

Guidelines on conducting online written examinations

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General information

The University of Duisburg-Essen assists examiners in converting to and conducting online examinations and similar forms of assessment (online written examinations and take-home exams), as well as conducting oral examinations via video conferencing systems. Please find separate guidelines on conducting oral examinations online here: [Guidelines on conducting oral examinations via online video conferencing systems](#)

Pursuant to Section 4 of UDE's regulations for the implementation of the Corona Epidemic University Ordinance (CEHVO; current German version: [here](#)), forms of teaching and learning, as well as further forms of teaching and learning stipulated in the subject-specific examination regulations can be offered as digital formats or as hybrid concepts combining analogue and digital formats.

Pursuant to Section 9 of UDE's regulations for the implementation of the CEHVO (current German version: [here](#)), the examination formats defined in Section 14 (6) of the General Examination Regulations (RPO) for Bachelor's Degrees and in the subject-specific examination regulations can also be conducted in electronic form or using electronic means of communication. The module coordinator will take the relevant decisions in consultation with the examiners.

Please find essential information from an organisational, technical and legal perspective below (including the necessary steps to be taken and contact persons for support for the relevant activities), as well as references to further didactic information regarding examination tasks, taking into account overall central conditions and regulations in the context of the pandemic. These guidelines were agreed within the [task force for teaching and learning](#) and will be revised as required.

Notifying the Examinations Office

Pursuant to Section 9 (3) of UDE's regulations for the implementation of the CEHVO (current German version: [here](#)), students must be informed of changes to the format of an examination **two weeks** before the examination date at the latest. In order for such information to be communicated in due time, another **three working days** must be allowed for processing at the Examinations Office.

Therefore, the person responsible for the relevant course at the Examinations Office must be informed first to ensure that the examination format is changed in the system and students receive an automatic notification of the format change (by email). The updated examination format and, if specified, the system used for the examination will then be displayed to students in the campus management system. Please find the person responsible for the relevant course at the Examinations Office here: <https://www.uni-due.de/verwaltung/pruefungswesen/studiengaenge.shtml>

The specific type of examination can only be changed once per semester for each examination date (Section 9 (4) of UDE's regulations for the implementation of the CEHVO; current German version: [here](#)).

Online written examinations

General information

An **examination log** must be compiled for each online written examination. The examination log is to be sent to the Examinations Office along with documentation on noteworthy incidents within three days after the relevant examination. A digital examination log form is available from the Examinations Office.

When composing varying examinations (e.g. through randomisation), it must be ensured that the different examinations set for different candidates are equivalent. This applies in particular to different examinations set for different cohorts.

In Moodle, online written examinations should only be realised using the 'Quiz' activity ('Test' in the German version of Moodle) if at all possible as this allows automatic marking for various types of questions. In addition to Moodle, the LPLUS and JACK systems are also available for online written examinations. In particular, the information on marking and retention (see below) refers to the 'Quiz' activity.

Didactic notes

When designing online written examinations, please bear in mind that their purpose is to assess the competencies that students have developed during the relevant classes. Therefore, the tasks in the examination should be appropriately connected to the predefined learning outcomes and the teaching and learning process (activities and content) of the classes (see the [constructive alignment](#) model, for example; information on the linked website is in German only).

When designing and conducting remote examinations, certain aspects that result from the distance in space and time are to be given particular consideration in the compilation of examination questions and tasks since students are faced with a heterogeneous examination and supervision situation. For example, questions received from students cannot always be answered simultaneously. In order to minimise the number of questions and enable students to work on the examination tasks in an optimised way, it is helpful if the tasks set for the examination are phrased in a concise and easily understandable manner. As regards the phrasing of examination tasks, this means that a description of the issue at hand and instructions on how the task is to be approached should be included (see Hartig & Klieme, 2007, p. 29). Furthermore, the following applies to both open and closed response formats:

- The tasks should be phrased using commonly understandable language.
- The tasks should not contain any unnecessary additional information unless this is part of the competencies to be assessed.
- The wording of the tasks should not contain any negations if they can be avoided in order to prevent misunderstanding due to double negations, for example.
- The tasks should contain all necessary information to allow correct completion (e.g. maximum response length, capital and lower-case letters, number of decimal places or rounding, multiple or single correct answers, etc.).

