Journal of Higher Education Policy and Management, 2013
http://dx.doi.org/10.1080/1360080X.2013.844666

Routledge
Taylor & Francis Group

Legality, quality assurance and learning: competing discourses of plagiarism management in higher education

Wendy Sutherland-Smith*

School of Psychology, Faculty of Health, Deakin University, Burwood, Victoria, Australia

In universities around the world, plagiarism management is an ongoing issue of quality assurance and risk management. Plagiarism management discourses are often framed by legal concepts of authorial rights, and plagiarism policies outline penalties for infringement. Learning and teaching discourses argue that plagiarism management is, and should remain, a learning and teaching issue and press for more student-centred approaches to plagiarism management. Institutions must navigate these competing discourses in their attempts to design workable plagiarism management policies. After outlining plagiarism management contexts from the United Kingdom, Australia and Sweden to provide a sense of international work in the area, this article proposes a learner-centred quality assurance model (adapted from the work of Harvey and Newton (2004)) for plagiarism management. The proposed model refocuses on the learner and classroom practices in quality assurance processes. It offers a framework utilising learning, teaching and internal institutional research on plagiarism management to inform overall university policy.

Keywords: Australia; higher education; learning and teaching; plagiarism model; policy; quality assurance; Sweden; United Kingdom

National contexts for plagiarism management: United Kingdom, Australia and Sweden

Plagiarism management across higher education institutions share many dilemmas. Institutions have responded in similar and also in very different ways to the issue as demonstrated by the snapshots presented from three nations with institutionally mandated policies and processes for plagiarism management. In the United Kingdom and Australia, in the early years of the twenty-first century, virtually every university reviewed, revised and republished its policy and procedures for managing student plagiarism. In both countries, policy revision was seen as a marker of quality assurance as there was widespread concern that cases were being ignored and/or managed inconsistently (Sutherland-Smith, 2008; Tennant & Duggan, 2008). Policies revisited issues such as the apparently low level of detection (McCabe, 2003; O'Connor, 2002) and inconsistent treatment of cases (Carroll & Seymour, 2006; Sutherland-Smith, 2005, 2008; Yeo & Chien, 2007). Often previous policies and procedures could not assure quality decisions were made because of inconsistent or informal means of record keeping, absence of monitoring how penalties were applied across the institution and lack of transparency in decision-making. After some years' work, policy revisions in many universities instigated a criteria-based, centrally managed system

*Email: wendy.sutherlandsmith@deakin.edu.au

explicitly designed to ensure the authenticity and validity of assessment decisions. Policies also implicitly sought to counter the threat (perceived and real) of student plagiarism to institutional reputation and graduate accreditation. However, pedagogical approaches to plagiarism management became increasingly marginalised or were absent from policies and procedural handling of cases in favour of increased punitive action (Howard, 2008; Pecorari, 2008; Sutherland-Smith, 2008; Sutherland-Smith & Pecorari, 2010).

United Kingdom: a national approach

In the United Kingdom, university plagiarism management developed and continues to evolve within an influential national context, dating from a Joint Information Systems Committee (JISC) sponsored project in 2001 (JISC, 2001). The JISC project reviewed and ranked emerging so-called detection tools, which match text percentages rather than detect plagiarism. The result was a contract with one American provider for access to Turnitin text-matching software for United Kingdom Higher Education Institutions. In 2002, the JISC established a Plagiarism Advisory Service (PAS) with additional resources for pedagogy, a website repository for examples and resources on plagiarism management and advice on policy development. The PAS commissioned research into policy and procedures, then disseminated the results in documents or web-based form. The Academic Misconduct Benchmarking Research Report (AMBeR) from a national research project identifying the range and nature of penalties applied in the United Kingdom is an example (Tennant & Duggan, 2008). The demand for advice from PAS was so extensive that, in 2007, it became a self-sustaining organisation known as Plagiarism.advice.org/.

The result of sustained national involvement to plagiarism advice and management is a generally common approach to plagiarism management and national resourcing and advice for higher education institutions. Whilst there is a national focus on detection and case management, individual institutions still design their own plagiarism policies and means of quality assurance for academic integrity. These policies are largely similar as they attempt to adopt a learner-centred approach balanced with the university's legal and ethical responsibilities to ensure credit is gained authentically and honestly (see, e.g., Oxford-Brookes and Sheffield-Hallam university policies). Some institutions are articulating a shift from punitive to learner-centred approaches by the widespread re-visioning of 'plagiarism' as part of 'academic integrity' suite of policies and processes rather than 'plagiarism' as misconduct. However, there are concerns that the focus of plagiarism detection and punishment in the United Kingdom may have come at the cost of student learning about issues of academic integrity (Carroll, 2009; Clegg, 2007).

