

STUDENT ACADEMIC INTEGRITY POLICY

Purpose

This policy outlines principles, expectations and responsibilities for maintaining and promoting academic honesty, trust, fairness, respect and responsibility in all aspects of learning and teaching at Monash College.

This policy:

- reflects the College's commitment to uphold the standards of *academic integrity* and support an educative approach to academic integrity;
- sets out the principles underpinning the College's approach to academic integrity;
- identifies the roles and responsibilities for upholding the standards of academic integrity; and
- provides a transparent process for handling suspected *academic misconduct* by students.

Scope

This policy applies to all Monash College (the College) staff and students involved with teaching and learning activities, including Monash University students undertaking a pathway program at Monash College.

This policy also applies to International Partners who are required to comply with the College policies as per the Third-Party Arrangement contracts between the College and Partners.

The policy does not apply to Vocational Education and Training, Professional Year or Non-accredited training programs.

Policy Principles

Monash College and its International Partners ensure that the following principles underpin the approach to academic integrity:

- The College and its Partners are committed to creating an environment which fosters a culture of academic integrity, encourages *authentic learning* and assessment tasks, and promotes ethical practice.
- The College and its Partners are committed to upholding the standards of academic integrity and support an educative approach to academic integrity for all students and staff.
- Academic integrity behaviours (honest, ethical, fair, respectful and responsible academic practices) should be modelled by all staff and students in the course of their work and learning.

- Suspected instances of behaviours which might constitute a breach of academic integrity standards (an *academic integrity concern*), or suspected academic misconduct are investigated and treated in a fair, equitable and timely manner.

Policy Standards

1. College responsibilities

- 1.1. Academic Integrity activities are reviewed and reported through academic governance structures to support the identification of emerging or prevalent issues and to support a culture of academic integrity.
- 1.2. The College establishes policy, procedure and associated guidelines to ensure clarity in the approach and responsibilities for academic integrity.
- 1.3. Expectations for academic integrity are communicated to students and staff, and reinforced through learning and teaching activities and assessments.
- 1.4. The College ensures that systems and processes are in place to support a comprehensive College-wide approach to academic integrity (see Sections 1 and 2 of the Student Academic Integrity Procedure). This includes, but is not limited to:
 - educating staff and providing support through:
 - communication of academic integrity expectations as part of staff onboarding
 - ongoing professional development in the area of academic integrity
 - requiring completion of relevant staff academic integrity training.
 - educating students and providing support through:
 - communication of academic integrity expectations at the commencement of programs, study skills workshops and/or online academic integrity programs
 - the provision of learning and teaching activities throughout their program/s of study to further develop students' knowledge of academic integrity
 - requiring completion of student academic integrity training.

2. Staff responsibilities

- 2.1. Staff are responsible for:
 - educating students about academic integrity standards, in accordance with section 2 of the [Assessment Policy](#)
 - designing learning and teaching activities and assessment tasks which, where practicable, minimise potential risks of academic misconduct
 - taking action to minimise academic misconduct within their area of responsibilities, where possible
 - promoting and modelling honest, ethical, fair, respectful and responsible academic practices through learning and teaching activities
 - applying the College's principles of academic integrity in their work

- maintaining current knowledge of academic integrity processes, and where relevant, undertaking professional development in academic integrity and detection methods
- using tools such as *similarity-detection systems* and software to assist in detecting suspected breaches
- investigating and/or reporting suspected academic integrity concerns or academic misconduct within prescribed processes.

3. Student responsibilities

3.1. Students must complete any required student academic integrity training throughout their programs.

3.2. Students are responsible for:

- developing and applying their knowledge of academic integrity requirements
- seeking support or clarification from the College when unsure about academic integrity requirements
- undertaking their studies responsibly and ensuring all assessment and learning activities are undertaken with honesty and in a manner that is ethical, fair, respectful and responsible
- adhering to the College's academic integrity requirements including:
 - ensuring that academic work and documentation is in no way *falsified*;
 - appropriately acknowledging the work of others; and
 - taking reasonable steps to ensure that other students are unable to copy or misuse their work
- ensuring that submitted work is the result of their independent work, unless collaboration in group work is required from assessment instructions
- acknowledging all other sources used in assignments (including artificial intelligence and related tools/technologies), through applying academic referencing conventions that are applicable to their enrolled units or programs.

