

## History

Date	Amendments made
April 2023	Amendments were made to the format of the document, and changes of wording in all sections.
April 2023	Inclusion of information around Artificial Intelligence (AI)
November 2023	Page 7 - Additional of Appendix 1 - AI-Use Checklist
November 2023	Page 8 - Additional of Appendix 2 - Example of referencing AI in Assessments
November 2023	Page 4 - How to evidence AI use in assessment

## 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 collusion as well as the outsourcing of an assignment to a third party such as the use of 'Essay Mills', as collusion and a deliberate intention to pass off the work of others as the Learner's own. 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 paraphrased 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 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 best practice is 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.

If a Learner uses an AI tool to generate content for a CMI assessment, they must take care to verify the sources used by the 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. 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 if they are unsure from the CMI Centre.

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 clearly indicate the name of the AI source used and the date the content was generated. For example, if a learner uses ChatGPT 4 to generate content for a CMI assessment, they should acknowledge and reference the source as follows: ChatGPT 4 (<https://chat.openai.com/>), accessed on 26/04/2023.

**Important** - The Learner must retain a copy of the question(s) that it has 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.

This must be submitted with the work so the Centre/CMI is able to 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

Where there is sufficient evidence, 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.

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 CMI 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.

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, they 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. 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.

CMI Centres should consider incorporating within Learner and Staff inductions and provide guidelines for the use of AI tools in assessment, including guidelines for acknowledging the use of AI tools as a source of information. 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 spectrums of them.

- Understanding the boundaries of plagiarism, collusion and AI misuse can prevent them from inadvertently crossing the line.
- Develop the Learner's research skills and develop their confidence in their own abilities reducing the temptation to undertake plagiarism, collusion and AI misuse.
- 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.
- The impact and further consequences of their study as a result of plagiarism, collusion and AI misuse.

#### Methods to reduce plagiarism and collusion

- Provide practical guidance on plagiarism, collusion and AI misuse, for example, Policy, Handouts, and Presentation.
- Provide study support to Learners.
- Provide development feedback to try and reduce the Learner's urge to collude, plagiarise or misuse AI.
- Use collusion/plagiarism-resistant assignments briefs/tasks.<sup>1</sup>
- Use appropriate methods to detect collusion, plagiarism and/or AI misuse, for example, software, second marking, and moderation.
- 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

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<sup>1</sup> Only Approved CMI Centre - All bespoke/flexible assignment briefs must go through CMI assessment checking service.