Australia: individual institutional approach

In Australia, many institutions had well developed plagiarism policies in the nineties. However, one driving force for revisiting plagiarism management in the early twenty-first century was a reaction by universities to media pressure. However, the most significant event was probably the plagiarism case in 2003 at the University of Newcastle, which was referred to the Independent Commission Against Corruption (ICAC) for action. The Commission found that two senior university personnel were 'engaged in corrupt conduct' (ICAC, 2005, pp. 6–7). Over the 2 years of investigations, national newspapers repeatedly revisited the issues of plagiarism in the tertiary sector, specifically to investigate the 'perception of a cover-up' (ICAC, 2005, p. 51) both by the University of Newcastle and various individuals in the university. Consequently, quality assurance personnel in Australia

were increasingly concerned with issues of quality control and risk management. Most institutions took action to investigate internal processes and policies on plagiarism. The years following the Newcastle incident saw a number of national developments around plagiarism, which included a growing Australian research and publication focus; cross-institutional sharing of information and specialist events such as international conferences dedicated to plagiarism management (APCEI, 2003–2011). A flurry of policy redesign ensued, indicating that plagiarism was on the reform agendas of tertiary providers as a quality and risk management issue.

Sweden: national legal regulation

In Sweden, unlike the United Kingdom and Australia, all universities must adhere to nationally set rules, instituted in the Disciplinary Ordinance of 1958 and amended in 1993 under the Higher Education Ordinance (SFS, 1993, p. 100, see Nilsson (2008) for a full description of the historical context). The Ordinance governs all aspects of Swedish university management, including assessment. Compliance is both centrally monitored and locally overseen by lawyers or legally trained university employees. The Ordinance does not specifically mention plagiarism but does require that all cases of suspected attempts by students to deceive in assessment tasks be reported to a Disciplinary Board (SFS, 1993, p. 100). Penalties for all deception, including that involving plagiarism, are set nationally, but imposed locally. If a case is taken to formal Disciplinary Board, there are only two outcomes possible: either students are given a warning letter or asked to leave the university for a period of up to six months, depending on the severity of the case.

In the absence of policy specific to plagiarism and given with the widespread assumption that plagiarism is generally an issue of cheating (*fusk*, in Swedish), teachers in Sweden have a stark choice as to how to manage differences of mitigating circumstances in individual cases. Academics are increasingly concerned about the effects on student learning as the penalties and processes set out in the Higher Education Ordinance policy do not permit alternative outcomes. If teachers report a case of plagiarism to the Disciplinary Board, they subject their students and themselves to legal procedures (Carroll & Zetterling, 2009). Alternatively, teachers could choose to ignore the suspected plagiarism and perhaps compromise university responsibilities for integrity or they may attempt to manage the issue themselves. However, taking these paths mean teachers' decisions are both untraceable and potentially unlawful under the Ordinance.

Many university teachers in Sweden feel great anxiety in this situation, particularly if the local context does not support dealing with plagiarism in ways that encourage students to continue with their studies (Carroll, 2009; Nilsson, 2008; Pecorari, 2008; Sutherland-Smith & Pecorari, 2010). In the national context, the Higher Education Ordinance may be interpreted as a policy in which legal rather than pedagogic parameters operate. As a consequence, there is much discussion in Swedish institutions about possible approaches to managing plagiarism, cheating and deception that align with student-centred learning frameworks, rather than punitive legally driven outcomes. It can be argued that current international discussions across a range of institutions seek to better embed academic integrity within learning and teaching policies and strategic plans whilst still maintaining quality assurance measures (e.g., see Pecorari & Shaw, 2012 'plagiarism, source use and academic writing' blog; Howard & Jamieson's ongoing 'citation project', since 2009).

As can be seen from these snapshots of plagiarism management approaches in different national policy contexts, academic integrity, student learning outcomes and quality/risk management concerns are intertwined. Understanding the language that underpins these

policy frameworks is essential to reconceptualising a model that addresses these competing discourses.

Discourses of legality

The language of plagiarism as used in many university plagiarism policies and processes has developed from legal concepts of copyright. Copyright law first appeared in the English *Statute of Anne* in 1710. Although the Statute did not protect authors per se, it is important because for the first time, the Law recognised the idea of literary property or authorial ownership over texts (Rose, 1999; Sutherland-Smith, 2008). The wording of the Statute is interesting because it places protection of the literary rights of authors as of secondary importance. Primarily, the preamble states that the Act is 'for the encouragement of learning', which is the central tenet of this article. Accordingly, authorial rights are protected but not at the expense of the devolution and sharing of information for the primary purpose of learning. The Statute provided penalties for 'offenders' who breach legislation.