3.3. *Generative artificial intelligence* or similar tools and technologies are permitted for use by students, unless stated otherwise in the assignment instructions. In using artificial intelligence, students are required to comply with the principles of this Policy and use technologies ethically and responsibly.

4. Promoting academic integrity and addressing academic integrity concerns and suspected misconduct

4.1. The College will take action to educate staff and students on existing and emerging threats to academic integrity.

4.2. Threats may relate to external factors, as well as student's understandings of expected academic conventions at the College.

- 4.3. Instances of poor scholarship, known as *academic integrity concerns*, are minor in nature and typically occur at the early stages of a student's program of study. Concerns may also relate to a knowledge gap or misunderstanding of integrity or assessment requirements, on a minor scale.
- 4.4. Academic integrity concerns are normally managed through an educative process acknowledging that intervention is needed to develop student's academic skills and knowledge of academic integrity. These educative responses are referred to as *academic integrity interventions*.
- 4.5. A breach of academic integrity involves any conduct that is in violation of the principles and standards of this policy and represents behaviour which is dishonest, disrespectful, seeks to gain an unfair academic advantage over others, and shows a lack of fairness in approach.
- 4.6. Breaching academic integrity standards constitutes academic misconduct and includes evidenced behaviours that may:
- relate to misunderstandings of required academic conventions or how to apply/meet the standards of academic integrity
 - be negligent and/or unintended failures to comply with academic integrity standards, policies, or assessment requirements;
 - be deliberate acts aimed at obtaining an unfair or unjustified academic advantage in an assessment/unit/program;
 - use artificial intelligence, related or other, technologies in an unauthorised manner.
- 4.7. Behaviours which are suspected to have breached academic integrity standards are not confirmed as academic misconduct until evidenced as such during a formal investigation, when a Committee may determine that misconduct was found. Until that point all cases are referred to as suspected academic misconduct.
- 4.8. Academic misconduct includes, but is not limited to the following types of conduct (see Appendix A for definitions):
- Plagiarism
 - Cheating in examinations
 - Non-compliance with assessment conditions
 - Collusion
 - Resubmission of previous work (previously known as Recycling)
 - Contract cheating
 - Fraud
 - Unauthorised distribution of course-related material

5. Responding to academic integrity concerns

- 5.1. Responses to academic integrity concerns are undertaken in two stages, an integrity review, and a formal investigation (when the case is considered as suspected academic misconduct) (see Sections 5 and 6 of the Student Academic Integrity Procedure for detail).

Integrity Review

- 5.2. Suspected academic integrity concerns are initially reviewed to assess their validity and severity. This can be undertaken by any member of the College teaching team or delegates. Integrity reviews will determine whether the student requires an academic integrity intervention or whether the case involves suspected academic misconduct and requires further investigation.
- 5.3. Students who are deemed as requiring an academic integrity intervention are informed of the concern over their scholarship and referred to relevant academic skills and support services.
- 5.4. Cases of suspected academic misconduct which are more serious in nature, for example are not in the early stages of a student's program, appear intentional or deceitful, or are extensive in nature, are referred to an Academic Integrity Committee (AIC) for a formal investigation.

Formal Investigation - Academic Integrity Committee

- 5.5. Formal investigations are undertaken by the Academic Integrity Committee. The AIC reviews all evidence related to the suspected academic misconduct, including any information the student presents in response to the suspicion.
- 5.6. Based on the presented evidence, the AIC makes a determination on the case as to whether academic misconduct was found or not found. The Committee also has the authority to dismiss a case before a determination is made.
- 5.7. When a determination is made that academic misconduct was found, the AIC determines suitable outcomes in accordance with the severity of the case, as outlined in the Student Academic Integrity Procedure (Section 7) and associated Guidelines.

