



Impact of Policies for Plagiarism in Higher Education Across Europe

Plagiarism Policies in the Republic of Slovenia

Full Report

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1. Information sources

Information about policies and procedures for plagiarism in the Higher Educational Institutes which are functioning under the control of the Republic of Slovenia was collected through

- on-line surveys for educators and students;
- structured interviews with academics;
- Information in web sites and web 2.0 media.

Two interviews were conducted; both via Skype. The national level questions focused on national and institutional policies and procedures relating to plagiarism prevention and detection. Perceptions and beliefs from university students and academics were collected through online surveys and are presented in the current report, while in certain points excerpts have been included to introduce a sense of direct voices and evidence from country specific problems presented in this report.

Table 1 summarises the responses received to different elements of the survey.

Country	Student Questionnaire responses	Teacher Questionnaire responses	Senior Management and National	Student Focus Groups	Organisations and Institutions		
Republic of Slovenia	38	2	2	0	2		
Breakdown of student responses by domicile and award	Home students	Other EU students	Non-EU students	Not known	Bachelor, diploma	Master, doctor	Blank, Other
Republic of Slovenia	38	38	0	0	24	13	1

With regards to data in Table 1, we ought to point out that online participation for Slovenian faculty resulted in low response rate but both faculty members participating in the survey express their intense interest for follow up actions on plagiarism and provided their email for future reference. Faculty members come from two different Universities, whereas all participating students were coming from one Faculty.

2. Higher Education in the Republic of Slovenia

At the time the survey was conducted, the Ministry of Higher Education, Science and Technology (www.mvzt.gov.si) in the Republic of Slovenia had the following list of HEIs:

- 3 public Universities
- a public independent institution of higher education
- 2 private Universities (one of which is international), and
- 29 independent higher educational institutions.

According to the Statistical Office of the Republic of Slovenia, the number of students has more than tripled since 1991. The share of higher education students per thousand inhabitants has risen from 19.1% in 1991 to 41.1% in 2005.

Students in Universities and Other Higher Educational Institutes (HEI)	1991-1992	2005-2006	2009-2010
Undergraduate	36504	73967	98973
Postgraduate	1647	8344	15900
TOTAL	38151	15900	114873

In 2004, a reform was introduced in Slovenia with regards to the framework of Higher Educational Institutes. Through this report, a three-cycle structure of studies has been followed according to the Bologna process guidelines. The duration of study programmes is limited in credit points that are equivalent to ECTS.

- The first-cycle may lead either to academic or to professional study programmes (180–240 CP; 3–4 years) leading to the first-cycle degree ('diplomirani ... UN', 'diplomirani ... VS');
- The second-cycle encompasses Master's level study programmes (60–120 CP; 1–2 years) leading to the title 'Magister', which is no longer a milestone towards the completion for doctoral studies, but rather a degree of the pre-doctoral study structure.
- The third-cycle are doctoral studies (180 CP; 3 years) leading to 'Doktor znanosti'. Long non-structured masters' study programmes are allowed as an exception, (e.g. EU regulated professions).

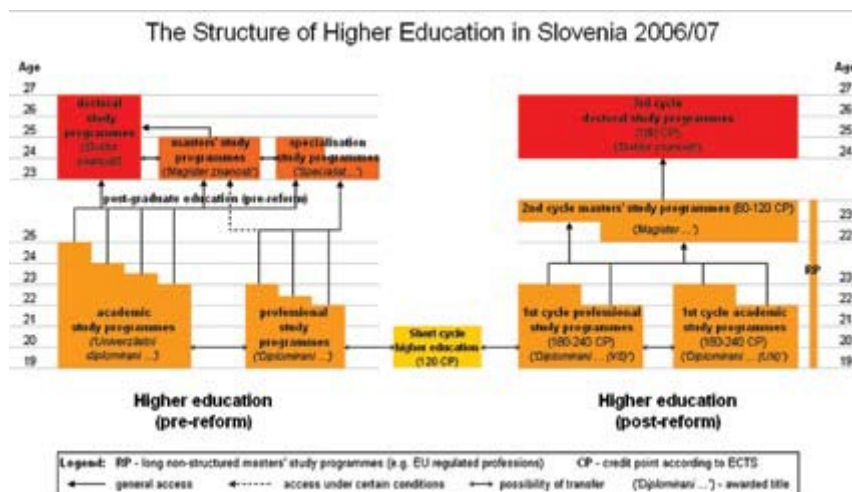


Figure 1. Historical evolution of Slovenian Educational System in accordance to the Bologna Process [from: www.mvzt.gov.si]

