

Student assessment at the University of Luxembourg

Circulaire

Version 2.1, 26.10.2021

English version – in case of discrepancies or differences in interpretation, the French version prevails.

This document is subject to regular review. To make suggestions for improvement or to share feedback, please contact the University's Education quality team at quality@uni.lu.

Access: https://intranet.uni.lu/the_university/tr/Pages/VRA-Documents.aspx, folder 'Student assessment'.

Document information

Version	Date created	Author(s)	Approved by	Approved on	Status	Comments
1	31/01/2020	QM, VRA	RT	11.2.2020	Approved	
2	05/11/2020	QM, VRA	RT	2.12.2020	Approved	
2.1	19/10/2021	QM, VRA	RT	26.10.2021	Approved	

Authority and validity

This procedure is prepared under the responsibility of the Vice-Rector for Academic Affairs and subject to approval by the Rectorate. It is presented for information to the University Council, that can issue a recommendation.

It is issued, modified or withdrawn by the Vice-Rector for Academic Affairs.

This procedure has first come into effect on 4 May 2020.

This updated version is effective as of 30.11.2021. It replaces all previous versions of the procedure.

Responsibility for publication: VRA

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Abbreviations

BoG	Board of Governors (Conseil de gouvernance)
ECTS	European Credit Transfer and Accumulation System (Système européen de transfert et d'accumulation de crédits)
HR	Human resources
QM	Educational Quality Management of the University
RT	Rectorate (Rectorat)
SEVE	Student Department (Service des études et de la vie étudiante)
SPA	Study Programme Administrator
UC	University Council (Conseil universitaire)
ULCC	University of Luxembourg Competence Centre (Centre de gestion pour la formation continue et professionnelle universitaire GIE)
VRA	Vice-Rector for Academic Affairs

Templates and forms

The following templates and forms, referred to throughout this document and included in its annex (Templates and forms), can be accessed and downloaded as separate documents in Word format on the intranet of the University (ULI):

https://intranet.uni.lux/the_university/tr/Pages/VRA-Documents.aspx, folder 'Student assessment':

- Fraud, plagiarism and expulsion report
- Exam cancellation report
- Cover page
- Declaration of authorship
- Privacy notice
- Acknowledgement of receipt of an examination copy
- Letter templates for appeals

Scope of the procedure

This procedure applies to the assessment of students in the context of bachelor and master programmes of the University of Luxembourg (hereinafter “the University”). It covers all modalities of assessment in the sense of article 31 of the Study Regulations of the University of Luxembourg of 17 September 2021 (hereinafter “Study Regulations”) insofar as such assessment is the basis for the attribution of a grade or the validation of a course or module of a study programme of the University as defined in article 36, paragraph 1, of the law of 27 June 2018 (amended) on the organisation of the University of Luxembourg (hereinafter “the Law”).

Faculties can declare this procedure to apply to assessment in the context of studies leading to a Certificate awarded in programmes of continuing professional education in the sense of article 31, paragraph 4, of the Law, in its entirety, in part, or in modified form, or define a separate procedure applicable only to such Certificates. Please consult the resources provided by Faculty administration.

This procedure does not apply to assessment of students in doctoral education.

This procedure concerns:

- Students enrolled in a bachelor or master programme of the University
- Programme Directors
- Boards of Examiners
- Study Programme Administrators
- The Student Department (SEVE)
- The University of Luxembourg Competence Centre
- The Vice-Rector for Academic Affairs

Regulatory context

Article 36, paragraph 1, of the Law stipulates that all courses for which students are awarded ECTS credits that count towards a bachelor or master degree are subject to assessment that leads to a grade.

Article 35, paragraph 3, of the Law and chapter 4 (articles 31-43) of the Study Regulations, set the framework for the organization of such assessment. They contain information about the purpose, modalities and instruments of assessment.

Table 1 Regulations concerning student assessment

	Articles of the Law	Articles of the Study Regulations	Other
General framework for student assessment	36(1)	31, 34-36	
Responsibilities for assessment		22(3), 32, 68	
Organisation of examinations	35(3), 35(5)	18(5), 37-40, 42	Circulaire 'Student assessment at the University of Luxembourg'
Board of Examiners	36(4)	43	
Rights and duties of examinees		Annex 1 Charte des usagers	
Eligibility to sit an exam	36(1)	33	
Fraud and sanctions	42, point 10° 43 (1) points 6° and 7° 43(4) 44-47		Circulaire 'Disciplinary procedure in cases of fraud and plagiarism'
Grades	36 (1)	31(4), 41	
Appeals	48		Circulaire 'Academic appeals'

Responsibilities

Board of Examiners

The Board of Examiners oversees the proper execution of the assessment procedure for all assessment taking place in the context of the respective study programme. It is also responsible for the final confirmation of grades and ECTS credits attributed to a student for modules and courses followed by the student at the University, as well as for deciding on the progression of students from one study year to the next.¹ For more information, please refer to article 36, paragraph 4, of the Law.

Thesis Committee

In the event that a study programme involves the preparation of a thesis, the Dean of the Faculty, based on the proposal of the Study Programme Director, appoints a Thesis Committee composed of two persons, including at least a member of the professorial staff of the University (*professeur*) in the sense of article 18 (1) 1° a) of the Law, or of the external teaching/research staff (*enseignant-chercheur associé*) of the University in the sense of article 18 (1) 1° c) of the Law. The Committee may be assisted by an expert from the professional field concerned.²

The Thesis Committee is responsible for assessing the thesis. In case an oral defence is foreseen, the members of the Thesis Committee attend the defence.

The Board of Examiners confirms the decision of the Thesis Committee like any other grade. For more information, please refer to article 36, paragraph 5, of the Law and to the section on the BA and MA Thesis below.

The Programme Director

The Programme Director is responsible for:

- Overseeing the organisation of the assessments relating to her/his programme.
- Coordinating the organisation of the Board of Examiners and chairing its sessions.
- Defining the learning outcomes, language(s) of instruction and overarching assessment procedures for the programme.

The Course Coordinator

The Course Coordinator (*titulaire de cours*) is the person who has the principal responsibility for the planning, organisation and delivery of a given course.

The Course Coordinator is a member of the academic staff of the University (*enseignant-chercheur*) in the sense of article 18 (1) 1° of the Law. This includes external teaching staff (*enseignant vacataire*) in the sense of article 29 of the Law³.

According to article 32 of the Study Regulations, as regards student assessment, the Course Coordinator is responsible for:

- The proper execution, supervision and correction of examinations pertaining to the course(s) for which she/he is responsible.
- Guaranteeing that assessment tasks are defined, documented, and examination documents are prepared, if applicable.
- Ensuring that examinations are marked in due time.
- Guaranteeing that students have the opportunity to consult their assessment documents.

The Course Coordinator can entrust the execution, supervision, correction (marking) and documentation of assessment tasks to members of the academic staff of the University or to external teaching staff in the sense of article 29 of the Law. Under no circumstances can assessment related responsibilities be delegated to persons who are not under contract with the University.

¹ For more information on progression, please also consult the respective memos of the Vice-Rector for Academic Affairs concerning student progression.

² External experts can be representatives of public or private institutions and can come from Luxembourg or abroad.

³ Cf. also article 22, paragraph 3, of the Study Regulations and the *Règlement d'ordre intérieur de l'Université du Luxembourg* of 3 December 2019, chapter 2, marginal number 296.

In particular, the Course Coordinator:

- Makes information on the type, modalities, format and rules of assessment available to students (see section Documentation of assessment modalities below).
- Organises and makes appropriate arrangements for all the necessary documents and equipment to be available at the time and place of the assessment, if applicable.
- Guarantees that all documents/recordings related to the assessment of the course are kept in a safe place at the University that is accessible in case the Course Coordinator is absent, and takes measures that ensure non-disclosure of the documents before the assessment exercise, if applicable.
- Informs students about the possibility to withdraw from end-of-course exams at least two (2) weeks before the applicable deadline (see section Eligibility criteria for participation and registration below).
- Watches over the proper execution and supervision of the assessment process.
- Confirms that the general conditions are such that the examination can be executed in conformity with applicable regulations and that examinees are in a position to take the examination without impairment.
- Informs examinees of the rules and the consequences of a breach, in particular of committing fraud, and takes charge of cases of suspected fraud and initiates the respective procedure (for more information, please, see section Infractions and sanctions below).
- Assures the timely marking of the assessment exercise and provides the grades to the Study Programme Administrator before the meeting of the Board of Examiners.
- Ensures that assessment documents (hard copies and/or electronic files or records) are kept in a safe place at the University or on a University server and are made accessible to students who request to inspect their files.
- After the delays for inspection and appeal have passed, ensures that assessment files are archived in accordance with the applicable archiving policy (see section Safekeeping and archiving of examination documents below).

Study Programme Administrators

Study Programme Administrators are responsible for:

- Booking the exam hall/location and informing the Course Coordinator accordingly.
- Ensuring the suitability of the location at which the assessment takes place.
- Assisting the Course Coordinator in drawing up the attendance list.
- Assisting the Course Coordinator with the organisation and planning of remote exams.

Study Programme Administrators do not invigilate exams.

When defining the examination schedule, the Study Programme Administrator takes into account possible delays, in particular in relation to the number of expected examinees for in-person exams, given that larger numbers require additional time, for instance, for seating, attendance and identity checks.

Examinees

Students wishing to participate in the assessment exercise and complete the respective course are responsible for:

- Informing themselves of the assessment modalities for the course.
- If they are not automatically registered as part of their enrolment in a course (e.g. in the case of a retake), registering for the respective assessment exercise (see article 33, paragraph 2, of the Study Regulations).
- Respecting deadlines.
- Being on time for remote/on-site exams.
- Observing the assessment rules, timelines, and instructions by the Course Coordinator and invigilators.
- Making sure that their behaviour does not distract or disturb other examinees.
- Refraining from all types of academic fraud and misconduct, including attempts to plagiarise, cheat or use unfair means in the assessment process, or assist others in plagiarising, cheating or making use of unfair means, or to impersonate others.
- Observing the delays/indicated time(s) for inspecting their assessment files and, as the case may be, for appeals (concerning inspections and appeals see section Notification, inspection and appeals below).

Policy Statement

The purpose of assessment at the University of Luxembourg is to verify a student's participation in a course as well as the knowledge, understanding, and skills or competences acquired in relation to the learning outcomes of a course.

