



Rules and guidelines for programmes at the first- and second-cycle levels

adopted by the Research and Education Committee

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Contents

1	Course syllabi	3
2	Programme syllabi	5
3	Course handbooks	7
4	Degree projects	9
5	Examination	10
6	Course evaluations.....	16
7	Programme co-ordinators and the programme board	18
8	The classification of courses in disciplinary domains	19

1 Course syllabi

This replaces the Guidelines for Syllabi from 6 November 2017 (Research and Research Programmes Board) as well as from 9 November 2017 (Study Programmes Board), day-book nr 2017/1248. This is in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Section 1.3. This is part of the university's process activities Creating an Educational Environment, 3.1.11 Preparing Syllabi.

A syllabus is drawn up for each course that is offered. According to the Higher Education Ordinance, Chapter 6, Section 15, a syllabus provides information about the level of the course, how many credits it is worth, the intended learning outcomes, specific entry requirements, forms of assessment, and other necessary information. The syllabus is a legally binding document. Course contents and the reading list should be separate attachments to the syllabus, thus allowing changes to be made without the need for a new syllabus.

A syllabus for a course offered at University West always includes the following:

The course code

It identifies the course. If a course is altered in a way that affects the requirements for a student to be accepted (for example, credit for previous studies, entry requirements, or other prerequisites), it will be considered a new course and given a new course code. Decisions must necessarily vary from case to case, but in the same way that any major changes to the intended learning outcomes would require a new course code, changing the title of the course, the entry requirements, the grading scale, scope, level, language of instruction, or main subject area will also require a new course code. Clarifications and other minor changes can be made without necessitating a new course code.

The title of the course

This is the Swedish as well as the English translation of the course title. The Swedish Council for Higher Education's translations of Swedish terms should be used.

Scope

The number of HE credits the course is worth.

Established

The date when the course syllabus was officially registered.

Adopted by

The board that has made the decision to adopt the syllabus.

Valid from

Indicates the year and term from which the syllabus is valid.

Intended Learning Outcomes

A clear description of the course's intended learning outcomes: the results that the student must attain to receive a passing grade in the course.

Entry requirements

Prior knowledge that the student must possess to be able to benefit from the course. Any exceptions to the basic entry requirements should be indicated in the syllabus. If there is any specific entry requirement, such as prior knowledge that is necessary for passing the course, this should be indicated here.

Anyone who has been accepted to a third-cycle course has fulfilled the entry requirements for third-cycle courses.¹

Forms of assessment for the student's performance

Under this heading there should be a link to the university's Guidelines for Examination.

Here is where the forms of assessment for a student's performance are indicated in relation to the intended learning outcomes – that is to say, the format of an examination. Normally, there is a re-take offered which has the same examination format as the first exam. If the re-take is a different form of assessment, this is indicated in the syllabus.

If it is possible for a student to qualify for passing by supplementing what was handed in at the first opportunity to take an exam – instead of taking another exam – this should also be indicated in the syllabus. The terms for supplementary qualification should be made clear as well as how much time the student has to make such revisions. The exam format should remain the same as the original. The following text can be used after it has been adapted to the specific course:

A student whose exam does not show he or she has fully attained the intended learning outcomes (this does not include invigilated exams) but is close to passing, can, if the examiner sees fit, be given the opportunity to supplement what was handed in at the first opportunity to take the exam, with the goal of fulfilling the criteria for passing. Requirements should be adapted according to each individual case, depending upon which intended learning outcome(s) was/were not attained by the student. The opportunity to supplement an exam paper should be offered within two weeks of the student's receiving his or her results and before the next opportunity to take the exam.

If the course includes any compulsory components, this must be indicated in the syllabus. Normally, the only components of a course that can be compulsory are those that constitute an examination. Other components of a course can only be compulsory if this is justifiable. If a student has not fulfilled the requirements for passing the compulsory components of a course, it has to be indicated in the syllabus what, if any, make-up tasks can be handed in for credit.

Limiting the number of opportunities to take an exam

This is where it should be indicated whether there are a limited number of opportunities to take an exam. There have to be at least five opportunities to take an exam. (Higher Education Ordinance, Chapter 6, Section 21). For more regarding a limit on the number of times a student can re-take an exam, see Section 5: Re-taking an Exam.

Level

The educational level (access programme level for the foundation year programme). If courses with similar content are offered at different levels, the syllabi must clearly differ in intended learning outcomes and examination criteria for each level.

Progressive Specialisation

For each course at the first- and second-cycle level, a code for progressive specialization has to be indicated. This reflects what is written under the heading 'Entry Requirements' and can be found as a choice in the Course Information System. There are different codes for the first- and second-cycle

¹ Vice Chancellor's decision: day-book nr 2013/210 B 26.

levels, depending upon what sort of demands are made in terms of prior knowledge and whether the degree project is part of the course.

