

Information Sheet - Part 1 of 2

Investigating inappropriate use of GenAI tools

Overview of the Alleged Academic Misconduct process

1. If you suspect a student has used a Generative Artificial Intelligence (GenAI) tool and not provided appropriate attribution that makes it transparent, the appropriate action is to refer to the [Academic Misconduct Procedure](#).

Any person, including staff, students, members of the University community or public; may refer an instance of suspected academic misconduct to the University. The allegation raises suspicion of cheating, particularly contract cheating because a third party has written the assessment item.

2. All allegations of academic misconduct shall be treated confidentially and in the strictest privacy.

3. The process for referring suspected academic misconduct is progressed by the Subject Coordinator (Figure 1).

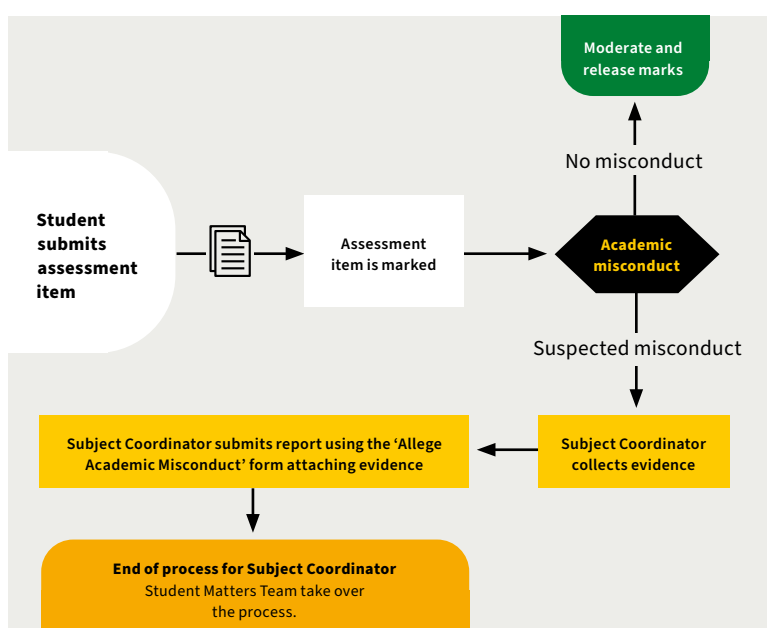


Figure 1. Academic misconduct progress flowchart (partial) (extracted from Academic Misconduct Procedure)

Alleging academic misconduct

Things to consider

Is the lack of attribution

- an accidental omission?
- a deliberate attempt to deceive?

Draw on your knowledge of the student's academic abilities from your previous teaching interactions to help you decide.

Third-party GenAI text detection tools not endorsed by JCU are unreliable and not recommended - there are also privacy and ethical implications when student work is uploaded to these services. Consider also the inequity in procedural fairness of singling out some students to query their use of GenAI.

Gathering evidence of misconduct

1. You will need to collect enough evidence to support on the 'balance of probability' ([TEQSA Substantiating contract cheating: A guide for investigators](#)), that contract cheating has occurred.
2. Forms of evidence can be textual and electronic, your knowledge of the student's academic and linguistic abilities, and the student's previous assessment work (see [TEQSA Substantiating contract cheating: A guide for investigators](#)). Screenshots are particularly important if the source may change e.g. a response to a GenAI tool prompt or webpage.

Reporting potential academic misconduct

1. Familiarise yourself with the [Academic Misconduct Procedure](#).
2. After you have gathered the evidence, complete the [Allege Academic Misconduct form](#) attaching the evidence you have gathered.

Information Sheet - Part 2 of 2

Investigating inappropriate use of GenAI

Investigating potential academic misconduct

Evidence of academic misconduct may be found through examining:

- Marking notes and feedback provided to the student
- Safe Assign reports (if text match scores are high or between 0 – 5% (unlikely for a scholarly work), or if match scores to other students' work are high)
- Documented knowledge of the student's academic and linguistic abilities
- Document property metadata (look for odd creation date, very short editing time, student not identified as author, and properties are blank)
- Irregularities between in-text and reference list sources (no in-text citations or in-text citations and reference list sources do not match, are missing, or are fake)
- Portions of the assessment that are not appropriate to the discipline area
- Assessment quality that is different to expectations
- Language - use and ability, readability, unusual references
- Reflections - inappropriate
- Key content missing
- Reference formatting software that is not known to the student
- Learning analytics - login irregularities
- IP addresses - may be from multiple IP addresses, including overseas
- Internet search on the student
- Template - is not from your institution

Additional suggestions in [TEQSA Substantiating contract cheating: A guide for investigators.](#)



Resources

[JCU Student Academic Misconduct Procedure](#)

[TEQSA Substantiating contract cheating: A guide for investigators.](#)

[JCU Allege Academic Misconduct form](#)