However, economic quality criteria are also to be considered with regard to examinations since closed questions are not suitable for assessing all intended teaching objectives and a large number of open tasks, on the other hand, require more time to work on and to assess. Please find further information

on the design of tasks for online examinations, bearing in mind aspects of university didactics, under https://www.uni-due.de/imperia/md/content/zhqe/gestaltung_von_aufgaben_in_online-pru%CC%88fungen.pdf (German only).

Notifying the relevant system operator

A notification regarding the online written examination specifying

- the date
- the start and end times
- the HISinOne exam number
- the title of the exam and
- the anticipated number of participants

must be submitted to the operators of the relevant systems ideally at the same time as your notification to the Examinations Office and, at the latest, one week before the exam to ensure that the examination can be set up and the required server capacity made available within the system in due time. Please use the email addresses below for this purpose:

- jack@paluno.uni-due.de
- lplus@uni-due.de
- moodle@uni-due.de

Please note: requests for online written examinations in Moodle are to be submitted exclusively via moodle@uni-due.de, not via the course administration in the system itself. This also applies to requests for duplicates of Moodle course pages that were used for online written examinations in the past semester. In addition, please use a separate Moodle course for each online written examination and do not conduct multiple exams in one Moodle course. This does not apply to any potential deferred examination dates.

Preparation

1. When using systems that the students (and teaching staff) do not yet know, sufficient time must be allowed for them to *familiarise* themselves with the relevant system. Particular consideration should be given to the instructions and manuals for the individual systems for remote computer-aided examinations that are available at <https://www.uni-due.de/de/covid-19/lehrende-en.php>.
2. Students should be given the opportunity to *try out the system* to be used and familiarise themselves with it before the examination, e.g. by means of a mock exam. If the number of participants for a mock exam is expected to be high (more than 400), the system operators must also be informed of the relevant date and time.
3. Students must be *informed about the procedure* for the examination in good time. In doing so, information should be provided in particular about the selected examination format and the overall conditions.

4. Students should also be informed about the *technical equipment that is required*. In order to participate in an online written examination from home, candidates need a computer with an up-to-date browser and a stable Internet connection. If the online written examination is conducted in Moodle, students are to be informed that the Moodle app is not suitable for taking exams.
5. *Communication options* should be provided for students to contact the teaching staff during the examination if necessary. This can be done, for example, via video conference, by email or, in case of a local failure of the Internet, by (mobile) phone. The candidates should be informed of the available communication channels including the relevant contact information before the examination.

Making the questions and tasks available

It is to be ensured that

- the online written examination is provided at the specified time in electronic form via a virtual platform that is not publicly accessible (Moodle, JACK or LPLUS)
- only students who have been admitted to the relevant examination have access to the documents
- access to the documents is only available during the planned processing time and that online written examinations in Moodle are exclusively conducted via the 'Quiz' (Test) activity.

Please find information on enrolling students in Moodle courses in the instructions under <https://www.uni-due.de/zim/services/moodle/> (German only). For information on admission processes in JACK or LPLUS, please contact the shared mailboxes specified above.

Declaration of own work and instructions on possible sanctions

A declaration of own work, which must be confirmed by the students, may be prepared prior to the examination. The declaration of own work is to be submitted exclusively online, e.g. by means of an acknowledgement of the consent form (in the form of a single-choice question) as part of the examination. Please find a proposed text for the declaration of own work *below* ([see the end of this document](#)).

Prior to the examination, candidates should also be made aware of possible sanctions in case of examination offences. Acknowledgement of the relevant instruction can also be confirmed online. The use of non-permitted aids can also be sanctioned. Please find a proposed text for the instructions on possible sanctions *below* ([see the end of this document](#)).

Identity checks and video monitoring

The candidates' identities may be checked before the examination starts. The faculties are responsible for organising and conducting identity checks.

In doing so, please consider that the time required for this is not included in the time allowed for the examination. Please bear in mind that students may have other commitments immediately before or after the examination. Therefore, it is important that the newly resulting time frame be communicated

in good time (e.g. the initial time frame of 2–4pm for the exam could be extended to a new 1.15–4pm time frame).

To enable a check of the candidates' identities before the examination and, if required, video monitoring of the students during the examination, an option must be available to connect a camera and microphone.

