

GOOD POLICY, BAD RESULTS: AN INVESTIGATION INTO THE IMPLEMENTATION OF A PLAGIARISM POLICY IN A FACULTY AT A SOUTH AFRICAN UNIVERSITY

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Abstract

This paper reports on an investigation into the implementation of a plagiarism policy and the perceptions of plagiarism among lecturers in the Faculty of Social Sciences and Humanities at a university in South Africa. A questionnaire was administered to explore these perceptions and a total of 52 completed questionnaires were collected. Unstructured interviews were also conducted in a faculty board meeting and a total of 16 written responses were collected, bringing the total number of responses to 68. The findings indicate that despite the existence of a plagiarism policy there is no comprehensive and integrated approach to addressing plagiarism. Although many lecturers admitted to being familiar with the policy, most did not implement the actions and processes suggested in the policy. To be more effective in addressing plagiarism, the author makes a number of recommendations.

Introduction

Discussion about plagiarism has gained a great deal of momentum across many higher education institutions in the world. Plagiarism has been acknowledged as a considerable challenge for universities in South Africa too (Elander, Pittam, Lusher, Fox & Payne, 2009). Perhaps, in South Africa, the problem is increased by the call to widen access to higher education across the country, which began after the demise of apartheid. This has resulted in a bigger student body in institutions, which ironically is still being catered for by the same number of academics and resources as in previous years at many universities. This at least is the case in point at the university under study. The increased heterogeneity of the student population with regards to educational backgrounds and learning abilities combined with a reduced unit of resources is at the expense of student success in higher education (Brew, 1995). All of the changes in student population contribute to academic, administrative and technical staff having to face unfamiliar situations and new demands (Candy cited in Brew, 1995). This study is particularly interested in the challenges faced by academics in the Faculty of Social Science and Humanities in trying to assist students to produce academic writing in which there is no plagiarism.

To address plagiarism the institution formulated a 'Plagiarism Policy' approved by the University Senate in May 2009. The policy defines plagiarism as 'taking and using the ideas, writings, works or inventions of another, from any textual or Internet-based source, as if they were one's own' (University of Fort Hare [UFH], 2009: 1).

Many students come to university without a clear understanding of plagiarism and will need to be educated explicitly about how knowledge and intellectual property are viewed in higher education (Beute, Van Aswegen & Winberg, 2008). According to Howard (cited in Beute et al, 2008), the term 'plagiarism' is often used as a scare word but this is far from being sufficient to deter students from doing it or making them understand why it is wrong. Students often find academic life in general and its literacy demands in particular, alienating. As a result they need to be taught the values, beliefs and literacy practices in higher

education, because these affect the way they view and undertake academic writing assignments (Ivanic, 1998). Therefore, lecturers need to explain both verbally and in writing why and how sources may be cited in their disciplines. Specifically, learning guides need to have a section about the nature of plagiarism, how not acknowledging authors is a transgression and its consequences. In addition, specialised sessions dedicated to training students in the requisite procedures to be followed in the acknowledgement and citation of sources need to be scheduled (UFH, 2009). These are but some of the requirements outlined in the Plagiarism Policy.

The argument in this paper is that in order for lecturers to be more effective in addressing the problem of plagiarism, proper implementation of the policy, collaboration with other academic staff and an alternative approach to dealing with plagiarism need to be considered. To present this argument, a brief background to the problem of plagiarism in the faculty is presented. This is followed by a theoretical framework which ties together notions of writing as identity and literacy as social practice. Thereafter, follows the method used in the study, the discussion of findings and recommendations to the faculty, before the conclusion to the study is given.

Background of study

Many lecturers with large classes in the Faculty of Social Sciences and Humanities have adopted a strategy of reducing the amount of written assignments they give to students. Lecturers report they simply cannot handle the load of marking. Consequently, this has resulted in students not having enough opportunities to improve their writing, hence, the outbreak of plagiarism and students who cannot write. Plagiarism is exacerbated both by ease of access to information from the Internet and by a lack of understanding about how to use the works of others in an academic context. A disadvantage with accessing information from the Internet is that it is often not academic in nature, thus students cannot discern academic sources from non-academic sources (Pittam, Elander, Lusher, Fox & Payne, 2009). Many teaching and learning committee meetings held in the faculty document lecturers saying that their students have weak or poor assignment writing skills. Consequently, this has

become a mantra amongst many lecturers and they are perplexed as to how these students were allowed into the institution if they struggle with basic articulation and expression in English.

