



EBU EXAMINATION POLICY AND GUIDELINES ADDENDUM

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1. ACADEMIC POLICY

1.1 GENERAL INFORMATION ABOUT FORMAL EXAMS

Exams may take place each semester/term, depending on the assessment of each course.

Types of exams:

Closed book exams

- Students are not allowed to bring supporting materials into the exam room.
- Calculators are only allowed at the faculty member's discretion.
- Electronic devices including laptops, mobile phones and tablets are not allowed.

Open book exams

- Textbooks, personal notes and/or research papers may be allowed. Students will be advised in advance if this is the case.
- Personal notes must be handwritten and readily available for inspection by the faculty member before the exam.
- Formulas may be allowed for certain courses. No worked examples are allowed.
- Calculators are only allowed at the faculty member's discretion.
- Electronic devices including laptops, mobile phones and tablets are not allowed.
- Use of photocopied, typed or borrowed notes during exams is prohibited.

Absences from formal exams and any special requirements are governed by the Mitigating Circumstances Policy.

Exam rules are detailed in the Guidelines and Conduct for Written Formal Examinations.

Reviewing completed exams

Students may review marked exam papers in the presence of the faculty member or a member of the administration staff. The completed exam is the property of EBU and may not be taken or removed by students under any circumstances. Students are not authorized to scan, photocopy or photograph exams and may not consult other students' copies.

Students will have two weeks after receiving their grades to review their exams. Any comment or doubt about the grades must be dealt with within that deadline; after that, no requests can be considered. In the case of a grade appeal, students must follow the Grade Appeal Process in section 4.10.

1.2 GRADING SCALE FOR EBU PROGRAMS

Translation Scale and Grade Equivalencies

U.S. Letter Grade	U.S. Equivalent Grade	GPA Scale	U.K. Percentage Grade	U.K. Classification
A+	97 -100%	4.00	80 – 100%	First (I)
A	93 – 96%	4.00	70 – 79%	First (I)
A-	90 – 92%	3.67	65 – 69%	Upper Second (II:i)
B+	87 - 89%	3.33	60 – 64%	Upper Second (II:I)
B	83 – 86%	3.00	55 – 59%	Lower Second (II:ii)
B-	80 – 82%	2.67	50 – 54%	Lower Second (II:ii)
C+	77 – 79%	2.33	46 – 49%	Third (III)
C	73 – 76%	2.00	43 – 45%	Third (III)
C-	70 – 72%	1.67	40 – 42%	Third (III)
F	0 – 69%	0.00	0 – 39%	Fail

EBU adheres to the U.K. Percentage Grade Scale.

The suggested grade conversion is the same for Undergraduate and Postgraduate Programs, except that the pass mark is 50% for Postgraduate Courses; 0 – 49% is a fail grade, and 40% is the pass mark for Undergraduate Courses; 0 – 39 is a fail grade.

Unsatisfactory performance and/or failure to meet requirements in a course; students must repeat said course

FA Fail due to absences Repeat course

Unsatisfactory performance due to absenteeism; students must repeat said course

A Exceptional

Superior performance showing comprehensive understanding of the course matter

B Good

Above-average performance with knowledge and understanding of course matter

C Fair

Average performance with a basic understanding of the course matter

D- Pass

Marginal performance and adequate preparation for subsequent courses;

F Fail Repeat course

Unsatisfactory performance and/or failure to meet requirements in a course; students must repeat said course

FA Fail due to absences Repeat course

Unsatisfactory performance due to absenteeism; students must repeat said course

Passing Grades

Students must achieve a passing grade in order to complete a course.

Passing all required courses is a graduation requirement for both graduate and undergraduate students.

Final grades

Final passing grades cannot be improved by additional assessments or bonus questions.

