

UNIVERSITY OF PRETORIA
OFFICE OF THE REGISTRAR
PLAGIARISM PREVENTION POLICY

1. PURPOSE

The purpose of this policy is to establish a framework (consisting of a policy and guideline documents) for deterring, detecting and dealing with plagiarism consistently across all faculties of the University of Pretoria.

In line with the general availability of research resources, particularly electronic resources, a considerable increase in the number of plagiarism cases is being experienced in the higher education system. This is partly the result of a lack of proper training in referencing techniques at secondary school level. While the outcomes-based curriculum requires learners to deal with vast amounts of information, scant regard is given to the correct referencing of such resources, with the result that learners do not appreciate the seriousness of appropriating someone else's work.

Plagiarism poses a considerable problem for academic institutions worldwide as many students and/or researchers do not realise that it is a serious form of academic misconduct which can lead to expulsion from an institution such as a university, civil claims and even criminal charges.

2. SCOPE

The plagiarism prevention policy and the guideline documents are applicable to all members of the University community. Although research undertaken by staff is covered by this policy, the emphasis is primarily upon teaching and the evaluation of students' learning (ie deterrence and assessment through informative, educative and preventative mechanisms), and secondly on detecting plagiarism and dealing with transgressors (ie policing).

3. POLICY STATEMENT

3.1 Purpose

To ensure the University's academic integrity, students must be discouraged from obtaining an unfair academic advantage. In this regard, this policy and accompanying guideline documents endeavour to provide a framework which will (a) ensure student awareness of the need to avoid plagiarism, and (b) provide for fair and consistent administrative processes across faculties in cases where plagiarism is detected.

This policy includes the following:

- 3.1.1 a broad definition of plagiarism
- 3.1.2 an exposition of informative, educative and preventative mechanisms available at the University which are aimed at preventing plagiarism, such as –

- the Information Literacy course, CIL 121, a compulsory second-semester module for all first-year students at the University
- research methodology courses for senior students
- warnings to avoid plagiarism in study guides, pop-up messages when a student signs onto the University system
- assignment briefing sheets containing warnings against plagiarism
- the Declaration of Originality which is to accompany each assignment
- awareness campaigns
- Library Services' weekly courses on the topic (where students are actively taught the necessary skills for academic writing, citation and attribution) (A register of students' attendance will be kept.)
- the Library Services' webpage containing an online tutorial and a self-test on avoiding plagiarism
- plagiarism detection software (Turnitin)

3.1.3 a fair, transparent and consistent system to deal with all incidents of plagiarism (the Plagiarism Penalty Scale)

3.1.4 a system for keeping record of all incidences and what actions have been taken (the Plagiarism Register)

3.1.5 a priority course for staff on plagiarism detection

3.2 Staff

This policy requires academic staff to provide students with guidance on how to

- avoid plagiarism; and
- how to reference correctly.

The policy also requires academic staff to not turn a blind eye when plagiarism incidents occur, but to ensure appropriate and fair penalisation.

(Further guidelines for lecturers on the role that they can play in preventing plagiarism are available in the appended GUIDELINE DOCUMENTS.)

3.3 Students

This policy requires students to act with integrity and to take responsibility for the production and presentation of academic work. Guidance on recognised referencing techniques can be obtained from lecturers, the staff of the Library Services and the Library Services' webpage.

It is important to note the following:

- (a) Irrespective of whether plagiarism occurred with or without the intent to plagiarise, it remains plagiarism.
- (b) Plagiarism is a form of misconduct for which a student may be disciplined in terms of the University's disciplinary code (when an assignment is submitted for assessment, plagiarism is the equivalent of cheating in an exam).
- (c) Plagiarism is also not dependent on the verbatim presentation of a specific number of words, as, under certain circumstances, the use of a single phrase or idea can be judged to constitute plagiarism.

(Further guidelines for students on how to avoid plagiarism are available in the appended GUIDELINE DOCUMENTS.)

4. DEFINITION OF PLAGIARISM

Plagiarism is a form of academic misconduct. It involves both appropriating someone else's work and passing it off as one's own work afterwards. The relevant sections of the **Disciplinary Code: Students** read as follows:

"1. DISCIPLINARY CODE: STUDENTS

1.1 DEFINITION OF MISCONDUCT

A student shall be guilty of misconduct and may be dealt with in terms of this code, if he or she ...

1.1.4.3 *in University context infringes a person's copyright or any other intellectual property right, including but not limited to **plagiarism**;*

1.1.4.4 *in University context*

...

d. plagiarises by stating, or implying, original authorship of someone else's written or creative work (words, images, ideas, opinions, discoveries, artwork, music, recordings, computer-generated work), and/or by incorporating such work or material, in whole or in part, into his or her own work without properly acknowledging or citing the source;

and such act is prejudicial or potentially prejudicial to the University, its reputation, its staff, guests, contractors or students."

Plagiarism is the presentation of someone else's work, words, images, ideas, opinions, discoveries, artwork, music, recordings or computer-generated work (including circuitry, computer programs or software, websites, the Internet or other electronic resources) whether published or not, as one's own work, or alternatively appropriating the work, words, images, ideas, opinions, discoveries, artwork, music, recordings or computer-generated work (including circuitry, computer programs or software, websites, the Internet or other electronic resource) of others, without properly acknowledging the source, with or without the source's permission.

It is not a requirement for plagiarism that a person must have intended to deceive or to plagiarise. At the University it is simply assumed that where certain plagiarised elements are found in a text, the author intended them to be there, and that where paraphrasing is the issue, the author intended this as a disguise for more obvious plagiarism such as unattributed verbatim copying. The absence of intent might be a fact to take into consideration when a suitable penalty for plagiarism has to be decided on in a given situation.

