



Local rules for first-cycle and second-cycle courses and examination



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Appendix 2: Instructions for designing a course syllabus



Introduction

A course syllabus contains regulations in the sense referred to in Chapter 8 of the Instrument of Government. The regulation document for a course and examination must therefore be followed in the same way as laws adopted by the Riksdag and ordinances established by the Government. This means that the regulations are binding and that they are generally applicable. The course syllabus is thus a legally binding document that the university and its teachers, examiners and students have to relate to.

The examination is a fundamental part of the education process in higher education and is an important element in the students' learning process. All examination must be carried out with high quality and good legal certainty. The Higher Education Ordinance states that the examiner decides the grade. The grade relates to the assessment of the student's performance in the completed examination/s specified in the course syllabus. Clear and widely-known regulations are needed to achieve a legally secure examination and assessment of the student's performance. The regulations for a course and examination are thus an important tool for ensuring equal rights and opportunities for all students.

The local regulation document for a course and examination at first-cycle and second-cycle level with appendices shall provide support for the entire course process, i.e. design of a course syllabus, course execution, examination, course evaluation, feedback and discontinuation.

The university's information material on the range of courses shall be based on the course syllabus. The course that the student ultimately takes must be in line with what is stated in the syllabus, the university's information material and online texts.

This regulation document supersedes previous regulation documents with reference numbers:

2014/443-1.1 and 2018/590-1.1.1





1. Course and syllabus

Chapter 6, Section 13 of the Higher Education Ordinance

All first and second-cycle study programmes shall be offered in the form of courses. Courses may be combined to create study programmes.

Chapter 6, Section 14 of the Higher Education Ordinance

A course shall have a course syllabus.

1.1 Establishing a course syllabus

Local regulations

- A course syllabus is ratified according to delegation rules.
- The syllabus must be ratified no later than one day before the course opens for application¹.
- The timetable for the syllabus process and the establishment of the course syllabus is announced annually by the Office of Student Affairs.

1.2 Content and structure of the course syllabus

Chapter 6, Section 15 of the Higher Education Ordinance

The course syllabus shall indicate the following: the cycle in which the course is given, the number of credits, objectives, specific entry requirements, how student performance is assessed and any other regulations required..

Local regulation

- A course syllabus shall be structured according to the university's template.²

1.2.1 Objectives

Local regulations

- The objectives shall:
 - clarify the knowledge that the student is to have attained upon completing the course
 - be specified for the whole course
 - be clear and subject to examination.
- In cases where the course is divided into modules, the objectives must be specified for each module.

1.2.2 Content

Local regulations

- The main content of the course shall be outlined.
- In cases where the course contains modules, the content must be specified for each module.

¹ A course that is open to application may not be revised. An exception applies to the reading list, which can be revised no later than eight weeks before the start of the course.

² See Appendix 1.



- If part of the course is a work placement or equivalent, it must be clear what percentage of the course this represents (expressed in number of credits).

1.2.3 Types of instruction

Local regulations

- The types of instruction featured in the course shall be specified.
- Compulsory course components must be specified in the course syllabus because the completion of compulsory components is a prerequisite for the grading of the course.³

1.2.4 Examination

Local regulations

- The examination formats used to assess the students' performance shall be specified.
- The examination formats shall be adapted to the objectives that will be examined.
- One of the university's adopted grading scales shall be indicated.⁴
- When a course consists of several modules, it must be indicated how the grade for each module is weighted in relation to the grade for the course.
- The examination formats shall be specified for each course/module as well as its examined components that award credits.
- Examination sessions shall to the greatest extent possible take place on weekdays. Weekend courses are exceptions to this rule.
- Examination shall not take place on public holidays.

1.2.5 Limitation of the number of examination opportunities

Chapter 6, Section 21 of the Higher Education Ordinance

If a higher education institution limits the number of sessions in which a student may take an examination in order to complete a course or part of a course, the number of sessions laid down shall be at least five. .../

Local regulations

- An examination that is particularly resource-intensive may in exceptional cases deviate from the rule regarding a repeat examination being close to a regular examination session. This limitation must be made clear in the syllabus. The examiner can, however, decide on a specific collection date.⁵
- The possibility of limiting the student's number of examination sessions to at least five shall only be used in exceptional cases, and then primarily when there

³ Exception to this rule. See Appendix 2, section Terms and definitions regarding content, types of instruction, examination and compulsory components

⁴ See section 5.1

⁵ Also refer to section 4



are compelling economic reasons for this, i.e. when the examination is so expensive that it is justifiable to limit the number of sessions.

