Whose line is it anyway?

How to avoid plagiarism and collusion

Maia Williams – Head of Assessment
Venetia Knight – Regulation & Quality Improvement Manager
Rod Jones – Assessment Manager
Edwina Green - Quality & Compliance Manager

Definitions & types

Importance of authenticity

End-to-end process

Case studies

ILM approach

Implications

Prevention tips

Definitions & Types

Maia Williams – Head of Assessment

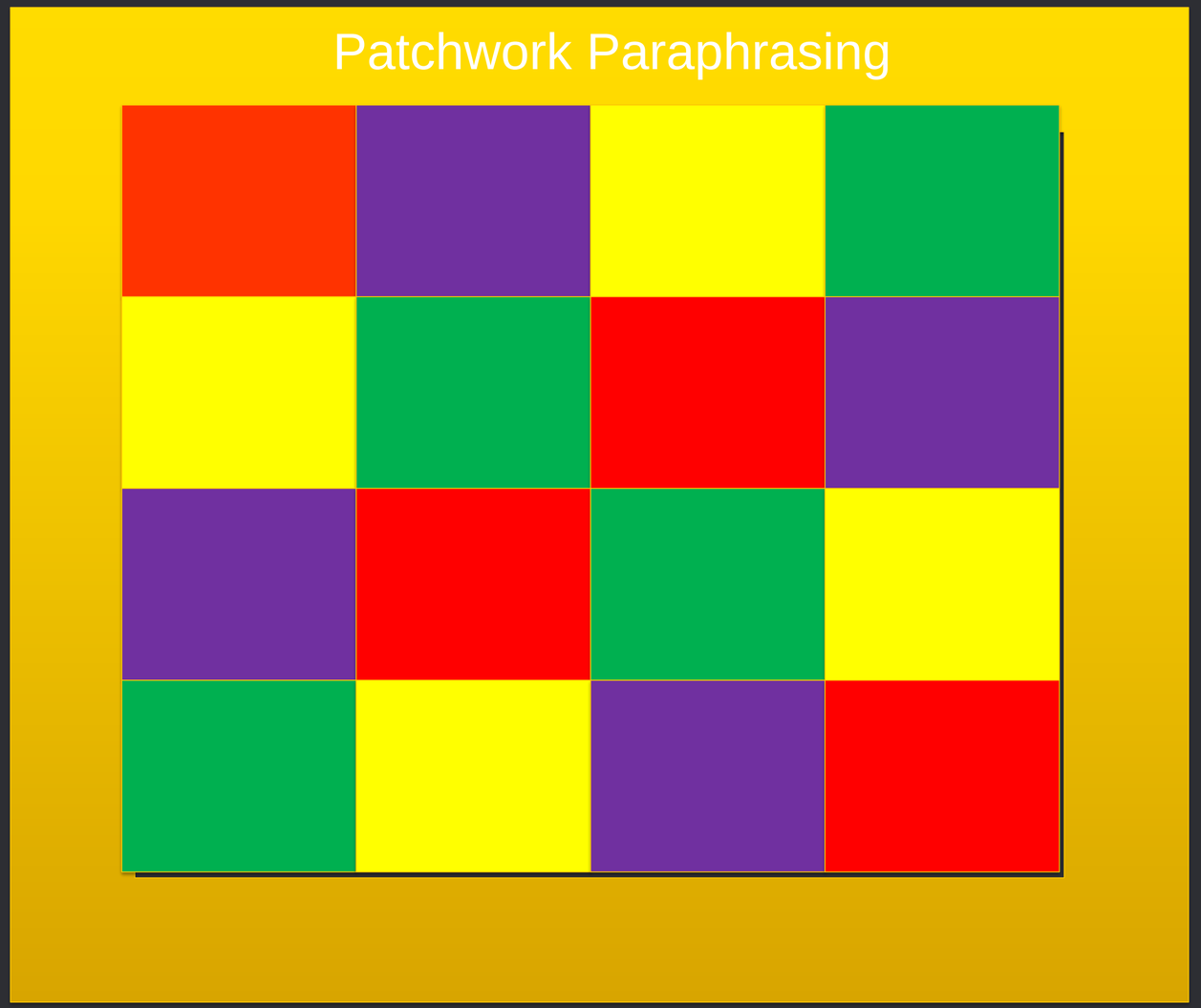
What is Plagiarism?

- Presenting someone else’s intellectual effort as own in assessment

- Published and unpublished sources count, including text, photos, diagrams, and course notes

Plagiarism: copying

Plagiarism: summarising/paraphrasing



Plagiarism: borrowing

Plagiarism: authorship

What is collusion?

