

Fra: [Signe Veierud Busch](#)
Til: [Lene Emilie Øye](#)
Emne: RE: JUR-3619 ny eksamensform?
Dato: fredag 21. januar 2022 13:19:35

Hei,

Dette har vi diskutert, og jeg er enig i at endret eksamensform er hensiktsmessig for dette kurset.

Mvh. Signe

From: Lene Emilie Øye <lene.e.oye@uit.no>
Sent: fredag 21. januar 2022 13:17
To: Signe Veierud Busch <signe.busch@uit.no>
Subject: FW: JUR-3619 ny eksamensform?

Fra: Kristine Helen Korsnes <kristine.korsnes@uit.no>
Sendt: torsdag 20. januar 2022 10:44
Til: Hege Skarsfjord <hege.skarsfjord@uit.no>; Lene Emilie Øye <lene.e.oye@uit.no>
Emne: FW: JUR-3619 ny eksamensform?

Her er begrunnelsen fra Maria ang endring av eksamensformen på JUR-3619

Kristine

From: Maria Madalena das Neves <maria.m.neves@uit.no>
Sent: torsdag 16. desember 2021 09:49
To: Kristine Helen Korsnes <kristine.korsnes@uit.no>
Cc: Signe Veierud Busch <signe.busch@uit.no>
Subject: Re: JUR-3619 ny eksamensform?

Hi Kristine,

please see my suggestion below and let me know if it is enough:

JUR-3619 should be changed from a 6h school exam to a 6h home exam. This would formalize the current practice we've had in NOMPEL so far, which has the students sitting at home writing their exams with access to all sources and legislation. This is desirable for two main reasons - one related to exams support materials, and one related to the content of the course and learning outcomes.

In relation to the first, in JUR-3619 we use many different legal instruments that neither LOVDATA nor the existing treaty collection/legislation collection books cover in its entirety. This is because in the course we use international law conventions, EU primary and

secondary law, domestic law from Norway, Sweden, and Finland, and case law from international courts, CJEU, international arbitration tribunals, and domestic courts. We also use other non-binding instruments such as EU Commission Recommendations and Guidelines. The alternative of scanning and providing the students only the legislation/soft law and case law for the exam is also not very practical. Not only each exam requires the use of many different legal texts/case law but some of these are also quite long. In addition, legal instruments in energy law (particularly in EU law) are also constantly changing which also adds to the difficulty of upkeeping any exam support materials compendiums that we might create. It is preferable to let the students have access to the online updated sources at UNFCCC website, EURlex, Curia, ECT database, each Nordic State's legislation databases, etc. In the course we provide the students the links to all these databases and important legislation/case law and so, the students are familiar with using them.

The second reason relates to the content of the course and learning outcomes. JUR-3619 covers many different legal topics for which it is important that students know how to apply/use/understand not only applicable legislation but also case law, policy documents, EU Commission Guidelines, EU Commission Recommendations, COP decisions, etc.. Energy law is also very technical and requires an understanding of how energy sectors work, how energy markets work, and technical aspects of certain energy activities. The terminology used in legislation is also very technical. The ability of consulting sources that enable students to clarify certain technical aspects as they write the exam is important - especially since these are not properly explained in the other normally allowed exam support, i.e. the dictionary. Not allowing students to have access to these during an exam would make it harder to assess, in the context of the exam, if students actually achieved the level of knowledge, competences and skills, we pre-determined in the course learning outcomes.

Best regards,

Maria