

## **Completing rules for the programme regulations of June 1st 2005 relating to tests and examinations etc.**

approved by the Study Board for the Basic Studies in the Humanities  
at Roskilde University, June 8th, 2005

### **Projects**

During the course of the semester, project work is evaluated internally in the house by means of a problem formulation seminar, a mid-term seminar and a presentation seminar.

The problem formulation seminar - which takes place shortly after the choice of project and the group formation process – is with the participation of the group and its supervisor and, possibly, also an opponent group and their supervisor. The problem formulation that is subsequently delivered to the house secretary should be discussed at this seminar, but also the project's dimensional framework and its relationship to the requirements concerning foreign language material and the non-Nordic cultural field.

At the mid-term seminar – which takes place midway in the project process - the group, their supervisor, an opponent group and their supervisor participate. At this seminar, there should be a discussion of the project, its dimensional framework and its relationship to the requirements relating to foreign language material and the non-Nordic cultural field. The discussion is based on the group's project description, which should include the problem formulation and a draft of the disposition, theory and method.

At the presentation seminar, the project group, together with the opponent group, evaluates the project based on the completed project report and in relation to the opponent group's written criticism. If the project group wishes, the project supervisor or another supervisor from the house may participate, not in order to assess the project, but in order to advise on the opponent culture of the basic studies programme. The supervisor should avoid participating in the presentation seminar in such a way as to anticipate the ensuing project examination.

The presentation seminar takes place between three and eight working days before the project examination. This is to ensure that the project group is given enough time to reflect on the results of the evaluation.

The project work is evaluated by oral examination. The supervisor(s) participate as examiner(s). At the examination after the three first semesters, the internal censor(s) also participate. At the examination after the fourth semester, external censor participates.

The examination is individual and can be conducted as a group examination. The examination is based on the semester's project report, which should be sent to the censor no later than 15 days before the examination. Examinations with an internal censor are also based on the censor's written criticism, which the secretary delivers to the students after the presentation seminar and no later than three working days before the examination.

The examination is conducted as a conversation between the student(s), the examiner(s) and the censor(s). The examination has an duration of 30 minutes per student, including time for the examiner and the censor to deliberate the marking, though maximum three hours. The purpose of the examination is to assess each student's work and his or her acquisition of the insight, understanding and skills that are described in the Study Regulations.

The evaluation occurs in relation to the dimensions on which the basic studies programme in the humanities is based. The dimensional framework should be described in the project report, and it should be evident from the report and from the project examination which of the four dimensions from the basic studies in the humanities programme, the project is based on.

The evaluation takes into account the students' academic level in relation to their progression in the education programme:

At project examinations after the first semester, emphasis is placed on the students' treatment and understanding of the applied theories, methods and concepts, and it is required of each individual student that he or she can take an independent position in relation to the project content in its entirety. In addition, the student should be able to give a critical assessment of the chosen methods and the results achieved.

At project examinations after the second semester, emphasis is also placed on the students' ability to combine different theoretical and/or methodological elements, possibly drawn from different professional traditions.

At project examinations after the third semester, emphasis is also placed on whether the student is capable of relating these different elements critically to each other.

One mark is awarded according to the 13-point scale for each examination.

In connection with the examination, the evaluators assess the following:

- the project's dimensional basis;
- whether the project is predominantly based on English-, French- and/or the German language material or material in another foreign language authorised by the Study Board;
- whether the project mainly considers a cultural-social problem area within a non-Nordic cultural field.

If a student, after passing the fourth project examination, does not fulfil the provisions in the Study Regulations' § 28 by the absence of

- a project based on one of the four dimensions,
  - a project that is primarily based on English-, French- and/or the German language material or on another foreign language authorised by the Study Board, or
  - a project that predominantly considers a cultural-social problem area in a non-Nordic cultural field,
- then the student should complete a project process in such a manner that these requirements are satisfied. If exceptional reasons in the study process support this, the student can apply to the Study Board for permission to satisfy the requirements by means of another equivalent, independent study activity.

Passed examinations can not be retaken. Students who do not pass the project examination, can choose the same project report as the basis for re-sitting the examination.

### **Courses**

To assess the participants' acquisition of the content in the basic courses, special courses and language courses, the course teacher will subject the students to one of the following examinations:

- individual essay examinations as a home assignment, with a given or self-chosen topic
- individual oral presentation in connection with the course
- a group written essay with individual presentation in connection with the course

The Study Board can authorise other forms of examination following a request from the teacher and before the course commences. The forms of examination should ensure that the student is assessed individually. Where possible, the form of assessment should strive to conform to the course's content and form so that the examination is integrated in a meaningful fashion with the course activity and thus has educational value.

Basic courses, special courses and language courses are assessed by internal examination for each course. One mark is given – "passed" or "not passed" – for each examination.

### **Credit transfer**

Study activities that the student has followed in a Danish or foreign institute of higher education, and which can be documented by the presentation of an examination certificate, a course diploma, or other attestation from the institute of education, can be approved by the Study Board as being completely or partly equivalent to study activities that are required according to the provisions outlined in the Study Regulations for Basic Studies in the Humanities.