Both an identity check before the examination and video monitoring of students during the examination are only permissible **if an alternative solution is available to the students**. Thus, students who cannot fulfil the technical requirements or who do not want to participate in this form of identity check and/or monitoring for other reasons have **the opportunity to opt out**.

In this case, the students participate in the online examination without having their identities checked and/or being monitored and must be aware that their performance may be subsequently reviewed, if necessary on University premises.

This process is not an additional examination that the student takes but serves to establish whether or not there has been an examination offence, which can also happen after a face-to-face examination. For this process to be applied, there must be an initial suspicion that goes beyond the student's opting out.

(Note: if a student refuses to have their performance subsequently reviewed because they are suspected of having committed an examination offence, this may result in the assessment being considered an examination offence. The burden of proof lies with the University. Please be advised that documentation is mandatory.)

The relevant faculty is responsible for organising and conducting video monitoring and subsequent reviews. Moreover, the burden of proof in cases of suspicion lies with the faculties – as is the case with face-to-face examinations.

Marking and retention

For the most part, marking is carried out automatically for online written examinations conducted in Moodle, LPLUS and Jack. Tasks that require free-text entries or uploads are excepted from this automated process, but the marking of these components can be carried out directly in the system.

If, in exceptional cases, it is necessary to download local copies of examinations and marking in Moodle is not possible, the examiner is personally responsible for compliance with data protection regulations and ensuring that the document cannot be modified. In such cases, it is recommended that the network drives provided by the ZIM be used. Once they have finished marking, examiners must sign the local PDF files containing their marks and comments using their personal certificate to ensure that subsequent alterations are no longer possible. The PDF files are then to be assigned a unique document name (see below) and uploaded to a hidden folder in the relevant Moodle course (see instructions: <https://www.uni-due.de/zim/services/moodle/> (German only)).

A unique document name is necessary to ensure that the files can be clearly matched with the relevant students. For this purpose, please include the examination code (e.g. ZEB10247), the date of the examination (month_year) and the student ID number (e.g. 2280610) in the file name (ZEB10247_3_2021_2280610). Only if the students' submissions including marks are reintegrated in Moodle can it be ensured that the comments, which are part of the examination documents by legal definition, are included in the central retention copies.

Moodle logs the activities during the processing of the online written examination. In order for this data not to be deleted once the general retention periods within the system end, the Moodle administrators at the ZIM will export this data from the system upon completion of the examination/marking process for documentation and archiving purposes.

Retention copies of online written examinations conducted in Moodle are centrally created on defined dates by means of a backup in Moodle. You do not need to carry out any activities or inform the system operator or the Examinations Office for this to happen. The Examinations Office will inform you of the relevant date in good time to allow you to complete any outstanding marking processes and viewings of examination files. The defined date for the winter semester 2020/2021 is yet to be communicated.

LPLUS and JACK also provide options for exporting online written examinations from the systems (by means of a database backup) and thus retaining the relevant data. However, marks and comments that teaching staff have entered offline and thus outside the system will not be included in examination backups from JACK.

Take-home exams

General information

A take-home exam is a written examination that is not conducted at the University but in an unsupervised manner at home. It is a question-based piece of work in which individual issues need to be resolved independently within a relatively short period of time (e.g. 8, 12 or 24 hours) and using additional aids. Approved aids (open book) are to be clearly specified. In contrast to the written online examinations mentioned above, take-home exams can be described as question-based papers, since students receive the examination tasks at a specific point in time, work on them without supervision and submit their work afterwards.

Due to the relatively long time frame allowed for such exams and the lack of supervision, discussions among students cannot be ruled out. Therefore, open questions that require individually elaborated responses are most suitable for this format.

As has been mentioned in the case of online written examinations, teaching staff must weigh up various quality criteria in favour of or against conducting take-home exams. Due to the large number of open, individual tasks, different levels of competencies can be assessed. Moreover, a relatively low level of technological processing is required to set such exams remotely. On the other hand, the effort required for marking is much higher than for closed questions due to the open tasks.

Take-home exams should only be realised using the 'Assignment' ('*Aufgabe*') activity in Moodle. Thus, access to the system is only necessary for retrieving the tasks and uploading the solutions, which reduces the impact of technological issues, especially in view of the longer time frame allowed for take-home exams. In particular, the information on marking and retention (see below) refers to the 'Assignment' activity.

