



Curtin University

Academic Integrity

GUIDE FOR STUDENTS

Make tomorrow better.

academicintegrity.curtin.edu.au

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OVERVIEW

This guide aims to provide students with a better understanding of responsible student conduct to help them navigate tricky academic integrity situations that may arise throughout their studies. This may help prevent breaches of academic integrity. Specifically, this guide provides information about:

GOOD PRACTICE

- Supporting students with principles to help them develop their academic integrity skills and competence
- Applying appropriate writing, referencing and acknowledgment conventions in academic work

WARNINGS AND MISCONDUCT

- What situations may result in a warning
- A summary of the most common types of academic misconduct, and
- Guidance on ways to avoid breaches and misconduct.



ACADEMIC INTEGRITY

Academic integrity at its core is about honesty and responsibility.

A Curtin degree has prestige in the wider community because of the commitment made to the principles of academic integrity. Future employers can be assured that Curtin promotes academic integrity and expects students to behave honestly in the pursuit of their studies whilst taking responsibility for the integrity of their work.

The University's [Code of Conduct](#) provides guidance about ethical behaviour and how community members are expected to conduct themselves. Curtin's [Student Charter](#), [Academic Integrity Program \(AIP\)](#), and core [Values](#) guide expectations regarding student behaviour and responsibilities.

WHAT DOES THIS MEAN FOR ME AS A STUDENT?

Academic integrity is fundamental to Curtin's expectations of you. As a Curtin student you are part of an academic community and you are asked to uphold the principles of academic integrity and Curtin's five core Values of *integrity, respect, courage, excellence* and *impact* during your studies.

This means that all of your work at Curtin should be your own and it should be underpinned by integrity, which means to act ethically, honestly and with fairness. You are also expected to uphold the [Student Charter](#) and recognise that academic dishonesty such as cheating, plagiarism, collusion, and falsification or fabrication of data is not acceptable.

GOOD PRACTICE

WHAT WRITING CONVENTIONS DO I NEED TO KNOW?

Academic writing is a particular style of writing used to convey new knowledge or to discuss, analyse or critique existing knowledge. This style of writing is generally formal and incorporates an objective stance and follows specific rules or conventions for acknowledging the sources of knowledge used. Academic writing conventions include appropriate use of referencing, quoting, summarising, and paraphrasing.

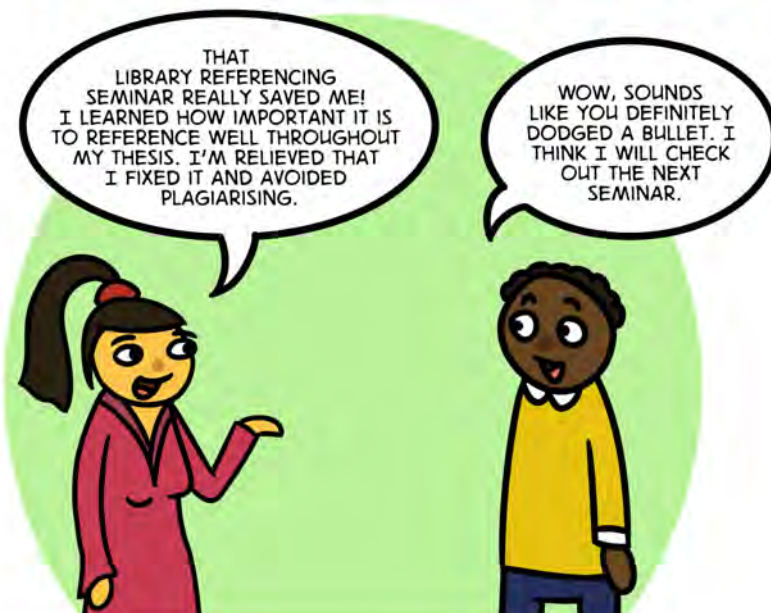


REFERENCING

Referencing provides the reader of your work with the information required to be able to check on the sources you have used. The reader may agree with your interpretation of the ideas or may choose to disagree with you, but either way it is necessary that you provide them with the means to make their own judgements. It allows your tutor or lecturer to determine where you have taken your ideas from, how widely you have read about the topic, and to decide how well you have understood the resources and been able to incorporate different concepts, theories and ideas into your own understanding.

If your work contains exceptionally well-written text and innovative ideas but has no citations or references, your tutor may question its authenticity. Remember, your tutor is familiar with the topic and has read widely so has probably encountered much of what others have said.





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.

HOW DO I MAKE A CITATION OR REFERENCE?

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

- American Psychological Association (APA)
- Chicago Author-Date
- Australian Guide to Legal Citation (AGLC)
- Vancouver

The Library also provides links to other referencing styles, e.g. Harvard, Footnotes (Chicago/Turabian style) and Modern Language Association (MLA).

Each referencing style guide has examples of how to insert a citation (also called the 'in-text citation') into your written work and how to format the references provided at the end of the work. There are two approaches to in-text citations:

1. the sentence is written without mention of the author's name and the acknowledgement is included after the sentence, e.g.

The feedback provided to students on their assessment task, where hand written, was not always decipherable (Tiffovich, 2013).

2. the author's name is included in the sentence, e.g.

Tiffovich (2013) concluded that the feedback provided to students on their assessment task, where hand written, was not always decipherable.

In these examples the author's family name and the publication date are detailed in the citation. This style is consistent with the APA, Chicago Author-Date or MLA styles of referencing.

Other reference styles, such as Vancouver and Footnotes use a numbering system. References are numbered according to the order in which they appear in your work. The numbers are placed in the text of your work in brackets or superscript, for example

Tiffovich¹ concluded that the feedback provided to students on their assessment task, where hand written, were not always decipherable.

In some situations you may decide to quote a small section of the author's original work, using their words instead of your own. In this situation you are also required to provide the page number, for example

"The nature of feedback provided to students on their assessment task can be limited in circumstances where handwritten comments made by the marker are illegible to the student reader" (Tiffovich, 2013, p.102).

or

"The nature of feedback provided to students on their assessment task can be limited in circumstances where handwritten comments made by the marker are illegible to the student reader."¹



In most referencing styles the details of the work of the authors identified in the citations are listed in the reference list. Some referencing styles use footnotes instead, where the full details of the source are given at the bottom of the page in which the in-text citation occurs.

Examples of how to cite and reference using three different reference styles are provided in this guide. The library [referencing guides](#) give more comprehensive details and examples and should be referred to when you complete an assessment.

If you look carefully at the examples provided you can see differences in the location of text, punctuation used, and use of such things as brackets and italics. You have to pay particular attention to these differences to ensure you fulfil the referencing style requirements for both the citations and reference list detailed in your assessment. Getting this correct can take some time so be sure to allow for this in your assignment time management plan.

It is strongly recommended that you:

- Check your unit guidelines as you may be penalised for not following unit instructions. Some details in the Library's referencing guides may differ from the assignment requirements for your unit.
- Refer to the definitive referencing style source for information (for example, the *Publication manual of the American Psychological Association*) and use the [Library referencing guides](#). These sources are updated regularly and therefore may be more current than those provided for illustration purposes in this booklet.
- Seek advice from your teaching staff or supervisor if you are experiencing difficulties using the referencing style recommended by your school or department.



American Psychological Association (APA) (6th edition) referencing style

Citation	Reference
The pedagogical curriculum comes closest to the philosophy recommended for educating young adolescents (Beane, 1998; Hargreaves, Earl & Ryan, 1996) although it is often perceived to consist of what Young (1971) calls “low-status knowledge” (p.20).	Beane, J.A. (1998). Reclaiming a democratic purpose for education. <i>Educational Leadership</i> , 56(2), 8-11. Retrieved from http://search.proquest.com Hargreaves, A., Earl, L., & Ryan, J. (1996). <i>Schooling for change: Reinventing education for early adolescents</i> . London: Routledge. Young, M.F.D. (1971). An approach to the study of curricula as socially organized knowledge. In M.F.D. Young (Ed.), <i>Knowledge and control: New directions for the sociology of education</i> (pp.19-46). London: Collier-Macmillan.

