

# Instructions for First and Second-Cycle Syllabi

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# Introduction

The present instructions for course syllabi at the Joint Faculties of Humanities and Theology (HT Faculties) have been drawn up in accordance with the Application Regulations for First and Second-Cycle Course Syllabi at Lund University (Reg. no STYR 2023/1026). In accordance with the Rules of Procedure and Delegation at the Joint Faculties of Humanities and Theology (Arbets- och delegationsordning för Humanistiska och teologiska fakulteterna), syllabi are established by the dean of undergraduate studies after processing by the quality assurance coordinator and a student representative. Decisions on establishing course syllabi are registered by the HT Faculty Office.

## *Introducing a course and creating a course syllabus*

The departments decide on the introduction of freestanding courses in the department board or equivalent. In the introduction of new main fields of study, or in the case of extensive changes in specialised study courses, one of the processes in the current *Guidelines and Management Rules for the Establishment, Revision and Discontinuation of Degree Programmes in the First and Second Cycles* is to be followed.

The introduction of a new course is processed through the creation of a new course syllabus. The course is established in Ladok by the quality assurance coordinator at the HT Faculty Office following a review. The proposal for a new course/course syllabus or revised course syllabus is approved by a department decision in accordance with the department's delegation rules before the course syllabus is submitted to the HT Faculty Office to be established. Student representatives are to be given the opportunity to participate in the department's decision.

All syllabi for first and second-cycle courses and credit-earning contract education courses are to be processed through the university-wide database Lubas: <https://lubas2.lu.se/lubas/plan/lista>

## *Timeframes*

In accordance with LU's course syllabi regulations, course syllabi are to be established and accessible for students at the latest on the day that the application period opens in the respective admission round. Syllabi for courses starting in the autumn semester are therefore to be established by 15 March of the same year and syllabi for courses starting in the spring semester are to be established by 15 September of the preceding year. Different dates apply for courses advertised internationally. If there is no established course syllabus when the application period opens, the course session cannot be made accessible in Ladok, NyA or on the LU website.

Relevant timetables for work on course syllabi at the HT Faculties are available on the internal website, which also has links to information on admission on the Staff Pages. The dates below are approximate dates that are adjusted annually.

<https://internt.ht.lu.se/utbildning>

Courses to be offered in the **autumn semester** or **summer semester**

- 1 September: Last day to submit course syllabi for **new course codes** that are to be advertised internationally to the HT Faculty Office.
- 20 November: Last day to submit course syllabi for **new course codes** that are to be advertised nationally to the HT Faculty Office.

- 20 February: Last day to submit course syllabi that are to be **revised** to the HT Faculty Office.

Courses to be offered in the **spring semester**

- 1 May: Last day to submit course syllabi for **new course codes** that are to be advertised internationally to the HT Faculty Office.
- 20 May: Last day to submit course syllabi for **new course codes** that are to be advertised nationally to the HT Faculty Office.
- 25 August: Last day to submit course syllabi that are to be **revised** to the HT Faculty Office.

*Language*

In accordance with the Swedish Language Act (2009:600), Swedish is the official language of all Swedish public authorities. The course syllabus is a legal document, and must therefore be approved in Swedish even if the course is taught in another language. Lund University's Language Policy states that "The programme and course syllabi are to be translated and made available in English, in order to facilitate international comparisons and mobility, among other things." (Reg. no LS 2011/260, p. 3) At the Joint Faculties of Humanities and Theology, all course syllabi are translated by Lund University's translation service, via the translation tool Convertus, which is an integral part of LUBAS. It is also possible to input a translation at the same time as work is being done on the Swedish version of the syllabus.

# Working process and authorisation in Lubas

The creation of course syllabi, course codes and exam codes is carried out in Lubas:

<https://lubas2.lu.se/lubas/>

Detailed instructions for the Lubas system are available in as links to files in LU Box on the Lubas start page.

## Authorisation

Authorisation to work on course syllabi in Lubas is applied for through Lucat, for the organisational unit or units (cost centres/department codes in Ladok) that are to be the focus of the work. Please note that it is not possible to apply for an overall organisational unit and automatically receive the underlying organisational units – applications must be made for each unit.

