Policy on Preventing and Dealing with Plagiarism

POLICY STATEMENT		
1. Preamble/ background	1.1	This policy is founded on a commitment to academic integrity, academic honesty, excellence in teaching and learning, and the submission/presentation of credible research findings and outputs. Academics and students should show their respect to the knowledge economy by contributing to it and guarding it, as well as by choosing not to exploit it. Staff and students of the UFS are committed to producing academic work that adheres to scholarly standards in the accurate citation of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions.
2. Purpose	2.1	In striving to maintain and enhance sound academic and research practices, scientific discourse, and the integrity of academic writing at the UFS, this policy aims to:
	2.1.1	enhance academic integrity in all areas of scholarship;
	2.1.2	further develop a didactic and developmental process to cultivate and support academic integrity;
	2.1.3	provide clear meaning to what the University of the Free State views as 'academic writing misconduct' and 'plagiarism' to increase awareness of what constitutes plagiarism and academic writing misconduct, to know how to avoid it, and to understand its consequences;
	2.1.4	promote a fair, transparent and consistent approach towards deterring and detecting plagiarism and academic writing misconduct, and dealing with confirmed cases of plagiarism and academic writing misconduct;
	2.1.5	outline the developmental and disciplinary measures applicable to confirmed incidents of plagiarism and academic writing misconduct;
	2.1.6	identify the responsibilities of faculties, academics, and students pertaining to the avoidance of plagiarism and academic writing misconduct, and monitoring and dealing with cases of plagiarism and academic writing misconduct;
	2.1.7	provide guidelines on the use of software which checks documents against other documents, with the aim of identifying similarities (e.g. Turnitin and SafeAssign); and
	2.1.8	provide clear guidelines on the three levels of plagiarism and academic writing misconduct offences, and outline procedures for dealing with these cases at each level.
3. Scope	3.1	This proposed policy relates to all undergraduate (UG) students, postgraduate (PG) students and Short Learning Programme (SLP) participants. All staff (academic and support staff) are bound by the policy as set out.
4. Definitions and abbreviations		**Academic integrity:** means honesty and responsibility in scholarship and research. It involves creating and expressing one's own ideas in coursework and published works and acknowledging all sources of information. It also implies completing assignments independently, or acknowledging collaboration (when it is required). Furthermore, it

	requires honesty during examinations and the accurate reporting of results when conducting research.[1,2]
	Academic Writing Misconduct Register (AWMR): an electronic <u>centralised</u> database that records instances of student plagiarism from across faculties and programmes.
	Acknowledgement: is the use of references in academic writing to indicate the source of previously expressed ideas or published material and the details of the publication.[3]
	Assignments: assignments are defined as any work submitted by a student as part of a formal qualification or programme. It can be part of the formative or summative part of the course/programme. With regard to written work, this includes essays, reports, mini-dissertations and dissertations. An assignment can also be a product that is not in a written format, for example, videos, multimedia, artworks, performance art, etc.
	Assessment[4]: assessment is the process of determining the value, significance, or extent of what students know, understand, and can do with the knowledge they have acquired as a result of their educational experiences. Assessment results are used to document, explain and improve performance. Assessment can be done at various times throughout a learning programme and a comprehensive assessment plan will include either formative and summative assessment, or alternatively, continuous assessment. The point at which the assessment takes place in a programme distinguishes these three types of assessment.
	Continuous assessment[5]: continuous assessment is used as an alternative to summative assessment. Continuous assessment is a series of assessments that occurs throughout the learning process, and not only after the learning process. Students are thus examined continuously over the duration of a quarter, semester or year. Continuous assessment is cumulative and the marks are calculated to produce a final result.
	Good Academic Writing: refers clearly and consistently to the sources used; bears evidence of individual and independent thinking on and processing of existing knowledge, and includes citations and paraphrases that are correct and just versions of the contents of the source text.[6]
	Formative assessment[7]: formative assessment measures students' progress during the learning process to provide ongoing feedback and incremental feedback. It includes a range of formal and informal assessments, typically to monitor the progress being made towards achieving learning outcomes and obtaining a semester mark or predicate, i.e. admission to the summative assessment.
	Mechanical errors: a mechanical error occurs when a student has provided in-text citations as well as a reference list, but has made a minor error such as incorrect punctuation or a spelling mistake. In work that is not in a written format, acknowledgement of all sources must be

[1] Office of the University Ombudsperson, Michigan State University, 2018. [Online] https://msu.edu/unit/ombud/academic-integrity/What%20is%20Academic%20Integrity.html, retrieved 29 March 2018.

[2] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

[3] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

[4] Definition taken from the Assessment Policy on the University of the Free State Coursework Learning Programmes (2022).

[5] Definition taken from the Assessment Policy on the University of the Free State Coursework Learning Programmes (2022).

[6] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

[7] Definition taken from the Assessment Policy on the University of the Free State Coursework Learning Programmes (2022).

	given according to departmental requirements, but if any spelling mistakes occur, or incorrect punctuation is used, it would be considered a mechanical error. Mechanical errors are dealt with using a marking rubric.
	Offence: a transgression becomes an offence when it is officially logged on the AWMR as such.
	Plagiarism: is one form of academic writing misconduct which should be distinguished from other forms, such as collusion and fabrication or falsification of data; purchasing assignments, dissertations, or theses via the internet; or using a ghostwriter and presenting their work as one's own, which are not the focus of this policy document. Plagiarism is defined as the use of another's work, ideas or words without the appropriate attribution (thus passing the work off as one's own), which includes paraphrasing without citations. This includes artefacts such as artwork, performance art, music, clinical/field notes, photographs, films, blogs, vlogs, internet sources and any other intellectual property that belongs to another party. This includes self-plagiarism and the reuse or resubmission of previously submitted work. It also includes the use of machine translators for translation work. Plagiarism may be the result of intentional, inattentive or unintentional behaviour.[8,9] More examples can be found in Addendum G.
	Self-plagiarism: resubmitting the same assessment or assignment, or a major section of such work, for different modules in the same year (or subsequent years), or for the same module in a subsequent year, without express permission from the lecturer.
	SLP owner: used interchangeably with 'lecturer'.
	Summative assessment[10]: summative assessment is regarded as assessment of learning and is distinguished from formative assessment, which is assessment for learning. Summative assessment takes place after the learning has been completed, i.e. at the end of a quarter, semester or year, and provides information and feedback that sums up the teaching and learning process. The intention behind summative assessment is to validate performance and award grades or marks.
	Student: any student or SLP participant who is registered or enrolled in an academic course or for occasional studies at the university.
	Transgression: a transgression is an error or minor mistake that is logged on the AWMR. Multiple transgressions (depending on year of study) constitute an official offence.
	UFS: University of the Free State
	Year level: students' year level is defined according to year of registration (e.g. 1st-year = first year of registration; 2nd-year = second year of registration). For SLP participants, learning levels 1–6 are equivalent to year level 1, and learning levels 7 and 8 are equivalent to year level 2. Further offences are treated under year level 3.
5. Guiding principles	5.1 The policy is based on the five core values of the UFS, namely Superior Scholarship, Human Embrace, Institutional Distinctiveness, Emergent Leadership, and Public Service.
	5.2 Superior Scholarship and Institutional Distinctiveness are pursued through academic integrity and thus plagiarism must be viewed in a serious light.

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[8] University of Oxford. https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1. Retrieved 7 August 2018.

[9] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

[10] Definition taken from the Assessment Policy on the University of the Free State Coursework Learning Programmes (2022).