Chicago Author-Date (17th edition) referencing style

Citation	Reference
The pedagogical curriculum comes closest to the philosophy recommended for educating young adolescents (Beane 1998; Hargreaves, Earl, and Ryan 1996) although it is often perceived to consist of what Young (1971, 20) calls “low-status knowledge”.	Beane, James A. 1998. “Reclaiming a Democratic Purpose for Education.” <i>Educational Leadership</i> 56 (2): 8-11. http://search.proquest.com.dbgw.lis.curtin.edu.au/docview/224853414/fulltextPDF?accountid=10382 Hargreaves, Andy, Lorna Earl, and Jim Ryan. 1996. <i>Schooling for Change: Reinventing Education for Early Adolescents</i> . London: Routledge. Young, Michael F.D. 1971. “An Approach to the Study of Curricula as Socially Organized Knowledge.” In <i>Knowledge and Control: New Directions for the Sociology of Education</i> , edited by Michael F.D. Young, 19-46. London: Collier-Macmillan

Vancouver referencing style

Citation	Reference
The pedagogical curriculum comes closest to the philosophy recommended for educating young adolescents ¹⁻² although it is often perceived to consist of what Young ³ calls “low status knowledge”.	1. Beane JA. Reclaiming a democratic purpose for education. <i>Educ Leaders</i> .1998; 56(2): 8-11. 2. Hargreaves A, Earl L, Ryan J. <i>Schooling for change: reinventing education for early adolescents</i> . London: Routledge; 1996. 3. Young MFD. An approach to the study of curricula as socially organized knowledge. In: Young MFD, editor. <i>Knowledge and control: new directions for the sociology of education</i> . London: Collier-Macmillan; 1971. p.19-46.

REFERENCING SOFTWARE

EndNote is the reference management and bibliography-creation program used by Curtin University. It allows you to collect, organise and store references, as well as create formatted citations and reference lists.

Using EndNote, you can automatically insert citations into your work and generate a reference list in the adopted referencing style. It also allows you to automatically reformat an assignment or a paper from one referencing style to another.

EndNote can be downloaded from the My Library tab in student OASIS or more information can be found on the [Endnote Hub](#) Library website. The library runs [EndNote workshops](#) and has self-help guides and online tutorials.

QUOTING

The original work of an author can be successfully incorporated into your work by using a direct quotation (reproducing the words exactly as written in the original); but for more than one sentence, it is usually better to paraphrase. It is important to note that, some disciplines do not generally use quotes.

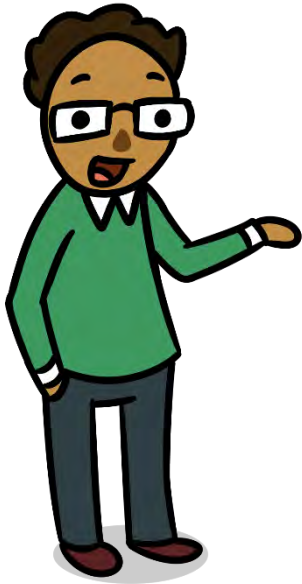
Use quotes where you:

- 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.

Whenever you use the words or sentences of an author you must precisely replicate the text and provide the associated citation and reference details. Generally, referencing systems require the text to be noted within quotation marks, however longer passages (for example, more than 30 words) are presented without the use of quotation marks but the entire passage is indented within the margins used for the main text. The actual formatting for this will vary depending on the referencing style you use.



SUMMARISING AND PARAPHRASING



To summarise means to identify the key ideas in a resource (book, article, website, video etc.) and then reiterating them using your own words. Summarising involves simplifying and condensing larger amounts of complex information, and demonstrating your ability to explain the key concepts with fewer words, while still conveying the idea well.

Paraphrasing also involves incorporating the ideas from an author's passage of text into your own work, but instead of condensing the text, paraphrasing uses roughly the same amount of words as in the original passage. To paraphrase correctly you must express the ideas in your own words and the sentence or paragraph structure must be different from the original. Copying a sentence and using a thesaurus to make word substitutions is not paraphrasing as the sentence structure remains the same.

When summarising and paraphrasing, even though you have put the ideas into your own words, you must include a citation so that it is clear to the reader that the idea(s) presented is not yours.

If you cannot correctly paraphrase, it is better to quote the author verbatim and acknowledge this appropriately. However, remember that copying blocks of text is not appropriate and quotations should be used sparingly through your work to allow the assessor to evaluate your thoughts or opinions as well as your understanding of the topic. Summarising and paraphrasing help demonstrate that you have understood the ideas and are able to use them successfully in your own thinking.

Paraphrasing can be difficult to do well and needs practice; even those with exceptional writing skills can at times struggle with paraphrasing.

Steps for paraphrasing

1. Select the passage that you wish to paraphrase.
2. Read the passage several times and note the key words.
3. Using these words and without referring to the original source of the information try to verbalise what the author is saying – imagine you are explaining it to another student.
4. Using your own words write an account of what you have just read and verbalised.
5. Check your text against the original text to confirm you have captured the idea in your own words.
6. Use the text in your work, and include a citation and reference.

Putting paraphrasing into practice

1. First, read the paragraph below several times.

Mirow and Shore (1997) argue that digitalising text per se, regardless of its origins, changes the relationship between author and reader and makes plagiarism more likely. They argue that moveable type made authors see their work as valuable and therefore worth defending from the wider readership's use, thus triggering copyright laws. However, digitalising text means anyone can use it, manipulate it and seem to 'own' it so that students become 'word brokers'. Once they detach blocks of texts from their original authors (often losing the attribution information through 'inattentive research practices' (p.42), they then treat the captured blocks as their own (Carroll, 2002, p.15).

The reference for this work is:

Carroll, J. (2002). *A handbook for deterring plagiarism in higher education*. Oxford: The Oxford Centre for Staff and Learning Development.

2. Try to paraphrase the paragraph yourself, using the previously suggested steps for paraphrasing.
3. Compare what you have written with the three paraphrased examples that follow. Decide if your version would constitute plagiarism. Plagiarism is defined as presenting the work or property of another person as your own without appropriate acknowledgement or referencing.
4. If you think you have plagiarised, determine how you could modify your text.

PARAPHRASED TEXT - EXAMPLE ONE

Plagiarism is more likely if the text is digitalised because the relationship between the author and the reader is changed. Copyright laws have been triggered from the use of moveable type that has made authors see their work as valuable and worth defending. Text loses ownership with the use of digitalisation and the student is able to change it, manipulate it and cut and paste without a sense of obligation to the author. In a sense, students become word brokers. Poor research practices also allow blocks of information to be saved without the citations to the original authors thus increasing the likelihood that these blocks of text will be used as their own.

DISCUSSION

This is plagiarism. The paragraph is 'too closely paraphrased'. Chunks of text are reproduced e.g. "plagiarism is more likely", "moveable type", "made authors see their work as valuable and worth defending", "students become word brokers", "blocks... as their own", "manipulate it" are used without any citations or quotation marks. In the original paragraph ownership of certain words is shown with quotation marks and a citation. These ideas belong to other authors, Mirow and Shore, and have been accurately cited by Carroll (note the reference to Mirow and Shore at the beginning of the paragraph with the date of the publication in brackets). However, in the paraphrased version there is no acknowledgement of any of the authors, Mirow and Shore or Carroll. In addition, the original structure of the text has been retained.

PARAPHRASED TEXT - EXAMPLE TWO

Mirow and Shore (1997) argue that text once digitalised changes the relationship between author and reader making it more likely that plagiarism will occur. In the days of moveable type authors saw their work as valuable and copyright was developed to protect their work. Once digitalised, text loses its ownership and makes it easier for the student to cut and paste and use blocks of text as if it originated from themselves. Sloppy research practices also contribute to the lack of attribution of ownership to blocks of text that are then used as the student's own work.