Main Field of Study/Research Field

This is the main field of study or research field to which the course belongs. A course can be part of several main fields of study.

Other information

Under this heading are the grading scale and the language of instruction, if it is not Swedish.

For courses at the first- and second-cycle level one of the following grading scales is used:

- fail/pass
- fail/pass/pass with distinction
- fail/three/four/five
- the seven-grade scale F/Fx/E/D/C/B/A, - Insufficient; Insufficient, some more work required before the credit can be awarded; Sufficient; Satisfactory; Good, Very Good, Excellent- where F and Fx are failing grades, and E, D, C, B och A are passing grades
- For courses at the third-cycle level the grading scale pass/fail is used.

This is where information about internships/placement, clarifications regarding WIL, research basis, and examinations adapted for those with special needs should be placed.

Course Overlap

An overlap means that two syllabi have basically the same intended learning outcomes and may not be included in the same degree.

Interruption of an Internship/Placement

So that it is possible for a student to discontinue his or her internship/placement, there must be a clear statement to this effect in the syllabus. The syllabus should also make it clear how the student goes about arranging a new internship or opportunity for placement. See also Section 5, Degree Project.

2 Programme syllabi

Replaces Guidelines for Programme Syllabi, 31 January 2017, day-book number 2017/272. This is in accordance with Standards and Guidelines for Quality Assurance in the European Area Higher Education Area. (ESG), Section 1.3. This is part of the university's process activities Creating an Educational Environment, 3.1.7. Preparing Programme Syllabi and General Study Plans.

A programme syllabus contains provisions that are binding for both the university and the student. The purpose of the programme syllabus is to make students aware of what is expected of them as students on the programme.

In Chapter 6, Section 17 of the Higher Education Ordinance it is stated that a programme syllabus must contain information about which courses the programme includes, what the specific entry requirements are, and other information that the student needs.

For programmes that plan to use English as the language of instruction, there has to be an English translation of the entire programme syllabus. The English terms used should be the ones suggested

in the Swedish-English dictionary provided by the Swedish Council for Higher Education. The institution is responsible for ensuring that the translation is correct.

The university has the right to make alterations to courses in a programme without obtaining the student's approval on the condition that the change does not affect the intended learning outcomes for the programme or the degree programme to which the student has been admitted.

The following information must be included in a University West programme syllabus:

Established

The date when the programme syllabus was adopted.

Adopted by

The board that has made the decision to adopt the syllabus.

Valid from

The year and term from which the syllabus is valid should be indicated here.

Programme title

The Swedish as well as the English titles of the programme.

Scope

The number of HE credits the programme is worth.

Programme code/Specialisation code

Identifies the programme.

Degree

The degree or degrees, both in Swedish and English, that will be conferred upon graduation.

Level

The educational level of the programme.

Courses that the programme comprises (main heading)

Indicate here which courses are compulsory and which are electives or optional. List all of the courses for which a student is guaranteed a place (those that are recommended). The total number of credits earned should equal the number of credits that are required for graduation from the programme.

Options within the programme (subheading)

The programme syllabus must include straightforward information for the student regarding the recommended course of study, clearly stating which courses can be substituted for others. For example, it should be clear which courses to choose for a specialisation. The programme syllabus must also provide straightforward information about which of the programme courses are electives – for which a place is guaranteed to University West students – and also state whether there are places on optional courses, which are courses that the student chooses to take at University West or at another institution, either in Sweden or abroad.

Entry requirements

Prior knowledge that is necessary for the student to be able to benefit from the programme.

Qualitative Targets

All programme syllabi can either provide a link to the national qualitative targets in the System of Qualifications found in the Higher Education Ordinance (1993:100)

http://www.riksdagen.se/sv/dokumentlagar/dokument/svenskforfattningssamling/hogskoleforordning-1993100_sfs-1993-100, or print it in the programme syllabus.

All programme syllabi must provide an English translation of the national learning targets by linking to the official translation of the System of Qualifications in the Higher Education Ordinance.

If there is a local System of Qualifications in addition to the national one, it is the responsibility of the institution to provide an English translation. The terms used in the translation should be the ones used in the Swedish-English dictionary provided by the Swedish Council for Higher Education.

Other Information

The following standard text has been inserted in the template for programme syllabi:

The student who has been accepted on the programme that this syllabus outlines has been guaranteed a place on all of the courses listed above, providing that the student follows the programme according to the recommended course of study. The programme syllabus and courses comprised therein are, however, subject to change within the framework of the qualitative targets when there are revisions made to the programme syllabus and the course syllabi. When choosing a specialisation, the student is guaranteed a place on courses that are included in the chosen specialisation.

There may be requirements within the degree programme, i.e. prerequisite courses needed to continue on the programme, if there are specific grounds for such requirements, in which case this should be stated in the programme syllabus.

