

## Guidance on take-home examinations

This note provides guidance to departments wishing to offer an unseen or seen take home examination as summative assessment on a course.

1. Programme Directors and Course Conveners should carefully plan the use of take-home exams at the programme level to ensure that student assessment loads remain manageable, i.e. dates/times of summative take-home exams in relation to submission dates/times of other formative/summative coursework. They should also consider the implications of summatively assessed take-home exams on the appropriateness of formative assessment modes.
2. The date for and duration of the exam must be set out in the course guide. Students unable to commit to being available for the stated exam period may not register for the course.
3. Course Conveners should consult the Disability and Well-Being Office to determine whether extensions for disabled students apply to the exam in question. Confirmation (or otherwise) should be stated in the course guide.
4. The external examiner shall have the opportunity to comment on the draft take-home exam in the normal way (i.e. as part of the exam setting/scrutiny process set out in the 'Instructions for Examiners').
5. If the release of the exam paper and the submission of scripts are to be done electronically, Course Conveners are encouraged to use Moodle for exam administration. Conveners should discuss their requirements with CLT including the timing of the exam to ensure that this does not clash with any planned maintenance of School systems.
6. The Course Convener must fully brief students about what is expected of them in completing the exam in good time prior to the exam date. It is recommended that if electronic submission is to be used, students have an opportunity to use the system for a formative assignment prior to any summative assessment.
7. The Course Convener must fully brief students about whether collaboration/contact with other students is permitted. Students must submit a declaration of academic integrity with their completed exam scripts. Please see below for a sample declaration.
8. An academic member of staff must be contactable for the duration of the examination.
9. The Course Convener needs to carefully consider the logistics of setting the examination to ensure fairness for all students. S/he must consider the following points:
  - a. How students will receive the examination paper (in hard copy or via Moodle?);
  - b. How students will submit their answers (on paper or electronically?);
  - c. How the examinations will be marked (will departments need to print students' answers?);
  - d. If Moodle is to be used for the exam, will all students on the course have access to a PC and remote access via the internet outside of the School?;
  - e. Whether all students be able to find a quiet place to complete the assessment;
  - f. What happens if a student cannot access the examination paper remotely on the day of the examination? Has a back-up system been put in place (e.g. email or fax)?
  - g. Will students who have applied for special exam arrangements be given extra time?
10. The Department should have in place a procedure if a student is unwell on the day of the examination. The Advice and Reception team in the Student Services Centre can advise on appropriate procedures.
11. The Course Convener should be aware that marking workloads can be high for a take-home examination. If a word limit is to be set for scripts, this needs to be made clear to students in advance.
12. Course Conveners should be aware that the administrative workload for arranging a take-home exam will be high in comparison to centrally administered examinations.
13. The Course Convener will be responsible for all aspects of the examination, but s/he should contact the Examinations Office for guidance where necessary.

*Approved by TLAC  
May 2012*

## **Declaration of academic integrity for take-home exams**

By ticking the box below I affirm that during the allocated exam period I have had no unauthorised conversation about this exam with any persons. Further, I certify that the attached work represents my own thinking, and is entirely my own. Any information, concepts, or words that originate from other sources are cited in accordance with the citation conventions accepted by my Department. I am aware of the serious consequences that result from improper discussions with others or from the improper citation of work that is not my own.



<http://www.lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffencesOtherThanPlagiarism.htm>