



Lifelong Learning Programme



Impact of Policies for Plagiarism in Higher Education Across Europe

Plagiarism Policies in Belgium

Full Report

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1. Information sources

Information about Belgium was collected through

- On-line questionnaires for **teachers**;
- Responses from **3 students**;
- **structured interviews** and **email discussions**;
- Documentation and on-line evidence.

Questionnaires were made available in 14 languages (including English, French and German) at 3 levels, but despite many requests to different contacts and institutions, no questionnaire responses were received from students studying in Belgium and only three teachers responded to the questionnaire. However responses from Belgian students studying in the UK, interviews and email discussions about HE study in Belgium helped to provide some relevant information. Communication was by email and Skype, involving one student and two senior academics and a national representative. Although respondents represented seven different Belgian universities or organisations and useful and relevant information was collected, the limited number of respondents makes it impossible to generalise from this evidence about plagiarism policies in Belgian HEIs.

The survey questions covered a wide range of issues about policies and procedures relating to plagiarism prevention and detection at institutional and national in Belgium. Views and opinions of the participants have been used to inform and enrich the following report. Where possible the *colour coded* voices of participants have been used to.

2. Higher Education in Belgium

Belgian Higher Education is divided federally to accommodate the three language groups (Flemish, French and German) and regions (Flanders, Wallonia and Brussels) in Belgium. Evidence emerged of cross-border cooperation and sharing of agencies for quality assurance and accreditation within the Benelux region (Belgium, Netherlands and Luxembourg) (Source: Naric, Belgium).

It is very common for Belgian students take part in overseas placements, mostly through Erasmus placements, and Belgium hosts a similar number of incoming Erasmus students. In addition to study programmes in the three Belgian languages, programmes are also taught in English in some institutions.

“Evaluation is partly on individual exam and group work, done in different ways, it depends on the institute. In our university a minimum of 40% must be written exam, but even that is flexible, for example in language courses exams can be based on a talk with the professor” (interview with senior academic manager)

Evidence from the teacher questionnaire also suggests that a 60/40 split between individual and group-based assessment is typical. As the above quotation suggests, the same split appears to be applied to the nature of assessments with approximately 60% formal examinations and 40% project work or practical coursework.

3. Quality Assurance in Finnish Higher Education - teaching, learning and assessment

In regions of Belgium there are agencies concerned with establishing and implementing procedures for accreditation and external quality evaluation for HEIs. Quality aspects, particularly regarding teacher training were prioritised for Flemish speaking institutions according to a report written in 2009 (Huys et al 2009). However there is no mention of policies for academic integrity or plagiarism in any of the Benelux regions covered by this report.

According to one respondent *“The national (Flemish) government evaluates institutions’ quality control. After a university has been accredited, it is not really monitoring it is more about support”* (interview academic manager). In common with many other EU countries the agency responsible for educational quality is concerned with content of courses and governance. There appears to be no external oversight for institutional policies and systems covering academic standards, quality, academic integrity and ethics.

4. Academic Integrity and Plagiarism in Belgium

4.1 National perspective

According to a national source, in Belgium *“there is neither specific policy nor regulation dealing with plagiarism. Plagiarism is generally considered as a study fraud which therefore leads to disciplinary sanctions. But those sanctions are defined by each institution and not at the level of the whole HE system”*. No evidence emerged at any level of statistics for academic misconduct or plagiarism cases, although one of the teacher respondents did suggest that plagiarism is very common in student written work. It is impossible to show whether there is a significant issue with plagiarism in Belgium and if so whether this has been recognised by those empowered to respond. However based on what is known elsewhere across the world, it is likely Belgium has similar problems with plagiarism as other countries.

The complicated federated and cross-border governance and oversight arrangements for education in Belgium may be hampering the development of a consistent national response to both quality and academic integrity. An Erasmus placement student who had studied in Belgium observed that *“there was no central planning between institutions”*.

As happened recently in several other countries, in 2013 Belgium had its own high-profile case of plagiarism in by a prominent public figure. Professor of Criminal Law, Patrick van Calster’s doctoral thesis was rescinded by the Free University of Brussels after it was found to contain “flagrant” plagiarism, according to the Flemish language Newspaper De Morgen (article 30th May 2013). This decision led to suspension from his current post at the University of Groningen, over the border in the Netherlands. Compared to tens of similar cases elsewhere in Europe, such swift and decisive action by both universities is unusual (copy-shake-paste blog).