It is possible to see, 300 years on, clear links from the *Statute of Anne* provisions for dealing with offenders against the Law and the ways in which university plagiarism policies deal with academic misconduct. Many tertiary institutions have drawn heavily on the language of Law as the discourse chosen to define and describe how plagiarism will be handled in a university. Sutherland-Smith (2010), in a study of university plagiarism policies across 18 universities within the Group of Eight (Australia), the Russell Group (United Kingdom) and the Ivy League (USA), argues that the discourse of criminal law is used to describe the act of plagiarism, with words such as misdemeanour, theft, intellectual dishonesty, misconduct, cheating and stealing. In addition, often students are referred to as 'offenders' and a range of 'penalties' are applied, again reflecting the discourse of criminal law. She argues that reliance on legal language positions institutional approaches to university plagiarism policies within legal rather than learning frameworks. As a result, teaching and learning activities designed to enhance and improve understanding plagiarism and academic integrity may become peripheral to quality assurance measures.

Discourses of teaching academic writing

Research indicates that where the learner's needs and teaching approaches are taken as central drivers of plagiarism policy and procedures, enhanced learning opportunities exist (Carroll, 2009; Howard, 2008; Macdonald & Carroll, 2006; Petrić, 2004; Sutherland-Smith, 2008; Sutherland-Smith & Pecorari, 2010). For example, where plagiarism policies are constructed around legal notions of theft and all plagiarism cases, no matter what the circumstances, are automatic cases of misconduct, then punishment results through sanctions such as suspension or exclusion from study. However, in some situations, plagiarism is framed as students using positive academic integrity guidelines whilst learning to enter a new discourse community. Often students, including those returning to study after long intermissions or those for whom English is a second or foreign language, adopt writing imitation techniques to manage the complex and varied conventions of textual attribution (Howard, 1999, 2007). Where students are unaware of standard attribution conventions or, even if aware, they are inexperienced and novice academic writers, much can be done in the learning and teaching arena to enhance their understanding of the ways in which academic integrity works in writing. Such instances also offer staff opportunities to embed academic integrity within their discipline-specific curriculum. However, learning enhancement cannot occur when students are excluded from the broader learning community and their

specific disciplines through university strategies that punish automatically, such as zero tolerance regulations.

Many researchers argue that gaining membership of a specific academic discourse community, such as law or engineering, takes a great deal of time and practice to learn to use language correctly, coherently and with the easy grace that marks a person as a member of the field of study (Howard, 2007; Pecorari, 2008; Sutherland-Smith, 2005, 2008; Thompson & Pennycook, 2008). Novice writers often copy the techniques, if not the words, of experts in the field through a writing process known as 'patch-writing' (Howard, 1999) in order to sound as though they belong to the field of study in which they are writing. Where these 'apprentice' writers are punished for plagiarism, there is little opportunity for them to learn how to improve their attribution skills. In these cases, studies have shown that some academics may choose to adapt, ignore, subvert or partially implement policy. This is because the policy or process is at odds with individual academic ideologies and belief systems about learning and teaching relationships or the historical and known procedural means of addressing matters (Saltmarsh, 2004; Simon et al., 2004; Sutherland-Smith, 2005, 2008; Thompson, 2009). Where individuals take matters into their own hands and elect not to follow university policies, there is an immediate concern for institutional quality assurance processes, as there is lack of institutional consistency in decision-making and the risk of students being treated unfairly or perhaps illegally.

Discourses of quality assurance

Discourses of plagiarism management are explicitly linked to quality assurance processes, particularly in universities where the same personnel are responsible for both. Whether implicit or explicit, quality assurance and audit processes are concerned with the more measurable aspects of plagiarism management such as frequency of cases, repeat offences and the number of faculties involved in implementing procedures and systems for informing students. This is not to suggest that such processes lack intention to uphold university values and strategic agendas with respect to learning, but rather, that often quality reporting requires statistical information for quality measurement and longitudinal risk management comparison. However, quality measures can only succeed where academics at the micro level of teaching actively implement them and they are centred on learning needs. Where there is dissonance between plagiarism management regulation and academic notions of appropriate learning and teaching, the 'policy implementation gap' (Newton, 2002) will widen and eventually tear the fabric of quality management. Where regulatory bodies seek to increase control over learning and teaching functions in order to be seen to actively undertake increased quality measures, there is a further risk that policies will not be implemented by staff or readily understood by students. This situation, naturally, raises both quality and risk management issues. However, linking the discourses of plagiarism management through student-centred learning and the discourses of quality enhancement may affect positive institutional learning and teaching change.