By providing a reliable indication of individual progress towards attainment of learning outcomes, assessment is the primary basis for the certification of student learning and for formal decisions concerning student progression and graduation. Assessment also informs formative decisions, by the student and by programme staff, on measures to motivate and support additional or complementary learning activities.

Assessment instruments are designed to provide evidence of, and support, student learning in a given course. For a positive impact on learning, assessment instruments should match course content and methods of instruction. They should also be perceived by staff and students as fair and appropriate measures of expected learning outcomes, and to be commanding the knowledge and capabilities which are key to success in the programme or subject. As such perceptions are likely to vary with educational cultures, teaching methods and learning styles, a reflection of such differences in the design of assessment instruments can improve acceptance of assessment and contribute to its formative role.

Student assessment is impartial and based on common assessment criteria that have been communicated to students in advance of the assessment. For each element of a course's assessment modalities, the student has a right of receiving feedback and, if applicable, a justification of the grade. If the format and pedagogical purpose of the assessment allows, marking is to be done on an anonymised copy of the examination documents submitted by the student.

The assessment modalities of a course constitute the ensemble of requirements a student has to meet in order to complete the course. Any given graded element of the assessment modalities of a course is passed if the grade attained is ten (10) or higher. For each course, and in accordance with the applicable rules defined by the study programme, the Course Coordinator specifies whether and which individual assessment elements can be compensated in the calculation of the final grade and whether minimum grade requirements for compensation apply. Compensation of grades should not be foreseen where courses include learning outcomes considered essential for the attainment of curricular objectives or programme-level learning outcomes.

In addition to its evaluative and formative function, assessment holds a potential for enhancing the quality of instruction. Student performance in, and feedback on, assessment provides valuable information on the effectiveness of pedagogical approaches and instructional methods.

1 Assessment procedure

1.1 Documentation of assessment modalities

The Course Coordinator is responsible for defining the assessment modalities of a course, providing at least the information listed in this section below.

The Course Coordinator submits all assessment related information together with the description of the course to the Programme Director, with the Study Programme Administrator in copy, at least two (2) weeks before the beginning of the semester.

The Programme Director confirms course and assessment descriptions and informs the Course Coordinator once descriptions are confirmed, including all modifications asked for.

The Programme Director assures that course descriptions, including assessment information, is published and made available to students before the beginning of the semester. Unless otherwise foreseen by the Programme Director, the Study Programme Administrator publishes course and assessment information in Moodle at the beginning of the semester. After the beginning of the course, assessment modalities cannot be modified anymore without the consent of the Programme Director.

According to article 38 of the Study Regulations, for each course, students receive information about the dates and times of exams or the modalities of submitting assignments at least four (4) weeks before the assessment takes place or an assignment is due to be submitted, and any changes to this information as soon as possible.

With respect to assessment, course descriptions contain at least the following information:

Number of course credits (ECTS)

Course credits are awarded to a student either if the student has validated the course or through compensation of grades within a module. The number of ECTS credits awarded to a student for a given course is defined in advance of the course. This number can vary as a function of the student's status, the study programme in which credits are accumulated, and the applicable assessment modalities. Where the amount of credits received differs for different course participants this should be reflected in the assessment modalities foreseen for these different groups of participants.⁴

A course is considered validated when the student has fulfilled the applicable participation requirements, and assessment shows that the student has achieved the learning outcomes for a course in accordance with defined assessment criteria, which is indicated by a grade of ten (10) or higher.

Learning outcomes

Learning outcomes describe the knowledge, skills and competences a student is expected to have acquired through participation in a course. Learning outcomes are defined by the Course Coordinator before the beginning of the semester. These learning outcomes are published and serve as guidance for students as to what to expect from a course.

Assessment instruments and criteria should be suitable to verify whether a student has achieved applicable learning outcomes. The Course Coordinator indicates as far as possible the section of a course's learning outcomes that is assessed through the different elements of the assessment modalities of the course.

⁴ To take the example of a course that is offered as part of two different study programmes: Students enrolled in programme A receive 5 ECTS credits for the course. They need to give a presentation, write a mid-term paper, and hand in a final research paper. Students enrolled in programme B receive 3 ECTS credits for the same course. Their assessment consists of a final exam only.

Method of assessment

The assessment method for a course includes:

1. The selection of assessment tasks (s. below).
2. The definition of the assessment modality in the sense of article 31 of the Study Regulations:
 - End-of-course assessment: in case the assessment takes place or is to be submitted exclusively after the last course session, that is, during the examination period⁵ or, for block courses finishing at least six (6) weeks before the end of the semester, after the last course session during the semester.
 - Continuous assessment: in case the assessment takes place at one or several moments or continuously during the regular course period/as part of regular course sessions.
 - Combined assessment: in case the assessment combines end-of-course and continuous assessment elements.
3. The criteria/rubric(s) used in assessment/marking and for attributing grades, if applicable (s. below).
4. The format of the assessment: remote or in-person.

Assessment tasks and rules

For the purpose of this procedure, the following assessment tasks are distinguished:

- A. Written on-site or online (remote) assessment, based on written answers to a test (quiz), using a variety of questions or problem-solving tasks (multiple choice questions, true-false questions, matching exercises, etc.), or to instructional tasks or questions (short question tests, essays), composed during a specified time.
- B. Oral on-site or online (remote) assessment, in the form of an oral exam or student presentation.
- C. Take-home assignment: Assessment task with a fixed deadline that allows students to complete the task outside of the classroom. Includes essays, literature reviews, research papers, lab or project reports, and portfolios.
- D. Bachelor or master thesis

For each assessment instrument or task used in a course, the Course Coordinator describes the objectives of the task, its relation to the content and learning outcomes of the course, and the criteria used for assessing and, if applicable, grading the task (s. below).

The Course Coordinator also documents the rules that define how an assessment task needs to be completed, following this procedure and the guidelines for the respective task described further below.

For certain types of tasks, specific binding rules (e.g. exam hall rules) apply uniformly, independent of the course, programme or Faculty in which the task is completed. These rules can equally be found in the sections dedicated to the different assessment tasks below.

Assessment criteria

Assessment criteria describe the expected qualities of the assessment task. They are used to assess and, if applicable, grade the assessment handed in or performed by the student. To the examinee, they provide information about how to demonstrate the achievement or mastery of a learning outcome. For the course instructor, they serve as instruction of how to assess and grade a completed assessment task.

Where an assessment task is graded, the grade attributed to the student must be determined and justified using the assessment criteria specified in the course description. Assessment criteria should reflect the learning outcomes assessed through the task. They should be explained in written, as part of the course description, at a sufficient level of detail (a mere listing of keywords should be avoided). Wherever possible the weight of individual criteria in the calculation of the grade should be indicated.

It is good practice to verify in advance of the task whether and how well students have understood assessment criteria and their relative importance in the assessment of the task.

Grading

The University of Luxembourg uses a grading system based on 20 points (0-20), 10 being sufficient to pass a course. The weighted numerical average is translated into grade classification as follows:

- Excellent (18-20): outstanding performance/no or only insignificant errors

⁵ For take-home assignments and bachelor or master theses, deadlines for submission can be set later than the end of the examination period.

- Very Good (16-<18): above average/few or minor errors
- Good (14-<16): sound work/several smaller or few notable errors
- Fair (12-<14): satisfactory/many smaller or several notable errors
- Pass (10-<12): performance meets the minimum criteria/acceptable but significant shortcomings

Course descriptions must contain information on the composition of the final grade, on the weight with which each assessment task enters the final grade, and on rules regarding compensation of individual grades between assessment tasks.

If class attendance (remote or in-person) is part of the assessment modalities of a course, it is a condition for completing the course, i.e. failure to meet class attendance requirements entails failure of the course. Class attendance is always ungraded. The burden of proof for class attendance is with the responsible course instructor. Students must be given adequate means to confirm their presence in the classroom, e.g., through signed attendance lists (for more information see below: Eligibility criteria for participation and registration).

Where the active participation in class (remote or in-person) is part of the assessment modalities of a course, the course description must define the criteria with which such active participation is assessed. Active participation must not enter the calculation of the final grade with a weight of more than ten (10) per cent.

Group work

Where the assessment task involves group/team work, it needs to be defined whether the group is assessed collectively or each group member will be assessed individually.

In the case of collective assessment, individual group members must be guaranteed the possibility to address themselves to the Course Coordinator or responsible instructor if they are experiencing difficulties in integrating in the group or to highlight tensions and other conditions that impair the functioning of the group. Course instructors are responsible for supporting groups in resolving such issues. If that is not possible, they can re-arrange group composition, dissolve groups or resort to an individual assessment of group members.

In case of individual assessment of group members, the course description has to contain instructions as to how individual contributions to the group will be distinguished and on which basis the assessment will be made. Individual group members must be given the possibility to relate to the responsible instructor any situation or development that impairs them in making their contribution to the group.

Students should be provided with tools that enable them to demonstrate their contribution to the group task. If feasible, the organisational and communicative aspects of the group task should be part of the relevant learning outcomes for the task (project management skills, teamwork, leadership skills, etc.) and should be included in the assessment of the task.

Language of examination

The language(s) of examination is/are the same language(s) in which the course has been taught. The language(s) of the course and examination must be published as part of the course description in advance of the beginning of the course. In the case of written assessment tasks, and if not otherwise stated, students must complete the assessment task in the language(s) in which the questions/subjects/instructions for the tasks are given. The Course Coordinator may allow students to complete the task in another of the official languages of the University.

If the module plan of the study programme (as defined in the annex to the Study Regulations) foresees another than one of the official languages of the University (English, French, German) for the respective course, the Course Coordinator or responsible instructor for a given assessment task may give general permission to examinees to write/answer in this language. Such authorisation is indicated in the course description and as part of the assessment instructions. See also article 37 of the Study Regulations.

1.2 Eligibility criteria for participation and registration

The general conditions for participating in assessment are:

- to be enrolled in the course to which the assessment pertains;
- to meet course-specific conditions for participation in the assessment exercise.

Where the regular presence of the student in a course is mandatory, this attendance is a prerequisite for completing the course. The Course Coordinator defines under which conditions the attendance requirement is fulfilled and how attendance is checked.⁶ If the attendance condition is not met, the student receives the grade zero (0) for the course. The burden of proof that a student has been absent from the course without justification is with the Course Coordinator. It is good practice to ask students to confirm/notify the instructor of an unjustified absence from a course session within 24 hours of the session. The Course Coordinator provides the Study Programme Administrator with a list of all students having failed to meet the attendance requirement at the end of the course period.

