

1. Purpose

Assured Learning Australia (RTO# 52765) recognises that the open exchange of ideas plays a vital role in the academic endeavour, as often it is only through discussion with others that one is fully able to process information or to crystallise an elusive concept. Therefore, learners generally are encouraged to engage in conversations with their trainers and peers about their courses, training and even their assignments. It is important for all learners to acknowledge clearly when they have relied upon or incorporated the work of others, to ensure the proper use of sources while at the same time recognising and preserving the importance of the academic dialogue.

It is understood that Artificial Intelligence (AI) apps and programs are now readily available that can supplement and support the learning process but also have the ability to allow learners to provide evidence of competency that may not accurately reflect their knowledge and skills. This policy aims to provide boundaries as to how AI can and should be used through the course of learning.

This policy aims to support learners in understanding the definitions and differences between creation of work based on ideas of others, referencing work of others and plagiarising work of others, specifically, where this renders the work inauthentic.

2. Compliance

This policy relates to the following 2025 RTO Standards: 1.4 Rules of Evidence: Authenticity

- (i) authenticity – the assessment evidence presented is the VET learner's own work

3. Scope

This policy pertains to all learners enrolled at Assured Learning Australia and is applicable for the trainer and assessors' considerations in deeming competency.

This Policy should be read in conjunction with the Learner Code of Conduct.

This policy should be read in conjunction with the Effective Training, Assessment and Validation Policy and Procedure.

4. Use of AI and machine learning applications

At our institution, we understand the benefits of utilising AI apps like ChatGPT, Google Bard and others to enhance learning experiences. These tools can provide valuable insights, assist with research, and foster critical thinking. However, it is crucial for learners to understand the boundaries between legitimate use and academic misconduct, specifically plagiarism and collusion.

When using AI apps, learners should always approach them as a valuable resource rather than a substitute for their own work. It is acceptable to seek guidance and clarification from these tools but copying or submitting AI-generated content as one's own is strictly prohibited.

We understand that it may be difficult to know how to effectively use AI while still ensuring the authenticity of your work. We have provided a few examples below so that you can understand. If you are still unsure, please feel free to check with your trainer or Assured Learning Australia's Learner Support team.

Example 1 - Developing documentation

You are required to develop a policy. You may use AI to develop a template or populate a base policy that will structure what information would typically be included, you can also use it to provide you with guidance on what legislation is relevant to the policy for your industry and state. However, once a base has been populated, you would be expected to:

- review the information
- flesh out and write more of your own authentic content for areas where little information was provided
- check all information to ensure it is accurate and current (noting that all AI has its limitations, links and legislation could be made up or provide inaccurate or misleading information)
- edit to ensure that grammar and spelling are correct (again please note that most AI services use American spelling, not Australian)
- contextualise the policy to ensure that it reflects the requirements of the assignment

Unacceptable use would be to have the AI write the policy and upload and submit with no review. This would be considered plagiarism and would trigger the first warning process below.

Example 2 – Understanding Questions

Answering short answer questions. You have a series of short answer questions; you go through and complete all the questions that you understand easily by yourself. Then, for the questions that you are unsure of, you may use the following example prompts in an AI;

User - For this conversation, I do not want you to provide me with direct answers. Rather, I am seeking help to understand the questions so that I can answer it myself. Do you understand?

ChatGPT - Yes, I understand. You would like me to assist you in understanding the questions you have, instead of directly providing the answers. I will do my best to help you comprehend the questions so that you can answer them yourself. Please feel free to ask any questions you have, and I'll provide guidance and explanations as needed.

User - What does it mean when they say simplify $y = 3x + 15x - 5y$.

ChatGPT - When someone says "simplify $y = 3x + 15x - 5y$," it means they want you to simplify or rearrange the equation to make it easier to understand or work with. In this case, you are given the equation " $y = 3x + 15x - 5y$ " and the goal is to simplify it by combining like terms or rearranging the equation to a more straightforward form.

To simplify the equation, you can start by gathering similar terms. In the given equation, we have "3x" and "15x" as like terms since they both involve the variable "x." Similarly, we have "-5y" on one side of the equation. By combining these like terms, we can simplify the equation further. Remember that when you combine like terms, you add or subtract the coefficients (numbers in front of the variables) while keeping the variable part the same. I hope this helps you understand what it means to simplify the equation. If you have any specific questions or need further assistance, please let me know.

