

LEEDS BECKETT UNIVERSITY

# **THE LITTLE BOOK OF CHEATING, PLAGIARISM AND UNFAIR PRACTICE**

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## Academic Integrity

Academic integrity means intellectual honesty. Academic integrity is strongly linked to good academic practice. The University wants to give you credit for your learning and for work which you have done yourself. Academic misconduct occurs when you have not done the work yourself. Academic misconduct can take many forms and may be intentional or unintentional. It does not matter if a student intended to commit the offence or not. The different forms may include: Plagiarism, self-plagiarism, a lack of in-text referencing, collusion, ghost writing, cheating, and other forms of unfair practice.

## Plagiarism

Most people know that plagiarism is something to be avoided, but not everyone is sure precisely what it is. This short booklet is designed to help students to understand more fully what plagiarism and other related offences are and more importantly, how to avoid them.

Plagiarism is a specific *form* of cheating which is found in assignments completed by students. The University's Academic Principles and Regulations state that plagiarism is:

"The substantial, unacknowledged incorporation into a student's work of material derived from the work (published or unpublished) of another. "Work" includes internet sources.

Examples of plagiarism include:

- the inclusion in a student's work of extracts from another person's work without the use of quotation marks and/or acknowledgement of the source(s);
- the summarising of another person's work without acknowledgement;
- the substantial and unauthorised use of the ideas of another person without acknowledgement."

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Beckett University Academic Principles and Regulations, Section C9.1.8]*

### What does 'substantial' mean in this context?

The notion of what 'substantial' means depends on the piece of work. Substantial can mean the actual proportion of the student's work which is 'suspected' of being plagiarised. However, the decision of whether or not the suspected proportion of work is substantial does not always have to be based on the number or proportion of words. In fact, it may not be words which are investigated. It may be images, photographs or tables etc.

Substantial can also be interpreted as to what is important or critical to that piece of work.

Here are two examples of plagiarism where the actual number of words which were plagiarised were not a high proportion of the overall number of words in the student's work but the cases were upheld because the work which was plagiarised was considered to be 'substantial' to the overall piece of work.

### **Example 1**

In a dissertation, a student copied the aims and the objectives from another student's work. Even though the aims and objectives did not form a large proportion of the actual number of words in the dissertation, they were critical to the overall dissertation. Therefore the University considered this as 'substantial', as they formed an important part of the overall piece of work.

### **Example 2**

A student copied someone else's interview questions and then used them as her own. This is plagiarism and the use of another person's questionnaire or interview questions could be interpreted as 'substantial' if they are an important part of the overall piece of work. If a student copies another person's questions then they have not learnt to write their own questions and the University cannot give them credit for this.

## **CASES OF PLAGIARISM WHICH ARE CONSIDERED SUBSTANTIAL WILL BE INVESTIGATED**

### **Self-plagiarism**

The University's Academic Principles and Regulations state that:

"Self-plagiarism occurs when a student submits work for credit which has been submitted elsewhere for credit. This may be part of a piece of work or the entire piece of work. It may have been submitted to this University or another institution." The reason that this is an offence is that credit has already been given for this piece of work.

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Beckett University Academic Principles and Regulations, Section C9.1.9]*

Here are 2 examples where this has happened in the past.

### **Example 1**

A student got a very high mark for an essay in a marketing module. She submitted exactly the same piece of work as part of another module hoping to get the same high mark. This was seen as self-plagiarism by the University and was seen as an offence as the student had already gained credit for the work in the marketing module.

## **Example 2**

A student got a good mark for a piece of work in a Human Resource Management module. He included this work as part of his dissertation. This was seen as self-plagiarism because the student had already received credit for this work in the first module.

There are 2 exceptions when submitting the same or similar work which should not be interpreted as self-plagiarism. One is where the work is for a re-assessment (and some of this work has been used before in the original piece of work) and the other is where the first piece of work is linked in some way to the second piece of work, for example the proposal for a dissertation.

It does not help to cite and reference the earlier piece of work as, in effect, you are attempting to gain credit twice for the same piece of work and this is the actual offence.

## **Lack of in-text referencing**

This occurs when a student writes long sections of work (normally a whole paragraph and sometimes even a whole page) and does not attribute the work to the original source until the end of the paragraph or the end of the page. There have even been cases where students have written an entire piece of work and have not attributed the work back to the source at all. They have only listed the sources in the reference section/bibliography at the end. This is plagiarism as you can see from the University definition of plagiarism above. Also, students need to be aware that the person marking the work needs to know which parts of the work are the student's own words and which parts are from another source. It is impossible to tell this when marking a piece of work if there is a lack of in-text referencing.

There are many reasons why students plagiarise, for example:

- not being fully aware of what plagiarism is;
- a short-term panic response when an assignment is due and time is short;
- feeling a desperate need not to be seen as a failure and so copying to try to ensure "success";
- being used to different academic traditions from the UK.

Sometimes, of course, plagiarism is a determined and deliberate attempt to gain the credits for the module without doing the work.

Whatever the reason, though, plagiarism is nevertheless cheating. It is not only cheating the University but, probably more importantly for your fellow students, *it is cheating them*. But there are more reasons than the negative ones (cheating others, unfairness, and possibly discovery and disciplinary action) for not plagiarising. Essentially, plagiarism is also *cheating yourself and letting yourself down*.



The Students Union at Leeds Metropolitan University is whole-heartedly against the practice of plagiarism. It is well aware of the injustice of some students sitting up all night, possibly after working during the day, to complete an assignment; while others decide simply to copy someone else's work or even to pay someone else to do the work for them.

## **Positive Reasons for not Plagiarising**

### Pride in Your Work

Students should be able to take pride in their work and in the achievements they have attained. There is considerable satisfaction in knowing that the work you have submitted is your own, and the marks obtained reflect your own effort. There can be little real satisfaction in knowing that your mark (however good) was because you were a good cheat, rather than a good student.

### Real Level of Attainment

It is possible that someone might plagiarise widely and not be discovered throughout their University career. But they will not really have learned anything. The discovery that their apparent attainment does not match their real abilities will then become obvious when they find a job. In the end this could lead to dismissal and the termination of a career.

### UK Academic Traditions

It is important to recognise that plagiarism as described here is what is understood in UK Academic Institutions. Rules which may apply anywhere else are simply not relevant here. So, it is not valid to offer as a reason for plagiarism, traditions which may operate elsewhere. Check the details of the next section to ensure that you are fully aware of what constitutes plagiarism in the UK so that you don't end up unwittingly being found to have plagiarised and therefore unable to be awarded any credits for your module or modules. *If in doubt – ask your tutor before you submit the assignment!*

## **Forms of Plagiarism**

Plagiarism takes many forms. Some of the more common are identified here.

### 1. Copying from a single source

This is where the student uses one of the following as the basis for the whole or a substantial part of the assignment

- a published book • a published article • the internet • an essay bought from an essay bank • a piece of work previously submitted by another student for the same or a similar assignment •

Note that this list comprises both *published and unpublished* sources. The first three are published, the second two are not. Plagiarism therefore is not copying from *published sources only*. It can also arise from the copying of unpublished sources like essays.

Where substantial copying takes place, the words, arrangement of material and ideas are those of the source, not the student, and the work rarely answers the questions set. Where plagiarism is of this nature and extent *it is very difficult to see how it could have been accidental*, (especially if the text were derived from an essay bank or previous submission) and therefore it is viewed very seriously indeed. This kind of plagiarism is also increasingly detectable with modern software.

### Unacceptable Excuses

A “The book/article was cited in the bibliography”.

**No** – a bibliography is a list of sources *consulted* not copied from.

B “The book was written by the lecturer and he/she would expect to find their work repeated in the assignment.”

**No** – lecturers would expect several sources to be read and used and would not be flattered to find their own work simply copied out.

### 2. Copying from several sources

This is similar to the above, except that more than one source is used. A student obtains (say) 4 sources of information and copies a sentence or group of sentences from A, then one from B, one from C and one from D and so on.

This is an example of plagiarism where a student might genuinely have thought that they were not doing anything wrong. The sources used might well have been cited in the bibliography, the essay might answer the question set, the organisation of the material may well be the student’s own. However, this is still plagiarism.

Why? The reason is that although the structure and composition is the student’s own work, the words are not. Rules of academic presentation require that whenever a direct quotation from a source is used, this should be cited. A direct verbatim quotation (which should be in quotation marks), figure or diagram should include the page number in the citation.

In this type of plagiarism no quotations are given in the text and thus the work is being dishonest about who actually wrote what. Further, the student’s only contribution is cutting and pasting, which is not what the assignment was designed to assess, and there is no demonstration by the student concerned of the required skills of analysis, interpretation, judgement or opinion.

## Unacceptable Excuses

A “The sources in question put it better than I could.”

