

EEMCS rules and guidelines for adjustments in the assessment of courses and practicals as a consequence of the COVID-19 related closure of the Faculty

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Scope and Procedure

The Board of Examiners EEMCS has discussed the consequences of the temporary closure of the Faculty for on-campus educational activities. The Board is primarily responsible for the quality of assessment, which must always be maintained to guarantee the prestige of our degrees. We are now all confronted with an unprecedented situation where everyone is trying to do her/his best to make sure we can continue as much as possible with business as usual – this includes assessment.

Under normal circumstances, the assessment method published in the TER is legally binding. The guiding principle is what has been determined in the TER and published in the study guide. Changing the assessment for a course in the middle of an academic year is not permitted unless special circumstances make this necessary.

In view of the WHW and on the basis of the established Rules and Guidelines, the Board of Examiners is authorized to assess this and approve changes in such circumstances. The COVID-19 related closure of the Faculty clearly constitutes unforeseen circumstances and the Board of Examiners will allow substantial modification of assessment, under the following condition:

Scope

This procedure is applicable to all subjects of the study programs listed below:

- Applied mathematics (BSc and MSc)
- Computer Science & Engineering (BSc)
- Electrical Engineering (BSc and MSc)
- Computer Engineering (MSc)
- Computer Science (MSc)
- Embedded Systems (MSc)
- Sustainable Energy Technology (MSc)

Procedure:

I. Distribution of these guidelines to examiners and programme management (Director of Education and Directors of Studies) via Board of Examiners. **Since these guidelines are an addendum to the existing Rules and Regulations of the Board of Examiners, they should be communicated to students as well.**

II. Director of Studies collects proposal for alternative exam form (and time) from the Examiners.

III. The Director of Studies sends the integral proposal to the relevant sub-Board of Examiners with a cc to the chair of the faculty Board of Examiners, secretary and advisor.

IV. The sub Board of Examiners discusses the integral proposals in consultation with the Director of Studies. Where necessary, the chair of the faculty Board of Examiners, secretary and / or advisor will also join. Preferably handle requests as a hammer piece.

V. The sub Board of Examiners communicates decision-making via Director of Studies.

VI. All decisions on changes must be filed in writing by the sub- Board of Examiners in view of legal procedures and future accreditation.

VII. The examiner communicates alternative examinations to students as soon as possible **but not later than four working days before the scheduled examination.**

* Urgent requests go directly to the relevant sub- Board of Examiners, with a cc to the Director of Studies.

* The course code is decisive for which sub-Board of Examiners has decision-making powers, where necessary sub-Board of Examiners consult each other.

Postponement of the assessment within the academic year is allowed. This will require coordination with the Education management (ODir). Specifically, no more than 3 exams per week and no exams on two consecutive days are permitted (excluding resits). The Board allows exams to be planned outside the examination periods.

Decision principles of Board of Examiners

The Board will endeavor to respond rapidly to all requests. In particular we will base decisions on the following principles¹:

1. Written examinations are likely to be cancelled or delayed in case of a partial lockdown. Therefore, it is encouraged to change written exams into lock-down proof examination types in due time. The same holds for changing other types of lock-down sensitive examinations.
2. Studiability of the programme is taken into account. This means that education (if applicable) has been able to proceed remotely.
3. Delays in duration of the study must be minimized - as far as possible.
4. Special attention is needed for e.g. students with fear of failure, non-native speakers, neurodiversity challenges, problems with hearing, speech, or vision. Lecturers should be aware of students who are not comfortable with a new type of assessment and should strive to make them comfortable.
5. Used tools have to be GDPR compliant. In case this is not possible, students have the possibility to refuse to use the tool, and other measures should be taken by the examiner. However, this implies extra work for the examiner, so this should be prevented.
6. The rules of procedure (Reglement van orde) for examinations must be followed. This means, for example, that the examiner is responsible for identifying the student during an oral online examination.
7. The ratio of the examination within the study program to group work vs. individual exams remains important. The Board of Examiners takes this into account when making decisions about alternative examinations, whereby at least attention must be paid to the assessment of the individual contribution.
8. For now, the Examination Board assumes that Art. 17A of the TER (OER) remains in force and students are offered two options to complete a course. (This is a directive of the Executive Board to the Deans).
9. The usual procedures continue to apply to individual exceptions at the request of students who are unable to participate in exams or alternative exams due to a disability or a corona-related situation.
10. If these Rules and Guidelines do not provide for a situation, the Board of Examiners will make a decision as much as possible in accordance with the provisions of these Rules and Guidelines.
11. The approval of alternative examinations by the Board of Examiners does not affect the fact that decisions of the university must be followed at all times regarding commandments or prohibitions that affect the examination. The Board of Examiners has no decision-making powers on matters such as: may an examination be held on location if everyone is 1.5m apart.