The discussion of students who cannot write and indulge in a great deal of plagiarism continues to gain momentum. Similar to the observations made by Chandrasoma, Thompson & Pennycook (2004), some lecturers in the faculty recommend the solution to the problem as accessing free plagiarism detection technologies which are available on-line. As noble as this endeavour might be, scholars argue that 'educational understanding of writing development and diversity should not be left in the hands of new forms of software detectors' alone (Thompson & Pennycook, 2008: 20). Writing is both a developmental and emotional process that should not be relegated to the detached plagiarism software detectors that cannot appreciate this process. If lecturers tell students to put everything through plagiarism detection software they encourage themselves to think that students need to arrive at university with a particular writing competency and that developing that through their lecturing or assessment is not in their job description. This therefore, removes the responsibility from the lecturers for the development of student writing. Beasley (cited in Beute et al, 2008) also argues that prevention of plagiarism is better than the cure. The reason being, the software detects the offence after it has already been committed.

In order to get to grips with the task of addressing plagiarism in the faculty, the researcher decided to establish the enormity of the issue of plagiarism firstly amongst the students, and then empirically amongst the lecturers. In an endeavour of trying to address the plagiarism issue the researcher collaborated with lecturers to engage with their students in the classrooms to find out their understanding of plagiarism and confirm that plagiarism is really a problem and to ascertain the extent of the problem.

Generally, the students themselves confessed to knowing they are not supposed to plagiarise, confirming Howard's claim (cited in Chandrasoma,

Thompson & Pennycook) about plagiarism being used as a scare word. Students are vaguely aware of the consequences, and most of them neither know how to avoid it nor do they quite understand what exactly plagiarism entails. These informal inquiries corroborate studies on students and plagiarism that have been carried by other scholars. For example, research conducted by Elander et al (2009) and Pittam et al (2009), revealed that many interventions regarding the problem of plagiarism involve lecturers telling students about what plagiarism is and then ordering them not to do it. This message is largely negative and borders around banning acts of plagiarism with hardly a positive message about what to do in an active way to avoid being accused or suspected of plagiarism.

Other studies also suggest that high order skills and conventions of avoiding plagiarism need to be developed for students not to become vulnerable to committing plagiarism (Ellery, 2008). Informal discussions with students in the faculty revealed that there was a great deal of telling about plagiarism but not enough showing. Therefore, an investigation into how lecturers in the faculty were engaging with students about plagiarism was necessary to ascertain whether plagiarism itself is the problem or is the symptom of the problem; and if the latter, what then, is the real problem? Through this study, the researcher sought to find out how academics approached the implementation of the Plagiarism Policy.

Theoretical framework

Lea & Street (1998) propound that literacy is a social practice; this can be interpreted to mean that issues such as language, reading and writing exist alongside other forms of social action, making them relevant aspects of the social construction of identity. Scholars who view identity in a social constructionist perspective reject the idea that any type of identity – political, sexual, emotional – is solely the product of individuals' minds and intentions and believe that it is the result of affiliation to particular beliefs and possibilities which are available to them in their social context (Burkitt, Gergen, Gergen & Davis, Turner cited in Ivanic, 1998: 12).

Thus, if students entering higher education experience an identity crisis, it is not because of any inadequacy in themselves, but because of a mismatch between the social contexts which have constructed their identities in the past and the new social context which they are entering. This suggests that for one to participate in the activities of a community one would need to take on its values and practices, and become like one of those like-minded peers (Ivanic, 1998).