A+/A/A-: A comprehensive, highly structured, focused and concise response to the assessment task, consistently demonstrating:

- an extensive and detailed knowledge of the course matter
- a highly-developed ability to apply this knowledge to the task set
- evidence of extensive background reading
- clear, fluent, stimulating and original expression
- excellent presentation (spelling, grammar, graphic) with minimal or no presentation errors

B+/B/B-: A thorough and well-organized response to the assessment task, demonstrating:

- a broad knowledge of the course matter
- considerable strength in applying that knowledge to the task set
- evidence of substantial background reading
- clear and fluent expression
- quality presentation with few presentation errors

C+/C/C-: An acceptable response to the assessment task with:

- basic grasp of course matters, but somewhat lacking in focus and structure
- main points covered but insufficient detail
- some effort to apply knowledge to the task but only a basic capacity or understanding displayed
- little or no evidence of background reading
- several minor errors or one major error
- satisfactory presentation with an acceptable level of presentation errors

This is a passing grade. Students will be advised as to what steps they must take in order to improve the grade, and it is then their responsibility to take the necessary steps. Should students retake an exam due to low GPA (*this also applies to students with an 80-82% B-*), the relevant fees will apply, and any grade improvement will be capped at 83%. If these steps are not completed before the end of the following term, the grade cannot be changed.

F (Fail): A response to the assessment task which fails to meet the minimum acceptable standards yet:

- engages with the course matter or problem set, despite major deficiencies in structure, relevance or focus
- has two major error and some minor errors
- demonstrates the capacity to complete only part of, or the simpler elements of, the task

– an incomplete or rushed answer e.g. the use of bullet points through part / all of answer

This is a failing grade and any student that receives an F as final course grade may take a re-sit exam or opt to directly enroll on a retake course (See resit-exam procedure)

- a failure to address the question resulting in a largely irrelevant answer or material of marginal relevance
- a display of some knowledge of material relative to the question posed, but with very serious omissions/errors and/or major inaccuracies included in answer
- solutions offered to a very limited portion of the problem set
- an answer unacceptably incomplete (e.g. for lack of time)
- a random and undisciplined development, layout or presentation
- unacceptable standards of presentation, such as grammar, spelling or graphical presentation
- evidence of substantial plagiarism

Students must repeat the course to be reassessed and will have to pay the corresponding tuition fees.

FA (Failure due to absences): Unsatisfactory performance due to absenteeism; students must repeat the course to be reassessed and will have to pay the corresponding tuition fees.

Withdrawal (W): A student may withdraw from a course without academic penalty during the first two weeks of term.

To withdraw from a course, the student must put a request in writing to Administration. Any student who registers for a course but does not officially withdraw will remain liable for the full tuition of the course and will receive a failing grade. All courses that students have officially withdrawn from must be taken again.

1.3 MAKE-UP EXAMS; RESIT EXAMS AND COURSE RETAKE

Make-up exams are non-cumulative exams that are taken when an exam assessment is missed by a student during the regular semester. They should cover the same material as the missed exam. Students will only be able to take a make-up exam if their reasoning for missing their first exam falls under the Mitigating Circumstances Policy.

Resit Exams are comprehensive examinations that students with a final course grade of “40% - 54%” may opt to take. Students must confirm in administration their decision to take the resit option within the defined period. The resit session will be organized by the administration office during the first four weeks of the following semester.

Resit exams cover all the content for the course.

An additional fee of €150 applies for any resit exam session.

The percentage mark for the course overall will be capped at 55%

Course retake is a repetition of the course including full attendance and the completion of all assessments for that course. The retake final mark overrides any previous mark for the same course, no mark or credit may be carried forward from a previous attempt. Students are required to pay the entire course fee again to retake the course.

1.4 GRADE APPEAL POLICY

1.4.1 INTRODUCTION

Assessment may take a variety of forms including dissertation, examination, project, essay, presentation,

practical work or any other exercise which is designed to enable students to demonstrate achievement.

Impartial advice on how best to raise issues is available from the academic office.

It is important that students ensure that any circumstance which they feel could adversely affect their performance is recorded in accordance with the published procedures and within the deadlines set down in those procedures:

– Mitigating Circumstances

– Complaints

It is unlikely that an appeal on this basis will be successful if the student has not reported it and followed the appropriate procedures.

All information submitted for consideration will be treated confidentially. Relevant information will be disclosed to the appropriate staff member in order to fully investigate the appeal.

If an academic appeal is submitted that would be more appropriately dealt with through other procedures, EBU reserves the right to redirect it on to be considered by the relevant department.

