



Impact of Policies for Plagiarism in Higher Education Across Europe

Plagiarism Policies in Hungary

Executive Summary

Author Irene Glendinning

With contributions from Anna Michalska and Stella-Maris Orim

October 2013



1



Impact of Policies for Plagiarism in Higher Education Across Europe

Plagiarism Policies in Hungary

Executive Summary

ES 1 Background

- ES 1.1 A relatively small sample of survey data was collected by on-line questionnaires from higher education students, teachers and senior managers in Hungary. Further information was provided about National perspectives in Hungary through interviews and email discussions with researchers and academics. The research also drew on documentary evidence available in the form of reports and web sites.
- ES 1.2 The survey explored the effectiveness of policies and procedures implemented nationally and in higher education institutions in Hungary that concern aspects of academic integrity and specifically plagiarism and academic conduct. The research was focused on the provision at bachelor and master's level rather than doctoral studies and research.

ES 2 Findings

- ES 2.1 State Higher Education institutions in Hungary have been subject to under-investment for some time, with student fees introduced for some students. In December 2012 a Government announcement about substantial cuts to funded student places led to student protests lasting until February 2013 at least.
- ES 2.2 The low response rate from Hungary and lack of statistics at any level about quality and academic integrity in higher education in Hungary (Eumida 2010 p148) made it impossible to be precise about the scale of student misconduct and plagiarism. Most participants agreed that they were aware of cases of student plagiarism in their current institution.
- ES 2.3 The quality monitoring organisation for higher education in Hungary, Hungarian Accreditation Committee (HAC), established and published a 2013-15 strategy for auditing the quality process and systems of Higher Education institutions (Füzessi 2013). However the auditing process is not currently concerned with academic integrity.
- ES 2.4 According to the feedback from participants, institutional policies for academic integrity in Hungary appear to rely on individual academics or instructors to make decisions on student grades and whether and how to penalise cases of academic dishonesty and plagiarism in student work, with no accountability or recording of outcomes.
- ES 2.5 Libraries in several HE institutions are developing institutional electronic databases of student theses to be used for checking student work for plagiarism. Some institutions already require students to submit electronic copies of work.
- ES 2.6 Some teacher respondents said they are making use of free software for checking student work for plagiarism. However the tools they reported using have limited success at detecting matches with existing sources, according to recent research (Copy-Shake-Paste blog 2013). Further investment is needed in order to improve this resource.
- ES 2.7 Student participants reported that they received training about plagiarism, academic integrity, referencing and citation and most said they would not welcome further training.

However several students recommended more training in these aspects for other students as a means of deterring plagiarism.

- ES 2.8 Student and teacher participants suggested deterring plagiarism by setting student assignments that could not be copied from existing sources. 60% of teachers and students agreed it was possible to design this type of assessment.
- ES 2.9 There were differences between views of teachers and students about why students plagiarise, suggesting that teachers may not fully appreciate the motivations for student plagiarism and what could be done to address these. The majority of student participants selected (80%) *they think they will not get caught* (80%) and *they run out of time*, but none of the teachers selected these options. However 80% of teachers and 60% of students selected *plagiarism is not seen as wrong*.
- ES 2.10 Although most students expressed confidence on their academic writing skills, only 60% of students and 40% of teachers correctly identified a clear case of plagiarism from scenarios provided. Even when they recognised a case of plagiarism 40% of respondents did not agree that sanctions should be applied.

ES 3 Recommendations

ES 3.1 *Nationally*

- ES 3.1.1 The National government should consider monitoring the effectiveness and consistency of policies and procedures applied for academic integrity in Higher Education institutions.
- ES 3.1.2 National leadership and support should be provided to HE institutions, ideally from HAC, to encourage Higher Education institutions to development consistent institution-wide policies and systems for handling cases of plagiarism and academic dishonesty.
- ES 3.1.3 Research should be funded to supplement the IPPHEAE research, locating examples of good practice both inside Hungary and elsewhere, from which a programme of guidance could be developed to help academic within institutions to appreciate tried and tested techniques for deterring plagiarism.
- ES 3.1.4 As several other countries have done (Lithuania, Slovakia) Hungary should consider developing an open-access national digital repository for research papers, all levels of student theses and student work. This would supersede any institutional databases being developed and provide the corpus to allow searching for similarity of work between and within institutions.
- ES 3.1.5 Funding should be provided to maintain and enhance the software tool developed in 2004 (<http://kopi.sztaki.hu/>) and for further research into plagiarism in Hungary.
- ES 3.1.6 Practical and financial support for purchasing licenses for software matching tools should be investigated by the Department of Education following the example of JISC in the UK (JISC Electronic Plagiarism Project, Rowell 2009). This national move could ensure affordable access by Hungarian institutions to an effective aid to plagiarism detection and deterrent, that also has proven applications for formative teaching about academic writing (Davis 2009, Ireland and English 2011).
- ES 3.1.7 According to survey participants the workload of academic staff and size of classes in universities – typically 500 students – makes it difficult for teachers to implement techniques for deterring plagiarism that have been found to be effective elsewhere in the world, such as setting individual assignments and mentoring students to improve their

writing skills. Even in this difficult economic climate, at the first opportunity funding should be provided to alleviate this problem, perhaps through employment of more teaching assistants in universities.

