

STUDENT ACADEMIC INTEGRITY PROCEDURE

Purpose

This procedure outlines the processes for maintaining academic integrity standards at the College in line with the Principles described in the Student Academic Integrity Policy.

Scope

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

The procedure does not apply to Professional Year or Non-accredited training programs.

Procedure

1. Staff education and support

Ref	Process Steps	Responsibility
1.1	Communicate academic integrity expectations to all staff as part of staff onboarding and relevant training, including: <ul style="list-style-type: none"> honest, ethical, fair, respectful and responsible academic practices academic integrity processes, including definitions and forms of academic integrity and breaches constituting <i>academic misconduct</i>. 	Program Leader/Discipline Leader/Team Leader/Senior Teacher/Education Director (or equivalent) or delegate
1.2	Complete the staff academic integrity training module as part of staff onboarding and compliance training.	All teaching staff including sessional teaching staff, Teacher Leaders, Education Directors and other relevant staff involved in academic integrity activities.
1.3	Provide ongoing professional development in the area of academic integrity. This may include but is not limited to educating staff on: <ul style="list-style-type: none"> methods for teaching students about honest, ethical, fair, respectful and responsible academic practices emerging academic integrity issues and threats 	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate

	<ul style="list-style-type: none"> • detection methods for different types of academic misconduct • assessment design to minimise opportunities for academic integrity breaches. 	
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2. Student education and support

Ref	Process Steps	Responsibility
2.1	Communicate academic integrity expectations to all students at the commencement of programs, including: <ul style="list-style-type: none"> • honest, ethical, fair, respectful and responsible academic practices • academic integrity principles, and types of academic integrity breaches • processes for investigating suspected academic integrity breaches and penalties applied for academic misconduct • College based support services 	All relevant staff involved in academic integrity activities
2.2	Communicate the Monash University Information Technology Acceptable Use Policy to students prior to the commencement of programs.	Monash University Admissions
2.3	Complete any academic integrity training, workshops or other integrity programs required before, or during, the program/s.	Student
2.4	Reinforce and further develop students' knowledge of the principles of academic integrity and how to apply them to their learning and assessment.	Teaching staff
2.5	Publish academic integrity policy, procedure and related processes to the Monash College website.	Senior Consultant Education, Policy and Procedures

3. Preventing academic misconduct

Ref	Process Steps	Responsibility
3.1	Support the development and understanding of academic integrity principles to reduce risk of academic misconduct through the following processes: <ul style="list-style-type: none"> • the provision of academic integrity training for all commencing students • the provision of interventions to respond to academic integrity concerns to improve student understandings and methods behind academic skills and relevant academic convention to support academic integrity • staff academic integrity training as part of teaching staff onboarding and compliance training • designing assessment to minimise the likelihood of academic misconduct, with measures such as: 	Student Administration/Program Leader/Discipline Leader/Team Leader/Unit Leader/Senior Teacher (or equivalent) or delegate/Teacher where appropriate Teachers and/or Learning Skills Advisors

	<ul style="list-style-type: none"> ○ clear guidance on assessment requirements ○ applied and/or observable assessment methods where appropriate ○ use of oral examinations or presentations ○ development or submission of draft documents for review prior to final submission of assessments ○ review and revision of assessment tasks at regular intervals as set out in Section 1 of the Assessment Procedure ○ utilisation of scaffolded assessments in preparation for major assessment tasks. ● the provision of advice and reinforcement of honest, ethical, fair, respectful and responsible academic practices through classroom-based learning and teaching activities ● clear, visible and transparent academic integrity processes for staff and students ● ongoing academic integrity training opportunities for teaching staff. 	<p>People & Culture</p> <p>Program Leader/Discipline Leader/Team Leader/Senior Teacher/Unit Leader where applicable (or equivalent) or delegate</p> <p>Teacher/Unit Leader/Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent)</p> <p>Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate in consultation with the Academic Processes and Policy team</p>
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4. Detecting suspected academic misconduct

