



Rules for Preparatory, First- and Second-Cycle Summative Assessments at BTH

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Description

This document applies to all summative assessments at preparatory, first- and second-cycle at Blekinge Institute of Technology (BTH).

It replaces *Examination Rules*, approved in accordance with R043/17.

The head of department, or a person appointed by the head, is responsible for informing teaching staff about the *Rules for Preparatory, First- and Second-Cycle Summative Assessments at BTH*.

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1 Introduction

All higher education must rest on scientific or artistic foundations, and on proven experience.¹ The course syllabus must state the literature and other teaching materials to be used. The summative assessment must be designed in relation to the course objectives.

A summative assessment is when an examiner determines grades based on the modes of assessment stated in the course syllabus to assess students' performance.² This includes the entire process of assessing students' study performance.

Rules for Preparatory, First- and Second-Cycle Summative Assessments at BTH (hereafter referred to as summative assessment rules) are aimed at both staff and students of the University. In conjunction with other steering documents at the higher education institution, the summative assessment rules are to contribute to good conditions for studying at the University, ensure legal security for students by promoting equal treatment of similar summative assessment cases, and facilitate staff's work with summative assessments.

1.1 Scope and Limitations of the Rules

Summative assessment rules apply to all students at BTH, and to all preparatory, first- and second-cycle summative assessment cases. In this context, a student is defined as someone who is enrolled in a course. The rules do not apply to contract education. This is regulated in agreements between clients and BTH. All summative assessments are compulsory by definition. For information about the meaning of compulsory components, see section 6, Compulsory Components.

The modes of assessment and assessed components used by the University are stated and described later in the document, appendix 1, *Modes of Assessment and Assessed Components*.

1.2 Laws, Regulations and Frameworks to Be Considered

The rules for summative assessments are based primarily on national laws and regulations, such as the Higher Education Act, SFS 1992:1434, the Higher

¹ Chapter 1, section 2, Higher Education Act; according to the Swedish Council for Higher Education, proven experience is knowledge acquired in professional operations that is formulated and tested.

² See the Swedish Higher Education Authority's *Rättssäker examination*, fourth edition. Summary in English *Fair Examination*.

Education Ordinance, SFS 1993:100, and the Administrative Procedure Act, SFS 2017:900, but also on local steering documents. Decisions and recommendations from the Swedish Council for Higher Education, the Swedish Higher Education Authority, the Parliamentary Ombudsman, and the Equality Ombudsman, have also been taken into account.

1.2.1 Summative Assessments Are an Exercise of Public Authority

The exercise of public authority is according to practice defined as a public authority making a unilateral positive or negative decision vis-à-vis an individual. All parts of a summative assessment case are a form of exercise of public authority. The examiner decides on the grade, and the decision cannot be re-tried by anyone else. Students' views of summative assessments and assessments are handled in accordance with the *Guidelines for handling complaints from students regarding education*.

The exercise of public authority requires legally secure management, where three fundamental principles are to be considered: the principles of legality, predictability and equality/objectivity.

1.2.2 The Principle of Legality

The principle of legality means that public authorities (such as BTH) are bound by the laws and regulations of their operations. This principle is the basis for all exercise of public authority and aims to protect individuals.

1.2.3 Predictability Requirement

In higher education, this means that the information provided by higher education institutions must be clear, such as concerning the content of a course or study programme, modes of assessment, and grades. This is primarily expressed in course syllabuses, which are to be considered instructions for a course, and thus binding (see principle of legality).

1.2.4 Equality/Objectivity

All administrative authorities must carry out their operations with consideration for all persons' equality before the law, and act objectively and impartially. This means that rules should be applied equally to all, and that similar cases should be treated similarly.

Disqualification

Disqualification means that there are circumstances that undermine confidence in an official's impartiality in handling or settling a case. An official is considered disqualified if the outcome of the case is likely to have a not insignificant impact on them or on persons close to them, or if the person's impartiality may be called into question for other reasons. Where the question of impartiality is manifestly

irrelevant, the issue of disqualification is disregarded. The Administrative Procedure Act states that a person who is disqualified may not participate in the handling of a case,³ and that the disqualified person is obliged to report the circumstances of disqualification themselves.⁴

1.2.5 The Principle of Public Access to Official Records

The right to access public documents is known as the principle of public access to official records and is governed by the Freedom of the Press Act (1949:105), part of Sweden's constitution. This right may, in some cases, be limited by the Public Access to Information and Secrecy Act (2009:400).

