Why is it happening?

Do cultural norms matter when it comes to cheating attitudes?

Domestic/International and English/LOTE students all shared comparable attitudes about the 'wrongness' of cheating behaviours

Lack of a 'Personalised Teaching and Learning Relationship'

The cheating group reported significantly lower levels of agreement for three key teaching and learning items:

- Ensuring understanding of assignment requirements
- Receiving sufficient feedback
- Approachability of teaching staff

*LOTE = Language Other Than English
*NUHEP = Non-University Higher Education Providers
Most common signal for suspected cheating is the educator’s knowledge of the student.

How concerned are you that students are engaging in contract cheating in higher education?

- **68%** of respondents have suspected instances of contract cheating.

- Higher rates of exam cheating and money being exchanged.
- NUHEP students were equally likely to obtain a completed assignment, but 6 times more likely to pay money for it.
- Lower rates of providing completed assignments.
- Staff more satisfied with institutional policy and practice for minimising contract cheating.

What do staff say?

- **68%** of NUHEP college staff were very or extremely concerned about contract cheating compared to **46%** of university staff.

Are Non-University Higher Education Providers (NUHEP) different to universities?

- Staff more satisfied with institutional policy and practice for minimising contract cheating.

What can be done?

- Use assessment types that students report they are less likely to outsource.
- Foster ‘Personalised Teaching and Learning Relationships’ with students.
- Support a process of detection, reporting, substantiation and feedback.

- Clarify assessment requirements through task instructions, scaffolding, interactive discussion and rubrics.
- Be accessible for learning help and support.
- Provide constructive, meaningful and timely feedback for each student.
- Recognise the particular needs of International and LOTE* students.

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