Examples of what should be avoided:

- direct copying without crediting the source
- translating without crediting the source
- paraphrasing someone else's work without crediting the source
- piecing together sections of the work of others into a new whole
- knowingly allowing another student to copy one's work
- resubmitting one's own or other's previously graded work
- collusion (unauthorised collaboration, presenting work as one's own independent work, when it has been produced in whole or in part in collusion with other people)

- ghost-writing – you should not make use of ghost writers or professional agencies in the production of your work or submit material which has been written on your behalf

Examples of what should be done:

- Only hand in one's own and original work.
- Indicate precisely and accurately when you have used information provided by someone else, ie referencing must be done in accordance with a recognised system.
- Indicate whether you have downloaded information from the Internet.
- Never use someone else's electronic storage media, artwork, pictures or graphics as if it were your own.
- Never allow other students to use or copy from your work and present it as their own.

(See appended GUIDELINE DOCUMENTS for further information in this regard.)

5. **INFORMATIVE, EDUCATIVE AND PREVENTATIVE MECHANISMS**

Being an educational institution, the University's emphasis is upon teaching and evaluating students' learning (ie deterrence and assessment – informative, educative and preventative) rather than on detecting plagiarism and dealing with offenders. In this regard, the following mechanisms exist:

5.1 **CIL 121**

This is a compulsory information literacy second-semester module for all first-year students. It deals extensively with ethics, plagiarism and copyright, referencing and referencing techniques as well as writing assignments and research reports.

5.2 **Research methodology courses**

Faculties have their own courses adapted to their own requirements where students are introduced to the research process, the planning accompanying research as well as the methods and techniques used to collect data and how to logically and systematically integrate such information and ideas in the development of an argument when writing a scholarly paper or report.

5.3 **Warnings against plagiarism in the *Who, What, Where?* publication for students, in study guides, pop-up messages when signing onto the University system**

A warning in respect of plagiarism/copyright must be included in all study guides as well as in the *Who, What, Where?* publication which is distributed to students, while pop-up messages in this regard should appear every time a student signs onto the UP system or a dedicated website. The warning must contain a reference or links to the Library Services' webpage on plagiarism.

5.4 **Assignment briefing sheets**

A warning in respect of plagiarism should be included in every assignment briefing sheet (see guidelines for lecturers).

5.5 **Declaration of Originality to accompany each assignment**

Each assignment or research component which a student submits must be accompanied by a document in which he/she declares that the relevant assignment or research is his/her own work.

5.6 **Awareness campaigns**

Awareness campaigns that, amongst others, coincide with the welcoming of first-year students must be presented annually.

5.7 **Department of Library Services' weekly courses**

During these courses students are actively taught the necessary skills for academic writing, citation and attribution.

5.8 **Library Services' webpage**

The Department of Library Services' webpage contains an online tutorial and self-test on avoiding plagiarism.

5.9 **Plagiarism detection software (Turnitin)**

The University of Pretoria makes use of Turnitin – an electronic plagiarism detection software/tool which is used by hundreds of international and national higher education institutions to detect plagiarism.

The software is completely web-based and has been implemented as an integrated tool within clickUP. There are different ways in which the Turnitin Assignment Tool can be used when activated via a clickUP module. Direct access to the Turnitin software on the Internet is also possible. The Department of Education Innovation (EI) provides lecturers with support regarding access to and use of the software.

Submitted papers are used, amongst others, as source material to detect potential plagiarism. Papers are also evaluated against “pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals”.¹ The submitted papers of the University of Pretoria's students contribute to the expansion of the Turnitin database from which all other participating institutions may benefit (increasing use builds the evidence base).

The system creates “originality reports” on submitted documents. The 2008 *Turnitin Instructor Handbook*² contains a warning in Chapter 2 that the “indices [of the originality reports] do not reflect Turnitin's assessment of whether a paper has or has not been plagiarised. Originality Reports are simply a tool to help an instructor find sources that contain text similar to submitted papers. The decision to deem any work plagiarised must be made carefully, and only after in-depth examination of both the submitted paper and suspect sources in accordance with the standards of the class and institution where the paper was submitted”.

(See appended TURNITIN GUIDELINE DOCUMENT for further information.)

¹ <http://www.turnitin.com/static/plagiarism.html>

² <http://www.turnitin.com/static/training.html>

5.10 Lecturer training – priority courses

Lecturers will be required to attend a one-off two-hour training session on how to prevent plagiarism and how to deal with it in a fair manner. Case studies will be used during the training session.

5.11 Penalisation

Faculties have the right to judge and penalise all but the most serious cases in accordance with the guidelines.

The objective is to deal with detected plagiarism in a fair, transparent and consistent manner (see Penalty Scale table). A lecturer may not turn a blind eye because it may increase his/her administrative load.

Allegation is not the same as proof of the incident. A student suspected of plagiarism must be informed in writing by the marker and given a chance to deny the allegation in person. If the student admits the plagiarism, the marker must suggest a penalty in line with the Plagiarism Penalty Scale (**please refer to the appended Plagiarism Penalty Scale**), and a note of the incident must be made on the student's record. If the student does not admit the plagiarism, or disputes the degree of seriousness he/she must go the disciplinary hearing route.

Note:

- The Penalty Scale applies to all work submitted for assessment.
- An important criterion for judging seriousness is “quantity”; however, the general principle is that the penalty should be appropriate to the seriousness of the incident.
- The quantity is the *independent professional judgement of the lecturer* and not the Turnitin percentage.