Confidentiality can lead to restrictions to the public's right to access authorities' public documents, and restrictions to the person who has come into contact with information when it comes to disseminating it. As an example, this means that the public has the right to see test forms from past summative assessment sessions, but this right is restricted by confidentiality when it comes to knowledge tests, and thus the public cannot always see all test forms, Public Access to Information and Secrecy Act, chapter 17, section 4.

In order to comply with the principle of public access to official records, public authorities are obliged to register public documents. This is also regulated in the Public Access to Information and Secrecy Act. The registration is done to enable a quick view of what information the authority has, and to make it easily available to the public when required. It also enables other authorities and organisations to review BTH's operations. See also parts 3.1.3 Summative Assessment Materials are Public Documents, and 3.1.4 Summative Assessment Materials and Summative Assessment Answers.

2 General Rules

2.1 General Instructions

The modes of assessment used to assess students' performance must be stated in the course syllabus. Imprecise wording such as 'written or oral examination' or 'on-campus examination or take-home examination' should not be used.⁵

³ Section 17, Administrative Procedure Act

⁴ Section 18, Administrative Procedure Act

⁵ Based on supervisory decision (Swedish National Agency for Higher Education), 27-10-2010, registration number 31-658-10

Summative assessment components are selected from BTH's list of modes of assessment and assessed components, see appendix 1.

1. The minimum value of a summative assessment component is 0.5 credits.
2. Students must be able to prove their identity at the summative assessment.
3. Grades should be based on the individual student's performance in relation to the course objectives.
4. Grades must be decided by an especially appointed teacher (examiner). An examiner must be appointed for each course. The examiner must be a teacher employed at BTH.⁶
5. Grading scale A – F or grading scale G – U is used for summative assessments. If a course consists of several assessed components, both scales may be used. For the course's final grade, any aggregation of grades for components must be described in the course syllabus. If both scales are used, the A – F scale is always used for the final grade.
6. The examiner, or any other person involved in the handling of a summative assessment case, must act objectively.
7. The examiner may be assisted by colleagues in preparing the grading decision, but only the examiner can decide on the grade for the course, and is solely responsible for the grading decision.
8. Students should be given reasonable⁷ time to prepare for summative assessments.
9. Unless there are special reasons, the regular summative assessment session must be held at times that apply to the rest of the course, e.g. daytime, weekends.
10. Information concerning the performance of the summative assessment must be stated in the course information (*Information inför kursstart*).
11. For placements, assessment and summative assessments take place over the course of the placement.
12. The individual student is responsible for knowing the summative assessment rules that apply to their course or study programme.
13. If a person reasonably suspects misleading at a summative assessment (cheating), they have an obligation to report it in accordance with BTH's procedures for suspected disciplinary offences.

⁶ Hourly employment also counts.

⁷ What constitutes a reasonable amount of time must be determined on a case-by-case basis, and depends, among other things, on the scope and complexity of the summative assessment.

2.2 Number of Summative Assessment Sessions (Including Restrictions)

A course may have several summative assessment sessions. These can be carried out both throughout the course, and/or at the end of the course. Summative assessments may also take place over a period of time.

At least two sessions should normally be offered within twelve months of the regular summative assessment session, and at least five should be offered in total, for all assessed components. In the main, resits should be done using the same mode of assessment as was used at the regular summative assessment. The mode of assessment may need to be changed due to special and unforeseen circumstances. Such decisions should be made as early as possible, in dialogue with the students concerned. The University has the right to limit the number of summative assessment sessions for resource reasons. The number of placements/projects must be at least two. Limitations to the number of summative assessment sessions must be stated in the course syllabus.

Students who have exhausted their summative assessment opportunities as described above may request an additional summative assessment session. Decisions on additional summative assessment sessions are made by the head of department.