- Limitations on the number of examination opportunities shall be stated in the course syllabus.

1.2.6 Practicum internship/placement

Chapter 6, Section 21 of the Higher Education Ordinance

/... If satisfactory completion of a course or part of a course requires successful completion by the student of a placement or corresponding training, the number of prescribed periods of placement or corresponding training shall be at least two.

Local regulation

- Any limitations shall be stated in the course syllabus.

1.2.7 Students with disabilities

Local regulation

- Students with disabilities shall be offered adapted conditions, but as equal as possible to the conditions of other students, to carry out the examination. After consultation with the coordinator for students with disabilities, the examiner shall decide on adapted or alternative examination.

1.2.8 Scope, establishment and translation

Local regulations

- A course shall comprise at least 3 credits, unless special reasons exist for doing otherwise.
- There can be no modules examined⁶ that result in 0 credits.
- The course syllabus shall be structured in accordance with the heading template⁷ and according to the Instructions for designing a course syllabus⁸
- A course syllabus shall be set up in Kursinfo.
- A course syllabus shall be established in Swedish.
- A course syllabus shall be translated to English.⁹

⁶ The term module is used in Ladok. This refers to an examination session where credits are awarded and which is registered in Ladok. For a further description, see Appendix 2, section Terms and definitions regarding content, types of instruction, examination and compulsory components. Clarification: A compulsory component is never awarded credits as it is not an examination but compulsory to complete.

⁷ See Appendix 1

⁸ See Appendix 2

⁹ In cases where the course language of instruction is English, the syllabus shall be translated into English no later than one day before the application opens. Other course syllabuses shall be translated no later than three months after the course has been established.



- The course code shall follow the Office of Student Affairs' course¹⁰ coding.
- A new course code shall be specified when changing:
 - the heading of the course, including an addition or change to the name
 - scope in higher education credits
 - grading scale for the entire course
 - main field of study (also applies to adding a new main field)
 - the course objectives which are not a correction of overlapping objectives or minor changes to or clarifications of individual intended course learning outcomes¹¹
 - entry requirements that entail a change in the level of specialisation.
- The revision of a course syllabus that is part of a programme must be done in consultation with the programme co-ordinator or, where applicable, another faculty/the Board of Teacher Education.

1.3 Courses without an established main field of study and courses at the second-cycle level in main fields of study that lack entitlement to award a qualification at the second-cycle level

Local regulations

- A course that does not have an established main field of study is set according to delegation rules.
- A course at the second-cycle level can be given despite lacking entitlement to award a qualification at that level, following a decision according to delegation rules.

2. Preparation for the start of the course

2.1 Schedule

Local regulations

- The student's scheduled activities must be available no later than one month before the start date for each course.¹²
- Compulsory course components and regular examination sessions shall be indicated in the schedule.
- Scheduled activities shall to the greatest extent possible take place on weekdays.

¹⁰ See the document: Coding of education at the first and second-cycle level and contract education

¹¹ In the case of minor revisions of intended course learning outcomes, a follow-up must always be done in relation to the first version of the course established in order to ensure that the course has not changed to such an extent that it is considered a new course.

¹² If a course contains modules, a schedule per module is provided one month before the respective start date.



- Weekend courses are exceptions to this rule.
- Scheduled activities shall not take place on public holidays.

2.2 Examiner

Chapter 6, Section 18 of the Higher Education Ordinance

Unless otherwise provided by the higher education institution, a grade shall be awarded on completion of a course. The higher education institution may determine which grading system is to be used. The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner).

Local regulations

- The examiner must be employed as a teacher at Linnaeus University.
- To be an examiner on a first-cycle or second-cycle course, the following applies:
 - the examiner shall have the necessary knowledge of the laws, ordinances and local regulations governing examination
 - for first-cycle courses, the examiner must, unless there are special reasons, have a doctoral degree on a scientific or artistic basis within the relevant field
 - for second-cycle courses, the examiner must, unless there are special reasons, have qualifications corresponding to at least an associate professor level on a scientific or artistic basis within the relevant field.
 - Special reasons may exist for certain courses that are given within professional education and training, where the examiner is judged to have equivalent qualifications based on proven experience.
- An examiner is appointed and documented according to delegation rules.
- Information about who the examiner is must be provided to the students no later than the start date for the course.
- The examiner has the ultimate responsibility for grading the examination. As a basis for their position, the examiner can obtain comments from other relevant individuals both within and outside Linnaeus University.
- In cases where the course is divided into modules, different examiners can be appointed for each module. However, a person must be appointed as the examiner for the entire course.
- An examiner may not be both a supervisor and examiner on the same degree project/independent project unless there are special reasons for this.