You could also, in this example, ask the AI to provide you with links to videos, supporting resources or websites that could further support your understanding of the topic.

Example 3 - Finding legislation

User - For this conversation, I do not want you to provide me with direct answers. Rather, I am seeking help to understand the questions so that I can answer it myself. Do you understand? I am using your help to complete an assessment but it must be my own work.

ChatGPT - Yes, I understand. I can assist you by providing guidance, explanations, and examples to help you understand the questions better so that you can answer them on your own. I will refrain from directly answering the questions for you, allowing you to complete your assessment independently. Please feel free to ask for clarification or any specific information you need to better understand the questions.

User - The question is "What are three examples of legislation relevant to WHS in your state?" I live in WA. Where can I find more information about this?

ChatGPT - To find information about legislation relevant to Workplace Health and Safety (WHS) in Western Australia (WA), you can refer to the official government websites and resources dedicated to WHS. Here are some sources you can explore...

By exploring these resources, you should be able to find specific legislation relevant to WHS in WA. Remember to review the information carefully and select three examples of legislation that are most applicable to your assessment.

The learner's final answer in this should be based on the links provided by the AI but the learner's own words. This means that you have the knowledge yourself and you can then confirm if your assessor wants to undertake verbal questioning.

In the above, the user has set proper prompts in place to allow for authentic learning and understanding the concept. Direct copy and paste answers would be considered plagiarism.

Assured Learning Australia reserves the right to ask to see your ChatGPT or Google Bard log, as well as confirming your understanding through verbal questioning.

5. How we check for Plagiarism

At [Assured Learning Australia, we recognise that artificial intelligence (AI) tools, such as ChatGPT and Google Bard, are increasingly accessible and can play a role in supporting learning. However, to maintain the integrity of our training and assessment process, we have implemented robust measures to ensure that assessment evidence submitted by learners is authentic and accurately reflects their own skills and knowledge.

Our approach to detecting and managing AI-generated content includes the following strategies:

Training and Awareness for Assessors and Staff

Our assessors and trainers receive ongoing professional development on identifying AI-generated content in assessments. This training includes recognising patterns in language, inconsistencies in responses, and other indicators that suggest AI involvement. Staff are also provided with guidelines on questioning techniques and additional assessment methods, such

as verbal questioning or practical demonstrations, to verify a learner's competency when AI use is suspected.

Validation Processes within Our Quality Assurance Framework

We have integrated AI detection into our assessment validation procedures, as outlined in the Effective Training, Assessment and Validation Policy and Procedure. This ensures that assessments are regularly reviewed for authenticity and compliance with national standards. Assessors participate in validation sessions to cross-check submissions, identify potential AI-generated responses, and refine assessment instruments to better distinguish between human and AI-assisted work.

External Validation and AI-Assisted Detection

To enhance our ability to identify AI-generated content, we engage external consultants who specialise in assessment validation. These consultants assist in reviewing a sample of assessments and provide independent verification of authenticity. In addition, we utilise AI detection tools to analyse patterns in responses and assess the likelihood of AI-generated content. This ensures that assessments remain a valid and reliable measure of a learner's competency.

Guidance for Learners on Appropriate AI Use

We provide clear guidance to learners on the acceptable use of AI through this policy and supporting documentation. Learners are encouraged to use AI tools as a study aid - for example, to clarify concepts or structure their research—but they must ensure that all submitted work is their own. Using AI to generate assessment responses without critical engagement or modification is considered academic misconduct and will be addressed in accordance with our plagiarism and collusion policy.

Through these measures, [Assured Learning Australia] is committed to maintaining the integrity of our assessments while acknowledging the evolving role of AI in education. By providing clear expectations, ongoing validation, and staff training, we ensure that our assessment processes remain rigorous, fair, and aligned with industry and regulatory standards.

6. Consequences for Identifying Plagiarism

First Warning

Assured Learning Australia recognises that learners who are unfamiliar with the conventions of academic writing can sometimes unintentionally plagiarise. If your work displays poor use of paraphrasing or the inclusion of copied material that hasn't been cited, or if your attempts to reference your sources is unsatisfactory you may be found to have plagiarised. If you are a 'New to RTO' learner this may be classified as First Warning Plagiarism.

This action is NOT considered to be academic misconduct but it is still considered to be unacceptable and you may be required to correct the problems before your work can be marked. Failing to correct and resubmit the work is the same as never having submitted and you will receive no marks for that assessment.