3.1 Research and development in academic integrity and plagiarism

In Slovenia, we were not able to identify an office responsible for Quality Assurance in Higher Education, although a workshop on Quality Assurance in Education was prominent at the site of the Slovenian Ministry of Higher Education, Science and technology. No statistics on academic integrity were available at national or institutional level about higher education. It is notable, however, that funding from a national research authority has been allocated for the development of a national repository for students' thesis and there is in progress research for the development of an anti-plagiarism system specifically designed for the Slovenian language.

4. Academic Integrity and Plagiarism in the Republic of Slovenia

4.1.1 Academic Integrity

Through interviews and questionnaires, it was brought to our attention that there is no national policy on plagiarism but both institutions participating in the survey treated plagiarism very seriously. Faculty members quoted a fairly large number of cases of plagiarism identified each year. Also faculty admitted they were aware of cases of serious plagiarism, which was dealt by the disciplinary committee of their university. However, it was also admitted that there may have been some cases of plagiarism that were perceived to be less severe as they were related to undergraduate students' assignments and were dealt privately by the lecturer.

Faculty members provided anecdotal evidence that thesis supervision in some Faculties was inadequate due the large number of undergraduates assigned to the same supervisor. It was disclosed in an unofficial way that some academics published plagiarized work, but no specific details were provided regarding the numbers and/or frequency of this happening and/or if there were punitive measures taken by administration.

When asked, faculty members maintain opposite views as to whether conditions of students should be taken under consideration when deciding the punishment for identified cases of plagiarism. Both interviewees, however, admitted that the communication policy of the Universities on plagiarism and academic integrity could be improved and that both students and staff should have better access to rules and regulations addressing plagiarism and academic integrity, at large. Additional training for students was also suggested but not for faculty.

4.1.2 Plagiarism

Responders to our survey (both faculty and students) agreed that students should receive more targeted education on plagiarism and ways to avoid it. Based on the information we retrieved, we noticed a lack of specific modules on research methods and academic writing.

Anti-plagiarism software was perceived very favourably. Special attention was brought to the fact that translation of a work originally published in English into a national language (in this case Slovenian) creates a document that cannot be detected by existing anti-plagiarism systems. Limitations of anti-plagiarism software are well understood by faculty who have been using it, but not so by novice users. Moreover, it should be noted that detection capabilities of anti-plagiarism software are correlated with the number of resources found in their data repository (against which a submitted paper is checked). If there are few scientific documents in a given national language, the chances of detecting plagiarism are also limited.

It must be noted that one of the participants in the survey develops a system that relies on ontologies to identify the papers on the same area as the one under examination and through that increase the detection capabilities for text similarities between the detected documents.

4.4 IPPHEAE survey findings on policies and procedures

Evidence collected suggests that although it is not unusual for students to commit plagiarism, it is not very common for students in Slovenia to face severe punitive actions for plagiarism. The answers of students are given in percentages, but due to the small number of participating faculty members we have marked their selection, but not included percentages

Question 7 of the student and teacher questionnaires asked about sanctions:

What would happen if a student at your institution was found guilty of plagiarism in their assignment or final project/dissertation?

The responses are summarised in Table 4.