According to Rose & Hart (2008), the cultural isolation mentioned above might actually be caused by lecturers - who are the discipline experts - not being involved in the process of inducting students into the ways of being. These two scholars argue that reading, and even writing, interventions need to be integrated across the curriculum and beyond first year support programmes. They go further to introduce a methodology known as scaffolding academic literacy, which offers a theoretically sound and workable means of integrating academic literacy development with academic learning across degree programmes by focusing on the development of students' academic reading (ibid).

Scholars, such as Boughey & Van Rensburg (1994), Lea & Street (1998), and McKellar (nd), agree that the person who teaches the students is best positioned to promote valuable writing in the discipline. Effective writing in the discipline allows for students to learn, develop academic and disciplinary identities and become empowered and confident writers (Elander et al, 2009).

The benefits of writing for learning are for both the student and the teacher. Writing to learn is a process of discovering / creating meaning and it improves learning through engagement with curriculum content because problems with students' writing lie at the level of meaning and not at the level of form (Boughey & Van Rensburg, 1994). People become literate gradually, through immersion in the community of knowledge they are acquiring. Scholars such as Boughey & Van Rensburg (1994), Elander et al (2009), Ivanic (1998), Lea & Street (1998), McKellar (nd), and Pittam et al (2009), work upon the assumption that

academic literacy should be regarded as an end-product of degree studies rather than a pre-requisite.

Method

The study was carried out among lecturers in the Faculty of Social Sciences and Humanities at a university in South Africa, and the method of acquiring information is similar to that of Beute et al (2008). The researcher sent a request to the Faculty Manager to assist in meeting lecturers to discuss issues around plagiarism. Following the request, a 45 minute slot during a faculty board meeting was allocated for the discussion. At the start of the meeting a questionnaire was administered. The intention of the questionnaire was to explore the perceptions of lecturers around students' plagiarism. The questionnaire consisted of ten statements and questions, and was divided into two sections. The first section had eight statements with three ranked responses. For instance participants were asked: Plagiarism is a problem in the faculty. In their responses they had to select one of yes, no, or unsure (see Appendix A).

A total of 52 completed questionnaires came back from lecturers. During the meeting, an unstructured interview was conducted with a specific focus on attaining further information about the challenges that lecturers face with regards to developing their students' academic writing in the classrooms. A total of 16 responses were collected from the meeting with lecturers. The second section of the questionnaire had two questions. Lecturers were requested to rank the most common practice of plagiarism they encountered in the students' writing. In the last question they were invited to make qualitative comments as to why they think students plagiarise.

RESULTS AND DISCUSSION

Despite all lecturers (100%) identifying plagiarism as a problem in the faculty, some of them still model bad practices in the implementation of the policy amongst their students in classrooms. The image of a chasm is probably a good metaphor for the context in which plagiarism occurs in the faculty. Not only are there some gaps between policy and implementation but there are often big

differences between what lecturers perceive as their responsibility of addressing plagiarism and what they do not view as their responsibility. The discussion below will focus on three common themes found during the survey, namely: the implementation of the plagiarism policy by lecturers; their view of the most common type of plagiarism; and lastly their perceptions towards the causes of plagiarism.

Common trends in the implementation of the Plagiarism Policy in the faculty

Figure 1 shows that out of all the lecturers who completed the questionnaire and indicated that plagiarism is a problem in the faculty, 70% claim that they read the plagiarism policy, 2% indicated that they were not sure, a quarter (25%), admitted that they had not read the policy, unfortunately 3% did not respond to this statement.

Figure 1:
A representation of lecturers who read, were not sure and did not read the
Plagiarism Policy passed by Senate in May 2009

