



## Evaluation: Rules and Procedures

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Approved: October 2013

Revised: May 2019

### I. INTRODUCTION

Evaluation has a significant impact on how students work and on the quality of their learning. The purpose of this document is to provide the management board of each School or Department with a set of general guidelines to be adapted to their specific teaching requirements. The appendix comprises a number of examples offered as positive recommendations of good practices.

### II. EVALUATION PLANNING

1. Evaluation is a key responsibility of university teaching staff. At the same time, university management authorities also play a role in guaranteeing that program curricula include appropriate evaluation plans. Thus, among other things, it may be ensured that evaluation plans correspond to the objectives of each subject, and that the required coordination across subjects is achieved. The management boards of Schools and Departments are responsible for identifying where evaluation plans fail to reflect the set objectives and for working to correct any inconsistencies, taking into account that evaluation plans should encourage active engagement on the students' part and incentivize thorough and conscientious personal study of each subject.
2. Both university teaching staff and management boards are to take the ideas outlined above (no. 1) into consideration in designing, developing and revising program and subject outlines so as to ensure that teaching activities and evaluation tasks reflect the expected amount of student work for each subject. It is important that students be given enough time to reflect on and study the contents of each subject.

### III. EVALUATION CRITERIA

3. The evaluation criteria are to be published in the subject outline. Once the subject outline is publically available, professors are to respect these criteria, which may be changed only in exceptional circumstances. Each evaluation task to be done by the student is to be listed for the relevant academic year, along with the date of completion or submission, as well as its weighting in the final grade.
4. The subject outline should also detail how the evaluation criteria apply in atypical cases – repeat students, for instance, or students with special educational needs.

5. If the evaluation plan includes a final examination, the weighting of the latter in the student's overall grade for the subject should be indicated in the subject outline.
6. The evaluation methodology must enable students to achieve grades that reflect their commitment and performance; in practice, therefore, high grades ought to be achievable.
7. Oral examinations are public events: the subject professor is to be accompanied by at least one other teacher.
8. A re-sit examination period must be offered. The evaluation criteria pertaining to the re-sit examination are to be set out by each professor in the subject outline.
9. Undergraduate students who have already passed the subject may apply to sit the re-sit examination in the same academic year. An application to do so must be submitted at least five days before the start of the re-sit examination period. The final grade for the subject will be the grade obtained in the re-sit examination, even if that grade is lower than the grade awarded for the subject in the ordinary examination period.
10. If, due to some unforeseen and unavoidable circumstance, the professor is unable to administer the examination on the set date, the students must be offered an alternative date and time at their convenience, in consultation with the management board of the School or Department.

#### **IV. EXAMINATION CALENDAR**

11. The exam calendars for both the ordinary and re-sit examination periods should be set before students complete their registration for the academic year.
12. Any change to an examination date must be approved by the management board of the School or Department, at least once month in advance of the set ordinary or re-sit date. Class representatives are to seek written approval from all students scheduled to take the examination, and submit the proposed change in date to the management board.
13. The management board of the School or Department is to decide whether midterm examinations may be beneficial; and if so, whether they should be programmed within a fixed time period.
14. Some examinations may have to be programmed outside an official examination period due to the competing needs of double degree programs, elective subjects and subjects on the Core Curriculum taken by students from different Schools. Such programming should be exceptional so as not to negatively impact other subjects. Exceptional examination dates require the approval of the management board of the School or Department.
15. The examination calendar must ensure that repeat students are able to take all their pending exams. The management board of the School or Department is to establish a protocol for cases where dates or times clash, and the time period within which students may apply for a change of exam date in such circumstances.