Students who have failed a summative assessment at least twice have the right to change examiners, unless there are special reasons against it. A special reason may be that there is no other teacher available to act as examiner. Requests for changes must be submitted at least 14 working days before the summative assessment session. The decision to appoint a new examiner is made by the Vice-Chancellor. In cases where the number of summative assessments is limited to two, such as for placements, students can request a change of examiner after the first session.

2.2.1 Retakes (So-Called Plussing)

Students who have passed the summative assessment are not entitled to retake the summative assessment (in order to obtain a higher grade).

2.2.2 Summative Assessment Supplementation

Students who have received a grade of Fx or Ux (insufficient result) for a summative assessment component must be offered the opportunity to supplement the summative assessment to a grade of E or G respectively, in accordance with the examiner's instructions. Students must receive information on how supplementation is done in connection with the summative assessment.

Supplementation must take place within the specified time. If a student does not submit a supplementation within the time limit, they will be failed.

2.3 Time and Place

The summative assessment must be performed at the time determined by the University. Summative assessments may be performed on any day of the year (except during Christmas, New Year, Easter and Midsummer). Examination periods for the University are determined by the Vice-Chancellor. All summative assessment sessions for on-campus examinations are stated in the Student Portal from the start of the semester. Other summative assessment sessions will be announced in the course information (*Information inför kursstart*). Summative assessment sessions may be postponed due to special and unforeseen circumstances. Such decisions must be made as early as possible, in accordance with the Delegation of Authority, and in dialogue with the students concerned.

Summative assessments are held on the University's premises unless otherwise stated. If the summative assessment is conducted in such a way that students can perform the task at a location other than University premises and submit it to the University at a specific time and in a specific manner, the course syllabus must state the consequences of submitting the assignment after the specified time.

After the regular summative assessment session, students must be offered the opportunity to resit. This also applies to compulsory components. The resit session may not take place until at least two weeks after the grade decision has been communicated. On-campus examinations take place during the set examination periods.

2.4 Adapted Modes of Assessment

Students who need adapted assessment must apply for this in accordance with instructions from the FUNKA facility. The FUNKA facility determines adaptation recommendations, which the student informs the examiner of. The examiner determines what adaptation is possible. When it comes to needs for adaptation of on-campus examinations, the FUNKA facility decides which adaptation should apply, and informs the summative assessment, which arranges the support measure.

2.5 If a Course Is Terminated/Discontinued

If a course is discontinued, students must be offered at least three summative assessment sessions for each summative assessment component over a maximum of two years after the decision to discontinue the course. The same applies to

compulsory components. For internships, placements, independent projects (degree projects) and project work, the number of summative assessment sessions is limited to one after the decision to discontinue. The time of the planned summative assessment sessions must be stated in the discontinuation decision.

The summative assessment sessions are scheduled in the same way as the other assessed components. BTH's obligation to offer summative assessment sessions comes to an end when the above number of summative assessment sessions have been offered to the students.

3 Grading

Grades are always given for courses, and for all assessed components. The examiner does not only make the final grading decision, but must also participate in the design of the assessment, i.e. all assessed components that are documented and required for grading, such as supervisors' statements from placements.

In courses involving internships or placements, it may, in exceptional cases, be necessary to stop a student's ongoing participation if, during the course or study programme, it becomes apparent that someone is at risk of harm from the student's actions. This can be done through expulsion, but if it is not possible to apply the expulsion rules⁸, the student may be failed prematurely. If it is possible to fail a student prematurely, this must be stated in the course syllabus. It should also state that special circumstances are required for a student to be failed prematurely, and what is required for the student to be able to take the course again.

If two or more students complete a summative assessment task together, the examiner should ensure that an individual assessment can be made.

3.1 Management of Summative Assessment Documents and Exam Results

3.1.1 Lost Summative Assessment Answers and Other Mistakes by the Higher Education Institution

If summative assessment materials are lost, and it is the fault of the University, the student concerned must be offered the opportunity to resit without delay. It is the responsibility of the student to prove that the summative assessment material has been submitted.