2.3 Conflict of interest

The provisions of the Administrative Procedure Act (2017:900, Sections 16–18) regarding conflicts of interest shall always be observed.

Local regulation

- Persons involved are obliged to report an emerging conflicts of interest to the head of department, who then has an obligation to investigate the issue.

2.4 Replacement of an examiner

Chapter 6, Section 22 of the Higher Education Ordinance



A student who has taken two examinations in a course or a part of a course without obtaining a pass grade is entitled to the nomination of another examiner, unless there are special reasons to the contrary.

Local regulations

- An application to have another examiner appointed is submitted in writing to the head of the department concerned.
- A decision is made according to delegation rules.

2.5 Registration and definition of a student

Chapter 1, Section 4 of the Higher Education Ordinance

In this ordinance 'student' refers to those who have been admitted to and pursue higher education studies, 'third-cycle student' to those who have been admitted to and pursue third-cycle studies, in both cases in so far as not otherwise specifically stated.

Registration on the course is done electronically by the student in conjunction with starting studies. A student who has not registered according to the university's instructions, and who has not provided information regarding an impediment, will lose their place.

- The student has the right to return and take the examination on another occasion, when examination opportunities are offered, and at a time other than during the semester in which the registration was made. If the course is discontinued, the student is referred to the regular application procedure and the courses that are advertised.
- A student who in a previously semester has registered on a course but wishes to take or complete the course at a later date, i.e. not only be examined but also participate in the classes, can do so subject to availability. In this case, the student must be registered once again. Students who are registered again must, as far as possible, follow the new course's version of the syllabus.
- A prerequisite for the student returning is that the course is available and actively conducted at the university.¹³

3. Examination session

3.1 Preparation for examination

Local regulations

¹³ It follows that a student who will only complete the course examination/s, following a regular course and study period, will not be registered once again. Students only register for the relevant examination via the responsible faculty.



- The students shall be informed of the rules for the examination and which aids are permitted well in advance of the examination.
- Grounds for assessment and the requirements for each grade, i.e. grading criteria, shall be presented in writing at the start of the course/module.
- Students are examined in the specified language of instruction.

3.2 Right to take an examination

Local regulations

- In order to participate in an examination, the student must be registered on a course that will be examined at Linnaeus University
- The student's identity must be checked in conjunction with the examination.

3.3 Receipt of submitted examination documents

Local regulation

- Regardless of examination format, the student is entitled to receive a receipt of their submitted examination papers upon request.

3.4 New examination opportunity as a result of negligence or an unforeseen event at the university

Local regulation

- In case of negligence or another unforeseen event at the university wherein the examination opportunity has not been offered as planned, a new examination opportunity shall be offered. It falls to the faculty/department responsible for the course to establish a new examination session, which shall be arranged within two weeks of the occurrence of the negligence or the unforeseen event.

3.5 Student's request for examination at a location other than where the examination is intended to take place

Local regulations

- A student can be permitted to do an examination at another location if there are special reasons for this and legal certainty can be guaranteed¹⁴. Special reasons include such things as illness or other particular grounds entailing that it is not possible to travel to the location of the examination, *or* if a student is in another location because it is part of the education (e.g. work placement, degree project).
- The student is responsible for contacting the authority where the examination is proposed to be conducted in order to investigate whether the authority can provide an approved place and supervision of the student when the examination is carried out.

¹⁴ For example, the examination can be done at a university college, university, local study centre or at an embassy.



- An examination at another location must not entail any additional costs for the university.
- The student must apply in writing to have the examination carried out at another location at least 10 working days before the specific examination. The head of department makes a decision after consulting with the examiner.
- A written examination at another location must take place on the same date and at the same time as the examination in question. All instructions given for the examination in question shall apply.

3.6 Conducting a written examination or a compulsory component at another location with Linnaeus University

Local regulation

- For courses given at different locations within Linnaeus University with the same course code, the following applies:
 - the written examination can be changed to another location where the examination is taking place within the university¹⁵
 - the compulsory component can be changed to another location within the university after the application has been granted. The examiner makes a decision following application by the student.