Assignment		Project or Dissertation		Sanction	Feedback (S=student, T=Teacher)
Student	Teacher	Student	Teacher		
39%	+	8%		No action would be taken	Depends on professor, if he/she cares
68%	+	21%		Verbal warning	I'm not aware of the faculty policy
50%		32%	+	Formal warning letter	After the first occurrence of plagiarism in an assignment
68%		47%	+	Request to re write it properly	
37%	+	42%		Zero mark for the work	Zero mark only for dissertation [sic]
47%		29%		Repeat the module or subject	
45%		45%	+	Fail the module or subject	
24%		21%		Repeat the whole year of study	I do not think it will happen
32%		42%	+	Fail the whole programme or degree	It is justified for the dissertation
18%		34%		Expose the student to school community	
18%		58%		Suspended from the institution	Depends on previous situation, like if the person was already warned
16%		47%		Expelled from the institution	
26%		34%		Suspend payment of student grant	
21%		11%		Other	

Based on the responses in Table 4, faculty and students seem to consider a range of potential punishments for plagiarism. Faculty selected certain measures for plagiarism in assignments (verbal warning, zero mark for the work) and different sanctions (formal warning, request to write it properly, fail the module and fail the whole program) for plagiarism in project/dissertations. Among students, the three most widely accepted penalties are: zero mark, request to write it properly and verbal warning. In the case of plagiarism in a dissertation, suspension from institution, a request to rewrite it properly was jointly viewed as appropriate penalty by the students and the faculty, alike. Students accepted as a possible sanction suspension of a scholarship or a grant, whereas no teacher was aware of this type of penalty. The survey was not design to collect evidence on the frequency and the type of offences that could trigger a specific punishment, but we have collected information through interviews with faculty members and a high rank academic. It is believed that sanctions are inconsistent and inappropriately light. A comment by a student in a questionnaire response is indicative:

“[Punishment] depends on the professor, if he cares.”

It is also interesting to note that procedures for applying sanctions are not consistent and faculty members are not always aware of them. When faculty members and administrators were asked regarding the existence of statistics that show whether plagiarism has increased or decreased in recent years, all interviewees agreed that no statistics on plagiarism were kept at their institution or at national level.

4.5 Use of digital tools

At the time this research was conducted, anti-plagiarism software tools were used by two universities in Slovenia. Faculty who used anti-plagiarism software acknowledged its capabilities and potentials.

Table 5: Digital tools and other techniques for detecting plagiarism – number of responses	Student #	Teacher #
Software (Turnitin, Ephorus, no-named software)	10	+
Google, Internet	1	+
Computers (ICT equipment, laptop), smartphones	5	
collection of reports and other projects by the administration	1	
Surveillance	1	
Charter		
Neither, nothing	2	
Don't know	11	
Special purpose search engine hosted by the institution	1	
Special purpose Organization – Company-Curator		

Faculty also expressed the view that incorporating anti-plagiarism software in their courses required some reorganisation on the way they have set up learning and organisational context of their modules. More importantly, however, they pointed out that it also demanded from the host institution to have in place policies and procedures on the topic of plagiarism and academic integrity, at large. Table 5 presents the answers given by faculty and students on existing tools and it is indicative of their level of awareness.

Student and teacher Question 9: *How are the tools you named above used?*

Table 6: Use of software tools – percentages	Student	Teacher
<i>It is up to the lecturers to decide whether to use the tools</i>	37%	
<i>For some courses students must submit their written work using the tools</i>	18%	+
<i>Students must submit all written work using the tools</i>	26%	
<i>Students may use the tools to check their work before submitting</i>	24%	
<i>Other</i>	5%	*

Although these responses suggest that students' access to software tools is growing. It should be noted that a high percentage of students (37%) pointed out that the use of such tools was not institutionalized, but left at the discretion of professors. Teachers also emphasized that certain types of assignments support critical thinking and analytical skills that cannot be easily replicated from someone else's work. To support such assignments, however, it requires redesign on behalf of faculty.

4.6 Making systems and procedures more effective

We collected many suggestions and comments when asked about ideas that would limit plagiarism in academia in Slovenia. The responses and sometimes their intensity suggest that current provisions for support and guidance as well as sources of advice are not sufficient. Table 8b summarises the common themes in the responses.

Slovenia' faculty emphasized that design of student assignments could discourage plagiarism. Interestingly, this was pointed out by a student, as well. However, faculty stated that they believe their colleagues have plagiarized on their course materials.