Plagiarism - Final and Formal Warning

If you do not take active steps to learn the conventions of academic writing and the specific procedures associated with the style of referencing used in your discipline area you may be accused of more serious plagiarism. This type of offence is academic misconduct and will attract penalties because it is too serious to be addressed by remedial advice alone.

Please note that providing your assessment to another learner so that they can submit it as their own work is also considered collusion and if you provide your work, you can be suspended or cancelled from a unit based on academic misconduct also.

You will be provided with a formal written warning with an explanation around the circumstances and evidence which you have been found to have breached academic misconduct. This notice will outline that another circumstance will result in a Unit Outcome of Not Competent and may result in Academic Suspension, fees & penalties or expulsion.

You may also be required to undertake assessment in front of an assessor or participate in a verbal competency conversation.

Serious Academic Misconduct - Serious Plagiarism, Collusion or Cheating

An accusation of plagiarism, collusion or cheating at this level is very serious. If your work demonstrates clear intent to cheat or defraud by copying all or significant portions of the material presented in your work, by having someone else complete the work for you or by colluding with another person you may find yourself accused of Serious Academic Misconduct. This is serious academic misconduct and will attract severe penalties such as an annulled grade for the unit or the suspension of the ability to enrol in units for a period of time.

Examples of Serious Academic Misconduct include asking learners to provide their work to you, using previously submitted work of another learner as your own, or purchasing assessments online.

Any accusation of this nature will be brought in front of a Panel including the CEO for determination of outcome and consequences.

Please note that Assured Learning Australia uses services such as Plagiarism Checker by Grammarly as part of our validation processes.

https://www.grammarly.com/plagiarism-checker?q=plagiarism&utm_source=google&utm_medium=cpc&utm_campaign=10520838943&utm_content=453386291701&utm_term=plagiarism%20checker&matchtype=e&placement=&network=g&gclid=CjwKCAjwvMqDBhB8EiwA2iSmPKZ3qpUCI07TsQdEQUp2tBSB7OxepsVLkNWdQHEiyahZ45Rqf2ARxoCfBQQAvD_BwE&gclidsrc=aw.ds

7. Harvard Referencing Guide

The below information is taken in full, from the Harvard Referencing Guide and some contextualised examples from RMIT University.

HARVARD REFERENCING EXAMPLES

Important: This is a guide only.

To avoid losing marks:

1. Confirm referencing requirements with your lecturer, and
2. Use Snooks & Co 2002, [Style manual: for authors, editors and printers](#), 6th edn, John Wiley & Sons, Milton QLD. to clarify referencing rules or if you need more examples. This guide is based on this publication.

Harvard is an author-date referencing style. You need to follow this style when acknowledging your information sources.

Harvard style requires in-text references and the reference list. In-text references appear within the body of the document. They include the author(s) family name and the year of publication, with extra details if required, such as page numbers. A reference list provides full details of all in-text references at the end of the document.

IN-TEXT REFERENCES

You must acknowledge each author or source of information (print or online) either by paraphrasing or using a direct quote.

Paraphrasing is when you are expressing the ideas of the author(s) in your own words. When paraphrasing, use round brackets to add the author(s) family name and the year of publication at the end of the sentence. Or use the author's name as part of your sentence, followed by the year of publication in round brackets.

Direct quote is when you are using the exact words of the author(s). Put direct quotes between single inverted commas (quotation marks), and add a page number. Do not overuse direct quotes.

Single author (paraphrasing)

It is argued that... (Carroll 2012).

Carroll (2012) argues that...

Single author (direct quote)

'A major criticism of business is that it abuses its power' (Carroll 2012, p. 26).

Carroll (2012, p. 26) argues that 'a major criticism of business is that it abuses its power'.

Two or three authors (paraphrasing)

It is suggested that...(Cabrera & Unruh 2012).

Kuratko, Goldsby and Hornsby (2012) suggest that...

Remember: use an ampersand (&) when listing authors in round brackets. Use the full word 'and' when mentioning authors in a sentence.

Four or more authors (paraphrasing)

It is recommended that... (Chalkley et al. 2012).

Chalkley et al. (2012) recommend that...

Multiple citations in a single sentence

List all citations alphabetically, separated by a semi-colon (;).

It has been claimed that... (Carroll 2012; Chalkley et al. 2012; Kuratko, Goldsby & Hornsby 2012).