ES 3.2 Institutionally

ES 3.2.1 Higher Education institutions should maintain records of cases of academic misconduct and sanctions applied to students, at all levels of education, as a means of monitoring repeat cases of plagiarism and consistency and fairness of approach.

ES 3.2.2 Each institution should conduct an internal review of their policies and procedures for both detecting and deterring academic misconduct to determine whether

All suspected cases of academic dishonesty, at all levels, are being followed up;
Cases identified are dealt with in a consistent manner;
Students found are provided with information, support and guidance to discourage accidental plagiarism;
Equivalent penalties are being applied for similar cases of misconduct.

ES 3.2.3 Holistic and consistent institutional policies should be developed to address any deficiencies identified in the course of the review recommended in 8.2.2, aided by reference to similar developments elsewhere (Carroll and Appleton 2001, Macdonald and Carroll 2006, Neville, 2010, Park 2004, Morris 2011).

ES 3.2.3 Institutions should encourage academic research into aspects of academic integrity with a view to developing more effective approaches and highlighting good practice.

ES 3.2.4 Institutions should consider purchasing licenses for effective software tools for aiding the detection of student plagiarism through text matching.

ES 3.2.5 Where electronic submission of work has been introduced it should apply to all text-based written work, not just dissertations. Furthermore, policies and regulations should be developed to ensure the tools are used appropriately, their limitations understood and the outputs interpreted correctly.

ES 3.2.6 Institutions should ensure all students have received training and information about

Policies and procedures for academic integrity;
The consequences of academic dishonesty or plagiarism;
Referencing and citations techniques;
Use of sources and paraphrasing;
Scholarly academic practice in writing and research.

ES 3.2.7 Institutions should consider involving students in the development of institutional policies and procedures for quality and academic integrity.

ES 3.2.8 Institutions should consider point ES 3.1.7 and look for ways of reducing the staff-student ratio.

ES 3.3 Individual academics

ES 3.3.1 Students should be provided with appropriate information about

Policies and procedures for academic misconduct;
The nature of plagiarism and its consequences;
How to maximise their chances of achieving a high grade through scholarly activities.

- ES 3.3.2 Academic teaching staff should be encouraged to engage in continuing professional development (CPD) in order to improve their academic practice (including pedagogy, innovative methods of assessment, understanding, handling plagiarism and academic integrity) and regularly objectively reflect on and evaluate their own teaching and the student experience.
- ES 3.3.3 Academic teaching staff should consult regularly with colleagues within and across institutions, to ensure best practice in aspects of deterring student plagiarism is widely disseminated, including introduction of software tools for aiding detection of plagiarism and for formative learning.
- ES 3.3.4 Suspected cases of plagiarism and academic dishonesty should be identified and dealt with fairly and transparently according to consistent institutional procedures.
- ES 3.3.5 Academic staff interested in the IPPHEAE research may wish to consider conducting research and development on this subject about Hungary.

ES 4 Conclusions

Hungary has a good opportunity to build on the existing infrastructure in its HE sector and learn from the experience of other countries in the areas of quality assurance and academic integrity. Although the economic climate is difficult, some investment will be needed to ensure the resulting systems are appropriate and proportional to meet evolving challenges in safeguarding academic integrity.

All members of the higher education sector and community, from government ministers to students, have a role to play in the development of equitable policies and systems for assuring and enhancing academic standards in Hungary.

