CMI Plagiarism, Collusion and Artificial Intelligence (AI) Statement

AB/STA/0003 • September 2024 • V8

History

Date	Amendments made
September 2024	- Page 4 - Possible outcomes - Page 5 - 6 - Centre Approach to AI use, Monitoring and Engagement - Page 8 - Checklist Amended - Page 9 - Appendix 2 - Amended - Page 10 - Addition of Appendix 3 - Example AI misuse in assessments
November 2023	Page 4 - How to evidence AI use in assessment
November 2023	Page 8 - Addition of Appendix 2 - Example of referencing AI in Assessments
November 2023	Page 7 - Addition of Appendix 1 - AI-Use Checklist
April 2023	Inclusion of information around Artificial Intelligence (AI)
April 2023	Amendments were made to the format of the document, and changes of wording in all sections.

Distribution

- All Quality Managers
- Partner Relationship Managers
- Customer Service Team
- Partner Engagement Managers
- Awarding Body Support Team
- CMI Centres

Purpose

To ensure that consistent standards are being maintained and that the Chartered Management Institute (CMI) and the relevant regulatory bodies quality and monitoring requirements are being met.

Introduction

Plagiarism, Collusion and Artificial Intelligence (AI) misuse are very serious offences and any Learner found to be copying another Learner's work; quoting work from another source without recognising and disclosing that source; buying in an assignment from a third party to pass off as their own either in part or totally; or using Artificial Intelligence software to generate in part or totally an assessment without correct citation and against CMI guidelines will be penalised.

Definitions

'**Plagiarism**' means presenting work, excerpts, ideas or passages of another author without appropriate referencing or attribution.

'**Collusion**' occurs when two or more Learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. It must be made clear to all Learners and staff that whilst the discussion of ideas, working in groups (as directed by a CMI Approved or Registered Centre) and other forms of verbal discussion are acceptable, the sharing of a Learner's written response to an assessment is **NOT** acceptable. To do so, even with the best intention, leaves the Learner open to their work being used without their knowledge and could lead to allegations of collusion.

'**Artificial Intelligence (AI)**' use in the context of assessment, refers to the use of AI tools and technologies to acquire information and content which might be used in work produced for assessments which lead towards a CMI qualification. This may involve the application of AI-powered algorithms, machine learning models, and data-driven processes to gather, analyse, and generate relevant data, insights, or assessment content that can enhance the quality and effectiveness of work produced by Learners. AI chatbots are AI tools which generate text in response to user prompts and questions.

At CMI, we hold high standards of academic and assessment integrity. CMI considers both the inappropriate use of Artificial Intelligence (AI) software for the completion of an assignment as well as the outsourcing of an assignment to a third party such as the use of 'Essay Mills', as malpractice. AI misuse and outsourcing is a combination of plagiarism and collusion. Therefore the misuse of AI tools in relation to qualification assessments at any time and the subcontracting of assignments is never acceptable and constitutes malpractice.

What is AI misuse?

As has always been the case, and in accordance with CMI's Plagiarism and Collusion Statement and CMI's Malpractice and Maladministration Policy, CMI expects our Learners to produce original content that is attributed to their authorship in all assessments. This means ensuring that the final submitted assessment is in their own words, and isn't copied or reworded from another source such as an AI tool and that the content reflects their own independent work and submission. Learners are expected to demonstrate their own knowledge, skills and understanding as required for the assessment.

At CMI, we encourage our Learners to develop their own thinking and demonstrate their knowledge and skills through their own work by evidencing their own experience and relating theory to practice when required. This is an important aspect of the learning process.

While AI composition software can be a useful tool for tasks such as grammar and spelling checks, analysing, improving, and summarising text or conducting research on assignment topics, it should not be used to generate original content. This includes CMI assignments that require reflection, analysis, evaluation, work-based projects, and presentations, and includes all Centre-devised assessments. Assessments conducted by professional discussion either in person or virtually do not allow the use of AI by the Learner.