Two or more publications by the same author(s) and in the same year

Insert a letter (starting with the letter 'a') after the year. In the reference list, include the same letter after each year of publication.

It is argued that... (Jamison 1991a).

Jamison (1991b) argues that...

Secondary citations

When you refer to the work of one author cited by another, include the original source of the information and where you read it. In the reference list, only include the text you read, not the original source.

For example, if an article by Hosany and Martin you are reading cites Heath and Scott, put the Hosany and Martin reference in the reference list. Your in-text references should look like these:

Early research indicated... (Heath & Scott, cited in Hosany & Martin 2012).

Heath and Scott (cited in Hosany & Martin 2012) claim that...

Encyclopedia or dictionary entry without an author

Add the publication title (in italics) and the date. Do not include these references in the reference list.

The ABO system is... (*Dictionary of biology* 2014).

Encyclopedia or dictionary entry with an author

Add the author's family name and the date. Include the full reference in the reference list.

The characteristics of action research include... (Adams 2010).

Personal communication

Add an in-text references for personal communication, such as interviews, phone conversations and letters, as per below example. Do not include these references in the reference list.

My field placement supervisor commented '... ' (CM Burns 2014, pers. comm., 20 April).

Ms Merrick (Melville Shire Council CEO) confirmed the details by email on 25 April 2014.

Publications without authors

Publications without authors do not need to be included in the reference list. Here are some examples:

Dictionary or encyclopedia entries, and newspaper articles The ABO system is ... (Dictionary of biology 2014).

The Age (21 May, p. 12) reports that ...

Legal material (case or legislation) and streaming or YouTube videos

The Australian Copyright Council initiated a test case against the University of NSW (*University of New South Wales v Moorhouse and Angus & Robertson (Publishers) Pty Ltd* (1975) 133 CLR 1).

Section 55 of the *Competition and Consumer Act 2010* (Cth) states that ' ... there is a guarantee that the goods are reasonably fit for any disclosed purpose, and for any purpose for which the supplier represents that they are reasonably fit ... '.

Often designers think in terms of products and services rather than about the vision of a company or organisation (*Design & thinking: a documentary on design thinking* 2012).

Learn more about what is a Library subject guide (*What's a library subject guide* n.d.).

Publications without page numbers

If quoting from a document without page numbers, include the location of the quote using the paragraph number, or section heading.

'Optimal immunisation schedules...' (World Health Organisation 2014, para. 3).

'Deaths due to malaria...' (World Health Organisation 2013, Reported deaths section).

REFERENCE LIST

General rules

List publication details of all your in-text references at the end of the document. Use a 'References' or 'Reference List' heading on a new page.

Check with your teacher/lecturer or supervisor if you need to provide a bibliography. The bibliography lists research sources you have read but not referenced in your document.

List references alphabetically using the author's family name. An author can be an individual, a company or an organisation, such as a government department.

Include an appropriate format for each publication. The format could be a book, book chapter, journal article, website, etc.

Punctuation and the order of elements in a reference are important. Here is how you order and punctuate elements in a printed or PDF publication:

Author's family name, initial(s) year of publication, Title (in italics), Publisher, Place of Publication.

Young, JK 2014, *My very important book*, University Press, Melbourne, Vic.

And this is how you reference online sources:

Author's family name, initial(s) year, Title (in italics), source type, viewed date, <URL>.

Webber, S & Boon, S 2006, *Information literacy blog*, blog, viewed 10 January 2008, <<http://informationliteracy.blogspot.com>>.

Here are more examples:

Books

Book with single author

Carroll, AB 2012, *Business & society: ethics, sustainability, and stakeholder management*, 8th edn, South-Western Cengage Learning, Mason, OH.

Book with multiple authors

List all authors as they appear on the title page of the book. Use an ampersand (&) to separate the last two authors.

Chalkley, T, Brown, A, Goodman, M, Cinque, T, Warren, B, Hobbs, M & Finn, M 2012, *Communication, new media and everyday life*, Oxford University Press, South Melbourne, Vic.

Book with no author

Style manual for authors, editors and printers 2002, 6th edn, John Wiley & Sons, Milton, Qld.

Edited book

Lubkin, IM & Larsen, PD (eds), *Chronic illness: impact and interventions*, 8th edn, Jones & Bartlett Learning, Burlington, MA.

Book with an edition number

For a book with an edition number, add the number and the abbreviation 'edn' after the title of the book. There is no need to include edition information if a book is a first edition, or if no edition is mentioned.