When investigating an incident, the following is important:

- the significance of the plagiarised content on the assessment of the submitted work
- the extent or amount of the plagiarism in the submitted work
- the year and level of the student
- the background of the student
- whether the student has taken up any of the opportunities provided by the University to enhance students' understanding of plagiarism
- whether the student has previous incidents of plagiarism (see Plagiarism Register)
- any apparent intention by the student to deceive.

PLAGIARISM PENALTY SCALE

DEGREE OF SERIOUSNESS	1 st YEAR, 1 st INCIDENT	1 st YEAR, 2 nd INCIDENT	OTHER UNDERGRADUATE, 1 st INCIDENT	OTHER UNDERGRADUATE, 2 nd INCIDENT	3 rd OR FURTHER INCIDENT (1 st years & other undergraduates)	POSTGRADUATE
SERIOUS <i>(More than 20% of text 'lifted')</i>	• Cancellation of mark	• Cancellation of mark	• Cancellation of mark	• Cancellation of mark	• Disciplinary hearing	• Disciplinary hearing
	• Opportunity to resubmit	• No opportunity to resubmit	• Opportunity to resubmit	• No opportunity to resubmit		
	• Note on student's record	• Note on student's record	• Note on student's record	• Note on student's record		
	• Student has to attend library training		• Student has to attend library training			
MODERATE <i>(More than 10%, but less than 20% of text 'lifted')</i>	• Warning	• Cancellation of mark	• Cancellation of mark	• Cancellation of mark	• Disciplinary hearing	• Disciplinary hearing
		• Opportunity to resubmit	• Opportunity to resubmit	• No opportunity to resubmit		
	• Note on student's record	• Note on student's record	• Note on student's record	• Note on student's record		
	• Student has to attend library training		• Student has to attend library training			
MINOR <i>(Less than 10% of text 'lifted')</i>	• Warning	• Cancellation of mark	• Cancellation of mark	• Cancellation of mark	• Disciplinary hearing	• Disciplinary hearing
		• Opportunity to resubmit	• Opportunity to resubmit	• Opportunity to resubmit		
	• Note on student's record	• Note on student's record	• Note on student's record	• Note on student's record		
	• Student has to attend library training		• Student has to attend library training			

5.12 **Plagiarism Register**

The University maintains a Plagiarism Register to enable the monitoring of offenders and ensure the consistent application of penalties. The Plagiarism Register also enables a review of the extent of plagiarism within the University.

Students need to know that penalties can be serious enough to affect their academic progress. In extreme cases penalties could result in expulsion or failure to graduate at all.

Lecturers should complete the Form for the Reporting of Plagiarism Incidents in order to register all cases of proven plagiarism with the Legal Office. The lecturer uses the information regarding previous plagiarism incidents provided on the form by the student to determine the appropriate penalty and/or process in accordance with the Penalty Scale. The information provided by the student will be checked by the Legal Office after the form has been submitted by the lecturer concerned. If the Legal Office is satisfied that the information provided by the student regarding previous incidents is truthful, it will confirm the incident as well as the penalty in a letter to the student. However, if the Legal Office is not satisfied with the information provided by the student, it will proceed with disciplinary steps against the student.

All cases of plagiarism that a student admits to or of which he/she has been found guilty by the Disciplinary Committee (Students) on a balance of probabilities will be logged on the Register which is held and maintained by the Legal Office. Only the Legal Office will have access to the Register.

A note of all allegations, the outcome and the penalty of all cases of plagiarism must be made on the student's record. This information may be used by the University when it is asked to provide a reference for the student.

6. **CONSULTATION**

The Plagiarism Prevention Working Group, consisting of members from the Legal Office, Education Innovation, Library Services, Academic Administration, Academic Planning and academics from relevant departments had been mandated by the Executive (Par 3.3 of Rt 448/07: 13 November 2007; Rt 451/07) to investigate and propose solutions or amendments where necessary to the existing policy.

7. **AUTHORITY**

The Plagiarism Prevention Policy is to be approved by Senate.

8. **RESPONSIBILITY**

The Office of the Registrar

9. ASSOCIATED GUIDELINE DOCUMENTS

- The [role that lecturers](#) can play in preventing plagiarism
- [Guidelines for students](#) on how to avoid plagiarism
- Additional [examples](#) of plagiarism and other academic misconduct
- [Turnitin](#) guidelines
- The Declaration of Originality
- Other web resources

10. IMPLEMENTATION

The University community is advised of the final policy and associated documentation, and how it will be implemented via the:

- *What's New* page on the *Policies and Procedures @ UP* website; and
- *Current News* on the UP Website

11. CONTACT INFORMATION

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GUIDELINE DOCUMENTS

GUIDELINE DOCUMENT 1: USE OF TURNITIN AT UP

The following serves as an introductory guideline document and contains information that was deemed to be of general importance by the Plagiarism Prevention Working Group which was tasked to investigate and propose solutions or amendments where necessary to the existing policy.