⁸ Ordinance (2007:989) on the Expulsion of Students from Higher Education

If a summative assessment is not performed at the appointed time due to negligence on the part of the University, the students concerned must be given the opportunity to resit without delay.

3.1.2 Withdrawal of Submitted Summative Assessment

Students do not have the right to demand the return of submitted, ungraded summative assessment materials in order to avoid grading.

3.1.3 Summative Assessment Materials are Public Documents

Summative assessment materials submitted to the University are public documents, which means that anyone who requests them has the right to see them. However, the University has the right to delay the release of summative assessment materials until they have been graded.

3.1.4 Summative Assessment Materials and Summative Assessment Answers

The questions or tasks formulated by the examiner in writing as a basis for assessment must be available after the summative assessment has taken place.⁹ An archival copy of the summative assessment material must therefore be kept in accordance with the University's current information management plan.

3.2 Documentation and Results Reporting

Each case must be handled simply, quickly and cost-effectively, without compromising legal security.

The documentation of oral summative assessments and practical components must be performed in such a way that mistakes or uncertainty concerning performance at the time of the summative assessment do not occur.¹⁰

For each grading decision, digital results certificates are created in Ladok, showing the summative assessment date, decision date, decision content (grade) and decision maker.

Study results must be registered and communicated to the student no later than 15 working days after the summative assessment date. Exceptions may be allowed by the head of department if there are exceptional reasons, and the students must, in these cases, be informed of when the results will be announced.

⁹ Chapter 2, section 3 –10, Freedom of the Press Act, chapter 17, section 4, Public Access to Information and Secrecy Act (SFS 2009:400)

¹⁰ Section 38, Administrative Procedure Act

3.3 Appeals, Correction and Review

Grading decisions cannot be appealed.

Grading decisions can, however, be changed through correction or review. Both examiners and students can initiate a correction or review. Requests for correction or review must be submitted, in writing, to the examiner. Students' requests must state the change requested, and the reasons for the request for change. Processing and decisions are documented in the same way as regular grading decisions.

Grading decisions that are clearly incorrect due to typos, miscalculations or similar oversights may be corrected both to students' advantage and disadvantage. Corrections made to the disadvantage of the student should, however, be made with great caution, and only in clear, unambiguous cases, and after the student has been given the opportunity to comment. If, on review, the examiner finds that a grade decision is incorrect, they must change the decision if it can be done quickly and easily, and if it does not involve lowering the grade.¹¹ The higher education institution is not, however, obliged to perform a more in-depth review, unless there are special reasons to do so. A suspicion of impartiality in grading would be one such reason, which would oblige the higher education institution to review the grade.¹²

The examiner can also change a grading decision in cases of cheating, for example.

4 Modes of Assessment and Assessed Components

The modes used to assess students' performance must be stated in the course syllabus (chapter 6, section 15, Higher Education Ordinance). The assessed components described in appendix 1 are those to be used at BTH. If clarification of the summative assessment is needed, this should be stated in the course syllabus under the '*Assessment and Grading*' heading.

4.1 Permitted Aids and Working Methods During Summative Assessments

Students must be given clear information about what aids and working methods are allowed in the summative assessment, such as whether it may be done

¹¹ Chapter 6, section 24, Higher Education Ordinance

¹² Section 37, Administrative Procedure Act

collaboratively and, if so, to what extent and in what ways collaboration may take place.

5 Specific Rules for Different Modes of Summative Assessment

The general rules above are supplemented by specific rules adapted to the conditions and specific needs of different modes of summative assessment.

5.1 On-Campus Examination

On-campus examinations can be performed both using paper, and with computer support.

5.1.1 Before an On-Campus Examination

Planning of an On-Campus Examination

As a general rule, on-campus examinations are to be held on weekdays for regular campus courses, but, if necessary, on-campus examinations are also allowed on Saturdays and Sundays. Information concerning the examination is published in the Student Portal under the 'Examination' heading.

Anonymity

On-campus examinations must be organised in such a way that anonymity in the assessment of examination answers is maintained.

For on-campus e-examinations, students must check that the pre-entered information is correct, and immediately notify the exam host of any discrepancies.

