



## ***Impact of Policies for Plagiarism in Higher Education Across Europe***

### **Plagiarism Policies in the Republic of Slovenia**

*Executive Summary*

*Author Angelika Kokkinaki*

*November 2013*





Lifelong Learning Programme



Education, Audiovisual & Culture  
Executive Agency

## ***Impact of Policies for Plagiarism in Higher Education Across Europe***

### **Plagiarism Policies in the Republic of Slovenia**

#### **Executive Summary**

#### **ES 1 Background**

ES 1.1 Data was collected through a survey that took place during the December 2012 January 2013 using questionnaires for participants (students and faculty) and two interviews with a senior academic/national expert. Data was also collected from articles, web sites and web 2.0 media. The survey examined the extent and effectiveness of policies and procedures implemented nationally and at Higher Education Institutions (HEI) in Slovenia with regards to aspects of academic integrity and specifically plagiarism and academic conduct. The research was focused on relevant aspects at first and second cycle studies (bachelor's and master's levels); doctoral students were not included in this research.

#### **ES 2 Findings**

- ES 2.1 We have not identified a national co-ordination body on issues related to academic integrity. In Slovenia, there are concerns about academic misconduct and breaches in academic integrity because of:
- Lack of appropriate measures and dismissal of proven cases of plagiarism
  - The punitive measures for student plagiarism, which do not reflect the severity/degree of plagiarism.
  - The lack of policies at most HEIs of Slovenia regarding plagiarism.
  - The inability of students and faculty to recognise cases of plagiarism
- ES 2.2 Although anti-plagiarism digital tools are used by all universities that participated in this study, universities differed in policies regarding student access to the tools, and the provision of faculty training to interpret digital output and to support students learning using these tools.
- ES 2.3 Consistency issues on policies related to plagiarism have been identified.
- ES 2.4 According to faculty and students the factors that contribute to plagiarism were ranked in terms of descending popularity as follows:
- the belief of not getting caught,
  - the interest to pass rather than learn,
  - time management problems.
- ES 2.5 Although a significant percentage of students and teachers responders had received guidance in techniques for scholarly academic writing and anti-plagiarism issues (Annex Slovenia-Students Qu S5a, T5a), there were just as many that said they needed more training (Annex Slovenia-Students Qu S5b, T5p).





Lifelong Learning Programme



### ES 3 Recommendations

#### ES 3.1 Nationally and internationally

The recommendations presented in this section take under consideration the economic crisis affecting the Government and the Universities of the Republic of Slovenia.

- ES 3.1.1 It is recommended to establish a national for Quality Assurance in higher Education that will also prioritize issues related to academic integrity and prevention of plagiarism.
- ES 3.1.2 There is a plethora of valuable information on plagiarism in the English language that can be accessed from the internet. With relatively minimal investment, resources can be translated in Slovenian language and made available to all HEI students.
- ES 3.1.3 The IPPHEAE survey results indicate that the adoption of digital tools can be useful and there are indicators showing their adoption process is accelerating. A national body for Quality Assurance or a consortium of Universities would have higher negotiation power to set more favourable contractual terms than each University, at isolation.

Irrespective of the software package selected, there need to be:

- a) Clear policy statements about when and how tools should be used and accessed by teachers, students and administrators;
  - b) Guidance for teachers about how to interpret and make use of the outputs for helping to detect cases of plagiarism, and information about the limitations for what the tools can achieve;
  - c) Guidance for teachers on how to use the tools formatively to support student learning;
  - d) Clear guidance for students on how software tools can help them and particularly what they do not show;
- ES 3.1.4 It is important that any reforms introduced are applied across all levels in higher education, not just for graduate level programmes and research.
  - ES 3.1.5 Web 2.0 technologies and social media may be used as platforms that allow and encourage people to raise issues and disseminate good practices on anti-plagiarism.
  - ES 3.1.6 Interested HEI stakeholders may wish to conduct a more comprehensive survey about academic integrity and plagiarism in Slovenia. They are welcome to reuse the instruments of surveys used by IPPHEAE, which are freely available on the website as well to refer to the collected data and resulting analysis as a benchmark.

#### ES 3.2 Institutionally

- ES 3.2.1 At national level, the recommendations described in 8.1.1-8.1.6 require central co-ordination. Encouraging more local responses to changing culture and attitudes may contribute to faster and more sustained changes at institutional level. Institutional recommendations need to echo each of those outlined above at national level.
- ES 3.2.2 The IPPHEAE survey results suggest that it would be useful to stage courses for professional development for academic staff within institutions in order to update people





on how research practices have changed in the last 12-15 years, and promote some good practice examples of assuring high standards in academic integrity.