DISCUSSION

This is also plagiarism. Some of the work is attributed to Mirow and Shore by adding in their names and the citation (1997). The full reference would be found in the reference section. This, however, has been directly lifted from Carroll's work and presented in such a way to suggest that the writer has only read the Mirow and Shore reference. The basic structure of Carroll's paragraph has been retained but no acknowledgement has been given to her work. Sections of the text are copied from the original without quotation marks or acknowledgement.

PARAPHRASED TEXT - EXAMPLE THREE

Mirow and Shore (as cited in Carroll, 2002) emphasise that the advent of the computer, allowing ease of manipulation of text, has contributed to the large-scale problem of loss of ownership of written works for many authors. The ownership of a piece of work, cut and pasted from digitalised text, can be easily lost through sloppy note-taking when doing the initial research. Hence, the advent of the computer, where text 'floats in cyberspace' with no apparent ownership, has contributed to an escalation in plagiarism.

DISCUSSION

This is acceptable. The Carroll reference would be found in the reference list. Carroll has been acknowledged for her work and Mirow and Shore have also been acknowledged. The acknowledgement shows that the Mirow and Shore work has been taken directly from the Carroll article and the original has not been referred to. Alternatively, the Mirow and Shore article could have been accessed and used as a direct reference instead of citing it through Carroll's book. The paraphrase does not retain the original structure of the text and introduces a slightly different way of viewing the problem.

YOU BE THE JUDGE

IS THIS PLAGIARISM?

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

AND THE VERDICT IS...

This may be plagiarism, but it would depend on the nature of the graphics. If they were common representations such as rough graphs, 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 or a cartoon or a well-constructed 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.

CAN I USE AN EDITOR?

If you are considering hiring an editor or asking someone to proofread or edit your work, make sure to clearly outline your expectations for the scope of the edit. The person should only highlight or indicate where there are problems rather than changing the text for you. If you provide them with an electronic copy of your document it is preferable for them to use commenting tools rather than to change the work.

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



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

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

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

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

- discuss your desire to use an editor with your supervisor before approaching an editor
- discuss the scope of the edit with your supervisor and ensure that the editor understands and agrees to apply this when reviewing your document
- indicate within the appropriate section of your theses that an editor was used and include a description of the scope of the edit (Curtin University, 2018).

If you employ an editor to assist you with the production of your assignment or thesis you should include an acknowledgement indicating that an editor was used and provide a description of the scope of the edit.

YOU BE THE JUDGE

IS THIS PLAGIARISM?

A PhD candidate, Vince, was worried about his English language proficiency so he employed an editor to check 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 plagiarising 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 change the original work but rather allowed the editor to identify the issues and to 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

Curtin subscribes to an electronic text matching service called Turnitin, which compares text in submitted student work with that from a variety of sources including: the internet, published books and journals, textbooks, newspapers, and digital thesis databases. It also checks submitted work against other students' work submitted in the current or previous semesters at Curtin and other universities, both Australian and International.

The Turnitin system produces an Originality Report in which text in your assignment that matches text in the database is highlighted and linked to the original source. The highlighted text indicates passages that have been copied or that have been poorly paraphrased. The report also includes a Similarity Index which is calculated as the number of highlighted words divided by the total number of words in your assignment. It is important to be aware that Curtin does not define a 'safe' level for the Similarity Index nor is there a level that signals that plagiarism has occurred.

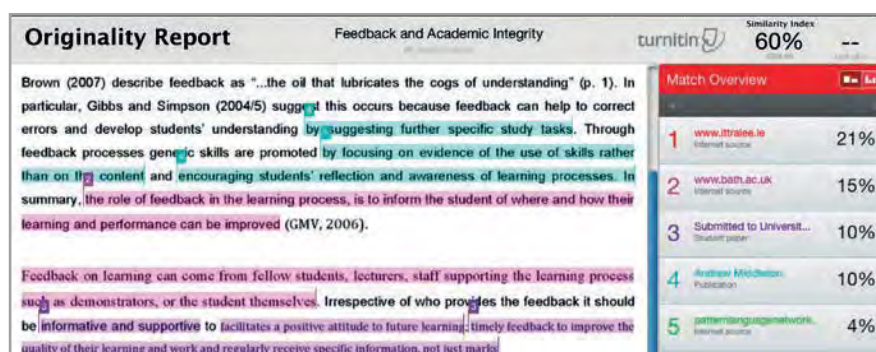


Figure 1: Example of a Turnitin Originality Report showing the Similarity Index (60%) and highlighted passages of text linked to sources.

When reviewing the Originality Report for your assignment you should take note of passages of highlighted text and rewrite these sections to paraphrase the ideas from the original source. Avoid spending time just substituting words with the same meaning in the highlighted sentences. While this may slightly reduce the Similarity Index the strategy is generally obvious to the person assessing your work and it may still constitute plagiarism. It is better to spend your efforts to develop your paraphrasing skills.

It is also important to note that the Originality Report does not assess the accuracy of your citation and referencing. You must check these carefully before submitting your final draft.

In some instances you may be asked to submit your assignment to Turnitin without being given access to the Originality Report. This is more likely to occur in the last year or two of your course where it is expected that you have developed appropriate academic writing skills, understand how to summarise, paraphrase and to quote, and know that it is inappropriate to copy text directly.

A commonly held myth is that Turnitin is a plagiarism detection system. The Turnitin Originality Report is simply a tool used by the person assessing your work, along with other tools or indicators of plagiarism, to determine if your work breaches academic integrity standards.

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 incorporated submission of their file to Turnitin. Mohammed viewed his Originality 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 were talking about how to interpret the Turnitin report. Scott thought since his was green and such a small number that 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 be 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 Originality Report. Mohammed should check to make sure he has used quotations for any passages that are direct copies and consider improving 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.

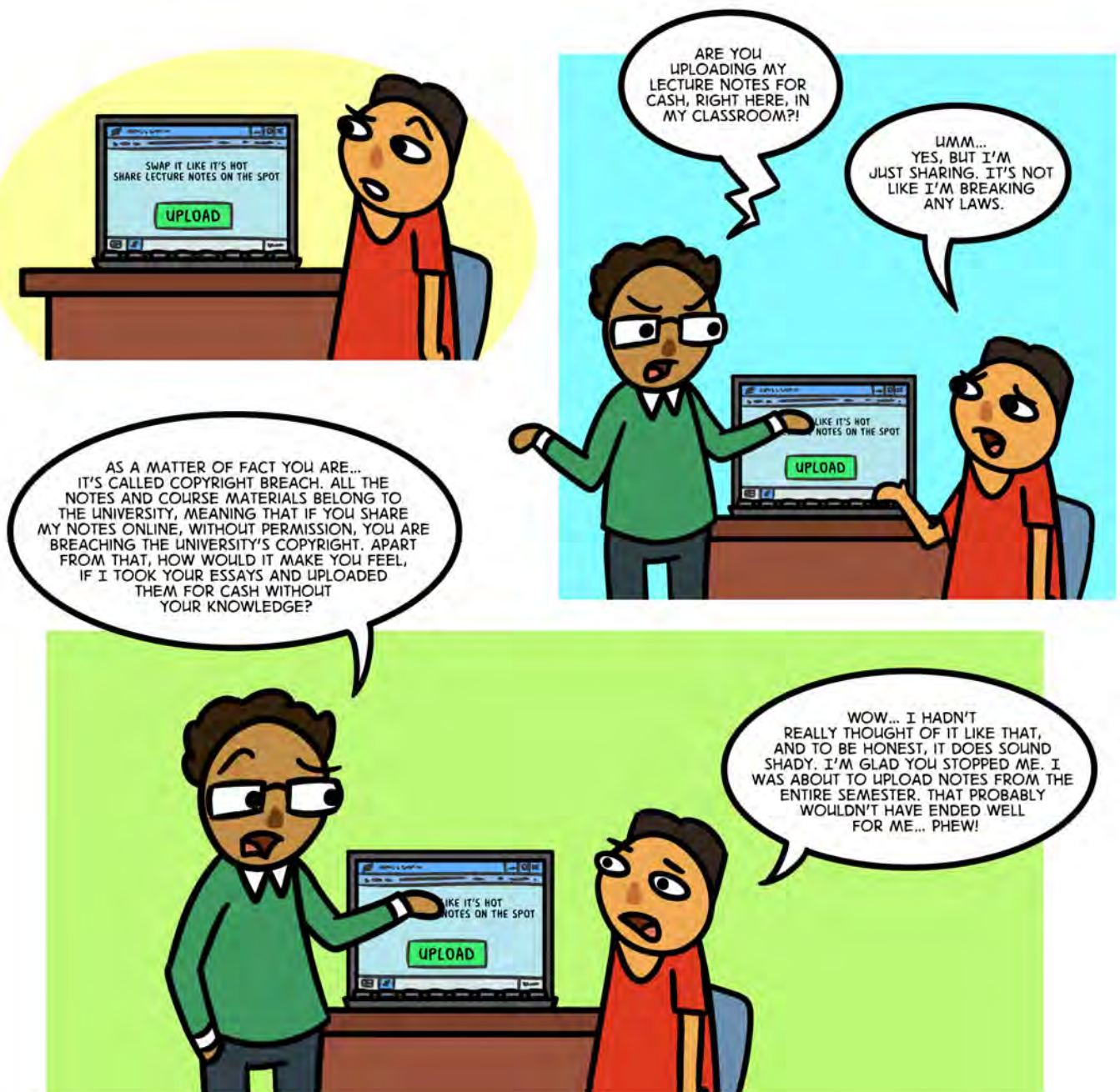
On the other hand, Scott shouldn't be so confident that he has not plagiarised. He may have copied paragraphs from sources that Turnitin cannot check against, but that the person marking the assignments is familiar with and is able to detect the plagiarism. The low Similarity Index score can also indicate poor academic writing such as failure to access and use scholarly sources to support his argument, failure to include citations and references, or failure to structure his 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 obligations and entitlements with regard to copyright. The Library also has a [Copyright for Students](#) reference sheet.