6. Recording and reporting integrity concerns and academic integrity breaches

- 6.1. All academic integrity concerns, suspected academic misconduct, and misconduct findings and outcomes are recorded on the academic integrity register.
- 6.2. Trends identified from this data will be reviewed, and the College will respond to any emerging or prevalent issues. This may include providing guidance or training for staff or students on academic integrity.
- 6.3. Student records in the *academic integrity register* can only be disclosed externally with the student's consent or as required by law. This will be handled in accordance with the Monash College Data Collection and Privacy Procedure and Student Data Protection and Privacy Collection Statement.
- 6.4. Reports on academic integrity trends and/or data are provided to the College's academic governance committees and other relevant bodies (where required) for consideration.
- 6.5. Documentation regarding suspected academic misconduct and academic misconduct outcomes is stored in a secure location.

7. Appeals

7.1. Any student who is dissatisfied with the outcome from the AIC may lodge an appeal under any of the following circumstances (refer to the Student Complaints [Policy](#) and [Procedure](#)):

- new or additional relevant information or evidence not previously available or considered at the time of the AIC meeting; and/or
- procedural irregularity.

7.2. The student must submit an appeal within 20 working days from the date on the outcome letter from the AIC.

Appendix A

Types of Academic Misconduct

Types of Academic Integrity Breaches	Description
Plagiarism	<p>Plagiarism is the act of using another person's ideas, designs, words or other content and passing them off as one's own without giving appropriate acknowledgement. Plagiarism may include, but is not limited to, cases where a student:</p> <ul style="list-style-type: none">• paraphrases other people's work and/or ideas without referencing the source• provides reference to the source but inappropriately paraphrases other people's work and/or ideas by not expressing them in the student's own words• uses phrases, passages, layout or structure without quotation marks and/or without a reference to the author(s) or web page(s)• reproduces lecture notes without proper acknowledgement• copies work verbatim, either in whole or in part• presents other's designs, code, images or other material as one's own work• uses any form of information generated by artificial intelligence tools to produce some or all of an assignment when the work submitted should be the student's own.
Cheating in examinations	<p>Cheating in an examination is the act of seeking to obtain an unfair advantage in examination (written, oral or practical). This includes:</p> <ul style="list-style-type: none">• obtaining, accepting, receiving or using any kind of unauthorised materials, information or technologies to undertake the examination

	<ul style="list-style-type: none"> being in possession of unauthorised material/notes in examinations and including notes written on the student's body or personal items.
Non-compliance with assessment conditions	<p>Non-compliance may include any of the following behaviours:</p> <ul style="list-style-type: none"> not following instructions related to the conditions under which the assessment is to be completed, including in an invigilated or supervised assessment unauthorised use of technologies (including generative artificial intelligence), to complete part or all of an assessment task obtaining, accepting or receiving any unauthorised materials for the completion of an assessment task where not otherwise deemed to be any other type of academic misconduct.
Collusion	<p>Collusion is unauthorised collaboration with another person, where students work together on an assessment task which is then presented as a student's own individual work. Collusion occurs when students collaborate without the permission of the teacher to:</p> <ul style="list-style-type: none"> work with one or more people to prepare and produce work; allow others to copy their work or share their answer to an assessment task copy the work or notes of others, with or without changes, for the purposes of an assessment task allow someone else to write or edit their work write or edit an assessment for another student. <p>Proofreading is the process of identifying errors and suggesting corrections to spelling and grammar. In a unit or program where proofreading is permitted, it does not allow for the following:</p> <ul style="list-style-type: none"> rewriting passages of text in order to clarify meaning; changing the words used by the submitting student; rearranging or reformatting text, code or other material; adding material or references to the original work; or checking calculations or formulas.
Resubmission of previous work (previously known as Recycling)	Resubmitting in whole or part of their own work for another assessment item, or past attempt at the same assessment item, in current or previous enrolment in the subject or any other subject, at any education institution.
Contract cheating	Contract cheating is the act of engaging, or acting as, a third party to produce or complete all or part of an assessment task and submitting that work as the student's own work, regardless of whether they are paid or unpaid. Contract cheating includes instances when a student either receives or offers a contract cheating service, such as when they:

	<ul style="list-style-type: none"> ● engage a third party to produce all or part of the work, including family members, friends, students or staff members ● have another person sit a final examination or take their place in assessable work (e.g., placement, in-class assessment, final examinations) ● offer to complete an assessment for other students ● take the place of, or produce the work for, another student in assessable work.
<p>Fraud</p>	<p>Fraud is a form of cheating where a student submits false information to the College. This may be related to an assessment task, admission, or for another academic related process such as special consideration. Fraud may be a criminal offence and may be subject to legal action. Types of fraud may include but are not limited to:</p> <ul style="list-style-type: none"> ● submission of a falsified testamur or academic record to gain admission to a course at the College ● creation of false references in an assessment ● use of falsified data for an assessment, including creating additional data to supplement actual data, modifying data, or <i>falsifying</i> data sets ● use of forged signatures ● submission of any fraudulent documents including a medical certificate to gain an advantage in admission, assessment (including special consideration) or student academic progress or any other academic related processes.
<p>Unauthorised distribution of course-related materials</p>	<p>Unauthorised distribution of course-related materials is where a student shares, sells or passes on College course materials to another person or entity (including file-sharing sites). This includes:</p> <ul style="list-style-type: none"> ● any course material produced by the College, such as lecture slides, lecture recordings, class handouts, assessment requirements and questions. Such conduct may also be a breach of the Copyright Compliance Policy and constitute a copyright law infringement subject to legal action; or ● any assessment-related material produced by students themselves or other students (such as notes, past assignments), nor to receive such material.

Roles and Responsibilities

Role/Decision/Action	Responsibility
Ensure teaching staff are familiar with policies, procedures and materials relating to academic integrity	Education Director (or equivalent) or delegate
Provision of academic integrity educative materials to students appropriate to the discipline of study	Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate
Provide students with clear expectations of assessment and correct academic integrity practices	Program Leader/Discipline Leader/Team Leader/Unit Leader/Senior Teacher (or equivalent) or delegate/Teacher where appropriate
Complete the staff academic integrity module as part of staff onboarding and compliance training	Teaching staff
Reinforce completion of any required staff academic integrity modules	People and Culture
Complete the student academic integrity module at the start of the program	Student
Encourage and/or reinforce students to complete any required student academic integrity module	Student Administration/Program Leader/Discipline Leader/Team Leader/Unit Leader/Senior Teacher (or equivalent) or delegate/Teacher where appropriate
Design authentic and appropriate assessment tasks in accordance with the Assessment policy and the provisions of this policy	Program Leader/Discipline Leader/Team Leader/Unit Leader/Senior Teacher (or equivalent) or delegate
Conduct integrity reviews	Teacher/Unit Leader/Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
Establish an Academic Integrity Committee (AIC)	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate

Review students' cases and supporting evidence and determine the outcomes.	AIC in consultation with the Academic Processes and Policy Team
Provision of suspected academic misconduct notice to students	Academic Processes and Policy
Ensure appropriate conduct of the AIC	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
Application of appropriate penalty as required	AIC in consultation with the Academic Processes and Policy team where applicable
Recommend suspension or exclusion	AIC in consultation with the Academic Processes and Policy team or Academic Progress Committee for Foundation Year examinations
Determine suspension or exclusion	Education Director (or equivalent) or delegate
Provision of outcome notice to students	Academic Processes and Policy
Report on academic misconduct cases to the College's academic governance committees and other relevant bodies (where required)	Academic Processes and Policy
Monitor any trends and/or data identified in the academic integrity reports	Education Director (or equivalent) or delegate

Definitions

Academic Integrity	This is the moral code of academia. It involves using, generating and communicating information and behaviours in an honest, ethical, fair, respectful and responsible manner. This means that all academic work is the individual's own and credit is given to other people's ideas.
Academic Integrity Breach	A behaviour or method used in academic work which is considered to be against the principles of academic integrity held by the College.
Academic Integrity Concern	A concern with a student's work that shows poor scholarship and requires improvement in relation to academic skills, as well as developing student's knowledge of academic integrity conventions.