Carroll, AB 2012, *Business & society: ethics, sustainability, and stakeholder management*, 8th edn, South-Western Cengage Learning, Mason, OH.

Chapter in an edited book (book chapter)

For a book chapter, include page numbers after the place of publication.

Schirm, V 2013, 'Quality of life', in IM Lubkin & PD Larsen (eds), *Chronic illness: impact and interventions*, 8th edn, Jones & Bartlett Learning, Burlington, MA, pp. 183-206. e-Book e-Books with full-page format/imaging (PDF) are cited the same way as printed books.

Encyclopedia and dictionary entries

Adams, P 2010, 'Action research', in *Encyclopedia of Research Design*, NJ Salkind (ed.), Sage Publications, Thousand Oaks, CA.

Encyclopedia or dictionary entries without an author do not need to be included in the reference list.

Journal and newspaper articles

Journal/magazine article (print and PDF)

Include page numbers after the volume and issue details (if supplied).

Taylor, CM, Karunaratne, CV & Xie, N 2012, 'Glycosides of hydroxyproline: some recent, unusual discoveries', *Glycobiology*, vol. 22, no. 6, pp. 757-767.

In-text references for journal articles without an author need date and page number. But these articles do not need to appear in your reference list.

Inspire (June 2012, p.14) states that...

e-Journal article (HTML format only) Add the viewed date and the URL.

Ogilvy, J 2011, 'Human enhancement and the computational metaphor', *Journal of Evolution & Technology*, vol. 22, no. 1, viewed 11 June 2012, <<http://jetpress.org/v22/ogilvy.htm>>.

e-Journal article from a library database (HTML format only) Add the viewed date and the database name.

Hosany, S & Martin, D 2012, 'Self-image congruence in consumer behavior', *Journal of Business Research*, vol. 65, no. 5, pp. 685-691, viewed 27 May 2012, Elsevier SD Freedom Collection.

Newspaper article (print newspaper)

Martin, P 2014, 'Melbourne tops nation's growth', *The Age*, 7 April, p. 2.

In-text references for newspaper articles without an author need date and page number. But these articles do not need to appear in your reference list.

The Age (18 May 2012, p.3) states that...

Newspaper article from a library database (HTML format only) Add the viewed date and the database name.

Carney, S 2012, 'Gillard paying price for gamble on the numbers', *The Age*, 26 May, p. 23, viewed 29 May 2012, Factiva database.

Newspaper article (an online newspaper)

Banks, D 2010, 'Tweeting in court: Why reporters must be given guidelines', *The Guardian*, 15 December, viewed 25 November 2015, <<http://www.theguardian.com/law/2010/dec/15/tweeting-court-reporters-julian-assange>>.

Internet sources and social media

Blog

Webber, S & Boon, S 2006, *Information literacy blog*, blog, viewed 10 January 2008, <<http://informationliteracy.blogspot.com>>.

Blog post

For a blog post, include the 'title of post'.

Thesis Whisperer 2013, 'Wormhole literature', *The Thesis Whisperer*, blog post, 3 April, viewed 8 January 2014, <<http://thesiswhisperer.com/2013/04/03/the-wormhole-incident/>>.

Facebook

Smith, P 2015, *Rethinking higher education the team is everything*, Facebook, 25 April, viewed 16 June 2015, <<https://www.facebook.com/pages/Peter-P-Smith/196037770427320>>.

Podcast/vodcast

Isherwood, B 2012, *Where ideas come from*, podcast, 12 September, viewed 5 June 2014, <<http://itunesu.rmit.edu.au/node/862>>.

Streaming video

Design & thinking: a documentary on design thinking 2012, streaming video, Muris Studio, viewed 23 March 2014, <<https://rmit-kanopystreaming-com.ezproxy.lib.rmit.edu.au/video/design-andthinking>>.

Twitter

Obama, B 2016, *It's time for Senate leaders to put politics aside ...*, Twitter, 17 May, viewed 19 May 2016, <<https://twitter.com/BarackObama/status/732589315478290432>>.

YouTube video

RMIT University 2014, *What's a library subject guide*, YouTube, 8 October, RMIT University, viewed 18 April 2016, <<https://youtu.be/IXo58MojuKI>>.

Website document

If a website document doesn't have an author (individual or corporate), start with the title of the document in italics followed by the date. If there is no date, use n.d.