Registration Requirement

Pre-registration is required for participation in on-campus examinations. Registration for examinations must be done in the Student Portal. The course manager must inform the students that registration is required. Students who have not registered for the examination may only sit the examination if there is space for them. Students without registration cannot expect the exam to be performed anonymously.

5.1.2 Procedures and Rules for On-Campus Examinations

Admission to the examination begins 20 minutes before the start of the examination. Students who are registered but do not arrive at the start of admission risk losing their place. The doors to the examination room will be closed five minutes before the start of the examination for the introduction. An additional admission takes place 45 minutes after the start of the examination

(with the exception of examination sessions lasting one hour). Students who arrive to the examination later than 60 minutes after the start time may not sit the examination.

Teachers must be available during fixed parts of the ongoing examination so that students have the opportunity to ask clarification questions.

Identity checks are carried out before the regular start of the examination and must be complete when the examination begins. Valid forms of ID for examinations are:

- ID card issued by the Swedish Tax Agency or another Swedish authority
- Swedish driving licence
- Swedish, SIS-marked ID card issued by a bank, company or public authority, etc.
- Swedish service card issued by a government authority
- EU passport issued on or after 1 September 2006
- BTH card
- foreign passport

If the student doesn't have one of these documents, they may not take the exam. If possible, BTH staff may certify the student's identity. The student's face must be shown to the examination host at the identity check.

Rules During the Examination Session

- Students must follow written instructions, and the instructions of the examination host, regarding placement in the examination room, and other rules, in order to minimise the risk of unauthorised cooperation.
- Spaces are reserved for students registered for the examination session.
- Students must leave personal belongings such as bags, outerwear, mobile phones and other digital devices in the designated area of the room. Technical equipment, which is not to be used during on-campus examinations, must be switched off and stored in the designated area of the room.
- During the examination, students are not allowed to talk to each other in the room, nor when visiting the restroom.
- In the room, peace and quiet should be observed, to create the most favourable conditions possible for a good on-campus examination result.
- Students who are disruptive will be expelled from the room. The exam host must report incidents to the Vice-Chancellor. Disruptive behaviour may lead to disciplinary action.
- Leaving the room during the first 60 minutes of the examination is not allowed. Exceptions are made in cases of acute illness or toilet visits.

However, if the examination session is 60 minutes long, students may leave the room when they have finished writing.

- After the first 60 minutes, there may be time for a break if practicable. Breaks must be taken in the vicinity of the examination room, and in the presence of the examination host. Students must notify the examination host of any break requests before the start of the examination session.
- Students must complete the examination within the stated time.
- Students must, after the end of the on-campus examination, the end of the writing period, or if they finish the exam early, hand in the test to the exam host. 'Blank' answers to the examination must also be submitted. The test tasks included in the on-campus examination may not be removed from the examination room.
- In the case of computer-assisted examinations, students must notify the examination host from their writing desk that they have completed the examination, and wish to hand it in.

Unauthorised Aids

Unauthorised aids must be left in the space designated by the examination host. No equipment may be lent between students.

In Case of Suspected Cheating

It is not within the powers of the examination host to interrupt students if cheating is suspected. Students are obliged to show papers and aids on request. Refusal to do this will be reported to the Vice-Chancellor as suspected cheating for further investigation. In these cases, the student will also be expelled from the examination room.

5.1.3 Examination at Another Location (Moderated Off-Campus Examination)

Moderated off-campus examinations may be permitted in exceptional cases, following a joint decision by the examination office and the relevant head of department. Examinations may only be taken at universities/university colleges, local study centres affiliated with the Nitus network, foreign universities with which BTH has signed an exchange agreement, or Swedish authorities abroad.

Largely the same rules apply to examinations at other locations as to examinations at BTH's examination location. Examinations at other locations may start no more than 60 minutes earlier or one hour later than the start of the examination session at BTH. If the examination starts earlier at another location, the student there may not leave the examination room earlier than 60 minutes after the start at BTH.

The student is responsible for requesting to take the examination at the authority or local study centre where they wish to take the exam. This must be done before

registering for the examination. Applications to take an examination at another location must be made in the Student Portal via the *'To Write an Exam at Another Location'* link within the registration period for the examination. Late applications will not be processed. The examination office handles and decides the matter and notifies the student.