Students may make a copy (this includes photocopying or downloading .pdf files) of other's work to inform their research or study. This is different from copying sentences or paragraphs from a work and incorporating it into your assignment which you then submit for assessment. The first type of copying is governed by copyright laws while the second type of copying is governed by the conventions of academic writing and academic integrity.

Under the 'fair dealing' provisions of the Copyright Act students may copy a 'reasonable portion' of a work without asking permission from the copyright owner to use the work for study or research. There are different rules about what is a 'reasonable portion' for different types of material. See Curtin's [Copyright Website](#) for more information.



POSTING LECTURE NOTES AND COURSE MATERIALS ON SHARE SITES IS A BREACH OF THE UNIVERSITY'S COPYRIGHT LAWS. THIS CAN RESULT IN SEVERE PENALTIES. AS PART OF THE STUDENT CHARTER, ALL STUDENTS ARE REQUIRED TO ABIDE BY RULES AND REGULATIONS GOVERNING THE USE OF COPYRIGHTED MATERIAL.

WARNINGS

ACADEMIC INTEGRITY WARNING

Curtin recognises that new students who are unfamiliar with the conventions of academic writing can sometimes unintentionally plagiarise or collude on assessments. This may happen if you inadequately acknowledge resources or collaborate with other students when an assessment should be done individually. This situation may be considered an academic breach, which could result in an Academic Integrity Warning.

The [Management of Academic Integrity Warnings for New to Curtin Students Procedure](#) outlines the parameters for academic breaches for New to Curtin students.

You are considered to be a New to Curtin student if you are enrolled in:

- a) a Higher Degree by Research course prior to the successful attainment of candidacy; or
- b) in all other cases:
 - i. has not yet successfully completed the designated unit (or appropriate alternative); or
 - ii. has completed fewer than 50 credit points of study at Curtin; or
 - iii. is currently enrolled in an enabling program.



In essence, an Academic Integrity Warning is only used to assign a New to Curtin student an educative action when the student has:

- Inadequately paraphrased or included inconsistent acknowledgement of sources or both; or
- Collaborated with others in an assessment task beyond that which is considered reasonable by the Unit Coordinator.

An Academic Integrity Warning is not considered academic misconduct. Curtin's approach, where possible, is to warn a student in the first instance where there is a breach. Academic breaches for students that are no longer meet the New to Curtin criteria will be managed as misconduct following [Statute No. 10 – Student Discipline](#) and the relevant Misconduct Rules.

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 strictly according to the guidelines provided. You have put commas and full stops in all the wrong places."

Harry has completed one semester as a full time student (100 credits).

AND THE VERDICT IS...

Harry certainly needs help to develop his writing skills (specifically his understanding of paraphrasing). It is also apparent 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.

As Harry no longer meets the criteria of a 'New to Curtin' student (he has completed more than 50 credits) any plagiarism in his work would be investigated as 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 because he is struggling to produce work at the level expected.

WHAT HAPPENS IF I RECEIVE AN ACADEMIC INTEGRITY WARNING?

Educative action will be assigned to ensure that the student is given an opportunity to improve their skills. The student will receive a letter outlining what actions they are required to undertake.

The following educative actions may be given for an Academic Integrity Warning:

- Speak with the unit coordinator or counselling services
- Revise and re-submit the assessment
- Complete the Better Referencing Module, or
- Re-complete the Academic Integrity Program.

STUDENT CHARTER BREACH

If a student breaches expected standards guided by the [Student Charter](#) and [Curtin's five core Values](#) of *integrity, respect, courage, excellence* and *impact*, in a situation that is unrelated to academic work, this may be considered a Student Charter Breach.



Some examples of Student Charter Breaches could be:

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

SCENARIO (from Managing Student Conduct, 2019, p. 8)

A student received an email from her 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.

In this situation, the student would be considered to 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."



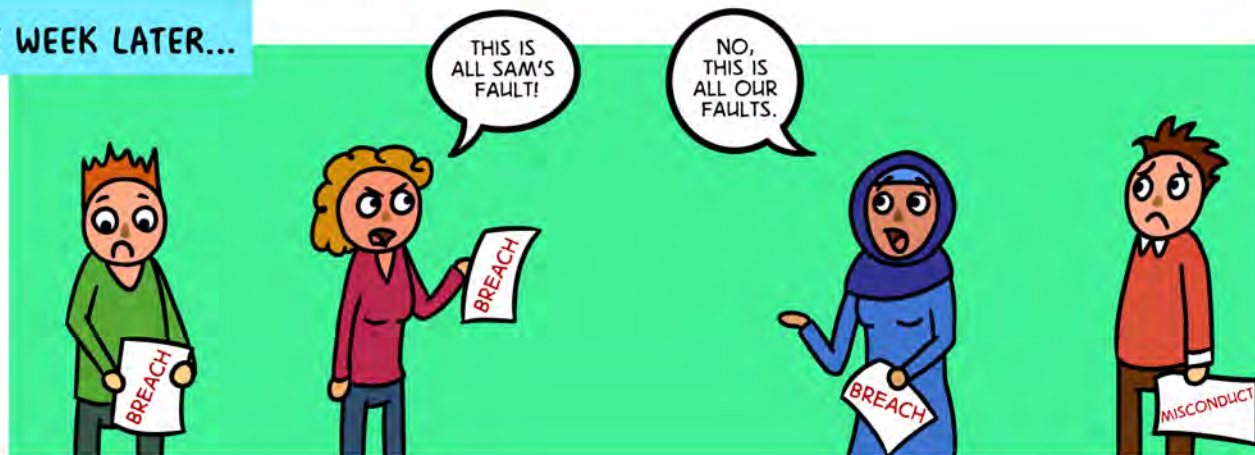
WHAT HAPPENS IF I RECEIVE A STUDENT CHARTER BREACH?

If a student is not adhering to expected standards of behaviour, a staff member might address the student directly and explain that the behaviour is inappropriate. The staff member will then lodge the 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 is serious enough to escalate to General Misconduct. If the matter is considered a Student Charter Breach, the student will be provided with a written warning reiterating their responsibilities under the Student Charter to behave appropriately.



