













## FORM 1: Determining the seriousness of plagiarism (Schedule A of the Plagiarism Policy)

Criteria	LOW LEVEL	MEDIUM LEVEL	HIGH LEVEL
<b>Experience of the student</b> Relates to your expectation that the student should be aware of the seriousness of their actions.	 For example: <ul style="list-style-type: none"> <li>• First year student or first semester of course</li> <li>• Cultural considerations/mitigating circumstances e.g. no prior instruction or unclear instructions given</li> <li>• HDR students: in pre-candidacy draft</li> </ul>	 For example: <ul style="list-style-type: none"> <li>• Students after first semester of course but before final year</li> <li>• After completion of known instruction in avoiding plagiarism</li> <li>• HDR students: in candidacy or early to in mid-course thesis drafts</li> </ul>	 For example: <ul style="list-style-type: none"> <li>• Final year, experienced student</li> <li>• Where student is expected to fully understand and exhibit academic integrity</li> <li>• HDR students: in final thesis drafts or submitted thesis</li> </ul>
<b>Nature of plagiarism</b> Nature of the breach of academic scholarship.	 For example: <ul style="list-style-type: none"> <li>• Referencing or attribution of work is not clear or adequate, or has numerous errors</li> <li>• Inappropriate paraphrasing</li> </ul>	 For example: <ul style="list-style-type: none"> <li>• Failure to reference and/or cite adequately</li> <li>• Copying segments of other students' assignment work</li> <li>• False indication of contribution to group work</li> <li>• Copying fragments of material from websites, book or other publications</li> <li>• Recycling parts of previous assignments</li> </ul>	 For example: <ul style="list-style-type: none"> <li>• Fabricated references or citations</li> <li>• Whole works copied (from students or other sources)</li> <li>• Purchased assignment</li> <li>• Stealing others' work</li> </ul>
<b>Extent of plagiarism</b> Amount or proportion of assessment item or work that is not the student's own. Extent to which the assessment process is compromised.	 For example: <ul style="list-style-type: none"> <li>• Few sentences, one paragraph, one (minor) graphic</li> <li>• Few elements of computer source code</li> </ul>	 For example: <ul style="list-style-type: none"> <li>• Two or three paragraphs or a segment of the work</li> <li>• Segments of computer source code</li> </ul>	 For example: <ul style="list-style-type: none"> <li>• More than 10% of the work is copied</li> <li>• Significant appropriation of ideas or artistic work</li> <li>• Multiple pages or sections of text or graphics copied</li> </ul>
<b>Intent of student to cheat by way of plagiarism</b> Intentionality of the act of plagiarism and intent to cheat by way of plagiarism.	 For example: <ul style="list-style-type: none"> <li>• Plagiarism appears unintentional or due to lack of knowledge</li> <li>• Intent to cheat is unlikely or doubtful</li> </ul>	 For example: <ul style="list-style-type: none"> <li>• Plagiarism appears intentional or the result of negligence</li> <li>• Intent to cheat is probable but cannot be clearly substantiated</li> <li>• Two or more students involved</li> </ul>	 For example: <ul style="list-style-type: none"> <li>• Plagiarism appears deliberate and planned</li> <li>• Actions contravene clear instructions</li> <li>• Intent to cheat is evident and can be substantiated</li> </ul>
<b>Decision</b>	<b>LEVEL I offence</b> <input type="checkbox"/>	<b>LEVEL II offence</b> <input type="checkbox"/>	<b>LEVEL III offence</b> <input type="checkbox"/>

Form 1 is designed to assist staff to evaluate the nature and extent of an alleged plagiarism incident. It forms part of the processes outlined in the Plagiarism Policy and should not be used in isolation.

Students MUST be fully appraised of the nature of the allegation of plagiarism.