrity expectations. A Warning is an educative response, giving Peta the opportunity to learn from the mistake and improve future work.



WHAT IF OTHERS DON'T UPHOLD ACADEMIC INTEGRITY?

It can be difficult to know what to do, but acting with integrity means speaking up. If you witness plagiarism, collusion, cheating, or any other breach of academic integrity, it's your responsibility to report it.

You can make a confidential report using the [Dixon webform](#), or you can speak to your Unit Coordinator, Head of School, or the Integrity and Standards Unit. Reports can be made in a safe and private way in each situation.

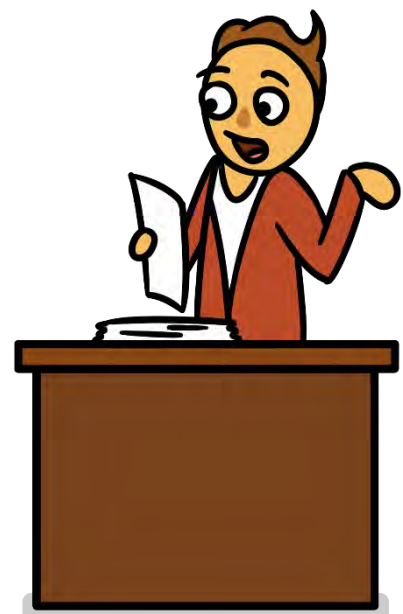
CAN I REUSE MY OWN ASSESSMENT WORK?

Reusing your previously submitted work for different assessments without permission or proper acknowledgment is prohibited and may be considered self-plagiarism.

To avoid this:

- Get permission from your unit coordinator before submitting any previously assessed work
- Once you have permission, cite and reference any reused components appropriately

If you are repeating a unit, discuss with your unit coordinator what work can and cannot be reused.





CONSEQUENCES:

SELF-PLAGIARISM IS CONSIDERED ACADEMIC MISCONDUCT AND CAN RESULT IN A GRADE REDUCTION OR FAIL. IF YOU WANT TO INCLUDE IDEAS OR WRITTEN WORK THAT YOU HAVE PREVIOUSLY SUBMITTED, YOU MUST PROPERLY REFERENCE THIS INFORMATION AND OBTAIN WRITTEN APPROVAL FROM YOUR UNIT COORDINATOR.

IF YOU JUST COPY AND PASTE IT'S AN EDUCATIONAL WASTE BE CREATIVE, BE CRITICAL BUT MOST OF ALL BE ORIGINAL

CAN I REUSE MY OWN RESEARCH?

You may be allowed to reuse some of your previous work (such as papers or presentations), but you must give proper credit and obtain permission. If you're a research student, always check with your supervisor before using parts of your thesis in assignments or vice versa. When publishing, you must quote and cite any material from your thesis or other previous work appropriately to avoid self-plagiarism.



REUSING YOUR PREVIOUS WORK WITHOUT PERMISSION, PROPER ACKNOWLEDGEMENT, AND CITATIONS CONSTITUTES SELF-PLAGIARISM, WHICH IS CONSIDERED SERIOUS ACADEMIC MISCONDUCT. HIGHER DEGREES BY RESEARCH SHOULD CONTRIBUTE NEW KNOWLEDGE TO YOUR FIELD. RECYCLING RESEARCH DEFEATS THIS PURPOSE.

YOU BE THE JUDGE

IS THIS PLAGIARISM?

Two second-year students, Amy and Carin, submitted nearly identical assignments worth 30%. The tutor discovered that Amy had completed her assignment early and shared it with Carin to help her start. However, Carin copied most of it and submitted it as her own without Amy's knowledge.

AND THE VERDICT IS...

This is a clear case of plagiarism. Carin knowingly copied Amy's assignment and submitted it as her own. As a second-year student, Carin will likely lose all marks for the assignment. Amy might receive a Warning for unintentionally assisting Carin. Although Amy didn't intend for Carin to copy her work, sharing her assignment indirectly facilitated the plagiarism.

PLAGIARISM TAKEAWAYS

Plagiarism means presenting someone else’s work — or content generated by Gen-AI tools — as your own. This undermines the assessment process, which is designed to evaluate your knowledge, skills, and understanding of the subject matter.

While building on others’ work is encouraged, you must always give proper credit to maintain fairness and transparency. Academic writing involves reviewing others’ work and combining it with your own opinions about its content, quality, and conclusions. These skills take time to develop, and you’ll learn the necessary conventions throughout your course.

If you're unsure about expectations around academic writing or integrity, seek guidance from your teaching staff or research supervisor. You can also access support through [Curtin UniSkills](#), which offers resources to help you improve your academic writing skills.



COLLUSION

Collusion is where students act together in relation to the preparation or presentation of any assessed item of work in a dishonest or unfair manner. 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

Forms of Collusion	Explanation
Falsely claiming authorship in a group project	If you didn’t contribute meaningfully to the group’s work, you cannot claim credit for it. Doing so is dishonest and considered collusion.
Giving credit to group members who didn’t contribute	Misrepresenting someone else’s involvement in a group project is just as dishonest as misrepresenting your own work. This may also be treated as collusion.
Collaborating too closely on individual work	You may discuss the task with others, but if the assessment is meant to be completed individually, you must prepare your own submission. Helping or receiving help beyond discussion may be considered collusion.

HOW CAN I AVOID COLLUSION WHILE WORKING WITH OTHERS?

Working with others can support your learning, but it's important to know whether the task is individual or group work. In group work, be honest about your own and others' contributions. Don't claim credit for work you didn't do or include group members who didn't contribute—this is collusion. In individual tasks, discussing ideas is fine, but you must complete the work independently to avoid similarities that could lead to misconduct.