Researchers and practitioners in the field of academic integrity have long advocated a focus on pedagogy in plagiarism management issues (Clegg, 2007; Eodice, 2008; Howard, 2007; Macdonald & Carroll, 2006; Martin, 2004; Pecorari, 2008; Sutherland-Smith, 2008, 2010; Thompson & Pennycook, 2008). The result is a dynamic and changing context as institutions respond to internal and external quality assurance processes through continued revamping of plagiarism management policies and procedures. There is evidence that in some cases, such shifts in policy retain student-centred learning as the focus of change in process and practice (Carroll & Duggan, 2005; Macdonald & Carroll, 2006;

Nilsson, 2008; Peacock, Sharp, & Anderson, 2006; Sutherland-Smith, 2008; Yeo & Chien, 2007). However, this is not universally true, nor is it uncontested, as the external environment contains forces that continually deflect and challenge quality enhancement and risk management processes within universities (Nilsson, 2008). One clear example is the language often used by the media to portray plagiarism as an epidemic rife in higher education institutions that cannot be stopped (Clegg, 2007). One way of blending both discourses of plagiarism and those of quality management is through development of a quality enhancement model. One model proposed by Harvey and Newton (2004) suggests shifting from a focus on external evaluations of quality to improving internal mechanisms of quality through self-regulation is useful. This model was chosen because it places the learner and learning activity at the heart of quality assurance processes, whereas other models place accountability and audit function at the core of quality assurance. The Harvey and Newton model, therefore, enables the intertwining of the key concerns of academic integrity researchers and teachers with those of risk management personnel. Drawing on these principles, I propose a plagiarism management model that refocuses attention on the learner and principles of learning and teaching rather than punishment (see Figure 1).

Harvey and Newton's model: quality evaluation for universities

In 2004, Harvey and Newton (2004, p. 164) proposed an 'external evaluation alternative research-based model' in an article calling for universities to reclaim quality evaluation as an internal process. Although not designed to manage plagiarism, their model provides quality assurance measurement through overall enhancement rather than compliance and focuses on individual students and learning. Such an approach reflects institutional strategic plans and marketing statements in ethical and culturally sensitive exercise of plagiarism management responsibilities. Adopting such a model is useful in rethinking institutional approaches to issues of plagiarism. A key indicator of their quality assurance model (QAM) is the institutional plan (evident in short- and long-term strategic and operational plans), which is available for external audit. Harvey and Newton (2004) argue that the strength of adopting this approach is that universities organise their quality mechanisms with a focus on enhancing the learning experience. This differs from models that tend to focus on compliance, audit and accountability processes built around systems of centralised control. Their comments address the concerns raised about traditional legal discourses driving plagiarism management – perhaps at the cost of learning and teaching. Harvey and Newton (2004) state that their model provides a different approach because of its:

> Evaluative focus on the ways in which an institution, through its enhancement planning or learning and teaching strategy, is making progress in its efforts to embed mechanisms for enhancing student learning and to identify and disseminate good practice in learning, teaching, and assessment. (p. 163)

The Harvey and Newton (2004) model also builds in audit functions of quality evaluation but adds research-informed perspectives of quality management. This approach is of benefit to institutions, given the growth of plagiarism research from within individual institutions, within and across national contexts and across the international research community. Such locally developed but globally responsive research informs the changing nature of quality assurance mechanisms. In addition, Harvey and Newton (2004) place learning experiences at the centre of the model, with the organisational processes and infrastructure needed to enhance learning orbiting this core educational function of

universities. Self-regulation enables institutions to use their own experiences of plagiarism management and specific contextual environments to shape and mould plagiarism processes and practices that encourage and enhance learning as part of the overall institution's quality response. Indeed, the notion of 'critical dialectical analysis' is helpful, as it provides an opportunity for researchers to engage with the 'politics of quality' in order to 'see whether quality evaluation is transformative' and enables research to feed into internal improvement measures (Harvey & Newton, 2004, p. 156). This is particularly important in areas such as plagiarism management because local teaching practices can be incorporated as institutional strategies in academic integrity reform processes. The blending of quality assurance and academic integrity measures through re-engaging with learning and teaching is pivotal in the process and a re-imagination of plagiarism management.

The plagiarism QAM

The model (Figure 1) focuses on learning and teaching to provide the basis for quality assurance in plagiarism management. This differs from other QAMs that are founded on 'artificial exchanges based around an institution defending a position' (Harvey & Newton,