	5.3 High standards for academic integrity are grounded in the belief that:
	
	5.3.1 students and staff are inherently honest and wish to learn and distinguish themselves;
	5.3.2 academic integrity is an expression of personal integrity and honesty;
	5.3.3 academic integrity will manifest in everyday academic work, for instance, in:
	  a) referencing and learning how to reference;
	  b) ethical decision-making;
	  c) honourable collaborative relationships;
	  d) authorship of academic work; and
	  e) guarding one's academic footprint.
	
	5.4 The core principle underlying this policy is that students should be given enough time and chances to *learn* what plagiarism is and how to use sources in their work in an accurate and acknowledged way. At its heart, this is a developmental approach to academic writing. A developmental approach has been taken in the new proposed process to provide opportunities for students to develop the skills necessary to avoid unintentional plagiarism and develop their academic writing skills.
	5.5 The policy outlines a process that aims to move away from the similarity index being a central determinant of student plagiarism, and rather shift the focus to the interpretation of similarity reports. Although technology infrastructure and software will be made available to assist in the detection of similarity indices, the importance of lecturers, supervisors and examiners in detecting and identifying cases of plagiarism is acknowledged. At the same time, students will have the opportunity to make use of these similarity reports to develop their own academic writing skills and to avoid plagiarism.
	5.6 Clear roles and responsibilities for all stakeholders are outlined in the policy. One central principle that was taken into consideration in the development of the policy was allowing academic staff and faculties to take ownership of processes and procedures within faculty contexts. This will not only allow for ownership and engagement by the stakeholders involved, but also for more effective ways of addressing quality within the discipline.

6. Procedure	**6.1 Key elements** Addenda A and B illustrate the key elements of the Policy on Preventing and Dealing with Plagiarism, which is a centralised electronic database, and three level descriptors to categorise and deal with plagiarism cases. This centralised database is titled the Academic Writing Misconduct Register (AWMR). The most important feature of this database is that it is accessible to all academic staff so that a student's conduct can be monitored across modules, programmes and year levels. Lecturers can log transgressions and offences, and as offences accumulate over time and become more serious, the appropriate higher authority (according to faculty structures), as well as the SDMU, will become involved.

The new process for dealing with plagiarism proposes three levels that are structured according to the year-level of the student (i.e. whether a student is a 1st-year UG, a senior student or a postgraduate student). The levels are also categorised according to the severity of the offence. For example, at level 1, a student might commit a minor error or unintentional act of plagiarism by including an in-text reference but forgetting to add the same source in the reference list. At level 1, the aim is to provide students with multiple opportunities to learn about plagiarism and how to write in an academic way. Level 2 is for more serious offences, e.g. copying large chunks of text with no in-text citations or mention made in the reference list. A student will also receive a level 2 offence once they have exhausted all their opportunities at level 1. Level 3 is for the most serious offences or repeated acts of plagiarism.

6.2 Description of the levels

Level 1

A level 1 offence is an infringement of pre-publication academic conventions that involves the unacknowledged or inaccurately acknowledged use of the ideas and/or writing of others. Please note that this includes artefacts such as artwork, performance art, music, clinical or field notes, photographs, films, blogs, vlogs, internet sources and any other intellectual property that belongs to another party. These infringements are minor or first offences and are considered to reflect unintentional behaviour.

Level 2

Level 2 applies to plagiarism on a significant scale and/or repeated acts of plagiarism. It includes quoting directly or paraphrasing without proper acknowledgement of sources and resubmitting the same work, or a major section of such work, without first obtaining permission. It also includes making use of data without proper acknowledgement of sources or contributors, and directly formulating their inputs as one's own work; assistance in the form of research, statistical analysis, computer programming, or field data collection support without acknowledgement.

Level 3

Level 3 incidents are serious offences. Offences at this level are assigned due to repeated incidents of plagiarism, and/or after a final written warning has been issued, and/or after it has been discovered that a significant part of a student's work is the result of plagiarism, and/or after other forms of plagiarism have been uncovered in his/her work. This includes plagiarism committed after a former breach of the policy, extensive direct quoting from sources, and paraphrasing without acknowledging sources in dissertations, publishable articles, or research-related texts.

6.3 Process for dealing with plagiarism offences and transgressions

The actions to be taken in the event of level 1, 2 or 3 offences or transgressions are stipulated in detail in Addendum C. In brief, the following actions are to be taken:

6.3.1 Level 1

Key to level 1 is the inclusion of a plagiarism section in marking rubrics.

a) With the use of a rubric, marks can be deducted for instances of plagiarism, but at level 1, the student would not receive a score of 0. Students who struggle with writing can be sent to the CTL Write Site for assistance.
b) For 1st-year students, a lecturer would keep track of transgressions and may receive assistance from markers, learning facilitators and administrators in doing this. A 1st-year student is allowed three transgressions (across different modules). Upon a fourth transgression, a level 1 offence is logged on the central database. Two level 1 offences are allowed before a level 2 offence is logged.
c) For senior students (2nd-year and higher, but still undergraduate), one transgression is allowed. Upon a second transgression, a level 1 offence is logged and a written warning is issued. This is again, across modules and years. One level 1 offence is allowed before a level 2 offence is logged.

6.3.2 Actions to be taken at level 1

a) As part of the course requirements, all 1st-year students are to complete training materials on plagiarism (developed by CTL in collaboration with the library and faculties) at the beginning of the first semester. The completion of these materials will be tracked via the learning management system.
b) Written assignments are to be accompanied by a Turnitin report and declaration of originality. Assignments not submitted via Turnitin are to be accompanied by a declaration of originality. Please refer to the section on the roles and responsibilities of lecturers in determining plagiarism, found at the end of this document.
c) Any similarity indicated in the report is to be investigated and addressed by the student before submission to the lecturer. Students are to provide a summary of revisions made based on the report, which is to accompany assignment submissions to lecturers / SLP owners / instructors. Students can consult the online plagiarism learning materials (CTL) at any point for guidance.
d) The lecturer / SLP owner / marker / facilitator marks the assignment and marks are deducted for instances of plagiarism. All assignment rubrics at this level need to include a section for plagiarism.
e) In problematic cases, the student is referred by the lecturer / SLP owner to the Write Site for assistance with plagiarism in the assignment. The student is to bring the assignment, Turnitin report and summary of issues from the lecturer / SLP owner to the consultation.

6.3.2.1 For 1st-year students:

a) The lecturer / SLP owner keeps track of level 1 transgressions and allows students three such transgressions across modules and SLPs. After the third transgression (i.e. the fourth transgression), a level 1 offence is logged on the AWMR and the lecturer issues a written warning.
b) Students at this level are permitted two level 1 offences before a level 2 offence is recorded on the AWMR.

6.3.2.2 For 2nd-year students and beyond:

a) The lecturer / SLP owner keeps track of level 1 transgressions and allows only one transgression across modules and SLPs. A second transgression is logged as a level 1 offence on the AWMR and a written warning is issued.
b) Students at this level are permitted only one level 1 offence before a level 2 offence is recorded. (*See information pertaining to level 2 offences)
c) Students do not receive a score of 0 for offences at this level; marks are merely deducted using the plagiarism rubric.
d) Appeals at this level are handled by the lecturer / SLP owner, whose decision is final.

6.3.3 Level 2

Students who have exhausted their opportunities at level 1 will then start to receive transgressions and offences logged at level 2.

a) First-year students at level 2 receive a score of 0 for their assessment upon their first transgression at this level. A second transgression results in a score of 0 and a final written warning, and then a third transgression is logged as a level 3 offence. Again, this is across modules.
b) Senior students, after the first transgression at level 2, receive a score of 0 and a level 2 offence is logged. In addition, the student receives a final warning. A second transgression is logged as a level 3 offence.
c) It is at this level that postgraduate students, honours and postgraduate diplomas (PGDip), are included.

