

**Detail:** Adequate but not excessive detail is provided in relation to reporting, recording, confidentiality and the appeals process.

**Example:** In making an assessment of academic integrity breach allegations, Academic Integrity Officers (AIOs) at the University of South Australia take into account a range of relevant factors, as below.

## **University of South Australia**

### **Assessment Policies and Procedures Manual 2012 – Section 9: Academic Integrity**

9.2.3 The University recognises that academic misconduct can occur through lack of familiarity with academic conventions and therefore all allegations of academic misconduct will be considered in the context of the following factors:

- a. the extent of the misconduct
- b. the student's intention and/or motivation
- c. contextual factors such as:
  - (i) stage/level of program
  - (ii) number of previous offences
  - (iii) the student's learning background
- d. academic conventions within the relevant discipline
- e. the impact of a particular outcome on a student's progression
- f. information provided to the student about academic integrity as part of their course, and
- g. where applicable, information about the student held in the academic misconduct database (see clause 9.8).

Source: <http://w3.unisa.edu.au/policies/manual/2012/s9-academic%20integrity.pdf>

#### **Acknowledgement:**

This content is an adaptation of the format from the following resource:

Academic Integrity Standards Project (AISP): Aligning Policy and Practice in Australian Universities (2012). *Elements of exemplary academic integrity policy*, Office for Learning and Teaching Priority Project 2010-2012, <http://www.aisp.apfei.edu.au/content/exemplary-elements-policy>.