**No** – you are expected to use the sources constructively and demonstrate that you have understood them and been able to use them effectively in the assignment.

B “I did use several sources and cited them.”

**No** – you did not use several sources, you copied from them, and did not use inverted commas to show that it was their words and not yours.

### 3. Paraphrasing

This is putting someone else’s views into your own words. To a certain extent any essay or assignment which relies on reading a series of texts as the basis of assignments will contain a significant amount of paraphrasing. There are three key things to remember in this case to ensure that it cannot be thought to be plagiarism:

- Do not use only one source;
- Acknowledge all sources used;
- Take care when taking notes.

## Unacceptable Excuses

A “I used my own words”.

You may have – but if all you have done is summarised someone else’s ideas then you have still copied because you have made it appear as if the ideas, arrangement of material etc. were your own.

B “I cited all the sources in the bibliography”.

Again, you may have, but the issue is how you have used the works cited, and simply to summarise the work of others whether or not the works are in the bibliography is still trying to pass someone else’s work off as your own.

## How to avoid plagiarism

The key to avoiding plagiarism is to acknowledge all the sources you have used to produce your work by providing accurate details of any words, ideas, thoughts and images which are not your own.

Your sources may be published or unpublished, online or in print, and may include:

- Books
- Journal or newspaper articles
- Radio or television programmes
- Images or illustrations
- Statistical data
- Webpages or websites
- Films
- Online videos
- Personal communications
- Government or other reports
- Advertisements, and
- Any other source of information

You will need to develop good literacy skills to make sure that you can find, evaluate and use information sources properly in your work.

### Referencing

Good referencing makes it easy for the reader to trace the sources mentioned in your work. Anyone marking or reading your work can follow up your references and check the authors and works you have cited.

Referencing your work also shows the reader that you have selected relevant and respected information sources for your research into the topic. It indicates that you have read widely in your subject area and gives authority to your own writing.

There are two stages to referencing sources:

1. Refer to the source in your text (the citation).
2. Give full and accurate details of the source in your bibliography or list of references (the reference).

### Is it always necessary to reference?

Some statements or facts can be regarded as 'common knowledge'. However, you should be careful about this because there is no general agreement on what is considered common knowledge. Some distinction should be made between a known fact, for example that London is the capital city of the UK, and a lesser known fact, for example that 70% of the earth's surface is covered by water. You would not need to reference the first example but you would need to reference the second example.

Fact also needs to be distinguished from opinion. Your own opinion, of course, need not be referenced, but the opinions of others need to be referenced even if they are commonplace or generally accepted.

## Further examples:

Extract from assignment text	Comment
'Although Alexander Fleming is famous for discovering penicillin, other scientists played a vital role in...'	It is reasonable to assume that your reader has heard of Alexander Fleming and his important discovery but the rest of the statement about other scientists may not be commonly known. In this case you should provide references to your source/s.
'It could be argued that human beings have always been inclined to overestimate the power of technology to subdue nature. The sinking of the Titanic in April 1912 is one excellent example of this.'	Most people are aware of the sinking of the Titanic and some of the reasons for the disaster. However, if the idea for this example about humans overestimating the power of technology came from a published source, it must be acknowledged.
'Marks and Spencer is one of the most well-known of the UK's high street stores. Let us look at how the company has performed during the economic recession...'	Most people in the UK would agree that Marks and Spencer is a well-known high street store and it is not necessary to provide a source for this statement.

If you have knowingly quoted, summarised or paraphrased someone's work, even if the ideas expressed might be regarded as common knowledge, you should still acknowledge your source. If you are in doubt as to whether you need a source for a piece of information, it is better to provide one.

### Direct quotations

If you are directly quoting the exact words from a particular source in your writing you should enclose these in quotation marks and cite the author, date and page numbers that the quotation was taken from. Full details of the source are then given in the reference.

### Paraphrasing and summarising

Paraphrasing is using your own words to express a statement or text by someone else. A paraphrased passage will usually be about the same length as the original source.

Summarising means taking the essential ideas from a piece of text and rewriting them in your own words. It may include giving your own interpretation of what the source says, rather than simply re-phrasing or describing the ideas. A summary is usually much shorter than the original text.

Paraphrasing and summarising are both acceptable practices if you acknowledge your source/s by correct citation and referencing. However, if you paraphrase or summarise a great deal in your writing without adding your own ideas or analysis, it may be regarded as poor quality work.