A student cannot be hindered from continuing on the programme unless there is a decision to that effect that is put into writing. The student can appeal such a decision to the Higher Education Appeals Board (ÖHN).

Any programme that includes internship/placement has to state whether the internship/placement can be discontinued by the university as well as how the student can go about resuming his or her studies in that case. This should be stated both in the programme syllabus and in the course syllabus.

3 Course handbooks

Replaces Guidelines 17 November 2016, day-book nr 2016/1666. This is in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Section 1.3. This is part of the university's process activities, 3.3.1.1. Course Administration.

The purpose of the course handbook is to provide such information as the student needs to be able to plan his or her studies over time. The information found in the scheduling system or in the course syllabus should always be given priority over what is in the handbook. In contrast to the course syllabus, what is written in the handbook is not legally binding.

The institution is responsible for seeing to it that there is a handbook for each course being offered

and that it is made available to the students at least two weeks before the course starts. As a rule, the course handbook is posted in the university's virtual learning environment. It is the student's responsibility to read the course handbook.

The following headings and information must always be found in the course handbook:

Contact information

Information about the instructors who teach the course and how the students can get in contact with them.

Forms of assessment

Information indicating when examinations will be given and what is expected of the student. The forms of assessment should be the same as the ones listed in the syllabus, but here they are described in more detail. It should be clear what is meant when an examination task is done individually or in a group.

It is particularly important that a course handbook for the degree project work clarifies the information in the course syllabus with regard to forms of assessment and clearly indicates how they relate to one another in terms of time.

If there are several components of the course that are examined, it is important to indicate the significance of each component in relation to the course as a whole.

Compulsory components

If there are compulsory components of the course, this must be indicated in the syllabus. It must also be stated in the syllabus whether the student can perform some other equivalent task instead of the compulsory component. It should be clearly stated in the course handbook when the compulsory components or equivalent task are to be carried out.

Re-take Exams

Here it should be indicated when the second chance to take an exam will be offered and what its format will be. If it is possible to supplement the original exam instead of writing the re-take exam, this should be indicated in the syllabus. It should be stated how the exam paper needs to be supplemented and how long the student has to complete this work. The format for supplementary qualification must be the same as the format for the original exam. The following text can be used after it has been adapted to the specific course:

Changes to the course handbook after the course has begun may only be made if there are extraordinary circumstances and only after conferring with the students. The instructor is responsible for seeing to it that all students are made aware of the changes and have had sufficient time to be able to adjust their study plans.

Other important information can be included under the heading "Other Information." Examples of this type of information are: pedagogical approaches such as the intended learning outcomes (must correspond to the course syllabus), course content (must correspond to the attachment to the course syllabus), reading list (must correspond to the list in the attachment to the course syllabus), reading schedule, structure of the course, handling references, course evaluation, when exam results can be expected, what is expected of the student in terms of technical background, how responsibility is shared among the instructors on the course, information about internships/placement, clarification of WIL-components as well as the research basis. Information about plagiarism and deceiving an examiner – as well as information about the fact that all

documents undergo plagiarism detection software – are also included here.

4 Degree projects

Replaces Guidelines for Degree Projects, 3 April 2013, day-book nr. 2013/307. This is in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Section 1.3. This is part of the university's process activities 3.3.1.1. Course Administration.

With the exception of the Higher Education Diploma in Vocational Education, all degrees require that the student has received a passing grade on a degree project. The scope of the project in terms of HE credits varies, depending upon the programme.

In general, most of the coursework should be completed before the degree project is begun. The degree project includes planning, carrying out, and reporting on a study, defending one's work in a seminar, and serving as the discussant for another student's degree project, thus providing a critique of a project that has been written by a student at the same level.

The degree project is written individually or by, at most, two students working together. In general, the intended learning outcomes for a degree project state that the student is to take a scholarly approach, which means that he or she is able to work independently, to think critically, to solve problems alone, keeping up with knowledge development as well as being able to participate in a scholarly exchange of knowledge. Many degree projects, especially the general ones, require that the project fulfils most of the programme's intended learning outcomes.

Course syllabus and course handbook

As is the case for other courses, there has to be a syllabus for the degree project. Beyond what is the usual content in a syllabus, it should also be clear which of the intended learning outcomes that apply for all of Sweden are being examined by way of the degree project in question. In addition to what is stated in the Guidelines for Course Handbooks, the course handbook for a degree project provides assessment criteria for the student's individual performance with respect to all of the intended learning outcomes that are listed in the syllabus.

The student is to be informed about copyright laws, good publication practice, and other laws regarding documentation of sources and presentation of one's work, as well as what is prohibited in terms of deceitful behaviour on an examination.

Supervision

Barring some other arrangement, supervision is provided within the framework of the course. A student who does not finish the essay by the end of the scheduled course, will normally no longer have the right to further supervision. Exceptions can be made, however, if the examiner and the student come to an agreement.