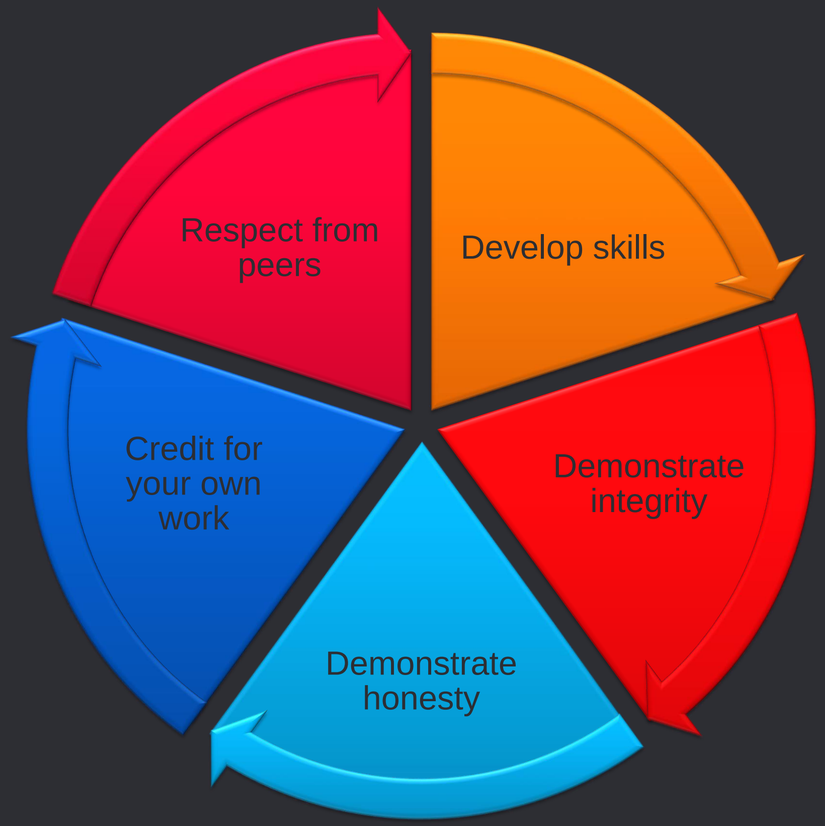
Unauthorised co-operation

Deliberately mislead or deceive

Importance of authenticity and end-to-end process

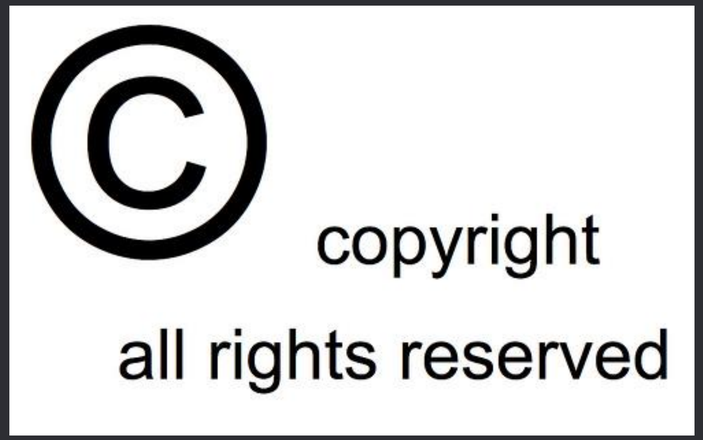
Venetia Knight – Regulation & Quality Improvement Manager