6.3.3.1 Examples of more severe transgressions:

a) Direct quotations or paraphrasing without proper acknowledgement of sources.
b) Quotation from sources without signalling quotation (with quotation marks).
c) Use of any information, ideas, images, etc. without acknowledging the source (including internet sources).
d) Resubmitting the same work or major section of such work without permission (self-plagiarism).

6.3.4 Actions to be taken at level 2

a) Written assignments are to be accompanied by a Turnitin report and declaration of originality. Assignments not submitted via Turnitin are to be accompanied by a declaration of originality. Please refer to the section on the roles and responsibilities of lecturers in determining plagiarism, found at the end of this document.
b) Any similarity indicated in the report is to be investigated and addressed by the student before submission to the lecturer. Students are to provide a summary of revisions made based on the report, which is to accompany assignment submissions to lecturers / SLP owners / instructors. Students can consult the online plagiarism learning materials (CTL) or the Write Site at any point for guidance.
c) The lecturer / SLP owner logs level 2 transgressions and offences across modules and SLPs on the AWMR.
d) Instances of plagiarism at this level need to be dealt with according to the year level of the student or learning level of the participant, as well as the history of past transgressions.

6.3.4.1 For 1st-year students:

a) The lecturer / SLP owner assigns a score of 0 for the written assignment and issues a written warning. A second transgression receives a score of 0, a level 2 offence is logged on the AWMR and a final written warning is issued. A third transgression constitutes a level 3 offence.

6.3.4.2 For 2nd-year students (and higher), including honours and PGDip:
a) The lecturer / SLP owner assigns a score of 0 for the written assignment, a level 2 offence is logged on the AWMR and a final written warning is issued. A second transgression constitutes a level 3 offence.
b) The lecturer / SLP owner notifies the appropriate higher authority of offences at this level according to the reporting structure of the faculty or entity (e.g. Head of Department, Programme Director, Assistant Dean). Each faculty is expected to develop their own faculty-specific processes and procedures and formulate an ad hoc committee charged with rolling out these processes and procedures. A sample procedure is as follows:
    1. *The lecturer / SLP owner will prepare evidence of the plagiarism and discuss the case/s with the HOD or the relevant similar authority as decided by the faculty.*
    2. *This committee (of two) will then inform the student, in writing, of the evidence and claims brought against them, and invite them for a hearing.*
    3. *The evidence is presented and the committee is given the chance to ask questions.*
    4. *The student is then given the chance to make a statement in which they either acknowledge or deny wrongdoing; they must provide evidence to support their case.*
    5. *The committee then decides whether plagiarism has been committed.*
    6. *If not, then the matter is handed back to the lecturer for reassessment.*

7. If plagiarism has been committed, then the student must be informed, in writing, of the decision.

c) Appeals at this level are handled by the appropriate higher authority according to the faculty/entity reporting structures (e.g. Head of Department, Programme Director, Assistant Dean), whose decision is final. Each faculty is expected to include a clear process for appeals in their process and procedures document (as stipulated in point 7 above). A sample procedure is as follows:

  1. An ad hoc appeals committee is established with members relevant to the faculty structures (but should include the HOD / relevant nominee).

  2. At this point, the SDMU is invited to the appeals committee, who can provide the committee with guidance.

6.3.5 Level 3

If a student continues to commit acts of plagiarism, they will then incur transgressions and offences at level 3. Level 3 consists of 3 steps:

a) Step 1: The lecturer reports the level 3 offence to the appropriate higher authority according to faculty structures, who then logs the offence accordingly. The lecturer records a score of 0 for the assessment in question.

b) Step 2: If a student continues on this trajectory, and commits further plagiarism, then disciplinary procedures will begin and these will be led by the relevant higher authority and structures in the faculty.

c) Step 3: If issues persist, a second level 3 offence is logged followed by a meeting with the SDMU and faculty representatives, who then decide on the possibility of a final warning or expulsion.

In the case of Master's and PhD students, the SDMU and appropriate faculty representatives meet to decide on the appropriate action based on the seriousness of the offence, as well as students' history of past transgressions/offences.

6.3.5.1 Examples of level 3 offences:

a) Repeated incidents of plagiarism.
b) Incidents of plagiarism after a final written warning has been issued.
c) A significant part of work is plagiarised (e.g. the majority of an essay by another student, or the submission of someone else's artwork).

6.3.6 Actions to be taken at level 3

a) Written tasks (assignments, reports, dissertations) are to be accompanied by a Turnitin report and declaration of originality. Assignments not submitted via Turnitin are to be accompanied by a declaration of originality. Please refer to the section on the roles and responsibilities of lecturers in determining plagiarism, found at the end of this document.

b) Any similarities indicated in the report are to be investigated and addressed by the student before submission to the lecturer / SLP owner. Students are to provide a summary of revisions made based

on the report, which is to accompany assignment submissions to lecturers / SLP owners / instructors. Students can consult the online plagiarism learning materials (CTL) or the Write Site at any point for guidance.

c) Level 3 offences are reported by the lecturer / SLP owner to the appropriate higher authority, according to faculty/entity reporting structures, who records it on the AWMR.

d) The lecturer / SLP owner records a score of 0 for the assignment.

e) Further disciplinary procedures or appeals are handled by the appropriate higher authority according to faculty/entity reporting structures.

f) If a student commits a second level 3 offence, a meeting will be held with representatives from the SDMU and the appropriate faculty/entity representatives, to decide on whether it constitutes expulsion.

g) In the case of Master's and PhD students, SDMU and appropriate faculty representatives meet to decide on the appropriate action based on the seriousness of the offence, as well as the history of past transgressions or offences.

h) Due to the severity of offences at this level, the SDMU will be responsible for establishing an independent ad hoc committee to review the case and make recommendations with regard to the punishment or possible expulsion.

6.3.7 More information on postgraduate, honours and PGDip students

6.3.7.1 *Honours degrees and postgraduate diplomas as defined by the General Rules of the UFS* [11]

As far as structured honours and postgraduate diploma studies are concerned, the policies and procedures are similar to those for undergraduate students. The level of seriousness, however, will be higher because of the level at which the student is studying. Procedures for transgressions pertaining to plagiarism at honours and postgraduate diploma level will thus commence at level 2, unless the student is a repeat offender. In this case, procedures will move to level 3 offences.

6.3.7.2 *Research and research papers*

Where examiners identify potential plagiarism, they must provide a thorough report indicating the nature and extent of the potential plagiarism, and an indication of the source/s involved in the plagiarism. The offence will be viewed as a level 2 transgression, unless the student is a repeat offender. In this case, procedures applicable to level 3 offences will be followed.

6.3.7.3 *Master's degrees*[12]

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[11] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

[12] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

a) Structured

Plagiarism pertaining to structured Master's degrees will be treated as level 3 transgressions.

b) Dissertations or publishable articles

Where examiners identify potential plagiarism, they must provide an in-depth report indicating the nature and extent of the potential plagiarism, and an indication of the sources involved in the plagiarism. These offences will be handled as level 3 transgressions.

6.3.7.4 *Doctoral degrees*[13]

Where examiners identify potential plagiarism, they must provide an in-depth report indicating the nature and extent of the potential plagiarism, and an indication of the sources involved in the plagiarism. These offences will be administered as level 3 transgressions.

