

	Context	Reflection/ discussion e.g. use 'Think- pair-share'	Resources you could use to help with this issue
Intro scene	Tyler and his friend, George, are working together in a study space. Tyler is looking at his assignment question and feeling stressed. He doesn't know where or how to begin. George is concerned and asks what he's going to do about it.	<p>Have you ever felt like Tyler?</p> <p>What was stressing you out about that particular assignment?</p> <p>What did you do about it?</p>	UWE online workbook: How to plan and organise your writing https://xerte.uwe.ac.uk/play_4833#page1
Decision pathway options If you were Tyler, would you...	<p>... make a start on the assignment now?</p> <p>... suggest you make a start together?</p> <p>... change the subject. You've got plenty of time before it's due.</p> <p>... explain you have far too much personal stuff going on to focus on studying.</p>	<p>What would you do? Why? What would you definitely not do? Why?</p> <p>How realistic are these options? What are their pros and cons?</p> <p>Can you think of anything else that Tyler could choose to do?</p> <p>How might timing impact his decision-making?</p>	UWE online workbook: How to manage your time https://xerte.uwe.ac.uk/play_4716#page1

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<p>You choose:</p> <p>Suggest making a start on it together</p>	<p>Tyler suggests they get a few people who are doing the same assignment together. George agrees, saying they can get some ideas and articles.</p>	<p>Do you and your friends come together to work on assignments? How useful do you find this?</p> <p>How do you go about sharing ideas and resources?</p> <p>What traps could you fall into?</p>	<p>UWE online workbook: How to improve your work before submitting/ Asking people for help scenarios. https://xerte.uwe.ac.uk/play_5023#page6</p> <p>Collusion. What is it; how it's different to groupwork, and examples. The University of Melbourne, Australia. https://academicintegrity.unimelb.edu.au/forms-of-plagiarism/collusion</p>
	<p>Jonathan has set up a shared drive and added articles and ideas found online, as well as notes. George is making headway too.</p>	<p>Do you think this is good way of working together as a group? Why (not)?</p> <p>What about in this particular situation i.e. writing an assignment individually?</p> <p>It doesn't look like Tyler has contributed to the shared drive folder yet. Why do you think this is?</p>	<p>UWE online tutorial on how to find books, articles and other information for your assignments. https://academicskills.uwe.ac.uk/general/workbooks/finding-information</p> <p>UWE Resources for your subject: https://www.uwe.ac.uk/study/library/resources-for-your-subject</p> <p>UWE online workbook: How to make notes and read effectively https://xerte.uwe.ac.uk/play_4810%20#page1</p>

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<p>Decision pathway options:</p> <p>If you were Tyler, would you...</p>	<p>...write the assignment yourself using your own private notes and readings?</p> <p>... use the shared notes to write the assignment?</p>	<p>What would you do? Why?</p> <p>When might sharing notes be Ok? Or a problem?</p>	<p>UWE online workbook: How to put your reading into your writing https://xerte.uwe.ac.uk/play_4742#page1</p> <p>UWE online workbook: How to improve your work before submitting/ Asking people for help scenarios. https://xerte.uwe.ac.uk/play_5023#page6</p> <p>Collusion. What is it; how it's different to groupwork, and examples. The University of Melbourne, Australia. https://academicintegrity.unimelb.edu.au/forms-of-plagiarism/collusion</p>

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<p>You choose:</p> <p>Use the shared notes to write the assignment</p>	<p>All three of them use shared notes and start writing the assignment together. Tyler submits by the deadline but he looks worried... .</p> <p>Sure enough, 3 weeks later he gets an email from Jenny who is an Assessment Offences Officer in Student Administration. The email notifies Tyler of a possible assessment offence and invites him to a Teams meeting to discuss this. If it is decided that he has committed the offence, Tyler will be informed what this means and what will happen next. Jenny also signposts him to the SU's Advice Centre for support and guidance.</p>	<p>Why does Tyler look worried? What might happen next?</p> <p>What would your reaction be if you received an email like this?</p> <p>What is an 'assessment offence'? How familiar are you with UWE's Assessment Offence policy?</p> <p>What assessment offence could Tyler have committed?</p> <p>How do you think Tyler's meeting with Jenny will go? What might Tyler share with Jenny at the meeting? What might be the outcome?</p>	<p>UWE Assessment Offence Policy https://www.uwe.ac.uk/study/academic-information/assessments/assessment-offences</p> <p>UWE online workbook: How to improve your work before submitting/ Asking people for help scenarios. https://xerte.uwe.ac.uk/play_5023#page6</p> <p>Collusion. What is it; how it's different to groupwork, and examples. The University of Melbourne, Australia. https://academicintegrity.unimelb.edu.au/forms-of-plagiarism/collusion</p>

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The meeting	<p>Tyler attends an online meeting with Jenny, the faculty assessment offences adviser.</p> <p>2 mins 30. Reflective moment embedded within video: how might Tyler explain what had happened? What might have caused Tyler to use shared notes?</p>	<p>Did you learn anything new about academic writing, group working and the University's expectations around academic integrity/ conduct from what Jenny said?</p> <p>What has Tyler failed to demonstrate by using shared notes to write his assignment?</p> <p>How much did you know about collusion before this video? What other reasons might there be for collusion?</p> <p>How do you make sure you submit only your own work?</p> <p>What could happen next to Tyler?</p> <p>Jenny describes the benefits of working together on an assignment: do you agree with these?</p>	<p>UWE online workbook: How to manage your time https://xerte.uwe.ac.uk/play_4716#page1</p> <p>UWE online workbook: How to make notes and read effectively https://xerte.uwe.ac.uk/play_4810%20#page1</p> <p>Group work workbook https://xerte.uwe.ac.uk/play_5574</p>