4. Repeat examination

Local regulations

- The date for a repeat examination is communicated no later than at the time of the regular examination session.
- After each regular examination session, at least one repeat examination will follow shortly after the results of the regular examination have been announced.¹⁶
- An examination that is particularly resource-intensive may in exceptional cases deviate from the rule regarding a repeat examination being close to a regular examination session. This shall be made clear in the course syllabus.
- The period between the notification of results from the regular examination and the repeat examination must be at least ten working days.

5. Assessment and grades

Chapter 6 of the Higher Education Ordinance

¹⁵ At the written examination, the registration is to be removed from the regular location.

¹⁶ As the regular examination session is conducted in June, the repeat examination generally takes place during the second half of August.



Section 15 The course syllabus shall indicate the following: /.../ how student performance is assessed /.../.

Section 18 Unless otherwise provided by the higher education institution, a grade shall be awarded on completion of a course. The higher education institution may determine which grading system is to be used. Successful completion of courses in programmes leading to the award of a qualification as a pre-school teacher, primary teacher, secondary or upper-secondary school teacher, or vocational teacher that either entirely or to some extent include placement must, however, always be graded at more than one level. This only applies if the placement element in the course comprises more than three higher education credits. The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner).

5.1 Grading scales

Local regulations

- Grades used are one of the following grading scales: ¹⁷
 - pass with credit (VG), pass (G), failed (U)
 - pass with distinction (5), pass with credit (4), pass (3), failed
 - A, B, C, D, E, Fx, F¹⁸
- If special reasons exist, the grading scale of fail/passed can be used.
- The grading scale is to indicate in the course/degree certificate.
- For one and the same course, only one of the above grading scales may be used¹⁸

5.2 Assessment of examination and notification as well as dispatch of grading decision

Local regulations

- The examination shall be designed so that an individual assessment can be made of each student.
- A student does not have the right to withdraw submitted examination documents and thus avoid being graded.
- The grade is based on the course criteria.
- A student has the right to access the grading criteria and grounds for assessment that form the basis of the grading.
- If there are no special reasons indicating otherwise, the examination shall be assessed and the results communicated to the student no later than 15 working days after the examination. The examiner is responsible for ensuring that the

¹⁷ However, for an individual module or examined component, one of the terms “failed” or “pass” can be used.

¹⁸ Fx is not a grade within the A–F scale. Fx is only used when a student has been allowed to supplement their examination.

¹⁸ For a module and examined component, the grading scale G/U can be used.



results made available to the student are correct and consistent with the results reported to Ladok.

- Results from the examination and weighting of the course must be documented promptly in Ladok after assessment and grading.

5.2.1 Justification of grades and feedback on examination

Chapter 1, Section 4a of the Higher Education Ordinance

Exceptions to the Administrative Procedure Act

The provisions in Sections 25 and 32 of the Administrative Procedure Act (2017:900) regarding communication and justification of decisions need not be applied in matters concerning admission to or grading within the education.

If a justification has been omitted, one should, where possible, be subsequently provided, if an individual requests it and it is necessary for him or her to be able to safeguard their right. Ordinance (2018:957)

Local regulation

- The student shall receive feedback on the completed examination assignment in connection with each examination session. This applies regardless of the examination format.

5.3 Supplementation

Local regulations

- An examiner can, in exceptional cases, decide that a student who is close to the level for a passing grade may carry out supplementary assignments in order to reach the passing grade. The examiner decides the time within which the supplementation must be done, and in what way.
- If the student is given the opportunity to supplement their examination but does not do this within the specified time or in the specified manner, a grade of failed is awarded.

5.4 Appeal of grading decisions

Grading decisions cannot be appealed (HF 12:2,4)

Chapter 12, Section 4 of the Higher Education Ordinance in conjunction with Section 2 of the same chapter stipulates that grading decisions may not be appealed.

5.5 Amending grades

Chapter 6, Section 23 of the Higher Education Ordinance

A decision pursuant to Section 36 of the Administrative Procedure Act (2017:900) on rectification of a typographical error, miscalculation or similar oversight concerning a grade shall be made by an examiner.

5.6 Reviewing grades

Chapter 6, Section 24 of the Higher Education Ordinance



If an examiner finds that a decision on a grade is obviously incorrect owing to new circumstances or for some other reason, he or she shall change the decision if this can be done quickly and easily and if it does not mean lowering the grade.