Students with an appeal ongoing through the regular procedure will not normally be able to attend the commencement ceremony until the appeal is resolved. Any invitation will be deferred until the next ceremony.

EBU will seek to learn from issues raised through the organizational learning process.

1.4.2 VALID GROUNDS FOR APPEAL

Students can only appeal against an assessment result for one or more of the following reasons:

a) That the student's performance in an assessment suffered due to illness or other mitigating circumstances which could not have been reasonably reported at the time of the assessment; students who base an appeal on this ground will be expected to show why the circumstances could not have been reported earlier;

b) that the assessment was not carried out in accordance with the program and/or course regulations and procedures;

c) that the administrative procedures were not correctly followed or that a significant mistake was made in the administrative process;

d) that the faculty member or defense committee assessing did not consider all the previously reported mitigating circumstances which may have significantly affected the student's performance. Students are reminded that such mitigating circumstances must be recorded at the time that they arise;

e) that there is evidence of prejudice or bias against the student on the part of one or more of the individuals involved in making the decision which is sufficient to cast reasonable doubt on the overall fairness of the assessment result.

1.4.3 INVALID GROUNDS FOR APPEAL

Students cannot appeal against the academic judgement of a faculty member or of a defense committee.

Students cannot make an appeal based on a complaint which was not formally recorded at least five working days prior to the conclusion of the assessment process, i.e. formal release of the final grades. In cases where such a formal complaint has been made, but not satisfactorily resolved, the complaint investigation will be completed before consideration of the appeal. If the circumstances can be shown to have had an effect on the student's performance, any relevant findings may be subsequently taken into account in considering the appeal.

1.4.4 APPEAL PROCESS

1. An appeal must be submitted by the student to the campus academic office within two weeks of the student

being sent formal notice of the decision.

2. Extensions must be requested in advance of this deadline. EBU will only accept appeals after the deadline in exceptional and meriting circumstances.

3. The student's appeal submission must include:

(i) a written statement of all the issues that the student wishes to be considered, which explains how each of these issues relates to the grounds for appeal and leads the student to believe that the decision is unfair;

(ii) a written statement of the student's desired outcome from the appeal;

(iii) copies of all documentary evidence which the student wishes to be considered and where relevant, a written statement of the student's reasons for not having disclosed the same information and evidence before the decision was made;

(iv) in the case of appeals made under 5.10.2(e) above, a record written by the student of all comments or remarks made by individuals involved in making the decision which, in the student's view, indicate that there was prejudice or bias.

4. The academic coordinator may dismiss the appeal if the student has not presented reasonable grounds or sufficient evidence to support their claims, but will normally give the student one opportunity to address the deficiencies in their appeal submission before taking this course of action.

5. If the appeal does not fall within the remit of these regulations, the academic coordinator may recommend an alternative route for consideration of the student's concerns, or dismiss the appeal altogether.

6. If the academic coordinator determines that grounds for appeal have been established, they will conduct an investigation and make recommendations to the Academic Dean. After reviewing the student's appeal submission, and the recommendations and findings from the academic coordinator's investigation, the Academic Dean will either determine the outcome of the appeal at that stage in accordance with point eight below, or arrange for the matter to be investigated further.

7. The Academic Dean may decide to convene an Appeals Board in order to hear the student's appeal and to advise on the outcome. The Appeals Board would be comprised of the Academic Dean, or a nominee as Chair, an Area Leader, the campus Managing Director, and a student representative nominated by the Student Board. The academic coordinator, or a nominee, is the Secretary to the Appeals Board. The student must present their own case at the hearing, but may arrange to be accompanied by another student or member of staff of the School. The Chair may invite one or more individuals to give evidence; otherwise the hearing will be conducted in private.

8. The Academic Dean will determine one of the following outcomes:

(i) to reject the appeal, in which case the original decision will stand;

(ii) to uphold the appeal, in which case the Academic Dean will set the original decision aside and determine what further action should be taken.

9. The academic coordinator will give the student written notification of the Academic Dean's decision and the reasons for it. When the appeals process is deemed to have been completed, the academic coordinator will inform the student of this in writing.