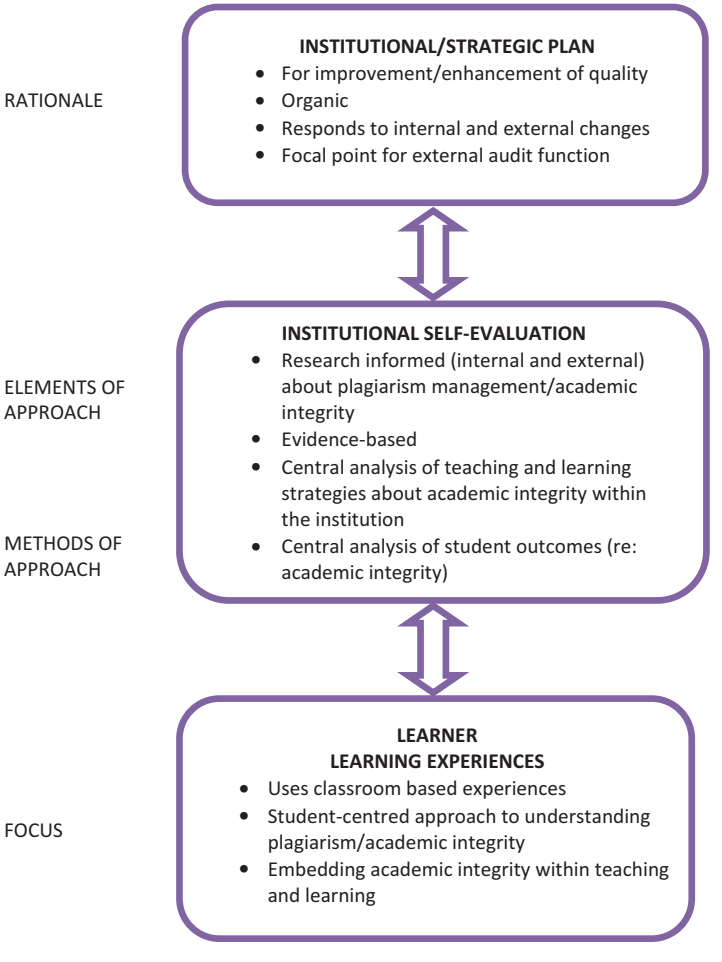

Figure 1. Plagiarism quality assurance model.

2004, p. 163). That is to say, other QAMs rely on an external quality evaluation agency (such as Tertiary Education Quality Standards Agency (TEQSA) in the Australian context) performing audits of a university, where the outcome is a report of performance and quality measurement and change is externally driven. The problem with the integrity of such QAMs is that it is likely that a university will construct a position during the audit phase that does not necessarily reflect its true working situation, as there is much at stake when the external audit report is released. I argue, where there is little dialogue between the internal and external quality assurance personnel in teaching and learning practices, changes to quality and risk management processes suggested by external audit bodies are unlikely to be adopted in any meaningful way by academics working at the learning and teaching interface. However, the proposed model allows for 'meaningful and supportive dialogue between an external review team and the institution' (Harvey & Newton, 2004, p. 163), through:

a. Discussion of the university aims (the management and strategic plans section of the model)
b. The internal institutional processes built to achieve those aims (the self-evaluation section)
c. Teaching and the students' learning experiences

This is essential in the realm of plagiarism management to develop effective policy revision, enhance overall quality in learning experiences and build an institutional plan that is organic and responsive to internal improvements (Smythe, 2012). For meaningful change to occur, the institutional plan must be able to be implemented in teaching spaces and be applicable to improvements at the learning and teaching interface. If systemic quality assurance mechanisms operate without sufficient regard to learners and teaching practices (the base of the model), then consistent change management is unlikely to occur within an institution.

Although acknowledging that Harvey and Newton's (2004) model appeared at a time when external quality assurance agency visits occurred and that since 2004 some change has occurred, there is still more to draw from the model in the ongoing management of plagiarism. The parallels between quality enhancement and plagiarism management discourses are clear in the following statement:

> The focus of evaluation and dialogue is on internal processes, . . . to secure a shift in quality management ideology and practices away from attempts at impression management and controlling appearances, towards encouraging a focus on 'bottom–up' driven innovations, cross-institutional cooperation and communication, and a strategic approach which is integrated and focussed around the theme of the enhancement of learning and teaching. (Harvey & Newton, 2004, p. 163)

Clearly, the notion of developing dialogue around plagiarism management as an issue of learning and teaching is essential and supported by prior research (Howard, 2005; Ireland & English, 2011; Pecorari & Shaw, 2012; Sutherland-Smith, 2008, 2010). The proposed model in figure one focuses on learning and teaching as the foundation from which policies, processes and practices are developed and to which improved learning opportunities flow. This is in stark contrast to some current practices, where plagiarism management is not located within the suite of learning and teaching policies, but rather located within the misconduct policy provisions. Importantly, accounting for local and differing contexts is

enabled by the learning experiences informing the self-evaluation segment of the model. Self-evaluation by the university includes evidence-based analysis of 'best practice', student evaluations of learning experiences, staff responses to plagiarism mechanisms and internal and externally produced research around learning and teaching improvement. Such institutional self-evaluation is informed by, and also informs, learning and teaching, as well as the institutional plan. The institutional plan becomes an organic document capable of responding to internal and external advice to ensure ongoing improvement. The institutional plan is the focal point for external audit function, and the underlying rationale of improvement can be demonstrated through the analysis of learning and teaching, as evidenced in the self-evaluation processes. I argue such a model offers institutions the opportunity to rethink their strategies for plagiarism management in ways that may be more meaningfully adopted by staff, reflective of internal research and context and more broadly understood and supported by students. I am aware, however, that there are economic costs involved with fundamental change to policy and infrastructure to carry out policy change in practice. Such costs may prove a barrier to implementation of the model by some institutions, but I consider the short-term cost of investment in a model that refocuses on learning will reap long-term rewards for sustainable learning and quality assurance in practice.