### Making notes

When you are searching the literature on your chosen subject, whether online or in print, save or note down all the required details of the sources that you find. If you don't do this, you might not be able to accurately describe the sources you have used and you will have additional work when you need to list them in your bibliography or list of references. Use quotation marks in your notes to show where you copied exact words from the source. Remember to write down the page numbers.

### Further resources on plagiarism and referencing

[‘Quote, unquote: A guide to Harvard referencing’](#) (Skills for Learning website)

[Plagiarism](#) (Skills for Learning website)

[Harvard referencing](#) (Skills for Learning website)

## **Collusion**

There is a difference between collaboration and collusion. Collaboration is the act of working with others on a joint assignment. Collaboration between students on academic work is allowed to take place in many different forms during their course. However, students may be accused of the offence of collusion where this collaboration has gone beyond the limits indicated in the assignment brief so that one or more students can gain an unfair advantage in assessment.

### What are the limits of collaboration?

Some coursework requires you to work with other students on a group assignment. This will be a joint enterprise and all members take collective responsibility for the submitted work. In such cases a charge of collusion is unlikely to arise unless it is found that two or more groups appear to have collaborated contrary to instructions. Such work could still, however, attract a suspicion of plagiarism if the guidance given here is not followed; all members of the group might then be charged with that offence. Occasionally coursework

requires students to collaborate at the planning stage but then to write and submit individual assignments. In this case the collaboration must end at the point where you begin to compile your own individual piece of work for submission. From this point on it must be all your own work. In this case where tutors find unexpected similarities between students' work this may lead to a charge of collusion and/or plagiarism.

Most coursework tends to be an individual effort which will be your own work from start to finish with no assistance from anyone else apart from guidance from tutors. Again, where tutors find unexpected similarities between students' work this may lead to a charge of collusion being made.

It may be difficult to determine which student has copied from which or whether the work was shared in some other way. Hence all students implicated will be investigated and may be found guilty of the offence of collusion. They will then all be subject to the same penalties under the University Regulations.

### **Unacceptable Excuses**

A "The essays are very similar but I don't know how this could have happened".

In this case you could expect to be very closely questioned on the sources used and why you used the material in the specific form shown in the assignment. If you are the person who actually wrote the piece you will be able to answer, but the copyist will not.

B "We must have just thought along the same lines." Again you could expect to be closely questioned on the language used – thoughts may arguably go along similar lines, but it is stretching probability to assume that the *words used and the sequence of material* will do the same.

### **Don't ask – don't tell**

If you want to avoid an allegation of collusion:

**DON'T** ask to see another student's work – even in an early stage as notes, a draft, a structure or an outline, unless this is permitted in the assignment brief – you may be placing both yourself and your friend in jeopardy.

**DON'T** let another student see any of your work by any means, including email, USB stick or paper copy.

**DON'T** work together unless the assignment brief permits it.

### **Keeping your work secure**

You have a responsibility to keep your work in secure places. Make sure that you lock away all drafts and paper copies. Keep electronic versions in password-protected locations on a computer, whether it is shared with other people or not. Back up your files (e.g. on the P-drive or the University e-mail server) so you can safely retrieve them.

Cases have arisen where work has apparently been copied from an unattended computer or data stick without the owner's knowledge. On the face of it this would seem to be theft but it will be difficult for you to show that there was no collusion if you cannot show that security measures were in place.

Turnitin can quickly and easily show where one student's work matches another. Also, remember that if you allow a fellow student to copy your work you will be considered as guilty of collusion as the actual copyist, and may be subject to the same penalties under the University Regulations.

### **Ghost writing**

This is the term used when students pay someone else to do some or all of their work. There is only one simple piece of advice here – do not do this. You may know some fellow student who has done so and “got away with it”. However, remember, that such a student may not have similar “success” next time, and that even if he or she has been successful in passing off work which is not their own, it does not mean that you will be. Students who have been found to have downloaded or purchased work will normally be subjected to harsher penalties than other students.

### **Unfair Practice**

This can take many different forms. Here are a few examples.

#### **Example 1**

A student ‘pretended’ that he had carried out a placement in an organisation as part of his course. He then submitted a written report of the placement which was a requirement of the course. A tutor telephoned the organisation to speak to the student and was told that the student had never been to the organisation.

This is unfair practice and is attempting to gain an unfair advantage over students who have made the effort, gone on placement and acquired the learning. This is also falsification of data.

#### **Example 2**

A student wrote in her dissertation that she had completed 50 interviews in a street in Leeds. When the dissertation tutor telephoned a sample of the respondents, none of them had been interviewed by the student.