Ref	Process Steps	Responsibility
4.1	<p>Detect suspected academic misconduct using any of the following:</p> <ul style="list-style-type: none"> ● <i>similarity-detection systems</i> including Turnitin or any other system, tool or technology ● teacher's observations including: <ul style="list-style-type: none"> ○ knowledge of the individual student's capabilities in the context of being able to authenticate student work, for example, a large gap between their verbal and written communication or a change in the student's writing style and sophistication of language. ○ validation of suspected academic misconduct through: <ul style="list-style-type: none"> ■ sampling assessment submissions ■ comparing the performance of an individual student across a number of tasks. ● moderation, invigilation and other platforms ● reports of suspected academic misconduct by other students, staff or external parties. 	<p>All relevant staff involved in academic integrity activities</p>

5. Integrity Review

Ref	Process Steps	Responsibility
5.1	<p>Conduct an Integrity Review to identify any academic integrity concerns, validate suspected misconduct, and determine the next course of action. The process may include discussion(s) with other teachers/Unit Leaders/Program Leaders/Discipline Leaders/Team Leaders (or equivalent).</p> <p>Possible outcomes of the Integrity Review are:</p> <ul style="list-style-type: none"> ● dismissal of the case; or ● provision of an academic integrity intervention; or ● referral to a formal investigation through the Academic Integrity Committee (AIC), and reporting the case to the Academic Processes and Policy team. 	Teacher/Marker/Invigilator/ Moderator (or equivalent) or delegate
5.2	Cases may be dismissed where there is insufficient evidence of academic misconduct, or the student submits evidence to demonstrate why there is no breach of integrity standards.	Teacher/Unit Leader/Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
5.3	In instances where the concern appears to relate to poor scholarship (poor paraphrasing, lack of understanding of academic conventions, or poor citation practice for example), cases will be recorded as an academic integrity concern. Students will be deemed as requiring an academic integrity intervention and be given an educative outcome.	Teacher/Marker/Invigilator/ Moderator (or equivalent) or delegate
5.3.1	<p>Providing an academic integrity intervention acknowledges that the issue relates to poor scholarship and is an academic integrity concern in a minimal element of the student work, and when the student is enrolled in their first study period. The intervention provides an educative response which includes, but is not limited to:</p> <ul style="list-style-type: none"> ● helping the student identify gaps in their skills or knowledge that led to the academic integrity breach ● counselling the student in appropriate academic practice ● recommending that the student undertake relevant academic skills development (e.g. book to see a librarian for citing and referencing or a learning skills advisor; use relevant learning resources, or Monash University learning resources; or recomplete the Academic Integrity module) 	Teacher/Unit Leader/Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate

	<ul style="list-style-type: none"> providing the student with a warning that they are required to improve their knowledge of academic integrity and academic skills. 	
5.4	When issuing an academic integrity intervention, the staff member and/or their academic leader must make a determination on the assignment in question. Along with referring the student to educational support, the assessment task should be marked, taking into account any necessary reduction in marks for the areas of poor scholarship.	Teacher/Unit Leader/Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
5.5	Referral to an AIC is required in instances where the student is not in their first study period and/or where the suspected area of concern constitutes more than poor scholarship. This may include: <ul style="list-style-type: none"> suspicious of academic misconduct in a large proportion or more than one area of the student's work where the suspected misconduct appears to be intentional, deliberate and/or negligent cases where students have previously received an academic integrity intervention and have not demonstrated any improvement in their scholarship or academic conventions in their submitted assessments. 	Teacher/Unit Leader/Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
5.6	For suspected academic misconduct in eAssessments that are detected by invigilators, supervisors or invigilation systems, cases will be referred to the Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate. These staff will provide expertise to determine if the evidence indicates that the student gained an unfair or unjustified academic advantage and whether the case should be referred to the AIC.	Teacher/Marker/Invigilator/Moderator/Unit Leader (or equivalent) or delegate Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
5.7	If a student has been referred three times for an academic integrity intervention, a flag will be raised in the academic integrity register, and any subsequent reports of an intervention will be overridden and the student will be referred to a formal investigation.	Academic Processes and Policy

6. Formal investigation of suspected academic misconduct and evidentiary standards

Ref	Process Steps	Responsibility
Formal investigation – Academic Integrity Committee		
6.1	A formal investigation is undertaken by an Academic Integrity Committee. An AIC meeting will be convened for all cases referred from an integrity review.	Academic Processes and Policy
6.2	Students must be notified of the suspected academic misconduct and of the details of the AIC meeting at least one working day before the meeting.	Academic Processes and Policy