1. The University of Pretoria uses Turnitin – an electronic plagiarism detection software/tool which is used by hundreds of international and national higher education institutions to detect plagiarism.
2. The software is completely web-based and has been implemented as an integrated tool within clickUP. There are different ways in which the Turnitin Assignment Tool can be used when activated via a clickUP module. Direct access to the Turnitin software on the Internet is also possible. The Department of Education Innovation (EI) supports lecturers with access to and the use of the software.
3. Submitted papers are used, amongst others, as source material to detect potential plagiarism. The submitted papers of the University of Pretoria’s students contribute to the expansion of the Turnitin database from which all other participating institutions may benefit (increasing use builds the evidence base).
4. The system creates “originality reports” on submitted documents. According to the Turnitin licence agreement, it is “the responsibility of lecturers to exercise “their independent professional judgment in, and to assume sole and exclusive responsibility for, determining the actual existence of plagiarism in a submitted paper under the acknowledgement and understanding that the Originality Reports are only tools for detecting textual similarities between compared works and do not determine conclusively the existence of plagiarism”.³
5. All postgraduate theses, dissertations or mini-dissertations must be evaluated against the Turnitin database. These can be submitted by either the supervisor or the student. The originality reports obtained must be submitted with the theses, dissertations or mini-dissertations to the examiners.
6. For formal undergraduate assessments, it is strongly recommended that lecturers allow students to submit their work themselves and to receive the originality reports as such action will provide students with important learning opportunities.

³ <http://www.turnitin.com>

GUIDELINE DOCUMENT 2: THE ROLE OF LECTURERS⁴

1. Role of lecturers in preventing plagiarism

- 1.1 During the investigation of alleged plagiarism, students often argue that they had not known what was permissible, and more often that they had not realised the seriousness of the offence.
- 1.2 By acting in accordance with the guidelines the lecturer fulfils an important role in the process of creating awareness in this regard; the disciplinary process is simplified, while the lecturer is protected to a large degree.
- 1.3 Include a warning in respect of copyright/plagiarism in the study guides. Mention that this transgression could result in expulsion from the University and refer students to the information brochures that are available on the subject.
- 1.4 Discuss the issue in class at the start of each new term. The following are important aspects:
 - Emphasise the value system and academic integrity of the University and encourage students to bring misconduct to the attention of the lecturers.
 - Clearly state that students are expected to do their own work and submit it in the prescribed manner. Using and submitting work that was done by someone else in the same or another course will not be allowed.
 - Discuss plagiarism, its meaning and what is acceptable, as well as the rules with regard to quotations and references. Special emphasis should be placed on websites and other electronic sources.
 - Explain the rules with regard to discussions, collaboration and assisting one another. It is important for students to know what the lecturer's expectations are and what would be acceptable.
 - Explain the seriousness of the transgression and mention the fact that students at the University have been expelled as a result of plagiarism.
- 1.5 Ensure that every student submits his/her assignment or research accompanied by a signed Declaration of Originality. This document contains a declaration by the student that he/she has read the content of the document, understands it, and that the relevant assignment or research is his/her own work.
- 1.6 If it becomes evident that a student may have committed plagiarism, the lecturer must take the following steps:

2. Role of lecturer when possible plagiarism is detected

2.1 Investigation

- Convene a meeting with the student.
- Discuss your suspicions as well as the proof you have with the student.
- Ask the student for his/her version of the matter.
- If you are satisfied that there has been no transgression, the student may be excused and the matter is thus resolved.

⁴ Guidelines drafted by the Plagiarism Prevention Working Group during workshops held in 2008.

- If, however, your suspicions are confirmed, the matter can either be resolved within your own department or referred to the Disciplinary Committee (Students) in terms of the Penalty Scale.

2.2 Dealing with a charge in the department

2.2.1 The matter can be resolved in the department when **all** of the following apply:

- It is the student's first transgression of this nature (excluding postgraduate students).
- The plagiarism is minor in extent (excluding postgraduate students).
- The student admits the transgression.
- The student accepts that the case has been settled in the manner provided for by the Penalty Scale.

2.3 Referral to the Disciplinary Committee (Students)

2.3.1 The matter is referred to the Disciplinary Committee (Students) if **any** of the following applies:

- The student has previously committed a transgression of this nature (excluding postgraduate students).
- The extent of the plagiarism is serious of nature (excluding postgraduate students).
- The student denies the transgression.

2.3.2 The matter is referred to the Disciplinary Committee (Students) by means of a written statement and report on the incident, as well as written statements from anyone who can testify in this regard. The student should be given an opportunity to state his/her side of the matter. If a student prefers not to give a written statement he/she should confirm this in writing. The written statement/confirmation should contain the student's signature and his/her student number as well as contact details.

2.3.3 All documentary evidence and statements must be submitted to the Registrar via the head of the department and the dean.

2.3.4 The marks for the assignment or research in question must be held back until a ruling has been made by the Disciplinary Committee (Students).

3. The disciplinary hearing

3.1 If the Registrar is of the opinion that reasonable grounds exist for bringing a charge of misconduct against a student, he formulates a charge in writing which is sent to the student and in which he/she is summoned to attend a hearing.

3.2 Lecturers and other witnesses, whose presence may be required at the hearing, will be notified accordingly.

3.3 Copies of the documents containing the charge and the penalty imposed will be provided to the dean and the head of the department.

4. **Penalties**

- 4.1 If a student is acquitted by the Committee, he/she retains the mark, which will be made available by the lecturer.
- 4.2 If the student is found guilty, the Committee will decide on a suitable penalty. If the student is to be deprived of the credits for the subject or assignment in respect of which the transgression was committed, the mark is forfeited.

GUIDELINE DOCUMENT 3: ADDITIONAL EXAMPLES/TYPES OF PLAGIARISM AND OTHER ACADEMIC MISCONDUCT

1. GENERAL COMMENTS⁵

You commit plagiarism when you present someone else's ideas – published or unpublished – as if they were your own. People's ideas may be contained in the following:

- **Written text**
Journal articles, books, theses, dissertations, newspapers, magazines, notes, course material, students' projects, email messages, data, computer code, everything on the Internet, etc
- **Visual text**
Books on fine art, graphics, photographs, etc
- **Multimedia products**
Websites, video productions, films, CDs and DVDs, design projects, etc
- **Music**
Compositions, lyrics, CDs and DVDs, music or sound bites on the Internet, etc
- **Spoken text**
Speeches, audio recordings, lectures, interviews, etc

Changing the words of an original source is *not* sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, *you have still plagiarised*.