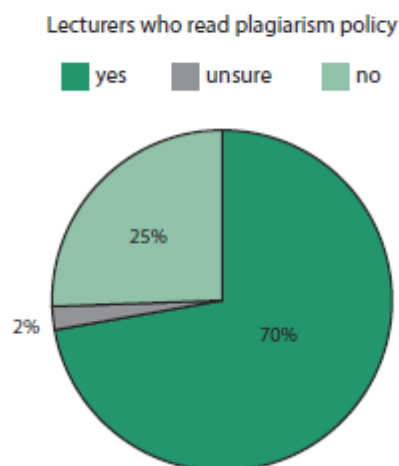


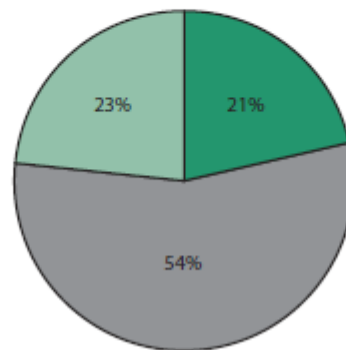
Figure 2 meanwhile reveals that a majority (54%), disclosed that they do not know if their students are aware of the policy, 2% decided not to respond, while 23% said their students are not aware of the policy. Surprisingly, only 21% of the lecturers indicated that the students whom they teach are familiar with the

policy.

Figure 2:
A representation of students who are aware of the Plagiarism Policy passed by Senate in May 2009

Students who are aware of plagiarism policy

yes unsure no



A reading of the Plagiarism Policy states that lecturers are supposed to dedicate lectures or have tutorials or specialised sessions on training students in the formal procedures to be followed in the acknowledgement and citation of sources (UFH, 2009). It seems that most lecturers (77%) do not take ownership of making their students aware of the plagiarism policy. This implies that lecturers expect either someone else (most probably academics in the student support unit) to introduce the plagiarism policy to their students or for their students to come to class already knowing the policy and how to avoid plagiarism.

Another surprising finding is that a significant number of lecturers (62%) do not insist that students should submit a signed declaration together with each assignment submission; only 34% do. The other 4% are perhaps ignorant of there being a plagiarism declaration to be submitted with written assignments (see Figure 3).

It is worth noting that more than two thirds (70%) claim to have read the policy but only a third (34%) request plagiarism declarations to be submitted with each

assignment submission. These figures seem to show that some lecturers are clearly choosing not to take ownership of implementing the policy in the classroom. The policy requires that lecturers should insist on the inclusion of an appropriate plagiarism declaration whenever written work is submitted by students. This declaration is meant to sensitise students to the seriousness of the offence of plagiarism and make them accountable for their work. One could suggest that lecturers expect students to be aware of this but it is highly unlikely considering that only 21% of the lecturers inform students about the policy. Evidence gathered from the questionnaire shows that a majority of lecturers expect someone else to request their students to attach a declaration to assignments. There are two possibilities to support this evidence. First, it is possible that the lecturers who actually read the policy are far less than the 70% who indicated this (see Figure 1). Second, this is further evidence that lecturers do not perceive insisting on declarations as their responsibility. These findings are however odd because the Plagiarism Policy includes a generic template that lecturers are expected to adapt to suit their specific needs. This suggests that this is a policy brief most are failing to implement.

Figure 3:
A representation of the number of lecturers who request students
to submit a plagiarism declaration with submitted written work

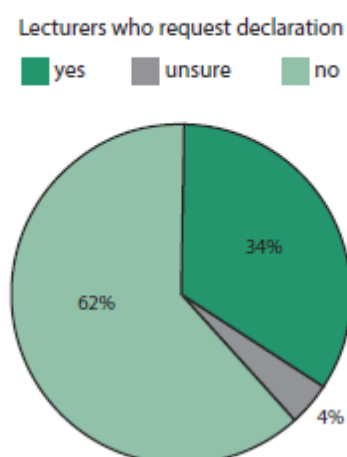


Figure 4 shows that less than half of the lecturers (46%) offer training to their students on how to avoid plagiarism. A significant number, (37%), seem neither

sure if their students are trained nor whose responsibility it is to offer training students, and 17% disclosed that they do not offer their students training. Some of the lecturers who participated believe that some sort of training is necessary and thus one lecturer recommended:

The problem could be tackled through properly arranged information literacy instruction course to enable students to acquire information evaluation skills (Lecturer 2).

Another lecturer, supporting Lecturer 2, commented:

Faculties should develop their own academic literacies course and all students regardless of department should undergo that common communication skills course to address academic literacies acquisition throughout their first year ... (Lecturer 68).