The student is responsible for any costs incurred in connection with examinations at other locations.

5.1.4 On-Campus Examinations from Other Locations

BTH accepts students from other universities and university colleges if there is an on-campus examination in progress at the time. Requests for examinations from other locations must be received by the examination office at least 14 days before the desired examination date. Exchange students are always given a space for examinations from higher education institutions that have an exchange agreement with BTH.

5.2 Summative E-Assessment¹³

Students should be identified to ensure legal security. Identification must be individual, and students' personal data must not be disclosed to other students or other unauthorised persons. Students must be informed of how personal data is processed, and whether or not it is kept. If necessary, real-time streaming of summative assessments can be used, but must be preceded by an impact assessment and a decision. Recordings may only be made if they constitute necessary documentation to be used for the summative assessment and/or assessment of compulsory components. In the event of technical problems at the University, BTH must offer a new summative assessment session without delay.

5.3 Oral Summative Assessments

Two teachers should be present at oral summative assessments. Oral summative assessments must be documented. If the examiner did not attend the summative assessment session, the documentation must be detailed.

¹³ A summative e-assessment can be both a summative assessment that, in its digital design, is intended to limit students' opportunities to collaborate and/or search for information in sources, and a camera-supervised digital summative e-assessment where only limited aids are allowed. (The Association of Swedish Higher Education Institutions' recommendation on remote summative e-assessments, supported by real-time streaming, June 2021)

5.4 Take-Home Examination

The time of issue and submission of summative assessment questions and answers, the submission channel, and other detailed information must be communicated to students well in advance of the summative assessment. If there are restrictions, such as concerning collaboration, this must be stated in the course syllabus.

Students have the right to ask clarification questions at take-home examinations too. Teachers must therefore be available at set times during the summative assessment.

Following submission, matching checks should be performed, using a tool appropriate for the task, such as Urkund or Moss.

5.5 Written Assignment, Portfolio, Project Proposal, Project Plan, Report, Investigation

The time of issue and submission of summative assessment questions and answers, the submission channel, and other detailed information must be communicated to students well in advance of the summative assessment. If there are restrictions, such as concerning collaboration, this must be stated in the course syllabus.

5.6 Independent Project (Degree Project), Essay/Thesis¹⁴

The time of submission of summative assessment answers, the submission channel, and other detailed information must be communicated to students well in advance of the summative assessment.

The right to supervision after the end of the course session should be regulated in the course syllabus.

In the assessment of first- and second-cycle independent projects comprising at least 15 credits, the supervisor and examiner must not be the same person.

The supervisor's and examiner's views on the requirements for a pass should not differ too much. Clear criteria for assessment, and a continuous dialogue between supervisor and examiner are ways to prevent such situations from occurring. The

¹⁴ Essay: first-cycle; Thesis: second-cycle

examiner is not obliged, however, to give a passing grade just because the supervisor has given the go-ahead for a summative assessment, such as a final review or final presentation.

Following submission, matching checks should be performed, using a tool appropriate for the task, such as Urkund or Moss.

5.7 Building Analysis, Laboratory Session, Clinical Summative Assessment, Practical Component

Two teachers should be present at summative assessments that are to be documented. If the examiner did not attend the summative assessment session, the documentation must be detailed.

5.8 Placement

The summative assessment is protracted and may be scheduled at times that differ from other scheduled teaching and summative assessments of the course session. Other deviating conditions that may occur must be stated in the course syllabus.

The role of the external supervisor is to provide a basis for the examiner to assess the placement, and this should be made clear to both students and supervisors. There must be clear guidelines for the assessment, and for the format of the material.

If students drop out of the placement early, the course syllabus must state that a failing grade may be given.

The head of department may cancel a student's placement on grounds of patient safety. An individual action plan must then be established for the student, in which knowledge according to the intended course learning outcomes can be assessed. The student can only resume clinical skills training once the individual action plan knowledge checks have been approved. Any regulation of the number of summative assessment sessions for an individual action plan must be stated in the course syllabus.