In accordance with article 33 of the Study Regulations, every student who is enrolled in a course is automatically registered for all assessments of a course, including written end-of-course examinations.

For the specific case of end-of-course exams, students can withdraw from them by deregistering at the latest four (4) weeks before the beginning of the examination period. This possibility must be communicated to students, together with information on the modalities for deregistration, at least two (2) weeks in advance of the applicable deadline. Absent such deregistration and with the exception of a justified absence, every course enrolment counts as one participation (attempt) at the examination of a course in the sense of article 36, paragraph 1, of the Law.

1.3 Retakes

Students who have previously participated at the assessments of a course can retake the respective assessments if:

- they failed to validate the course, either because they received a grade of less than ten (10) and no compensation of grades between courses of the module is foreseen or because they received a grade of five (5) or less;
- they validated the course and communicated within 21 days of receiving notification of their grade their intention to retake the assessment(s).

Students who must or wish to retake an assessment have to:

- in the case of end-of-course assessment during the exam period: register for the examination at least four (4) weeks in advance of the examination period;
- in the case of end-of-course assessment during the course period: register for the examination at least one (1) week in advance of the exam;
- in the case of continuous or combined assessment: register for the course.

The assessment task(s) and rules applied to students retaking an assessment need to be equivalent to those applied in the first trial, provided that the course is still offered. Assessment tasks can, however, be replaced where the provision of the original task can be considered unreasonable (e.g. a written multiple-choice exam through an oral exam, where only a small number of students retake the exam). In that case, they must nevertheless be based on the same course content and must be suitable to verify the attainment of the same learning outcomes.

Where students retaking a course or assessment have successfully completed and passed a part of the original assessment modalities, the Course Coordinator may accept these assessment elements as validated and offer only a partial retake for the remaining assessment tasks.

If a course is no longer offered or fundamentally revised (implying a change of the course ID), students must be offered one more possibility to retake the original assessment tasks if they have to or wish to do so. After this final retake, students can be offered comparable assessments or can be obliged to retake a comparable course.

Students who have acquired the necessary number of ECTS credits to complete the programme and fulfil all graduation requirements and who have indicated, within 21 days of notification of the grade, that they wish to retake assessments are allowed to re-enrol for this purpose (their maximum study duration notwithstanding). Such a student must participate in the respective course or exam at the earliest possibility and is only allowed one additional attempt. After the student has taken the course/exam or failed to use the possibility to take

⁶ E.g. through an attendance list that students have to sign.

the course/exam, a re-enrolment in an additional semester is no longer possible (unless the student no longer fulfils graduation requirements after the retake).

The general rules for assessment defined in the Law, Study Regulations and in this procedure apply to all assessment, independent of whether a given assessment task is offered as a retake. In particular, no retakes are authorised during the same semester in which the student has last participated at the assessment, with the exceptions defined in article 33, paragraph 6, of the Study Regulations.

1.4 Assessment rules

Common and binding rules defining the conditions under which assessment tasks are to be completed are described for each task further below. These rules should be made available to students, together with the necessary specifications (deadlines, permitted items, etc.) and any additional rules, at the beginning of the course.

1.5 Confirmation of student identity

For each assessment task, the Study Programme Administrator provides the Course Coordinator with an attendance list (electronic or paper). The purpose of this list is to confirm the assessment status of each student registered in the course, as well as the identity of the student. Assessment status can be one of the following:

Code	Label	Board transcript	Student transcript
ABS_COURS	Absent du cours obligatoire	ABS-P	ABS-NJ
ABS_EXAM	Absence non justifiée à l'examen	ABS-NJ	ABS-NJ
ABS_INSC	Absence inscriptions aux cours obligatoire	ABS-I	ABS-NJ
ABS_EXAM_JUST	Absence justifiée à l'examen	ABS-J	ABS-J
ANNULATION	Annulation	[Course is removed]	[Course is removed]
DISPENSE	Dispense	DISP	DISP
EVAL	Normal	[Grade]	[Grade]
REPORT	Report	[Grade]	[Grade]

Students confirm their identity with their signature: In the case of exams written on site, by signing the attendance list for the respective assessment; in the case of remote exams, through the means provided by the Course Coordinator; in the case of take-home assignments and bachelor or master theses, by signing the declaration of authorship provided by the University (please see the Annex. Templates and forms to this document). With her/his signature, the student also confirms that she/he is aware of and accepts the defined assessment rules and the University's academic integrity code, as defined in Annex I to the Study Regulations (*Charte des usagers*).

1.6 Marking

The Course Coordinator is responsible for assuring the timely marking of the assessment task. Anonymous marking is not required but recommended for standardised written examinations. The person marking a written exam is given the original examination documents. Oral assessment tasks must be evaluated and marked by the instructor(s) having attended the exam/presentation. With the exception of multiple-choice exams and exams with standardised, pre-defined answer keys, marking is to be done by instructors of the course only.

For each assessment, the Study Programme Administrator provides the respective Course Coordinator with a list (electronic or paper) for the registration of grades. This grade list includes all students who are duly registered for the respective assessment. It indicates absences (justified or not) and exemptions as far as they are known at the time when the list is generated. The grade list allows for identification of the student. In the case of anonymous marking, identification can be performed by the Study Programme Administrator or automatically in the student information and management system of the University (ACME) on the basis of the student ID (*matricule*) or a unique token generated for this purpose.

The person having marked the assessment task provides the list of grades to the Course Coordinator. The Course Coordinator forwards the grades and, if applicable, attendance lists to the Study Programme Administrator before the meeting of the Board of Examiners. The Study Programme Administrator announces the deadline to receive the grades from the Course Coordinator.

The Study Programme Administrator verifies that each student for whom a grade is registered on the list was enrolled for the respective course and assessment, and indicates on the grade list all students who have participated without having been registered for the assessment.

1.7 Confirmation of grades by Board of Examiners

The Board of Examiners of a given study programme is responsible for confirming course grades and attributing course credits to students. The Study Programme Director assures that the final grades of each course of a given semester are verified by the Board of Examiners. The respective meetings of the Board must take place within the deadlines defined for the corresponding semester in the academic calendar of the University.

Before attributing a grade to a student, the Board of Examiners confirms:

- that the student was registered for the assessment or officially permitted by an authorised course instructor to participate at the exam;
- that the respective assessment took place in conformity with the applicable regulations and the present procedure, and under conditions that did not inhibit the proper participation at the assessment.

The Board of Examiners is provided with information on the course, its assessment modalities, and the composition of the final grade to be attributed to the student. It can also request information on previous grades obtained by the student in the same course. In attributing a grade to a student, the Board deliberates on the entirety of grades of the student and in view of the student's progression.

1.8 Notification

Whenever possible, students who have participated at the exams of a course during the same semester or examination session and who have been attributed a grade are notified of their grade simultaneously. The notification must take place in the semester of the assessment. Final course grades must not be released before confirmation by the Board of Examiners.⁷ Partial grades can be communicated to students before validation by the Board, together with a disclaimer that the grades are provisional and subject to confirmation by the Board of Examiners.

The Course Coordinator provides a sample/standard solution and/or answer key where applicable.

⁷ Board of Examiners can convene at any time, including during the semester, e.g. in order to validate course grades of completed block courses.

1.9 Inspection

Together with the notification, the Course Coordinator announces – personally or via the responsible Study Programme Administrator – the modalities as well as one or several date(s) or a deadline for the inspection of the examination elements. The date(s)/deadline must be within twenty-one (21) days of the time of notification of the grade.

In accordance with the General Data Protection Regulation EU 2016/679 (GDPR), students have the right to access their examination documents after receiving results.⁸ Moreover, students can request a personal copy of their examination documents/scripts. This includes the answers given/the text written by the students and the written comments, explanations and motivations related to the grading/marking of an exam as far as they are made on the student's exam documents. Students also have a right of access to artwork produced by them as part of a written exam or assignment.

If set down separately for the personal purpose of the marker, comments do not need to be made available to the student. It is, however, generally good practice to provide students with either written or oral feedback on their exams and with a justification of their grade. Also, commenting/feedback practices should be consistent for all students having participated in the same exam (so if one examinee receives written comments, this should be the case for the other examinees too).

The personal copy provided to students must be a physical – not electronic – copy and must be provided by the University (i.e. students are not authorised to make the copy themselves, e.g. by photographing exam documents). Students can request the copy any time after the respective decision of the Board of Examiners has been communicated, but not longer than exam documents are kept in archive. Students must retrieve their personal copy of their exam documents in person (no delegation is possible) and must acknowledge the receipt of the copy by signing the Acknowledgement of receipt form provided by the University (please see the Annex. Templates and forms to this document).

The copy received is for personal use only.

1.10 Appeals

Students have the right to appeal against decisions of the Board of Examiners, of which they have been notified. This right is subject to certain conditions that are outlined in the University's procedure concerning academic appeals.⁹ Students are informed of this right and the respective procedure and deadlines together with the notification of the decision.

In first instance (Stage 1), students can submit a non-contentious appeal (*recours gracieux*) to the responsible Board of Examiners. The time allowed for submitting a non-contentious appeal against a decision of the Board is one (1) month after notification of the student. The Director of the programme concerned acknowledges receipt of the appeal to the student within one (1) week and informs the student of the admissibility of the appeal, by sending a letter to the student's uni.lu email account (a letter template is provided by the University – please see the Annex. Templates and forms to this document). With this letter, the student is also informed of the applicable deadlines for processing the appeal (four weeks). The Programme Director submits the appeal to the Board of Examiners and informs other persons having been involved in the concerned assessment, if necessary.

The Board of Examiners decides within four (4) weeks of receipt of the appeal. The Programme Director informs the student of the decision by email to the student's uni.lu address or by registered letter, using the letter template provided by the University. The letter must inform the student of her/his right to appeal against the decision before the University's Dispute Committee (s. Stage 2 below). The tacit rejection of the request is possible if the appellant was informed, together with the acknowledgement of receipt of the appeal, of this possibility,

⁸ In December 2017, the European Court of Justice ruled, in what is referred to as the Nowak case, on the application of the EU's data protection Directive to exam scripts (Judgment of the Court, Second Chamber, of 20 December 2017, Peter Nowak v Data Protection Commissioner). In its decision, the Court found that a student's exam scripts (i.e. the answers given/the text written/or potentially the artwork produced by a student as part of a written exam or assignment) qualify as 'personal data' according to the Directive. It also explicitly stated that comments on the exam must equally be considered 'personal data' of the examinee (even though they are at the same time personal data of the person who has marked the exam). The decision implies that students in the European Union, i.e. including students of the University of Luxembourg, have a right to a personal copy of their work produced as part of an examination. This right has been confirmed by the University's Dispute Committee (*Commission des litiges*) in its decision 2019/n°2. In its decision, the Court has made it clear that exam questions are **not** personal data in respect of the student, so that the right to a copy does not extend to exam questions.