AI tools are only permitted to be used where the Learner is able to demonstrate that the final CMI assessment submission is the product of their own independent work and independent thinking. Examples of **AI misuse** include, but are not limited to the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the Learner's own;
- Copying or paraphrasing whole responses of AI-generated content and submitting them as their own work;
- Failing to acknowledge/reference the use of AI tools when they have been used as a source of information;
- Incomplete or poor acknowledgement/referencing of the use of AI tools;
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Authenticity

Learners should be advised that they are accountable for the output of their assessment and how it was produced. This means that they should be able to distinguish which ideas are their own and which are derived from other sources such as AI software like ChatGPT, BingChat, CoPilot or other authors and that they are not attempting to gain an unfair advantage by presenting that content as their own. When submitting assignments, Learners should be asked to sign an authenticity form or click a button in a Centre's Learner Management System to say that the work is their own.

For CMI Centres using the CMI Marking Service, it is mandatory to declare that the work submitted on behalf of the Learner has been completed by the Learner and can be verified as such. Ultimately, Learners are responsible for the content of their assignments and how it was constructed, so it is crucial that you (Registered Centres or Approved Centres) and they (Learners) can confidently answer 'yes' to authenticity questions.

If CMI suspects malpractice, maladministration or collusion either directly or via a whistleblowing incident, this will be treated as suspected malpractice/maladministration/collusion and the incident will be investigated according to published processes.

CMI's published Malpractice and Maladministration Policy and Procedure which can be accessed via the CMI Policy page at: https://www.managers.org.uk/education-and-learning/partners-and-centres/policies/

Learners must be advised following enrolment (at induction is ideal) that they are not to share, in any format, written thoughts, ideas or assignments which are being used for CMI qualifications. Additionally, all Centre staff should be advised and reminded, preferably during onboarding and standardisation, that Learners studying CMI qualifications must be made aware of CMI policies. It is the responsibility of the Centre staff to ensure that all Learners are aware of these policies and adhere to them. Policies and practices in this area will be checked during CMI quality assurance visits.

Acknowledging/Referencing AI use in CMI Assessments

One of the fundamental principles of assessment integrity is appropriate acknowledgement and referencing. Learners must be aware of the importance of referencing the sources they have used when producing work for a CMI assessment, and they must know how to do this accurately and consistently. This is essential for maintaining the integrity of CMI assessments and avoiding plagiarism.

Learners should not use an AI tool to generate content for a CMI assessment. However, where a Learner has used sources to explore theories and/or quotes and then used these within an assessment they must be **rewritten or directly quoted within the assessment**, Learners must take care to verify the sources used by the AI tool and reference them in their work. If the AI tool provides details of the sources used, these must be checked and verified by the Learner, and then referenced in the normal way, in line with CMI's Assessment Guidance Policy available at Policies - CMI . If the AI tool does not provide such details, the Learner must ensure that they independently verify the AI-generated content, and then reference the sources they have used in the normal way.

Learners should be aware that failure to reference sources properly can have **serious consequences,** including accusations of plagiarism. Therefore, it is essential that CMI Learners take the time to learn and apply appropriate referencing conventions, and that they seek help and guidance from the CMI Centre if they are unsure.

When Learners use AI tools as a source of information for an assessment, it is important that they acknowledge and reference the AI source appropriately. The acknowledgement/referencing should indicate the name of the AI source used and the date the content was generated. For example, if a Learner uses ChatGPT 4 to explore theories and/or quotes for a CMI assessment, they should acknowledge and reference the source as follows: *ChatGPT 4 (https://chat.openai.com/), accessed on 26/08/2024.*

Important - The Learner must retain a copy of the question(s)/prompt(s) that was/were inputted into the AI software/website and the response that the AI system has produced for reference and authentication purposes. This should be inserted into the bibliography at the end of the assessment submission and should be in a non-editable format (such as a screenshot). See **Appendix 2** for further guidance.

Important - When learners use AI tools to edit, alter, or translate their work they should acknowledge this with a brief statement under the reference list and/or on an authenticity declaration. The learner should retain a copy of the original document inputted to the AI tool for reference and authentication purposes. This should be inserted as an Appendix within the assignment submission and should be in a non-editable format. See **Appendix 2** for further guidance.

This must be submitted with the work so the Centre/CMI can review the work, the AI-generated content and how it has been used. Where this is not submitted and/or AI has not been referenced within the assessment, and the Centre/CMI suspects that the Learner has used AI software, then the Centre will need to refer to its own malpractice policy for the appropriate next steps.

CMI encourages Learners to seek guidance and support on appropriate referencing conventions, both when using AI tools and when conducting independent research. This can help them to develop their skills and knowledge in this area and enhance their assessment submission. For example, it would be unacceptable to simply reference 'AI' or

'ChatGPT' without providing additional details. Similarly, when referencing web sources, Learners should provide specific details of the website and webpages consulted, rather than simply stating 'Google'.

Procedure for suspected plagiarism, collusion or AI misuse

CMI will investigate all suspected plagiarism, collusion and AI misuse in line with its policies and procedures.

Possible Outcomes

CMI considers AI misuse to be a combination of plagiarism and collusion and where the evidence suggests that there is AI misuse, the outcome can be severe for the Learner.

Where there is sufficient evidence of plagiarism, collusion and/or AI misuse, the Learner's Centre will be invited to investigate, form a conclusion and make a recommendation on the Learner's status as well as actions to be taken to prevent this from happening again in the future. CMI will either accept the outcome of the Centre's investigation or make its own decision with regard to Learner status. This could include removing the unit(s) in question from the Learner's Personal Academic Record (PAR) with no further opportunity to resit the same unit. CMI would remove units from Learner PAR to protect the integrity of the qualification and ensure that other Learners, who have not misused AI, are not disadvantaged. Removing a unit from a Learner's PAR may result in a Learner achieving a reduced qualification, for example, a Certificate instead of a Diploma. Where a Learner was studying one unit for an Award but no longer qualified for that unit, the Learner may not be eligible for any qualification.

In the event that CMI considers the Learner to have perpetrated malpractice or collusion, and the Centre's sanction is deemed insufficient, the Learner may, in accordance with the CMI Sanction Policy, be withdrawn from their CMI qualification immediately. In this outcome, fees will not be refunded, the relevant Regulatory Body may be informed and membership of CMI will be withdrawn because the CMI Code of Practice is deemed to have been breached. In addition, employed Learners (including Apprentices) who are deemed to have perpetrated malpractice or collusion, may also be subject to their own Employer's Staff Code of Conduct with, potentially, additional consequences that are outside of CMI's control.

Any sanction placed by CMI on an individual Learner may also affect a Learner's ability to join a pathway towards Chartered status in the future if CMI membership is removed.

CMI Centre staff have a responsibility to ensure that assessments are conducted fairly, transparently, and in accordance with our policies and procedures. This includes taking steps to prevent and detect malpractice, such as checking for plagiarism and other forms of academic misconduct. If CMI Centre staff knowingly accept inauthentic work or fail to check for authenticity, the Centre may be subject to sanctions in line with CMI's Sanction Policy.

The CMI Code of Practice serves as a set of guidelines that all Learners and Centre staff are expected to follow. Any breach of this Code undermines the values of academic/assessment integrity and professionalism that CMI seeks to promote. Therefore, it is important to uphold the CMI Code of Practice at all times to maintain the quality and reputation of CMI qualifications.

Should a Learner wish to contest an outcome, the CMI Appeals process can be used. See - Policies - CMI

Centres approach to AI Use, Monitoring and Engagement

As part of their existing policies and procedures, CMI Centres are required to ensure the authenticity of assessments. CMI authenticity forms now include a statement on the use of AI. However, with the increasing use of AI tools in educational settings, it is essential for CMI Centres to revise and enhance their policies and procedures to address the risks associated with AI misuse, this may include updating the Centre's malpractice/plagiarism policy to acknowledge the use of AI, to define how it can and cannot be used and to include the possible CMI sanctions should AI misuse be found.

CMI Centres should consider incorporating information and guidance on the use of AI tools in assessment (including guidelines for acknowledging the use of AI tools as a source of information) within Learner and Staff inductions. They should also provide guidance on how Learners can demonstrate that their work is the product of their own independent thinking and analysis, even when using AI tools.

By reviewing and enhancing their policies, procedures and guidelines to address AI misuse (which should include clear guidance on how Learners should acknowledge any use of AI in their assessments), CMI Centres can help ensure that assessments remain a valid measure of a Learner's knowledge and skills and that Learners are held accountable for their own work.

CMI Centres should ensure that Staff and Learners are familiar with AI tools, their risks and AI detection tools.

When it comes to reducing plagiarism, collusion and AI misuse, the best approach is that Centres inform and educate both the Learner and the Staff on the nature of plagiarism, collusion and AI misuse, methods of detection, and the impact and disincentives them from engaging in it. CMI Centres should also make Learners aware of the Centre's approach to plagiarism and the consequences of malpractice.