The model in practice across three national contexts

To illustrate the application of the model within the three national contexts outlined earlier in this article, I have included Table 1. This table represents a brief generalised summary of the three national sectors' classroom approaches to plagiarism management under current policy and what changes might look like under the QAM. I have outlined the changes as they might appear in an undergraduate course which builds up awareness of academic integrity, which includes plagiarism, collusion and cheating, over 3 years. However, the model can equally be applied to postgraduate classroom experiences. I have not specified an 'academic integrity' or 'ethics' unit be introduced into the curriculum, but this is an alternative to the 3 year approach or can be combined with it. Where I have used the term 'academic integrity', it is a narrow and functional definition, which includes managing the areas of plagiarism, collusion and cheating. This is done to show that the model is not limited to plagiarism management alone, but can include the suite of actions usually found within traditional 'academic misconduct' policy frameworks. I am aware the term 'academic integrity' is capable of multiple constructions. It includes much more than mere correct citation skills and acknowledgement practices. I consider academic integrity includes actions of staff as well as students and includes research activities. The very narrow interpretation used in this article reflects the functional application of ethical approaches to teaching about plagiarism, collusion and cheating within the model of quality assurance.

At first year level in the model's section on learning experiences, the emphasis is on treating instances of plagiarism as an opportunity to teach students about academic honesty and accepted conventions of acknowledgement. This is not to say there are no penalties, but the model would limit penalties in the first year to warnings (alert for first year co-ordinator and staff, as well as the student) and resubmission for a capped mark. In second and third years, the full range of traditional penalties would be available for use, if deemed necessary, but only after students had completed detailed workshops (face-to-face or online completion) as a condition of continued enrolment. It should be emphasised that cheating,

Table 1. Plagiarism quality assurance model in practice.

Current practices		
Australia	United Kingdom	Sweden
Different policies in every university – Different handling of plagiarism cases within and across faculties/universities – Inconsistent approach to embedding of learning about academic integrity – Some staff explicitly teach about plagiarism, others do not – Considerable reliance on students 'reading' policy, understanding and applying it	National approach to plagiarism advice and resourcing – Different institutional interpretation of policies but broad similarity – Some inconsistencies in plagiarism management across the sector – Some institutions place learning at the centre of academic integrity management, others do not	Strict national regulations mean limited options for any difference – Inflexibility in approach – Not used by all staff as penalties are onerous – Feared by students (may not be understood though) – Uncertain evidence this approach helps learning about academic integrity

QAM learner centred/learning activities

First year

- Make clear at NO time is cheating acceptable (give authentic examples of cheating behaviours and the penalties that have been applied within the school/department).
- Focus on learning academic reading and writing within discipline-specific units. Use first year experience to introduce university academic writing conventions and skills. Use instances of plagiarism as learning opportunities – no penalties imposed, but 'alerts' of inappropriate citation skills (with required additional student development – may be online module completion. 'Alerts' known to students and first year unit co-ordinator).
- Use activities such as deconstructing academic articles as assessment tasks within units to get students to understand how articles are written, what conventions are used to put sections together and what purpose various sections serve the overall article (e.g., methodology, method, literature review). Practice deconstruction and 'reconstruction' (individually or as a group) as part of assessment outcomes.

Second year

- Reinforce that at NO time is cheating acceptable (give authentic examples of cheating behaviours and the penalties that have been applied).
- Focus on understanding moving from academic policy into practice. For example, exploring the differences (within tasks for assessable grades) of collaboration and collusion in group work and individual assignments. Build this into class activities, assessment tasks.

Third year

- Focus on ethical dilemmas as scenarios within the discipline content.
- Include 'fine lines' between collaboration and collusion; plagiarism and attribution and give examples of cheating.

QAM institutional self-evaluation

- Collect teaching and learning strategies across disciplines.
- Develop a central resource pool (as in the United Kingdom).
- Develop 'best practice' models for use to share across the university sector (at academic integrity, plagiarism conferences, webinars, etc.).
- Develop central analysis of student outcomes.
- Collect, collate and analyse evidence of 'learning' about academic integrity (student surveys, focus groups, monitoring of academic integrity cases across departments, faculties and university).
- Centrally fund internal university-wide staff-student research projects focused on strategic alignment of institutional plans and directions informed by teaching and learning practices. Use the outcomes of these research projects to inform the university institutional plan, strategic direction and learning and teaching agendas.