Didactic notes

There are different possibilities that you can consider when designing your examination in order to make it more difficult for students to pass on sample solutions or work on the solutions jointly:

- Avoid questions to test factual knowledge and closed questions. Allow differentiated responses within the tasks you set by asking open and differentiated questions (e.g. requesting explanations of the answers given). Open questions support the independent development of answers by students as they do not offer response options but encourage students to elaborate on their own knowledge and views.
- Divide the students into groups with different exam versions (e.g. exam A, exam B).
- Modify individual aspects within the tasks between the different versions of the exam. By modifying the tasks (e.g. different literature references, case studies, figures, values, etc.), students are also encouraged to develop individual responses.
- Change the order of the tasks in order to make it more difficult for students to work on their exams simultaneously.

Another feature of take-home exams is the fact that it is permitted and even explicitly encouraged to use aids to solve the tasks (e.g. scripts, specialist literature, data sets, software, etc.). Since aids are available in this format, questions testing factual knowledge in take-home exams would rather tend to assess the meta competency of gathering information quickly. Therefore, it is recommended to give priority to the application of the acquired factual and methodological knowledge in such exams. Please find a categorisation of learning objectives by complexity at <https://ep.elan-ev.de/wiki/Lernziel> (German only).

In take-home exams, suitable task formats require students to:

- classify issues and explain correlations in their own words
- carry out text analyses
- research, compare and critically examine different perspectives on a problem
- describe and give reasons for possible options to resolve a case study
- apply abstract knowledge (e.g. concepts, models, standardised processes, etc.) to realistic case studies
- test and critically assess existing hypotheses
- develop their own hypotheses
- solve tasks using other media (e.g. research and critical assessment of reviews, processing of data sets, analysis of image material, programming tasks, etc.).

This list is not exhaustive, but it illustrates the potential that take-home exams provide for assessing different competencies.

When testing different competencies, it is to be ensured that students have already acquired the required factual and methodological knowledge. In order to ensure that the exam can be successfully completed, the complexity of the tasks is to be aligned with the teaching and learning activities previously carried out as part of the relevant class (see p. 3, [Constructive alignment](#); German only).

In addition, you can make sample questions for the exam available in a suitable place to give students an impression of this new format and an opportunity to prepare for the exam comprehensively and in due time (see p. 4, Preparation).

Students should not write their responses by hand but exclusively typewrite them on a computer. As is the case with seminar papers, formatting requirements (line spacing, font size, typography, layout, etc.) and the maximum number of pages should be specified (providing a template could also be helpful). By doing so, it is ensured that the work is comparable and that a digital check for plagiarism can be conducted if there is any suspicion (see <https://www.uni-due.de/ikm-vorstand/plagsoft>).

Notifying the relevant system operator

For each take-home exam, the system operator will set up a separate Moodle course page in a separate section of Moodle that has been established specifically for this purpose.

A notification regarding the examination specifying

- the date
- the start and end times
- the HISinOne exam number
- the name of the course page and
- the anticipated number of participants

must be submitted to the system operator ideally at the same time as your notification to the Examinations Office and, at the latest, **one week** before the exam to ensure that the exam can be set up within the system in due time. Please use this email address for this purpose: moodle@uni-due.de

Please note: requests for take-home exams are to be submitted exclusively via moodle@uni-due.de, not via the course administration in the system itself. This also applies to requests for duplicates of Moodle course pages that were used for take-home exams in the past semester. In addition, please use a separate Moodle course for each take-home exam and do not conduct multiple exams in one Moodle course. This does not apply to any potential deferred examination dates.

Preparation

1. When using systems that the students (and teaching staff) do not yet know, sufficient time must be allowed for them to *familiarise* themselves with the relevant system. Therefore, students should be given the opportunity to *try out* the Moodle space and familiarise themselves with it before the take-home exam, e.g. by means of a mock take-home exam.
2. Students are to be *informed about the procedure* for the take-home exam in good time. In doing so, information should be provided in particular about the selected examination format and the overall conditions including the approved aids.
3. Students should also be informed about the *technical equipment that is required*. In order to participate in an online examination from home, candidates need a computer with an up-to-date browser and a stable Internet connection.
4. Irrespective of the options for identity checks and video monitoring, communication options must be provided for students to contact the teaching staff if necessary. This can be done, for example, via video conference, by email or, in case of a local failure of the Internet, by (mobile) phone. The candidates must be informed of the available communication channels including the relevant contact information before the examination.