To avoid collusion:

- Follow academic writing rules in your contributions
- Review group members' work to ensure it meets academic standards
- Be honest about who did what
- Speak to your teacher if you're struggling to contribute equally

Collaboration is working together appropriately. Collusion is working together in a way that misleads or breaks the rules. In some situations, getting help from others and discussing ideas and strategies is fine, but you should only take notes and then complete your assignment independently. This will prevent too many similarities in your work and reduce the risk of an allegation of collusion.



YOU BE THE JUDGE

IS THIS COLLUSION?

Tran and Paul, second-year students, were required to document eight work site visits in a journal. Their tutor noticed that four of their entries were identical. When questioned, Tran and Paul explained they had heavy workloads and couldn't attend all visits. They decided that Tran would visit two sites and report, and Paul would do the same for the last two. They then copied each other's reports for their journals.

AND THE VERDICT IS...

Tran and Paul's agreement to share the workload and copy each other's reports resulted in collusion. They would likely be penalised more than just the marks for the two journal reports—possibly losing all marks for that assessment component. As second-year students, they should have known their actions were wrong.



YOU BE THE JUDGE

IS THIS COLLUSION?

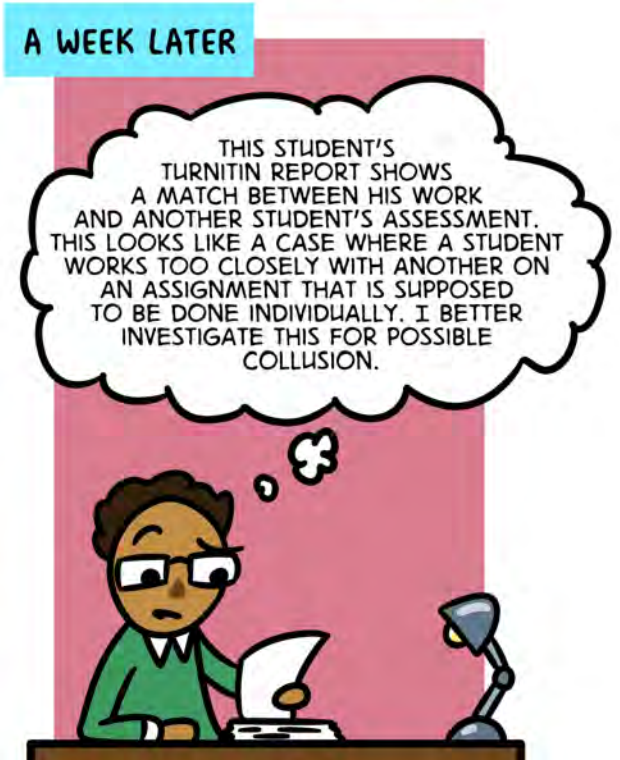
Kellie, Lu, and Mary, third-year students, formed a group for a research project and had to submit a report. They were also required to estimate each member's contribution to the final report using a given process.

Mary did almost no work due to illness, but was a close friend of Lu, who did extra work. Lu wanted to claim equal contribution because she believed Mary would have contributed if she were well. Kellie felt pressured to agree, despite her discomfort. They signed the form claiming equal contribution, but Kellie later complained to the lecturer about being coerced.

AND THE VERDICT IS...

All three students (including Kellie) misrepresented their contributions to the assessor and would likely face an allegation of collusion. They might be asked to attend an interview with the Student Conduct Panel to explain their decision to claim equal contribution. Depending on their roles, they could receive different penalties, likely involving a reduction in marks.





CONSEQUENCES:

THE STUDENTS BOTH RECEIVED A DETERMINATION OF ACADEMIC MISCONDUCT FOR COLLUSION. THEY EACH RECEIVED A ZERO GRADE FOR THE ASSESSMENT.

TIPS TO AVOID COLLUSION

CHECK YOUR ASSESSMENT CRITERIA CAREFULLY TO SEE IF A TASK NEEDS TO BE DONE INDIVIDUALLY OR CAN BE WORKED ON COLLABORATIVELY.

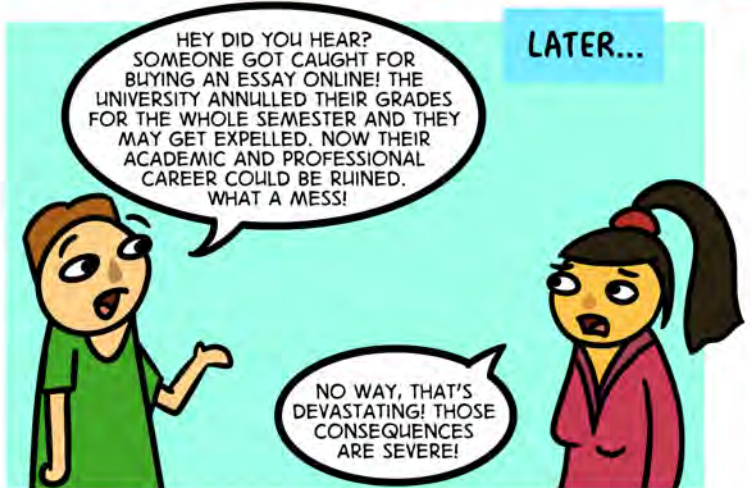
BE SURE TO APPROPRIATELY ACKNOWLEDGE ANYONE THAT HAS CONTRIBUTED TO YOUR ASSESSMENTS IN ANY WAY.