World Health Organisation 2014, *WHO recommendations for routine immunisation - summary tables*, World Health Organisation, viewed 1 May 2014, <http://www.who.int/immunisation/policy/immunisation_tables/en/>.

Reports and standards

Company report

Wesfarmers Limited 2015, *Sustainability report 2015*, Wesfarmers Limited, viewed 18 April 2016, <<http://sustainability.wesfarmers.com.au/>>.

Industry report

Schulman, C 2012, *Internet service providers in Australia*, industry report, IBISWorld, viewed 9 August 2013, retrieved from IBISWorld Database.

Standard from a database

Standards Australia 2010, *Residential timber-framed construction - non-cyclonic areas*, AS 1684.22010, viewed 28 September 2012, SAI Global database.

Legal material and patents

Legal material – Case

University of New South Wales v Moorhouse and Angus & Robertson (Publishers) Pty Ltd (1975) 133 CLR 1.

Legal material – Legislation

Competition and Consumer Act 2010 (Cth).

Patent

Gupta, BB & Kasapis, S 1997, *Water-continuous spread*, US Patent 5614245.

Other sources

Lecture notes

Sample, S 2016, 'Introduction to your course', lecture notes, COURSECODE, RMIT University, viewed 18 April 2016, <<https://my.rmit.edu.au/portal/myStudies/#/lecturenotes/week1>>.

Video, film, DVD

Specify the multimedia format after the date, e.g. video recording. Add any other useful information after the citation, e.g. directed by...

Coco Chanel & Igor Stravinsky 2010, video recording, Madman Entertainment, Australia. Directed by Jan Kounen.

Personal communication (interview, phone conversations, letters)

Information obtained from personal communication does not need to be included in the reference list.

Conference Proceedings

Gudmundsson, A & Laing, L 2011, 'Facilitating learner self-reflection in a blended learning environment', in *ATN Assessment Conference 2011 Proceedings*, Curtin University, Perth, 20 – 21 October, viewed 5 August 2016,
<http://ctl.curtin.edu.au/events/conferences/atna2011/files/ATNA_2011_Proceedings.pdf>.

Dataset

Bureau of Meteorology 2011, *High-quality Australian daily rainfall dataset*, Australia's high-quality climate change datasets, data file, Australian Government, Bureau of Meteorology, viewed 17 November 2011, <<ftp://ftp.bom.gov.au/anon/home/ncc/www/change/HQdailyR>>.

Table

Melbourne Water 2012, *Weekly water report 5 January 2012: Chart view Daily residential water use in Melbourne*, Melbourne Water, Victoria, viewed 12 January 2012,
<<http://www.melbournewater.com.au/waterdata/waterstorages/Weekly-waterupdate/Pages/Weekly-water-update-archive.as>>.

For more examples on how to reference visual materials, go to the [Library's guide on Harvard Referencing for Visual Materials](http://rmit.libguides.com/harvardvisual) [rmit.libguides.com/harvardvisual].

8. Policy review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed and any changes.

- Jan 2021 - General annual review, minor changes to wording only (L Hollows).
- March 2021 - Updated information on services used to check for plagiarism
- July 2023 - Updated to reflect implementation of AI across sector
- Jan 2025 – Updated to reflect new RTO Standards.
- Sept 2025 – Reference to previous standards removed.

9. Policy additions or amendments

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated and relevant stakeholders advised.

Lyle Barrett - CEO

First Warning - Exemplar Notification

Subject: Concerns Regarding Your Recent Assessment

Dear [Learner's Name],

I am writing to discuss a matter of concern regarding your most recent assessment. It has come to our attention that there are strong indications of potential plagiarism in your work, suggesting that the content has been entirely generated by an AI system. I would like to emphasise that this is a serious offense and goes against the academic integrity standards outlined in our Plagiarism and Collusion Policy.

While we acknowledge the advancements in AI technology, it is crucial to remember that academic assessments are meant to showcase your own understanding, critical thinking, and originality. By relying solely on AI-generated content without proper attribution or personal input, you undermine the purpose of the assignment and compromise your own learning experience.

We are committed to providing a fair and supportive educational environment for all learners. In light of these concerns, I kindly request that you present yourself for a verbal questioning session to discuss your assessment. This will allow us to gain a better understanding of the situation and provide you with an opportunity to explain the content and sources used in your work.