Local regulations

- A student who has received a passing grade cannot be failed at their own request, unless the grading decision contains an obvious irregularity according to Section 36 of the Administrative Procedure Act 2017:900
- A student who has received a passing grade may not retake the examination with the aim of getting a higher grade.

5.7 Signing for examination documents

Local regulation

- A student has the right to request their assessed examination document from the date of the grading and two years thereafter. If the examination document has not been returned/retrieved by the student within two years after grading, the university has no obligation to archive the examination documents.

6. Suspicion of an offence

Chapter 10, Section 1 of the Higher Education Ordinance

Disciplinary measures may be invoked against students who:

1. *use prohibited aids or other methods to attempt to deceive during examinations or other forms of assessment of study performance,*
2. *disrupt or obstruct teaching, tests or other activities within the framework of courses and study programmes at the higher education institution,*
3. *disrupt activities in the library of the higher education institution or other separate establishments at the institution, or*
4. *subject another student or member of the staff of the higher education institution to harassment or sexual harassment of the kind laid down in Section 4 of Chapter 1 of the Discrimination Act (2008:567).*

Disciplinary measures may not be invoked more than two years after the offence has been committed. (SFS 2008:944)

Local regulation

- Upon suspicion of an offence, this must be documented and communicated to the examiner, who in turn informs the department head. If suspicion persists, the examiner reports it to the Vice-Chancellor. The report must state the student's name, personal identification number and a written description of the incident.



7. Course evaluation

Chapter 1, Section 14 of the Higher Education Ordinance

Section 14 Higher education institutions shall enable students who are participating in or have completed a course to express their experiences of and views on the course through a course evaluation to be organised by the higher education institution. The higher education institution shall collate the course evaluations and provide information about their results and any actions prompted by the course evaluations. The results shall be made available to the students. (SFS 2000:651)

Local regulations

- Course evaluation results shall, together with other relevant information, be used for course development work and follow-ups should be carried out in relevant collegial context.
- Course evaluation shall be carried out shortly after the course's completion on all courses¹⁹. At faculty level (and department level) steering document shall state distribution of responsibility and process for course evaluation.
- Course evaluation shall give the students the opportunity to relate the course content, implementation and examination to its goals.
- In cases where a course evaluation is carried out in the form of a questionnaire, this shall, normally, be answered anonymously.
- Compilation of course evaluation results, teacher's analysis and suggestions for measures, i.e. a course evaluation report, are to be provided through feedback to the students who have completed the course shortly after its completion.
- Course evaluation report from the previous course and, if applicable, implemented measures are presented to the students who participate on the next course.
- The course evaluation report shall be archived according to the applicable document management plan.

8. Course certificate

Chapter 6, Section 20 of the Higher Education Ordinance

Upon request, a student who has successfully completed a course shall receive a course certificate from the higher education institution.

If the course certificate is awarded for studies at more than one higher education institution, the certificate shall be issued by the institution at which the student completed the course. This does not apply, however, if the higher education institutions concerned have specifically agreed otherwise. Ordinance (2006:1053).

¹⁹ Including placement courses/equivalent and independent degree project courses



Local regulations

- The course certificate shall indicate the scope of the course in number of credits and the grading scale, as well as the grade obtained by the student and the date of the grading.
- A course certificate shall indicate that 40 full-time study weeks correspond to 60 credits.

9. Quality audit of course

Local regulation

- A course syllabus with an establishment date three years or more in the past must be subjected to a quality audit²⁰ by the faculty.

10. Discontinuation of course

Local regulation

- When a course is no longer being given or advertised to students, a decision shall be made regarding discontinuation.²¹
- In conjunction with a course being discontinued, another three examination opportunities for the course must be provided over the course of at least one year. In total, the discontinued course must have provided at least five examination opportunities.
- In conjunction with a course being discontinued, the university shall endeavour to communicate this to the students concerned.

11. Entry into force

This document applies from 15/04/2019.

²⁰ A quality audit entails that the faculty (the subject group) follows up on the course with regard to its need for revision, possible discontinuation or whether the course can continue to be given in its current formulation.

²¹ The discontinuation of a course does not have to take place if the faculty only intends to suspend advertising the course for one or a few semesters.



1

Heading template for course syllabus

Course Code

Course Title in Swedish (max. 140 characters)

Number of credits

Course Title in English (max. 140 characters)

Number of credits

Main field of Study

Subject

Level

Progression

Ratification of Course Syllabus

Prerequisites

Objectives

Content

Type of Instruction

Examination

Course Evaluation

Credit Overlap

Other Information

Required Reading and Additional Study Material



Instructions for designing a course syllabus

Course code

Course codes are set by the faculty²² according to given instructions. Also refer to Coding of education at the first and second-cycle level and contract education.