However, a majority of the lecturers' responses in the survey seem to imply that the responsibility of training students on plagiarism and academic writing lies somewhere else. For example, one of the lecturers, during the meeting said:

Arguably, our learners suffer from cultural isolation. They have limited or no contact with other learners who seem to be knowledgeable about their respective courses. This may be due to choice, the culture or the environment (Lecturer 57).

This seems to imply that enabling participation in academic discourse is supposed to happen somewhere else. However, the writing as identity approach encourages that the subject experts support students in gaining access to the academic discourses with which students seek to become conversant. The support needed by the students to develop their writing needs to happen in what McKellar (nd: 4) refers to as the 'authentic context', where the learning is taking place. According to Northedge (2003) the lecturer, as the subject expert, is supposed to play three key roles to enable learning, namely:

to lend capacity to frame meaning, to lead excursions into specialist discourse, and to coach students in speaking the discourse competently.

Figure 4:
A representation of the number of lecturers who offer training
on how to cite / acknowledge sources to students

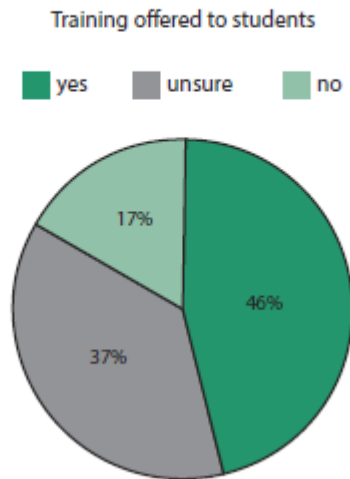
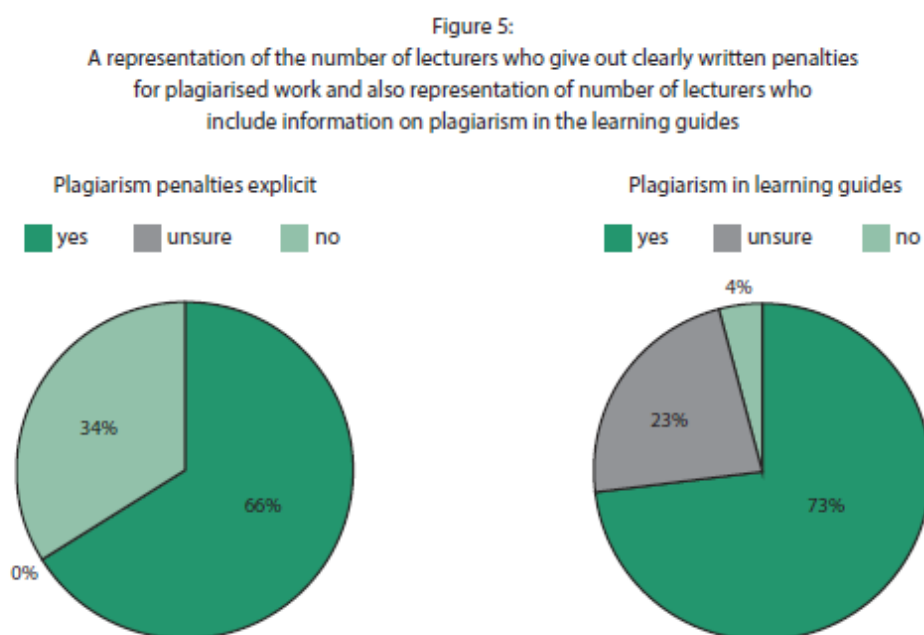


Figure 5 shows that a majority of the lecturers strongly believe that their responsibility of implementing the plagiarism policy revolves around two activities, namely: outlining penalties for plagiarised work (66%) and putting information about plagiarism in the learning guides (73%). Disappointingly, there are still a significant number of lecturers (23%) who are unsure of whose responsibility it is to put notes on plagiarism in the learning guides. Not trivialising the efforts of other lecturers who are doing notable work in addressing plagiarism, in the faculty, there is still more that needs to be done. If the problem of plagiarism is going to be addressed successfully, lecturers need to start taking more ownership of their responsibility towards making their students better writers.