6.3.8 Practical examples of each level can be found in Addendum D

6.3.8.1 Detection of plagiarism

Plagiarism has traditionally been detected by teaching staff who have manually verified the originality of work submitted for assessment. Detection can occur through academics' detailed knowledge of specific subjects and the related literature. Cases can also be detected through other means, such as unexpected increases in grades achieved by the student and inconsistencies in the style of the work, including variations in language use or ability. Staff members may also make use of electronic methods for detection or indication, such as web-based similarity detection software (e.g. Turnitin and SafeAssign). In cases where students are able to submit their work through Turnitin or SafeAssign, the lecturer must interpret the report, rather than only relying on the similarity index as an indication of plagiarism. If a Turnitin or SafeAssign submission or report is not possible, then the lecturer will need to submit evidence or proof that plagiarism has been committed.

As part of the developmental approach followed within this policy, students must be afforded the opportunity to use similarity detection software to check their draft papers for inadvertent plagiarism.[14]

The UFS will provide an institutional licence for similarity detection software to assist both staff and students in this.

6.3.9 Appeal process

Level 1:

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[13] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

[14] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

	Appeals at this level are handled by the lecturer / SLP owner, whose decision is final. **Level 2:** Appeals at this level are handled by the appropriate higher authority according to the faculty/entity reporting structures (e.g. Head of Department, Programme Director, Assistant Dean), whose decision is final. Each faculty is expected to include a clear process for appeals in their process and procedures document (as stipulated in point 7 above). **Level 3:** Due to the severity of offences at this level, the SDMU will be responsible for establishing an independent ad hoc committee to review the case and make recommendations with regard to the punishment or possible expulsion. **6.3.10 Revocation of already awarded degrees[15]** The revocation of degrees is dealt with in terms of the relevant provisions of the General Rules for Students. **6.3.11 Training and support for students** There is a wide array of support opportunities which students can make use of to familiarise themselves with plagiarism, referencing and academic writing. First-year students will be required to complete online training on plagiarism as part of their orientation. This course will be designed by CTL and will be available to students via the Learning Management System (LMS). In addition, the majority of 1st-year students take a compulsory academic literacy course, which teaches students about plagiarism and referencing. In addition, all undergraduate and honours students have the opportunity to receive academic writing support from the CTL Write Site. Postgraduate students will have to attend compulsory plagiarism training. This support, as well as academic writing support, will be provided by the Centre for Graduate Support. **6.3.12 Training and support for staff** Staff will receive training on the use of detection software (such as Turnitin and SafeAssign) by CTL. This includes training on both the use of the software, as well as how to interpret the reports.
7. Responsibility	This policy applies to all UFS-affiliated staff members and students, including all: 7.1.1 Faculties, units, departments, schools, directorates, centres, and their activities;

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[15] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

	7.1.2 Forms of assessment, including short courses, diplomas, and under- and postgraduate research in programmes of study designed to gain credits and recognition; 7.1.3 Academic research activities; and 7.1.4 Academic activities that are linked to recognition or financial reward, including contract research. **7.2 Roles and responsibilities of stakeholders** 7.2.1 It is the responsibility of the **Dean** to: a) Establish the relevant faculty structures as an ad hoc committee to deal with plagiarism cases and appeals. b) Ensure that the necessary procedures and processes are documented and implemented. 7.2.2 It is the role of the **lecturer / SLP facilitator** to: a) Attend training on the plagiarism policy process, and the set-up and use of Turnitin, as well as the interpretation of Turnitin similarity reports. b) Register their modules on the LMS and create a Turnitin dropbox in order to have access to Turnitin reports. c) Log any plagiarism transgressions and offences with relevant proof of these instances on the AWMR. For SLPs, this will be the responsibility of the SLP owner. d) Determine the level of the offence. If an undergraduate student is in his/her first year at the UFS, but has studied at another higher education institution previously, the lecturer / SLP facilitator may determine that the instance of plagiarism be logged at a higher level. At a postgraduate level, however, the levels as set out in the Policy on Preventing and Dealing with Plagiarism must be adhered to. e) Include a clear definition of plagiarism and the summary of the policy (provided by support services) in their study guides, as well as provide students/participants with a departmental referencing guide. 7.2.3 If there are **markers** that assist the **lecturer / SLP facilitator**, it is the role of the marker to: a) Attend training on the Policy on Preventing and Dealing with Plagiarism process, and the set-up and use of similarity detection software (e.g. Turnitin), as well as the interpretation of Turnitin similarity reports. b) Identify instances of plagiarism in students'/participants' work. c) Provide proof of the instance of plagiarism, either in the form of a Turnitin report or evidence of the original artefact or text and load it onto the AWMR. d) Bring instances of plagiarism to the attention of the lecturer, who is then responsible for logging transgressions and offences.

If no markers are used, these responsibilities reside with the lecturer.

7.2.4 It is the role of the **student/participant** to:

a) Submit their assignment through Turnitin, and access and print their Turnitin reports.
b) Revise the assignment and provide the lecturer / SLP owner with a summary of changes (when plagiarism has been detected on the Turnitin report).
c) Sign and submit a declaration of originality for each assignment.
d) Attend and make use of the necessary plagiarism training and support offered by different support units and familiarise themselves with the Policy on Preventing and Dealing with Plagiarism and its implementation process.
e) Attend (in the case of postgraduate students) all compulsory plagiarism and Turnitin training in fulfilment of their degree.

7.2.5 It is the responsibility of the **CTL** to:

a) Develop and present introductory online training materials, templates and resources on plagiarism for staff and undergraduate (and honours) students.
b) Develop an introductory video on plagiarism and the use of Turnitin for SLP participants to watch in their own time.
c) Provide services to predominantly undergraduate (and honours) students via academic literacy courses and/or Write Site assistance.
d) Provide training to academic staff, SLP facilitators and students on the use of Turnitin and the interpretation of similarity reports in collaboration with various stakeholders.
e) Provide staff development training on plagiarism in collaboration with various stakeholders (e.g. the library and the Centre for Graduate Support).
f) Provide first-line support to staff and students regarding the use of Turnitin.

7.2.6 It is the responsibility of the **library** to:

a) Present introductory training on referencing guidelines and styles in collaboration with relevant stakeholders.
b) Provide the necessary training on various referencing tools.
c) Ensure that the necessary referencing tools are available to students, participants and staff.

7.2.7 It is the responsibility of the **Centre for Graduate Support** to:

a) Develop and present training on plagiarism for postgraduate students and supervisors.
b) Monitor and track postgraduate students' attendance of these training opportunities.

	c) Provide first-line support to staff and postgraduate students regarding the use of Turnitin and the interpretation of similarity reports. d) Provide staff development training on plagiarism in collaboration with various stakeholders (e.g. the library and CTL).
	7.2.8 It is the responsibility of SAS to: a) Send dissertations to external parties and if any plagiarism is detected by these external stakeholders, refer it back to faculties to handle accordingly.
	7.2.9 It is the responsibility of the SDMU to: a) Design, develop and implement the centralised electronic AWMR. b) Provide training and support to staff on the use of the AWMR. c) Support and advise faculties on dealing with relevant plagiarism transgressions and offences, when necessary. d) Coordinate and oversee disciplinary procedures and appeals, where relevant and necessary.