CHEATING

Cheating is acting dishonestly or unfairly to gain an unfair advantage. Some examples include:

Forms of Cheating	Examples
Cheating in an exam, test or supervised assessment activity	Considered misconduct if you: <ul style="list-style-type: none">• Use unauthorised materials• Have a phone or device in the exam room• Wear a smart watch or smart glasses during an exam• Copy answers or allow others to copy your answers• Communicate with others during the exam• Access or share exam questions in advance• Use services like Chegg.com for live help• Use Gen-AI tools to answer questions• Remove or share restricted exam papers• Disrupt the exam environment• Impersonate someone or arrange impersonation to complete an assessment on your behalf• Share your Curtin login details with another person
Cheating in an assessment or other assessable work	Submitting work drafted or produced by others, including Gen-AI software, friends, family, or paid services, and claiming it as your own is known as contract cheating, assessment outsourcing, or ghostwriting. This includes: <ul style="list-style-type: none">• Getting someone else or an organisation to complete your work• Paying for or downloading assignments• Letting someone edit or substantially change your work• Using Gen-AI tools inappropriately or without approval

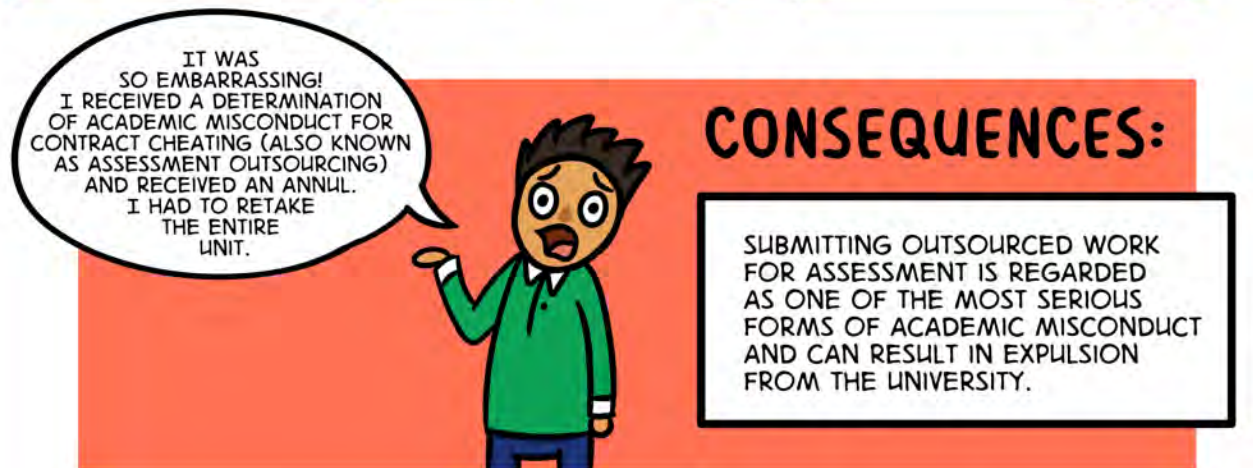
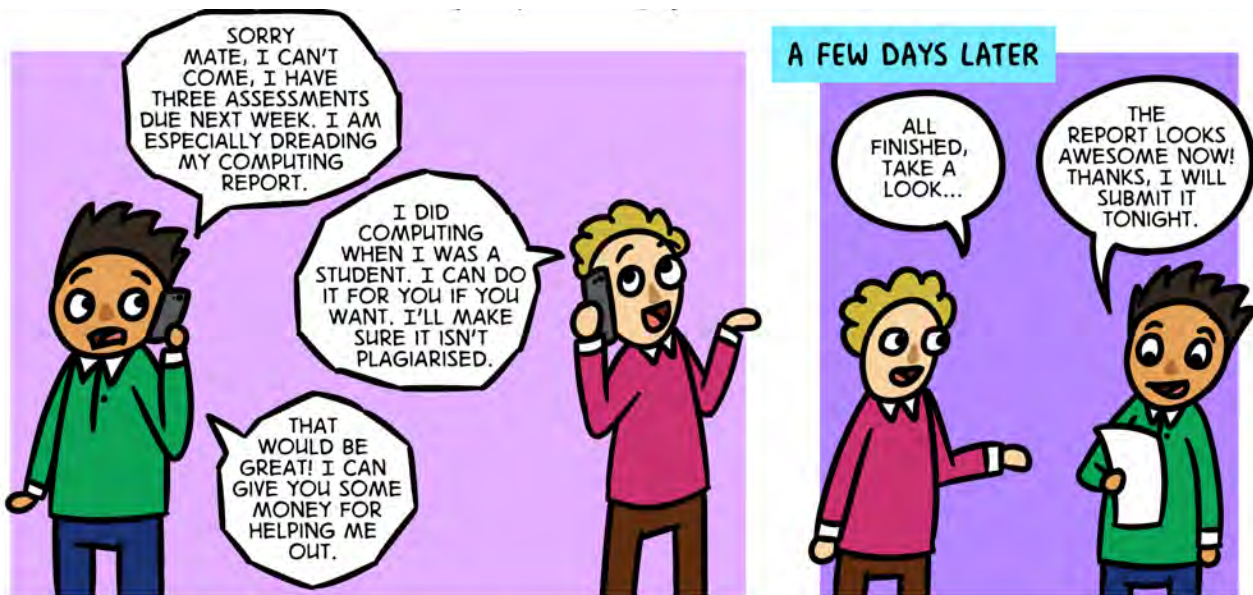




CONSEQUENCES:

SUBMITTING AN ASSESSMENT BOUGHT ONLINE (ALSO KNOWN AS CONTRACT CHEATING OR ASSESSMENT OUTSOURCING) CAN HAVE SERIOUS CONSEQUENCES. NOT ONLY CAN IT RESULT IN AN ANNUL OR POSSIBLE EXPULSION, BUT PROVIDING CORRUPT ONLINE ORGANISATIONS WITH YOUR PERSONAL INFORMATION MAKES YOU VULNERABLE TO BLACKMAIL IN THE FUTURE.