The head of the department takes the decision as to whether there are sufficient resources for further supervision.

If a degree project receives a failing grade, the student no longer has the right to supervision.

Supervision has to be scientifically qualified with regard to depth of subject area, method, and analysis. In some cases, supervision can be provided by someone other than the supervisor to support the student in the use of equipment, tools, or data processing.

Examination

The examiner and the supervisor must be two separate individuals.

Normally examination takes place in three stages: assessment of the presentation of the project (usually a written report), defence thereof, and serving as discussant for another student's project in a seminar.

The individual student's contribution to the written report is assessed after the seminar when the final draft is submitted. The student must account for his or her individual contribution to the project in the report or in an attachment to it.

When a supervisor has declared an essay ready to be discussed in an examination seminar, an examiner should not demand that major changes be made for the essay to pass. Clear criteria for assessment and a continuous dialog between the supervisor and the examiner are examples of measures that can be taken to prevent this sort of situation. An examiner is, however, not obligated to pass an essay merely because a supervisor has declared it ready for the examination seminar.

Examination is documented so that a re-examination is possible if the student demands such.

It is important that a failed essay result is reported in LADOK as soon as possible after examination. According to the Guidelines for Examination, the student who has not passed has the right to a re-take, as is the case in any other course. Examination and re-examination must be offered at two scheduled seminars.

If a degree project is not handed in, no grade is assigned or reported.

Normally, it is recommended that any student whose essay has failed twice should write a completely new essay.

The title of the degree project

The title of the degree project appears on the diploma. At the library's website there are separate guidelines to aid in deciding upon the title of a degree project.

Filing essays in the archives and publication

All electronic archiving is done by the administration of the university after the examiner has sent in both an electronic version of the degree project and documentation stating that the essay has received a passing grade.

The university encourages publication of degree projects that have received a passing grade and are worth at least 15 HE credits. If a student cannot or does not want to publish his or her project in its entirety, the abstract and bibliographic data are made available. All publication takes place through the library after the student has given his or her approval.

5 Examination

Adopted by the Research and Education Board 4/2 2021, Dnr HV 2020/625.

Replaces the section 'Examination' in Rules and Regulations for 1st- and 2nd-Cycle Programmes, daybook nr HV 2019/521, most recently revised 14 May 2020. Corresponds to Standards and Guidelines for Quality Assurance

in the European Higher Education Area (ESG), Section 1.3. This is part of the university's process 3.3.1.1 Course Implementation.

Provisions regarding examination can be found in the Higher Education Ordinance (1993:100) and in the Higher Education Authority's Guidelines for Legally Certain Examination, 4th ed. Provisions relating to examination and grading cases can also be found in other laws and ordinances, such as the Administrative Procedure Act (2017:900), the Freedom of the Press Act (1949:105) or Official Authority Ordinance (2007:515).

The following local regulations should be seen as a supplement to and clarification of the provisions mentioned above. All syllabi at University West must make reference to these local regulations.

Examiners

An examiner is appointed through a decision made by the department head. A list of examiners is entered into the day-book and archived. Only an instructor who is employed by University West may be appointed as an examiner.

Examiners must have relevant competence in relation to the subject and level of the course that is to be examined. With regard to degree projects at the 1st-cycle level and courses at the 2nd-cycle level, examiners are required to have a licentiate or doctoral degree. Examiners must also have sound knowledge of the regulations that apply to examination at the university.

Examiners have the ultimate responsibility for examination of a course. Examiners set the final grades for a course, even if other instructors have assessed parts of it. Examiners are also responsible for any reassessment of a grade if requested by a student, and they are the ones to sign off on the grades in the administrative system.

If a student has twice failed a course examined by the same instructor, that student has the right to request that the department head appoints a new examiner. This request can be denied if, for example, there is no other qualified examiner at the university. If the request for a new examiner is denied, this cannot be appealed.

Types of examination

Examinations test knowledge, skills, and abilities in relation to the intended learning outcomes of a course, content, and grading. Several parts of the course can be the basis for examination: written, invigilated exams, take-home exams, laboratory work, etc.

The examiner decides which types of examination will be used on a course. Each of these must be stated in the syllabus and are legally binding.

The same legal requirements apply for digital examinations as for all other examinations.

Time and place for examination

At the beginning of a course, or at least five weeks before any examination takes place, examiners are responsible for seeing to it that students receive an examination schedule that lists each course component for which they will be examined. This information is normally provided in the course guidelines.

Examination of online courses is carried out at a location that is indicated in information to the students.

In extenuating circumstances, such as disability or illness, the examiner may allow the student to take an exam at a venue other than the location at which they have been studying. This applies to both campus and online courses. In this case, examination must take place at the same time as it is carried out at University West. Students who wish to be examined elsewhere are responsible for booking a place for their examination at that location, and to do so in good time. This venue must be appropriate. There must be an invigilator and there must be a seat available in the room. The person who provides the venue is responsible for practical issues relating to the examination.