4.2 Institutional viewpoints

Evidence emerged from a student interview that cases of plagiarism may not to be detected or dealt with by at least one Belgian university. A student respondent witnessed *“rational behaviour with deliberate attempts to copy”* by students for assessed work. The student described the very modular system for learning, assessment and feedback, which made it difficult for academic teachers to have a holistic view of student conduct, achievement and performance. In this student’s experience the assessment for each module was based on a single seminar paper on a topical subject such as European monetary policy, whereby students were required to extrapolate and develop their own ideas. However in this university as they *“don’t buy books”*, students were

expected to “use [on-line] *economics journals via drop box*” as primary sources, but no referencing was required in the submitted student paper (student interview).

All teachers responding to the questionnaire agreed that *the institution has policies and procedures for dealing with academic dishonesty*. Out of the three teacher responses one disagreed and two agreed that *this institution has policies and procedures for dealing with plagiarism*. The same responses were made to the statement *I believe this institution takes a serious approach to plagiarism detection*. However in response to *I believe this institution takes a serious approach to plagiarism prevention*, two teachers agreed and one said they did not know (Annex BE-1).

In other responses to question 5 (Annex BE-1) information was provided about how plagiarism policies are viewed from teacher perspectives. (Qu T5e). Only one of the three teachers thought that *plagiarism policies, procedures and penalties are available to students*, and none of the teachers agreed that *Plagiarism policies, procedures and penalties are available to staff* which suggests more could be done to make this information available.

In questionnaire responses from two Belgian students studying for master’s degree in the UK, one student agreed and the other strongly agreed that *the previous institution where I studied [in Belgium] was less strict about plagiarism than this institution* (Qu S5q). Both students said they became aware of plagiarism *before they started their undergraduate/bachelor degree* and *learned to cite and reference* either before or during their undergraduate studies (Qu S2, S3).

Question 7 of the Teacher questionnaire asked: *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 3.

Assignment	Project or Dissertation	
Teacher	Teacher	
0%	0%	<i>No action would be taken</i>
0%	0%	<i>Verbal warning</i>
0%	0%	<i>Formal warning letter</i>
67%	67%	<i>Request to re write it properly</i>
67%	33%	<i>Zero mark for the work</i>
0%	33%	<i>Repeat the module or subject</i>
0%	0%	<i>Fail the module or subject</i>
0%	0%	<i>Repeat the whole year of study</i>
0%	33%	<i>Fail the whole programme or degree</i>
0%	0%	<i>Expose the student to school community</i>
0%	0%	<i>Suspended from the institution</i>
0%	0%	<i>Expelled from the institution</i>
0%	0%	<i>Suspend payment of student grant</i>
0%	0%	<i>Other</i>

It seems that very few types of sanctions are used in Belgium, the more draconian penalty of *fail the programme or degree* being applied in at least one institution for the most serious plagiarism. For question 5 (Annex BE-1, Qu T5q) none of the teachers agreed with either of the statements *I believe that all teachers follow the same procedures for similar cases of plagiarism* and *I know what penalties are applied to students for different forms of plagiarism and academic dishonesty*. When separately asked about responsibility for deciding whether a student is guilty of plagiarism, collusion and exam cheating, 2 teachers consistently selected *academic tutor* and the other teacher chose a *departmental panel*. Exactly the same responses were recorded for questions about decision on sanctions for plagiarism and collusion, but for examination cheating only one teacher selected the

academic tutor, one selected Departmental Leader and the final teacher chose departmental panel (Question T15).

The responses about sanctions suggest there may be serious inconsistency of approach between academics within and between institutions when responding to cases of plagiarism, which is unsurprising, given the apparent lack of transparency about decisions, assessment and policies.