⁹ *Circulaire* 'Academic appeals' of 1.7.2021 of the Vice-Rector for Academic Affairs (s. https://intranet.uni.lu/the_university/tr/Pages/VRA-Documents.aspx and https://www.uni.lu/students/useful_information_from_a_to_z/appeals).

the applicable delay (i.e., four weeks), and the possibility to appeal against the tacit rejection before the Dispute Committee within one month of expiry of the four-week deadline.

In second instance, students have the right to contest decisions of the Board of Examiners before the University's Dispute Committee (cf. article 48 of the Law). The appeal must be submitted within one (1) month of the notification of the decision. More information on appeals before the Dispute Committee can be found in the University's appeals procedure (see footnote 9).

1.11 Infractions and sanctions

The Law foresees the possibility to engage a disciplinary procedure against students in the case of the infractions listed in its article 42. In the context of assessment, it is the infractions included under point 10° – fraud, attempted fraud, and plagiarism – that are of relevance. The steps to be followed in the case of fraud, attempted fraud or plagiarism are outlined in the University's Disciplinary procedure in cases of fraud and plagiarism.¹⁰

All allegations or suspicions of plagiarism or (attempted) fraud have to be reported using the template ("Fraud, plagiarism, and expulsion report") provided by the University – please see the Annex. Templates and forms to this document.

The person reporting the incident must be clearly identified and must sign the report. The report should describe all relevant facts. The student suspected or accused of having committed plagiarism or fraud must be invited to sign the report and is given the possibility to provide her/his own version of the incident/circumstances.

1.12 Safekeeping and archiving of examination documents and electronic logs

The Course Coordinator assures that all examination documents (hard copies and/or electronic files or records), including attendance and grade lists, are kept in a safe place on campus/on a University server until three (3) months after the date of notification of the final grade for the course or after expiration of the last deadline in an appeals procedure, if applicable. After this delay, the Course Coordinator ensures that examination files are archived in accordance with the applicable archiving policy of the University¹¹.

1.13 Special examination arrangements

For students with special needs who have been granted special examination arrangements based on the provisions of article 39 of the Law and articles 62-64 of the Study Regulations, exceptions to assessment rules may apply. The University's Inclusion Officer can be contacted for assistance with the implementation of such special arrangements. Please refer to article 62 of the Study Regulations for more information.

¹⁰ Circulaire 'Disciplinary procedure in cases of fraud and plagiarism' of 9.3.2020 of the Vice-Rector for Academic Affairs (s. https://intranet.uni.lu/the_university/tr/Pages/VRA-Documents.aspx and https://www.uni.lu/studies/academic_regulations).

¹¹ A common archiving policy is currently being defined. In the meantime, please consult your Faculty Administration and the principle 5.1. Fair collection and processing, of the Data Protection Policy of the University of Luxembourg (https://www.uni.lu/university/data_protection/data_protection_policy_and_faq).

2 Written on-site or online (remote) assessment

2.1 Assessment task

Written assessment includes all assessment tasks in which the examinee is asked to answer questions or complete tasks in written, during a specified time, in a controlled environment, typically on the premises of the University or in an online, remote setting.

Tasks include multiple choice questions, true-false questions, matching exercises, open short answer questions, essays or other text genres, case analysis, but also applied design- or problem-solving tasks. They can be taken as closed-book or open-book exams. All these tasks are referred to in this procedure as written exams.

Written exams can be foreseen during the course period ('mid-term exams') or during the exam period ('final exam').

2.2 Organisation

The organisation of a written examination is the responsibility of the Course Coordinator, who assures that the following tasks are carried out within the applicable delays:

- Define exam questions or tasks, or collect them from course instructors, if applicable, and prepare exam documents or remote examination instruments (including arrangements for anonymous marking, if applicable);
- Identify and arrange for equipment required;
- Define arrangements for taking the exam:
 - a. For exams held in presence: seating arrangements and suitable locations based on capacity, infrastructure and room set-up;
 - b. For exams held online/remotely: online platform and instruments, access, exam supervision;
- Schedule the exam (normally using the exam planning module in ACME) within the specified deadlines;
- Make sure exam schedules, exam (hall) rules, and specific assessment rules are communicated to students;
- Prepare the attendance list and make sure the list is available to examiners and invigilators;
- Ensure that there is a sufficient number of suitable invigilators per exam and, if applicable, per room; ask invigilators to confirm their presence in written;
- Inform invigilators of their duties.

2.3 Invigilation

Before the exam, the Course Coordinator explains to all invigilators the sequence of the examination and informs them of the applicable exam (hall) rules as well as their duties and responsibilities as outlined below.

For **exams held on site**, there are at least two invigilators available for one exam hall, one of which is the Course Coordinator, a member of the instructors having taught in the respective course or another member of the academic staff who knows the exam subject in order to answer the students' questions.¹² If there are more than fifty (50) examinees in the exam hall, at least one additional invigilator needs to be present for every part of an additional fifty (50) examinees.

¹² For small groups of examinees (<25), one of the two invigilators may be on standby within reach of the exam hall.

Invigilators are members of the academic staff or external teaching staff. For larger exams requiring more than two invigilators, trained exam supervisors or proctors may be hired in order to complement the two internal invigilators.

During the exam, invigilators refrain from all activities not related to invigilation or assistance to the Course Coordinator. In particular, invigilators are responsible for:

- Reporting to the examination room at least fifteen (15) minutes before the start of the examination;
- Verifying the identity of the students sitting the examination;
- Ensuring that exam documents are distributed to each student;
- Making announcements to students regarding starting time, duration and end time of the exam;
- Ensuring that students are not in possession of or are using unauthorised items;
- Ensuring that students are constantly and appropriately supervised;
- Ensuring that students' conduct during the examination adheres to examination procedures;
- Reporting any incidents fraud, violation of exam rules, or other misconduct during the course of the examination to the Study Programme Director using the relevant form ('Fraud, plagiarism, and expulsion report') provided by the University – please see the Annex. Templates and forms to this document;
- Ensuring that students correctly complete and sign the attendance list (*feuille d'émargement*) before leaving the exam hall.

For **online (remote) written exams**, it is recommended to use assessment instruments that do not require invigilation whenever possible. This includes open-book exams and essays written during a strictly limited period of time. The use of external proctoring services (whether proctoring software or in-person services) is not allowed. In the case of closed-book exams, sound or video recording of the exam can be foreseen to prevent and detect fraud and plagiarism, under condition that the student is informed in advance of the recording and the following rules are strictly observed:

1. The recording must not be copied or replayed except for the purpose of detecting or verifying a suspicion of fraud and plagiarism.
2. Only recording devices/instruments authorised by the University can be used for the recording. Participants are not allowed to use their own devices (e.g. personal phones).
3. The Course Coordinator informs students of the recording in advance of the examination. Students must be informed that all information recorded will be treated confidentially and will be used exclusively for the above-mentioned purposes. The student must be provided with the Privacy Notice made available by the University in advance of the examination.
4. The Course Coordinator or an invigilator informs the examinee when the audio/video recording is being switched on and, at the end of the examination, when it is being switched off.
5. The Course Coordinator ensures that recordings (audio or video files) are stored inaccessible to unauthorised persons, either on a server of the University or on a secured external server only accessible to the Course Coordinator.
6. Six (6) months after notification of the grade, files must be destroyed, unless the student has appealed against the decision of the Board of Examiners related to the exam, in which case files are destroyed after the appeal process has been completed.

2.4 Assessment rules for written exams

The following exam (hall) rules apply to all on-site and online exams and must be communicated to students in advance of the exam. For remote online exams, aspects concerning the physical setting in the exam hall do not apply or may apply in modified form as indicated below.

Arrival, delays, and seating

Students should be asked to arrive/be ready ahead of the scheduled starting time of the written exam, to guarantee that everybody can be seated, and that equipment and connection can be tested for the exam to begin on time.

Late arrivals – Students arriving late for a written examination within thirty (30) minutes after the exam has begun are admitted to sit the exam. No student arriving more than thirty minutes late may sit the exam without the permission of the Course Coordinator. Students arriving late are not granted any additional time to complete the exam.

Delayed start of the examination – If for technical, organisational or other reasons the written examination cannot begin on time, the Course Coordinator can delay the starting time by a maximum of thirty (30) minutes. The Course Coordinator notifies examinees of the delay and records the effective starting time. If the exam cannot begin within thirty minutes of the scheduled starting time, the Coordinator cancels the exam, observing the cancellation procedure outlined below.

Seating for on-site exams – Students may only sit at those workstations to which they have been assigned, unless otherwise instructed. The Course Coordinator and invigilators ensure that examinees are placed at sufficient distance from each other during the written examination, taking into account the room size and layout. If the exam hall is in auditorium/amphitheatre layout, it should be sufficiently large to allow one spare row every row with at least one free seat, ideally two, between each student.

Seating for online (remote) exams – Unless indicated otherwise by the Course Coordinator, examinees must be alone in a closed room and in front of their workstation for the entire duration of the exam.

The Course Coordinator indicates and makes a note of the precise starting and ending time of the exam.

Items permitted in the exam hall/during the exam

In advance of the examination, the Course Coordinator defines a list of items permitted in the exam hall/during the exam and makes it available to students registered in the respective course. Examinees are not allowed to bring to or keep in reach of their workstation any item not included on this list without the explicit permission of the Course Coordinator. This applies in particular to:

- All documents, including notes (whether in paper or digital form) relating to the written examination;
- Electronic devices such as mobile/smart phones, electronic dictionaries, calculators, tablets, smart watches, and personal computers;
- Bilingual dictionaries;
- Personal effects – for exams written on site, students must leave all personal effects such as bags, coats/jackets, and all unauthorised devices and documents in the area designated for this purpose by the invigilator;
- Food and beverages other than a bottle of water.

If the use of specific items during the exam has been authorised, the items of each student are reserved for her/his personal use and must not be passed on to other students.

Invigilators are responsible for ensuring that examinees adhere to the list of permitted items.