Course title (max. 140 characters), scope in credits

Here, the title of the course is stated and constructed in a way that it corresponds to the content of the course and is concise. Note that the scope of the course is not to be stated in the course title. This is indicated in a separate field.

Courses with the same main field of study and name must be specified in sequence. Use Roman numerals such as I, II, III.

Courses with an independent project (degree project) that will be included in a general qualification (foundation degree, Degree of Bachelor, Degree of Master (60 credits), Degree of Master (120 credits)) must be named with their main field of study in the title.

The title of courses that relate to an independent project with the purpose of being included in a general qualification (degree project) shall be constructed according to the following example:

- Matematik, självständigt arbete, 15 högskolepoäng
- Mathematics, Independent Project, 15 credits

Main field of study and subject group

Both main field of study and subject group shall be specified. A course can belong to more than one main field of study. If the course does not belong to a main field of study, only the subject group is to be stated. A course must always be given a subject group affiliation.

Description of main field of study and subject group

Main field of study: (within higher education:) delimited field that a student primarily specialises in within their degree. The main field of study is included in a general qualification comprising either a foundation degree, Degree of Bachelor, Degree of Master (60 credits) or Degree of Master (120 credits). A faculty board at the university decides on the degree level of the main field of study.

Subject group: All university colleges and universities shall categorise their courses into subject groups. The course's subject group is communicated to Statistics Sweden. There are about 180 subject groups. Each subject group can only be part of one subject sub-area, which in turn is only part of one subject area. In total, about 180 subject groups, 41 subject sub-areas and 8 subject areas are reported.

²² Where applicable, the Board of Teacher Education



Level

Higher education is based on three levels, where each level is assumed to build on the previous level. The three levels are first-cycle, second-cycle and third-cycle. There is also the possibility of assigning the level of a course as preparatory.

Progression

All courses within first and second-cycle education must be set at a level so that they belong to one of the following progression classifications. These follow recommendations from the Association of Swedish Higher Education Institutions (SUHF). One of the codes is to be selected:

G1N	first-cycle level, only has upper-secondary level entry requirements
G1F	first-cycle level, has less than 60 credits from first-cycle course/s as entry requirements
G1E	first-cycle level, includes a specially designed degree project for a foundation degree
G2F	first-cycle level, has at least 60 credits from first-cycle course/s as entry requirements
G2E	first-cycle level, has at least 60 credits from first-cycle course/s as entry requirements, and includes a degree project for a Degree of Bachelor
GXX	first-cycle level, courses that cannot be classified according to the above model ²³
A1N	second-cycle level, only has first-cycle course/s as entry requirements
A1F	second-cycle level, has second-cycle course/s as entry requirements
A1E	second-cycle level, includes a degree project for a Degree of Master (60 credits)
A2E	second-cycle level, includes a degree project for a Degree of Master (120 credits)
AXX	second-cycle level, courses that cannot be classified according to the above model ²¹

Ratification

Indicate the following under this heading:

²³ Independent project (degree project) carried out within a professional qualification such as GXX or AXX.



- decision-making body and date of ratification
- most recent revision of course syllabus
- time from when the syllabus is valid (year and semester).

Important to know

The syllabus must be ratified no later than one day before the course opens for application.

When a course is open for application, the course may not be revised, aside from the reading list, however, no later than eight weeks before the course starts.

Prerequisites

For all courses at the G1N level, general entry requirements are to be stated.

Prerequisites and prior knowledge are also expressed in plain text.

For courses at the G1N level with requirements for prior knowledge in addition to general entry requirements, field-specific entry requirements must be stated. The entry requirements are to be necessary in order for the student to be able to assimilate the course material. It is permissible to make exceptions to the requirements stated in the field-specific entry requirements. For additions to the field-specific entry requirements, an exemption is required from the Swedish Higher Education Authority (UKÄ). The Vice-Chancellor must sign the exemption application.

For courses *above* the G1N level, prerequisites must be specified in the form of course title and course code. Also use the formulation "...or the equivalent".

Common standard formulations for G1N courses (first-cycle level):

- General entry requirements
- General entry requirements, prior knowledge in plain text and current field-specific entry requirements (excluding any exceptions and/or inclusion of upper-secondary school courses).