“**Citing**” provides the information necessary to find that source again, including

- information about the author;
- the title of the source;
- the name and location of the company that published the source;
- the date the source was published; and
- the page numbers of the material you are using.

⁵ Comments drafted by the Plagiarism Prevention Working Group during workshops held in 2008.

2. TYPES OF PLAGIARISM

Note:

The following information on the types of plagiarism is provided by Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this document in educational settings.⁶

“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.

I. 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.

II. Sources cited (but still plagiarised!)

- 1) ‘The Forgotten Footnote’
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.

⁶ http://www.plagiarism.org/resources/documentation/plagiarism/learning/types_of_plagiarism.doc

- 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."

GUIDELINE DOCUMENT 4: (STUDENTS) HOW TO AVOID PLAGIARISM⁷

In academic writing such as assignments, dissertations, theses, research articles and reports it is standard practice to give an overview of the current knowledge about a topic and to provide evidence to support the points that you make. These ideas will form the foundation for your own arguments and will be integrated into your own work by means of

- quoting (using the exact words of another);
- paraphrasing (using the ideas of another in your own words);
- summarising (using the main points of another); and
- translating the original text and summarising or paraphrasing it.

If you do not acknowledge these ideas correctly it indicates either that

- you have not yet mastered the skill of referencing (citation) – which can be learned with the help of your lecturers and the guidelines that we provide; or
- you have succumbed to cheating, which will have to be unlearned because it constitutes criminal behaviour.

In either case you may be accused of **plagiarism** which can have serious consequences for your academic career and eventually for your professional life.

Please ensure that you fully understand the definition of plagiarism and familiarise yourself with the UP Policies and Regulations regarding plagiarism.

Each assignment should be accompanied by a Declaration of Originality in either MSWord format or PDF.

In the case of **group work** submitted for assessment, the module's study guide and the assignment's briefing sheet will make it clear whether the submission is a joint or individual assignment.

- In the case of a joint submission, sources must be correctly acknowledged, but it is not necessary for specific work portions to be attributed to individual members of the group. Each member of the group assumes responsibility for an assignment that is submitted under his/her name as well as the consequences of any plagiarism that might occur in such assignment.
- In the case of individual submissions resulting from group or collaborative work, it is the responsibility of each individual student to make sure that the submission is his/her own work. If other members of the group's work are drawn upon, it must be acknowledged.

Please make use of the opportunities provided to students to improve their academic and/or information literacy as well as an understanding of the principles regarding the ethical use of information.

⁷ Guidelines drafted by the Plagiarism Prevention Working Group during workshops held in 2008.

GUIDELINE DOCUMENT 5: (STUDENTS) HOW TO AVOID PLAGIARISM CHECKLIST

Note:

The following information regarding a checklist for avoiding plagiarism is provided by Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this document in educational settings.⁸

“In a research paper, you have to come up with your own original ideas while at the same time using work that’s already been done by others. But how can you tell where their ideas end and your own begin? What’s the proper way to include sources in your paper? If you change some of what an author said, do you still have to cite that person?

Confusion about the answers to these questions often leads to **plagiarism**. If you have similar questions, or are concerned about preventing plagiarism, we recommend using the checklist below.

A. Consult with your instructor

Have questions about plagiarism? If you can’t find the answers on our site, or are unsure about something, you should ask your instructor. He/she will most likely be very happy to answer your questions. You can also check out the guidelines for [citing sources properly](#). If you follow them, and the rest of the advice on this page, you should have no problems with plagiarism.

B. Plan your paper

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan **how** you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline, or coming up with a thesis statement in which you clearly formulate an argument *about* the information you find, will help establish the boundaries between your ideas and those of your sources.

C. Take effective notes

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources, so that you have much of the information organised before you begin writing. On the other hand, poor note-taking can lead to many problems – including improper citations and misquotations, both of which are forms of plagiarism!

⁸

http://www.plagiarism.org/resources/documentation/plagiarism/learning/preventing_plagiarism_students.doc

To avoid confusion about your sources, try using different coloured fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away – finding them again later when you are trying to finish your paper can be a nightmare!

D. When in doubt, cite sources

Of course you want to get credit for your own ideas. And you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, **you should always cite your source**. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by: 1) showing that you are not just copying other ideas but are processing and adding to them, 2) lending outside support to the ideas that are completely yours, and 3) highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.

E. Make it clear who said what

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: 'He brilliantly portrayed the situation of a writer in society at that time.' Who is the 'He' in this sentence? Bloom, Joyce, or Shakespeare? Who is the 'writer': Joyce, Shakespeare, or one of their characters? Always make sure to distinguish **who** said **what**, and give credit to the right person.

F. Know how to paraphrase

A paraphrase is a restatement **in your own words** of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change **both** the **words** and the **sentence structure** of the original, **without** changing the content. Also, you should keep in mind that paraphrased passages **still require citation** because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasising the most relevant points and leaving out unrelated information.

G. Evaluate your sources

Not all sources on the web are worth citing – in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the **author(s)** of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using Portland Community College's '[rubrics for evaluating webpages](#)' as an easy method of testing the credibility of your sources."

