

ASSESSMENT AND ACADEMIC INTEGRITY POLICY

SCOPE

This policy applies to all Monash University:

- staff;
- students;
- coursework courses and units; and
- teaching locations.

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.
- 1.10 Academic staff will educate students about the University's academic integrity standards and conditions that apply to each assessment (see section 1.16).

Challenging and authentic assessment

- 1.11 Assessment will provide opportunities for students to demonstrate their learning in authentic contexts.
- 1.12 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

- 1.13 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.
- 1.14 Students will be informed in the learning management system of how their work will be assessed.

Quality-assured assessment

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

Upholding the standards of academic integrity

- 1.16 The University's academic integrity standards for coursework are centred around the following principles:
- all assessment and learning activities are undertaken with honesty and in a manner that is fair, respectful and ethical;
 - students are expected to comply with the conditions set for each assessment task;
 - the work submitted for assessment is the work of the student, unless otherwise permitted by the Chief Examiner;
 - work submitted for assessment is not falsified in any way;
 - all collaborations in creating work for assessment are acknowledged; and
 - work previously submitted for assessment cannot be re-submitted for another assessment task without permission by the chief examiner.
- 1.17 When generative artificial intelligence is used by students as part of assessment, it is expected to be used with honesty and in a manner that is responsible and ethical.
- 1.17.1 If students use generative artificial intelligence to create work submitted for assessment, it must always be acknowledged.
- 1.17.2 Where use of generative artificial intelligence tools is not allowed in an assessment task, the chief examiner will specify the types of generative artificial intelligence tools (e.g. text-generating, image-generating, translators) that cannot be used. Such restrictions are recorded in the assessment documentation in the learning management system.
- 1.17.3 The University will provide staff and students with resources to guide their understanding and use of generative artificial intelligence tools.
- 1.18 Only authorised resources, software and tools can be used during [scheduled assessment](#) tasks and these are recorded in the learning management system.
- 1.19 Suspected academic misconduct will be investigated and may be subject to disciplinary action ([Monash University \(Council\) Regulations](#), Part 7—Student Discipline).
- 1.20 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.
- 1.21 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.
- 1.22 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.
- 1.23 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

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.
Authorised resources, software and tools	For the purpose of this policy, 'authorised resources, software and tools' are those specified by the chief examiner for use in scheduled assessment tasks, as recorded in the assessment documentation within the learning management system.
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.
Generative artificial intelligence	A set of technologies that can perform tasks normally requiring human intelligence - in this case specifically the ability to create new data outputs such as text, images, audio and video.
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.
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

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
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