Common types of plagiarism committed by students in the faculty

Lecturers' responses to ranking the most common occurrences of plagiarism witnessed in students' writing revealed cutting and pasting information from internet sources as the most common. Many of the lecturers believe this is because of '... the ease of downloading information from the Internet' (Lecturer 32). Williams' (2007: 350) study also concurs with this observation and he explains that students are 'confused about how to use and credit other sources of information'.

The second most common practice of plagiarism identified by the lecturers is using sources without acknowledging. One of the lecturers explained:

I believe they are not familiar with the concept of essay writing using secondary sources. They need to be enlightened on how to synthesize information that has been gathered from sources (Lecturer 16).

Copying written work from another student was the least common practice of plagiarism. From their qualitative responses on the questionnaires issues such as poor time management, laziness and ease of downloading, featured prominently as the reasons students plagiarise. Borrowing the words of one of

the lecturers, students plagiarise 'because they get away with it! ... and are not aware of the seriousness of plagiarism' (Lecturer 37).

Common causes of plagiarism among students in the faculty

Figure 6 reveals that four themes emerged from the survey, which were identified by the lecturers as being the main causes of plagiarism: namely, poor time management; laziness; language barriers; and lack of academic literacy acquisition. With regards to poor time management one lecturer explained:

Mostly because they do not plan to do assignments in good time. They then think they can get away with copying other students or from internet sources (Lecturer 29).

Laziness was also a key factor and lecturers said things such as 'Students are lazy to think ...' (Lecturer 1). 'They are too lazy to read ...' (Lecturer 6). 'Students are lazy and want to be spoon-fed' (Lecturer 61). The third cause of plagiarism that lecturers identified was that of language barriers. One lecturer commented:

They are not confident in expressing themselves in English and lack the vocabulary and expression to convey their thoughts and ideas (which they know). They feel that they can't say things better than a textbook or another source does, so they copy from the internet (Lecturer 23).

Lastly, lecturers identified lack of academic literacy acquisition as contributing to students plagiarising.

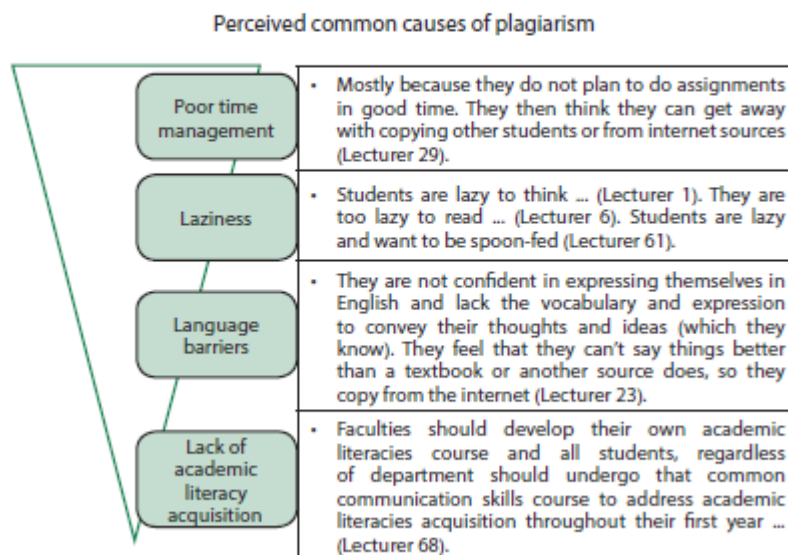
Faculties should develop their own academic literacies course and all students, regardless of department should undergo that common communication skills course to address academic literacies acquisition throughout their first year ... (Lecturer 68).

Lecturers were able to pinpoint issues that cause plagiarism amongst students, even though they mentioned the critical problem last. Scholars such as Williams

(2007) and Beute et al (2008), who conducted similar investigations, also came to the same conclusions. These authors reported that lecturers locate acquiring of academic literacies at the bottom of the hierarchy of causes of plagiarism. This only emphasises the importance of why students need to be inculcated into the culture of reading and writing at universities: the ways of being as they are referred to by Rose & Hart (2008).