## Appendix 1 - AI Checklist

### AI Use Checklist<sup>2</sup>

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

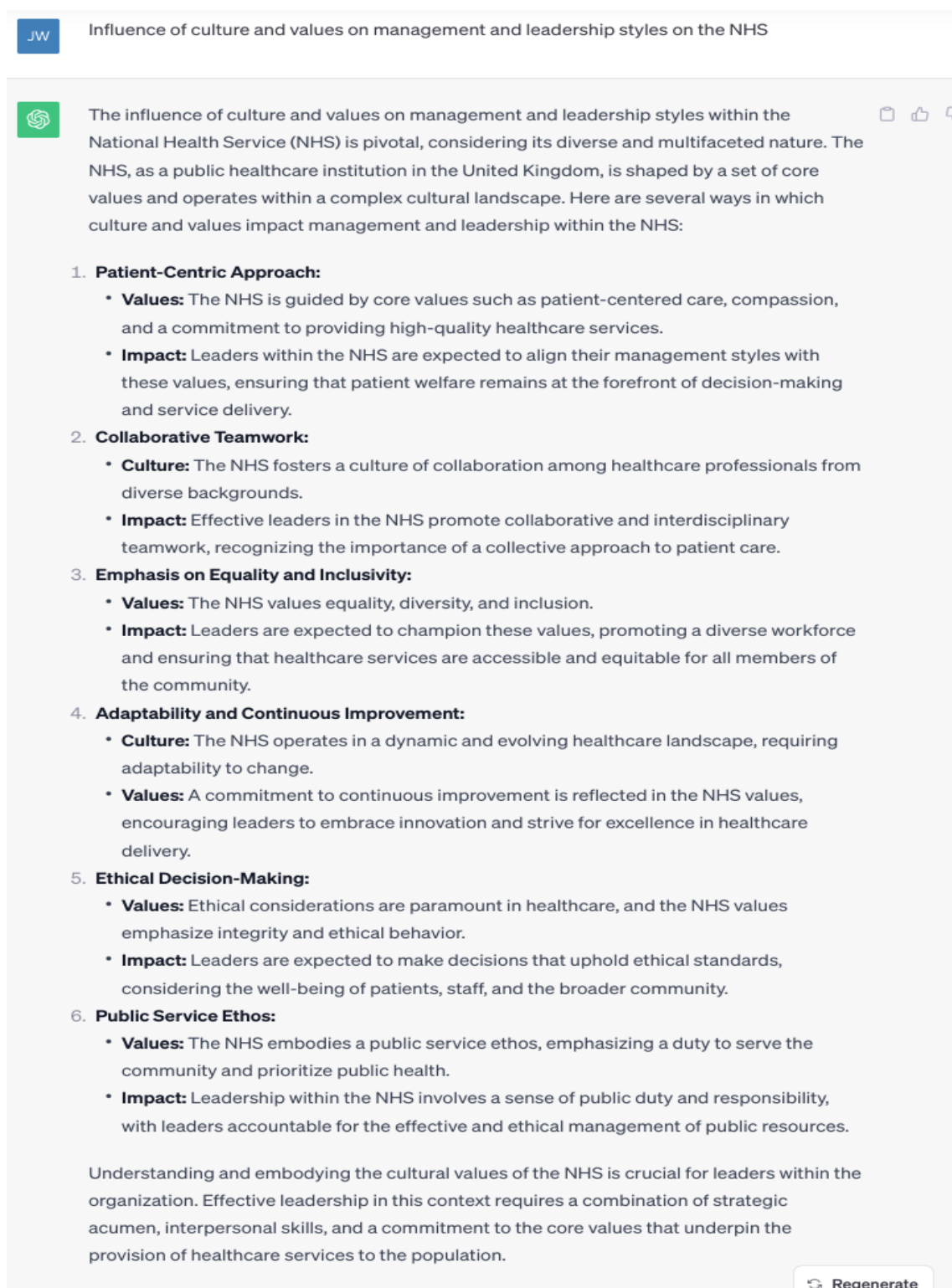
<input type="checkbox"/>	Work submitted for assessment that is of a higher level than previous submissions
<input type="checkbox"/>	Unusual intricacy or a depth of understanding beyond the Learner's typical capability
<input type="checkbox"/>	Work submitted for assessment is very different from previous submissions in terms of - <ul style="list-style-type: none"> <li>● Changes in font within the document</li> <li>● Spelling and punctuation</li> <li>● Grammatical usage</li> <li>● Writing style and tone</li> <li>● Vocabulary and Irregular use of language - complexity and coherency</li> <li>● General understanding and working level</li> <li>● Grey background due to copying and pasting directly from AI system</li> </ul>
<input type="checkbox"/>	Uncharacteristic shifts in style or vocabulary may indicate the use of advanced language models
<input type="checkbox"/>	Layout - structured in such a way that is shows too many bulleted paragraphs
<input type="checkbox"/>	A lack of specific local or job-related knowledge
<input type="checkbox"/>	Use of American spelling, currency, terms and other localisations
<input type="checkbox"/>	Lack of direct quotations and/or use of references where these are required/expected
<input type="checkbox"/>	Overuse of direct quotations and/or use of references that are not related to the assessment
<input type="checkbox"/>	Inclusion of references which cannot be found or verified
<input type="checkbox"/>	A lack of reference to events occurring after a certain date
<input type="checkbox"/>	Use of language, vocabulary or content which might not be appropriate to the qualification level
<input type="checkbox"/>	Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
<input type="checkbox"/>	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
<input type="checkbox"/>	Content being more generic in nature rather than relating to the Learner themselves
<input type="checkbox"/>	The inclusion of incorrect statements within otherwise cohesive content
<input type="checkbox"/>	Overly verbose or hyperbolic language that may not be in keeping with the Learner's usual style
<input type="checkbox"/>	Proficiency in topics not yet covered in the syllabus

