

## **Guidelines for examination during the state of emergency caused by the coronavirus pandemic in spring 2020**

approved by the Education Council on 7 April 2020

**The aim of these guidelines** is to support the choices made and the decisions taken by the examiners in order to **enable the students to complete and pass the spring semester courses** through remote examination during the spring semester. The guidelines also apply to any re-takes of exams for courses held in the autumn that have been cancelled due to the state of emergency in the spring. *Hanken's goal is to make sure that nobody's plans for the future are affected by the School's forms of examination.*

For degree students, exchange students and open university students, the possibility to complete the courses has a great impact on the advancement of their studies, which may in turn affect their graduation, student financial aid, scholarships, applications for admission to Hanken or other places, their application for exchange studies, etc.

**The examination of the spring semester courses, and the re-takes of the exams for the autumn semester courses that have been cancelled in spring 2020, will be arranged remotely in an appropriate manner.** The examiner plans how the examination is conducted, *if needed in consultation with* the support person(s), the head of subject, the head of department and the support for curriculum planning. The amended examination is communicated to the students and the study administration, which compiles information about the changes as information for the Education Council.

The examination forms are chosen according to what is the best possible solution that can be implemented considering the course level, the number of students, the content and available resources for examination. The resources within the subject are redistributed if necessary. The examiner responsible for the course is responsible for informing the students and the study administration. The changes are announced in Moodle and communicated directly to the students.

**The distance examination forms chosen for the state of emergency are not bound by the provisions that normally apply, nor by the examination forms laid down in the course description.**

The examiner is free to choose the best possible form of examination for the state of emergency and it does not necessarily have to be the form that is most similar to the one originally planned. For example, the scope of and the time allocated to an online examination may vary from normal exams, individual assignments may be exchanged for group assignments and vice versa, and an exam may be exchanged for an essay with a presentation and peer assessment. The key is that the chosen examination form is fit for purpose.

**Equal treatment of the students must be ensured regardless of different examination forms.** Equal treatment means a ban on arbitrariness and a demand for equal treatment in similar cases, with *the ambition of de facto equality*.

In a changed situation, formal equal treatment, such as sticking to previously established examination forms, can lead to de facto inequality (for example, if the examination is rendered impossible because of the fact that physical exams cannot be arranged). The aim should be to offer equal, fair treatment and assessment under the circumstances.

If a group of students has already been assessed through an exam and another group will now be assessed in another way, the examiner should do his or her best to ensure that different assessment does not result in unequal assessment.

**The students are responsible for not cheating**, although it cannot be controlled in the same way as with traditional exams. The students are responsible for being who they claim to be, for not giving away their passwords and for following instructions on what is an individual task and what is done in groups. The action plan against academic dishonesty applies if there is a reason to suspect dishonesty.

The examiner should keep in mind that the risk of cheating may increase depending on the type of examination, and should as far as possible minimise the risk. It is possible, but not required, to impose a requirement of having the camera turned on and showing an ID, or being available by telephone during the ongoing examination for sampling in order to try to verify that the right person is logged in for the taking the examination remotely. A reflection video as a complement to other forms of examination is also a way of linking the performance to the right person.

**In exceptional cases, the assessment may be changed to simply pass/fail.** If the new examination is difficult to assess on a grading scale, it is possible to simply give a pass, but this should not be done automatically for all changes. **The same grading scale should nevertheless apply to all examination opportunities for the same course.**

The amended grading scale must be notified to the students and the study administration in advance.

**As normal, students may submit a request for rectification**—in the first hand to the examiner who assessed the study performance and in the second hand to the Examination Board. As usual, students have the right to see how the assessment criteria have been applied to their own performance.

Even though the new examination forms will not be approved by the Department Council and the Education Council, as they normally are, the examiner is expected to have clear assessment criteria that they can explain to the students.

**Detailed exemption provisions**, additions and comments regarding different types of examination based on certain provisions included in the Instructions Concerning Studies and Degrees at Hanken (as discussed by the Research Council and the Education Council, not yet approved by the Rector):

#### **11 § Maturity Test**

The maturity test comprises an assignment written under supervised conditions and on a subject relating to the thesis. The test should show familiarity with the subject field of the Bachelor's or Master's theses.

*During the exception period, login with a personal user ID in Moodle is considered to be control for the maturity test.*

#### **21 § Examination**

Unless otherwise specified, the term examination applies to all examinations relating to completing a course. The form for the examination and the grounds for assessment shall be specified in the course description.

The examiner has the right to arrange alternative examination for students with special needs.

*The examiners for courses held in the spring semester 2020 have the right to deviate from what has been decided by the Education Council regarding the examination of the courses in accordance with the guidelines established by the Education Council. The examination must be arranged so that the studies can be conducted remotely.*

*The new examination form must be communicated to the students no later than 14 calendar days before the time of the exam-like examination or the deadline for the assignment.*

#### **23 § Registering for examinations**

*The examiner decides on possible registration for the examination.*

#### **24 § Examination procedures**

*The examiner gives necessary instructions on the examination procedure, including allocated time and permitted aids.*

#### **26 § Raising a passing grade**

A student may attempt to raise a passing grade only once. The better grade always applies.

Compulsory basic courses normally have three examination dates per academic year, other courses two. With regard to study performances other than exams, the examiner decides how many attempts a student has for achieving a passing grade and whether a student is allowed to try to raise a grade.

*If the examination is offered remotely in an exam-like manner (some form of test for a fixed, limited time), the rules on raising a grade and on the number of possible attempts must be followed.*