Academic Integrity Committee (AIC)	A convened group of people who have the authority to sit as members of an AIC to hear and consider reports of suspected academic misconduct. (See Academic Integrity Committee Guidelines for detail)
Academic Integrity Intervention	An educative intervention where poor scholarship is found, and if not addressed could develop into academic misconduct, and is designed to increase student's knowledge of expected academic conventions and principles of academic integrity.
Academic Integrity Register (or equivalent)	A record of the following items, but not limited to: <ul style="list-style-type: none"> • suspected academic misconduct cases, • formal investigation outcomes, • findings, • penalties, and • appeals relating to each case of student academic misconduct.
Academic Misconduct	Conduct or behaviour by which a student seeks to gain an unfair or unjustified academic advantage in a course or unit of study. Academic misconduct may be intentional or reckless.
Authentic learning	Relates to learning or assessment tasks which are connected meaningfully for students and gives them an authentic experience or understanding of how they may connect their skills (academic, soft and disciplinary) to their future. This may be in relation to their professional, vocational or personal lives.
Cheat or cheating	To seek to obtain an unfair advantage in an examination, written, oral or practical work, required to be submitted or completed for an assessment.
Generative artificial intelligence	A set of technologies that can perform tasks normally requiring human intelligence - specifically the ability to create new outputs such as text, images, audio, code and video after human-inputted prompts.
Falsify	To change something, such as a document, in order to deceive or mislead.
Proofreading	The process of identifying errors and suggesting corrections to a text.
Similarity and text-matching detection-system	Tools and technologies which scan uploaded work (such as student assessments) and compare submitted material to a database of other material. These tools are able to identify where text/images/material matches to pre-existing material in a database.

Related Documents

Legislation and Standards	Education Services for Overseas Students Act 2000 (Cth) ELICOS Standards 2018 Foundation Program Standards 2021 Higher Education Standards Framework (Threshold Standards) 2021 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Privacy Act 1988
Reference Policies, Procedures and Supporting Documentation	Assessment Policy Student Academic Integrity Procedure <<insert link>>

Version control and accountability table

Accountable Area	Education				
Responsible Officer	Executive Director, Education				
Review Date	December 2026				
Approved by					
Academic Board 29 November 2023 Meeting 2023-4 / Agenda Item 2.5					
Endorsed by					
Learning and Teaching Committee 31 August 2023 Meeting 2023-3 / Agenda Item 2.2					
Version	Authored by	Brief Description of the changes	Approved by	Date Approved	Effective Date
2.1	Senior Consultant - Policy and Procedures	Minor amendments to: <ul style="list-style-type: none"> clarify that the scope of this policy includes Monash University students undertaking a pathway program at Monash College; and reference the applicable roles in the Monash Advanced Preparation Program in the <i>Roles and Responsibilities</i> table. 	Academic Board	03/10/2025	06/10/2025
2.0	Senior Consultant - Policy and Procedures	Revised policy after organisational restructure to include English language, Foundation and Diploma programs.	Academic Board	29/11/2023	08/01/2024
1.5	Academic Governance and Quality Manager	Legislations update	Director Governance	27/10/2021	27/10/2021
1.4	Academic Governance and Quality Manager	Fix of definition of 'recycling'	Director Governance	14/07/2020	14/07/2020
1.3	Academic Governance and Quality Manager	Amended definition of 'recycling'	Academic Board	01/07/2020	01/07/2020
1.2	Academic Governance and Quality Manager	Minor amendment and SLT review	Pathway Executive Director, Director	06/02/2020	06/02/2020

1.1	Academic Governance and Quality Manager	Inserting the word 'documentation' in the policy statement	Pathway Executive Director, Director Governance	Not specified	Not specified
1.0	Academic Governance and Quality Manager	First overarching Monash College Academic Integrity Policy. Each division to develop own procedures.	Academic Committee	02/02/2018	02/02/2018