Making the questions and tasks available

The time and place where the questions and tasks will be made available and the submission deadline are to be published at an appropriate location that the students know (e.g. via HISinOne, a central website of the responsible chair/faculty and/or on the Moodle course page).

It is to be ensured that

- the take-home exam is provided at the specified time in electronic form on a Moodle course page that is not publicly accessible
- only students who have been admitted to the relevant examination have access to the documents
- access to the documents is only possible during the time frame allowed for working on the exam.

Please find information on enrolling students in the Moodle course in the instructions under <https://www.uni-due.de/zim/services/moodle/> (German only).

Declaration of own work and instructions on possible sanctions

Along with the release dates of the exam, **instructions regarding the approved aids and aids that are not permitted** are also to be communicated (once more). It is to be pointed out that **software for detecting plagiarism** may also be used in order to detect examination offences. The communication of the exam release dates and the relevant instructions is to be documented. Punctual release of the questions and tasks is possible via Moodle as the system allows scheduled access control for certain documents and activities.

The relevant declaration of own work and instructions on possible sanctions are already available in the 'Assignment' ('Aufgabe') activity in Moodle. Please see the information on activating this function in our manual under <https://www.uni-due.de/zim/services/moodle/> (German only).

Moodle logs the activities during the processing of the exam. In order for this data not to be deleted once the general retention periods within the system end, the Moodle administrators at the ZIM will export this data from the system upon completion of the examination/marking process for documentation and archiving purposes.

Submitting the take-home exam

Students have to upload their edited documents to the Moodle 'Assignment' activity before the end of the submission deadline in order for their work to be assessed. It is recommended that students exclusively upload PDF files. Common word processing software such as Word or LibreOffice/OpenOffice can help students do so as they provide options to automatically create PDF files. Please make sure that students are informed about how they can create a PDF document in good time. Moodle ensures that no further submissions will be accepted after the relevant deadline.

If students encounter technical problems when uploading their solutions, they must document this in a suitable manner (e.g. screenshot) and immediately send the proof to UDE by email along with their solution. If you do not wish your work email address to be used in this context, you can request a shared email address for this purpose. To do so, please contact benutzerverwaltung@uni-due.de.

Without the above-mentioned proof, submissions received after the deadline will be handled and recorded as 'nicht erschienen/nicht eingereicht (NE)' (not attended/not submitted) and thus a failed attempt. As a consequence, the attempt will count towards the maximum number of attempts allowed (no 'free attempt'). This fact should explicitly be pointed out to candidates once again before they register for the exam.

Marking and retention

Please find a detailed description of the different options for marking the submitted solutions in the instructions for the use of the 'Assignment/Quiz' ('*Aufgabe/Test*') activities on the pages of the Moodle competence centre: <https://www.uni-due.de/zim/services/moodle/> (German only).

Examiners should mark the submitted take-home exams directly within the 'Assignment' activity on the Moodle course page. However, the marking function is only available if students submit their solutions as PDF files; see instructions: <https://www.uni-due.de/zim/services/moodle/> (German only).

If, on the other hand, examiners download the submissions and do not carry out marking in Moodle, they are personally responsible for compliance with data protection regulations. In such cases, it is recommended that the network drives provided by the ZIM be used. Once they have finished marking, examiners must sign the local PDF files containing their marks and comments using their personal certificate to ensure that subsequent alterations are no longer possible. Then, these PDF files are either to be uploaded to the 'Assignment' activity as feedback files or to a hidden folder in the relevant Moodle course, with unique document names assigned (see below). Both options are described in the instructions under <https://www.uni-due.de/zim/services/moodle/> (German only).

A unique document name is necessary to ensure that the files can be clearly matched with the relevant students. For this purpose, please include the examination code (e.g. ZEB10247), the date of the examination (month_year) and the student ID number (e.g. 2280610) in the file name (ZEB10247_3_2021_2280610).

Only if the students' submissions including marks are reintegrated in Moodle can it be ensured that the comments, which are part of the examination documents by legal definition, are included in the central retention copies. This version must be documented along with the date and time of archiving to permit relevant information to be presented and proven during potential legal proceedings. It must be possible to print the relevant documents. In this scenario, the upload process of the marked version can also be logged by the system.