	Students should be advised to respond to the meeting invitation and provide supporting evidence, where applicable.	
6.3	Ensure that all supporting documentation in response to suspected academic misconduct is in English or accompanied by a translation by an accredited translator (e.g., NAATI in Australia).	Student
Principles for decision makers		
6.4	<p>All decision makers are bound by the principles of natural justice. This means that for suspected academic integrity breaches, including allegations of academic misconduct, students have the right to:</p> <ul style="list-style-type: none"> • be informed of the process being followed, referred to support during the process and notified if unexpected delays arise; • be informed of the allegations and evidence against them and provided with a reasonable opportunity to respond; • have their response considered and the allegations determined by an unbiased decision maker who will base decisions only on the relevant evidence. <p>Refer to the Student Academic Integrity Guidelines for further details on Academic Integrity Committee membership and responsibilities.</p>	All relevant decision makers
Evidentiary Standards		
6.5	Evidence received and collected in the course of a review or an investigation should be free from bias and present as whole and detailed a picture as possible in order to provide the AIC with sufficient evidence to consider the case.	All staff involved in collecting evidence of suspected academic misconduct
6.6	Evidentiary standards between individual cases should be consistent so as to maintain procedural fairness.	Academic Processes and Policy
6.7	Evidence may be gathered from any College systems for the purposes of reviews/investigations.	All staff involved in collecting evidence of suspected academic misconduct
6.8	<p>Evidence received or gathered by teaching staff or invigilators may include information from various sources and through various means, such as:</p> <ul style="list-style-type: none"> • Text matching or originality reports or similarity-detection systems or equivalent. • Copies of documents which match a student's work including previous submissions or online sources. • Variations of student's performance in their assessment submissions. 	Teacher/marker/ moderator/invigilator

	<ul style="list-style-type: none"> • Failures to address assessment feedback relating to academic integrity requirements from teachers. • Assessment criteria/rubric and instructions. • Cheat notes, documents or evidence that unauthorised materials, electronic devices or technologies were used to obtain the answers. • Student notes and drafts. • Informal or formal meetings with students to explain their understanding of their work. • Comparing work between students, for example, answers are identically wrong. • Items and materials that are allowed or prohibited in the physical exam space. • Access to software applications and digital media that are not allowed or prohibited on student devices. • Directions for how students are expected to engage with the invigilation process. • Proof of identity required before the student is allowed to commence the assessment. <p>Refer to the Student Academic Integrity Guidelines for further information on the standards of evidence and decision-making criteria.</p>	
6.9	Other evidence obtained through reports received from any third parties (students, staff or external parties).	All staff

7. Academic Integrity Committee meeting

Please note, full detail of these processes is found in the [Academic Integrity Committee Guidelines](#)

Ref	Process Steps	Responsibility
7.1	Appoint the Academic Integrity Committee	Academic Processes and Policy
7.2	<p>The AIC consists of the following members and must include a minimum of two, and a maximum of three members, including:</p> <ul style="list-style-type: none"> • A Chair of the Committee who may be the Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate; and/or • One teaching staff member from any of the following: <ul style="list-style-type: none"> ○ English language programs: Program Leader (or equivalent) or delegate; and/or 	<p>English language programs: Program Leader (or equivalent) or delegate</p> <p>Foundation program, Discipline Leader(or equivalent) or delegate</p> <p>MAPP: Senior Teacher (or equivalent) or delegate</p>