THINK BEFORE YOU CLICK.



FALSIFICATION OR FABRICATION

Falsification or fabrication of data or other content involves misrepresenting information or data within an assessment or research. Examples include:

- Making up results and reporting them
- Altering results to misrepresent the research
- Submitting false information (e.g from Gen-AI output) as part of your assessment task
- Submitting fabricated citations, references or resources within an assessment task

OTHER FORMS OF ACADEMIC MISCONDUCT

Academic misconduct 'other' is conduct by a student that is dishonest or unfair and not previously addressed under the other available misconduct categories. Examples include:

- Falsifying medical certificates for assessment extension
- Reusing previously submitted Rapid Antigen Test (RAT) results for assessment extension



CONSEQUENCES:

- THE STUDENT RECEIVED A DETERMINATION OF ACADEMIC MISCONDUCT WITH A FORMAL WARNING. THEY ALSO RECEIVED AN ANNULMENT FOR THE UNIT.
- PRESENTING A FORGED OR ALTERED MEDICAL CERTIFICATE IN ORDER TO GAIN AN UNFAIR ADVANTAGE IN ASSESSMENT IS CONSIDERED SERIOUS ACADEMIC MISCONDUCT.
- FYI: FORGING A MEDICAL CERTIFICATE IS A CRIMINAL OFFENCE IN AUSTRALIA.

CHECKLIST TO UPHOLD ACADEMIC INTEGRITY

Refer to this checklist before submitting your assessment tasks. Some unit coordinators also may require an assignment cover sheet where you must declare that the work is your own, note any use of Gen-AI tools, and confirm it is free of unauthorised materials.

Make sure you have:

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

GENERAL MISCONDUCT

General misconduct means conduct by a student that:

- Is against the law
- Is against the University’s policies, procedures or codes of conduct
- Is in contravention of a direction of a member of staff
- Interferes with another person’s studies, work or research; or ability to take part in University life
- Interferes with the University’s operations or reputation

Some examples include:

Type of General Misconduct	Examples
Against the law	Being found guilty in court of stealing from the University
Against University policies, procedures or codes of conduct	Using the University's internet to pirate copyrighted material
Contravening the direction of a member of staff	Not leaving a building when directed to by a fire warden or member of the Safer Community Team
Interfering with studies, work or research	Destroying another student’s laptop in the library
Interfering with another person's ability to take part in University life	Threatening someone to prevent them from attending a University-run career fair
Interferes with the University’s operations	Cutting electrical power to a lecture theatre
Interferes with the University’s reputation	Being chosen to represent the University at a forum and then showing up drunk

These examples are not exhaustive. General Misconduct can include a wide range of behaviours, from falsifying documents to serious crimes against a person, such as assault or gender-based violence.

Reporting General Misconduct to the University does not prevent you from also reporting it to the Police. The University will fully cooperate with any Police investigation. Likewise, if a matter is reported to the Police, the University may still conduct its own investigation. When General Misconduct is reported, the University will consider the views of those affected in deciding what actions to take. In some cases, you may choose to file a report simply to create a record of the behaviour, even if you request that no further action be taken.

ACADEMIC RECORD FRAUD

Academic record fraud means conduct by a student that is dishonest in connection with their academic record.

Examples include:

- Falsifying an Academic Record
- Giving misleading information in relation to an Academic Record
- Allowing someone else to give false or misleading information on your behalf

Your academic record means any document that contains information relating to your academic results, degrees you might have obtained or any other academic achievements. This doesn't just mean at Curtin; it also applies to other institutions. For instance, a degree certificate from another University, or your secondary school results, are part of your academic record.