For example: General entry requirements as well as Mathematics 3b/3c, Science 2 and Mathematics C, Science B or (Field-specific entry requirements 3/A3)".

(The field-specific entry requirements and code are auto-generated for the course syllabus)

Standard formulation for other first-cycle courses:

- Name of course and course code + "... or the equivalent")

Standard formulation for second-cycle courses:

- General entry requirements for second-cycle studies, plus specific entry requirements: Current university courses (course title and course code + "... or the equivalent")



To consider

Please note that upper-secondary school courses Swedish 2 and 3/ in Swedish B and English 5/ English A or English 6/ English B are *not* included in the general entry requirements for studies at the second-cycle level. Therefore, it is recommended to consider specific entry requirements regarding prior knowledge: Swedish B/Swedish 2 and 3 and/or English A/English 5 or English B/English 6.

For courses at the second-cycle level given in English, it is recommended that English 6/English B is added as a specific entry requirement.

Objectives

The objectives clarify the knowledge and the level of knowledge the student is to have attained in the course. The objectives correspond to what the student is expected to know after completing the course.

The objectives shall:

- clarify the knowledge that the student is to attain
- be specified for the whole course
- be clear and subject to examination.

Note that in cases where the course is divided into modules, the objectives must be specified for each module.

In the work of formulating the course objectives, consider the following:²⁴

- demarcate – differentiate between formulations in the course objectives and other descriptions in the syllabus, e.g. course content and implementation
- concretise – make the objectives observable and clear
- isolate – distinguish between learning activity and result
- clarify – clarify vague objectives
- limit – limit the number of objectives (must relate to the number of credits in the course)
- control:
 - the examinability of the objectives in form and content
 - the time required of the student
 - the course's relation to other courses
- Calibrate – the course's relation to other courses based on a holistic perspective

Terms and definitions regarding content, types of instruction, examination and compulsory components

Course

In accordance with the Higher Education Ordinance, Chapter 6, Sections 13–15, all first and second-cycle study programmes shall be offered in the form of courses (Section 13). Each course shall have a course syllabus (Section 14). The course

²⁴ Source: NSHU project, course development



syllabus is a legally binding document between the university and the student. According to the university's local regulations, a course shall not be less than 3 credits.

Module

A course syllabus can consist of a “whole” course but can also be divided into two or more modules. In the syllabus, module objectives are to be stated for each module. A module must entail credits, i.e. no modules can be found to award 0 credits. The module can be examined through one or several examined components (see the headings *examined components that award credits* and *results listing* below).

Examined components that award credits ²⁵

Examined components that award credits are to be specified in the syllabus. The course/module can be examined through one or more examined components that award credits. An examined component that awards credits may not entail 0 credits.

Note that an anonymised written examination presupposes that such an examination constitutes an individual examined component that awards credits.

Results listing (not an examined component that awards credits) ²⁴

Results listing is used to register that a student has completed an examined component that does not award credits. Results listings form the basis for the overall grading of an examined component that awards credits. Two or more results listings may result in one examined component that awards credits. Results listings do not need to be specified in the course syllabus.

Compulsory component

A compulsory component is a component of the education that cannot be completed in any other way than through the student's participation/involvement/action in the compulsory component.

The compulsory component is not an examination, but it is a prerequisite for grading the course. One general piece of advice is that the use of compulsory components should be sparing, i.e. only when the learning element cannot be replaced by something else.

Compulsory components can be registered in the study administration system (Ladok).

²⁵ The Swedish Higher Education Authority report *Rättssäker examination* [Legally Secure Examination] in 2017 uses the term Exam. The term is to be regarded as the forms of examined components described above.



Content

Specify the main content of the course and any subdivision into modules. The course content shall relate to the course objectives. In cases where the course contains modules, the content must be specified for each module.

If part of the course (a module) is a work placement or equivalent, it must be clear what percentage of the course this represents (number of credits). If the work placement module is to be limited to a maximum of two full course instances, this must be stated in the syllabus. Note that limitation of other modules' examination sessions (which do not entail a work placement) must comply with Chapter 6, Section 21 of the Higher Education Ordinance.

Type of instruction

Indicate the types of instruction that are used during the course (e.g. lectures, seminars, laboratory work, case studies and compulsory components).

If the course contains compulsory components, these must be specified in the syllabus – under the heading Type of Instruction. It must be clear from the schedule when the compulsory components are taking place.