### **Syllabi Basic User, department level**

- Authorisation to create and edit course syllabi that have In Progress status and to view course syllabi with a higher status.
- Work on exam codes and reading lists, and extract various reports.
- Authorisation to send the course syllabus from In Progress status to Ready status.

### **Syllabi Approver, department level**

- Authorisation to create and edit course syllabi that have In Progress status and Ready status, and to view course syllabi with a higher status.
- Work on exam codes and reading lists, and extract various reports.
- Authorisation to send the course syllabus from Ready status to Approved status.

This authorisation is to be held by the director of studies/study counsellor/coordinator responsible on behalf of the department for sending course syllabi to the HT Faculty Office for a decision to establish.

### **Syllabi Establisher, department level**

- Authorisation to view and work on all course syllabi regardless of status.
- Establish course syllabi.
- Send exam codes to Ladok.
- Manage translation of the course syllabus in Lubas (via Convertus or directly in Lubas).

At the HT Faculties, this authorisation is only to be held by the quality assurance coordinator at the HT Faculty Office and the dean for undergraduate studies.

## Workflow and status in Lubas

### *Create a new course and course syllabus*

Completely new courses are created in Lubas in one of two ways:

- By clicking on “New” on the first page for course syllabi.
- By basing it on an existing course and, in the course syllabus, clicking on “Create new syllabus using this as a template”.

In both cases, information for Ladok must be entered. If an existing course is being used as a basis, the field is prefilled, but can be amended. If a completely new course syllabus is being created, all the fields must be filled in. When the obligatory fields are filled in and “Save” is clicked on, a course syllabus is created that has In Progress status and more information can be added.

### *In Progress*

All those with Basic User authorisation in Lubas can work in In Progress status on course syllabus content and add information in all fields.

- Teaching staff can work on their course syllabi and then send them to Ready status.
- The course syllabus can be sent to Ready status when the following fields have been filled in:
  - the course’s place in the education system
  - specialisation
  - language of instruction
  - learning outcomes – all categories
  - content
  - design
  - assessment
  - grading scale
  - entry requirements text.
- When the course syllabus goes to Ready status, all those with Approver authorisation for the indicated department receive an automatic email concerning this.

### *Ready*

In Ready status, those with Approver authorisation work on the course syllabus.

- The director of studies/equivalent works on and/or reviews the course syllabus in Ready status.
- The department decides in accordance with its delegation rules to approve the course syllabus, normally in the department board/equivalent.
- After the decision, the person with Approver authorisation (normally the director of studies) sends the course syllabus to the HT Faculty Office by saving and moving it up to Approved status in Lubas.

**Please note: In the dialogue box that appears, the director of studies/Approver must state when the department approved the course syllabus and other important information about the course, such as whether it replaces another course, how an existing course has been revised etc.**

### *Approved*

In Approved status, the quality assurance coordinator at the HT Faculty Office reviews the course syllabus.

- The course syllabus is reviewed by a student representative.
- The course syllabus, the course's Ladok details and the exam code set are reviewed according to the HT Faculties' instructions for course syllabi.
- If questions arise after the review, these are sent to the director of studies who is responsible, either by email, or by the course syllabus being sent through Lubas back to Ready status. The director of studies then receives a notification by email. Any questions and comments that arise are written directly in Lubas and marked in bold.
- The director of studies resolves the issue/provides feedback and sends the course syllabus back to Approved status.

### *Send course code to Ladok*

All information concerning the course that is entered in Ladok is to be reviewed by the quality assurance coordinator at the HT Faculty Office in connection with the review of the course syllabus. The "To Ladok" feature means that the course code is entered in Ladok. The feature is activated when the course syllabus is in Approved status, and the quality assurance coordinator at the HT Faculty Office is responsible for entering the course code in Ladok.

**Please note: Do not click on "To Ladok" – this is done by the quality assurance coordinator after the review.**

### *Established*

When the course syllabus with any corrections is approved, it is sent to the dean for undergraduate studies for a decision. The quality assurance coordinator registers the decision document and is responsible for establishing the course syllabus in Lubas. In connection with establishing the course syllabus, the quality assurance coordinator also sends course codes to Ladok and manages translation of the course syllabus – either by reviewing an existing syllabus or ordering a new translation.