Students from other institutions of higher learning may not be offered the opportunity to take exams at University West.

Adapted examination

An examiner can take the decision to allow an examination to be adapted for a student who has a documented need for special educational support due to their disability. Taking an examination that has been adapted does not mean that the student no longer needs to fulfil the requirements established for intended learning outcomes that the examination is testing; rather, it only means that the student can demonstrate having fulfilled the requirements in another way. The syllabus should indicate if there is a possibility to have an examination adapted to special needs.

It is permitted to schedule exams on Saturdays and Sundays, but it should be taken into consideration that there may be students espousing faiths that prevent them from taking an exam on religious holidays.

Re-sits

As a rule, the number of times a student can take an exam is not limited. Within the framework of a course that is offered, the student has a right to take a regularly scheduled exam and to do a re-sit. Thereafter, the student is given the opportunity to take the exam the next time the same course (course code) is offered at University West. Examinations are always scheduled in accordance with a valid syllabus for the course being offered. It is the student's responsibility to stay informed of any changes to the syllabus.

The date for a re-sit is announced no later than at the time of the ordinarily scheduled exam. No fewer than ten working days or two weeks may pass between posting the results of an exam and the date for the re-sit, on condition that the normal time allotted for grading (fifteen working days) has not been increased.

If it is clearly stated in the syllabus, the number of opportunities to take an exam can be limited. In total, the number of opportunities to take an exam may not be fewer than five. There can only be limitations if it is determined that an unlimited number of opportunities would lead to an unreasonable waste of resources in the case of a particular course.² If a course is discontinued, the student has the right to attempt the exam three times over a period of at least one year after the last opportunity to take the regularly scheduled exam when that course was offered.

² The Higher Education Authority, *Legally certain examination*, 4th edition, p. 35.

An examiner giving a re-sit may test that the student has attained all the same intended learning outcomes for the course or module of the course. The types of examination should be the same as those used for the regularly scheduled examination, but the number of examination components can differ, unless otherwise stated in the syllabus.

Any student who has missed an opportunity to take an exam due to a mistake made by the university shall be offered a new opportunity to take the exam within two weeks from the originally scheduled examination date.

Supplementary qualification

A student who has not achieved the intended learning outcomes and has thus failed a course, should normally be tested against the same intended learning outcomes again by means of a re-sit. The examiner can decide that the student should submit supplementary assignments to qualify as having passed, on condition that this possibility is clearly stated in the syllabus. It should be indicated in the syllabus what the supplementary work to be done involves and how much time will be allowed. The type of supplementary qualification must correspond to the original type of examination.

Supplementary qualification may only be offered if the exam's shortcomings are minimal and easy to remedy in a short amount of time, soon after the exam was taken. Supplementary qualification is not permitted after failing an invigilated exam.

Compulsory course components

If there are compulsory components of a course, on which the student's grade will be based, this must be indicated in the syllabus. Compulsory components on which grades are *not* based may only make up a small portion of the course. Only examinable components of a programme, or those that have the purpose of enhancing the student's ability to learn, can be compulsory.

Students who for some reason have failed a compulsory component of a course will be offered another opportunity during or soon after the course has ended.

Examiners may allow a student to make up for their absence from a compulsory seminar by doing a task, such as a written report. The possibility of making up for an absence must be clearly stated in the syllabus.

Examination of degree projects and placements

In general, the same rules apply to degree projects and placements (such as student teaching or internships) as do for other courses.

Supervisors and examiners must be different people.

It should be stated in the syllabus if there is a limitation to the number of occasions for placement or similar components of a programme that are spent off campus. If a student needs to have a passing grade in a placement or similar component to pass the course or a module of the course, there must be at least two opportunities to do such a placement or similar component of a programme.

As a rule, grades are set only after a student has finished a course. An examiner can, however, fail a student before a course has ended if there is a particular reason for doing so. One such reason could be that the university discontinues the placement because the student has made serious mistakes and

risks causing injury or damage during placement. The conditions for pre-emptively failing a student and for the student's possibility of starting over must be stated in the syllabus.

Invigilated exams

During invigilated exams the examiner for a course should be available, either by telephone or digitally. The instructor should let the students know what resource materials are permitted before the exam. This should also be indicated on the cover sheet of the exam.

If an invigilated exam has to be discontinued due to an evacuation, the examiner determines whether the exam can continue after the interruption, giving the students a time extension equivalent to the interruption, or if the students' exam will have to be re-scheduled.

It should be stated in the syllabus whether a take-home exam is to be done individually or can be done in a group. If the exam can be done in a group, the students must be able to receive individual grades. If an examiner is in doubt concerning an individual student's performance, they can request that the student do an oral exam within ten days of the date of submission.