It is important to help Learners and Staff:

- Understand what plagiarism, collusion and AI misuse are and their different forms.
- Understand the boundaries of plagiarism, collusion and AI misuse and that understanding can prevent them from inadvertently crossing the line.
- Develop their Learners' research skills and develop their confidence in their own abilities reducing the temptation to undertake plagiarism, collusion and AI misuse.
- Understand the methods of detection for plagiarism, collusion and AI misuse, for example, software, second marking, moderation and the use of viva, and/or professional discussions. See **Appendix 1** for further guidance.
- Understand the impact and further consequences on their studies as a result of plagiarism, collusion and AI misuse.

Methods to reduce plagiarism, collusion and AI misuse:

- Provide practical guidance on plagiarism, collusion and AI misuse, for example, Policy, Handouts, and Presentation.
- Provide study support to Learners.

- Provide formative development feedback to try and reduce the Learner's urge to collude, plagiarise or misuse AI.
- Use collusion/plagiarism-resistant assignments briefs/tasks.[1]
- Use appropriate methods to detect collusion, plagiarism and/or AI misuse, for example, software, second marking, moderation, formative assessment, and vivas. Please note that the use of AI checker software alone is not considered an appropriate approach, although used formatively can provide valuable insight to inform internal investigation. In all cases, a viva should be arranged within a week of the suspected malpractice being identified with the Learner if a Centre suspects that plagiarism, collusion and AI misuse has occurred. CMI can provide guidance in this area. A Viva conducted outside of this period is likely to be ineffectual due to the preparation time allowed to the Learner.
- Use appropriate methods to address incidents of plagiarism, collusion and AI misuse when they are detected.

Monitoring and Review

CMI will review this statement annually as part of our self-evaluation arrangements and revise it in line with any feedback from stakeholders, regulatory authorities or external agencies, or changes in our practice

---

[1] Only Approved CMI Centre - All bespoke/flexible assignment briefs must go through CMI assessment checking service.

Appendix 1 - AI Checklist

AI Use Checklist[2] - Where the Centre does not have access to plagiarism-checking software, the following checklist may help to identify the use of AI by Learners -

1	☐	Work submitted for assessment that is of a higher level than previous submissions
2	☐	Unusual intricacy or a depth of understanding beyond the Learner's typical capability
3	☐	Work submitted for assessment is very different from previous submissions in terms of - ● Changes in font within the document ● Spelling, punctuation and grammatical usage ● Writing style and tone ● Vocabulary and Irregular use of language - complexity and coherency ● General understanding and working level ● Grey background due to copying and pasting directly from an AI system
4	☐	Uncharacteristic shifts in style or vocabulary may indicate the use of advanced language models
5	☐	Layout - structured in such a way that it shows too many bulleted paragraphs
6	☐	A lack of specific local or job-related knowledge
7	☐	Use of American spelling, currency, terms and other localisations
8	☐	Lack of direct quotations and/or use of references where these are required/expected
9	☐	Overuse of direct quotations and/or use of references that are not related to the assessment
10	☐	Inclusion of references which cannot be found or verified
11	☐	A lack of reference to events occurring after a certain date
12	☐	Use of language, vocabulary or content which might not be appropriate to the qualification level
13	☐	Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
14	☐	A variation in the style of language/text evidenced in a submission between assessment criteria if a Learner has taken significant portions of text from AI and then amended this
15	☐	Content being more generic in nature rather than relating to the Learner themself
16	☐	The inclusion of incorrect statements within otherwise cohesive content
17	☐	Overly verbose or hyperbolic language that may not be in keeping with the Learner's usual style
18	☐	Proficiency in topics not yet covered in the syllabus
19	☐	Short period from issuing the assessment to the Learner completing the assessment
20	☐	The Centre use AI plagiarism detection software and the overall % is above the Centre agreed %

---

[2] Adapted from - JCQ - AI Use in Assessments: Protecting the Integrity of Qualifications, Accessed 13 November 2023.

Appendix 2 - Example of acceptable AI use in assessments

Here is a screenshot of a question that was input into an AI software/system and the AI systems response - It is an example of acceptable use of AI where the learner has used AI to <u>explore or explain theories and/or mine quotes</u>, However, if subsequently used in an assessment, this must then be paraphrased and referenced or directly quoted within the assessment in line with CMI's Assessment Guidance Policy.