4.3 Academic dishonesty in formal examinations

When exploring what could be done to reduce plagiarism, an interviewee made a surprising assertion that *“the main problem is plagiarism in exams”* (interview senior academic). When asked to clarify this statement the interviewee explained that some examination invigilators strictly enforce no communication between candidates, but other invigilators *“are not reporting [problems], not taking responsibility”*. This means that when a tutor is subsequently grading the examination scripts *“you can see if some students have copied from another student but you cannot report on it”*. When asked how this could happen it was explained that *“they can copy from each other, all in a big room, sitting not far enough apart. They can copy and can do other things”*. The same respondent gave an example when even for a very good class of attentive and engaged students *“30% of the exams were copied”*. This led to discussion on how such cases were dealt with administratively, *“I decrease the mark. To prove it in a formal way, it is very difficult to do ... the mark will be dependent on your feeling”*. On expressing concern about whether students could appeal against a reduced mark or grade and if such a practice could lead to accusations of not following the correct procedures, (does anyone check whether the mark is fair?), the response was clear *“I can assume that if they [students] know, in such a case, they will not come [to challenge the mark]”*.

4.4 Awareness and understanding

In response to the statement *I believe I may have plagiarised (accidentally or deliberately)*, one the teacher agreed and one disagreed that they may have plagiarised, but none of the teachers disagreed with the statement *I believe one or more of my teachers/colleagues may have used plagiarised or unattributed materials in class notes* (Annex BE-1, Qu T5o, Qu T5n).

One senior academic added a comment about plagiarism by academics and researchers *“I am also a member of a committee to review journal papers. I tried to use the same [software matching] tool to apply to the journal papers; sometimes papers are about 50% matched. I know journals do not all scan papers and even when they do and find matches they sometimes accept the papers anyway”*. These observations suggest that senior people responsible for research and educating students in good academic practice may not be setting a good example, or perhaps may not be fully aware of the rules for using and attributing academic sources.

When asked about whether there was any awareness of different forms of “ghost writing” or procuring work for in exchange for payment, one interviewee commented that *“it is always a danger, it is not new, not dependent on the Internet; you can only detect it during the process of writing. My experience is if you are the supervisor of 10 students it is very difficult to detect that type of plagiarism”* (interview with senior academic).

4.5 Use of digital tools

The teacher survey contained two questions about “digital tools”, responses are summarised in Tables 4 and 5. Four respondents referred to software being used at their institutions to aid the detection of plagiarism, but one respondent clarified that the use of software was confined to the student thesis and not deployed for student papers, essays or other work. This was backed by a national source, who confirmed that *“all HEIs have put in place some mechanisms and systems (most*

generally digital-based) to track plagiarism". It appears that if there are any policies for how the tools are used, they are decided at institutional level.

Student and teacher Question 8: *What digital tools or other techniques are available at your institution for helping to detect plagiarism?*

Table 4: Software Tools (number of responses)	Teacher
Software for text matching (Ephorus, unnamed)	2
Don't know	1

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

Table 5: Use of software tools	Teacher
<i>It is up to the lecturers to decide whether to use the tools</i>	1/33%
<i>For some courses students must submit their written work using the tools</i>	1/33%
<i>Students must submit all written work using the tools</i>	0%
<i>Students may use the tools to check their work before submitting</i>	3/100%
<i>Other: All theses, and just theses are submitted via tools</i>	

It is clear from the responses that software tools for aiding detection of plagiarism are being adopted and applied by most universities in Belgium. The feedback from teachers and students also suggest that student access to digital tools may be common in Belgium. However the emphasis for teachers appears to be only on using tools for checking the final thesis for plagiarism rather than focusing on other assessments and formative development of writing skills.

4.6 Evidence of other preventative measures

One way of highlighting academic integrity is to ask students to sign some form of statement about integrity and honesty. Question 4 of the student and teacher questionnaire asked when *students are required to sign a declaration about originality and academic honesty...*

Table 6: Students signing a declaration		
Student	Teacher	When
0	0	<i>On starting their degree</i>
0	0	<i>For every assessment</i>
0	0	<i>For some assessments</i>
1	2	<i>Never</i>
1	1	<i>Not sure</i>

In response to the same question on the Student Questionnaire (Qu S4), one of the Belgian students studying in the UK indicated that they had never signed such a statement and the other was not sure. Although it is common in the UK to ask students to sign an honesty statement with most written submissions, the responses suggest this is not a common practice in Belgium.