#### **Example 3**

A student pretended that he had asked 100 people to complete a questionnaire. He had not. What he had actually done was to complete 100 questionnaires himself with different coloured pens but with the same handwriting! This is unfair practice as it is attempting to



gain an unfair advantage over the students who had actually made the effort to get their questionnaires completed. It is also obviously dishonest.

## **Cheating**

Cheating is unfair behaviour relating to an examination. It includes:

### (A) Actions within the examination room

- communicating with any other candidate during an examination
- copying from any other candidate during an examination
- communicating with any other person other than an authorised invigilator or another member of staff during an examination
- making use of any written or printed materials in the examination room unless expressly permitted by the regulations
- making use of any electronically stored information in the examination room unless expressly permitted by the regulations
- use of a mobile phone during an examination

### (B) Actions outside of the examination room

- gaining access to any unauthorised material relating to the examination during or before the examination
- obtaining a copy of a written examination paper in advance of the time and date for its authorised release.

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Beckett University Academic Principles and Regulations, Section C9.1.7]*

Here are some examples where students have attempted to cheat (and have been caught)

#### **Example 1**

A student who hid her notes in the cistern of a toilet. She left the examination room in the middle of the examination and tried to retrieve the notes.

#### **Example 2**

A student who wrote notes for the examination on his arm.

In conclusion, the key element of a submitted assignment is that (unless it is assessed as a group project) *it should be your own work entirely.*

## **TurnitinUK**

Turnitin is an on-line tool which matches text with a worldwide database. Students should become familiar with using Turnitin to check work BEFORE it is finally submitted. Drafts can be checked before the deadline against the Turnitin worldwide database before submission.

Turnitin can also be used to help tutors to investigate plagiarism. Turnitin can identify if sections of an assignment or the whole assignment has been written elsewhere and it can also identify the source of the writing. In other words, it can clearly tell if the student has written the words themselves or if they have 'cut and pasted' or copied it from elsewhere.

Turnitin cannot decide if the work is plagiarised – only an academic can do this. Students need to be aware that a high match on the Turnitin originality report does not necessarily mean that plagiarism has taken place – there can be a high match but the work can be correctly referenced. Conversely, a low match does not necessarily indicate that the work has not been plagiarised.

### **What happens if I am suspected of any of the above offences?**

You will receive a letter asking you to attend an 'Investigatory Interview'. You will also receive a copy of any relevant report or other evidence which will clearly indicate the concerns that the tutor has with your assignment.

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Beckett University Academic Principles and Regulations, Section C9.3.2]*

### **Who will be at the Investigatory Interview?**

This is a relatively informal meeting. There will be the tutor who raised the concerns regarding your assignment and another person from the University who may or may not be familiar to you. This person, called 'the Chair', will ensure that you are interviewed fairly and that all the correct procedures have been followed.

You may also wish to bring a person to support you.

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Beckett University Academic Principles and Regulations, Section C9.3.1]*

## **What will happen at the Investigatory Interview?**

There will be introductions so that you know who everyone is and why they are there. The Chair will ask you to confirm that you have received your letter with the concerns detailed. They will then explain the purpose of the meeting and the possible outcomes.

The tutor who raised the concerns regarding your work will discuss these with you and you will be invited to explain the concerns and make any comments which you feel are relevant.

When all discussions are complete an outcome will be reached which will be one of the following:

- you admit to the offence
- non-resolution of the issue
- a finding that no offence has occurred

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Metropolitan University Academic Principles and Regulations, Section C9.4 - C9.5]*

## **How can I prepare for an Investigatory Interview?**

The investigatory interview is your opportunity to demonstrate that no offence has occurred. You must therefore bring with you anything that you think demonstrates that you have not committed the offence. Examples include drafts or working out, interviews, Turnitin report, articles, books, email correspondence.

You can seek advice and support from your Students' Union; they will be able to explain to you in more detail what is happening and may also accompany you to the Investigatory Interview.

## **What if I admit that the offence has occurred?**

You will be asked to complete and sign a statement on a standard form. This form is then sent to an Unfair Practice Board who will decide the penalty which will be put on the resubmitted assignment which you must complete.