Table 8b: Thematic summary of ideas for how to reduce student	Number of Responses
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plagiarism	Student	Teacher	Senior Man	National
Staff training or development, codes of practice/conduct		1	1	1
Student education about plagiarism, codes of practice/conduct	7	1	1	1
More transparent access to resources, good case studies, study aids	2			
Teaching academic writing skills, paraphrasing, use of sources	3	2		
Encourage respect for ethical issues			1	1
Find ways to eliminate the phenomenon that dissertations can be composed by others for money		1		
For each assessment method, to ask a random sample of students to answer questions orally			1	
An Academic Unit dedicated to academic writing support	1			
Introducing the issue in secondary education	1			
Student access to digital anti-plagiarism tools for text matching	2			
Better control	3	2	1	
Focus on learning, teaching critical thinking, philosophy, originality	1		1	1
Consistency in guidance and sanctions between teachers		1		
More control, prevention measures	2			
Innovative homework assignments	1			
Ensure students /staff understand the consequences, sanctions	3			
Less assignments	1			
Give better grades to students with proper citations and plenty of references	1			
More severe sanctions	2			

Students pointed out that they could have access to anti-plagiarism software for all coursework and dissertation and that they need more training on proper academic writing and awareness on the consequences of plagiarism. In their responses, students provided many more elaborations on the kind of guidance and support that could improve their academic writing skills, including an introduction to the subject in high school curricula, guidance from a unit on academic writing, best practices from their experiences studying abroad etc.

When asked: *do you believe your institution/faculty has a robust approach to the detection of student plagiarism*, senior management respondent from Slovenia elaborated on the fact that there were provisions related to plagiarism and admitted some points that need further improvement particularly with regards to consistency among different institutions. Both faculty members who responded to the survey agreed with the statement above and they stated their belief that their institution was serious about *plagiarism detection*.

When asked about *policies, procedures and penalties for plagiarism and academic dishonesty* and whether these are made available to students (Annex Slovenia-Students-1 Qu 5), the majority of student and faculty responses were positive. It has been pointed out that the lack of a national monitoring committee on plagiarism and academic dishonesty has negative implications on inter-institutional consistency. Almost one in three students (29%) admitted that they may have plagiarized intentionally or unintentionally and 37% expressed their wish for more training. Students and faculty responded positively to the statement: *it is possible to design coursework to reduce student plagiarism* (Annex Slovenia-Students Qu 5o, Slovenia-Teachers 5t).

4 Perceptions and Understanding of Plagiarism

5.1 Support and guidance

One way of showcasing academic integrity is to ask students to sign some form of statement about integrity and honesty. In some countries and institutions this can take the form of a formal



ceremony, but in other institutions can *be* part of the student enrolment or when students are submitting an assessment. Student and faculty responses as to when *students are required to sign a declaration about originality and academic honesty* are summarised in Table 6.

Student	Teacher	When
29%		On starting their degree
24%		For every assessment
16%	+	For some assessments
8%	+	Never
13%		Not sure

It should be noted that the above results show a difference of opinion/perceptions between students and teachers about this issue. The small number of teachers that completed the questionnaires might be a contributing factor for such difference.

Student *Question 2: I became aware of plagiarism...*

63% of students said that they became aware of plagiarism before they started university, 29% during their undergraduate degree and 3% during their Masters or PhD studies. 5% said they were still not sure about this.

Student *Question 3: I learned to cite and reference...*

32% of students said that they had learnt about conventions regarding writing before university, 58% during their bachelor degree, 3% during their postgraduate doctoral studies. 8% said they were still not sure about this.

Table 7 summarizes the answers to Student Question 6 and Teacher Questions 2 and 3 about awareness-raising: *students become aware of plagiarism and of other forms of academic dishonesty (e.g. cheating) as an important issue through a variety of means*. The responses in Table 7 confirm that information about plagiarism and academic dishonesty is made available to the majority of Slovenia students through the web, student guides or workshops. Table 7 also shows that a significant proportion of students are not aware of any information about the two issues.