5. Perceptions and Understanding of Plagiarism

5.1 Support and guidance

An essential part of a strategy within an institution to discourage plagiarism and academic dishonesty is to provide resources to raise understanding and help to clarify what is acceptable practice. The resources can be in various forms.

Table 7 summarises the responses from teachers to Questions 2 and 3 about awareness-raising resources: *students become aware of plagiarism and of other forms of academic dishonesty (e.g. cheating) as an important issue through:*

Plagiarism	Academic Dishonesty	
Teacher	Teacher	
67%	33%	<i>Web site</i>
33%	33%	<i>Course booklet, student guide, handbook</i>
0%	0%	<i>Leaflet or guidance notes</i>
67%	0%	<i>Workshop / class / lecture</i>
0%	33%	<i>I am not aware of any information about this</i>

It is interesting to note that these responses suggest slightly more focus appears to be placed on deterring plagiarism than on academic dishonesty.

A related question (Qu 14) asked teachers: *Which of the following services are provided at your institution to advise students about plagiarism prevention?* The responses are summarised in Table 8. The main channel for guidance appears to be through standard lectures and discussions with tutors. However some evidence emerged here and from on-line material that in some institutions special units and support groups have been set up for improving academic writing and study skills.

Teacher	Service or provision
0%	<i>Academic support unit</i>
100%	<i>Advice in class during course/module</i>
0%	<i>Additional lectures, workshops:</i>
33%	<i>Advice from tutors or lecturers</i>
33%	<i>Guidance from the library</i>
0%	<i>University publisher</i>
33%	<i>Academic writing unit/Study skills unit</i>

5.2 Why do students plagiarise?

Important questions were included in the survey to establish different views about what is understood by different participants about plagiarism. Table 9 summarises responses from the teacher respondents from Belgium and from the two Belgian students studying in the UK about the underlying reasons why plagiarism occurs.

It is notable from Table 9 that there were two options with which the three teachers all agreed. In overall responses across the EU only 4% of teachers and 25% of students selected the option: *They feel external pressure to succeed* and only 14% of teachers and 22% of students selected *unclear criteria and expectations for assignments*. The fact that one of the student respondents also selected the *Pressure to succeed* suggests there may be a difference in perception in Belgium about underlying reasons for plagiarism compared to most other countries. More light was thrown on possible motives for selecting the second of these criteria by interviews with a student and senior academic. As mentioned earlier, in some subjects if generic topics are set for seminar papers, without requirement for critical thinking, it is easy for students to locate suitable materials in on-line articles or journals.

Responses from students and teachers overlapped on just three options, *cutting and pasting from the Internet*, *external pressure to succeed*, as discussed above and not *understanding the consequences of plagiarism*. The latter was the only option chosen by both students.

Student Question 14, Teacher Question 17: *What leads students to decide to plagiarise?*

Table 9: Reasons student plagiarise – student and teacher questionnaires, number of responses

Student*	Teacher	Possible reason for plagiarism
0	0	<i>They think the lecturer will not care</i>
0	2	<i>They think they will not get caught</i>
0	2	<i>They run out of time</i>
0	1	<i>They don't want to learn anything, just pass the assignment:</i>
0	0	<i>They don't see the difference between group work and collusion</i>
0	2	<i>They can't express another person's ideas in their own words</i>
0	2	<i>They don't understand how to cite and reference</i>
0	0	<i>They are not aware of penalties</i>
0	0	<i>They are unable to cope with the workload</i>
1	0	<i>They think their written work is not good enough:</i>
1	0	<i>They feel the task is completely beyond their ability</i>
1	2	<i>It is easy to cut and paste from the Internet</i>
1	3	<i>They feel external pressure to succeed</i>
1	0	<i>Plagiarism is not seen as wrong</i>
1	0	<i>They have always written like that</i>
0	3	<i>Unclear criteria and expectations for assignments</i>
0	1	<i>Their reading comprehension skills are weak</i>
0	0	<i>Assignments tasks are too difficult or not understood</i>
0	2	<i>There is no teacher control on plagiarism</i>
0	0	<i>There is no faculty control on plagiarism</i>
2	1	<i>The consequences of plagiarism are not fully understood</i>

*The Belgian students were surveyed when they were studying for master's degree in the UK.