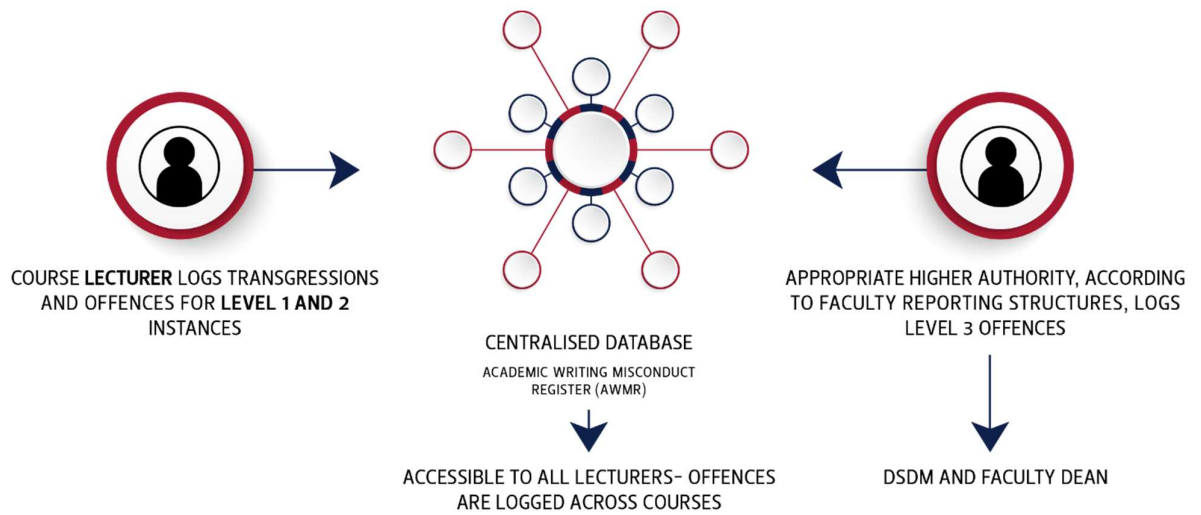| 8. Accountability and authority:	
8.1 Implementation:	Implementation of the policy will take place in accordance with the approved implementation plan accompanying the policy document.
8.2 Compliance:	This policy rests with the Academic Committee of Senate.
8.3 Monitoring and evaluation:	12.1. At an institutional level, monitoring and evaluation of the implementation of this policy will be overseen by the Academic Committee of Senate. 12.2. As this policy directly addresses academic quality, DIRAP will be responsible for an institutional quality assurance policy, framework and system to which this policy is aligned. 12.3. Monitoring and evaluation of the implementation of the AWMR will be done through two sub-committees of Senate: the Academic Committee and ETLS. 12.4. Relevant faculty structures will oversee and monitor the implementation of the policy through faculty processes and procedures.
8.4 Development/review:	CTL, which reports to the Academic Committee of Senate, is responsible for development and review of the policy.
8.5 Approval authority:	8.5.1 Academic Committee of Senate

	8.5.2 Executive Committee of Senate 8.5.3 Senate 8.5.4 Council
8.6 Interpretation and advice:	The Academic Committee of Senate will oversee and advise on the interpretation of the policy.

9. Who should know this policy?
All staff (academic and support services) All students (undergraduate and postgraduate) SLP facilitators and participants

10. Policy/procedure implementation plan	See attached implementation plan
11. Resources required	The following resources and costs should be included in the implementation of the policy going forward: 9.1 **Design and development of centralised electronic AWMR**: Depending on scope and internal ICT capacity, this will be determined during scoping and development of business specifications. 9.2 **The licensing costs of similarity detection software** are already budgeted for and form part of the centralised ICT budget. 9.3 **Ongoing investment and resource allocation** towards staff and student training with respect to plagiarism, referencing, academic writing and using technology infrastructure/software. During consultation with role players, no additional costs or resources were identified. 9.4 **Time** required by key staff members to participate in faculty ad hoc committees and structures.
12. Answers to FAQs	
	12.1. What about other forms of academic misconduct e.g. online cheating? Other forms of academic misconduct will be dealt with in a separate policy document on general academic misconduct. These issues will be addressed in the review of Student Rules on Academic Misconduct and Discipline. **12.2. How will attendance of compulsory post-graduate students be monitored?** As part of the implementation plan, the Centre for Graduate Support will be responsible for developing processes and procedures for tracking and monitoring compulsory postgraduate student training. This will be communicated once finalised
EFFECTIVENESS OF THE POLICY	
Performance Indicator(s):	To be completed on review by the person responsible for implementation, monitoring and evaluation.

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Addendum A – Centralised plagiarism database

COURSE **LECTURER** LOGS TRANSGRESSIONS
AND OFFENCES FOR **LEVEL 1 AND 2**
INSTANCES

CENTRALISED DATABASE

ACADEMIC WRITING MISCONDUCT
REGISTER (AWMR)

APPROPRIATE HIGHER AUTHORITY, ACCORDING
TO FACULTY REPORTING STRUCTURES, LOGS
LEVEL 3 OFFENCES

ACCESSIBLE TO ALL LECTURERS– OFFENCES
ARE LOGGED ACROSS COURSES

DSDM AND FACULTY DEAN

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Addendum B – Summative level descriptors

Level 1

- Unacknowledged or inaccurately acknowledged use of ideas and/or writing of others.
- Infringements are minor or first offences, and are unintentional.

Level 2

- Plagiarism on a significant scale and/or repeated acts of plagiarism.
- Direct quotations or paraphrasing without proper acknowledgement of sources, resubmitting same work or major section of such work without permission.

Level 3

- Level 3 incidents are serious offences.
- Repeated incidents of plagiarism and/or after final written warning issued, and/or significant part of work is plagiarised, and/or other forms of plagiarism are uncovered in work (see levels 1 and 2).

Addendum C

LEVEL 1 OFFENCES	LEVEL 2 OFFENCES	LEVEL 3 OFFENCES
A level 1 offence is an infringement of pre-publication academic conventions that involves the unacknowledged or inaccurately acknowledged use of the ideas and/or writing of others. Please note that this includes artefacts such as artwork, performance art, music, clinical or field notes, photographs, films, blogs, vlogs, internet sources and any other intellectual property that belongs to another party. These infringements are minor or first offences and are considered to reflect unintentional behaviour.	Level 2 applies to plagiarism on a significant scale and/or repeated acts of plagiarism. It includes quoting directly or paraphrasing without proper acknowledgement of sources and resubmitting the same work, or a major section of such work, without first obtaining permission. It also includes making use of data without proper acknowledgement of sources or contributors, and directly formulating their inputs as one's own work; assistance in the form of research, statistical analysis, computer programming, or field data collection support without acknowledgement.	Level 3 incidents are serious offences. Plagiarism of other students' work is assigned to this level after repeated incidents of plagiarism, and/or after a final written warning has been issued, and/or after it has been discovered that a significant part of a student's work is the result of plagiarism, and/or after other forms of plagiarism have been uncovered in his/her work. This includes plagiarism committed after a previous breaching of the policy, extensive direct quoting from sources, and paraphrasing without acknowledging sources in dissertations, publishable articles, or research-related texts.
ACTION	**ACTION**	**ACTION**
1. As part of the course requirements, all 1st-year students are to complete training materials on plagiarism (developed by CTL in collaboration with the library and faculties) at the beginning of the first semester. The completion of these materials will be tracked via the Learning Management System. 2. Written assignments are to be accompanied by a Turnitin report and declaration of originality. Assignments not submitted via Turnitin are to be accompanied by a declaration of originality. Please refer to the section on the roles and responsibilities of lecturers in determining plagiarism, found at the end of this document. 3. Any similarity indicated in the report is to be investigated and addressed by the student before submission to the lecturer. Students are to provide a summary of revisions made based on the report, which is to accompany assignment submissions to lecturers / SLP owners / instructors. Students can consult the online plagiarism learning materials (CTL) at any point for guidance.	1. Written assignments are to be accompanied by a Turnitin report and declaration of originality. Assignments not submitted via Turnitin are to be accompanied by a declaration of originality. Please refer to the section on the roles and responsibilities of lecturers in determining plagiarism, found at the end of this document. 2. Any similarity indicated in the report is to be investigated and addressed by the student before submission to the lecturer. Students are to provide a summary of revisions made based on the report, which is to accompany assignment submissions to lecturers / SLP owners / instructors. Students can consult the online plagiarism learning materials (CTL) or the Write Site at any point for guidance. 3. The lecturer / SLP owner logs level 2 transgressions and offences across modules and SLPs on the AWMR. 4. Instances of plagiarism at this level need to be dealt with according to the year level of the student or learning level of the participant, as well as the history of past transgressions.	1. Written tasks (assignments, reports, dissertations) are to be accompanied by a Turnitin report and declaration of originality. Assignments not submitted via Turnitin are to be accompanied by a declaration of originality. Please refer to the section on the roles and responsibilities of lecturers in determining plagiarism, found at the end of this document. 2. Any similarity indicated in the report is to be investigated and addressed by the student before submission to the lecturer / SLP owner. Students are to provide a summary of revisions made based on the report, which is to accompany assignment submissions to lecturers / SLP owners / instructors. Students can consult the online plagiarism learning materials (CTL) or the Write Site at any point for guidance. 3. Level 3 offences are reported by the lecturer / SLP owner to the appropriate higher authority, according to the faculty/entity reporting