Benefits of producing your own work



PowerPoint (Office 2013) [Computer Software]. Redmond, WA: Microsoft

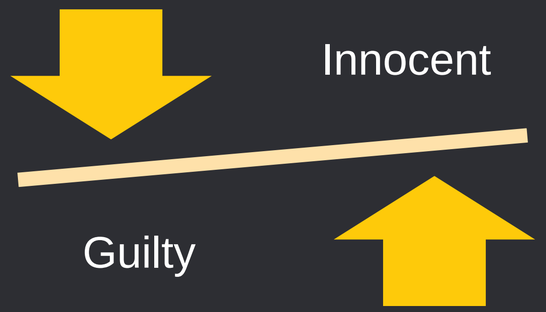
Possible outcomes

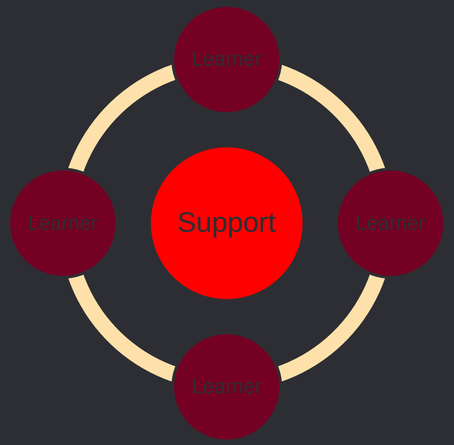


PowerPoint (Office 2013) [Computer Software]. Redmond, WA: Microsoft

PowerPoint (Office 2013) [Computer Software]. Redmond, WA: Microsoft

Your responsibilities

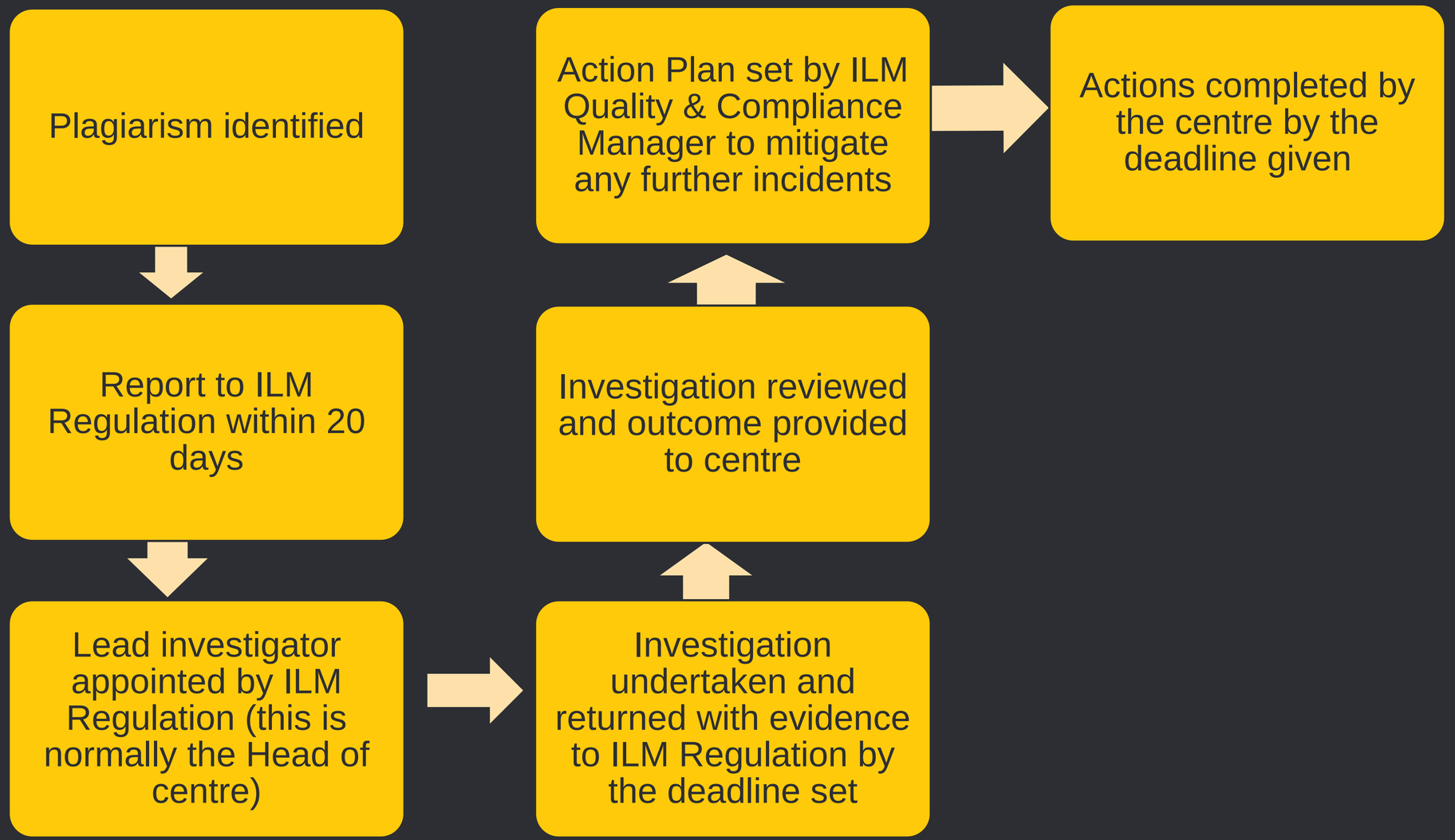




ILM Plagiarism, Collusion and Cheating Policy

“ “

Plagiarism process



Plagiarism case study

Rod Jones – ILM Assessment Manager

Extract from ILMA submission

- Enable staff to assess intervention, plan, and monitor and evaluate work with service users
- Provide continuity of service when workers change
- Communicate information to other staff and agencies where appropriate
- Enable managers to monitor the work of staff and give appropriate advice, support and direction
- Provide a means of accountability to whoever is entitled to it, so that actions and decisions that have taken can be understood and justified

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- **Provide a means of accountability to whoever is entitled to it, so that actions and decisions that have taken can be understood and justified**

http://learntech.uwe.ac.uk/communicationskills/Default.aspx?pageid=1939

How to spot plagiarism

- change in font, or change in font size
- change from English to American spelling
- changes in writing styles or use of language in the text
- changes in writing style from a previous assessment marked by the same assessor
- Other?

Centre Number :	1234567	Centre Name :	Training Centre
Learner Registration No :	67891466854	Learner Name:	Miss Claire Test

INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET

Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.

Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass'.

Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).

Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.

1. **Learner named above confirms authenticity of submission.**
2. **ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.**

However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: ☐

Lead Assessor Comments

When marking this assessment, the assessor has noted identical sentences and paragraphs at http://learntech.uwe.ac.uk/communicationskills/Default.aspx?pageid=1939. *I believe there is enough evidence to refer this to the assessment manager*

Assessment Manager Comments:

There is clear evidence of plagiarism, specifically in the responses to:

- Cultural barriers
- Record of communication
- Maintaining accurate records of electronic and oral communication
- Diversity in the workplace
- Inappropriate behaviour