Please note that this is not an accusation of wrongdoing but rather a necessary step to address the suspicions raised. Our goal is to ensure the integrity of the academic process and provide you with the chance to clarify any misunderstandings or unintentional errors.

I encourage you to approach this conversation with honesty and openness. It is important that we address this matter promptly to prevent any further consequences that could affect your academic standing. We genuinely believe in your potential and hope to resolve this issue amicably.

If you have any concerns or questions regarding this matter, please do not hesitate to reach out to me. I am here to assist you and provide the support you may require throughout this process.

Thank you for your attention to this matter, and I look forward to meeting with you for the verbal questioning session.

Best regards,

[Your Name]

[Your Position], [Name of Institution]

Second and Final Warning Example Email

Subject: Final Warning - Reassessment Required Under Observation

Dear [Learner's Name],

It is with deep regret that I am following up on our previous communication regarding concerns about potential plagiarism in your assessments. After careful consideration and consultation, it has been determined that further action is necessary to address this matter appropriately.

Given the serious nature of the allegations, we have decided that a reassessment is required to ensure the integrity of the academic process. To maintain transparency and fairness, the reassessment will take place in a controlled environment under observation.

Therefore, I hereby inform you that you are required to redo the assessment in a supervised setting. This means that you will need to attend a designated session where an assessor will oversee the entire process. The purpose of this observation is to ensure the authenticity and originality of your work.

Please be advised that there may be associated fees for the administration of the reassessment. These fees are in place to cover the costs of organising the observation and maintaining the academic standards of our institution. The details regarding the timing, location, and fees, if applicable, will be communicated to you separately.

It is essential to emphasise that this reassessment is not intended as a punishment but as a means to address the concerns raised and to uphold the principles of academic integrity. We believe in your capacity to learn from this experience and demonstrate your true abilities.

I urge you to take this opportunity seriously and approach the reassessment with utmost honesty, integrity, and personal effort. Remember that the purpose of this exercise is to showcase your own understanding, critical thinking, and originality. If this behaviour continues it can result in your units being deemed not competent and risk your progression and enrolment status.

As always, you can appeal this decision, refer to our complaints and appeals policy for more information on how to access this process.

If you have any questions or concerns regarding the reassessment process, fees, or any other related matters, please do not hesitate to contact me. I am here to assist you and provide the necessary support throughout this process.

Please acknowledge receipt of this email and confirm your understanding of the requirements and expectations by replying to this message.

Thank you for your attention to this matter, and I look forward to your cooperation in ensuring the academic integrity of our institution.

Best regards,

[Your Name]

[Your Position], [Name of Institution]

Subject: Final Notice - Academic Misconduct and Not Competent in Unit

Dear [Learner's Name],

It is with deep regret that I am writing to inform you of the final decision regarding the concerns raised about potential plagiarism in your recent assessments. Despite the previous warnings and opportunities provided to address the issue, it has been determined that you have not demonstrated the necessary authenticity in your work.

After careful consideration and consultation with the relevant parties, it has been concluded that your actions constitute a serious breach of academic integrity. Therefore, I regret to inform you that you are being charged with academic misconduct for the aforementioned offense.

[RTO to outline the reasons and evidence related to the academic misconduct.](#)

As a result of this charge, it is our decision that you will be deemed "not competent" in the unit associated with the assessment in question. This outcome reflects the gravity of the misconduct and the failure to meet the expected standards of academic integrity.

I understand that this may come as disappointing news, and you may have concerns or wish to contest the decision. In such cases, I encourage you to familiarise yourself with our institution's Complaints and Appeals Policy. This policy outlines the process through which you can raise your concerns and initiate an appeal. It provides a structured framework to ensure your rights are protected and your case is fairly considered.

You have the right to appeal the decision within the specified timeframe outlined in the policy. The policy will provide guidance on the appropriate channels, procedures, and documentation required to initiate the appeals process. I strongly recommend reviewing it thoroughly to understand your options moving forward.

Please be aware that while the appeals process is underway, the academic misconduct charge and the "not competent" outcome in the unit will remain in effect. It is essential to address the situation promptly to prevent any further consequences that could impact your academic record.

If you have any questions or require further clarification regarding the appeals process, academic standing, or any other related matters, please do not hesitate to reach out to me. I am here to provide support and assist you throughout this challenging period.

Thank you for your attention to this matter, and I wish you the best in navigating the appeals process.

Sincerely,

[Your Name]

[Your Position], [Name of Institution]