Plagiarism		Academic Dishonesty		
Student	Teacher	Student	Teacher	
71%	+	29%		Web site
42%	+	32%		Course booklet, student guide, handbook
42%	+	24%	+	Leaflet or guidance notes
53%	+	55%	+	Workshop / class / lecture
42%		42%		I am not aware of any information about this
24%		24%		Other

The responses to student Question 12, teacher Question 14: *Which of the following services are provided at your institution to advise students about plagiarism prevention? (Answer all that apply)* are summarised in Table 8. The main channel for educating students about plagiarism and academic dishonesty appears to be through tutors, in class and through course handbooks and guidance from the library.

Student	Teacher	Service or provision
18%		Academic support unit
58%	+	Advice in class during course/module
21%		Additional lectures, workshops:
61%	+	Advice from tutors or lecturers

34%	+	Guidance from the library
29%		University publisher
16%		Academic writing unit/Study skills unit

5.2 Responses about plagiarism

26% of student participants agreed with the statement that *the previous institution [where] I studied was less strict about plagiarism than this institution*, while another 26% disagreeing (Annex Slovenia Students S5q).

All participants were asked to reflect and comment on the question *what leads students to decide to plagiarise?* They were asked to select the 10 most prominent contributing factors; their responses are summarised in Table 9. The results for the top three of the reasons suggested for student plagiarism, were: *They think they will not get caught (66%); they don't want to learn anything, just pass the assignment (63%); they run out of time (61%)*.

Student	Teacher	SM/National	Possible reason for plagiarism
34%	+		<i>They think the lecturer will not care</i>
66%	+	+	<i>They think they will not get caught</i>
61%	+		<i>They run out of time</i>
63%	+	+	<i>They don't want to learn anything, just pass the assignment:</i>
11%	+		<i>They don't see the difference between group work and collusion</i>
32%	+	+	<i>They can't express another person's ideas in their own words</i>
45%			<i>They don't understand how to cite and reference</i>
42%	+		<i>They are not aware of penalties</i>
29%	+	+	<i>They are unable to cope with the workload</i>
37%	+		<i>They think their written work is not good enough:</i>
24%	+		<i>They feel the task is completely beyond their ability</i>
53%	+	+	<i>It is easy to cut and paste from the Internet</i>
26%	+		<i>They feel external pressure to succeed</i>
29%	+		<i>Plagiarism is not seen as wrong</i>
42%	+		<i>They have always written like that</i>
18%			<i>Unclear criteria and expectations for assignments</i>
37%	+		<i>Their reading comprehension skills are weak</i>
13%	+		<i>Assignments tasks are too difficult or not understood</i>
32%	+		<i>There is no teacher control on plagiarism</i>

Table 11 summarises responses to student Question 10 exploring their understanding of basic academic writing conventions: *What are the reasons for using correct referencing and citation in scholarly academic writing?*

71%	<i>To avoid being accused of plagiarism</i>
55%	<i>To show you have read some relevant research papers</i>
61%	<i>To give credit to the author of the sourced material</i>
45%	<i>To strengthen and give authority to your writing</i>

24%	<i>Because you are given credit/marks for doing so</i>
5%	<i>I don't know</i>

From the responses summarized in Table 11, it is alarming to see the large percentage of students (71%) who think that the purpose of referencing and citation is to defend themselves against accusations of plagiarism or to give authority to their work. A small number (24%) consider citations as a way to get a better grade in their paper. It is interesting to note that two students who voted “other” wrote “so that others interested in your area of writing can look up other authors relevant to the area” and “to respect someone’s intellectual property”. Overall, however, the great majority of student participants appear to have a good grasp of why referencing and in-text citations are required.

The research (Table 12) also showed that a referencing style convention are followed by students (68%), with the majority of students (62%) expressing their confidence about referencing and citation. The percentage (38%) of students who stated that they were not certain or admit their weaknesses about referencing and citations, suggests that more training is required. Finding good quality sources was considered as the most difficulty aspect by student (Table 13).