# Course syllabus content in Lubas

Below are instructions about the information that must be included in a course syllabus. The headings follow the headings in the Lubas course syllabus database.

## Basic information

### *Level*

All courses are to be classified as either preparatory, first or second-cycle, or contract education. (Regarding contract education, see the relevant section below.)

### *Course code*

All courses must have a course code approved by Ladok. When a new course/course syllabus is created in Lubas, the person who creates the draft of the course syllabus also enters a proposal for the course code. The quality assurance coordinator at the HT Faculty Office is responsible for the creation of the course code in Ladok, after review in Approved status.

According to Management of Courses and Exam Codes in Ladok and in the Lubas Course Syllabus Section (Hantering av kurser och moduler i Ladok och Lubas kursplanedel) (Reg. no STYR 2023/560, produced by the Study Administration Division system on 1 March 2023) an existing course must be assigned a new course code if changes are made regarding the course title, number of credits, grading scale, main field of study, education cycle, depth of study relative to the degree requirements, entry requirements, or other significant change to the course content. (A matrix of changes is presented as an appendix at the end of this document.)

### *Course title*

The following type of course title is recommended: *Main field of study/Specialisation* or *Subject: Course title*.

Example: *Studies in Faith and World Views: Specialisation Course*.

The title of the course should not exceed 120 characters in order for the full title to be visible in Ladok. Avoid abbreviations and try to ensure that the title provides good search hits on, for example, universityadmissions.se.

Course syllabi for the University's *Special Area Studies* (SAS) courses only state the title of the course, not a main field of study. Normally, the English title is given in both the Swedish title and the English title.

**Course title in English:** The full course title is translated into English. The main terms are written in italics in the English title.

### *Credits*

This section states the number of credits for the course.



### *Department*

This section states the organisational unit/cost centre that the course is linked to.

### *Valid from*

This section states the semester when the course will begin to apply, i.e. the semester when the new or revised course is offered for the first time.

## **Establishment**

This section states the decision-maker, decision date, registration number, the valid-from date and the semester when the course syllabus begins to apply. The valid-from date must be a date that falls before the application period for the course opens. These fields are completed by the quality assurance coordinator at the HT Faculty Office.

## **General information**

### *Type of course and its place in the education system*

This section is to include information on whether the course is offered as a freestanding course, as part of a programme, or both, as well as information on whether it is a compulsory course or an elective course in a particular study programme.

Example: *The course is offered as a freestanding course and can be included in a first or second-cycle degree. It is a compulsory component of the Library and Information Studies specialisation of the Master of Arts programme in Archival Studies, Library and Information Studies, and Museum Studies.*

If the course is not part of the progression towards a degree, the syllabus is to provide information about the subject in which the course is included (see above).

### *Main field of study and specialisation*

#### **Main field of study**

This dropdown menu is for selecting the main field of study to which the course will be linked. All main fields of study at Lund University are entered as elective. For current main fields of study and specialisations, see the current Main Fields of Study and Degree Titles at the HT Faculties (Huvudområden och examensbenämningar vid HT-fakulteterna).

The main field of study is to be specified in all syllabi of courses that are included in the progression towards a degree. For a degree of Bachelor, this applies to courses with 90/120 credits of progressive specialisation, for a degree of Master (60 credits), this applies to courses with at least 30 credits of specialisation, and for a degree of Master (120 credits), this applies to courses with at least 60 credits of specialisation.

For freestanding courses not included in the progression towards a degree, the field for the main field of study is left blank. Instead, "Subject: xxx" is to be entered in the text box for the type of course and its place in the education system.

#### **Progressive specialisation**

This dropdown menu is for selecting the depth of study relative to the degree requirements of the course.