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 STUDENT CHARTER BREACH.

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

HOW DO I AVOID A BREACH?

You can avoid an academic breach by:

- Learning appropriate acknowledgement skills relevant to your discipline
- Developing skills to avoid plagiarism and collusion early in your studies
- Completing the [Academic Integrity Program](#)
- Exploring the resources provided on the Academic Integrity tab within Blackboard
- Learning how to use [Turnitin](#) – Curtin's text matching software.

You can avoid a general breach by:

- Learning about correct [copyright procedures](#)
- Upholding the [Student Charter](#)
- Supporting the University's [Code of Conduct](#)
- Promoting [Curtin's five core Values](#) of *integrity, respect, courage, excellence and impact* with your behaviour.



MISCONDUCT

If a matter requires more serious action than a warning, it will be reported as alleged misconduct and the misconduct process will be followed.

In this situation, the following Statute and associated Rules apply.

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

For comprehensive details on Curtin's misconduct process please refer to Statute No. 10 – Student Discipline and the relevant Misconduct Rules on the [Legislation website](#). Only a general overview of the most common types of academic misconduct is provided here.

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 in turn and strategies to help avoid them will be discussed.

PLAGIARISM

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

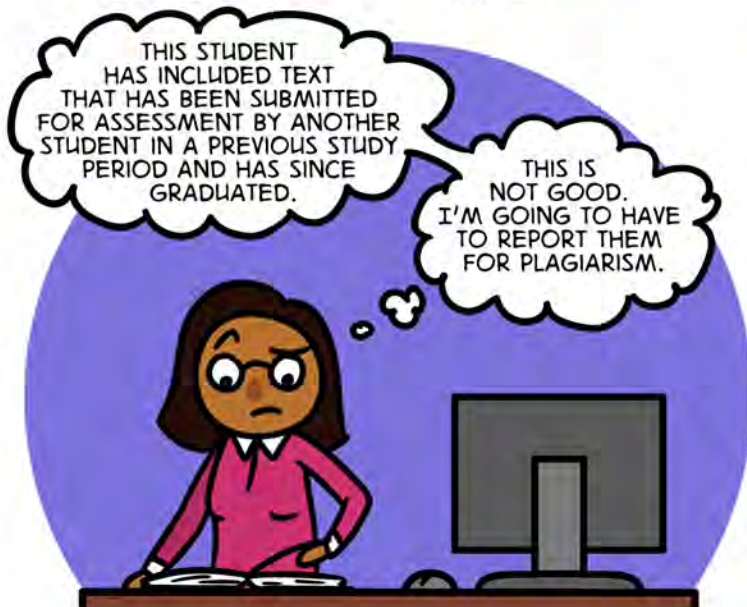
Forms of Plagiarism	Explanation
Copying of sentences, paragraphs or creative products (in whole or in part) which are the work of other persons without due acknowledgement. Creative products include: words, music, creative or visual artefacts, computer source code, designs, problem solutions, ideas, webpages, books, article, theses, unpublished works, working papers, seminar and conference papers, internal reports, lecture notes or recordings, computer files, images or video;	Copying others' work and including it in an assignment requires that you correctly indicate that the work is not yours. This demonstrates respect for other authors/creators, who publish/present their work trusting that others will respect its authorship/ownership.
Too closely paraphrasing sentences, paragraphs or themes without due acknowledgment;	When paraphrasing from a source, the meaning of the sentence or paragraph should be expressed in your own words without copying either the words or the structure of the sentence/paragraph.
Submitting one's own previously assessed or published work for assessment or publication elsewhere, without appropriate acknowledgement.	This is known as self-plagiarism. Once you have submitted academic work for assessment or credit, it is considered dishonest to then submit the same work for further credit elsewhere.

WHAT IF I DID NOT MEAN TO PLAGIARISE?

Plagiarism involves deception; if a reader is deceived into thinking that what you have written or presented is your own work when it is not then you have plagiarised. If that reader is giving you credit for that work (i.e. assessing your work), any deception results in the assessment process being compromised.

Throughout your coursework you will be judged on your knowledge and understanding of, and skills and behaviours representative of, your discipline area. You will be encouraged to build your ideas and your knowledge on the work of others, but in ways that demonstrate respect for the work of others and demonstrates fairness for other students trying to do the same.





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 OTHERS AROUND ME PLAGIARISE?

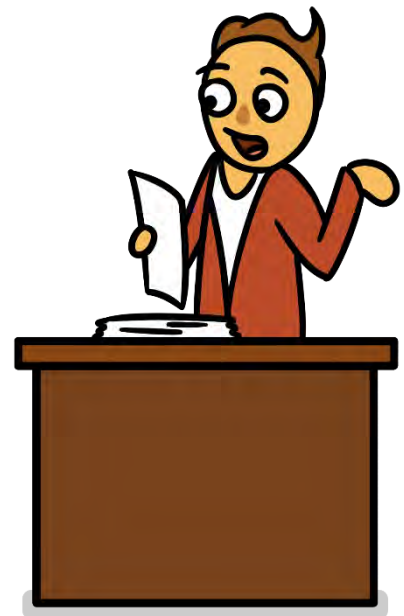
Deciding what to do in this situation can be very difficult. However, integrity will only be upheld if we are true to Curtin's value of courage and take action. If you become aware of plagiarism, collusion, cheating or any other breach of academic integrity then your duty is to report this.

You can make a confidential report using [Dixon](#), Curtin's misconduct management system, to the Unit Coordinator, or if necessary, to the Head of School. You are also able to take the issue to the Integrity and Standards Unit. In each case, you will be able to do this in a safe and private space.

WHAT IS SELF-PLAGIARISM?

Self-plagiarism occurs when you submit work or sections of your own previous assessment items for different assessments in the same unit (in the case of repeating a unit) or in subsequent units.

If you are repeating a unit you must approach each assessment afresh. Even if the assignment appears to be the same as one you completed previously, there can be differences in the description or in the requirements and you must address these differences. In addition, you should aim to demonstrate an improved understanding of the topic or area of study and to address any feedback that you may have received on previously submitted assignments. To avoid self-plagiarism any paragraphs or components of the previously submitted work that are direct copies must be quoted and cited.





CONSEQUENCES:

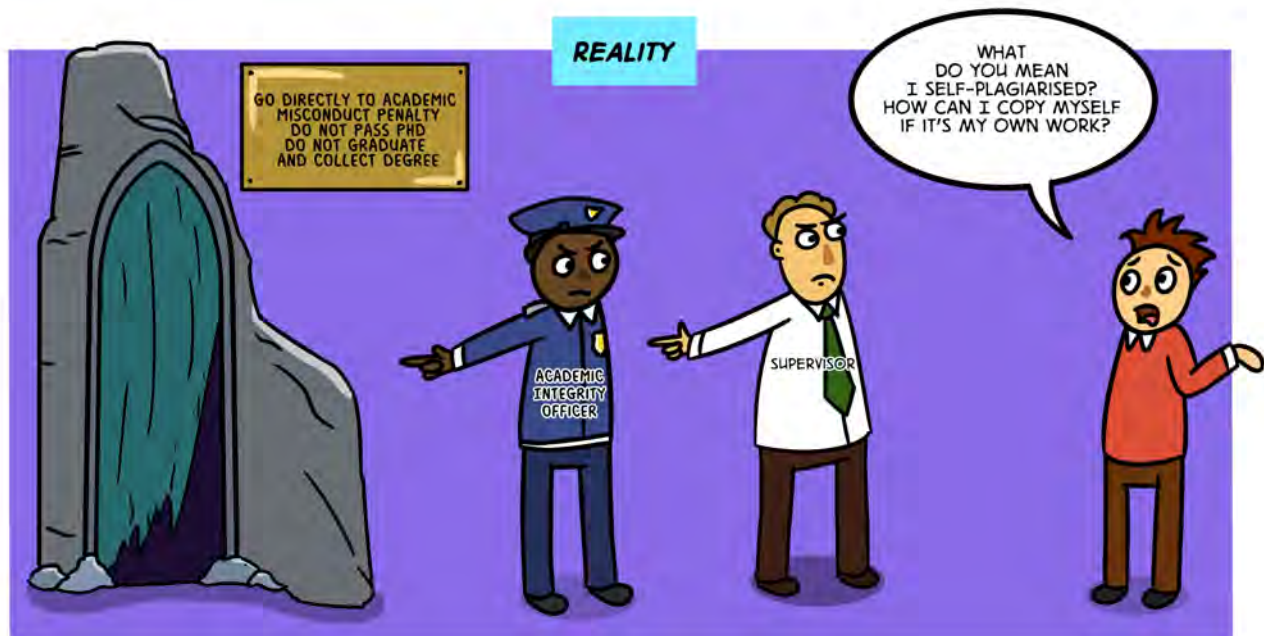
SELF-PLAGIARISM IS CONSIDERED ACADEMIC MISCONDUCT AND CAN RESULT IN A GRADE REDUCTION OR FAIL. IF YOU WANT TO INCLUDE IDEAS OR WRITTEN WORK THAT YOU HAVE PREVIOUSLY SUBMITTED, YOU MUST PROPERLY REFERENCE THIS INFORMATION AND OBTAIN WRITTEN APPROVAL FROM YOUR UNIT COORDINATOR.