For students with special needs who have been granted special examination arrangements based on the provisions of article 39 of the Law and articles 62-64 of the Study Regulations, exceptions may apply. The University's Inclusion Officer can be contacted for assistance with the implementation of such special arrangements.

Exam documents

The Course Coordinator ensures that each examinee is provided with a copy of or has access to the exam documents.

In the case of on-site exams, documents consist at least of exam questions/subjects, official blank exam sheets, and scratch paper (if requested by the examinee). Students must write all answers/text they wish to include in their exam on the official blank exam sheets provided to them.

In the case of electronic exams, examinees must not attempt to use any other than the authorised/provided application as installed on their workstation. Where a word processor is used for the exam, the Course Coordinator may provide examinees with pre-formatted exam files which have to be used for completing the exam. In that case, no other files are accepted for submitting the exam.

Each examinee must write her/his own work and must refrain from any communication with other persons, whether inside or outside the exam hall or location in which the exam is completed.

Each student submits only one copy of exam documents.

At the end of an on-site exam, students must return all exam documents, including scratch paper and blank sheets, to the invigilators. Notes on scratch paper will not be considered in the marking of the exam.

Completed exam documents contain the following information:

- Student first name and surname;

- Student ID (*matricule*);
- Course title and course ID;
- Name of the study programme, in which the student takes the course;
- Semester in which the course/exam has been taken;
- Date (of signature);
- In the case of on-site exams, signature.

In the case in which marking is to be done on anonymised exam documents, the student's name and student ID are concealed or kept separate from the exam documents. The latter are marked with a unique token, which is registered in the University's student information and management system, or with the student's identification number.

Confirmation of student identity

Invigilators are responsible for verifying the identity of each examinee present in the exam hall/at the exam.

Examinees must bring a valid student identity card to the exam. Examinees included on the attendance list who cannot produce a valid student identity card are permitted to sit the exam, provided that they can show valid and official identification (personal identity card or passport). The Course Coordinator may grant persons without identification permission to sit the exam, provided that their name is included on the attendance list.

An examinee who does not appear on the attendance list may be permitted by the Course Coordinator to sit the exam and hand in exam documents if she/he can produce a valid student identity card. In this case, the invigilator manually enters first name, last name, and student card number on the attendance list, and indicates that the student has not been listed. The exam of the student concerned is marked, and counts as one participation at the exam, provided that the student has been duly enrolled in the course to which the exam pertains and has not formally deregistered from the exam. Otherwise, the exam documents handed in are considered void and are destroyed. The student is informed accordingly.

Examinees whose name is not included on the attendance list and who cannot produce a valid student identity card are not permitted to sit the exam and must leave the exam hall or sign out of the exam application.

Depending on the exam hall layout, if applicable, and the number of examinees, the invigilator(s) may proceed to the identity check at the beginning, during, or at the end of the exam.

Conduct during the examination

Examinees must comply with exam rules at any moment during the exam. In particular, they must not consult or use unauthorised material or devices, communicate with or copy from other examinees, or otherwise cheat. They must also refrain from all behaviour that could disturb other examinees or disrupt the examination.

Leaving the exam hall and collection of exam documents

Temporary leave – With the exception of *force majeure*, no examinee may leave the exam hall temporarily without the permission of the Course Coordinator. Students must leave any exam paper and/or scratch paper on their desk. Only one student may leave the exam hall at a time. A temporary absence from the exam hall does not entitle to additional time for completion of the exam.

Expulsion from the exam hall – In the event that an examinee causes a disturbance affecting the proper execution of the exam, an invigilator or any other member of the academic staff can expel the respective examinee from the exam hall. The person ordering the expulsion writes and signs a report that notes the circumstances and the time of the expulsion, whenever possible using the respective template ('Fraud, plagiarism and expulsion report') provided by the University – please see the Annex. Templates and forms to this document.

Handing in exam documents – Students are allowed to hand in or submit their exam documents and leave the room at the earliest half an hour after the exam has started. The Course Coordinator may decide that examinees are not allowed to hand in their exams in the last half hour or any fraction thereof before the end time of the exam. This is to prevent students from disturbing other examinees and is advisable for on-site exams with larger groups of examinees.

The Course Coordinator or an invigilator announces the time when there are fifteen (15) minutes remaining and again five (5) minutes prior to the end of the examination.

The invigilation team makes sure that the student handing in the exam has given her/his signature. The team performs a final check verifying whether the number of exam documents returned corresponds to the number of students' signatures received. Any inconsistency is marked on the attendance list. After this check is done, exam documents are entrusted to the Course Coordinator together with the attendance list.

In case the Course Coordinator could not attend the examination, the invigilator replacing her/him stores the exam documents together with the attendance list in a safe place on campus and hands them to the Course Coordinator as soon as possible after the exam.

2.5 Absence

In the event that a student is absent from a written exam for which she/he is registered, the responsible invigilator marks the student as "absent" on the attendance list.

The absence from an exam is justified if the student presents to the Course Coordinator, within a delay of three (3) working days after the day of the exam, a medical certificate attesting that she/he has suffered from an illness effectively preventing her/him from attending the exam. All other justifications need to be submitted with adequate evidence to the Study Programme Director, who recommends the approval or rejection of the excuse to the Board of Examiners, that decides.

In the case of a justified absence, the exam is marked as "justified absence" (*absence justifiée*) on the student's transcript and the absence is not counted as an attempt at the exam in the sense of article 36, paragraph 1, of the Law.

A student who has to abandon a written exam due to circumstances beyond her/his control is considered to have a justified absence from the exam.

A problem of connectivity or video during a remote exam as well as the absence of proper equipment (laptop, desktop, other) **are not** necessarily considered a "justified absence". In such situations, the evidence is submitted to the Study Programme Director, who recommends to grant or deny a "justified absence" to the Board of Examiners, that decides.

A student whose absence from a written exam was justified can be offered a replacement exam during the same semester. The content and scope of the replacement exam must correspond to the original exam. The exam may be offered in a different format, e.g., as an oral exam (s. below).

In the case in which a student is absent from a written exam without a valid justification, the student is considered having attempted the exam in the sense of article 36, paragraph 1, of the Law, and the assessment is marked with a 'non-justified absence' (*absence non-justifiée*) on the transcript.

2.6 Fraud

Please consult for all questions concerning plagiarism and fraud the University's Disciplinary procedure in cases of fraud and plagiarism of 9.3.2020 (amended).

The most common facts constituting fraud or attempted fraud in the context of written exams include identity deception and violations of exam rules (exam fraud).

Identity deception – Identity deception includes the misrepresentation of one's own identity or the use, forging or misrepresentation of another person's identity for one's own purposes. The following are cases of identity deception:

- Signature forging: Signing in another person's name by imitating that person's signature or modifying one's own or another person's signature so as to attribute it to another person;
- Misrepresentation: Passing off one's own work as somebody else's;
- Impersonation: Posing as or otherwise pretending to be another person;
- Identity theft: Stealing and using another person's identification or credentials and using them for one's own purpose.

In the case in which there is unambiguous evidence for identity deception during an exam, an invigilator or any other member of the academic staff can expel the respective examinee from the exam hall or terminate the remote examination session. The person ordering the expulsion or termination writes and signs a report that notes the circumstances and the time of the expulsion/termination, whenever possible using the template ('Fraud, plagiarism and expulsion report') provided by the University – please see the Annex. Templates and forms to this document.

Exam fraud – All violations of exam rules can constitute exam fraud. This includes the use or consultation of unauthorized material during the exam, the communication with other examinees, including the passing of notes, or the copying/downloading of exam documents. In the case in which an invigilator or any other member of the academic staff ascertains or suspects exam fraud or attempted fraud during a written examination, she/he must:

- Take all the necessary measures to stop the actions constituting the (attempted/suspected) fraud without as far as possible interrupting participation in the exam. The student suspected/accused of having attempted or committed fraud has the choice to either continue the exam or to stop at the point of the accusation.
- Seize the document(s) or device(s) which will later facilitate establishing the facts relating to the incident, as far as possible.
- Write and sign a report, whenever possible using the template ('Fraud, plagiarism and expulsion report') provided by the University – please see the Annex. Templates and forms to this document.
- Request the person suspected or accused of having attempted or committed fraud to state her/his version of the facts in the report, and to sign the report. In case the person refuses to sign, this is mentioned in the report.
- Report the fraud to the Course Coordinator. The Course Coordinator informs the Study Programme Director and the Dean of the Faculty concerned and submits to them a copy of the report.

Fraud detected/suspected during marking – In the event of fraud being ascertained or suspected in the process of marking exam papers, the person marking the exam must:

- Finish correcting the exam paper.
- Write and sign a report, using the template ('Fraud, plagiarism and expulsion report') provided by the University – please see the Annex. Templates and forms to this document.
- Request the person suspected or accused of having attempted or committed fraud to state her/his version of the facts in the report, and to sign the report. In case the person refuses to sign, this is mentioned in the report.
- Report the fraud to the Course Coordinator, the Study Programme Director and the Dean of the Faculty concerned and submit to them a copy of the report.

Marking of exams and grading – Any examinee suspected or accused of fraud who has submitted exam papers has the right to an equal and fair assessment of her/his exam.

The Board of Examiners deliberates on the results subject to the same conditions applied to the other examinees. Students suspected or accused of plagiarism or fraud have the right to access their transcript of records and to be notified of their grades in courses not affected by the suspected fraud. This is independent of any sanction taken in the future.

Fraud investigation – All suspicions and accusations of fraud reported are subject to an investigation, which must strictly follow the procedure laid down in articles 42 to 47 of the Law and the University's Disciplinary Procedure in Cases of Fraud and Plagiarism of 9.3.2020 (amended).

2.7 Cancellation of written on-site or online (remote) assessment

If circumstances are such that a proper execution of an imminent or ongoing written exam is impossible and no immediate measures can be taken to remedy the situation, the Course Coordinator can decide to cancel or stop the exam. Such circumstances could include, in particular, missing or erroneous examination documents, an unsuitable exam hall, a major outside disturbance of the exam, fire (alarm), or else.

The cancellation has to be ordered or authorized by the Course Coordinator or the person responsible for the written examination.