In accordance with a decision taken by the Vice-Chancellor of Lund University (13 Aug 2009, Reg. no SU 2009/517), the course syllabus is to state the course's "depth of study relative to the degree requirements for first and second-cycle qualifications." In accordance with the same decision, the classification of progressive specialisation in the main field of study is to be applied to all courses. The classification corresponds to the proposal by the Association of Swedish Higher Education (SUHF) for codes that define the relationship of a course to the degree requirements:

CODE	DESCRIPTION
G1N	First cycle, requiring only an upper secondary school qualification for admission
G1F	First cycle, requiring fewer than 60 first-cycle credits for admission
G1E	First cycle, including a specially designed degree project for a Higher Education Diploma
G2F	First cycle, requiring at least 60 first-cycle credits for admission
G2E	First cycle, requiring at least 60 first-cycle credits for admission and including a Bachelor's degree project
GXX	First cycle, cannot be categorised according to the present model
A1N	Second cycle, requiring only first-cycle credits for admission
A1F	Second cycle, requiring second-cycle credits for admission
A1E	Second cycle, including a degree project for a degree of Master (60 credits)
A2E	Second cycle, including a degree project for a degree of Master (120 credits)
AXX	Second cycle, cannot be categorised according to the present model

### *Language of instruction*

These checkboxes are for selecting the language or languages of instruction that are used.

### **Text regarding language of instruction**

If the language of instruction may vary, this is to be stated along with a short explanation. Please note that the language of instruction and entry requirements must be connected.

A course that is normally taught in English can be offered in Swedish in specific course sessions, provided that the lecturer/s and all the students are proficient in Swedish, in which case the following formulation is recommended:

Example: *The course is normally taught in English, but can also be taught in Swedish, provided there is a special agreement regarding this between the lecturer/s and the students. Such an agreement requires that the lecturers and all students are proficient in Swedish.*

# Course learning outcomes

## *Course learning outcomes*

Under this box are text boxes in which the following formulation is to be written:

*On completion of the course, the student shall be able to*

The learning outcomes are then written under each category below, in the field listing the categories. Learning outcomes are written as bullet point lists.

Please note that at least one learning outcome is required in each category in order for the course syllabus to be moved up to Ready status. For small courses that may not want to state learning outcomes in all categories, the feature “I want to fill in all course syllabus learning outcomes under this heading” is used instead, then sub-headings can be created and learning outcomes stated in the text box.

## *Knowledge and understanding*

Learning outcomes in this category concern **knowledge** in the subject, including its scientific basis and applicable methods. Learning outcomes are formulated on the basis that students must be able to demonstrate their knowledge in an active way such as by describing or giving an account of something.

Examples: *“be able to provide a basic account of Graeco-Roman Antiquity from the Bronze Age to Late Antiquity”, “be able to describe the role of social movements in Swedish society”.*

## *Competency and skills*

Learning outcomes in this category concern the scientific **skills** to manage information, apply methods and independently solve problems. Learning outcomes are formulated on the basis of what students are to be able to do, for example to apply a skill to something.

Examples: *“be able to compare, analyse and assess rights situations based on different conceptions of gender equality, equal opportunities and non-discrimination”, “be able to orally apply central constructions in Japanese syntax”, “be able to independently explain and analyse the consequences of basic methodological and content choices in research relating to theology, philosophy of religion and ethics”.*

## *Judgement and approach*

Learning outcomes in this category concern scientific approach, overall insights into the role of knowledge and science in society, and the ability of the student to relate to their own knowledge development. Learning outcomes are formulated on the basis of how the students are to be able to evaluate, assess or relate to something.

Examples: *“be able to make assessments of research ethics and discuss the role of historical research in society”, “be able to critically review and evaluate different source types”, “be able to identify their own need for further knowledge in the subject in order to develop their expertise”.*

## General information about learning outcomes

Learning outcomes describe the expected study attainments from the course.

Learning outcomes are to be concrete, possible to assess and actually be assessed, and demonstrate the development of specialisation in the students’ learning. Learning outcomes are to be stated using active verbs that

- express what the student is to know and be able to do

- describe the knowledge content
- express the way in which the student is to be able to do what is expressed in the learning outcome (e.g. independently, in a scholarly way, individually).