1.5 MITIGATING CIRCUMSTANCES

This policy applies to all EBU students

1.5.1 DEFINITIONS

1. Mitigating circumstances are valid factors which have a detrimental effect on a student's academic work. A student may ask for mitigating circumstances to be taken into account in order:

– To explain absence from an examination;

– To explain failure to submit work, or to submit work on time;

– To support a request for an extension to a submission deadline, or to defer assessment;

– To explain cases where the student's academic performance falls below expectations.

2. Mitigating circumstances must be:

a. Significant, meaning that they should have a clearly detrimental effect on the student's academic work; and

b. Relevant, meaning that they must relate directly to the timing of the class, assessment or deadline in

question; and

c. Outside the student's control, meaning that the effect could not be avoided, counteracted or reduced by the student taking reasonable steps in preparation or in response.

3. Submission of requests: All requests for mitigating circumstances to be taken into account must be submitted to the academic office on a Mitigating Circumstances Form by the student concerned. Requests from third parties will not normally be considered. A discussion between a student and a member of staff does not constitute a formal request for mitigating circumstances and will later not be taken into account.

4. In submitting a request, the student should set out all the relevant factors via a Mitigating Circumstances Form, including details of the class, assessment or deadline in question, the nature of the circumstances and their effect on the student's work. Only that information which is included in the student's written submission may be considered.

5. Requests should be submitted at the earliest opportunity and within published assessment deadlines. Extensions for submission deadlines should be requested at least two working days before the day of the deadline in question; requests to defer should be submitted before the date and time of the assessment in question and must be prior to the result of the assessment being known.

6. Requests will not normally be considered retrospectively unless it is clearly communicated that the delay could not have been avoided or reduced due to the circumstances. Each case will be reviewed on an individual basis taking into account all factors leading up to the request. The private or confidential nature of the circumstances may restrict the documentary evidence submitted.

7. EBU reserves the right to check the authenticity of all documentation submitted as part of a request for mitigating circumstances to be taken into account. Any student who submits inauthentic documentation, or who misrepresents material facts in the request, may be subject to proceedings under the Academic Misconduct (5.13)

8. All requests and evidence will be retained by EBU in accordance with the records retention statutory regulations applicable to each campus. Documentation will not be returned to students unless it is specifically requested (a copy will be taken for our records).

1.5.2 DOCUMENTARY EVIDENCE

1. Where possible, students should provide the original documentary evidence to corroborate their mitigating circumstances claims. All evidence must be submitted along with a printed copy of the mitigating circumstances form. EBU may exceptionally decide to accept documentary evidence which is presented at a later date if it is clear that the delay could not have been avoided or reduced by the student taking reasonable steps to obtain and provide evidence at the appropriate time. In such cases, however, the delay may limit the action which is available to EBU in response to the student's circumstances.

2. The nature of the evidence will necessarily depend on the nature of the circumstances in question. As far as possible the evidence should come from a relevant official body. For medical conditions, this should be a note from a suitably qualified medical practitioner who has seen the student during the period of the condition and is not a close friend or relative (evidence relating to alternative methods of treatment may be accepted only in combination with a written diagnosis of the condition by a practitioner in conventional medicine).

3. Documentary evidence must be presented in English, or in the original language with a certified translation into English.

1.5.3 CONSIDERATION OF MITIGATING CIRCUMSTANCES

1. Requests may be rejected without further consideration:

(i) if the circumstances described therein are not significant, not relevant and not outside the student's control; or

(ii) if the request was submitted late without acceptable cause, or was submitted without adequate supporting evidence.

2. The procedures for considering requests must promote consistency and confidentiality. To this end, all requests should be considered by one individual, or in the case of more significant assessment decisions, by a small group. Records should be kept of decisions taken for future reference and so that similar allowances can be applied to similar circumstances in the future.

3. Academic judgments can only be based upon academic evidence in the form of student work. While

evidence of mitigating circumstances might suggest that a student may not have had a fair and uncompromised opportunity to demonstrate their academic achievement, it cannot indicate what the academic outcome should be. Therefore, the preferable response is to provide the student with a further attempt at the assessment without penalty at the next available opportunity. In all circumstances, the academic outcome must reflect a valid and justifiable assessment of work submitted by the student.