These section are copied directly from various web sites and it should be noted there is no referencing and no bibliography. Plagiarism is therefore evidence: no marks have been awarded for this assignment and no further work should be submitted until the matter has been investigated. This has been escalated to the ILM Regulation Team who will inform the Centre of the next steps.

	0 / 100	TOTALMARKS

Assessor's Decision		Quality Assurance Use	
Outcome (*delete as applicable*): **PASS / REFERRAL**	**Signature of Assessor:** **Date:**	**Outcome** (*delete as applicable*): **PASS / REFERRAL**	**Signature of QA:** **Date of QA check:**

Collusion

Edwina Green – Quality & Compliance Manager

Collusion case study

Collusion defined as…….
‘a form of plagiarism that involves unauthorised co-operation between at least two people with the intent to deliberately mislead or deceive’ - ILM plagiarism, collusion and cheating policy (2016)

Learner A

Maslow's Hierarchy of Motivational Needs Model was developed in the 1940-1950s and is a five stage model. Maslow's theory is based on the fact that individuals have certain needs that must be met in order to move on a stage. For example the first level is concerned with Biological and Physiological Needs, so the basic needs of life such as air, food, drink, shelter, warmth. The next stage in the model is safety needs, followed be belonging and love needs, then esteem needs and finally self-actualisation. The basis of this model is that if for example, and individuals belonging and love needs are not being met, then they are unlikely to progress to the esteem stage and be concerned with achievement and responsibility.

Learner B

Maslow’s Hierarchy of Needs Model was developed in the 1940-1950s a theory of motivation that states that motivation is comprised of 5 individual needs. The pyramidal structure is based on the fact that individuals have certain needs that must be met in order to move on a stage. on the idea that further development up the pyramid is not possible until the needs of the layers below have been satisfied. For example the first level is concerned with Biological and Physiological Needs, so the basic needs of life such as air, food, drink, shelter, warmth. The next stage in the model is safety needs, followed be belonging and love needs, then esteem needs and finally self-actualisation. **The basis of this model is that if for example, and individuals belonging and love needs are not being met, then they are unlikely to progress to the esteem stage and be concerned with achievement and responsibility.**

Internal policy
Conduct an investigation in line with the plagiarism, collusion and cheating policy

Implications for learners and centres

Prevention tips

Maia Williams – Head of Assessment

What you can do?

1. Action plan
2. Course induction
3. Specialist software
4. Check learner’s work

What can learners do?

1. Use own work
2. Reference word-for-word copies, images etc
3. Reference other’s ideas
4. Reference when summarising

Question time

Thank you

Feedback welcome

customer@i-l-m.com