Upon encountering circumstances that force the cancellation of a written examination, and absent an emergency presenting a physical danger to persons present, invigilators should follow the steps outlined below:

1. Inform the examinees and the responsible Study Programme Administrator that the exam is cancelled and, if just and reasonable, of the reasons for the cancellation.
2. Secure examination documents. In the event that examinees have already begun the exam, inform them that their answers are considered void and will be destroyed without screening.
3. Inform examinees that they will be notified about the date of the substitute exam in due course. Do not schedule a date for the repetition immediately.
4. In the case of an on-site exam, make sure examinees leave the premises safely and without taking copies of the examination documents with them.
5. Inform the Study Programme Director and Dean of the cancellation.
6. Draw up a Cancellation report, using the respective template ('Exam cancellation report') provided by the University – please see the Annex. Templates and forms to this document.
7. Submit a copy of the report to the Study Programme Director and Dean within twenty-four (24) hours of the cancellation.

If applicable, the Course Coordinator is responsible for destroying submitted/collected examination documents without prior assessment. The Course Coordinator organises the re-scheduling of the exam as soon as possible and notifies students of the time, place, and modalities of the substitute exam. In the event that examination documents have been distributed to examinees, they need to be replaced by a new exam.

3 Oral on-site or online (remote) assessment

3.1 Assessment tasks

Oral assessment tasks include in-presence or remote oral exams, student presentations, and poster presentations. They can be assigned to, and performed by, individuals or groups. Oral assessment tasks have a performative aspect that may or may not be part of the assessment criteria. In the assessment of knowledge, skills and competences other than such performative aspects, the latter should be taken into account.

Evidence for the performance of examinees and for adherence to procedure throughout the oral assessment must be collected, either by way of audio or video recordings or through minutes taken by a third person and signed by both examiner(s) and examinee(s).

Oral exam

Oral exams are on-site or online (remote) assessments in which the examinee answers one or several questions or performs one or several tasks. These questions or tasks are given to the examinee either during or in advance of the exam. In either case, they address topics from a pre-defined range that has been communicated to the examinee in advance of the exam.

Oral exams can be foreseen as original assessment tasks or assigned as a replacement for a written exam, in case a student cannot or could not attend the written exam or the organisation of a written (re-sit) exam would be unreasonable given the number of participating students. In the latter case, the content and range of questions that form the basis of the assessment and that can be addressed at the oral exam must be the same as for the written exam.

Oral exams can be:

- Without preparation: The student is asked questions or is assigned tasks without being given time to prepare answers and without the ability to consult aids. Questions can also be drawn from a question bank during the exam.
- With preparation: The student is given time to prepare answers to questions that are provided in advance of or at the exam. The student may or may not be allowed to consult aids (open-book oral exam). Providing preparation time to students before or during the exam can reduce stress and level out performance differences due to students' confidence in an oral as opposed to written exam setting.

In the case in which the exam allows for the consultation of aids, the description of assessment modalities must include information on the type, range and volume/number of aids allowed (e.g. electronic devices, paper-based).

The student can be asked or allowed to illustrate answers visually during the exam (e.g. on a smart screen, white- or blackboard). Visualization can contribute to levelling out performance differences that are due to a student's language competences or rhetorical and presentational skills.

For certain assessment objectives a group setting may be adequate. This can be the case, e.g., where a course features learning objectives/outcomes related to competences for integrating in or managing group dynamics or for performing in teams (teamwork, leadership, communication, mediation, integration, managing diversity, etc.). For such purposes, oral exams can take the form of simulations involving several students. As for any group-based assessment, it needs to be defined in advance whether the group is assessed collectively or each group member will be assessed individually. Please consult the section Documentation of assessment modalities above for further information concerning group-based assessment.

Student presentation and poster presentation

Presentations are assessment tasks that are assigned in advance, with a fixed date for the presentation. The content of the task can be the same for all examinees or can vary between individual or groups of examinees. Presentations can be given individually or in groups, with or without an audience (other than the course instructor(s) assessing the presentation).

Examinees must be informed in advance of the presentation whether and to what extent presentational and communicative aspects of the presentation are part of the assessment and are included in the evaluation of the presentation. The assessment of a presentation can also be based on the (visual) material used for or provided in support of the presentation.

3.2 Organisation

The organisation of an oral examination is the responsibility of the Course Coordinator, who is assisted by the Study Programme Administrator in assuring that the following tasks are carried out within the applicable delays:

- Identify and arrange for required equipment.
- For exams held on site, identify suitable locations based on capacity, infrastructure and room set-up.
- For exams held remotely, define a suitable online (video-conferencing) platform and access conditions in accordance with current University policy for remote assessment applications.
- Schedule the exam (normally using the exam planning module in ACME) within the specified deadlines.
- Make sure exam schedules and assessment rules are communicated to students. In the case of oral exams, this includes a privacy notice in accordance with the General Data Protection Regulation 2016/679 (hereafter "GDPR") and with the University Data Protection Policy. The privacy notice is provided by the University – please see the Annex. Templates and forms to this document.
- Prepare the attendance list and make sure the list is available to examiners.
- Ensure that there is a sufficient number of suitable examiners per exam and, if applicable, per room.
- Inform examiners of their duties.

Examination setting

In case of oral assessment (on-site or online) without audience, a third person who is a member of the academic staff (*personnel enseignant-chercheur*) or the external academic staff (*enseignants-chercheurs associés*) of the University should be present besides the examiner. If this is the case, the audio recording of the assessment is not mandatory, but nevertheless recommended.

In case only one examiner can be present, the audio recording of the assessment is mandatory.

For on-site oral exams, whenever possible, the assessment needs to take place in an exam hall (e.g. seminar or meeting room). Teaching staff should avoid using their own office for on-site assessment.

Audio/video recording

Purpose of the recording – The recording provides an objective record of the assessment process. The recording can be used at a later stage:

- To support examiners in evaluating and grading the assessment task;
- In the event of an accusation or suspicion of fraud or another infraction alleged to have occurred during the exam;
- In the event of an appeal.

Recordings can also be justified as a measure to prevent fraud or other infractions.

The recording must not be copied or replayed except in the situations mentioned above.

For on-site oral assessment, only sound should be recorded, unless there is a compelling reason inherent in the nature of the exam that a video recording is needed for one of the purposes listed above. This reason needs to be included in the privacy notice for GDPR purposes referred to below.

Responsibility for recordings – The Course Coordinator is responsible for arranging the recording. Only recording devices provided by the University/authorised video conferencing platforms can be used for the recording. Participants are not allowed to use their own devices for recording (e.g. personal phones).

Equipment – For the recording of on-site exams, the University provides suitable recording equipment. The equipment is prepared, maintained and made available through the IT Department (SIU), the Media Centre or the Faculty administration. For the recording of online exams, recording functionality of authorised video conferencing platforms must be used.

Privacy and data protection – The Course Coordinator informs students of the recording in advance of the examination. Students must be informed that all information recorded will be treated confidentially and will be used exclusively for the above-mentioned purposes. The student must be provided with the privacy notice provided by the University in advance of the exam – please see the Annex. Templates and forms to this document.

Recording the examination – The Course Coordinator is responsible for ensuring that the necessary recording equipment is ready before the examination. At the beginning of the assessment, the Course Coordinator or a designated person records the names of the examinee and of examiners, the title of the course to which the exam belongs, and the date of the examination.

The Course Coordinator informs the examinee when the audio/video recording is being switched on, and at the end of the examination when it is being switched off. Information shared as part of a subsequent discussion must not be used for the assessment of the task.

Storage of recordings – The Course Coordinator ensures that recordings (audio or video files) are stored inaccessible to unauthorised persons on a server of the University. Six (6) months after notification of the grade, files must be destroyed, unless the student has appealed against the decision of the Board of Examiners related to the oral exam, in which case files are destroyed after the appeals process has been completed.

3.3 Assessment rules

Arrival and delays

Students should be asked to arrive ahead of the scheduled starting time of the oral assessment, to guarantee that the assessment can begin on time.

Late arrivals – Students arriving late for an oral assessment exercise within fifteen (15) minutes after the scheduled examination time are admitted to take their oral assessment. After this delay, acceptance of late arrivals is at the discretion of the examiner. Late arrivals that are not accepted are treated as an absence from the exam.

Delayed start of the examination – If for technical, organisational or other reasons the oral assessment task cannot begin on time, the Course Coordinator can delay the starting time. She/he notifies examinees of the delay and records the effective starting time.

Examination support material

In advance of the oral assessment, the Course Coordinator defines a list of items permitted in the exam hall, if applicable. Examinees are not allowed to bring any item not included on this list to the exam without the explicit permission of the Course Coordinator or as agreed as part of special arrangements granted to the student in accordance with article 39 of the Law. This applies in particular to:

- Electronic devices such as mobile/smart phones, electronic dictionaries, calculators, tablets, smart watches, and personal computers;
- Personal effects – students must leave all personal effects such as bags, coats/jackets, and all unauthorised devices and documents in the area designated for this purpose by the invigilator;
- Food and beverages other than a bottle of water.

If the use of specific items during the exam has been authorised, the items of each student are reserved for her/his personal use and must not be passed on to other students. The Course Coordinator makes this information available to students in the description of the course.

In the case of presentations, the Course Coordinator can limit the visual aids and/or notes permitted at the presentation. Where visualization or handouts are required, the Course Coordinator communicates the respective technical and other specifications in advance of the presentation.

Confirmation of student identity

Examiners are responsible for verifying the identity of the examinee present at an oral assessment.

Examinees must bring a valid student identity card to the exam. Examinees included on the attendance list who cannot produce a valid student identity card are permitted to participate in the assessment, provided that they can show valid and official identification (personal identity card or passport). The Course Coordinator may grant persons without identification permission to participate at the assessment, provided that their name is included on the attendance list.

As for all assessment tasks, students participating in an oral exam or giving a presentation confirm their participation and identity by signing the attendance list prepared by the Study Programme Administrator at the time of the examination.

Conduct during the examination

Examinees must comply with assessment rules throughout the examination. In particular, they must not consult or use unauthorised material or devices or communicate with persons outside the exam hall.

3.4 Absence

In the event that a student is absent from an oral assessment task for which she/he is registered, the responsible course instructor marks the student as "absent" on the attendance list.

The absence from an oral exam is justified if the student presents to the Course Coordinator, within a delay of three (3) working days after the day of the assessment, a medical certificate attesting that she/he has suffered from an illness effectively preventing her/him from attending the exam. All other justifications need to be submitted with adequate evidence to the Study Programme Director, who recommends the approval or rejection of the excuse to the Board of Examiners, that decides.