Scheduled activities shall to the greatest extent possible take place on weekdays. However, it is permitted to have scheduled activities on Saturdays or Sundays if the activity so requires. If possible, consideration should be given to students who, for religious reasons, are not able to participate in compulsory components during major religious holidays.

In its supervision, the Swedish Higher Education Authority has determined that if a compulsory component can be replaced by another assignment, this must be stated in the syllabus.²⁶

Examination

Examination and its grading constitute both part of the student's learning process and an important part of the university's exercise of public authority. It is therefore of great importance that the teacher and examiner are well acquainted with the course syllabus, applicable laws, ordinances and the university's regulations.

Examination sessions shall to the greatest extent possible take place on weekdays. However, it is permitted to have written examinations on Saturdays or Sundays if the activity so requires. If possible, consideration should be given to students who, for religious reasons, are not able to participate in the examination during major religious holidays.

The Swedish Higher Education Authority's legal division provides good support in these matters in the report *Rättssäker examination* [Legally Secure Examination] published in 2017.

²⁶ Normally, a compulsory component cannot be replaced by another assignment, but if the compulsory component can nonetheless be replaced by another assignment, this must be stated in the syllabus. The examiner decides on a replacement assignment.



Examination formats

The syllabus shall indicate the examination formats used to assess the students' performance.

The examination formats must be adapted to the objectives to be examined, and in cases where there are modules, objectives are specified for each module. If the module consists of several examined components that award credits, these must be specified in the syllabus. A course/module can be examined based on two different options.

Option 1

The course/its modules is examined via one or several exams/examinations that award credits. Each examination that awards credits is to be specified in the syllabus.

Option 2

The course/module's examined components that award credits may consist of several underlying examined components which do not individually entail credits but together form the basis for an examination that awards credits. Each underlying component is in this respect to be regarded as part of one examination. The forms for the underlying components must be specified in the syllabus. The outcome of the examination as a whole and its credits will only be clear when all parts have been completed. The various parts are registered in Ladok via the "results listings" function. The student shall be informed via the schedule when the course/module's underlying examined components are being carried out. When all of the results listings within an examined component that awards credits have been completed, these result in credits that are reported in Ladok.²⁷

Goal attainment

In Kursinfo, you can select the box for "goal attainment". By using the table for goal attainment in the course syllabus, the link between the objectives and the examination formats of the course is clarified.

It is optional for this subheading to be added to the syllabus.

Limitations on the number of examination opportunities

Any limitations on the number of examination opportunities must be indicated under this heading.

Grading scale

Under this heading, the grading scale used shall be specified. If the final grade of the course is a weighting of partial grades, this should be stated, as well as the criteria that apply.

²⁷ Courses that are given as access studies (e.g. foundation year programme) can also use results listings.



In all course syllabuses, the following is stated: “Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University.”

Mandatory standard formulation

All course syllabuses must contain the following wording: “If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.”

Course evaluation

The purpose of a course evaluation is to ensure and develop the quality of the course. It should form the basis for teachers to compare, develop and improve the course over time. Course evaluations are also an important instrument for student influence.

The course evaluation shall state how the course content, implementation and examination have given the students the opportunity to achieve the course objectives. Course evaluation shall be carried out for each course. However, there is nothing to prevent a course being followed up continuously, for example, per module or individual course component.

Mandatory standard formulation:

“During the implementation of the course or in close conjunction with the course, a course evaluation is to be carried out. Results and analysis of the course evaluation are to be promptly presented as feedback to the students who have completed the course. Students who participate during the next course instance receive feedback at the start of the course. The course evaluation is to be carried out anonymously.”

Credit overlap

For courses with overlapping content, it should be stated with what course/s the content overlaps and to what extent. As far as possible, specify which parts are overlapping between the courses.

If there are no overlapping courses, the field is left blank.

Other

Here, the following is to be stated:

- any transitional provisions in conjunction with the revision of a course and its examined components that award credits.
- any costs for doing the course that are incurred by the student, such as study trips or own work material.

If there is no other information to provide, the field is left blank.



Required reading and additional study material

The course literature should mirror the content and objectives described for the course. The reading list is to be divided according to the course modules. Where relevant, it should be stated what pages are to be read.

The reading list should contain the author's last name, first name, year of publication, title, publishing house, number of pages, and ISBN number. Year and ISBN number can be changed for the formulation "latest edition".

The reading list is to be established no later than 8 weeks before the course starts.