<sup>2</sup> Adapted from - Jcq - AI Use in Assessments: Protecting the Integrity of Qualifications, [www.jcq.org.uk/wp-content/uploads/2023/04/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf](http://www.jcq.org.uk/wp-content/uploads/2023/04/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf) Accessed 13 November 2023.



## Appendix 2 - Example of referencing AI in Assessments

Example of referencing AI in assessments and style of response provided by AI software - Screenshot of question that was inputted into an AI software/system and the AI systems response.



The screenshot shows a chat window with a user question and an AI response. The user's question is: "Influence of culture and values on management and leadership styles on the NHS". The AI response, generated by ChatGPT 4, discusses the influence of culture and values on management and leadership styles within the NHS, listing six key areas: Patient-Centric Approach, Collaborative Teamwork, Emphasis on Equality and Inclusivity, Adaptability and Continuous Improvement, Ethical Decision-Making, and Public Service Ethos. Each area includes a brief description of its values and impact. The response concludes by stating that understanding and embodying the cultural values of the NHS is crucial for leaders within the organization.

JW Influence of culture and values on management and leadership styles on the NHS

The influence of culture and values on management and leadership styles within the National Health Service (NHS) is pivotal, considering its diverse and multifaceted nature. The NHS, as a public healthcare institution in the United Kingdom, is shaped by a set of core values and operates within a complex cultural landscape. Here are several ways in which culture and values impact management and leadership within the NHS:

- 1. Patient-Centric Approach:**
  - **Values:** The NHS is guided by core values such as patient-centered care, compassion, and a commitment to providing high-quality healthcare services.
  - **Impact:** Leaders within the NHS are expected to align their management styles with these values, ensuring that patient welfare remains at the forefront of decision-making and service delivery.
- 2. Collaborative Teamwork:**
  - **Culture:** The NHS fosters a culture of collaboration among healthcare professionals from diverse backgrounds.
  - **Impact:** Effective leaders in the NHS promote collaborative and interdisciplinary teamwork, recognizing the importance of a collective approach to patient care.
- 3. Emphasis on Equality and Inclusivity:**
  - **Values:** The NHS values equality, diversity, and inclusion.
  - **Impact:** Leaders are expected to champion these values, promoting a diverse workforce and ensuring that healthcare services are accessible and equitable for all members of the community.
- 4. Adaptability and Continuous Improvement:**
  - **Culture:** The NHS operates in a dynamic and evolving healthcare landscape, requiring adaptability to change.
  - **Values:** A commitment to continuous improvement is reflected in the NHS values, encouraging leaders to embrace innovation and strive for excellence in healthcare delivery.
- 5. Ethical Decision-Making:**
  - **Values:** Ethical considerations are paramount in healthcare, and the NHS values emphasize integrity and ethical behavior.
  - **Impact:** Leaders are expected to make decisions that uphold ethical standards, considering the well-being of patients, staff, and the broader community.
- 6. Public Service Ethos:**
  - **Values:** The NHS embodies a public service ethos, emphasizing a duty to serve the community and prioritize public health.
  - **Impact:** Leadership within the NHS involves a sense of public duty and responsibility, with leaders accountable for the effective and ethical management of public resources.

Understanding and embodying the cultural values of the NHS is crucial for leaders within the organization. Effective leadership in this context requires a combination of strategic acumen, interpersonal skills, and a commitment to the core values that underpin the provision of healthcare services to the population.

Regenerate

ChatGPT 4 (<https://chat.openai.com/>), accessed on 13/11/2023.