Decision principles with regard to the examination:

12. Constructive alignment of the examination.
13. Reliability of the grade (fraud prevention, clear instructions, clear answer model or grading guide / rubric).

¹ See the principles in the document Alternatives for assessment types during Corona Crisis

14. The assessment is fraud and plagiarism resistant.
 - the examiner ensures that a student films his room / workplace during an oral examination to ensure that no other person or unacceptable study material is present.
 - the plagiarism scanner is used for written assignments.
15. Transparency (communicating the assessment changes to the student).
16. The adjustment of the assessment must be technically feasible.
17. If one or more learning objectives of a course *cannot* be assessed properly anymore, the Board will check whether this objective is assessed elsewhere in the programme and exceptionally allow that this objective is not assessed in this course.

Specific demands with regard to online oral examinations:

1. There should be a video connection with the student (for ID check, fraud prevention).
2. There should be a scan of the room prior to the start of the examination (fraud prevention).
3. If a recording of the examination is required, students should be asked for permission. If permission is not granted, the student will not be able to partake in the examination.

Adjustments to assessments: examples

The following changes to examinations will generally be approved (though a request to the Board is still required!):

1. Replacing a partial examination by one final examination is allowed. Advice is to use the partial exam as a purely formative assessment via a different portal.
2. Replacing a written examination by an oral online examination (Skype for Business) is allowed, if you follow the guidelines (see above).
3. Take home examinations in combination with a (sample) oral examination are allowed.
4. Online examinations with randomized questions, randomized answer options, a limited time frame per question and with an additional (sample) check are allowed.
5. For courses in periods that have not started yet (Q4), a reduction in the amount of partial grades² and/or of a reduction in the number of assessment moments to determine partial grades is allowed under the condition that all learning goals are met and properly assessed.
6. For courses with practicals that are currently running, a reduction in the amount of compulsory on- and off-campus activities that influence the course grade (or course pass-fail decision) in the framework of a practical is allowed under the condition that all learning goals are met and properly assessed. In such cases the responsible examiner should make a detailed proposal to the Board for approval.

However, note that organizing an extra resit is not allowed unless it has been approved by the Board of Examiners. This is not any different than in a non-crisis situation.

The Board of Examiners may demand additional guarantees to ensure the quality of assessments, such as the mandatory signing of a Code of Conduct by students, prior to an online examinations.

² Including pass-fail decisions

Finally, for students abroad:

Exchange students and TU Delft students who are studying abroad may participate in a physical exam by means of local supervision at their foreign university – if such a provision is possible at the foreign university. It is up to the responsible examiner to decide if a remote exam is technically feasible. If this has been proven, the responsible examiner should contact the local supervisor at the partner university via the Exchange office (exchange-eemcs@tudelft.nl).

Generally, the Board is relying on you, the responsible examiners of individual courses, to propose suitable options for your examinations to the Board of Examiners. We are always available for support and discussion when no viable option presents itself.

These guidelines may be updated if it proves to be necessary. Please consult the latest version before sending in a proposal for an adjustment.