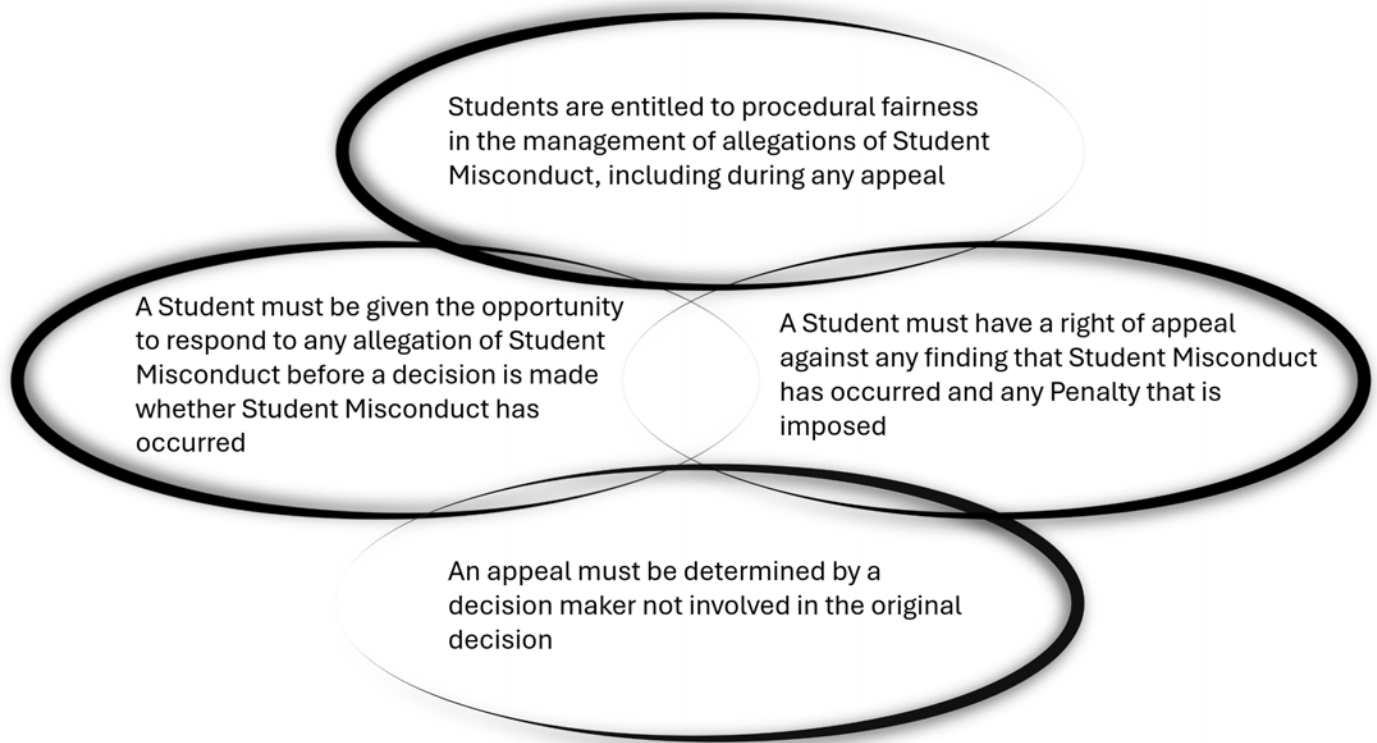
Academic record fraud can occur at any stage of the student lifecycle at Curtin. This includes the initial application process and any time after leaving the University if false claims about an academic record are made.

Some examples of each type of Academic record fraud include:

Type of Academic record fraud	Example
Falsifying an Academic Record	Creation of a fake degree certificate for a course you did not complete
Providing misleading information in relation to an Academic Record	Indicating in an application that you completed Mathematics Specialist as a subject in Year 12, when you had only completed one semester of the subject
Allowing someone else to give false or misleading information on your behalf	Telling an education agent that you had completed a degree at an overseas institution (when you did not), and to include that information as part of an application to Curtin

THE MISCONDUCT PROCESS

The Student Misconduct Rules apply to both current and former students, including those who have already graduated. There is no time limit for reporting misconduct. All investigations are conducted in accordance with the principles outlined in Statute No. 10 – Student Discipline. You have the right to a fair and transparent process throughout any inquiry. The following general principles apply:



WHAT SHOULD I EXPECT IF I RECEIVE A MISCONDUCT ALLEGATION?

REPORTING STUDENT MISCONDUCT

If a staff member suspects you've engaged in misconduct, they are required to report it to the Office of the Academic Registrar. Others, such as fellow students or the public, can also report suspected misconduct.

Reports are submitted through the [Dixon webform](#) and must include:

- A clear description of what is being alleged
- Any relevant documents or evidence

If you're alleged to have breached Curtin's conduct rules, you'll receive a formal notification. Your case will then be reviewed by the appropriate Curtin staff, which may include an Inquiry Officer, an Authorised Officer, and members of Student Conduct or Appeal Panels.

During the review:

- The reviewers can gather information in any way that is appropriate for the case, and they don't need to follow the strict legal rules of evidence
- Decisions are based on the balance of probabilities—what is more likely to have happened
- The process is designed to be fair, straightforward, and not overly formal.



PRELIMINARY INVESTIGATION

When a report of suspected misconduct is received, an Inquiry Officer will conduct a preliminary investigation. They will prepare a report for the Authorised Officer, which:

- Describes the circumstances of the case
- May include recommendations and supporting material to help with decision-making

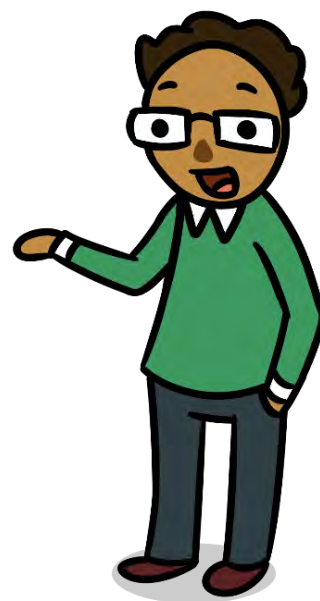
Once the preliminary report is received, the Authorised Officer will review the case and decide one of the following:

- Dismiss the case if there isn't enough evidence to proceed
- Issue a Warning if the situation can be resolved informally
- Start a formal process if further investigation is needed:
 - Pathway 1 for less complex matters
 - Pathway 2 for more complex matters and/or where a Category 2 Penalty might apply

PATHWAY 1 – AUTHORISED OFFICER PROCESS

If your case is being handled through Pathway 1, here's what you can expect:

1. You'll receive written notice through your student email and Official Communication that includes:
 - The details of each allegation
 - The proposed finding that you've engaged in misconduct
 - Any proposed Category 1 Penalty
2. You'll also receive all the information and documents needed to help you respond.
3. You'll have 7 days to choose one of the following:
 - Accept the proposed outcome and penalty — in this situation, the case will be closed, and you won't be able to appeal
 - Reject the proposed outcome and/or penalty. You can respond to the allegations, and the Authorised Officer will review your case further
4. If you don't respond within the timeframe specified, the Authorised Officer will proceed with a decision.
5. The Authorised Officer will then review any written response you've submitted and decide whether to:
 - Dismiss the case
 - Issue a Warning
 - Confirm misconduct and apply a Category 1 Penalty
 - Refer the case to the Student Conduct Panel for Pathway 2
6. You'll be notified in writing of the final decision



PATHWAY 2 – STUDENT CONDUCT PANEL PROCESS

If your case is referred to Pathway 2, here's what you can expect:

INVESTIGATION

1. An Inquiry Officer will be assigned to investigate the allegations and prepare a report for the Student Conduct Panel.
2. During the investigation, you will receive:
 - Written notice of each allegation
 - Information about possible penalties
 - All documents and evidence needed to help you respond

- A deadline of 7 days to submit a written response (extensions may be granted in some cases)
- 3. You may also be invited to an inquiry hearing (meeting) to clarify details about your case.
 - This is an opportunity to respond to the allegation in person or through a video conference. You will be given 7 days' notice and an information sheet. You can bring a support person to the hearing if you choose to.
- 4. Once the investigation is complete, the Inquiry Officer will prepare a report that includes:
 - A summary of the facts
 - Your written response (if provided)
 - All relevant materials
 - A recommendation on possible penalties (if applicable)
- 5. The report is then sent to the Student Conduct Panel for review.

WHO IS ON THE STUDENT CONDUCT PANEL?

If your case is reviewed by the Student Conduct Panel, the members will be:

- A Panel Chair, appointed by the Academic Registrar
- A Staff Member
- A Student representative

At least two members must be present for the hearing to go ahead — the Chair and one other member. Decisions are made by majority vote.



PANEL REVIEW

1. The Student Conduct Panel will consider:
 - The Inquiry Officer's report
 - All case documentation
 - Your written response (if submitted)
2. The Panel will make a decision. They may:
 - Dismiss the case if misconduct has not occurred or if there's not enough evidence to make a determination
 - Issue a Warning
 - Find that misconduct occurred and apply one or more penalties
3. You will receive written notice of:
 - The decision and the reasons behind it
 - Any penalties applied
 - How to appeal the decision under the misconduct rules

PENALTIES

If a penalty is being applied, the decision-maker will look at several factors to make sure it's fair and appropriate, including:

- The type, seriousness, and frequency of the misconduct
- Whether you've had any previous warnings or misconduct findings
- Any circumstances that might make the situation better or worse (called mitigating or aggravating factors)
- Any other relevant information that helps them make a fair decision

CATEGORY 1 PENALTIES

A Category 1 Penalty may involve one or more of the following actions:

- A formal warning (admonishment)
- An educative task (e.g. completing a module or activity to learn about academic integrity)
- Writing an apology (approved by the University) to the affected party
- Temporary suspension of rights or access, such as:
 - Being excluded from certain classes (e.g. lectures, tutorials)
 - Being banned from parts of the campus or education centres
 - Not being allowed to join university activities
- Loss of access to university services or facilities
- Exclusion from enrolling in specific units or courses
- Revising and resubmitting your thesis (before submission or examination)
- Loss of credit for prior recognised learning in a unit
- Academic work penalties, which may include:
 - Fixing and resubmitting work by a deadline. If you don't comply, you will receive a reduced or zero grade
 - A cap on the maximum mark you can receive
- Receiving a reduced mark, zero mark, or a Fail grade for an assessment
- Any other reasonable penalty approved by the Academic Registrar



CATEGORY 2 PENALTIES

A Category 2 Penalty is more serious and may include one or more of the following:

- ANN grade (Annulment) for one or more units
- Failing your thesis
- Withdrawal of your offer of admission
- Cancellation of your enrolment in any unit(s)
- Termination of your course admission
- Expulsion from the University
- Ban on future enrolment in units or courses
- Rescinding your award (e.g. degree or certificate)
- A fine of up to \$1,000
- Any other reasonable penalty approved by the Academic Registrar

Once your misconduct case is finalised, any penalties (e.g. grade changes) should be processed by the University within five business days. Details of your misconduct case will be kept in the University's records, managed by the Office of the Academic Registrar. The outcome will not appear on your Academic Transcript or Award Certificate. However, some penalties, such as an annulment (ANN), termination from the course, or expulsion, may be recorded on official University records.

You are responsible for completing the required penalty actions by the deadline given in your outcome letter.

- If you don't complete them on time, a sanction may be placed on your enrolment. This can block access to results and future unit enrolment.

- Once you submit proof of completion as instructed, the sanction should be removed within two business days.

For full details on penalties, refer to Statute No. 10 – Student Discipline and the Student Misconduct Rules on the Curtin [legislation website](#).

THE APPEAL PROCESS

If you have received a finding or penalty for student misconduct, you may be able to appeal, but there are guidelines and timeframes to follow.

APPEAL TIMEFRAMES

- If your case was handled through Pathway 1, you have **7 days** to appeal.
- If your case went through Pathway 2, you have **14 days** to appeal.
- In some circumstances, you may be given more time — this is decided by the Academic Registrar.

GROUNDS FOR APPEAL

You can appeal if you meet one or more of the following conditions:

1. Procedural fairness wasn't followed, such as:
 - You weren't given a chance to respond
 - You weren't properly notified about the case
 - The process didn't follow the misconduct rules
 - The decision was based on a major factual error
2. You have new evidence that:
 - Is relevant to the case
 - Wasn't available or known to you when you responded
 - Could reasonably affect the outcome
3. Another reason not specified above.