QAM institutional plan

- Responds to the evidence of academic integrity practices and quality assurance measures taken in the university.
- Includes outcomes of internal research projects, changes in teaching and learning practices, student learning outcomes.
- Re-sets internal visions of quality assurance informed by teaching practices and learning outcomes.

meaning the deliberate act of deception in order to gain unfair advantage over other students, is not tolerated at any time, and the full range of penalties can be applied from year one. A number of United Kingdom universities have adopted processes which seek to make plagiarism management and application of penalties in particular, equitable and fair across institutions (see AMBeR report, 2008; Tennant & Rowell, 2010). Recent research (Scott, Rowell, Badge, & Green, 2012) indicates the use of such 'tariffs' in plagiarism management does provide a measure of consistency, although some factors led to different approaches across the sector.

Conclusion

Higher education deals with many difficult issues by relying on academic judgment, consensus and sharing good practice. Plagiarism is one of these complex issues. Its detection and deterrence form part of daily challenges in twenty-first century universities. Increasing punitive measures or embarking upon simplistic band-aid solutions is unlikely to have any sustainable effect. Viewing plagiarism as a learner-centred issue of learning and teaching practice (pedagogy) means it is best managed, like other complex issues, through dialogic processes, academic research, collegial action, effective policy and reflexive teaching. Adopting quality enhancement models, like the Plagiarism QAM, allow institutions to rethink plagiarism so that student-centred, learning focused approaches are encouraged. Such a model also offers a context in which dialogue is generated between those responsible for instigating quality assurance and risk management processes with those responsible for implementing them in teaching practice.

Acknowledgements

The author thanks Jude Carroll, ASKe Business School, Oxford, UK, for her input on an early draft of this article and Brian Martin, University of Wollongong, Australia, for his helpful comments.

References

Asia Pacific Conference on Educational Integrity (APCEI). (2003–2011). *Educational Integrity Conference*. All papers retrieved from http://apfei.edu.au/tiki-index.php

Carroll, J. (2009, June 4). *Plagiarism as an international issue*. Paper presented at the Institutional Policies and Procedures conference, Oxford.

Carroll, J., & Duggan, F. (2005, December 2–3). *Institutional change as a part of a holistic approach to deterring student plagiarism: A comparative survey*. Paper presented at the Educational Integrity: Values in teaching, learning, and research, Newcastle.

Carroll, J., & Seymour, D. (2006, June 19–21). *The effect of a penalty tariff on consistent decision-making in cases of student plagiarism*. Paper presented at the 2nd International plagiarism Conference, Newcastle-upon-Tyne.

Carroll, J., & Zetterling, C.-M. (2009, June 10). *Guiding students away from plagiarism*. Paper presented at the Writing integrity workshop, Stockholm.

Clegg, S. (2007, July 8–11). *Extending the boundaries of research into higher education*. Paper presented at the Enhancing Higher Education, Theory and Scholarship HERDSA Conference, Adelaide.

Eodice, M. (2008). Man bites dog: The public, the press and plagiarism. In R.M. Howard & A. Robillard (Eds.), *Pluralizing plagiarism: Identities, contexts, pedagogies* (pp. 8–26). Portsmouth, NH: Boynton/Cook.

Harvey, L., & Newton, J. (2004). Transforming quality evaluation. *Quality in Higher Education, 10*(2), 149–165.

Howard, R.M. (1999). *Standing in the shadow of giants: Plagiarists, authors, collaborators*. Stamford, CA: Ablex.

Howard, R.M. (2005). Plagiarism: What should a teacher do? In A. Lathrop & K. Foss (Eds.), *Guiding students from cheating and plagiarism to honesty and integrity: Strategies for success* (pp. 174–175). Westport, CT: Libraries Unlimited.

Howard, R.M. (2007). Understanding internet plagiarism. *Computers and Composition, 24*(3), 3–15.

Howard, R.M. (2008). Plagiarizing from Graduate students. In R.M. Howard & A. Robillard (Eds.), *Pluralizing plagiarism; identities, contexts, pedagogies* (pp. 92–100). Portsmouth, NH: Boynton/Cook.

Howard, R.M., & Jamieson, S. (2009). *The Citation Project: Preventing plagiarism, teaching writing*. Retrieved from http://www.citationproject.net

Independent Commission Against Corruption. (2005). *Report on investigation into the University of Newcastle's handling of plagiarism allegation*. Retrieved from http://www.icac.nsw.gov.au

Ireland, C., & English, J. (2011). Let them plagiarise: Developing academic writing in a safe environment. *Journal of Academic Writing, 1*(1), 165–172.

Joint Information Systems Committee. (2001). *Plagiarism detection and prevention project*. Retrieved from http://www.jisc.ac.uk/publications/documents/plagiarism.aspx

Macdonald, R., & Carroll, J. (2006). Plagiarism – A complex issue requiring a holistic institutional response. *Assessment and Evaluation in Higher Education*, *31*(2), 233–245.

Martin, B. (2004). Plagiarism: Policy against cheating or policy for learning? *Nexus Newsletter of the Australian Sociological Association, 16*(2), 15–16.