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?

Self-plagiarism can also arise when a student re-uses work they have previously presented or published, for example in journals and at conferences. It may be possible to re-use some of your earlier work providing it is acknowledged appropriately and permission obtained where the duplication is more extensive.

Research students completing coursework should discuss issues of possible self-plagiarism with their supervisor before using candidacy or thesis work in assignments and before incorporating assignment material in their thesis. Research students seeking publication must also ensure that material from their thesis or other publications is correctly quoted and cited.



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, handed in substantial assignments (worth 30%) that were practically identical. When the tutor questioned them, she found that Amy had finished the assignment early and had then given it to Carin to help her get started. Unbeknown to Amy, Carin then copied most of it and submitted the assignment under her own name.

AND THE VERDICT IS...

This is plagiarism. Carin knowingly copied Amy's assignment and submitted it as her own. The penalty is likely to be loss of all marks for the assignment, or worse, especially as she is a second-year student who should have been aware of the seriousness of her actions. Amy might also be cautioned for assisting Carin to commit an offence. Although it appears Amy did not intend Carin to copy, some would argue that, by her actions, she assisted Carin to commit plagiarism.

HOW CAN I AVOID PLAGIARISM IN MY WORK?

Scholarly writing is a skill that all students are expected to develop. It involves examining the work that others have done on the topic, and combining it with your own opinions on the content, its quality or validity and conclusions made.

Competent scholarly writing is not developed overnight and must be practised and refined as you progress through a course. You will be introduced to academic writing conventions and requirements throughout your course.

The teaching staff or research supervisors are there to advise you and can help to clarify expectations around academic writing and academic integrity. In addition, there are a range of resources provided by the [Curtin Library](#) to help you develop these skills.



PLAGIARISM CHECKLIST

A [plagiarism checklist](#) has been prepared to assist you in avoiding plagiarism in your assessments. It is recommended that all students refer to this checklist prior to submitting an assignment.

Some unit coordinators will instruct you to complete this checklist and attach it to your assignment to confirm that you have taken the necessary steps to avoid plagiarism in your work. Some unit coordinators also require you to complete an assignment cover sheet that is submitted with your assessment. The coversheet requires you to sign a declaration confirming that the work is all your own and that you have not used unauthorised material. You should take this seriously. When you sign, you are stating that you have not plagiarised.

CHECKLIST TO HELP PREVENT PLAGIARISM IN YOUR WORK

Make sure you have:



Paraphrased correctly and included a reference to clearly indicate the parts of your work that are drawn from another person's work.

You must clearly indicate which part of your work is drawn from somewhere else. Paraphrasing is when you use what someone else has said or written, but you write it in your own words. If you paraphrase you must include an in-text citation so the reader can locate the source.



Used direct quotations sparingly.

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



Provided a reference for every image, diagram or figure (unless you created it).

Creation is when you produce something new. If you edit an existing item it would still need to be referenced.



Included a reference list of all work cited.

Make sure you understand what type of referencing protocol you are required to follow for your unit.

- *For text based assessments you will usually need to include in-text citations and a reference list that gives the full details of the source material.*
- *For visual based artefacts or portfolios you will usually need to include a reference list that gives the full details of the sources that you referred to when creating your work, anything that you have used and modified must be listed.*



Kept a copy of the original sources that you have referenced.

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



NOT used copy and paste to take text from another source (unless it is a direct quote and you reference it).

This is VERY important. If you copy and paste from a source and fail to reference it properly then you have plagiarised. It doesn't matter whether you did this intentionally or not. Depending on the circumstances, plagiarism may be treated as academic misconduct where serious penalties can apply.



NOT used another student's work, or submitted someone's work as your own.

Often students are encouraged to work together, to cooperate by sharing ideas and understandings. However, individual assessments (where your name is the only name on the cover sheet) are meant to be your own work.

Copying from or submitting someone else's work as your own is plagiarism and serious penalties can apply.

Do not allow anyone else to submit your work as their own: this is collusion which is considered academic misconduct. If you have found yourself in a situation where you have considered copying other work, it may be because you are having problems with time management or you have found the assessment difficult. In these cases it is far better to seek assistance from teaching staff or to ask for an extension to submit your work at a later date. This is a better outcome than having an allegation of plagiarism.



NOT copied from a previous assignment submitted to this or any other unit.

COLLUSION

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; and
- In the case of collaborative group projects, falsely representing the individual contributions of the collaborating group members.

Forms of Collusion	Explanation
In the case of group projects, falsely claiming authorship without making an adequate contribution.	If you do not collaborate/participate/contribute in the group work you cannot claim it as your work.
In the case of group projects, attributing authorship to group members who failed to contribute.	In the same way that false representation about your work is dishonest, false representation about the work of others with whom you work is dishonest and may be treated as collusion.
Collaborating too closely on work that is intended to be completed individually.	While it is acceptable to discuss the assessment task with colleagues, if the assessment is meant to be completed independently each student is responsible for preparing their own submission. Working with another student(s) to assist you or them to complete an assessment may be considered collusion.

HOW CAN I AVOID COLLUSION WHEN I WORK WITH OTHER STUDENTS?

The ability to collaborate with others and to work effectively in groups or teams is highly valued by employers and you are expected to develop these skills throughout your course. Discussing the topics you are learning with fellow students can support your learning or provide opportunities for clarification. However, when it comes to the development of an assignment it is important that you are clear whether it is intended to be an individual or group assignment.

Group projects or assignments may incorporate the evaluation of your collaboration or team working skills as well as the work that you produce as a group. If your individual contribution is to be assessed separately make sure you know how this is to be done, and then do it honestly. It is considered collusion to falsely claim authorship without contribution or to attribute authorship to group members who failed to contribute.

You can avoid plagiarism and collusion in group work by:

- complying with academic writing conventions in any work that you contribute towards the group assessment
- ensuring that you have read the contributions by other members of the group and that their work complies with academic writing conventions, since you will be claiming co-authorship



- behaving honestly with regards to the individual contribution that you and others make towards the group assessment
- discussing with teaching staff when you are not able to equally contribute to a group assessment task.

Collusion should not be mistaken for collaboration. Collaboration involves shared contribution towards a group task. Collusion is an agreement made with another person to deceive others. In academic work, it can occur if you work together with others on an assignment that is meant to be individual work (also referred to as 'collaborating too closely'). It can also occur when you assist another student to complete an assignment contrary to instructions. The result may be that you each hand in a very similar piece of work without admitting to the collaboration.