Not having evidence that *could have been found earlier* is not a valid reason to appeal. While we understand that this process may sometimes feel uncomfortable, it is a serious matter with potential consequences. You are expected to be forthcoming and provide all relevant information during the initial process.

HOW TO SUBMIT AN APPEAL

Your appeal must:

- Clearly state which appeal grounds you're relying on
- Explain your reasons
- Include any supporting documents
- Be submitted within the required timeframe

The Office of the Academic Registrar will review your appeal to see if it meets the requirements. If it does, your case will be reviewed by an appropriate Authorised Officer or Student Conduct Appeal Panel. If it doesn't, or if it's unlikely to succeed, your appeal will be rejected.



STUDENT CONDUCT APPEAL PANEL

WHO IS ON THE APPEAL PANEL?

If your case is reviewed by the Student Conduct Appeal Panel, the members will be:

- An Appeal Panel Chair, appointed by the Academic Registrar
- A Pro Vice-Chancellor (or their delegate)
- A Student representative

At least two members must be present for the hearing to go ahead — the Chair and one other member. Decisions are made by majority vote.

APPEAL HEARING

You will be offered an opportunity to meet with the Student Conduct Appeal Panel in a hearing. The Student Conduct Appeal Panel Chair oversees the hearing, ensuring the process is fair and orderly. You'll be notified at least 7 days in advance of the hearing date. You are welcome to bring a support person with you. However, they do not speak on your behalf unless the Chair gives permission. Even with a support person, the Chair may still ask you questions directly. If you don't attend the hearing, the Chair may decide to continue without you.

If the hearing is held by video call, the Chair will ask you and any support persons to turn on your cameras and take steps to confirm your identities. If you or a witness does not properly identify yourselves, the Chair may ask you to leave the hearing. If anyone behaves in a way that's disruptive or undermines the process, the Chair can ask them to leave. If you or a witness is asked to leave, the hearing may continue without you.

The hearing will focus only on the grounds you listed in your appeal. You may be allowed to update your appeal during the hearing if the Panel Chair agrees.

The Panel will consider:

- The Inquiry Officer's report and your response
- All case documentation
- Your appeal notice
- Any submissions from you or the University
- Any other relevant information the Panel decides to include

OUTCOME

The Panel can:

- Uphold (keep) the original decision
- Change the decision or penalty (note that the Panel might decide to increase the penalty that has been applied to you)
- Set aside (dismiss) the decision completely

You'll receive written notice of the outcome and the reasons for the decision as soon as possible. The Panel's decision is final. There is no further internal review or appeal pathway within the University.



EXTERNAL APPEAL – NATIONAL STUDENT OMBUDSMAN

If you believe your case wasn't handled fairly, you can make a complaint to the [National Student Ombudsman](#) (NSO). The NSO is independent from the University and does not charge any fees.

The Ombudsman will usually look at whether the University:

- Followed its own policies and procedures
- Treated you fairly and reasonably

The Ombudsman won't make a new decision but may recommend that the University reconsider your case based on their findings.

WHERE CAN I LEARN MORE OR GET HELP?

Your instructor can help you with the correct conventions of communication within your discipline, but ultimately, the responsibility to learn academic integrity requirements is yours.

STUDY SUPPORT

Curtin offers [workshops and resources](#) to help with referencing, writing, and study skills. Visit the [Curtin Library](#) for help with referencing and the [UniSkills](#) site for interactive academic skills activities. For more on academic integrity, see Curtin's [Academic Integrity website](#).

ENGLISH ASSISTANCE

If English is not your first language, it may seem confusing and difficult to prepare your own work at first; the University recognises this and offers [English language support](#) and courses through [Curtin English](#).

MISCONDUCT SUPPORT

Facing a misconduct allegation can be stressful. You're not alone — there are free, confidential [services available to support you](#) throughout the process.

RECEIVED A MISCONDUCT NOTIFICATION?

- Download and read all documents, especially the allegation letter.
- Review the details carefully.
- If you have questions, email the Student Conduct team at SCO@curtin.edu.au. Please include your Case Reference Number, Student ID, and full name to ensure a faster response.

NEED HELP RESPONDING TO A CASE?

- Take time to reflect before replying. Allegations don't always mean deliberate misconduct — sometimes mistakes happen.
- Your response should:
 - Address the allegation
 - Explain any relevant circumstances
 - Include supporting documents
- You have 7 days to respond. There's no required response length — just make sure your explanation is clear.



- If you realise you've breached a rule, you can take responsibility and explain how you'll avoid it in future. This shows integrity and personal growth.

NEED ADVICE?

Contact Guild Student Assist — they offer free, confidential support:

- Phone: 1800 063 865 (Australia) or +61 8 9266 2900 (Overseas)
- Email: student.assist@guild.curtin.edu.au
- Website: [Guild Academic Misconduct Support](#)

STRUGGLING WITH STRESS OR MENTAL HEALTH?