5.9 PBL Group Work, Defence, Public Discussion and Examination, Presentation, Seminar, Workshop

Two teachers should be present at the summative assessment. The summative assessment must be documented. If the examiner did not attend the summative assessment session, the documentation must be detailed.

5.10 Summative Assessment in Project Form (Project, Project Assignment)

The summative assessment is protracted and may be scheduled at times that differ from other scheduled teaching and summative assessments of the course session. Other deviating conditions that may occur must be stated in the course syllabus.

The assessment of student performance in project courses often uses a combination of written, oral, and other presentations, developed by the student group. If the forms of assessment of the various student performances are not described in the course syllabus, information must be provided in the course information (*Information inför kursstart*), or equivalent. Examiners may get help from staff with documenting student performance, individually and in groups, ahead of grading decisions.

6 Compulsory Components

If seminars, laboratory sessions, practical tests, or other components in the course are compulsory, this must be stated in the course syllabus, and detailed instructions for these compulsory components must be presented in the course information (*Information inför kursstart*) and made available at the start of the course. Compulsory components must not be added, nor must their scheduling be changed. In exceptional cases, compulsory components may be moved after the start of the course, but students who are unable to attend due to the rescheduling must be given the opportunity to take a replacement component during the course period.

Students who have not been able to attend a compulsory component during a course session must be given the opportunity to attend a future scheduled compulsory component without delay. If a compulsory component can be replaced by another task, this must be stated in the course syllabus.

Students who are unable to participate in a compulsory component for special reasons have the right to apply to the examiner for exemption from the component. Rejections of students' request for exemption from a compulsory component may be appealed to the Higher Education Appeals Board.

The examiner may decide on a replacement task instead of a compulsory component if there are reasons to do so, and if it is possible with regard to the objectives and resources of the course. The content and scope of the task must correspond to the component to be replaced.



In connection with the decision to discontinue a course, transitional rules for how the compulsory components of the course are to be completed by students who have not achieved a passing grade for the course must be established. The extent of these measures will depend on the number of students concerned, and the types of compulsory components included.

Students affected by the discontinuation of a course must be offered at least one renewed opportunity to fulfill the compulsory requirement within one year of the last course session or the discontinuation decision date, depending on which is the most beneficial for the student.

7 Cheating and Disciplinary Measures

According to the Higher Education Ordinance, chapter 10, section 1, disciplinary measures may be invoked against students who

1. use prohibited aids or other methods to attempt to deceive during examinations or other forms of assessment of study performance
2. disrupt or obstruct teaching, tests or other activities within the framework of courses and study programmes at the higher education institution
3. disrupt activities in the library of the higher education institution or other separate establishments at the institution, or
4. subject another student or member of the staff of the higher education institution to harassment or sexual harassment of the kind laid down in Section 4 of Chapter 1 of the Discrimination Act.

If there is reasonable suspicion that a student has committed an offence as described above, this should be reported to the Vice-Chancellor via the registrar. This also applies if students do not follow the summative assessment rules. The obligation to report applies to all employees, and reports must be made without delay. Students may also report other students.

Following a report, the Vice-Chancellor initiates an investigation of the case, on the basis of which the case may be dismissed, the student may be given a warning, or the case may be referred to the University's disciplinary board. Decisions on warnings or suspensions can be appealed by the student to the Administrative Court in Växjö.

If the disciplinary board finds that the student has committed the offence, it will impose a disciplinary measure on the student in the form of a warning or suspension. During the suspension period, the student may not participate in any activities that require them to be registered as a student. The student's access card



will be blocked, as will their access to their email account. The Swedish Board of Student Finance must be informed of the decision.

7.1 Exceptions to the Rules

If there are special reasons, and it is not contrary to the applicable ordinance, exemptions to the *Rules for Preparatory, First- and Second-Cycle Summative Assessments* may be decided by the Pro-Vice-Chancellor or dean, following a report by the head of department. Any exemption decision must be justified in writing.

Exemption decisions from the University's summative assessment rules may not be sub-delegated. Exemption decisions must be communicated to the concerned students and teachers without delay.