### *Qualitative targets*

Every study programme that leads to a degree is to be designed in such a way as to ensure that the combination of the included courses' learning outcomes and specialised study enable the student to attain the national qualitative targets and the learning outcomes formulated in the specific programme syllabus. The learning outcomes for a degree are regulated by the qualification descriptions found in the Swedish Higher Education Ordinance (HEO, Annex 2).

- Specific learning outcomes concerning students' ability to complete assignments within given timeframes should be added to courses included in progression towards a degree.
- Specific learning outcomes concerning use of language should be added to courses included in progression towards a degree, particularly for courses that include a degree project.
- The HT Faculties also recommend considering the following factors in the formulation of learning outcomes:
- Learning support – that the learning outcomes cover the competencies that all students must have so that there is a clear basis for either making effective adaptations or denying adaptations. For example, students are to be able to do something orally or in writing.
- The level of independence that is required of the students, and whether the students are to be able to do something individually.
- General competencies – whether the learning outcomes can be formulated in a way that clarifies the general competencies the students attain, including competencies with links to aspects such as sustainability, gender equality, equal opportunities and diversity, or if there are grounds to add these competencies as separate learning outcomes.
- Language and assessment – for language courses it is important that the learning outcomes clarify the language in which the student will be assessed and the language skills they must have. Students can demand that assessment be conducted in Swedish. This applies to all courses, even those conducted in English, unless the learning outcomes specify, for example, that writing in English is a learning outcome.
- AI development – consider whether it is relevant to train the students in responsible management of AI tools and if a learning outcome concerning this should be included in the course/programme.

More detailed support material concerning learning outcomes is included in Lund University's *Handbook for Writing Course Syllabi* on the Staff Pages (in Swedish):

<https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/utbildningsadministration/stod-att-skriva-kursplaner-och-utbildningsplaner>

LU Box also offers other resources:

Checklist for learning outcomes <https://lu.app.box.com/s/yvljg9y3p4tn3vsprs8f4jcaiyrf2e53>

Designing a course for meaningful learning:

<https://lu.app.box.com/s/s6fmmgdn67o18xzqi8lkyx0abzpfzczup>

## Course content

This section describes the course in its entirety. The course content is to be described briefly, but is to be sufficiently detailed for the description to be used in, for example, credit transfers at other higher education institutions.

If the course is divided into modules, these are to be listed, followed immediately by the number of credits. The English titles of the modules are to be provided under the heading Further information.

## Course design

This section is to contain information on the course design and is to state the compulsory components. The course syllabus is to contain information on the *types of instruction* that are actually used in the course. Examples of types of instruction are *lectures, seminars, laboratory sessions, excursions* and *field work*. The types of instruction are to be stated regardless of whether it is a distance learning course or a campus-based course.

In the course design section it is possible to state whether it is a distance learning course or a campus-based course. If in a distance learning course there are some meetings requiring participants to attend in person, this is to be stated. If these meetings are compulsory, this must be stated in the course syllabus. Regarding distance learning courses, it is to be stated whether there are any scheduled components in real time.

Course syllabi do not have to state whether it is a distance learning course or a campus-based course, as this is stated when the student applies for the course via [universityadmissions.se](http://universityadmissions.se). To alternate the advertising of the same course as a campus-based course and distance learning course is allowed, provided that the types of instruction and assessment are wholly transferable between media (e.g. lectures in real time and take-home exams/written assignments).

The syllabi of courses that are always offered as distance learning courses may include the following formulation concerning technical requirements.

### Example:

*The course is offered as a distance learning course, supported by an online learning platform and/or digital tools. This presumes that the students participate on these conditions and have access to a computer with an internet connection and functioning loudspeakers and microphone [and webcam]. The department provides information on the technical requirements.*

### **Compulsory components**

Course syllabi may contain requirements that the student, besides the various assessed components listed under Assessment, must complete certain compulsory components, e.g. participation in seminars.

Compulsory components are not graded on a grading scale, but must be completed for the examiner to grade the entire course. Compulsory components must be clearly stated. If the course contains, for

example, seminars with compulsory attendance, the approximate number of such seminars is to be stated.

Sometimes, for various reasons, students may not be able to complete the compulsory components specified in the course syllabus. Compulsory components that are difficult to recreate so as to offer the student a second opportunity to complete them may be replaced by other assignments in certain cases.