CONTACT THE FOLLOWING SUPPORT SERVICES:

Curtin Student Wellbeing Advisory Service – offer free and confidential support for all students

- Phone: 1800 244 043 (Australia) or +61 8 9266 2662 (Overseas)
- Email: studentwellbeing@curtin.edu.au
- Website: [Curtin Wellbeing Advisory Services](#)

Curtin Counselling Services (Perth Campus & Fully Online Students)

- Phone: +61 8 9266 7850
- Email: counselling@curtin.edu.au
- Website: [Curtin Psychological and Counselling Services](#)
- Website: [Emergency and after-hours support](#)

CAMPUS-SPECIFIC SUPPORT

Curtin OUA Students

- Email: counselling@open.edu.au

Curtin Dubai

- Email: counselling@curtindubai.ac.ae

Curtin Malaysia

- Phone: +60 85 630100 ext. 2709/2710
- Email: HealthCounsellingDisability@curtin.edu.my
- Website: [Curtin Malaysia Counselling](#)

Curtin Mauritius

- Contact your course lead

Curtin Singapore

- Email: counselling@curtin.edu.sg
- Website: [Curtin Singapore Counselling and Guidance](#)



GLOSSARY

Academic misconduct is conduct by a student that is dishonest or unfair in connection with any academic work such as during any exam, test or other supervised assessment activity; in relation to the preparation or presentation of any assessed item of work; or in relation to the conduct of research or any other similar academic activity. Please refer to Statute No. 10 – Student Discipline and the Student Misconduct Rules on the [legislation website](#).

Academic Record Fraud please refer to Statute No. 10 – Student Discipline and the Student Misconduct Rules on the [legislation website](#).

Academic writing is a skill all students must develop. It involves researching others' work and combining it with your own analysis or opinions. To maintain academic integrity, you must properly cite and reference all sources you use.

Acknowledge (recognise, attribute) means that you give credit to the person/s from whom you have taken and used a particular idea, fact, figure, computer source code or diagram to support your argument in your assignment. The author/s must be recognised regardless of whether the article you took it from is published or not. This recognition shows that you have considered other authors' ideas and applied them to your own thinking.

Annulment (ANN) is a grade applied to a unit in which significant academic misconduct has occurred. The student must re-enrol in the unit, and all previous assessment attempts are considered

invalid. The grade of ANN will appear on the student's transcript for a minimum of 12 months after the student ceases study at Curtin.

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

Citation is a reference made to an author/s whose ideas you are using in your own work. There are different ways to do this, depending on the referencing style you are using. Generally, the citation is inserted into the text where reference to the author is made: this is known as an in-text citation. The reference list (at the end of your work) needs to include the source for every in-text citation you have used.

Cheating is acting dishonestly or unfairly to gain an unfair advantage.

Checklist to Uphold Academic Integrity is a tool recommended for all students to refer to before submitting an assignment. The checklist will help you avoid academic integrity breaches in your work.

Collaboration involves working with multiple students to accomplish a task. Instructors often want you to work together to build on each other's ideas, to learn more effectively, and hopefully produce a better result than you could have achieved alone. You may be required to provide details of your contribution to a group process and/or your contribution to a group-based assessment task.

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.

Falsification or fabrication of data or other content includes making up results and reporting them or altering results so that the research is not accurately represented.

General Misconduct refers to Statute No. 10 – Student Discipline and the Student Misconduct Rules on the [legislation website](#).

Generative Artificial Intelligence (Gen-AI) Software, Technology, or Tools, such as Chat GPT, Gemini, Midjourney, DALL-E-2, and GitHub Copilot, are software focused on creating new content, including text, images, code, video, or audio. It is important to learn [appropriate use](#) of these technologies.

Inquiry Officer is appointed by the Authorised Officer to undertake an investigation into an allegation of misconduct.

Paraphrasing (rephrase, reword, interpret, restate) means rewording an author's ideas in your own words and structure. Simply changing a few words is not enough—it must reflect your own understanding while still acknowledging the original source. If you can't rephrase effectively and the content is important, use a direct quotation instead.

Quotation or direct quotation (extract, excerpt) is the exact wording from a source that you include in your work. It must be formatted and acknowledged according to the required referencing style. The quote must match the original exactly—including any spelling errors—and formatting may vary depending on its length and the referencing style used.

Reference List is a list at the end of your work, of the resources used in writing the text of your assignment, giving all the details required by the appropriate referencing guide. Only resources directly referred to in your written work are included in this list.

Referencing style refers to the guidelines that describe correct reference formatting, i.e. the correct use of capital or bolded letters, italics, punctuation, etc., and the appearance of in-text citations and reference lists (or footnotes). You should check with your teaching staff or supervisor to determine which referencing style to use, and then obtain the guidelines from the [library website](#).

Self-plagiarism refers to submitting the same work or large sections of previous assessments or publications of your own for different assessments or publications without proper acknowledgement.

Similarity Index in a Turnitin Originality Report is the ratio of highlighted (matched) text to the total number of words in the submitted work

Similarity Report is produced when a work is submitted to Turnitin. The report highlights text that matches other sources and provides a link to the source(s).

Source (basis, foundation) refers to the originator of the ideas or works that you have used in your assignments. The source you consult may not necessarily be the first recorded instance of the idea or work, but it provides the foundation for your own work. As the source of your work, it must be correctly cited and referenced. Sometimes, you would be advised to return to the original source of the work; at other times, this would not be necessary. If in doubt about what you should do, ask your instructor.

Student Conduct Appeal Panel, comprised of a Chair appointed by the Academic Registrar, a Pro Vice-Chancellor (or their delegate) and a student, is responsible for hearing appeals when a determination of misconduct has been made.

Student Conduct Panel, comprised of a Chair appointed by the Academic Registrar, a staff member and a student, is responsible for determining whether misconduct has occurred and, if so, applying appropriate penalties.

Summarising means to identify the key ideas in a resource and then condense and explain those concepts in fewer words, yet still convey the ideas well.

Turnitin is a web-based text-matching tool that highlights portions of text in a document that match other sources. This tool can be used by teaching staff to identify instances of poor paraphrasing or sections of text that have been copied, which may indicate plagiarism.

REFERENCES

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