In the case of a justified absence, the exam is marked as "justified absence" (*absence justifiée*) on the student's transcript and the absence is not counted as an attempt at the exam in the sense of article 36, paragraph 1, of the Law.

A student who has to abandon an oral assessment task due to circumstances beyond her/his control is considered to have a justified absence from the exam.

A student whose absence from an oral exam was justified can be offered a replacement exam during the same semester. The content and scope of the replacement exam must correspond to the original exam. The exam may be offered in a different format, e.g., as a written exam or assignment.

In the case in which a student is absent from an oral examination without a valid justification, the student is considered having attempted the assessment in the sense of article 36, paragraph 1, of the Law, and the course is marked with an 'non-justified absence' (*absence non-justifiée*) on the transcript.

In the case of presentations during the course period, the course instructor may decide to offer the absent student(s) the possibility to give the presentation on another date. In this case the absence does not count as an attempt in the sense of article 36, paragraph 1, of the Law.

3.5 Fraud

Please consult for all questions concerning plagiarism and fraud the University's Disciplinary procedure in cases of fraud and plagiarism of 9.3.2020 (amended).

The most common facts constituting fraud or attempted fraud in the context of oral assessment include identity deception and the use of unauthorised items (exam fraud).

Identity deception – Identity deception includes the misrepresentation of one’s own identity or the use, forging or misrepresentation of another person’s identity for one’s own purposes. The following are cases of identity deception:

- Signature forging: Signing in another person’s name by imitating that person’s signature or modifying one’s own or another person’s signature so as to attribute it to another person;
- Misrepresentation: Passing off one’s own work as somebody else’s;
- Impersonation: Posing as or otherwise pretending to be another person;
- Identity theft: Stealing and using another person’s identification or credentials and using them for one’s own purpose.

In the case in which there is unambiguous evidence for identity deception during an oral assessment, the examiner or any other member of the academic staff can expel the respective examinee from the exam hall. The person ordering the expulsion writes and signs a report that notes the circumstances of the expulsion, whenever possible using the respective template ('Fraud, plagiarism and expulsion report') provided by the University – please see the Annex. Templates and forms to this document.

Exam fraud – All violations of exam rules can constitute exam fraud. This includes the use of unauthorized material or unauthorised help from a third party during the oral assessment.

In the case in which an examiner ascertains or suspects exam fraud or attempted fraud during an oral assessment, she/he must:

- Take all the necessary measures to stop the actions constituting the (attempted/suspected) fraud. The examinee suspected or accused of committing fraud is permitted to finish the exam.
- Seize items which will later facilitate establishing the actual facts relating to the incident.
- Write and sign a report, whenever possible using the template ('Fraud, plagiarism and expulsion report') provided by the University – please see the Annex. Templates and forms to this document.
- Request the person suspected or accused of having attempted or committed fraud to state her/his version of the facts in the report, and to sign the report. In case the person refuses to sign, this is mentioned in the report.
- Report the fraud to the Course Coordinator. The Course Coordinator informs the Study Programme Director and the Dean of the Faculty concerned and submits to them a copy of the report.

Marking and grading – Any examinee suspected or accused of fraud has the right to an equal and fair assessment of her/his exam.

The Board of Examiners deliberates on the results subject to the same conditions applied to the other examinees. Students suspected or accused of fraud have the right to access their transcript of records and to be notified of their grades in courses not affected by the suspected fraud. This is independent of any sanction taken in the future.

Fraud investigation – All suspicions and accusations of fraud reported are subject to an investigation, which must strictly follow the procedure laid down in articles 42 to 47 of the Law and the University’s Disciplinary Procedure in Cases of Fraud and Plagiarism of 9.3.2020 (amended).

3.6 Cancellation of oral on-site or online (remote) assessment

If circumstances are such that a proper execution of an imminent or ongoing oral exam or presentation is impossible and no immediate measures can be taken to remedy the situation, the Course Coordinator can decide to cancel or stop the exam. Such circumstances could include missing or defective technical equipment (e.g. recording devices, projectors), an unsuitable exam hall, a major outside disturbance of the exam, fire (alarm), or else.

The cancellation has to be ordered or authorized by the Course Coordinator or the person responsible for the oral assessment.

Upon encountering circumstances that force the cancellation of an oral assessment, and absent an emergency presenting a physical danger to persons present, the examiner should follow the steps outlined below:

1. Inform the examinees and the responsible Study Programme Administrator that the exam is cancelled and, if just and reasonable, of the reasons for the cancellation.
2. Inform examinees that they will be notified about the date of the substitute exam in due course. Do not schedule a date for the repetition immediately.
3. Make sure examinees leave the premises safely.

4. Inform the Study Programme Director and Dean of the cancellation.
5. Draw up a Cancellation report, using the respective template ('Exam cancellation report') provided by the University – please see the Annex. Templates and forms to this document.
6. Submit a copy of the report to the Study Programme Director and Dean within twenty-four (24) hours of the cancellation.

The Course Coordinator organises the re-scheduling of the exam as soon as possible and notifies students of the time, place, and modalities of the substitute exam.

4 Take-home assignments

4.1 Assessment tasks

Take-home assignments include the types of assessment tasks described below. The list is not exhaustive and other take-home assessment tasks may be foreseen in a course. The descriptions below are indications that can serve as guidance. They should not replace a specific description of the assignment task by the course instructor that is adapted to the objectives and the learning outcomes of the course.

The general assessment rules listed below apply independent of the specific task.

Academic essay

Objective: The general purpose of an essay is to develop, present or defend the position of the author on a given topic. Essays can be analytical, informational, argumentative, reflective or expressive, depending on the instructions of the assignment.

Length: Essays typically are between 5 and 10 pages (2000-5000 words) long.

Literature review

Objective: A literature review is an (analytical) summary of the state of research on a given topic, question or problem. It is written on the basis of a survey of scholarly articles, monographs, research reports and other sources relevant to the given question or a specific field of research. The review summarises, describes, analyses and evaluates previous research. It may also relate or compare it to adjacent research fields or questions. The purpose of a literature review is to give the reader a concise summary of the state of the art of a body of research, of its strengths and weaknesses, of achievements and current priorities, of gaps and inconsistencies, and possibly of future trends or promising inquiry. The literature review is thus not just descriptive but evaluative, and needs to be focused by a guiding concept, question or problem.

Length: Depending on the scope of the surveyed literature, reviews are usually between 1 to 2 pages (400-1000 words) for a single or a small number of monographs or 5 to 10 pages (2000-5000 words) for a review of a body of literature.

Research paper

Objective: Research papers report the results of original research and give the reader the means for understanding how these results have been produced/derived and for judging whether they are reliable, valid or otherwise scientifically acceptable. Research papers are hence typically written in the context of a research seminar or research project in which students have conducted their own research. The composition and structure of a research paper may vary depending on the research design and methodological approach (e.g. case study research, comparative research, inferential/correlational research, experimental research). Most research papers, however, follow a classical sequence of exposition of questions/problems, theory, hypotheses, methods, data collection, data analysis, findings, discussion and conclusions, referring to the current state of relevant research where indicated and appropriate. Differences can also be related to the nature of the research as more theory oriented or more applied.

In the context of a bachelor or master programme, students may be asked to include a reflection on the research experience during the process in a separate section of the report.

Lab reports are a specific type of research paper that reports the findings of – typically experimental – research carried out in a laboratory environment. Insofar as the laboratory setting and thus a part of the research process was controlled by the course instructor, lab reports may be more concise in comparison to a comprehensive research paper and cover only a part of the research process.

Length: Research papers are typically between 10 and 20 pages long (4000-10'000) words. Lab reports and other discipline-specific genres (e.g. mathematical research papers) may be shorter.

Portfolio

Objective: The purpose of a student portfolio is the reflection of a student's learning progress and achievements, typically across courses. It is based on evidence in the form of coursework, assessment tasks, discussions with staff, or original material produced as part of the portfolio. Portfolios help the student evaluate or self-assess learning activities. They thereby establish a basis for decisions about future learning activities. They can also serve as evidence for student achievements vis-à-vis programme staff or externals.

Student portfolios can be used to assess a student's work where the original coursework collected in the portfolio is not already assessed separately. Using portfolios in this way can allow course instructors to gain a more comprehensive and balanced view of a student's knowledge, skills and learning progress, and may reduce assessment bias that is due to the specificities of individual courses.

Where a portfolio is focused on the reflection of learning progress by the student, the 'quality' of this reflection may be subject to assessment in its own right. Grading portfolios in this way risks, however, to introduce a bias into the reflection process towards assessment criteria, which may undermine the original purpose of the portfolio as an instrument for self-inspection and self-assessment.

Length: No recommendation.

4.2 Assessment rules

The Course Coordinator is responsible for describing the assessment task and specific rules applicable to the assignment and include them in the documentation of the assessment modalities of the course description.

Rules for take-home assignments include at least:

- A precise deadline for submission of the assignment (date and time).
- Rules for late submission: The Course Coordinator can decide to impose a penalty on late submission, e.g. in the form of point deductions. This penalty has to be defined and communicated in advance of the assignment of the task (e.g. x points deducted for y hours/days of delay). The Course Coordinator can also define a date after which the assignment is no longer accepted and the grade will automatically be set to zero (0). This date may coincide with the first deadline for submission.
- Modalities for submission (s. below).
- Guidance on the length of the assignment, where applicable. Indications or limits should be given in numbers of words or signs rather than pages.¹³ It needs to be specified whether indications are for guidance only or whether strict limits are imposed. In case of the latter, the consequences for violation of these limits must be defined.
- A style guide containing clear instructions on the use of sources, citation rules, reference styles and other guidance that helps students to comply with rules of academic integrity and avoid plagiarism. The University's handout '[Academic writing: A style guide for students](#)' can be used or adapted for this purpose.¹⁴ Students should also receive a copy or be made aware of the University's handout on '[Understanding and avoiding plagiarism](#)'.
- Formatting requirements may include information on page numbering and page margins, recommended spacing, font types and sizes, and, in the case of electronic submission, the file types accepted.
- Rules on how to mark individual contributions in group work, if required.

4.3 Submission modalities

At the beginning of the course, the Course Coordinator publishes the submission dates and times for all take-home assignments together with the course description. Deadlines for submission have to be in the same semester as the course. They should be set to allow marking and communication of grades to the Board of Examiners on time for the Board's (last) meeting of the semester.

¹³ The number of words per A4 page depends on formatting and typically varies between 250 and 500 words.