If there is a practice on the course of offering absent students an opportunity to make up for missed compulsory components, this is to be stated in the course syllabus. If no formulation on making up for missed components is entered in the course syllabus, the rules in the *List of Rights* below apply and a student who does not have a valid reason for absence must complete the compulsory component the next time the course is offered. (See below and also the current *Guidelines for Examination at the HT Faculties*.)

Example:

*XX is compulsory. Absence is compensated with XX*

Consider being specific concerning whether this is a valid absence or any type of absence.

The following formulation from the *List of Rights* is to be entered in course syllabi, if no other catch-up possibilities are stated:

*The department is responsible for ensuring that an alternative date or comparable assignment is offered to students who were unable to complete one or more compulsory components owing to circumstances beyond their control, e.g. accident or sudden illness. This also applies to students who carry out assignments as a student representative.*

### *Degree project supervision*

It is important to clearly communicate the conditions for degree project supervision to the students. In certain cases, it may be justified to specify the scope of the supervision in the course syllabus, e.g. using the following formulation:

Example:

*The student is entitled to XX hours of supervision for their degree project.*

If the department wishes to limit the students' supervision to the semester in which the student was first enrolled on the course, this must be made clear in the course syllabus e.g. using the following formulation:

Example:

*Supervision is normally limited to the semester when the student was first registered on the course. Exceptions can be made if there are special grounds.*

### *Internship*

If the course includes an internship, the course syllabus is to state clearly whether the department is responsible for providing/organising internships for students or whether this is up to the students themselves. If the department wishes to limit the number of internship periods that a student can complete to get a pass grade, this is to be stated in the course syllabus and the number must be set at a minimum of two.

A two-party agreement between the organisation offering the internship and Lund University (the department), or a three-party agreement including the student, is to be drawn up before the internship begins. The agreement clarifies expectations regarding the internship and the student, and sometimes may be a requirement for the student to be insured during the internship period. The agreement is to be registered.

### *Study visits and study trips*

If a study visit or study trip is to be undertaken within the framework of the course, the conditions for this are to be stated. Compulsory components are to be undertaken without extra costs arising for the student, in accordance with the law that higher education is to be free of charge. In cases where the course offers optional study visits and study trips that are subject to a charge for the student, this is to be clearly stated in the course syllabus.

## **Assessment**

This section states the *forms of assessment* that apply to the course. If the course is divided into modules, the forms of assessment are to be specified for each module.

In accordance with the Swedish Higher Education Authority (UKÄ), the forms of assessment are to be clearly specified e.g. take-home exam, on-campus written exam, oral exam, paper, thesis, participation in a seminar.

### *Digital assessment using livestreaming*

Livestreaming entails sound or images being broadcast in real time, for example via Zoom, but not recorded or stored. This may apply to a written exam which is invigilated in real time via video, i.e. a monitored assessment carried out through an examination without study aids, that is similar to but still cannot be equated with an invigilated on-campus written exam. Livestreaming may also be used for an oral presentation or exam conducted in real time in the presence of the examiner. See *Guidelines for Invigilated Remote Digital Examination Using Livestreaming* (Reg. no STYR 2021/1685) for the Faculties of Humanities and Theology.

Invigilation in real time of a digital examination is permitted if it is necessary. In accordance with the recommendations of the Association of Swedish Higher Education Institutions (SUHF), the decision is to take account of legal aspects, educational aspects, equal opportunities and the students' perspective. For livestreaming for the purposes of invigilation to be justified, it must be an effective tool to achieve the aim, and the justification is to be stated in the course syllabus.

### Example:

*The course is assessed through a camera-monitored exam using livestreaming. Camera surveillance is in real time. There is no recording. Real time monitoring is required in order to assess the student's knowledge without the student having access to study aids.*

### *Adapted assessment*

Exceptions from regular forms of assessment may be necessary when a student has approval for learning support. In accordance with the *Regulations Concerning Degrees and First and Second-Cycle Education at Lund University* (Reg. no STYR 2021/768) an examiner can take a decision on an alternative form of assessment. The following formulation is entered automatically via Lubas and is not to be entered manually.