	<p>4mins 50. Reflective moment embedded within video: how could Tyler have avoided this situation? What could he have done instead?</p>	<p>What might have prevented Tyler from taking a different approach?</p> <p>What could he do now do to ensure that this doesn't happen again?</p>	<p>UWE online workbook: How to make notes and read effectively https://xerte.uwe.ac.uk/play_4810%20#page1</p> <p>UWE online workbook: How to reference and avoid plagiarism https://xerte.uwe.ac.uk/play_5048#page1</p> <p>Collusion. What is it; how it's different to groupwork, and examples. The University of Melbourne, Australia. https://academicintegrity.unimelb.edu.au/forms-of-plagiarism/collusion</p>
	<p>Meeting notes summary from Jenny to Tyler. This summary gives the opportunity for students who have been called to a meeting about a possible offence to reflect on and respond to the situation and process in writing.</p>	<p>How good are you at reflecting on the level of your skills; the process you take for producing your assignments and your ability to plan and organise your work effectively?</p> <p>Do you take the time to improve your work before submitting? Why/ why not?</p>	<p>University of Hull. Introduction to reflective writing. https://www.youtube.com/watch?v=Qo167VeE3ds</p> <p>UWE online workbook: How to improve your work before submission https://academicskills.uwe.ac.uk/general/workbooks/how-to-improve-your-work-before-submitting</p>

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<p>Pathway summary:</p> <p>Tyler fails due to collusion</p>	<p>List of reasons and potential consequences:</p> <ul style="list-style-type: none"> ○ Did not use relevant support ○ Lacked confidence in own work ○ Poor judgement in sharing notes ○ Poor practice for future assignments ○ Jeopardised good degree outcome ○ Implications for professional suitability (depending on programme) 	<p>Which of the reasons and implications apply to Tyler?</p> <p>What have you got from this scenario?</p> <p>Tyler was clearly concerned about submitting his assignment by the deadline. What could he do next time to manage his time effectively?</p> <p>If you were Tyler's friend, what support would you signpost him to before his next assignment?</p> <p>Is there anything you will change about the way you produce written work?</p> <p>How confident do you feel about your academic writing? What can you do to boost your confidence?</p>	<p>Study skills workshops and workbooks/ Reading and writing cafes/ Communication skills for international students workshops/ 1-1 appointments :</p> <p>https://www.uwe.ac.uk/study/study-support/study-skills/library-study-skills-support</p>

Other options

You choose: Make a start on the assignment now

Tyler returns home to start writing his essay by himself.

- How do you think he's going to get on?
- What problems might he have?
- What do you do when you're at home struggling with an assignment? Who do you reach out to for support?

Tyler has done some reading but doesn't know how to put it into his work. He decides to use the '**Ask a Librarian**' service and send a message asking for support. <https://www.uwe.ac.uk/study/library/contact-us>

- Do you know about this Library service? Have you ever used it? What was your experience like?

Tyler is directed towards the Library's Study Skills Workshops on 'How to put your reading into Writing' – an online/face to face workshop about how to incorporate themes and ideas from multiple sources into your own work.

- How do you organise your themes and ideas from sources you have read?
- One of the objectives of this workshop is to build confidence around synthesis. How would you define synthesis?

- Tyler is also signposted to the equivalent online 'How to' workbook, which also covers summarising research, reporting verbs and structuring a paragraph. How useful would you find a refresher on these aspects of the writing process?
https://xerte.uwe.ac.uk/play_4742#page1
- What has your experience been of the Library's study skills support?

If Tyler had chosen to leave his room to ask for help from his housemate, how might things have panned out? Watch this pathway. Were you right?

- Changing a few bits of a friend's essay and putting your name to it = plagiarism and collusion. How can this be detected by the marker?

Tyler submits his assignment on time and is then approached by his housemate, George, who is struggling with the same essay. George asks Tyler to help him out.

- What would you do if you were Tyler?
- Have you ever found yourself in this very same situation? How did you handle it?

Tyler tells George to speak to a Student Adviser and to book onto a 'How to' workshop.

- What other advice could he have given George?

3 weeks later Tyler receives 72% and some very positive feedback.

- Read through his feedback. How does it compare to the feedback you receive about your writing?
- He is praised for incorporating authoritative data into his assignment. How do you go about checking whether a source you're reading is authoritative? https://xerte.uwe.ac.uk/play_4810%20#page2
- He is also commended on his critical thinking skills. Why is criticality so important at university?

University of Greenwich: What is critical thinking? <https://www.gre.ac.uk/articles/ils/critical-thinking>

University of Essex: The importance of critical thinking <https://online.essex.ac.uk/blog/the-importance-of-critical-thinking/>

UWE online workbook: https://xerte.uwe.ac.uk/play_5597%20#page1

If Tyler had decided to share his essay with George, what could have happened? Why might *he* receive a fail for the assignment?

Watch the pathway video to find out...