¹⁴ A version for teachers can be downloaded from the [VRA documents section of the intranet](#) (ULI), folder 'Academic skills and learning resources'.

The Course Coordinator also specifies how students submit their assignments and to whom. Written assignments must include a completed cover page using the template provided by the University (see the Annex. Templates and forms of this document). Students can download the cover page from the [Academic & information skills webpages of the Learning Centre](#). In the case of electronic submission, students should be advised to submit the assignment in a single document. If the assignment is to be marked anonymously, the following instructions should be followed:

- The student submits the assignment to a trusted third party, e.g. the Study Programme Administrator of the programme. The assignment is submitted such that the cover page can be separated from the text to be marked.
- The student's name and student number are only included on the cover page and do not feature on the text to be marked. Cover page and assignment are linked through a unique identification token included on both documents. The link between token and the student's identity is accessible only to the trusted third party.
- The person having marked the assignment communicates the grade together with the token to the trusted third party, who enters the grade in the system.

Each take-home assignment has to be submitted together with a signed declaration of authorship (see the Annex. Templates and forms of this document) that states the full name of the student, the name of the course for which the assignment was produced, the date of signature, and the following statement:

I hereby declare that I am the sole author of the work entitled xxx and here enclosed, and that I have compiled it in my own words, that I have not used any other than the cited sources and aids, and that all parts of this work, which I have adopted from other sources, are acknowledged and designated as such. I also confirm that this work has not been submitted previously or elsewhere.

For group work or non-written assignments, the statement should be adapted accordingly.

Electronic signatures can be accepted. This should be clarified upon assignment of the task.

Students can download the declaration of authorship from the [Academic & information skills webpages of the Learning Centre](#).

4.4 Fraud

Please consult for all questions concerning plagiarism and fraud the University's Disciplinary procedure in cases of fraud and plagiarism of 9.3.2020 (amended).

The most common facts constituting fraud or attempted fraud in the context of take-home assignments include plagiarism and identity deception.

Plagiarism – The University's Disciplinary procedure in cases of fraud and plagiarism defines plagiarism as "the act, voluntary or involuntary, of copying another person's work and passing it off as one's own", i.e., claiming authorship for the work of another person. Whenever a course features a written assignment, students should receive a copy or be made aware of the University's handout on '[Understanding and avoiding plagiarism](#)', which provides further guidance on the topic.

Identity deception – Identity deception includes the misrepresentation of one's own identity or the use, forging or misrepresentation of another person's identity for one's own purposes. The following are cases of identity deception:

- Signature forging: Signing in another person's name by imitating that person's signature or modifying one's own or another person's signature so as to attribute it to another person;
- Impersonation: Posing as or otherwise pretending to be another person;
- Identity theft: Stealing and using another person's identification or credentials and using them for one's own purpose.

Fraud detected/suspected during marking – In the event of fraud being ascertained or suspected in the process of marking assignments, the person marking the assignment must:

- Finish marking the assignment;
- Write and sign a report, whenever possible using the template ('Fraud, plagiarism and expulsion report') provided by the University – please see the Annex. Templates and forms to this document;

- Report the fraud to the Course Coordinator, the Study Programme Director and the Dean of the Faculty concerned and submit to them a copy of the report.

Marking of assignments and grading – Any student accused of fraud has the right to an equal and fair assessment of her/his assignment.

The Board of Examiners deliberates on the results subject to the same conditions applied to the other examinees. Students accused of fraud have the right to access their transcript of records and to be notified of their grades in courses not affected by the suspected fraud. This is independent of any sanction taken in the future.

Fraud investigation – All suspicions and accusations of fraud reported are subject to an investigation, which must strictly follow the procedure laid down in articles 42 to 47 of the Law and the University's Disciplinary procedure in cases of fraud and plagiarism of 9.3.2020 (amended).

5 Bachelor and master theses

5.1 Assessment task

Where curricula foresee a bachelor or master thesis they usually do so in the form of a dedicated course or module granting between 10 to 30 ECTS credits, in the final year or semester of the study plan. The thesis is most often conceived of as an individual capstone project, i.e. as a culminating and integrative study experience and as a demonstration of the competences the student has acquired during her/his studies. Insofar as it allows for a further concentration of selected competences in areas of particular interest to the individual student, it also serves to accentuate the individual student's educational profile in view of future studies or professional activities.

As a form of assessment, the thesis typically covers a broader range of learning objectives or outcomes, but almost always is focused at least in part on research skills. Its scale implies that it also attests to transversal competences concerning time and project management as well as the ability of the student to integrate and concentrate knowledge from a variety of sources. Beyond such generic purposes, a thesis can be rather more theoretical or applied, explanatory or diagnostic, integrative, comparative, or selective, depending on the objectives and requirements of the curriculum.

While the project work involved in the thesis may vary in scope and structure, the assessment is usually based on a report (the 'thesis') and may or may not involve an oral examination or defence.

The thesis report must be a single-authored work.

5.2 Thesis committee

Article 36, paragraph 5, of the Law demands that the Faculty (the Dean upon proposition of the Programme Director) designates a thesis committee (*jury de mémoire*) composed of two members, one of which must be a member of the professorial staff (*professeur*) or of the external teaching/research staff (*enseignant-chercheur associé*) of the University, in the sense of article 18 of the Law. The Committee may be assisted by an expert from the professional field concerned.¹⁵

The committee is responsible for guaranteeing the appropriate supervision of the student. It receives and evaluates the thesis and decides on the grade.

The thesis committee communicates the result of the assessment and the grade to the Study Programme Administrator. The grade and ECTS credits allocated are confirmed by the Board of Examiners.

5.3 Assessment rules

The Study Programme Director or course coordinator responsible for the thesis module defines the rules for the preparation and submission of the thesis before the beginning of the semester in which the thesis is started and communicates them to the students concerned. These rules must apply uniformly to all students beginning a thesis in a given semester under the same study plan. Where the assessment of the thesis is based on elements other than the report alone (e.g., performance at the defence), the course/module description outlines the respective percentages with which the different assessment elements contribute to the final grade.

Rules for the thesis include at least:

¹⁵ External experts can be representatives of public or private institutions and can come from Luxembourg or abroad.

- A precise **deadline for submission** of the thesis (date and time) – The possibility for a revision after first submission may be foreseen. In this case the supervisor or thesis committee receives the report, evaluates it, and decides whether to accept it, return it for revisions, or reject it. In the case of a rejection, the grade is set to zero (0), the submission counts as one attempt in the sense of article 36, paragraph 1, of the Law, and the student must prepare a new thesis in order to complete the course/module. In the case of a request for revisions, the supervisor or thesis committee specifies the revisions asked for in written and communicates them to the student, together with a deadline for submission of the revised thesis.
- Rules for **late submission**: The Course Coordinator can decide to impose a penalty on late submission, e.g. in the form of point deductions. This penalty has to be defined and communicated in advance of the course (e.g. x points deducted for y hours/days of delay). The Course Coordinator can also define a date after which the thesis is no longer accepted and the grade will automatically be set to zero (0). This date may coincide with the first deadline for submission.
- **Modalities for submission** (s. below).
- **Guidance on the length** of the thesis report. Indications or limits should be given in numbers of words or signs rather than pages.¹⁶ It needs to be specified whether indications are for guidance only or whether strict limits are imposed. In case of the latter, the consequences for violation of these limits must be defined.
- A style guide containing clear instructions on the use of sources, citation rules, reference styles and other guidance that helps students to comply with rules of **academic integrity** and avoid plagiarism. The University's handout '[Academic writing: A style guide for students](#)' can be used or adapted for this purpose.¹⁷ Students should also receive a copy or be made aware of the University's handout on '[Understanding and avoiding plagiarism](#)'..
- **Formatting requirements** may include information on page numbering and page margins, recommended spacing, font types and sizes, and, in the case of electronic submission, the file types accepted.

5.4 Oral defence

Where an oral defence is foreseen, the rules for oral examinations apply (see the section on Oral on-site or online (remote) assessment above).

5.5 Submission modalities

At the beginning of the course, the Course Coordinator publishes the submission dates and times for the thesis together with the course description. Deadlines for submission, including those for resubmission after revisions, have to be in the same semester as the course. They should be set to allow marking and communication of grades to the Board of Examiners on time for the Board's (last) meeting of the semester.

The Course Coordinator also specifies how students submit their thesis. The thesis must be submitted together with the University's cover page using the template provided by the University (see the Annex. Templates and forms of this document). Students can download the cover page from the [Academic & information skills webpages of the Learning Centre](#). In the case of electronic submission, students should be advised to submit the assignment in a single document.

Thesis reports are usually not marked anonymously. If anonymous marking is foreseen, please follow the respective instructions for take-home assignments.

The thesis has to be submitted together with a signed declaration of authorship (see the Annex. Templates and forms of this document) that states the full name of the student, the name of the course for which the assignment was produced, the date of signature, and the following statement:

¹⁶ The number of words per A4 page depends on formatting and typically varies between 250 and 500 words.

¹⁷ A version for teachers can be downloaded from the [VRA documents section of the intranet](#) (ULI), folder 'Academic skills and learning resources'.

I hereby declare that I am the sole author of the work entitled xxx and here enclosed, and that I have compiled it in my own words, that I have not used any other than the cited sources and aids, and that all parts of this work, which I have adopted from other sources, are acknowledged and designated as such. I also confirm that this work has not been submitted previously or elsewhere.

Electronic signatures can be accepted. This should be clarified in advance.

Students can download the declaration of authorship from the [Academic & information skills webpages of the Learning Centre](#).

5.6 Fraud

The most common facts constituting fraud or attempted fraud in the context of a bachelor or master thesis include plagiarism and identity deception. Please see for details the section on Fraud in the chapter regarding take-home assignments above.

All suspicions and accusations of fraud reported are subject to an investigation, which must strictly follow the procedure laid down in articles 42 to 47 of the Law and the University's Disciplinary procedure in cases of fraud and plagiarism of 9.3.2020 (amended).

Annex. Templates and forms

This annex contains the following templates and forms, referred to throughout the document, as printable pdf files. They can be downloaded in Word format for electronic use from the intranet of the University (ULI):

https://intranet.uni.lux/the_university/tr/Pages/VRA-Documents.aspx, folder 'Student assessment':

- Fraud, plagiarism and expulsion report
- Exam cancellation report
- Cover page
- Declaration of authorship
- Privacy notice
- Acknowledgement of receipt of an examination copy
- Letter templates for appeals