In multilingual countries such as Belgium there is an important issue about the use of academic sources in different languages. Two of the three teacher respondents agreed (one not sure) with the statement *I think that translation across languages is used by some students to avoid detection of plagiarism* (Annex BE-1 T5u). This reflects similar strong positive responses (55% of teachers overall) to this question in some other countries.

5.3 Students' and teachers' understanding about academic writing concepts

Unfortunately the lack of student participants leaves a gap in the evidence about students studying in Belgium. Student responses to questions about understanding of many difficult concepts surrounding academic writing and plagiarism have proved particularly useful elsewhere. However the limited teacher responses will be used as far as possible to gain some insight.

All teachers reported the use of a standard referencing style (Table 12).

Student Question 11, Teacher Question 10a:

yes	No	Not sure	No response / n/a	Question
teacher	teacher	teacher	teacher	
100%	0%	0%	0%	<i>Is there any referencing style students are required or encouraged to use in written work?</i>

Teachers (question 19) were asked to identify possible cases of plagiarism based on a brief scenario, and suggest whether some “punishment” should be applied. The purpose of this question was to try to establish what behaviour different people viewed as plagiarism and whether they believed some sanction should be applied in such cases. Table 15 summarises the responses from teachers.

Student Qu 15, Teacher Qu 19: Examples of possible plagiarism, with 40% matching text

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	100%	0%	0%	100%	word for word with no quotations
b	67%	33%	0%	33%	word for word with no quotations, has a correct references but no in text citations
c	33%	67%	0%	33%	word for word with no quotations, but has correct references and in text citations
d	100%	0%	0%	67%	with some words changed with no quotations, references or in text citations
e	67%	33%	0%	33%	with some words changed with no quotations, has correct references but no in text citations
f	0%	100%	0%	0%	with some words changed with no quotations, but has correct references and in text citations

All six cases (a-f) above may be categorised as plagiarism, but some could be construed as poor academic practice or perhaps patch-writing due to poor language skills could account for some matching. However given that the scenario says 40% of the paper is identical to other work, it is difficult to justify why a student should be given academic credits without some investigation. It was encouraging to note that all three teacher respondents were able to identify case (d) as plagiarism with 2 correctly judging that it was likely to be serious plagiarism. However, one of the teachers who believed this was plagiarism thought that no sanction was required, either as a deterrent or as a means of penalising poor scholarship.

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	100%	0%	0%	100%	word for word with no quotations
b	100%	0%	0%	100%	word for word with no quotations, has a correct references but no in text citations
c	0%	0%	100%	0%	word for word with no quotations, but has correct references and in text citations
d	100%	0%	0%	50%	with some words changed with no quotations, references or in text citations
e	100%	0%	0%	50%	with some words changed with no quotations, has correct references but no in text citations
f	50%	0%	50%	0%	with some words changed with no quotations, but has correct references and in text citations

Both student respondents showed some awareness of the seriousness of case (d), although in not opting for punishment one student implied that this was less serious than case (a). This compares to 38% of EU student respondents who either said, incorrectly, that this was not plagiarism (10%) or were not sure (28%).

Through the course of many interviews with different participants from different countries during this research there have been many different opinions about the concept of “self-plagiarism”, which is sometimes called auto-plagiarism. When asked about whether this was a problem in Belgium, either for student work or research publications, a respondent said that *“this is normal practice. It is only plagiarism if you copy the work of someone else”*, (interview senior academic), a view many other academics and publishers would disagree with.

5.4 Training and skills development for students and teachers

Given that education of students about good academic practice is a key element of a preventative strategy for plagiarism, it was encouraging to find information about “group session study skills” for students on the web site of one Belgian university:

“Student counsellors of the Centre for Student Counselling and Facilities can help you study efficiently: draft a good study plan for the short-term and the long-term, concentrate, structure course parts, memorise, take notes, draft outlines, read academic texts, draft questions to study courses, ... We will talk to you a couple of times to see how you study and how you can improve it” (HUB KAHO).

The advertised series of workshops also included guidance about a range of useful skills, including managing exam stress.