It is acceptable to get help from or provide help to others, and to discuss ideas and strategies, but you should only take notes and then independently complete your assignment. This will prevent too many similarities in your work and reduce the possibility of having an allegation of misconduct.

YOU BE THE JUDGE

IS THIS COLLUSION?

Students in a second year unit were required to write up specific details of eight visits to different work sites in a formal assessed journal. When marking their work, a tutor noticed that for four of the visits, two students, Tran and Paul, had identical journal entries. On questioning them, Tran and Paul complained that they had heavy workload commitments and were having difficulty attending all visits. After four visits, they decided that Tran would visit the next two sites and produce reports, and then Paul would visit the last two sites and produce reports. They then copied each other's reports for their respective journals

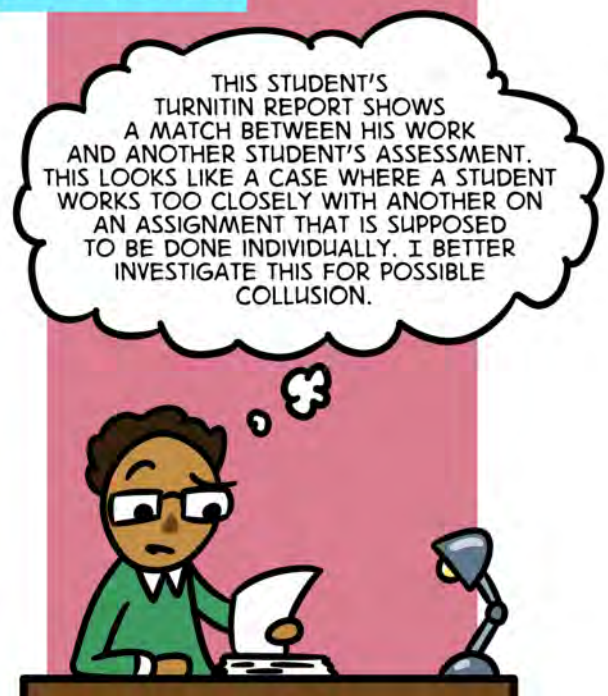
AND THE VERDICT IS...

This is Collusion. The agreement between Tran and Paul to share the load of visiting sites and writing reports, has resulted in each plagiarising the work of the other. Probably, they would be penalised more marks than the worth of just two journal reports—possibly all marks for that assessment component. As second year students, they would be expected to know that their actions were wrong.





A WEEK LATER



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.

YOU BE THE JUDGE

IS THIS COLLUSION?

Kellie, Lu and Mary (third- years) formed a group that was required to undertake a research project and submit a report on the project. The students were also required to estimate the relative contribution of each to the final report. They were given a process for doing this. Mary had done almost no work on the project because of illness, but was close friends with Lu who did a lot of extra work.

Lu wanted the group to claim 'equal' contribution because Mary could not help being sick, and knew that she would have done the work if she was well. Kellie was not happy about this but felt pressured to agree to it. They completed and each signed the form to claim equal contribution but later, Kellie complained to the lecturer about being coerced into it.

AND THE VERDICT IS...

All three students (Kellie included) have misrepresented to the assessor the work that is their own or others, and would probably be given an allegation of Collusion. They might be asked to attend an interview with the Head of School to explain their decision to submit a claim for equal contribution. Depending on the role each played, they might be given different penalties, but would likely involve a reduction in marks.



CHEATING

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

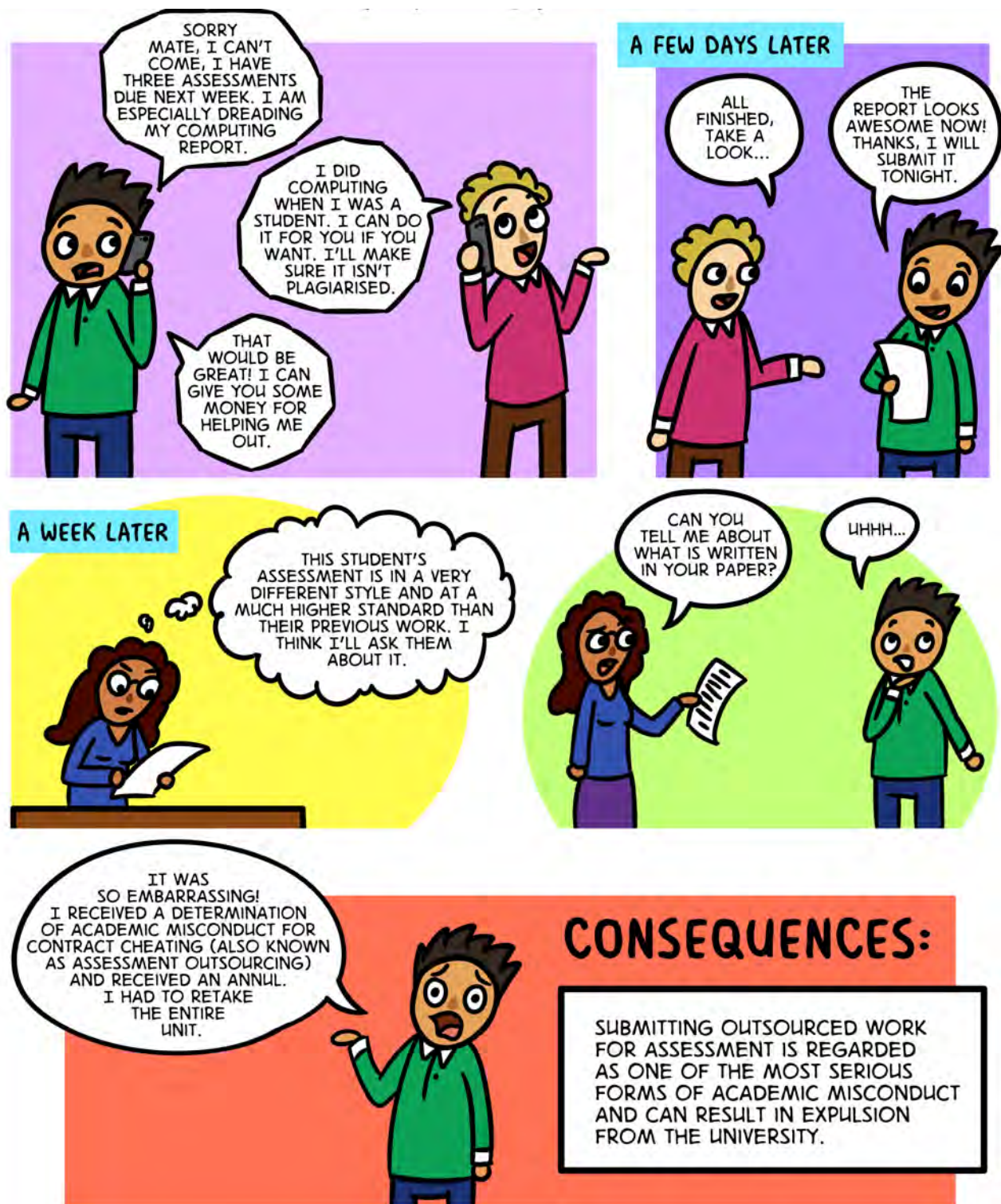
Forms of Cheating	Examples
Cheating in an exam, test or supervised assessment activity	<p>Considered academic misconduct:</p> <ul style="list-style-type: none">• Being in possession of unauthorised materials• Having a mobile phone or other electronic device in an examination or testing environment• Copying answers from another person or permitting another student to copy answers• Exchanging notes, talking or communicating with another student in an examination or test• 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 <p>Considered general misconduct:</p> <ul style="list-style-type: none">• 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• Disrupting an examination or assessment activity in any way• Impersonating a student in an examination or arranging for another to impersonate, take or complete the assessment on your behalf
Cheating in an assessment or other assessable work	<p>Submitting written or creative work which has been drafted or produced by someone else - including friends, family or a paid contracting service (this is known as contract cheating, assessment outsourcing or ghost writing) and claiming authorship for it. This includes:</p> <ul style="list-style-type: none">• Allowing someone or an organisation to draft or complete an assessment task on your behalf• Contracting another person to do the work for you• Purchasing work from another source• Allowing or contracting another person to edit and substantially change your work.