Nevertheless, one cannot overlook the fact that rarely did the lecturers comment on their own actions which impede addressing of the problem of plagiarism, but rather emphasised heavily upon those actions which relate to students. Although they did mention students' lack of academic literacies, one can note that there is a general impression from the lecturers that to a large extent they feel none of their actions contributes to the problem of plagiarism.

Figure 6:
A hierarchical representation of the perceived common causes
of plagiarism committed by students in the faculty



Recommendations

Lecturers need to start taking ownership of students whom they say cannot write because they are best positioned to address the needs of students. The researcher recommends the faculty to use the Teaching and Learning Centre services to implement the policy. The mandate of the policy, with regards the

Teaching and Learning Centre, is to drive the implementation of the policy by

... provid[ing] presentations on academic writing and plagiarism to incoming students. ... provide assistance to departments with regards to understanding plagiarism in a modern academic context, and ... assist in preparing the presentations and material to be used by individual departments (UFH, 2009: 3).

The support offered by the Teaching and Learning Centre is in line with the developmental approach to an educational understanding of writing. This is what the Plagiarism Policy advocates. The focus on responding to the problem of plagiarism is not on criminalising the students. Rather, it is to assist the academic community in creating a supportive environment where students have repeated and continuous opportunities to use the language and thoughts of a discipline in order to find their own voices and express their thoughts proficiently (Angelil-Carter, 1995).

The success of the plagiarism issue being addressed will require lecturers not only to start with reading the plagiarism policy or just telling their students not to plagiarise, but will involve the full implementation of the policy. The policy requires lecturers to do the following:

Set creative, innovative, original assignment tasks that are not repeated from year to year.

Verbally, and in writing, explain why and how sources may be cited.

Include nature of plagiarism, how it transgresses and its consequences in all learning guides.

Dedicate some classroom time to specialized sessions on training in the formal procedures to be followed in the acknowledgement and citation of sources.

Dedicated training to be reinforced at 2nd, 3rd, 4th and post graduate level.

Insist that students include an appropriate declaration with submitted written work that it is their own.

Contact the Teaching and Learning Centre to offer presentations / workshops on student authorship/ academic writing and integrity to incoming students.

Be prepared to be one of the two staff members in a pool that is rotated to constitute the Departmental Plagiarism Committee.

Respond responsibly by being fair and consistent (UFH, 2009).

The researcher also recommends that the faculty re-examine their commitment to the way teaching and learning is conducted. In order to be more effective in the promotion of critical engagement of students with academic texts the faculty could look to the Post Graduate Diploma in Higher Education and Training (PGDHET). The PGDHET is a learning programme that was specifically designed to address the needs of academic teaching staff at the university. According to the learning guide, one of the main purposes of the PGDHET is to assist lecturers to enhance their ability to facilitate, manage and assess learners' learning (PGDHET Learning Guide, 2011).

The PGDHET has a number of unit standards which cover aspects relevant to the lecturer's needs such as developing curricula, managing higher education LPs, assessing, using technology in learning and most importantly, understanding the nature of learning in higher education. The Nature of Learning module is about developing lecturers to mediate and facilitate the initiation of learners into higher education. This is done by engaging lecturers into the epistemologies of academic literacies acquisition, learning theories and diversity in learning. Each lecturer is required to assemble a portfolio of evidence which will enable them to engage critically with their teaching practice, to evaluate their teaching practice, and develop it with the aim of improving student learning.

It is in the Nature of Learning module that lecturers are introduced to the concept of academic literacies acquisition. This concept is very broad ranging from English language proficiency, general study skills, faculty specific writing skills and most significantly the induction of learners into their discipline specific knowledge, discourse and epistemology. Again in this module, lecturers are introduced to the concept of integrating reading and writing into their teaching. Some of the methods discussed in this session include, but are not limited to, Bean's (2001) coaching students as learners and thinkers; and reading commenting on and grading student writing in the margins of student work. Boughey & Van Rensburg's (1994) low stakes versus high stakes approaches to writing are also discussed, not forgetting Elander et al (2009) developing authorial identity of students in the classroom.