GUIDELINE DOCUMENT 6: (LECTURERS) HOW TO PREVENT PLAGIARISM⁹

Plagiarism undermines the trust between lecturers and students and wastes valuable University resources. Lecturers are primarily responsible for teaching students the attitudes, skills and behaviours which will prevent plagiarism. The following is a list of guidelines which may assist you.

Informative

- Discuss the issue of plagiarism regularly with students – at least at the start of each term.
- Ensure that every student has a copy of the University's official plagiarism prevention brochure. These can be obtained from all the libraries.
- Ensure that students understand the core concepts of plagiarism, intellectual property, copyright and fair dealing.
- Make them aware of the UP, faculty and departmental policies and regulations – emphasise the connection between the definition of plagiarism and the policies and regulations.
- Warn students about the seriousness of the offence and the consequences plagiarism may have on their academic and professional careers. Spell out the penalties which may be incurred.
- Make them aware of all available assistance.
- Place copyright and plagiarism warnings prominently in study guides.
- Include an anti-plagiarism slide in every MS PowerPoint presentation used for lecturing.
- Refer students to available resources.

Educative

- Be a positive role model: provide proper references in your lecture notes.
- Discuss the issue in terms of values:
 - Plagiarism is theft of words and ideas and simply not done by a responsible person.
 - Plagiarism violates our values of trust and academic integrity. (Academic integrity, a cornerstone of scholarship, may be a new concept to them. It is defined as respecting the work of other scholars in return for their respect for your work).
- Discuss the issue in terms of intellectual property, fair use and the role that referencing (citing) plays in the advancement of scholarship.
- Explain the reasons for referencing (citing).
- Discuss the benefits of proper citation: it shows you have read up on the subject, that your views are tied to those of experts and it helps the reader to locate the sources.
- Teach them the skills of academic writing, especially quoting, paraphrasing, summarising and citation, and ensure that they observe it.
- "Cyber plagiarism" (plagiarising the Internet) is a particular problem at the moment: familiarise yourself with the correct way of citing web sources and teach this to your students.
- Emphasise the need for original, critical thinking.
- Ensure that students are information literate. Contact your information specialist for help in this regard.

⁹ Guidelines drafted by the Plagiarism Prevention Working Group during workshops held in 2008.

Preventative

- Rethink the design and assessment of assignments:
 - Reconsider exactly what you want to assess.
 - Make sure everybody understands the assignment.
 - Make it relevant to future employment or research.
 - Integrate different elements of assessment.
 - Beware of broad, general topics.
 - If possible, use very current topics.
 - Change topics regularly.
 - Be specific about expectations: length, type of sources, currency, style, scope.
 - Provide citation standards and examples.
 - Spell out your interpretation of collaboration.
 - Allow enough time.
 - Check sources in bibliographies randomly.
 - Include some specific required reading for each assignment.
 - Require interaction and feedback by way of oral presentations or written feedback from other students.
- Insist on a Declaration of Originality to accompany each assignment. [Click here for a printable copy of the University's official cover sheet.](#)
- Deal with detected plagiarism in a fair and consistent manner within the UP regulations.
- Familiarise yourself with the phenomenon of essay banks or paper mills (for an overview see <http://www.jiscpas.ac.uk/apppage.cgi?USERPAGE=6250>).
- Let your students know that you have a good grasp of plagiarism issues and have resources available for tracking it down.
- Use electronic detection tools as per the plagiarism prevention policy.
- Do not turn a blind eye because it is troublesome and time-consuming.

GUIDELINE DOCUMENT 7: (LECTURERS) PLAGIARISM PREVENTION SUGGESTIONS

Note:

The following information on suggestions to lecturers for preventing plagiarism is provided by Turnitin.com and Research Resources. Turnitin allows free distribution and non-profit use of this document in educational settings.¹⁰

I. Explain what ‘plagiarism’ means

Of course, most students will tell you they already know what plagiarism means. But do they really understand the difference between a legitimate paraphrase and a plagiarised one or between a proper citation and an improper one? Spending some time during the beginning of the course to explain plagiarism may go a long way toward preventing future problems.

You may also wish to distribute examples of plagiarism and legitimate citation, and then go over the differences together. This will clarify some of the common misconceptions about plagiarism and reduce the likelihood of ‘honest mistakes’, while at the same time showing how serious you are about the issue. Finally, you can direct your students to our website, where they can take a quiz on the difference between plagiarism and legitimate citation.

II. Explain what’s wrong about plagiarism

Without instruction, it may be hard for your students to understand the seriousness of plagiarism. Their response is often: ‘How can copying some words actually hurt anyone?’ But the reality is that plagiarism is an act of fraud that involves both stealing (another’s intellectual property) and lying (implying that the work is one’s own). This undermines the principles of trust and respect that make education possible. But when they plagiarise, students hurt more than just their instructors and the person from whom they steal. They also hurt themselves, because they fail to acquire the research, analytic, and writing skills that they would have learned by doing the assignment honestly. Finally, plagiarism also victimises those classmates who have legitimately earned their grades and degrees, and who will be competing with the plagiariser for school admissions and jobs.

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http://www.plagiarism.org/resources/documentation/plagiarism/learning/preventing_plagiarism_instructor.doc

III. Make the consequences clear

Students often do not know just what they risk when they plagiarise. Begin your course by establishing a clear policy on plagiarism. Give very specific information about the penalties involved. You may want to create a specific policy for your courses in addition to your institution's general policy. Try telling your students, for example, that any case of plagiarism will result in immediate failure of the paper, and that a second instance will result in failure of the course and possibly expulsion, will doubtless make them think twice about it. Be sure to cite your policy on any research assignments as a reminder.