Explain Maslow's Theory

Maslow's Theory, known as **Maslow's Hierarchy of Needs**, is a psychological framework proposed by Abraham Maslow in 1943. It suggests that human motivation is driven by a hierarchy of needs, with individuals striving to meet basic needs before progressing to more advanced ones. The theory is often represented as a pyramid, with five levels of needs, from the most fundamental to the highest forms of personal fulfilment.

The Hierarchy of Needs:

1. **Physiological Needs**: These are the basic physical necessities required for survival, such as food, water, shelter, and sleep. Maslow posited that these needs must be met before any others can become motivational factors.

2. **Safety Needs**: Once physiological needs are satisfied, individuals seek safety and security. This includes physical safety, financial security, health, and protection from harm.

3. **Love and Belonging Needs**: At this stage, people seek social relationships and a sense of belonging. This involves family, friendships, romantic relationships, and community connections. It reflects the human desire for emotional intimacy and companionship.

4. **Esteem Needs**: Esteem is divided into two categories: self-esteem and the esteem received from others. Self-esteem includes confidence, achievement, and independence, while external esteem relates to recognition, respect, and status from others.

5. **Self-Actualisation**: This is the highest level in Maslow's hierarchy. It represents the pursuit of personal growth, self-fulfilment, and realisation of one's full potential. People at this level seek meaning, creativity, and personal development in life.

Key Points:

- Maslow argued that the needs at the lower levels of the pyramid must be at least partially satisfied before individuals can focus on higher-level needs.
- The hierarchy is not rigid; some individua. ↓ ay prioritise higher-level needs even when lower-level needs are unmet.

Message ChatGPT

ChatGPT 4 (https://chat.openai.com/), accessed on 20/08/2024.

The correct citation for allowable use of AI would be as follows:

Maslow's Hierarchy of Needs is, " a psychological model that explains human motivation. Developed by Abraham Maslow in 1943, the theory suggests that people are motivated to fulfil certain needs and these needs are explained in a hierarchical order..." (ChatGPT 4 (https://chat.openai.com/), accessed on 20/08/2024)

Acceptable description in a Reference list would be as follows:

Open AI, *ChatGPT 4 retrieved 20/08/2024 from* https://chat.openai.com/chat) in answer to the question "Explain Maslow's Hierarchy of Needs".

Acknowledgement for AI use to edit, alter or translate a piece of work might take the following form:

I would like to acknowledge the assistance provided by [AI tool name] which offered editorial/grammar suggestions. Some examples of prompts I used include [list prompt]. The 'before' document is contained within an Appendix within the document submitted.

Example of unacceptable AI use in assessments provided by AI software albeit referenced - here is a Screenshot of a question that was input into an AI software/system. In this scenario the learner has not just used AI to explore or explain theory or mine quotations, <u>they have asked AI to answer the question</u>. This is unacceptable. The AI system's response was submitted directly by a Learner in their assessment.

> 2.1 Evaluate the relationship between management and leadership

Management and leadership are distinct yet interrelated concepts within organisational contexts. Both play essential roles in guiding an organisation towards achieving its goals, though they differ in focus, methods, and execution.

1. Management:

Management typically focuses on maintaining stability, ensuring that operations run smoothly and efficiently. It involves tasks such as planning, organising, staffing, directing, and controlling resources. Managers are often responsible for ensuring compliance with established policies and procedures, meeting targets, and handling day-to-day operations. They focus on short-term objectives, optimising processes, and minimising risks.

Key Characteristics of Management:

- **Planning and Organising:** Managers set specific goals and develop strategies to achieve them.
- **Controlling and Monitoring:** They ensure that tasks are performed as planned, often using metrics and key performance indicators (KPIs) to track progress.
- **Risk Mitigation:** Managers aim to reduce uncertainties by following established procedures and protocols.
- **Focus on Efficiency:** The primary aim of management is to maximise output while minimising input, ensuring effective use of resources.

2. Leadership:

Leadership, on the other hand, is more about setting direction, inspiring people, and driving change. Leaders focus on the bigger picture and are concerned with the long-term vision, innovation, and transformation. Leadership is about influencing and motivating others to follow a shared vision, even in the face of uncertainty. Leaders often take a more personal approach to inspire and develop their teams, fostering creativity and adaptability.

↓

Message ChatGPT

ChatGPT 4 (https://chat.openai.com/), accessed on 20/08/2024.