4. The lecturer / SLP owner/ marker / facilitator marks the assignment and marks are deducted for instances of plagiarism. All assignment rubrics at this level need to include a section for plagiarism.

5. In problematic cases, the student is referred by the lecturer / SLP owner to the Write Site for assistance with plagiarism in the assignment. The student is to bring the assignment, Turnitin report and summary of issues from the lecturer / SLP owner to the consultation.

6. For 1st-year students:
a) The lecturer / SLP owner keeps track of level 1 transgressions and allows students three such transgressions across modules and SLPs. After the third transgression (i.e. the fourth transgression), a level 1 offence is logged on the AWMR and the lecturer issues a written warning.
b) Students at this level are permitted two level 1 offences before a level 2 offence is recorded on the AWMR.

7. For 2nd-year students and beyond:
a) The lecturer / SLP owner keeps track of level 1 transgressions and allows only one level 1 transgression across modules and SLPs. A second transgression is logged as a level 1 offence on the AWMR and a written warning is issued.
b) Students at this level are permitted only one level 1 offence before a level 2 offence is recorded. *See information pertaining to level 2 offences.

8. Students do not receive a score of 0 for offences at this level; marks are merely deducted using the plagiarism rubric.

9. Appeals at this level are handled by the lecturer / SLP owner, whose decision is final.

5. For 1st-year students:
a) the lecturer / SLP owner assigns a score of 0 for the written assignment and issues a written warning. A second transgression receives a score of 0, a level 2 offence is logged on the AWMR and a final written warning is issued. A third transgression constitutes a level 3 offence.

6. For 2nd-year students and higher, including honours and PGDip:
a) the lecturer / SLP owner assigns a score of 0 for the written assignment, a level 2 offence is logged on the AWMR and a final written warning is issued. A second transgression constitutes a level 3 offence.

7. The lecturer / SLP owner notifies the appropriate higher authority according to the faculty/entity reporting structures (e.g. Head of Department, Programme Director, Assistant Dean) of offences at this level. Each faculty is expected to develop their own faculty-specific processes and procedures. A sample procedure is as follows:
a) The lecturer / SLP owner will prepare evidence of the plagiarism and discuss the case/s with the HOD or the relevant similar authority, as decided by the faculty.
b) This committee (of two) will then inform the student, in writing, of the evidence and claims brought against them, and invite them for a hearing.
c) The student may be accompanied by a representative (student or staff member only).
d) The evidence is presented and the committee is given the chance to ask questions.
e) The student and their representative are then given the chance to make a statement in which they either acknowledge or deny wrongdoing; they must provide evidence to support their case.
f) The committee then decides whether plagiarism has been committed.
g) If not, then the matter is handed back to the lecturer for reassessment.

structures, who records it on the AWMR.

4. The lecturer / SLP owner records a score of 0 for the assignment. Further disciplinary procedures or appeals are handled by the appropriate higher authority according to faculty/entity reporting structures.

5. If a student commits a second level 3 offence, a meeting will be held with representatives from the SDMU and the appropriate faculty/entity representatives to decide on whether it constitutes expulsion.

6. In the case of Master's and PhD students, SDMU and appropriate faculty representatives meet to decide on the appropriate action based on the seriousness of the offence, as well as the history of past transgressions or offences.

7. Due to the severity of offences at this level, the SDMU will be responsible for establishing an independent ad hoc committee to review the case and make recommendations with regard to the punishment or possible expulsion.

	h) If plagiarism has been committed, then the student must be informed, in writing, of the decision. 8. Appeals at this level are handled by the appropriate higher authority according to the faculty/entity reporting structures (e.g. Head of Department, Programme Director, Assistant Dean), whose decision is final. Each faculty is expected to include a clear process for appeals in their process and procedures document (as stipulated in point 7 above). A sample procedure is as follows: a) An ad hoc appeals committee is established with members relevant to the faculty structures (but should include the HOD/relevant nominee). b) At this point, the SDMU is invited to the appeals committee, which can provide the committee with guidance.	

Practical examples of level 1 transgressions and offences

Examples of 'minor' transgressions:

- Incorrect formatting of in-text citations or reference list (e.g. using a full stop instead of a comma)
- One or two instances of leaving out inverted commas when quoting (but including an in-text reference)
- One or two instances of unclear in-text citations (but with an attempt at proper referencing)

Practical 1st-year student or learning level 1–6 participant example:

Student 1, a 1st-year student, incorrectly formats her in-text citations in her History assignment. Her lecturer, Prof. X, subtracts marks according to the referencing rubric, records the transgression on the AWMR, and asks her to re-read the departmental referencing style guidelines.

In a subsequent Visual Arts assignment submission, Student 1 does not provide the source of one of the images she uses. Her lecturer, Dr P, subtracts marks and asks her to submit the source information. Dr P records this second transgression.

In the second semester, Student 1 forgets to include a key text in the reference list of her Communications portfolio. The lecturer records this transgression.

Later, Student 1 again uses the incorrect formatting for in-text citations in a written assignment. Her lecturer, Dr T, notices that this is now her fourth transgression and logs it as a level 1 offence.
Student 1 is allowed TWO level 1 offences before higher-level offences are logged.

Practical 2nd-year or a learning level 7–8 participant (and higher) student example:

Student 2, a 3rd-year student, incorrectly formats her in-text citations in her Marketing assignment. She loses marks according to the referencing rubric, and her lecturer records the transgression on the AWMR.
Student 2 then forgets to include a key text in the reference list of her Industrial Psychology portfolio. The lecturer records this transgression. Since Student 2 is a senior student and this is her second transgression, it is logged as a level 1 offence. She also receives a written warning.

Practical examples of level 2 transgressions and offences

Practical 1st-year student or learning level 1–6 participant example:

During her first semester in her first year, Student 1 received two level 1 offences which are logged on the AWMR.
In one of her 3rd-year assignments for a Fine Arts class, she resubmits a painting that she did for assessment in her second year. Her lecturer awards her a 0 for the assignment and provides her with a written warning. This transgression is logged on the AWMR.

