

ASSESSMENT AND ACADEMIC INTEGRITY POLICY

SCOPE

This policy applies to:

- all staff;
- all students;
- all coursework courses and units; and
- all teaching locations with the exception of the former Monash South Africa campus.

Coursework students at the former Monash South Africa campus should refer to the [Assessment in Coursework Units Policy and Procedures](#) and the [Monash University \(Academic Board\) Regulations](#).

POLICY STATEMENT

This policy describes the principles of assessment at Monash University to maintain academic standards of student achievement, support students in their academic development and uphold standards of academic integrity.

This policy, together with the [Courses and Units Policy](#) and the [Learning and Teaching Policy](#), sets out the framework for education at Monash University.

1. Principles for assessment at Monash

- 1.1 Assessment draws together unit content, learning activities and students' attainment of the learning outcomes by setting standards for academic achievement. Assessment helps students and academic staff monitor and improve learning.
- 1.2 Monash University is committed to engaging students in assessment that:
 - is equitable;
 - is aligned and integrated;
 - is educative and purposeful;
 - is challenging and authentic;
 - is criterion referenced;
 - is quality assured; and
 - upholds the standards of academic integrity.

Equitable assessment

- 1.3 Assessment is designed to be equitable, inclusive and meet the needs of a diverse student population. No individuals or groups of students will be unfairly advantaged or disadvantaged. Reasonable and evidence-based adjustments can be made to ensure eligible students have the opportunity to succeed.

Aligned and integrated assessment

- 1.4 Assessment will align with the unit learning outcomes and ensure students can demonstrate the required knowledge, understanding, skills, competencies, the Monash Graduate Attributes (see [Courses and Units Policy](#)) and, where necessary, professional requirements.
- 1.5 An assessment regime will be coherent across units in a major, specialisation, course and, where appropriate, year level.
- 1.6 Assessment tasks will foster the appropriate integration of theory, practice and professional requirements.

Educative and purposeful assessment

- 1.7 Assessment will have a clear purpose that will be made explicit to students, and will be designed to appraise the knowledge and skills of students early in a unit of study.

- 1.8 Assessment will use a scaffolded approach to develop students' understanding, skills and practices so they can be applied later in the unit, course or workplace.
- 1.9 Academic staff members will provide students with early, timely and effective feedback on their assessments that supports further learning.

Challenging and authentic assessment

- 1.10 Assessment will provide opportunities for students to demonstrate their learning in authentic contexts.
- 1.11 The assessment strategy for a course or unit will challenge students at the appropriate level of the intellectual, practical and professional dimensions of the task.

Criterion-referenced assessment

- 1.12 Assessment of student work will use marking criteria to ensure reliable and consistent judgments about student performance are made across all assessors, cohorts and teaching locations.
- 1.13 Students will be informed in the learning management system of how their work will be assessed.

Quality-assured assessment

- 1.14 The faculty will continuously monitor assessment practices and processes for quality assurance and improvement purposes.

Upholding the standards of academic integrity

- 1.15 Students and staff are expected to undertake assessment-related activities with honesty, and in a manner that is fair and respectful, upholding the University's standards of academic integrity.
- 1.16 Suspected academic misconduct will be investigated and may be subject to disciplinary action ([Monash University \(Council\) Regulations](#), Part 7—Student Discipline).
- 1.17 The University and its faculties will provide readily accessible information and resources relating to academic integrity, and will ensure that students and staff are aware of the University's standards and expectations.
- 1.18 The University and its faculties will monitor and act on any information about contract cheating services and related resources reasonably likely to encourage or facilitate academic misconduct.
- 1.19 Academic staff will design learning outcomes, course content and assessment tasks that appropriately educate students about academic integrity and promote and uphold academic integrity standards.
- 1.20 Students must not submit the work of any other person as their own or re-use work previously submitted for assessment without permission and acknowledgement.
- 1.21 Students must submit assessments online through the learning management system and assessments will be processed using a similarity-detection system at the point of submission to promote honest academic practice and assist in detecting suspected breaches of academic integrity. Exceptions can be approved by the dean (or delegate) based on legitimate pedagogical reasons where online submission or the use of a similarity-detection system is not appropriate.

DEFINITIONS

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| Academic integrity | The moral code of academia that involves using, generating and communicating information in an ethical, honest and responsible manner. |
| Assessment regime | The set of assignments, tests or other assessment tasks that comprise the assessment for a unit and the percentage contribution of each task to the final unit result. |
| Assessment task | For the purpose of this procedure, a task that contributes to a student's final unit result. It does not include formative assessment activities that do not contribute to the final unit result. |
| Effective feedback | Effective feedback is: <ul style="list-style-type: none"> • timely and allow students to receive feedback to improve their performance on subsequent assessment tasks; and • delivered in a way that is informative, constructive, helpful and explicitly states how the student can improve their performance. |
| Marking criteria | A description of the factors (linked to the learning outcome knowledge, understanding and skills) that will be considered in awarding marks for assessment. |

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| Scaffolded approach | An assessment approach in which the work is modelled or demonstrated to students in the early stages of learning, enabling them to progress to more advanced and independent learning. |
| Similarity-detection system | A system (e.g. Turnitin or MOSS) that compares text, data, code or other elements in a student assessment against various sources including the internet, published works, commercial databases and assessments previously submitted through the system. |
| Teaching location | The physical place where a course is delivered, including Australian and international locations as well as online delivery. The location may or may not be a Monash campus or owned by Monash. |

GOVERNANCE

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| Supporting procedures | Assessment Regime Procedure Grading Schema Procedure Marking and Feedback Procedure Scheduled Final Assessments Procedure Special Consideration Procedure Student Academic Integrity Procedure |
| Supporting schedules | N/A |
| Associated policies | Courses and Units Policy Learning and Teaching Policy |
| Policy owner | Deputy Vice-Chancellor (Education) |
| Legislation mandating compliance | Disability Discrimination Act 1992 (Com) Monash University Act 2009 Monash University (Academic Board) Regulations Monash University (Council) Regulations (part 7) Monash University (Vice Chancellor) Regulations Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 (Com) – Higher Education Standards Framework (Threshold Standards) 2021 |
| Category | Academic |
| Approval | Academic Board DATE 19 February 2020 MEETING NUMBER 1/2020 / AGENDA ITEM 12.2 |
| Endorsement | Learning and Teaching Committee DATE 2 December 2019 MEETING NUMBER 9/2019 / AGENDA ITEM 6.1 |
| Date effective | 1 January 2021 |
| Review date | 1 January 2024 |
| Version | 1.1 (<i>Administrative amendments effective on 7 December 2020 and 31 January 2022</i>) |
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