4. If a student has formally reported mitigating circumstances earlier in the year, or in a previous year, the evidence should be carried forward for consideration for as long as it remains relevant. However, requests should still be submitted at the appropriate time to identify which assessments have been affected.

1.5.4 EXTENSIONS TO ASSESSMENT DEADLINES

1. A student may apply on grounds of mitigating circumstances for an extension to the deadline for assessment in one or more components of a particular module. The maximum extension which is normally granted is eight weeks.

2. The extension shall only be granted when:

a. the mitigating circumstances and supporting evidence are judged to be sufficient; and

b. the assessment process, including consideration of recommendations by the relevant academic coordinator, can be completed within three months of the normal end date of the student's program.

c. the application for an extension should be submitted at least two working days in advance so that they would still have the opportunity to undertake the assessment at the normal time if the application were to be refused. In all cases the application must be submitted before the date and time of the assessment in question. For an examination or test, this means the published start time; for other types of assessment, this means the published submission deadline.

3. Circumstances may prevent a student from requesting an extension to a deadline or their request may not have been submitted sufficiently in advance of the deadline to know the outcome. Where this is the case, the assessment in question should be submitted at the earliest opportunity after the deadline along with mitigating circumstances for late submission. These will be reviewed to ascertain whether a Late Work Penalty should be applied (see section 2.6).

4. Under normal circumstances, all applications and supporting evidence must be submitted to the campus academic office, using the appropriate form.

1.5.5 DEFERRAL OF ASSESSMENT

1. A student may apply on grounds of mitigating circumstances for permission to defer assessment in one or more components of a particular course to the next available assessment opportunity. There is no provision to defer assessment beyond the end of the academic year.

2. The deferral shall only be granted when:

a. the mitigating circumstances and supporting evidence are judged to be sufficient; and

b. an extension to the assessment deadline would be appropriate; and

c. provision is normally made for a subsequent assessment opportunity in that course before the end of the academic year, such as a resit exam session.

3. The application to defer should be submitted sufficiently in advance so that the student would still have the opportunity to undertake the assessment at the normal time if the application were to be refused. In all cases the application must be submitted before the date and time of the assessment in question. For an examination or test, this means the published start time (see section 4.3 on make-up exams); for other types of assessments, this means the published submission deadline on the Moodle course.

4. Other than in exceptional circumstances, all applications and supporting evidence must be submitted to the academic office which is responsible for the course in question, using the appropriate form and in accordance with these Mitigating Circumstances.

5. A student who has been granted a deferral may nonetheless decide to undertake the assessment at the normal time, in which case the deferral automatically shall be cancelled. Otherwise the decision to defer the assessment shall be recorded and shall appear on the student's transcript.

1.6 COMPLAINTS

The EBU administration cannot take any action to resolve an issue until they receive either a complaint (informal or formal). Students should refer directly to the formal procedure only if the complaint is against the academic coordinator or the dean.

1.7 ACADEMIC MISCONDUCT

Honesty and self-discipline are two essential aspects of learning and important values in the academic community. EBU follows strict standards of academic honesty to which all students must adhere. Academic dishonesty includes, but is not limited to, plagiarism, alteration of grades and attempted theft of academic records or exams. The following are considered acts of academic misconduct that warrant disciplinary action.

Any student caught impersonating, cheating or plagiarism will receive a failing grade on the respective academic work and will receive an official warning letter that will also be kept in their academic file.

IMPERSONATION

It is forbidden to have a student represent another during an evaluation, exam or assignment. Any EBU student involved in such behavior will be expelled.

CHEATING

Cheating is any attempt to gain an improper advantage in an academic evaluation including:

- Obtaining a copy of an exam before it is officially available
- Copying off another person during an exam
- Consulting an unauthorized source during an exam
- Adding your name to group work in which you have not participated. Letting a student who has not participated add his/her name to the work is also considered an offense and will lead to disciplinary action for all involved.

PLAGIARISM

WHAT IS PLAGIARISM?