Student 1 then later writes an assessment for her Communications course and provides no acknowledgement of any of the sources she used. She receives a 0 for the assignment and her lecturer logs this transgression. Since this is her second transgression, it is logged as a level 2 offence. She also receives a final written warning.

Practical 2nd-year (and higher) student or learning level 7–8 participant example:

In her second year at the UFS, Student 2 received a level 1 offence. In her third year, she submits an assignment in which she has not acknowledged any of the sources she used. There is a reference list, but no in-text citations. She receives 0 for this assignment and her lecturer logs this as a level 2 offence. She also receives a final written warning.

Practical examples of level 3 transgressions and offences

Practical 1st-year student or learning level 1–6 participant example:

It is the end of the year and Student 1 has committed multiple transgressions and offences. Logged on the system is a level 2 offence, as well as a final written warning.

In her final assessment for her History module, Student 1 again does not acknowledge two of the sources she used to write the assignment. She receives a score of 0 for the assignment, and a level 3 offence is logged on the AWMR. As a result, Student 1 is called in for a disciplinary hearing with appropriate faculty representatives and the SDMU.

In her third year, Student 1 again fails to properly acknowledge sources used in an assessment. She receives another level 3 offence. She is called in for a hearing with the SDMU and appropriate faculty representatives to decide on the possibility of expulsion.

Practical 2nd-year (and higher) student or learning level 7–8 participant example:

Student 2 is now in her third year and she has a level 2 offence logged on the AWMR. She has received a final written warning.

In a Tax assignment, she quotes from an article, but fails to acknowledge the quotation and does not provide an in-text citation. Since she is already on a level 2, this transgression is logged as a level 3 offence.

She is called in for a disciplinary hearing with the appropriate faculty representatives and the SDMU.

Student 2 learns a hard lesson and never plagiarises again. She successfully completes her BCom degree.

Postgraduate student example:

Student 3 has submitted her PhD dissertation for final examination and SAS is informed by the external examiner that there are instances of plagiarism, with clear examples thereof.

SAS informs her supervisor, who confirms the instances of plagiarism and reports it to the appropriate higher authority according to faculty reporting structures. This is escalated to the relevant SDMU and faculty representatives, who (within a hearing) decide on the appropriate action.

Addendum E: Other important terms proposed as an addendum to the policy[16]

Types of plagiarism

"Anyone who has written or graded a paper knows that plagiarism is not always a black-and-white issue. The boundary between plagiarism and research is often unclear. Learning to recognise the various forms of plagiarism, especially the more ambiguous ones, is an important step in the fight to prevent it.

Sources not cited

1.   'The Ghost Writer'
The writer turns in another's work, word-for-word, as his/her own.

2.   'The Photocopy'
The writer copies significant portions of text straight from a single source, without alteration.

3.   'The Potluck Paper'
The writer tries to disguise plagiarism by copying from several different sources, tweaking the sentences to make them fit together while retaining most of the original phrasing.

4.   'The Poor Disguise'
Although the writer has retained the essential content of the source, he/she has altered the paper's appearance slightly by changing key words and phrases.

5.   'The Labo(u)r of Laziness'
The writer takes the time to paraphrase most of the paper from other sources and makes it all fit together, instead of spending the same effort on original work.

6.   'The Self-Stealer'
The writer 'borrows' generously from his/her previous work, violating policies concerning the expectation of originality adopted by most academic institutions.

Sources cited (but still plagiarised!)

1.   'The Forgotten Footnote'

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[16] Information obtained from the current 'Policy on Preventing and Dealing with Academic Writing Misconduct'.

The writer mentions an author's name for a source, but neglects to include specific information on the location of the material referenced. This often masks other forms of plagiarism by obscuring source locations.

2. 'The Misinformer'

The writer provides inaccurate information regarding the sources, making it impossible to find them.

3. 'The Too-Perfect Paraphrase'

The writer properly cites a source, but neglects to put in quotation marks text that has been copied word-for-word, or close to it. Although attributing the basic ideas to the source, the writer is falsely claiming original presentation and interpretation of the information.

4. 'The Resourceful Citer'

The writer properly cites all sources, paraphrasing and using quotations appropriately. The catch? The paper contains almost no original work! It is sometimes difficult to spot this form of plagiarism because it looks like any other well-researched document.

5. 'The Perfect Crime'

Well, we all know it doesn't exist. In this case, the writer properly quotes and cites sources in some places, but goes on to paraphrase other arguments from those sources without citation. This way, the writer tries to pass off the paraphrased material as his/her own analysis of the cited material.

THIS IS NOT PART OF THE POLICY. IT IS AN EXPLANATION OF THE PRO FORMA.

POLICY/GUIDELINE IMPLEMENTATION PLAN	
1. Preamble/ background	1.1 This policy is founded on a commitment to academic integrity, academic honesty, excellence in teaching and learning, and the submission/presentation of credible research findings and outputs. Academics and students should show their respect to the knowledge economy by contributing to it and guarding it, as well as by choosing not to exploit it. 1.2 Staff and students of the UFS are committed to producing academic work that adheres to scholarly standards in the accurate citation of sources, appropriate collection and use of data, and transparent acknowledgement of the contribution of others to their ideas, discoveries, interpretations, and conclusions.
2. Purpose	In striving to maintain and enhance sound academic and research practices, scientific discourse, and the integrity of academic writing at the UFS, this policy aims to: 1. enhance academic integrity in all areas of scholarship; 2. further develop a didactic and developmental process to cultivate and support academic integrity; 3. provide clear meaning to what the University of the Free State views as 'academic writing misconduct' and 'plagiarism' to increase awareness of what constitutes plagiarism and academic writing misconduct, to know how to avoid it, and to understand its consequences; 4. promote a fair, transparent and consistent approach towards deterring and detecting plagiarism and academic writing misconduct, and dealing with confirmed cases of plagiarism and academic writing misconduct; 5. outline the developmental and disciplinary measures applicable to confirmed incidents of plagiarism and academic writing misconduct; 6. identify the responsibilities of faculties, academics, and students pertaining to the avoidance of plagiarism and academic writing misconduct, and monitoring and dealing with cases of plagiarism and academic writing misconduct; 7. provide guidelines on the use of software which checks documents against other documents, with the aim of identifying similarities (e.g. Turnitin and SafeAssign); and 8. provide clear guidelines on the three levels of plagiarism and academic writing misconduct offences, and outline procedures for dealing with these cases at each level.