IV. Start off with clear expectations

First, let your students know you expect them to produce thoughtful, original work. Students are often under the illusion that the goal of their assignments is to collect the best information possible. Explain to them that while good research is critical, you are even more interested in their ability to transform the information they find into an original and persuasive argument than in their ability to come up with the most or best sources. The skills they learn in working to further the ideas and arguments of others are a valuable part of what they will take away from their assignments. Knowing this may help them understand the value of original work.

You may also want to establish some rules in advance: Should your students collaborate? Will you require separate 'works cited' pages and bibliographies? How many sources will they be required to consult? How many sources will they have to include in their paper? Will online sources be sufficient, or would you like your students to find printed material as well? Starting off with clear guidelines will prevent most of the confusion that leads to unintentional plagiarism, and allow no excuses for the intentional kind.

V. Assign specific questions or topics

Provide a list of topics or questions that you would like your students to address in their papers. The more specific the questions, the less likely your students will find papers already written on them. If you worry that lists like this restrict your students' creative freedom, you might want to add an option that allows your students to develop their own topics in consultation with you or a teaching assistant.

VI. Require students to submit thesis statements, introductions, outlines, or drafts

One of the best ways to ensure that your students' work is original is to check it during the process of composition. Since rough drafts, etc, are not as readily available for copying as finished papers, the simple fact that they have to submit one will encourage most of your students to produce original work. It often takes more work to forge these materials than it does to produce them originally. Also, if you have time to comment on what they submit, you can monitor how they respond to your feedback and whether their papers show the flexibility of works-in-progress.

VII. Have your students annotate their bibliographies

Ask your students to summarise the content and usefulness of their sources in a few sentences. Be sure to tell them that copying library abstracts or blurbs from the backs of books is not permissible. Emphasise that the annotation has to be in their own voice and words, and should specifically discuss the relevance of the source to their research. This exercise should take no time at all for students who have done their work honestly. Plagiarisers, however, will find it considerably more difficult.

VIII. Assign oral presentations

Have your students answer questions about the process of researching and developing their ideas. This is also an excellent opportunity to ask them specific questions about their papers, and to bring up passages that seem suspicious. Questions like 'This quotation here is a little unclear. Could you tell me a little more about the article from which you got it?' can be very effective in determining how much work the student did without offending or seeming suspicious.

IX. Require recent and printed sources

Most papers from online paper mills and other cheating databases are already several years old at best. Having your students integrate at least one contemporary source in their paper will keep your students up to date on the issues and help ensure legitimate research and work.

X. Assign a paragraph on the composition process

If you do not have your students give oral presentations or turn in drafts during the composition process, you may want to have them submit a paragraph explaining how they arrived at their topic, how they began researching it, what criteria they used for evaluating their sources, and what they learned from the research project. This will give you an idea of how well they have comprehended the material and the degree of fluency they have in speaking about it.

XI. Encourage concision

Students often try to 'fill space' by 'borrowing' material once they have finished with their own ideas. Tell your students that it is very obvious when they 'pad' their papers to fill up page requirements. Encourage them to be as concise as possible, focusing on the substance of their claims rather than the length of their writing. Make sure they know the trick to writing a long research paper lies in coming up with a thesis or argument which requires the assigned number of pages to develop, and not in drawing out the points they make or citing multiple sources to prove a single idea."

GUIDELINE DOCUMENT 8: WEB RESOURCES ON PLAGIARISM

Plagiarism.org documents:

<http://www.plagiarism.org>

http://www.plagiarism.org/resources/documentation/plagiarism/learning/what_is_plagiarism.doc

http://www.plagiarism.org/resources/documentation/plagiarism/learning/preventing_plagiarism_students.doc

http://www.plagiarism.org/resources/documentation/plagiarism/learning/preventing_plagiarism_instructor.doc

http://www.plagiarism.org/resources/documentation/plagiarism/learning/types_of_plagiarism.doc

<http://www.plagiarism.org/resources/documentation/plagiarism/learning/faq.doc>

http://www.plagiarism.org/resources/documentation/plagiarism/learning/what_is_citation.doc

http://www.plagiarism.org/resources/documentation/plagiarism/learning/how_to_cite.doc

http://www.plagiarism.org/resources/documentation/plagiarism/learning/listing_references.doc

http://www.plagiarism.org/resources/documentation/plagiarism/learning/citation_styles.doc

http://www.plagiarism.org/resources/documentation/plagiarism/learning/important_terms.doc

Turnitin documents:

<http://www.turnitin.com>

ClickUP documents:

<http://www.click.up.ac.za>

Plagiarism policies and regulations as applied at universities abroad:

<http://www.ukoln.ac.uk/projects/ebank-uk/docs/scientific-practice.doc>

http://www.gmat.unsw.edu.au/currentstudents/general/plagiarism_policy.pdf

<http://www.med.monash.edu.au/current/plagiarism.html>

<http://www.ulster.ac.uk/academicoffice/download/Policies/PlagiarismPolicy&Procedures.doc>

<http://www.middlesex.ac.uk/regulations/allprogs/sectionf.htm>

DECLARATION OF ORIGINALITY

UNIVERSITY OF PRETORIA

The Department of places great emphasis upon integrity and ethical conduct in the preparation of all written work submitted for academic evaluation.

While academic staff teach you about referencing techniques and how to avoid plagiarism, you too have a responsibility in this regard. If you are at any stage uncertain as to what is required, you should speak to your lecturer before any written work is submitted.