16. Students representing the university at an institutional activity (e.g. a sports event or a university conference) have the right to request a change should the date coincide with their participation. The student should apply for such a change well in advance.
17. Examinations are to take place in one of the university buildings; if possible, in the building where the students involved normally attend class or in another building nearby.
18. Examinations may be scheduled from Monday to Friday between 08:00 and 21:00. Examinations in both the ordinary and re-sit exam periods may also be scheduled on Saturdays between 08:30 and 14:15. However, no other kind of evaluation should be programmed on Saturdays; the management board of the School or Department is to authorize any exceptions to this guideline.
19. Professors are to store written evaluation materials, in paper or electronic formats, as well as all documentation relating to oral examinations until the end of the following academic year.

## **V. PUBLICATION OF GRADES**

20. Students ought to receive their grades for evaluation tasks carried out during the semester as soon as possible, within a time-frame of no more than 15 working days.
21. Students may access their final grade for each subject on the Academic Information Portal.
22. Grades are published after the meeting of the Coordination Committee for years where subjects are coordinated. First Year is a coordinated subject year. The management board of a School may also designate other coordinated subject years.
23. Professors are to sign off on the official grade record in the Administrative Office of their School within 9 working days of the end of the examination period.
24. Neither lists of final grades nor the names of students awarded Fail grades are to be published for a mid-semester examination or any other kind of evaluation.
25. Professors are responsible for ensuring that the correct grades are published for each student. Any mistake in published grades is to be rectified as soon as possible, and the students involved notified of any changes made.

## **VI. EXAMINATION REVIEWS AND TRIBUNAL APPEALS**

26. Once grades have been posted, professors are to make themselves available to students who wish to review their examinations, for a period of at least three days, allowing enough time for such reviews to take place. The purpose of the review is to check for specific mistakes and/or errors in the calculation of scores, not to call into question the professor's discretion in the assessment process.
27. Every student has the right to appeal to the appropriate academic authority to have their examination re-evaluated, on whatever grounds they deem relevant, even when

the final grade has already been published in the official record. An appeal is to be submitted to the management board of the School or Department within five working days of grades being published.

- a) The management board is to address the issue and inform the student or students involved of its decision. The decision of the management board may in turn be appealed to the university's Executive Council.
- b) If the decision favors the student's appeal, an academic tribunal comprising three professors of the same – or higher – academic status as the subject professor is formed. Whether or not to include the subject professor on this academic tribunal is at the discretion of the management board. The role of the tribunal is to review written evaluation tasks completed by the student and/or – in the case of oral examinations – to review any related materials.

## **VII. INTELLECTUAL PROPERTY**

28. Students are to be informed clearly in advance as to what plagiarism is, and how academic work is to be carried out with the precision and integrity required. Sanctions for plagiarism and/or other infractions such as copying in examinations should be academic: a Fail grade, a grade reduction, etc., as per the criteria set out in Academic Discipline: Rules and Procedures. The penalization of infractions of this kind must be set out in the subject outline.

## **VIII. FINAL PROVISION**

29. This set of rules and procedures replaces the Instrucción sobre el régimen de exámenes (Instruction on the administration of examinations), dated 14 June 2006.



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## Appendix. Good practices and positive experiences

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1. In conjunction with the School's study coordinator, work with student representatives to set the examination calendar for the following academic year.
2. At the professor's discretion, special activities or tasks may be assigned to enable students to achieve high grades, in line with the development of their learning over time. A number of examples as follows:
  - a) Provide those students who have achieved a certain score in their final grade with opportunities to undertake additional tasks to raise their grade further.
  - b) Include additional questions for extra credit in examinations.
  - c) Recognize positive development in student learning over the course of the academic year. At a minimum, ensure that the weighting of scores in placement or early evaluation tests does not have a disproportionate impact on the final grade, especially in the case of First Year students.
3. In oral examinations, the professor ought to take some notes on the presentation and/or require the student to submit an outline of what is to be presented. Such synopses may be of use should a student wish to review their grade.
4. Grades formulated as numerical scores should not be too close in decimal terms to limits on the scale that may have a significant academic impact (e.g. a student who fails a subject with a score of 4.9).