The student is responsible for seeing to it that their take-home exam has reached the instructor who is to assess it. If a late submission can affect the student's grade, this must be stated in the syllabus.

When exams are submitted anonymously (so-called coded exams) anonymity is broken as late as possible. The examiner must, however, be able to see the names of the students before setting their grades.

Original exam papers are saved for two years from the date the grade was reported, and thereafter they are culled in accordance with National Archives regulations.

Setting grades

Grades are set once a course has been concluded. If the instructor assessing the student finds that due to a student's absence from compulsory components of the course, they do not have sufficient records on which to base a grade, no grade can be set.

Any student who has begun an examination must receive a grade. The term 'begun' can be understood differently depending upon the type of examination. The examiner determines when a student is deemed to have begun an exam. In the case of invigilated exams, any student who enters the examination hall but submits a blank paper or nothing at all will receive a failing grade.

Grading criteria are stated on the exam paper or in the course guidelines, but they are not legally binding.³

When a group is to be examined together, their presentation should be carried out in such a way as to make it clear what each individual student has contributed. To receive a passing grade in a course, the student must have been tested against all of the intended learning outcomes stated in the syllabus and have received a passing grade on each of them.

³ See Higher Education Authority, *Legally certain examination*, 4th ed. p. 33.

Deciding on a grade

At University West, a grade has been decided upon when it is entered into the administrative system and signed by the examiner. At this time, it is ensured that the grade is in Swedish and that the name of the person setting the final grade (the examiner) as well as, when applicable, the names of any other instructors who have participated in the assessment/markings, are stated. In the university's rules of procedure, it is stated that grades can be decided upon without any presentation.

As a rule, students receive their result on each examined component of the course within 15 working days of the date for examination. If the class is large, the instructor has 20 days to report results to the students. In that case, students should be informed no later than on the day of the examination that there will be an extension made to the time allowed for grading. See also the section about re-sits for the shortest time between reporting examination results to students and the date of the re-sit.

An examiners' decision on a grade cannot be appealed. However, a student does have the right to request that the decision be reconsidered. This request must be in writing and submitted to the examiner together with the reason for the request. If the examiner finds that the decision was obviously incorrect, it will be changed, but only if the change can occur quickly and easily, without lowering the grade. It is prohibited to set time limits on when a student can request that a grade be re-considered.

A passing grade may not be changed to a failing grade at the student's request. Marking that disadvantages the student can occur if the decision was purely an oversight error.⁴ Practice supports lowering a student's grade if it has been shown that the student cheated on the exam.

A student may not participate in a re-sit for the purpose of raising a passing grade. In Swedish this is called 'plussning'.

When a grade has been decided, the student's exam paper, or written documentation that serves as the basis for their grade, as well as the grade itself, become public records. Once an exam has been given, the exam form itself is archived and is available to the public.

The grading system and grading scales

The Swedish grading system is criterion referenced. At University West one of the following grading scales is used on programmes at the 1st- and 2nd-cycle levels:

- Pass/Fail
- Pass with distinction/Pass/Fail
- 5/4/3/Fail
- A/B/C/D/E/Fx/F

On the A-F scale, F and Fx are failing results. Fx represents a failing grade and indicates that more work is required. The grade Fx cannot be set as the final grade in a course.

It should be stated in the syllabus which grading scale applies for each course.

In third-cycle programmes the only grading scale used is Pass/Fail.

⁴ For the definition of 'oversight error', see the Higher Education Authority, *Legally certain examination*, 4th ed. pp. 87-88.

The Pass/Fail grading scale may not be used for teacher education courses that have a placement component that is worth more than three HE credits.

Attempting to deceive the examiner

Provisions concerning attempts to deceive the examiner, what is commonly known as 'cheating', are laid out in Chapter 10 of the Higher Education Ordinance.

Cheating or attempting to deceive the examiner refers to a student purposely trying to deceive the examiner when their performance on a course is to be assessed. Examples of this sort of behaviour are plagiarism, using 'crib sheets' or disallowed notes in books that may be taken into the examination hall, or collaborating on an exam on which the individual student is to be graded.

At the beginning of each course, students must be given unambiguous information regarding the definition of plagiarism and the correct method of referencing sources. Well-founded suspicion of an attempt to deceive the examiner will be reported to the Vice Chancellor as soon as possible. At the Vice Chancellor's request, the case is thereafter investigated by administrative personnel. At some point during the investigation, the student will be given the opportunity to explain their behaviour orally or in writing, thus providing their version of what has happened.

After the investigation, the Vice Chancellor hands down a decision as to whether the case will be dropped without taking any action, leading to a so-called 'V.C.'s warning' or be sent on to the Disciplinary Board for a hearing. The Disciplinary Board can decide to drop the case without taking any action, issue a warning, or hand down a decision to suspend the student. Suspension means that for a certain period of time (at the most, six months), the student may not take exams, go to classes, or take part in any other activity within the framework of their studies.