Yes		No		Not sure		Question
student	teacher	student	teacher	student	teacher	
68%	+	5%		27%		<i>Is there any referencing style students are required or encouraged to use in written work?</i>
62%		19%		19%		<i>Are you confident about referencing and citation?</i>

Student Question 13: *What do you find difficult about academic writing?*

71%	<i>Finding good quality sources</i>
26%	<i>Referencing and citation</i>
32%	<i>Paraphrasing</i>
32%	<i>Understanding different referencing formats and styles</i>

The survey also included questions that explored respondents' understanding about what constitutes plagiarism. Students (Qu. 15) and teachers (Qu. 19) were presented with scenarios of plagiarism and were asked to identify whether each case was representative of plagiarism as well as to suggest whether some "punishment" should be applied. The aim was to try to establish people's perception of plagiarism and of its severity as indicated by the punishment they suggested for each case. Tables 14 and 15 summarise the responses from students and teachers, respectively.

Although all six cases (a-f) could be identified as plagiarism, some (c, f) could be construed as poor academic practice or perhaps patch-writing due to poor language skills (b, e). However given that 40% of the paper is identical to other work in all case scenarios, it is expected that the matter will be investigated for plagiarism leading to possible sanctions.

It is commendable that the presented scenario (a) (Tables 14) was correctly identified as plagiarism by the overwhelming majority of faculty and students. Moreover, both agreed by majority that such cases ought to be punished. The percentages of students who positively identifying possible plagiarism examples from the remaining options, particularly cases (c), (f) for students, was much lower. This would suggest that students' confidence in understanding academic writing conventions may be misplaced. It is worth mentioning that participating faculty missed case f, which is worrying because the participants took part in this survey voluntarily, making it more likely that they are more informed and/or more sensitive on plagiarism issues.

Student Question 15: Examples of possible plagiarism:

Qu	Is it plagiarism?			Punishment?	Assuming that 40% of a student's submission is from other sources and is copied into the student's work as described in (a-f) below, indicate your judgement on plagiarism
	Yes	No	Don't know		
a	91%	0%	9%	95%	word for word with no quotations
b	91%	3%	6%	62%	word for word with no quotations, has a correct references but no in text citations
c	47%	20%	33%	47%	word for word with no quotations, but has correct references and in text citations
d	79%	20%	49%	76%	with some words changed with no quotations, references or in text citations
e	52%	11%	37%	35%	with some words changed with no quotations, has correct references but no in text citations
f	26%	29%	44%	5%	with some words changed with no quotations, but has correct references and in text citations

5 Discussion

This report presents evidence on plagiarism and academic misconduct in Slovenia. Methodologically, we used quantitative and qualitative methods as well as secondary data from publications and online media. The results obtained appear to emphasize aspects of harmonisation and consistency of standards that need to be addressed immediately so that the HE institutions in Slovenia attain alignment with the principles stated in the Bologna Process.

Universities that participated in this research do have some general principles for deterring plagiarism, listed in a variety of documents. However, they do not seem to have coherent policies on plagiarism and academic dishonesty. They also seem to lack of effective communications policy because a significant proportion of faculty and student are not aware of the policies. Furthermore, no co-operation on these issues between the various Universities at national level (through a supervisory body or a thematic network) has been identified.

Software tools that identify text similarities are accepted, used and research and development funds have been allocated to address the problem of detection of plagiarism in the national language.

6 *Recommendations for the Republic of Slovenia*

8.1 *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.

- 8.1.1 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.
- 8.1.2 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.
- 8.1.3 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;
- 8.1.4 It is important that any reforms introduced are applied across all levels in higher education, not just for graduate level programmes and research.
 - 8.1.5 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.
 - 8.1.6 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.

8.2 *Institutionally*

- 8.2.1 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.
- 8.2.2 The IPPEAE 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.
- 8.2.3 Institutional leadership and support needs to be established to encourage academic teaching staff to highlight cases of student cheating and plagiarism.
- 8.2.4 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.

8.3 Individual academics:

- 8.3.1 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.

7 Conclusions

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

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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)							Question
Qu	Disagree (1,2)		Don't know		Agree (4,5)		
	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