3. The work plan	3.1	Central to the implementation of the policy, is the design and development of the electronic, centralised Academic Writing Misconduct Register (AWMR). The custodian of the AWMR will be the office of the Registrar, and more specifically, the Student Disciplinary and Mediation Unit (SDMU). The development of this centralised electronic database needs to be approved and prioritised through the Academic Committee (AC) and the Educational Technology and Learning Spaces (ETLS) Committee.
	3.2	All faculties are expected to develop faculty-specific processes, procedures and structures to allow for the implementation of the policy. This will ensure that all staff and students are aware of the faculty processes and procedures that need to be followed if plagiarism is detected, as well as what developmental and remedial actions must follow. Faculty structures will further allow for staff and students to escalate transgressions appropriately (as outlined in the policy document) and, where needed, allow for opportunities to appeal. The processes, procedures and structures need to be approved by the Academic Committee of Senate (AC) to allow for alignment with the institutional policy.
	3.3	Support and training for undergraduate students will be mainly provided through the CTL and the library. The development of relevant materials and resources needs to be ongoing, and services rendered should be aligned to the policy.
	3.4	The Centre for Graduate Support will coordinate and implement compulsory plagiarism and academic writing training for postgraduate students. A critical element identified in the implementation of compulsory training is the monitoring and tracking of postgraduate student completion. The Centre will have to develop processes and procedures to manage this and allocate resources where needed.
4. Identify stakeholders (people or groups)	4.1	This policy applies to all UFS-affiliated staff members and students, including (but not limited to): a) Deans b) Academic staff / SLP facilitators c) Markers d) Students / SLP participants e) The Centre for Teaching and Learning (CTL) f) The UFS Library g) The Centre for Graduate Support h) Student Academic Support (SAS) i) Student Disciplinary and Mediation Unit (SDMU)
5. Indicate current and needed levels of commitment	5.1	This policy is applicable to all UFS staff and students. The specific UFS structures/departments and units directly involved in the implementation of the policy have been identified in the previous section (section 4). Commitment, involvement and collaboration between these stakeholders are critical aspects in implementing the policy. Given the differences in faculty-specific contexts, it is of the utmost importance that faculties have an understanding of the policy and are able to contextualise the implementation thereof through faculty-specific guidelines, processes and structures. Academic support units should provide enabling environments to faculties towards the implementation of the policy.

6. Potential reasons for resistance and mitigating strategies	6.1	In revision of the 2018 Policy on Preventing and Dealing with Academic Writing Misconduct, the challenges and shortcomings of the policy were identified through extensive engagement with various role players and this feedback was used to address key issues in the revised policy.
	6.2	The revised UFS policy takes a developmental approach towards academic writing skills and academic integrity at the UFS, in an attempt to prevent and deal with plagiarism. This approach provides opportunities for students to develop the skills necessary to avoid unintentional plagiarism and become proficient in academic writing.
	6.3	Although technology infrastructure and similarity detection software will be used in the majority of cases to detect plagiarism, the new process aims to move away from the similarity index being a central determinant of student plagiarism, and rather shift the focus to the interpretation of similarity reports. The importance of lecturers, supervisors and examiners in detecting and identifying cases of plagiarism is acknowledged. Students can use similarity detection software to check their draft papers for inadvertent plagiarism.
	6.4	Various support and training opportunities for students (both under- and postgraduate) will be provided. The topics will include, amongst others, plagiarism, appropriate referencing and academic writing skills development.
	6.5	The policy outlines clear and differentiated roles and responsibilities of the stakeholders involved.
	6.6	Faculty-specific structures and contexts in the implementation of the policy have been recognised through the development of faculty-specific processes and procedures, as well as the establishment of ad hoc faculty committees/structures.
7. Stakeholder engagement	7.1	For successful implementation of this policy, it is important that all stakeholders take responsibility for and ownership of it.
	7.2	The design, development and implementation of the centralised electronic AWMR is central to the implementation of the policy. This database will be governed by the office of the Registrar, and more specifically, the SDMU. To ensure engagement of all stakeholders in the design and development of the database, approval for this will be obtained through the ETLS Committee of Senate, as well as the Academic Committee of Senate. The SDMU will further be responsible for training and support pertaining to the AWMR.
	7.3	Faculties will have the responsibility to develop faculty-specific processes, procedures and structures to allow for the implementation of the policy. To allow for alignment with the institutional plagiarism policy, these faculty-specific processes, procedures and structures need to be approved by the Academic Committee of Senate.
	7.4	Various stakeholders (e.g. CTL / Library / Centre for Graduate Support) will be responsible for the training of staff and students. This includes aspects such as the use of similarity detection software, referencing and academic writing. These departments/units will further develop materials and resources that can be used by academic staff and students on an ad hoc basis and will be integrated as supplemental materials in learning and teaching activities.

	7.5	Through the developmental approach outlined in the policy, students will have the chance to make use of various support structures and opportunities in understanding plagiarism, but more importantly to develop the necessary academic writing and referencing skills to avoid plagiarism.
8. Communication of the policy	8.1	The revised policy document should be made available on the UFS website and should form part of the UFS policy document repository.
	8.2	The policy should form an integral part of all aspects of academic work and the academic culture of undergraduate and postgraduate studies and should be communicated through relevant faculty structures on all UFS campuses. All academic support structures should thus familiarise themselves with its contents.
	8.3	All training (staff and students) pertaining to plagiarism and the use of technology infrastructure and software, as well as academic writing, should include or make reference to relevant aspects of the policy.
9. Resources and budget	The following resources and costs should be included in the implementation of the policy going forward:	
	9.1	Design and development of centralised electronic AWMR: Depending on scope and internal ICT capacity, this will be determined during the scoping and development of business specifications.
	9.2	Licensing costs of similarity detection software are already budgeted for and form part of the centralised ICT budget.
	9.3	Ongoing investment and resource allocation towards staff and student training on understanding plagiarism, referencing, academic writing and using technology infrastructure/software will have to be made. During consultation with role players, no additional costs or resources were identified.
	9.4	Time required by key staff members for participating in faculty ad hoc committees and structures.
10. Strategies for successful implementation of policy/guideline	10.1	A collaborative, institutional approach should be taken in the successful implementation of the policy and no single entity or unit can take responsibility for it.
	10.2	The Vice-Rector: Academic is the custodian of the policy. Implementation of the policy will be overseen by the Academic Committee of Senate.
	10.3	Clear roles and responsibilities of different stakeholders are outlined in the policy document.
	10.4	Faculty-specific processes, procedures and structures that are aligned with the institutional policy will allow for its implementation in faculty contexts.
	10.5	Academic support units (as outlined in the policy) should ensure the implementation of and support for technology infrastructure and software. Relevant academic support units should also further provide relevant training to staff and students, as outlined.

11. Risk assessment	11.1	Lack of ownership or engagement by any stakeholder within this policy is deemed to be a risk for its implementation. This includes (but is not limited to): lacking knowledge of the contents of the policy and lacking understanding of the implications thereof within a specific stakeholder context. This risk was mitigated by following an extensive consultation process with different stakeholders to ensure that not only faculties, but also academic support units, have knowledge and understanding of the policy. Faculty-specific processes, procedures and structures will allow for further engagement with academic staff and students within faculties towards the implementation of this policy and creating ownership of the policy within faculty contexts. By integrating relevant aspects of the policy in different staff and student training offerings, further awareness will be created.
	11.2	A core element of the policy is the implementation of the AWMR. Without this centralised electronic database, the policy cannot be implemented. The AWMR will be governed by the office of the Registrar, and more specifically, the SDMU. To allow for stakeholders to understand the importance of the system, as well as the allocation of relevant resources for the design, development and implementation thereof, approval and monitoring will be governed by the ETLS Committee of Senate and the Academic Committee of Senate.
	11.3	The policy makes provision for compulsory plagiarism and academic writing training for postgraduate students. A risk identified in this regard is the monitoring of attendance and student completion of training initiatives. The Centre for Graduate Support will lead and coordinate this initiative by developing appropriate processes and procedures.
12. Monitoring and evaluation of the impelementation of the policy/guideline	12.1	At an institutional level, monitoring and evaluation of the implementation of the policy will be overseen by the Academic Committee of Senate.
	12.2	As this policy directly addresses academic quality, DIRAP will be responsible for the institutional quality assurance policy, framework and system to which this policy is aligned.
	12.3	Monitoring and evaluation of the implementation of the AWMR will be done through two subcommittees of Senate, i.e. the Academic Committee and the ETLS Committee.
	12.4	Relevant faculty structures will oversee and monitor the implementation of the policy through faculty processes and procedures.