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## **Policy regarding the use of internal co-examiners at the School of Communication and Culture**

As part of our efforts to use the resources invested in the degree programmes conducted at the School of Communication and Culture more efficiently, the school management team and the degree programme committees (now known as degree programme boards) discussed a range of possible initiatives in the spring of 2014. Among other things, these discussions indicated that the use of internal co-examiners was one of the areas which could be made more efficient with a view to reducing exam costs and enabling academic staff to spend more time on other teaching activities and research.

**Consequently, the school management team decided to introduce a flexible policy involving the use of a single assessor only for certain types of exam.**

**This policy was introduced for the winter exams of 2014/15 and evaluated in the autumn of 2015 (after using it for two exam periods).**

The guidelines below have been drawn up with a view to incorporating the viewpoints presented during this evaluation by the management, academic staff and students. Efforts have been made to comply with the demand for an efficient use of resources on the one hand, while retaining some of the advantages associated with the use of two internal assessors on the other.

### ***Guidelines for the use of internal co-examiners***

General principle: In general, only one assessor will be assigned to written exam assignments which are to be assessed internally (written take-home assignments on a topic of the student's choice, set take-home assignments, written on-site exams and written portfolio assignments). This principle will be introduced subject to the following specifications and exceptions:

1. When an oral exam forms part of the assessment, two assessors must always be used.
  2. For written assignments which are to be given the assessment 'pass' or 'not pass', a single assessor must always be used. But for exam assignments which are initially deemed insufficient to pass, a second assessor must always be used. The same applies in cases when the assessor is uncertain whether an exam assignment should pass or not pass. The new assessor should not be informed in advance of the reason why a second assessor is to be involved.
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The following four specific guidelines apply to written exam assignments requiring a graded assessment:

3. Two assessors can be used if the teacher/examiner is a newly appointed part-time lecturer, a PhD student or a newly appointed assistant professor. In general, only one assessor will be assigned to written exam assignments if the examiner is an experienced assistant professor, associate professor or professor. If there is any doubt, the head of department must decide whether two assessors should be used.
4. Heads of department may decide to use two assessors if a course is being conducted for the first time, and if a certain amount of expert consultation is deemed to be necessary in connection with the exam.
5. A second assessor must always be used in the following cases:
  - a) When the examiner initially gives an exam assignment the grade 00 or -3.
  - b) When the examiner is in doubt about the assessment. The new assessor should not be informed in advance of the reason why a second assessor is to be involved.
6. Heads of department may also allocate resources to ensure that two assessors are used for a small number of other written exams. This will make it possible to make the assessment of written exams the focal point for the exchange of expert viewpoints and development.

To ensure that exams are administered efficiently, a decision about the number of assessors allocated should be taken before the task of exam planning commences.