Retention copies of the submission itself and the marked version will be generated as part of a backup in Moodle on a defined date. You do not need to carry out any activities or inform the system operator or the Examinations Office for this to happen. The Examinations Office will inform you of the relevant date in good time to allow you to complete any outstanding marking processes and viewings of examination files. The defined date for the winter semester 2020/2021 is yet to be communicated.

Viewing of examination files

Students have a statutory right to view their examination files. As part of viewing their examination files, which candidates must request within a month after the release of the examination results, the entire examination record must be disclosed to the candidate (and their solicitor if applicable). This includes the questions and tasks set for the examination. The right to view one's files results from the principle of ensuring effective protection of rights as stipulated by the German Basic Law (*Grundgesetz*; GG). Without an appropriate level of information about the procedures for determining their performance and assessments relating to them, it is difficult for a candidate to establish whether their rights to equal opportunities (Art. 3 (1) of the GG) and to freely choose their profession (Art. 12 (1) of the GG) have been duly protected without any errors of law. They cannot assert their constitutional right to a revision of the examination results in the required manner if they have not previously been granted access to information on the material circumstances relating to their examination. The material circumstances of an examination include the questions and tasks set for the examination. This was

also particularly emphasised in the reasoning for the introduction of the new No. 10 of Section 64 (2) of the North Rhine-Westphalian Higher Education Act (HG NRW), the wording of which is identical to Section 32 (1) of the RPO regarding the provision of copies.

The files can be viewed either in a face-to-face meeting or in digital form, e.g. as part of a video conference or via the Moodle system itself, if the student agrees to this form and only the individual student participates in the video conference and if it is ensured that only data relating to the relevant student is displayed. Please find information on how to allow students to view their files within the Moodle system in the instructions: <https://www.uni-due.de/zim/services/moodle/> (German only).

Furthermore, students have a statutory right to be provided with a copy of their entire examination record. This includes the questions and tasks set for the relevant examination. Thus, students must be allowed to make a copy or a duplicate that is true to the original (e.g. taking a screenshot or a photo) upon request. In this context, please be advised that the questions and tasks set for the examination are protected by the examiner's copyright. This should be pointed out to the students to prevent reproduction or publication of the questions and tasks set for the exam as far as possible. Copyright infringements can have legal consequences under both civil and criminal law.

Pursuant to Section 32 of the RPO for Bachelor's Degrees, the Examination Board is to define the details regarding the viewing of examination files, in particular the time and place of the viewing.

Compensation for disadvantages

If longer time frames for working on the examination are to be allowed as compensation for disadvantages, Moodle, LPLUS and JACK provide options for defining corresponding user or group-specific settings. Please find information on compensation for disadvantages in Moodle in the instructions under <https://www.uni-due.de/zim/services/moodle/> (German only).

Please find information regarding compensation for disadvantages in Section 15 of UDE's regulations for the implementation of the CEHVO (current German version: [here](#)) and under <https://www.uni-due.de/inklusionsportal/nachteilsausgleich.shtml> (German only).

Proposed texts for the declaration of own work and instructions on possible sanctions

In order to give consideration to the respective examination formats, it is recommended to use different declarations of own work for online written examinations and take-home exams. Declarations of own work are already available in Moodle.

Proposed text for the declaration of own work for online written examinations:

I, [candidate's name], hereby declare that I will work on the [exam title] examination on my own, using only the relevant aids (as communicated and permitted by the person conducting the examination), and within the defined time frame. In particular, I confirm that I will not solicit unauthorised help from others and will not communicate with others during the examination, apart from the person conducting the examination.

Moreover, I declare that I have not passed on the access information for this examination to others and will not do so in future.

I am aware that an untruthful declaration may entail legal consequences and, in particular, result in my receiving a 'fail' on the examination. Furthermore, I am aware that the examiner may ask me further questions on the subject matter within the marking period if they suspect misconduct.

Proposed text for the declaration of own work for take-home exams:

Upon submitting my work, I declare that I have worked on the present questions and tasks on my own and without soliciting unauthorised help from others, using only the stated aids, and that I have referenced sections that I have adopted from the sources I have used verbatim or in essence as such.

