Software Requirements Specification for Software Engineering: subtitle describing software

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Revision History

Date	Version	Notes
Date 1	1.0	Notes
Date 2	1.1	Notes

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17 Compliance Requirements

In developing the enhanced plagiarism detection tool, it is imperative to address various compliance requirements to ensure the tool operates legally, ethically, and in alignment with industry standards. These requirements encompass legal obligations related to data protection, intellectual property rights, and adherence to educational policies, as well as compliance with established software development and data security standards.

17.1 Legal Requirements

1. **Data Protection and Privacy Laws**: The tool will process sensitive information, including students' code submissions, which may be considered personal data under Canadian privacy laws such as the *Personal Information Protection and Electronic Documents Act* (PIPEDA) at the federal level, and Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) for public institutions. Compliance with these laws requires:

- **Lawful Basis for Data Processing**: Ensuring that the collection and use of personal information is authorized under PIPEDA or FIPPA, typically requiring consent from students before processing their code or ensuring that processing is necessary for educational purposes.
- **Data Minimization and Purpose Limitation**: Collecting only the data necessary for plagiarism detection and using it solely for that purpose.
- **Transparency and Information Rights**: Informing students about how their data will be used, stored, and protected, and respecting their rights to access, correct, or withdraw their personal information.
- **Security Measures**: Implementing appropriate technical and organizational measures to safeguard personal data against unauthorized access, loss, or disclosure, as required under PIPEDA and FIPPA.

2. **Intellectual Property Rights**: Under the *Copyright Act* of Canada, students typically hold the intellectual property rights to their original code. The tool must:

    - **Respect Ownership**: Use students' code exclusively for plagiarism detection without unauthorized distribution or reproduction.
    - **Establish Clear Terms**: Provide clear terms of service or agreements outlining how the code will be used, ensuring students are aware and consent to these terms.
    - **Avoid Infringement**: Ensure that any storage or processing of code does not violate the *Copyright Act* or institutional policies.

3. **Academic Integrity Policies**: The tool must align with the academic integrity and misconduct policies of Canadian educational institutions by:

    - **Supporting Fair Evaluation**: Assisting educators in identifying potential plagiarism accurately without bias.
    - **Due Process**: Ensuring that students have the opportunity to respond to plagiarism accusations, with results from the tool serving as part of a broader investigation rather than definitive proof.

- **Confidentiality**: Maintaining the confidentiality of students' work and any findings related to plagiarism investigations.

17.2 Standards Compliance Requirements

1. **Software Development Standards**: Adherence to recognized software development practices and standards is essential for ensuring quality and reliability.
    - **ISO/IEC 25010 Compliance**: Aligning with the ISO/IEC 25010 standard for software product quality, focusing on functionality, reliability, usability, efficiency, maintainability, and portability.
    - **Documentation and Testing**: Maintaining thorough documentation and conducting rigorous testing to validate the tool's performance and reliability.
2. **Data Security Standards**: Protecting sensitive data requires compliance with established security standards.
    - **OWASP Guidelines**: Implementing security measures in line with the Open Web Application Security Project (OWASP) guidelines to prevent common vulnerabilities such as injection attacks, data breaches, and unauthorized access.
    - **ISO/IEC 27001 Certification**: Considering certification under the ISO/IEC 27001 standard for information security management to demonstrate a commitment to data security best practices.
3. **Accessibility Standards**: The tool should be accessible to all users, including those with disabilities.
    - **AODA Compliance**: Designing the user interface in accordance with the *Accessibility for Ontarians with Disabilities Act* (AODA) and the *Integrated Accessibility Standards Regulation* (IASR) to ensure it is perceivable, operable, understandable, and robust for all users.
    - **WCAG 2.1 Compliance**: Ensuring that the tool meets the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards, as required under AODA.

4. **Ethical AI and Machine Learning Standards**: As the tool leverages AI technologies, it must adhere to ethical standards in AI development.
    - **Transparency and Explainability**: Ensuring that the AI models used are transparent in their operation and that their decision-making processes can be explained to users.
    - **Fairness and Non-Discrimination**: Preventing biases in the AI models that could unfairly target or disadvantage any group of students.
    - **Canadian AI Ethical Guidelines**: Following principles outlined in the *Directive on Automated Decision-Making* by the Government of Canada and guidelines from organizations such as the *Canadian Institute for Advanced Research* (CIFAR) for promoting ethical considerations in AI design and deployment.
5. **Data Handling and Retention Policies**: Establishing clear policies for how data is managed throughout its lifecycle.
    - **Retention Limits**: Defining how long code submissions and related data will be stored, in compliance with PIPEDA, FIPPA, and institutional policies.
    - **Secure Disposal**: Implementing procedures for the secure deletion or anonymization of data that is no longer needed.
    - **Audit and Compliance**: Regularly auditing data handling practices to ensure ongoing compliance with all relevant laws and standards.

By meticulously addressing these legal and standards compliance requirements, the project not only safeguards the rights and interests of all stakeholders but also enhances the credibility and trustworthiness of the plagiarism detection tool. Ensuring compliance is fundamental to the tool's success and its acceptance by educational institutions, educators, and students alike.

18 Open Issues

Insert your content here.

19 Off-the-Shelf Solutions

19.1 Ready-Made Products

Insert your content here.

19.2 Reusable Components

Insert your content here.

19.3 Products That Can Be Copied

Insert your content here.

20 New Problems

20.1 Effects on the Current Environment

Insert your content here.

20.2 Effects on the Installed Systems

Insert your content here.

20.3 Potential User Problems

Insert your content here.

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Insert your content here.

20.5 Follow-Up Problems

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21 Tasks

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21.2 Planning of the Development Phases

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22 Migration to the New Product

22.1 Requirements for Migration to the New Product

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22.2 Data That Has to be Modified or Translated for the New System

Insert your content here.

23 Costs

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24 User Documentation and Training

24.1 User Documentation Requirements

Insert your content here.

24.2 Training Requirements

Insert your content here.

25 Waiting Room

Insert your content here.

26 Ideas for Solution

Insert your content here.

Appendix — Reflection

The information in this section will be used to evaluate the team members on the graduate attribute of Lifelong Learning. Please answer the following questions:

1. What knowledge and skills will the team collectively need to acquire to successfully complete this capstone project? Examples of possible knowledge to acquire include domain specific knowledge from the domain of your application, or software engineering knowledge, mechatronics knowledge or computer science knowledge. Skills may be related to technology, or writing, or presentation, or team management, etc. You should look to identify at least one item for each team member.

2. For each of the knowledge areas and skills identified in the previous question, what are at least two approaches to acquiring the knowledge or mastering the skill? Of the identified approaches, which will each team member pursue, and why did they make this choice?