	<ul style="list-style-type: none"> ○ Foundation program, Monash Advanced Preparation Program (MAPP): Unit Leader (or equivalent) or delegate; and/or ○ Diploma program: Unit Leader (or equivalent) or delegate. <p>The Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate has responsibility for ensuring that all delegations have appropriate expertise and maintain fairness. Gender balance shall also be considered when an AIC is convened.</p>	Diploma program: Team Leader (or equivalent) or delegate
7.3	Where relevant, consult with other staff as part of the decision-making process.	Academic Integrity Committee
7.3.1	<p>Academic and General Misconduct</p> <p>Where a report of misconduct involves general misconduct coupled with academic misconduct, it may be handled under this procedure. However, if, in the opinion of the Responsible Officer for General Misconduct (ROGM) in consultation with the relevant Academic Integrity Committee, the matter is more appropriately handled under the Student General Misconduct Procedure, the report of both academic and general misconduct will be investigated or determined in accordance with that procedure.</p> <p>In such cases, the Academic Integrity Committee and/or Academic Processes and Policy team will consult with the ROGM to determine the final outcome.</p>	<p>Responsible Officer for General Misconduct or delegate</p> <p>Academic Integrity Committee and/or Academic Processes and Policy Team</p>
7.4	Where a staff member has a conflict of interest relating to the matter in question, they must notify the relevant Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate and must not serve as an AIC member in any meeting relating to that student.	Academic Integrity Committee member
7.5	An AIC is convened to review all evidence submitted in relation to suspected academic misconduct. Evidence may be provided by the College, or by the student (which may include evidence obtained from other sources).	Academic Processes and Policy and Academic Integrity Committee
7.6	Students will be invited to attend the meeting, and may be accompanied by one support person. Students may not attend with an advocate or official representative.	Student
7.7	Students can provide written statements in response to the suspected academic misconduct (to the Academic Processes and Policy team), if they are unable to attend the meeting. A meeting can be rescheduled if students provide compelling/compassionate circumstances for why they cannot attend the meeting.	Student

7.8	If a student does not respond to communications or submit any evidence in response to the suspected misconduct, the AIC will make a determination based on the information available at the time of the meeting.	Academic Integrity Committee
7.9	The AIC is responsible for making a determination as to whether academic misconduct has occurred, based upon the evidence provided, on the balance of probabilities	Academic Integrity Committee
7.10	An AIC must come to one of three outcomes, unless an adjournment is required: <ol style="list-style-type: none"> 1. Dismissal of the case due to lack of evidence; or 2. Academic misconduct not found; or 3. Academic misconduct found. 	Academic Integrity Committee
7.11	In cases where academic misconduct was found, the AIC must consider the severity and extent of the misconduct and determine the most suitable outcome (in accordance with the Student Academic Integrity Committee Guidelines). All outcomes provided to students should take into consideration the individual circumstances relating to the case under investigation as well as the severity of the misconduct and any history of prior academic misconduct	Academic Integrity Committee
7.12	Where the AIC decides to suspend a student from their program or exclude the student from the College, the decision must be made with the approval of the relevant Executive Director (or equivalent), or delegate and in consultation with the Academic Processes and Policy team where relevant. The Committee may determine that the suspension or exclusion takes effect immediately. Cases relating to Foundation Year examinations also require a recommendation to the Academic Progress Committee who makes a subsequent recommendation to the Executive Director (or equivalent), or delegate for approval.	Academic Integrity Committee
7.12	In instances where the Committee requires further information, the AIC may adjourn the meeting to allow opportunity to validate evidence submitted to the original Committee, or to gather further information. The new AIC should be reconvened as soon as practical.	Academic Integrity Committee Academic Processes and Policy
7.13	Inform students of the outcome of the AIC.	Academic Processes and Policy
7.14	If a student discontinues their enrolment at the College before the outcome is determined, the Committee will: <ul style="list-style-type: none"> ● suspend the investigation; 	Academic Processes and Policy

	<ul style="list-style-type: none"> • retain and/or record the evidence and documents; • resume the process to determine the outcome if the student later re-enrols at the College, and determine the outcome at that time, with the approval of the relevant Education Director (or equivalent) or delegate; and • notify the student of these actions. 	
7.15	Where academic misconduct is found after the student has graduated from the program or the College and the outcome leads to failure of a unit, the AIC may recommend to the Monash College Academic Board or delegate that the student's award be rescinded (refer to Section 3 of the Issuance Policy and Sections 4 and 5 of the Issuance Procedure).	Academic Integrity Committee
7.16	The Executive Director, Education has the discretion to amend any decisions regarding the application of penalties to ensure procedural fairness.	Executive Director, Education (or equivalent)

8. Results Processing

Ref	Process Steps	Responsibility
8.1	Once the investigation is complete and penalties applied, submit the student's final mark and notify the Academic Administration team where applicable.	Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate and Academic Processes and Policy
8.2	Where applicable, if an investigation has not been finalised before the unit's results are finalised, advise the Academic Administration team in consultation with the AIC to assign a grade of Withheld (WH) until the outcome has been determined.	Academic Processes and Policy
8.3	Applicable to all Foundation Year examination cases: <ul style="list-style-type: none"> • determine the penalties to be applied to the student's final result; and • submit the final penalties to the Foundation Results Ratification Panel for the approval; and • apply the approved penalties to the student's final result. 	Academic Progress Committee Academic Progress Committee Academic Administration
8.4	Notify the student of the AIC investigation outcome by the result release date.	Academic Processes and Policy