ES 3.2.3 Institutional leadership and support needs to be established to encourage academic teaching staff to highlight cases of student cheating and plagiarism.

ES 3.2.4 To help progress made at national basis, each institution or region could develop procedures for dealing internally with cases of academic dishonesty in students in a consistent manner employing a set of fair sanctions.

#### ES 3.3 *Individual academics:*

ES 3.3.1 At individual level, academics have a responsibility for promoting standards and quality in all aspects of academic activity, including teaching, setting assessments and examination papers, grading of work, providing support, guidance and advice to students. This list of activities naturally extends to aspects of academic dishonesty and plagiarism. Given a supportive regime at institutional and national levels, it should be possible for academic staff to:

- a) support students to improve independent study, research and writing skills;
- b) develop innovative assessments that challenge students and make plagiarism or cheating difficult;
- c) respond to suspected cases of student plagiarism and cheating according to policies that are fair, transparent and easy to apply.

#### **ES 4 Conclusions**

This report presents findings on plagiarism in Slovenia, identifies gaps and challenges in promoting and implementing policies, procedures, competences and attitudes among multiple stakeholders in HEI in Slovenia.



## 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> [accessed 28/05/2013]
- JISC (formerly) Joint Information Systems Committee <http://www.jisc.ac.uk/> [accessed 23/04/2013]
- JISC Electronic Plagiarism Project:  
<http://www.jisc.ac.uk/whatwedo/programmes/plagiarism/archive/detection.aspx> [accessed 23/04/2013]
- Ministry of Education, Science and Sport: <http://www.mizs.gov.si/en/> [accessed October 19<sup>h</sup> 2013]
- Moss (Measure of Software Similarity): <http://theory.stanford.edu/~aiken/moss/> [accessed September 28<sup>th</sup> 2013]
- 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.

Written by  
Angelika Kokkinaki, 28<sup>th</sup> November 2013

Annex Slovenia Republic 1: Responses to question 5: (1=strongly disagree – 5=strongly agree)

Table 16: Student and teacher responses to questionnaire Question 5 (percentages) (S n=129; T n=8)							
Qu	Disagree (1,2)		Don't know		Agree (4,5)		Question
	student	teacher	student	teacher	student	teacher	
S5a T5a	19%		18%		63%	+	Students receive training in techniques for scholarly academic writing and anti-plagiarism issues
S5b T5p	19%	+	45%		37%		I would like to have more training on avoidance of plagiarism and academic dishonesty
S5c T5b	3%		29%		78%	+	This institution has policies and procedures for dealing with plagiarism
T5c						+	I believe this institution takes a serious approach to plagiarism prevention
T5d						+	I believe this institution takes a serious approach to plagiarism detection
S5d T5e	11%		38%	+	51%		Plagiarism policies, procedures and penalties are available to students
T5f				+		+	Plagiarism policies, procedures and penalties are available to staff
S5e T5g	11%		48%		40%	+	Penalties for plagiarism are administered according to a standard formula
S5f T5h	19%		43%		38%	+	I know what penalties are applied to students for different forms of plagiarism and academic dishonesty
S5g T5i	16%		61%	+	24%	+	Student circumstances are taken into account when deciding penalties for plagiarism
S5h T5m	3%	+	45%		53%	+	The institution has policies and procedures for dealing with academic dishonesty
T5j		+				+	The penalties for academic dishonesty are separate from those for plagiarism
T5k		+					There are national regulations or guidance concerning plagiarism prevention within HEIs in this country
T5l		+		+			Our national quality and standards agencies monitor plagiarism and academic dishonesty in HEIs
S5i T5n	26%		37%		37%	+	I believe one or more of my teachers/colleagues may have used plagiarised or unattributed materials in class notes
S5j	34%		34%		43%		I have come across a case of plagiarism committed by a student at this institution
S5k T5o	37%	+	34%		29%	+	I believe I may have plagiarised (accidentally or deliberately)
S5l T5q	27%		39%	+	34%	+	I believe that all teachers follow the same procedures for similar cases of plagiarism
S5m T5r	18%	+	34%	+	45%		I believe that the way teachers treat plagiarism does not vary from student to student
S5n T5s	13%		40%		47%	+	I believe that when dealing with plagiarism teachers follow the existing/required procedures
S5o T5t	8%		26%		63%	+	It is possible to design coursework to reduce student plagiarism
S5p T5u	3%		38%		59%	+	I think that translation across languages is used by some students to avoid detection of plagiarism
S5q	26%		24%		26%		The previous institution I studied was less strict about plagiarism than this institution
S5r	8%		34%		58%		I understand the links between copyright, Intellectual property rights and plagiarism