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 OF DATA

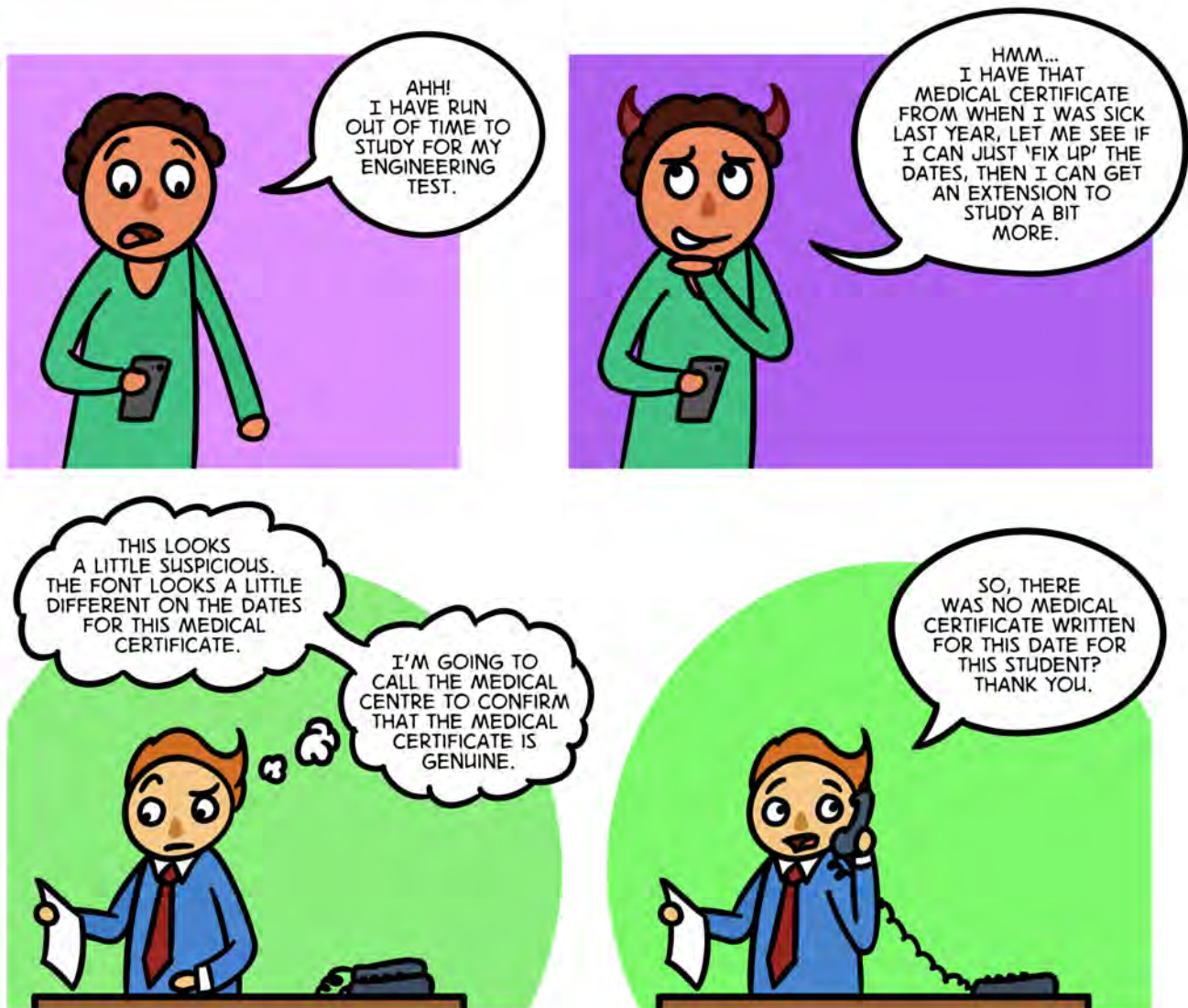
Falsification or fabrication of data or other content means misrepresenting data within an assessment or within research. Examples include:

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

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. An example is:

- Falsifying medical certificates for assessment extension.



CONSEQUENCES:

- THE STUDENT RECEIVED A DETERMINATION OF ACADEMIC MISCONDUCT WITH A FORMAL WARNING. THEY ALSO RECEIVED A ZERO GRADE FOR THE TEST.
- 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.

POTENTIAL PENALTIES

It is important to take active steps to learn academic integrity requirements and to apply the correct communication conventions of your discipline early in your studies. Curtin takes breaches of academic integrity very seriously and there are penalties for misconduct. Examples of possible penalties imposed are wide ranging and depend on the severity of the academic misconduct determined.

Common penalties may include such things as a formal warning or requirement to attend counselling or a workshop, suspension of rights and privileges for a period of time, a reduced or nil grade and requirement to repeat an assessment, or a combination of these. More severe penalties might include an ANN grade for the unit and possibly other units, termination from the course, or expulsion from the University. For comprehensive information about possible penalties associated with academic misconduct, refer to Statute No. 10 – Student Discipline and the Academic Misconduct Rules on the [Legislation website](#).

WHERE CAN I LEARN MORE OR GET HELP?

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

COURSES AND RESOURCES

Curtin offers a range of [Study Support](#) and workshops. To learn more about referencing and available workshops visit the [Curtin Library](#) website.

The Library has online interactive [Study Skills](#) activities available to assist you to develop your academic study, writing, numeracy and information and communications technology (ICT) skills.

To learn more about academic integrity and access further resources visit 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

[Student Assist](#) can give you help and advice on issues of misconduct.



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 Academic Misconduct Rules on the [Legislation website](#).

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

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.

Annul 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.

Citation is a reference made to an author or authors whose ideas you are using in your own work. There are different ways of doing this according to 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.

Collaboration means working with a number of other students to accomplish a task. Lecturers often want you to work together to build on each other's ideas, to learn more effectively and hopefully produce a better end 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.

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

Origin (source) for the purpose of this booklet refers to where the ideas you are using in your work first started. The authors of these ideas must be acknowledged in your work. The authors that you use may not be the originators of the ideas or works but may have carried on the work of others. You do not need to go back to the original source; it is usually sufficient to simply acknowledge the authors of the work you have read. Sometimes it is useful to get the original article, particularly if you want to check the accuracy of the reference in the work you are reading, but often the original article is no longer available or may be printed in a different language.

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

Paraphrase (rephrase, reword, interpret, restate) is the rephrasing of the ideas of an author into your own words. It is not good enough to change a few words only—this is paraphrasing too closely. The aim is to work the author's ideas into your own understandings, being sure to acknowledge that these ideas belong to another person. If you cannot rephrase the paragraph and it is important to your argument, include it in full as a quotation.

Plagiarism Checklist is a tool recommended for all students to refer to prior to submitting an assignment. The [checklist](#) will help you avoid plagiarism in your work.

Quotation or direct quotation (extract, excerpt) is the exact phrase that someone else has written that you want to include in your work. The conventions for acknowledging quoted text must be used according to the recommended referencing style. There are different ways of formatting direct quotes depending on length of the quote and the referencing style used, but the words must be written exactly as they appear in the original, including any spelling mistakes.

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 must check with your teaching staff/supervisor as to which referencing style you should be using and then obtain the guidelines from the [library website](#).

Scholarly writing is a skill that all students are expected to develop. It involves research on the work that others have done on the topic, combined with your own opinions on the quality or validity of that work or conclusions. Scholarly writing must appropriately acknowledge others' work through citing and referencing.

Self-plagiarism means submitting the same work or large sections of previous assessments or publications of your own, for different assessments or publications. It may be possible to do this appropriately if it is acknowledged and permission granted.

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

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 try to go back to the original source of work, at other times this would not be necessary. If in doubt about what you should do, ask your tutor/lecturer.

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

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