You are guilty of plagiarism if you copy something from another author's work (eg a book, an article or a website) without acknowledging the source and pass it off as your own. In effect you are stealing something that belongs to someone else. This is not only the case when you copy work word-for-word (verbatim), but also when you submit someone else's work in a slightly altered form (paraphrase) or use a line of argument without acknowledging it. You are not allowed to use work previously produced by another student. You are also not allowed to let anybody copy your work with the intention of passing it off as his/her work.

Students who commit plagiarism will not be given any credit for plagiarised work. The matter may also be referred to the Disciplinary Committee (Students) for a ruling. Plagiarism is regarded as a serious contravention of the University's rules and can lead to expulsion from the University.

The declaration which follows must accompany all written work submitted while you are a student of the Department of No written work will be accepted unless the declaration has been completed and attached.

Full names of student:

Student number:

Topic of work:

Declaration

1. I understand what plagiarism is and am aware of the University's policy in this regard.
2. I declare that this (eg essay, report, project, assignment, dissertation, thesis, etc) is my own original work. Where other people's work has been used (either from a printed source, Internet or any other source), this has been properly acknowledged and referenced in accordance with departmental requirements.
3. I have not used work previously produced by another student or any other person to hand in as my own.
4. I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.

SIGNATURE

FORM FOR REPORTING PLAGIARISM INCIDENTS

UNIVERSITY OF PRETORIA

Reporting of plagiarism incidents

This form is part of the procedures that have been established to support the consistent implementation of the University's plagiarism prevention policy promptly and fairly across all faculties. Once completed, it must be submitted to the Legal Office (report.plagiarism@up.ac.za, 012 420 3025) where the incident and the penalty decided upon by the lecturer will be recorded in the Plagiarism Register. If the Legal Office is satisfied that the information provided by the student regarding previous incidents is truthful, the Legal Office will confirm the incident and the penalty in a letter to the student. However, if the student has committed plagiarism previously, which incidents were not indicated on this form, the Legal Office will proceed with a disciplinary hearing against the student and such student could be expelled from the University.

Full names of student:

Student number:

Student contact details
(email and telephone number):

Module code and title:

Lecturer:

Lecturer contact details
(email and telephone number):

Department:

Date assignment submitted:

Date plagiarism detected:

Date of interview with student:

Has the student admitted the transgression and agreed that the matter be dealt with in this manner?

Lecturer's report on the incident (lecturers should, for a period of one year, keep copies of the instructions given to the students regarding the assignment, the original work with the plagiarised passages marked and a copy of the source material with the passages which have been plagiarised, marked).

.....
.....
.....
.....

In order to determine a penalty in terms of the Penalty Scale (see back of this document), it is required to know if the student has committed plagiarism previously. In this regard, the relevant block below **must be marked by the student**.

WARNING TO STUDENT: Providing false information here will lead to disciplinary action. If you are found guilty, you may even be expelled from the University.

1 st year, 1 st incident	1 st year, 2 nd incident	Other undergraduate, 1 st incident	Other undergraduate, 2 nd incident	*Any 3 rd or further incident	Postgraduate
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* "Any" includes 3rd or further transgressions of first-year students.

Penalty imposed (refer to the Plagiarism Penalty Scale):
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.....
.....

Student's signature to confirm that he or she has accepted the process and outcome

Lecturer's signature to confirm that the processes prescribed by the policy have been adhered to

Date submitted to the Legal Office

PLAGIARISM PENALTY SCALE

PLAGIARISM PENALTY SCALE							
DEGREE OF SERIOUSNESS	1 st YEAR, 1 st INCIDENT	1 st YEAR, 2 nd INCIDENT	OTHER UNDERGRADUATE, 1 st INCIDENT	OTHER UNDERGRADUATE, 2 nd INCIDENT	3 rd OR FURTHER INCIDENT (1 st years & other undergraduates)	POSTGRADUATE	
SERIOUS <i>(More than 20% of text 'lifted')</i>	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Disciplinary hearing 	<ul style="list-style-type: none"> Disciplinary hearing 	
	<ul style="list-style-type: none"> Opportunity to resubmit 	<ul style="list-style-type: none"> No opportunity to resubmit 	<ul style="list-style-type: none"> Opportunity to resubmit 	<ul style="list-style-type: none"> No opportunity to resubmit 			
	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 		
	<ul style="list-style-type: none"> Student has to attend library training 		<ul style="list-style-type: none"> Student has to attend library training 				
MODERATE <i>(More than 10%, but less than 20% of text 'lifted')</i>	<ul style="list-style-type: none"> Warning 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Disciplinary hearing 	<ul style="list-style-type: none"> Disciplinary hearing 	
		<ul style="list-style-type: none"> Opportunity to resubmit 	<ul style="list-style-type: none"> Opportunity to resubmit 	<ul style="list-style-type: none"> No opportunity to resubmit 			
	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 		
	<ul style="list-style-type: none"> Student has to attend library training 		<ul style="list-style-type: none"> Student has to attend library training 				
MINOR <i>(Less than 10% of text 'lifted')</i>	<ul style="list-style-type: none"> Warning 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Cancellation of mark 	<ul style="list-style-type: none"> Disciplinary hearing 	<ul style="list-style-type: none"> Disciplinary hearing 	
		<ul style="list-style-type: none"> Opportunity to resubmit 	<ul style="list-style-type: none"> Opportunity to resubmit 	<ul style="list-style-type: none"> Opportunity to resubmit 			
	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 	<ul style="list-style-type: none"> Note on student's record 		
	<ul style="list-style-type: none"> Student has to attend library training 		<ul style="list-style-type: none"> Student has to attend library training 				