McCabe, D. (2003, November 21–23). *Promoting academic integrity: A US/Canadian perspective*. Paper presented at 1st Australasian Educational Integrity Conference: Educational integrity: Plagiarism and other perplexities, Adelaide.

Newton, J. (2002). Evaluating the impact of external and internal quality monitoring: Perceptions of quality assurance and quality monitoring. *Quality in Higher Education, 6*(2), 153–162.

Nilsson, L.-E. (2008). '*But can't you see they are lying?' Student moral positions and ethical practices in the wake of technological change?* (Doctoral dissertation). Göteborgs Universitet, Gothenburg.

O'Connor, S. (2002, October 6). *Electronic plagiarism and its impact on educational quality*. Paper presented at the CAVAL Electronic Plagiarism Conference, Melbourne.

Peacock, S., Sharp, J., & Anderson, S. (2006, June 19–21). *Pick up a plagiarism practice? A holistic approach to deploying Turnitin UK as a sustainable driver in altering institutional plagiarism practice*. Paper presented at the 2nd International Plagiarism Conference, Newcastle-upon-Tyne.

Pecorari, D. (2008). *Academic writing and plagiarism: A linguistic analysis*. London: Continuum.

Pecorari, D., & Shaw, P. (2012). Types of student intertextuality and faculty attittudes. *Joumal of Second Language Writing*, *21*, 149–164.

Petrić, B. (2004). A pedagogical perspective on plagiarism. *Novelty, 11*(1), 4–18.

Plagiarism Advisory Service. (2007). *The Future of JISC Plagiarism Management Services*. Retrieved from http://www.jiscpas.ac.uk/index.php

Rose, M. (1999). *Authors and owners: The invention of copyright*. Cambridge, MA: Harvard University Press.

Saltmarsh, S. (2004). Graduating tactics: Theorizing plagiarism as consumptive practice. *Journal of Further and Higher Education, 28*(4), 445–454.

Scott, J., Rowell, G., Badge, J., & Green, M. (2012, July). *The benchmark plagiarism tariff: Operational review and potential developments*. Paper presented at the 6th International Plagiarism Conference, Newcastle upon Tyne. Retrieved from http://www.plagiarismadvice.org/conference-programme

Simon, C., Carr, J., McCullough, S., Morgan, S., Oleson, T., & Ressel, M. (2004). Gender, student perceptions, institutional commitments and academic dishonesty: Who reports in academic dishonesty cases? *Assessment and Evaluation in Higher Education, 29*(1), 75–90.

Smythe, J. (2012, July). *Changing the culture: Developing and implementing a university-wide policy on plagiarism*. Paper presented at the 6th International Plagiarism Conference, Newcastle upon Tyne. Retrieved from http://archive.plagiarismadvice.org/conference-programme

Sutherland-Smith, W. (2005). Pandora's box: Academic perceptions of student plagiarism in writing. *Journal of English for Academic Purposes, 4*(1), 83–95.

Sutherland-Smith, W. (2008). *Plagiarism, the internet and student writing: Improving academic integrity*. London: Routledge.

Sutherland-Smith, W. (2010). Retribution, deterrence and reform: The dilemmas of plagiarism management in universities. *Journal of Higher Education Policy and Management, 32*(1), 5–16.

Sutherland-Smith, W., & Pecorari, D. (2010, June). *Policy and practice in two academic settings: How the administrative structures of Australian and Swedish universities serve a culture of honesty*. Paper presented at the 4th International Plagiarism Conference, Newcastle upon Tyne. Retrieved from http://archive.plagiarismadvice.org/conference/previous-plagiarism-conferences/4th-plagiarism-conference-2010

Svensk författningssamling (SFS). (1993). *Högskoleförordning*, Chapter 10. Retrieved from http://www.riksdagen.se/webbnav/?nid=3911&bet=1993:100#K10

Tennant, P., & Duggan, F. (2008). *AMBeR: Academic misconduct benchmarking research project*. Retrieved from http://www.jiscpas.ac.uk/AMBeR/index.php

Tennant, P., & Rowell, G. (2010). *Benchmark plagiarism tariff*. Retrieved from http://archive.plagiarismadvice.org/conference/previous-plagiarism-conferences/4th-plagiarism-conference-2010

Thompson, C. (2009). *Plagiarism or intertextuality? A study of the politics of knowledge, identity and textual ownership in undergraduate student writing*. Saarbrucken: VDM Verlag.

Thompson, C., & Pennycook, A. (2008). Intertextuality in the transcultural contact zone. In R.M. Howard & A.E. Robillard (Eds.), *Pluralizing plagiarism: Identities, contexts, pedagogies* (pp. 124–139). Portsmouth: Boynton-Cook.

Yeo, S., & Chien, R. (2007). Evaluation of a process and proforma for making consistent decisions about the seriousness of plagiarism incidents. *Quality in Higher Education, 13*(2), 187–204.