“Plagiarism is defined as submitting as one's own work, irrespective of intent to deceive, that which derives in part or in its entirety from the work of others without due acknowledgement. It is both poor scholarship and a breach of academic integrity” (University of Cambridge, n.d.).

Academic honesty is one of the guiding principles of the academic world and this means that anyone operating in this sphere needs to acknowledge all of their sources through correct citation and acknowledgement. Doing it this way is a sign of good scholarship and an effective learning process. Of course, plagiarism is when the opposite happens and the following are the main examples of how and why this is considered to be cheating:

TYPES OF PLAGIARISM

The following is a summary of the main forms of plagiarism caused by academic dishonesty or malpractice:

- Citing another person's piece of work without acknowledging their authorship. This includes the written, and spoken word, images both moving and still.
- Inaccurate citation – all work must be correctly cited both in the text and at the end of the text using the EBU approved citation system, Harvard. Incorrectly acknowledging you have read work which you have not read is also considered to be plagiarism.

- Paraphrasing another person’s work by changing partial parts of the work or the order of the work again without acknowledging the source. (If a source is then given but the work has hardly changed then this can be seen to be bad practice.)
- Using someone else’s ideas without mention of them as the originator of the ideas.
- Copy pasting from a range of internet sources.
- Submitting someone else’s work and pretending it is your own. This may be another person or student’s work or work you have commissioned illegally from a term paper company.
- Self-plagiarism – all coursework should be done purely for the purpose of that course. It is not permitted to submit your own coursework to any other course or for any other purpose.
- Collusion – this is where two or more students’ work for an individual assignment show similarity either from direct sharing knowingly or unknowingly with one another. A copies from B without B’s knowledge; A copies from B with B’s knowledge.
- Plagiarism can occur in invigilated exams too by reproducing material committed to memory or copying from provided reference material or copying from material legitimately taken into the examination room.

GOOD ACADEMIC PRACTICE AND HOW TO AVOID PLAGIARISM

As previously mentioned, acknowledging where your sources come from is seen as good scholarship and evidence of effective learning and certainly from a student perspective this generally leads to higher grades. Reading widely and deeply and then citing your sources as you develop your written or verbal discussions and analysis is crucial for your learning.

- APA Referencing System - Academia has developed referencing systems to help you do this and EBU uses the APA Reference system and you will find these guidelines on your student Moodle page. Throughout your time at EBU, you will be given classes and extra resources on how to use this system effectively in all your work. There are also plenty of external resources available to you which you should consult on a regular basis. Remember if in doubt, ask as ignorance is not bliss! You will sign a plagiarism disclaimer on the front sheet of every assignment you hand in for EBU so once you have signed, you have agreed that your work has not been plagiarized. If we subsequently find that you have plagiarized, then the penalties are severe.
- Turnitin – EBU also uses a software called Turnitin, which detects similarities from the web with the work you are submitting. It will pick up on the reference lists and direct citations so it essential to get to know how Turnitin works via EBU workshops and information on Moodle. Turnitin itself has excellent resources (www.turnitin.com). It is essential that you use Turnitin as a learning tool. This means that you can upload drafts of your work and if you find that the similarity index is high, you will still have a chance to write and adapt your work correctly before the final submission. Only word documents may be uploaded via Turnitin,

PLAGIARISM PROCESS

If a student has been suspected of plagiarism, their work will be carefully scrutinized using the Turnitin report. The following is the process, which will happen in this situation:

Step 1: The faculty member will report the alleged cheating to the academic office filing in the *Academic Misconduct form*.

Step 2: The academic office will invite the student to a hearing in front of a panel of the faculty member and the Academic Dean or respective Program Leader for the student to present any new evidence.

Step 3: A decision will be taken by the panel with one of the following results:

1. the student receives an academic warning and zero for their work/ course (not allowed to take a resit exam), needing to retake the whole course at the next available opportunity and needing to pay the corresponding tuition fees;
2. the student receives an academic warning for bad practice and receives a lower penalty established by the panel but can resit the course if necessary;
3. no further action will be taken as there has been new evidence received that demonstrates there is no

plagiarism.

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