The prospect of having training or professional development for students and teachers generated some interesting responses. In response to the statement *students receive training in techniques for scholarly academic writing*, two respondents said they did not know and one agreed (Question T5a). In response to the statement *I would like to have more training on avoidance of plagiarism and academic dishonesty* of the three questionnaire responses one agreed, one disagreed and one did not know (Question T5p).

An interview response provided some explanation for a negative answer to a similar question: *Do you think there should be more training about preventing plagiarism and academic dishonesty for staff or students? “I don’t think so, I think there will be no success. I should not be interested in attending training”*. This response generated further discussion about the provision of continuing professional development (CPD) for academic staff in Belgium: *“We have one initiative, how to evaluate teamwork, that is about quality”*, but plagiarism is about quality... *“Plagiarism is not a quality problem, it is administrative process. Plagiarism is about the attitude of the student”* (interview senior academic)

Belgium is not the only country surveyed for this project where academics did not recognise the value of training or CPD for updating about educational policy and particularly to respond to changing factors that affect the security of the assessment process. This culture was also found during interviews with senior academics in Germany.

6. Examples of good practice

There are signs from the feedback that most institutions are beginning to use digital tools for some aspects of student work. However the use of the tools appears to be limited in scope and not sophisticated in the manner or applications of deployment.

The evidence of special study skills units offering support to students is a very welcome finding. It is not known how widespread this practice is across the HE sector in Belgium.

Student and teacher responses confirmed a high level of general knowledge about academic writing and plagiarism in Belgium, but the responses were from a very limited sample of participants.

7. Discussion

The limitations of the data make it impossible to know how representative or exceptional the responses captured are for Belgium. However some interesting differences have emerged in this small sample. The lack of interest institutionally and nationally in participating in the survey is unexplained. However in other countries lack of engagement was a sign that the policies being explored were absent or weak. No evidence has been found to contradict this idea.

In common with almost all other EU countries the lack of statistics at any level on the incidence of academic dishonesty and plagiarism has hampered the search for evidence. The fragmented national governance of education in Belgium makes it difficult to appreciate what is in place. This additional complication may also make it difficult to bring about necessary changes to improve the current situation.

A worrying finding was evidence about a very casual approach to administration of formal examinations. Whilst not making assumptions on how widespread this problem may be, since the same issue was raised in a recent report commissioned by the French government (Mazodier et al 2012), it is important for the reputation of European Higher Education as a whole that quality agencies and institutions throughout Europe begin to address any such deficiencies through closer oversight of processes and systems for assuring academic standards and integrity.

8. Recommendations for Belgium

8.1 Nationally

- 8.1.1 The limited responses received from Belgium lead to the suggestion that the national government should consider funding research into all aspects of academic integrity in Belgian HEIs to help raise the profile and priority;
- 8.1.2 It would make sense to initiate cross-border cooperation for the development of international digital repositories containing academic sources and student work in the different languages (French, Flemish, Dutch and German) spoken by Belgian nationals.
- 8.1.3 A national programme of seminars and workshops on good practice in academic integrity aimed at all academic staff in Belgium would help to highlight the need for the development of effective practices and policies for Belgian HEIs;
- 8.1.4 The national ministry of education should consider monitoring policies for handling and deterring academic dishonesty in Belgian institutions; also require institutions to centrally record any allegations and the outcomes.

8.2 Institutionally

- 8.2.1 Institutional managers should study good practice elsewhere, as documented in the IPPHEAE reports and begin to develop their policies and systems to ensure fair, consistent and transparent outcomes for allegations of academic dishonesty by students at all levels of higher education;

- 8.2.2 Institutions should examine their administrative process for assessing students to ensure any student misconduct or dishonesty in examinations, written assessment, research and theses is detected and suitable penalties applied;
 - 8.2.3 Academic staff should be required or at least encouraged to participate in collegial workshops and discussions, within and between institutions, about how to improve academic integrity in student work;
 - 8.2.4 It is recommended that institutions develop guidelines and regulatory frameworks for systematising the use of digital tools for formative learning, deterring and aiding the detection of plagiarism.
- 8.3 Individual Academics
- 8.3.1 Individual academics in Belgium should acquaint themselves with good academic practice elsewhere in policies for academic integrity;
 - 8.3.2 Academics are advised to work with colleagues to encourage more consistency and fairness in the manner allegations of dishonesty and plagiarism are handled;
 - 8.3.3 The onus is on academic teachers to ensure all students at all levels are made aware of
 - Good scholarship, appropriate use and acknowledgement of academic sources;
 - What constitutes plagiarism and how to avoid it;
 - The consequences of academic dishonesty and plagiarism.

