



The University Teaching and Learning Office

Cordially invites you to the

From Copy-and-Paste to Prompt-and-Pass-Off: Rethinking Plagiarism in the Age of AI



11 June 2026



10h00 – 12h00



Virtual on Teams

Webinar Overview

This webinar takes participants beyond detection and into the changing realities of plagiarism in the digital and AI era. It revisits traditional understandings of plagiarism in the context of online and AI-mediated learning while examining the growing institutional challenges involved in responding to new forms of academic misconduct.

The session will address concerns such as unauthorised ghostwriting, illicit AI-assisted paraphrasing, digital-naïve plagiarism, and cyberplagiarism, as well as image and media plagiarism in multimodal academic work. It will also explore plagiarism beyond text by considering issues of authorship, disclosure, and the plagiarism of process. Through these discussions, participants will gain deeper insight into how AI is reshaping academic integrity and what this means for future policy, practice, and institutional frameworks.



Meet your Facilitator **Ms Janet Bruce-Brand**

Janet Bruce-Brand is a member of the UKZN AI Thought Leadership Forum and the Artificial Intelligence Champion for the School of Commerce. She has taught both undergraduate and postgraduate modules in Economics, including Econometrics, and works at the intersection of artificial intelligence, academic integrity, and teaching and learning.

As a member of the UKZN AI Task Team since 2024, she has contributed to the development of Senate-approved Generative AI Academic Guidelines aimed at supporting the ethical integration of AI in higher education. She has presented at national and international conferences on AI in education, including the International Conference on Open and Distance Education in Wellington, New Zealand, and major South African forums on academic integrity, assessment, and pedagogical innovation. Her work focuses on responsible AI adoption, capacity-building, and inclusive, contextually relevant educational practice



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