The promotions of these recommendations are very important. The main issue here is that the students will never understand nor take plagiarism seriously if their lecturers do not monitor this. For students to be labelled lazy, to have poor time management skills, and so on, is not an excuse.

Conclusion

While many lecturers are aware that their students plagiarise quite a significant number feel it is because students are lazy, have poor time management skills and want to pass with the least possible effort. Seemingly, even though lecturers know that their students are struggling to engage critically with academic texts and produce original written responses, some of them assume the responsibility of addressing the problem of plagiarism lies out of their hands. Lecturers either, did not give a true picture in the survey with regards to reading the policy or they simply chose to ignore the developmental approach towards addressing plagiarism offered by the university policy, which they are mandated to implement. From the observations in the survey, there is evidently a chasm between the approval of the policy and its implementation by lecturers.

Considering that all the lecturers indicated that they read the policy, some of them still model very bad practices in the actual implementation of the policy amongst their students in classrooms. Granted, there will always be trends in

higher education that impact negatively on academic writing development such as the pressures of large classes and students with language barriers, just to name a few. Nevertheless, proper implementation of the Plagiarism Policy, collaboration between the Teaching and Learning Centre and lecturers, and seeking new interventions to support the development of writing identities will go a long way in addressing the problem of plagiarism in the faculty and in turn help the students to become better writers. In conclusion, more research about the plagiarism problem needs to be carried out, so that lecturers can position themselves strategically in this process of implementing the Plagiarism Policy and in helping to create a supportive environment for students to avoid plagiarism.

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APPENDIX A

Questionnaire

The intention of this survey is to explore the perceptions of lecturers around student plagiarism in the Faculty of Social Sciences and Humanities. According to the definition provided in the Plagiarism Policy, plagiarism can be defined as the 'taking and using of ideas, writings, works or inventions of another, from any textual or internet-based source, and presenting them as if they were one's own' (UFH, 2009, p.1).

This questionnaire is completely anonymous and the information provided will be dealt with confidentially. Instructions

This questionnaire consists of two sections. Section A is comprised of eight statements, you are required to circle one of the three options provided to indicate the extent to which you agree or disagree with each statement. Section B consists of two open-ended questions which require you to contribute your opinion and experience. Please complete both sections.

Section A

1. Plagiarism is a problem in the faculty.

YesNo Unsure

2. I have read the Plagiarism Policy passed by Senate in May 2009.

YesNo Unsure

3. The students whom I teach are familiar with the Plagiarism Policy passed by Senate in May 2009.

YesNo Unsure

4. The lecturers, with whom I work, are familiar with the procedures that need to be followed when plagiarism is suspected.

YesNo Unsure

5. Information is provided to students (at undergraduate and postgraduate level) in their learning and study guides to ensure that plagiarism is avoided.

YesNo Unsure

6. Training is offered to students (at undergraduate and postgraduate level) in the form of workshops (in collaboration with the Teaching and Learning Centre) to ensure that plagiarism is avoided.

YesNo Unsure

7. All the written assignments which I set for my students include clear assessment criteria with explicitly stated penalties for written work which

is plagiarized.

YesNo Unsure

8. I insist that all students submit a signed declaration (indicating that the writing is their own work) together with each written assignment.

YesNo Unsure

Section B

Read the four types of plagiarism listed below. Indicate by means of the number one (1) in the space provided, which one you believe to be the most common type of plagiarism because you encounter it most often in your students' written assignments. Indicate by means of the number two (2), which one you believe to be the second most common type of plagiarism you encounter in your students' written assignments. Indicate by means of the number three (3) which you believe to be the least common type of plagiarism found in student writing.

'Cut and paste' information from internet sources

Copying written work from another student

Copying from sources without acknowledgement (no quotation marks, in-text citations, footnotes or reference list)

Please specify if you are aware of another type of plagiarism not listed above:

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In your opinion, why do students plagiarize?

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Thank you for your contribution!