8.5	If an investigation is finalised after the relevant academic governance committee's meeting (i.e., Results Subcommittee), follow the process set out in Section 7 above, and refer to the result variation process in Section 5 of the Assessment Procedure and Section 4 of the Assessment Guidelines.	Academic Integrity Committee and Academic Processes and Policy
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9. Record keeping and reporting

Ref	Process Steps	Responsibility
Record keeping		
9.1	<p>Keep records of the investigation and outcome including but not limited to:</p> <ul style="list-style-type: none"> • The notice informing the student of the suspected academic misconduct • The student's response to the above notice including meeting minutes where applicable • All evidence used in determining the outcome of the investigation • The record of the AIC meeting, determination and reason for determination and outcomes selected • The outcome letter sent to the student • Any related appeal, its outcome and related documents. 	Academic Processes and Policy
9.1.1	Provide academic integrity records to Academic Processes and Policy by the end of each study period.	Partner institution
9.2	Records will be retained for seven years (or in accordance with the regulations of the relevant local government authority) from the date of the decision.	Academic Processes and Policy
9.2.1	<p>Student records in the academic integrity register (the Register) are stored securely and entirely within the College infrastructure, and are not shared outside of Monash College.</p> <p>The records 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.</p>	Academic Processes and Policy
Reporting		
9.3	Provide reports to the College's academic governance committees and other relevant bodies (where required).	Academic Processes and Policy
9.4	Review and/or discuss the academic integrity reports to inform continuous improvements and/or training requirements.	Academic Board, its standing committees and other

		relevant bodies (where required)
9.5	Monitor any trends and/or data identified in the academic integrity reports.	Education Director (or equivalent) or delegate

10. Appeals

Ref	Process Steps	Responsibility
8.1	<p>Any student who is dissatisfied with the outcome of the AIC may lodge an appeal under any of the following circumstances (refer to the Student Complaint Policy and Procedure):</p> <ul style="list-style-type: none"> • new or additional relevant information or evidence not previously available or considered at the time of the Academic Integrity Committee meeting; and/or • procedural irregularity. <p>The appeal must be submitted within 20 working days from the date on the outcome letter.</p>	Student
8.2	The student remains enrolled during the appeal period.	Student

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 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 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.
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.
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Related Documents

Parent Policy	Student Academic Integrity Policy
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 Code of Conduct

Version control and accountability table

Accountable Area	Education				
Responsible Officer	Executive Director, Education				
Review Date	September 2026				
Approved by					
Academic Board 29 November 2023 Meeting 2023-4 / Agenda Item 2.5					
Endorsed by					
Learning and Teaching Committee Date 31 August 2023 Meeting 2023-3 / Agenda Item 2.2					
Version	Authored by	Brief Description of the changes	Approved by	Date Approved	Effective Date
2.2	Senior Consultant - Education 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 	Academic Board	03/10/2025	06/10/2025

		<p>pathway program at Monash College;</p> <ul style="list-style-type: none"> clarify the principles guiding decision makers in the handling of academic misconduct allegations; and add references to the Monash Advanced Preparation Program in the Responsibility column. 			
2.1	Senior Consultant - Education Policy and Procedures	<ul style="list-style-type: none"> Updated section 7.2: Revised wording to ensure clarity in procedural fairness. Added a statement: Clarified the Executive Director, Education's overarching responsibility for academic integrity. Included guidance: Addressed concurrent investigations involving general misconduct, aligning with the new Student General Misconduct Procedure. 	Education Committee (Via Circular Resolution)	21/01/2025	21/01/2025
2.0	Senior Consultant - Policy and Procedures	Revised procedure after organisational restructuring to include three program areas, English language, Foundation and Diploma programs.	Academic Board	29/11/2023	08/01/2024

1.0	Academic Integrity Officer	Consolidation of pathway procedures	Learning and Teaching Committee	16/06/2021	16/06/2021
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