An examination that is reported for suspicion of attempting to deceive the examiner is not graded until the Vice Chancellor/Disciplinary Board has come to a decision. If the case is sent on to the Disciplinary Board, the Vice Chancellor can decide that the student will be intermittently suspended. Otherwise, the student is not stopped from participating in other classes or examinations during the period of investigation. After a decision to suspend the student has been taken, the affected services are informed by the administration and the student's IT account is blocked. If any components of the course are examined during the period of suspension, the student must wait until a re-sit opportunity or the next time the course is offered and the examination is given.

6 Course evaluations

Guidelines for Course Evaluations, 11 December 2012, day-book nr. 2012/1121. This is in accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Section 1.3. This is part of the university's process activities Educating, 3.3.6. Evaluating Programmes.

The university has the obligation to provide students on a course with the opportunity to express their views in a course evaluation that is organised by the university. The university also has the obligation to compile the course evaluations, to make the results available to the students, and to inform them of the measures that are to be taken as a consequence of the results.⁵

⁵ The Higher Education Ordinance, Ch. 1, Section 14

Course evaluations are a good way for students to contribute to the university's efforts to improve programmes and courses. Through evaluations the student is given the opportunity to reflect upon his or her education in a structured manner and actively to exercise their legal right to exert influence over their education.

Guidelines for course evaluations provide help with course evaluations and pertain to courses at the first- and second-cycle levels.

- **A course evaluation** comprises the students' views and suggestions as they assess how well the course has functioned in relation to the syllabus.
- **A course evaluation report** is a compilation of the students' views and suggestions as well as the instructor's responses to them. The report is a public document.
- **A scheduled course** is based upon a syllabus, but is confined to an actual period of time and a certain group of students.

The course evaluation is conducted toward the end of the course or just after the course ends and should be in writing. Course evaluations are also be conducted when a course consists of writing an essay or doing a degree project. Course evaluations are conducted at the end of a scheduled course, not at the end of a module or an entire degree programme.

A course evaluation questionnaire is written in the language of instruction. It is up to the student whether or not he or she fills out the questionnaire. For this reason it is important that a course evaluation is conducted in a way that results in a high response rate.

Course evaluations are to be anonymous, unless there is a particular reason to know the identity of the respondent. Anonymity means that no names or other revealing information is provided on the questionnaire, nor is it requested. A person's privacy must be respected in all work with course evaluations.

All results (completed questionnaires) from course evaluations should remain available to the students.

The study programmes board is responsible for formulating the questions that appear on all of the university's course evaluations.

The university's administration is responsible for:

- setting up routines for conducting course evaluations.
- creating course evaluations for all scheduled courses.
- ensuring that all instructors have access to the course evaluation system.
- creating course evaluation reports that are accessible for instructors and students via the university's virtual learning environment.
- archiving the course evaluation reports.

The departments are responsible for:

- seeing to it that the comments and the reports are accessible to the students within five weeks of the end of the course.
- seeing to it that course evaluation reports are part of the material submitted when a decision about developing and changing a course is taken.
- seeing to it that the course coordinator or examiner comments upon the results of the course evaluation report and informs the students of any changes that will be made or ways in which the course will be developed.

7 Programme co-ordinators and the programme board

Replaces Guidelines for Programme Co-ordinators– Programme Boards – Examiners, 1 September 2015, day-book nr. 2015/1011. In accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Section 1.2. This is part of the university's process activities Management and Leadership, 1.2.6. Instilling a Sense of Responsibility and Empowerment in a Work Team.

The following is a description of functions necessary at the departmental level for process planning before taking decisions that involve programmes at the first- and second-cycle levels. The purpose is to facilitate co-ordination within the department and between the department and the board. There is nothing stopping the same person from taking on several commitments or that someone in an administrative post in the department takes on such a commitment.

The examiner's responsibilities are described in Guidelines for Examination, Section 4.

Programme co-ordinators

For programmes and the main fields of study at University West leading to a degree⁶ there should be a programme co-ordinator who is appointed by the head of the department offering that programme. The head of the department can decide that certain freestanding courses connected to the programme's main field of study, or to the programme closest to the main field of study, will be included in the programme.

The programme co-ordinator should be familiar with the main field of study that the programme/freestanding course is part of.

A programme co-ordinator does the following:

- Makes every effort to see to it that the students are provided with the best environment for achieving the national and the local intended learning outcomes
- Is the driving force behind the local work on quality assurance
- Is involved in formulating the intended learning outcomes before revisions of programme syllabi.
- In consultation with the programme board, takes on responsibility for the planning of course and programme syllabi
- Stays well-informed with regard to issues that are relevant to the position, such as laws and ordinances and the views of external stakeholders
- Sees to it that the programme maintains a high quality and, when necessary, suggests changes
- Takes responsibility for ensuring that the students are given the opportunity to participate in the planning and implementation of the programme, and that their views are taken seriously.
- Takes responsibility for discovering serious problems concerning quality and reports them to the head of the department
- Otherwise takes on tasks delegated by the head of the department

Programme board

For programmes and the other main fields of study at University West that lead to a degree, there

⁶ See the local examination ordinance

should be a programme board that is appointed by the head of the department. In accordance with the Student Union Ordinance and the agreement between the student union and University West, the student union should be represented on this board.