## What are the penalties?

The penalties depend on the severity of the offence, if you have had previous offences and the level of study you are undertaking- the following tariff is a guide:

level	Number of offences			
	1	2	3	4
4	Resubmitted work Capped at 40%	Resubmitted work Capped at 40%	Resubmitted work Capped at 30%	Required to withdraw from the programme
5	Resubmitted work Capped at 40%	Resubmitted work Capped at 30%	Required to withdraw from the programme	
6	Resubmitted work Capped at 40%	Resubmitted work Capped at 30%	Required to withdraw from the programme	
7	Resubmitted work Capped at 40%	Resubmitted work Capped at 30%	Required to withdraw from the programme	

A record of the offence will also remain on your personal file until one year after you have finished your programme of study in the University.

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Beckett University Academic Principles and Regulations, Schedule of Decisions Available to the Unfair Practice Board – Taught Awards*

It may be that you have extenuating circumstances that you feel contributed to your offence. It is important that you submit details and evidence to the Unfair Practice Board so that they can take these into account when they are deciding the penalty.

## What if I do not admit that the offence has occurred?

If you do not admit to the offence but the tutor and Chair think an offence has occurred the outcome of the Investigatory interview is 'non-resolution of the issue'. You will then be asked to attend an 'Assessment Enquiry Panel' (See below).

## **What if there is a finding that no offence has occurred?**

Your assignment will be marked, all paperwork relating to the Investigatory Interview will be destroyed and no record will be kept.

## **What if I do not attend the Investigatory Interview?**

You will be asked to attend an 'Assessment Enquiry Panel' and must do so unless there is a really good reason for your not attending.

## **What will happen at an Assessment Enquiry Panel?**

This is more formal than the Investigatory Interview. There will be introductions so that you know who everyone is and why they are there. At this meeting there will be three senior academics on 'the panel' which consists of a Chair, an experienced academic from your subject area and an experienced academic from another subject area, as well as a secretary who will take notes. The Chair will ask you to confirm that you have received your letter with the concerns detailed. They will then explain the purpose of the meeting and the possible outcomes.

Your tutor will present the issues of concern with your work and you will be asked questions by the panel. You will have an opportunity to have your say. At this meeting more formal language is used, so you may be asked to 'present your case' and your tutor will be invited to 'make the allegation'. You may 'call witnesses' and your tutor may bring witnesses too. You may also bring someone to support you.

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Beckett University Academic Principles and Regulations, Section C9.3.1]*

When all discussions are complete, an outcome will be reached which will be one of the following:

- a finding that no offence has occurred
- you admit to the offence
- a finding that the alleged offence has occurred

## **How can I prepare for An Assessment Enquiry Panel?**

At the Assessment Enquiry Panel you need to demonstrate that no offence has occurred. You must therefore bring with you anything that you think demonstrates that you have not committed the offence. Examples include drafts or working out, interviews, a Turnitin

report, articles, books, email correspondence. You may also bring any witnesses that you feel support your claim that no offence has occurred.

You can seek advice and support from your Students' Union; they will be able to explain to you in more detail what is happening and may also accompany you to the Assessment Enquiry Panel.

### **What if I admit at this panel that an offence has occurred?**

You will be asked to complete and sign a statement on a standard form. This form, along with the notes of the meeting, is then sent to an Unfair Practice Board who will decide the penalty which will be put on the reassessed assignment which you must complete.

### **What are the penalties?**

The penalties remain the same as above (see page 18).

### **What if I do not admit that an offence has occurred?**

The Assessment Enquiry Panel makes the decision on whether an offence has been committed, based on the evidence and the balance of probabilities.

If the panel decides that an offence has occurred, you do not sign the form, but you are required to be reassessed, and the form with the decision of the Assessment Enquiry Panel along with the notes made during the meeting will be sent to the Unfair Practice Board. The penalties remain the same as above.

### **What if there is a finding that no offence has occurred?**

Your assignment will be marked as a first sit, and all records of the meeting are destroyed.

### **What if I do not agree with the panel decision?**

You may appeal against the decision of the panel which may result in an 'Assessment Appeal Panel'

<https://www.leedsbeckett.ac.uk/about/academic-regulations.htm>

*[Leeds Beckett University Academic Principles and Regulations C9.2.3]*

## **What if I do not attend the Assessment Enquiry Panel?**

Unless there is a really good reason for your non-attendance, the panel will make a decision without your attendance. The penalties remain the same as above (see page 18) if they decide the offence has occurred.

### In all cases of offence found or admitted

- you will have to do the work again (unless it is a third offence);
- Your mark will probably be 'capped';
- You may have to do the entire module again (and pay for it);
- You may have to repeat the whole academic year (and pay for it again);
- In some circumstances you may have to apply (and pay for) another visa to enable you to redo the work;
- You may not be able to graduate with the friends that you studied with.