References

- Bonaccorsi, A., Brandt, T., De Filippo, D. Lepori, B., Molinari, F., Niederl, A. Schmoch, U., Schubert, T., Slipersaeter, S. (2010) *Feasibility Study for Creating a European University Data Collection* (EUMIDA project report and dataset) <http://ec.europa.eu/research/era/docs/en/eumida-final-report.pdf> [28/05/2013]
- Carroll, J. and Appleton, J. (2001) *Plagiarism: A Good Practice Guide* [online] available from <www.plagiarismadvice.org/documents/brookes.pdf> [06/12/11]
- Davis, M. (2009). The role of Turnitin within the formative process of EAP: a tool for global academic culture. *BALEAP 2007 Conference Proceedings*
- Füzessi, K. (2013) *Higher Education under threat in Hungary*. Opendemocracy.net web site, 11/02/2-13. <http://www.opendemocracy.net/k%C3%A1roly-f%C3%BCzessi/higher-education-under-threat-in-hungary> [Accessed 24/07/13]
- Hungarian Accreditation Committee (2013) HAC Strategy 2013-15, downloaded from <http://www.mab.hu/web/index.php?lang=en> [accessed 24/07/13]
- Ireland, C., English, J. (2011). Let them plagiarise: Developing Academic Writing in a Safe Environment. *Journal of Academic Writing*, 1(1) 165-172
- JISC Electronic Plagiarism Project: <http://www.jisc.ac.uk/whatwedo/programmes/plagiarism/archive/detection.aspx> [accessed 23/04/2013]
- Kopi text similarity and plagiarism checker: <http://kopi.sztaki.hu/index.php?check=0> [accessed 24/07/13]
- Macdonald, R. and Carroll, J. (2006). Plagiarism: A Complex Issue Requiring a Holistic Institutional Approach. *Assessment and Evaluation in Higher Education*, 31 (2), 233-245.
- NARIC web site: <http://enic-naric.net/index.aspx?c=Hungary>
- Neville, C. (2010). *The Complete Guide to Referencing and Avoiding Plagiarism*. Open University Press.
- Park, C. (2004). Rebels without a Cause: Towards an Institutional Framework for Dealing with Student Plagiarism. *Journal of further and Higher Education*, 28 (3), 291-306.
- Morris, E., *Policy Works* (2011) Higher Education Academy for England http://www.heacademy.ac.uk/assets/documents/academicintegrity/policy_works.pdf [accessed 06/05/13]
- Rowell, G. (2009) *A National Strategy for Ensuring Authenticity in Student Work*, EDUlearn13 Conference, Barcelona, Spain 6th-8th July 2009
- Singh, M., Marcucci, P. (2008) *Higher Education Finance and Cost-Sharing in Hungary*. http://qse.buffalo.edu/org/inthigheredfinance/files/country_profiles/europe/hungary.pdf [Accessed 24/07/13]
- Tennant, P. and Rowell, G. (2010). Benchmark Plagiarism Tariff for the *Application of Penalties for Student Plagiarism and the Penalties Applied*. UK: Plagiarismadvice.org.
- Tennant, P. and Duggan, F. (2008) *Academic Misconduct Benchmarking Research Project: Part 2. The Recorded Incidence of Student Plagiarism and the Penalties Applied*. UK: The Higher Education Academy and JISC.
- Wikipedia, Schmitt (2012) http://en.wikipedia.org/wiki/P%C3%A1l_Schmitt_academic_misconduct_controversy [accessed 8/8/2013]

Annex HU-1: Responses to question 5: (1=strongly disagree – 5=strongly agree)

Qu	Disagree (1,2)		Don't know		Agree (4,5)		Question
	student	teacher	student	teacher	student	teacher	
S5a T5a	0%	5%	0%	10%	100%	85%	Students receive training in techniques for scholarly academic writing and anti-plagiarism issues
S5b T5p	80%	41%	20%	19%	0%	31%	I would like to have more training on avoidance of plagiarism and academic dishonesty
S5c T5b	0%	5%	20%	14%	80%	81%	This institution has policies and procedures for dealing with plagiarism
T5c		5%		29%		67%	I believe this institution takes a serious approach to plagiarism prevention
T5d		10%		43%		47%	I believe this institution takes a serious approach to plagiarism detection
S5d T5e	0%	10%	40%	29%	60%	62%	Plagiarism policies, procedures and penalties are available to students
T5f		10%		19%		71%	Plagiarism policies, procedures and penalties are available to staff
S5e T5g	0%	15%	40%	19%	60%	62%	Penalties for plagiarism are administered according to a standard formula
S5f T5h	40%	19%	20%	10%	40%	71%	I know what penalties are applied to students for different forms of plagiarism and academic dishonesty
S5g T5i	40%	62%	40%	19%	20%	19%	Student circumstances are taken into account when deciding penalties for plagiarism
S5h T5m	20%	15%	20%	24%	60%	62%	The institution has policies and procedures for dealing with academic dishonesty
T5j		39%		14%		47%	The penalties for academic dishonesty are separate from those for plagiarism
T5k		38%		38%		19%	There are national regulations or guidance concerning plagiarism prevention within HEIs in this country
T5l		38%		52%		5%	Our national quality and standards agencies monitor plagiarism and academic dishonesty in HEIs
S5i T5n	60%	29%	0%	19%	40%	38%	I believe one or more of my teachers/colleagues may have used plagiarised or unattributed materials in class notes
S5j	0%		20%		80%		I have come across a case of plagiarism committed by a student at this institution
S5k T5o	80%	81%	0%	14%	20%	5%	I believe I may have plagiarised (accidentally or deliberately)
S5l T5q	0%	48%	40%	48%	40%	0%	I believe that all teachers follow the same procedures for similar cases of plagiarism
S5m T5r	20%	29%	20%	33%	60%	34%	I believe that the way teachers treat plagiarism does not vary from student to student
S5n T5s	0%	38%	0%	33%	100%	29%	I believe that when dealing with plagiarism teachers follow the existing/required procedures
S5o T5t	0%	10%	40%	10%	60%	81%	It is possible to design coursework to reduce student plagiarism
S5p T5u	0%	10%	40%	33%	60%	57%	I think that translation across languages is used by some students to avoid detection of plagiarism
S5q	40%		0%		40%		The previous institution I studied was less strict about plagiarism than this institution
S5r	0%		0%		100%		I understand the links between copyright, Intellectual property rights and plagiarism