Proposed text for the instructions on possible sanctions:

If an examination offence, which includes plagiarism, can be proven, the relevant assessment will be marked as 'insufficient (5.0)'. In serious cases, the Examination Board may exclude the student from repeat examinations (Section 22 (4) of the General Examination Regulations for Bachelor's Degrees (RPO BA)/Section 21 (4) of the General Examination Regulations for Master's Degrees (RPO MA)). In addition, a deliberate examination offence may be punishable as an administrative offence (Ordnungswidrigkeit) with a fine amounting to up to €50,000 (Section 22 (6) of the RPO BA/Section 21 (6) RPO MA).

In cases of multiple or otherwise serious examination offences, the candidate may be removed from the register of students (Section 22 (6) of the RPO BA/Section 21 (6) RPO MA).

Relevant software for detecting plagiarism or other electronic means will be used in order to detect examination offences.

The responsible examiner or invigilator may exclude a student who disturbs the orderly progress of an examination from participating in the further course of the examination following a warning. In this case, the relevant assessment will be marked as 'insufficient (5.0)' (Section 22 (5) RPO BA/Section 21 (5) RPO MA).

Pursuant to Section 13 (2) of the regulations for the implementation of the Corona Epidemic University Ordinance at UDE, examination attempts that are marked as 'failed' or 'insufficient' due to absence without an excuse, an examination offence or a breach of regulations are not included in the regulation that failed attempts do not count towards the maximum number of attempts allowed as stipulated in Section 13 (1). Therefore, such attempts at an examination will be counted as regular attempts. The publication of the release dates and the relevant instructions are to be documented.

In addition, please be advised that any case of forgery of official documents issued by the University of Duisburg-Essen that are suitable and intended to be used as proof in legal matters, such as student ID cards, will be reported.

Support

Good practice

See the Faculty of Chemistry's Moodle page: <https://moodle.uni-due.de/course/view.php?id=19516>.

Regulations for the implementation of the Corona Epidemic University Ordinance (CEHVO)

(current German version: [here](#))

Coronavirus information for teaching staff <https://www.uni-due.de/de/covid-19/downloads.php>

Didactic notes

Design of questions and tasks for online examinations. Short list of links and literature on didactics: https://www.uni-due.de/imperia/md/content/zhqe/gestaltung_von_aufgaben_in_online-pru%CC%88fungen.pdf (mostly in German).

Page on the topic of the constructive alignment model on e-teaching.org (German only): <https://www.e-teaching.org/didaktik/konzeption/constructive-alignment>.

Information page on the categorisation of learning objectives from ELAN e.V. (in German): <https://ep.elan-ev.de/wiki/Lernziel>

Hartig, J., & Klieme, E. (2007). Möglichkeiten und Voraussetzungen technologiebasierter Kompetenzdiagnostik: Eine Expertise im Auftrag des Bundesministeriums für Bildung und Forschung. *Bildungsforschung; 20*, pp. 17-36.

Email addresses

For notifying the examination system operators

jack@paluno.uni-due.de

lplus@uni-due.de

moodle@uni-due.de

You can request shared mailboxes via benutzerverwaltung@uni-due.de.

Moodle competence centre

<https://www.uni-due.de/zim/services/moodle/> (note in particular the instructions on the 'Aufgabe' and 'Test' activities; only available in German)

Oral examinations via online video conferencing systems, guidelines

[Guidelines on conducting oral examinations via online video conferencing systems](#)

Compensation for disadvantages <https://www.uni-due.de/inklusionsportal/nachteilsausgleich.shtml> (German only)

Software for detecting plagiarism <https://www.uni-due.de/ikm-vorstand/plagsoft> (German only)

Systems used for examinations

JACK: <https://www.uni-due.de/zim/services/jack.php>

LPLUS: <https://www.uni-due.de/zim/services/pc-pruefungen/>

Moodle: <https://www.uni-due.de/zim/services/moodle/>

Examinations Office <https://www.uni-due.de/verwaltung/pruefungswesen/studiengaenge.shtml>

Concluding notice

In case of disagreements, objections and legal proceedings that may arise in the context of examinations conducted in an online environment, the University of Duisburg-Essen supports the examiners and teaching staff as a matter of principle if the legal regulations regarding examinations and applicable legal requirements were adhered to.