The programme board's task is to plan for and process programme and course syllabi when there are developments and changes to the content of the programme. The head of the department can decide that certain freestanding courses that are connected to the main field of study, and that the programme board is responsible for, or are close to the programme board's main field of study, will be part of its area of responsibility.

The programme board is responsible for the following:

- Seeing to it that students have the background they need for achieving the national and local intended learning outcomes
- Providing impetus for working on quality assurance locally
- Encouraging development and quality in the programme or main subject area from the students' and teaching staff's point of view and in relation to research in the field as well as in relation to society and the educational sector as such
- Taking on the responsibility for the planning process of writing course syllabi and programme syllabi
- Following up on course and programme evaluations done on the programme or in the main field of study, as well as suggesting measures to be taken in response to these
- Helping students become participants in the planning and implementation of the programme as well as seeing to it that their views are taken seriously
- Taking responsibility for seeing to it that a lack of quality is reported to the head of the department
- Seeing to it that the programme has components of WIL and that students are made aware of these components

8 The classification of courses in disciplinary domains

Replaces Guidelines for the Classification of Courses in Disciplinary Domains at University West, 7 November 2016, day-book nr. 2016/1779. In accordance with Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Section 1.2 och 1.6. This is part of the university's process activities Management and Leadership, 3.1.12. Establishing a Disciplinary Domain.

Every course offered at the university is classified as belonging to one or more disciplinary domains. Public service agreements for the year in question establish which disciplinary domains exist in Sweden and at each institution. This classification of courses determines the level of compensation for a full-time equivalent and an annual performance equivalent.

The following disciplinary domains exist at UW:

- DE Design
- HU The Humanities
- ID Sport and Fitness Sciences
- JU Law
- LU Education
- ME Medicine
- MM Media Studies

NA Natural Sciences
SA Social Sciences
TE Engineering and Technology
VU Placement/Internship
VÅ Health Sciences
ÖV Other

At the national level there are no direct instructions as to how courses should be classified. In the preparatory work done it is, however, stated that the subject area to which the course belongs should determine the classification and not, for example, the degree that it can lead to.⁷

For the domains Education, Placement/Internship and Other, the following is also stated in the public service agreement:

- The disciplinary domain **Education** refers to programmes in the general disciplinary domain and the educational science core.
- The disciplinary domain **Placement/Internship** refers to placement through a teacher education programme.
- The disciplinary domain **Other** refers to journalist and library science programmes as well as practice-aesthetics courses in among others, the teacher education programme with a specialisation in primary education, pre-school teacher education and teacher education, grades 1-3.

Also indicated in the public service agreement for University West:

- The disciplinary domain **Medicine**: Activities in these courses have been transferred to the county council as they have been placed under a different authority.
- Other than what has been stated above, at UW, the following applies:

Normally, a course only belongs to one disciplinary domain. This means that the main subject content is what determines classification. It is a principle at UW that the subject content that is actually being taught should be reflected in the subject area classification of the course so that it clearly belongs to a disciplinary domain. This means that, for example, the main field of study, the programme on which the course is taught, teaching methods, necessary equipment, and format of examination do not affect classification.⁸ When classifying a course, the subject area to which the course belongs should be the guiding principle.

A course can belong to two (in exceptional cases, more) disciplinary domains on the condition that the course comprises components that have clearly distinguishable subject content belonging to different subject areas.⁹ The percentual division between disciplinary domains should be compatible with the way the course content is divided up.

⁷ Proposition 1992/93:169 Higher Education for Increased Competence

⁸ The same course can belong to several different main fields of study, each of which are also traditionally associated with different disciplinary domains, and the course is then even counted as part of a progression in that main field of study, on the condition that the course has a clear connection to the intended learning outcomes for the programme

⁹ If a course worth X number of HE credits has a module that is markedly different in subject content and that in principle could be offered as a freestanding university module-sized course, such a module is considered as belonging to that module's disciplinary domain. This applies, for example, to a module in mathematical statistics that is part of a social science methodology course. The level of the module must, however, be equivalent to the first-cycle (G1N) level in the disciplinary domain that the module belongs to.

A course can also belong to two (in exceptional cases, more) disciplinary domains in the case that the course is clearly interdisciplinary with components from two or more subject areas with overlaps between/contributions from various disciplinary domains.¹⁰

¹⁰ Courses in sustainability, environmental science, or practical project work are examples of courses that span several disciplinary domains