9. Conclusions

It proved particularly difficult to persuade the many people contacted in Belgium to contribute to the survey, but the author is particularly grateful to those people who agreed to participate. There appears to be a low level of awareness in Belgium about potential issues for academic quality and institutional reputation from not adequately addressing the security of assessment of student learning in higher education.

It is hoped that the recommendations in this report are taken seriously by those who can make a difference to academic standards and quality in Belgium.

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DeMorgen Newspaper article:

<http://www.demorgen.be/dm/nl/1344/Onderwijs/article/detail/1642895/2013/05/30/Vlaamse-hoogleraar-op-non-actief-na-wetenschapsfraude.dhtml>

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

Table 16: Student and teacher responses to questionnaire Question 5 (percentages)							Statement
Qu	Negative (1,2)		Don't know		Positive (4,5)		
	student	teacher	student	teacher	student	teacher	
s5a t5a	0	0	0	67	0	33	<i>Students receive training in techniques for scholarly academic writing and anti-plagiarism issues</i>
s5b t5p	0	33	0	33	0	33	<i>I would like to have more training on avoidance of plagiarism and academic dishonesty</i>
s5c t5b	0	33	0	0	0	67	<i>This institution has policies and procedures for dealing with plagiarism</i>
t5c		0		33		67	<i>I believe this institution takes a serious approach to plagiarism prevention</i>
t5d		33		0		67	<i>I believe this institution takes a serious approach to plagiarism detection</i>
s5d t5e	0	67	0	0	0	33	<i>Plagiarism policies, procedures and penalties are available to students</i>
t5f		67		33		0	<i>Plagiarism policies, procedures and penalties are available to staff</i>
s5e t5g	0	67	0	0	0	33	<i>Penalties for plagiarism are administered according to a standard formula</i>
s5f t5h	0	67	0	33	0	0	<i>I know what penalties are applied to students for different forms of plagiarism and academic dishonesty</i>
s5g t5i	0	0	0	33	0	67	<i>Student circumstances are taken into account when deciding penalties for plagiarism</i>
s5h t5m	0	0	0	0	0	100	<i>The institution has policies and procedures for dealing with academic dishonesty</i>
t5j		0		33		67	<i>The penalties for academic dishonesty are separate from those for plagiarism</i>
t5k		33		67		0	<i>There are national regulations or guidance concerning plagiarism prevention within HEIs in this country</i>
t5l		33		67		25	<i>Our national quality and standards agencies monitor plagiarism and academic dishonesty in HEIs</i>
s5i t5n	0	0	0	67	0	33	<i>I believe one or more of my teachers/colleagues may have used plagiarised or unattributed materials in class notes</i>
s5j	0		0		0		<i>I have come across a case of plagiarism committed by a student at this institution</i>
s5k t5o	0	33	0	33	0	33	<i>I believe I may have plagiarised (accidentally or deliberately)</i>
s5l t5q	0	67	0	33	0	0	<i>I believe that all teachers follow the same procedures for similar cases of plagiarism</i>
s5n t5r	0	33	0	33	0	33	<i>I believe that the way teachers treat plagiarism does not vary from student to student</i>
s5n t5s	0	33	0	0	0	67	<i>I believe that when dealing with plagiarism teachers follow the existing/required procedures</i>
s5o t5t	0	33	0	0	0	67	<i>It is possible to design coursework to reduce student plagiarism</i>
s5p t5u	0	0	0	33	0	67	<i>I think that translation across languages is used by some students to avoid detection of plagiarism</i>
s5q	0		0		0		<i>The previous institution I studied was less strict about plagiarism than this institution</i>
s5r	0		0		0		<i>I understand the links between copyright, intellectual property rights and plagiarism</i>