*If required to offer a student with a long-term disability an examination equivalent to that of a student with no disability, an examiner can, after consultation with the University's Disability Support Services, take a decision on an alternative form of examination for the student concerned.*

### *Resits*

The general provisions concerning resits are to be found in the current *Guidelines for Examination at the HT Faculties*.

In accordance with the *List of Rights*, a regular exam, a resit exam soon after the regular exam and one further opportunity to resit exams regarding courses completed over the past academic year (catch-up exam) are to be arranged for each course/module. In cases where the nature of the examination requires an exception from the general scheduling rules for resits, the conditions for resits are to be specified in the course syllabus.

In resit sessions where it is not possible for some reason to conduct the exam in its usual form, it may be necessary to change the form of assessment. In order for alternative forms of assessment to be legally acceptable, this possibility for exception is to be formulated in the course syllabus.

Example:

*If it is not possible, at the time of the resit to implement the regular form of assessment, there may be deviations as long as they are compatible with the course learning outcomes. Information about resits is to be available at the start of the course.*

*Limiting the number of exam sessions*

If the number of times a student can attempt an exam to obtain a pass grade on a course or module is limited, the number of resits permitted must be at least five and the number of internship periods must be at least two (Higher Education Ordinance, Chapter 6, Section 21). Any limitations are to be stated in the course syllabus.

*Degree project*

For courses including a degree project, all assessed components are to be listed, such as the requirement for students to write an independent project, critically review another student's project and participate in a seminar. What applies regarding resits should also be stated. The HT Faculties recommend that the critical review have its own exam code in Ladok (see section on Exam codes below). See also the current *Guidelines for Degree Projects* for the HT Faculties.

All degree projects written by students at Lund University and approved by the HT Faculties should be published electronically in full via LUP Student Papers. The HT Libraries' download statistics show that there is considerable interest in reading high-quality degree projects. Students are personally responsible for making sure that the approved version of their degree project is registered and made available on LUP Student Papers.

Example:

*Passed degree projects at the HT Faculties should preferably be registered in the LUP Student Papers database. The student is responsible for making sure that the approved version of their degree project is uploaded as a PDF file in LUP Student Papers.*

*Right to assessment after discontinuation of a course*

In accordance with the *Regulations Concerning Degrees and First and Second-Cycle Education at Lund University* (Reg. no STYR 2021/768), when course content is changed significantly in a course syllabus or required reading, the University is to offer assessment in accordance with the previous course content for a period of at least one year following the change



## Grades

The grading scales permitted at Lund University are specified in an appendix to the *Guidelines on Qualifications and First and Second-Cycle Courses and Study Programmes at Lund University* (Reg. no STYR 2024/611) and can be found in the dropdown menu in Lubas.

In accordance with the decision of the Faculty Board's working committee (18 December 2013, item 354), the HT Faculties normally apply the grading scale Fail, Pass and Pass with Distinction. Under special circumstances, other grading scales may apply, including A-E, Fail (for example if the course/programme is intended for international students) or Fail, Pass (for example if the course has a large proportion of practical components). If applicable, this section is to state which grading scales apply for different parts of the course.

### *Description of applied grading scale*

If the course is divided into modules and/or several graded exams/exam codes, their relative value for the grade on the whole course is to be stated here. If the course's exam codes contain several assessed components their relative value for the grade on the exam code is stated here.

Each grading decision on an exam/exam code is a public authority decision that is made by attestation in Ladok by an examiner who, through a decision by the department, is appointed to be an examiner for the course session. The decision on the grade for the whole course is a separate public authority decision whose rules are specified in this section of the course syllabus.

### Example:

*For a grade of Pass on the whole course, the student must have been awarded this grade on all modules. For a grade of Pass with Distinction on the whole course, the student must also have been awarded this grade on at least X credits.*

### Example for the grading scale A-E, Fail:

*In order to be awarded the grade in question on the whole course, the student must have been awarded this grade on at least 75% of all assessed assignments, and to be awarded the grades of A, B, C, D and E, the student must not have received a grade of Fail on any of the assessed assignments.*

## Entry requirements

This section states the entry requirements that apply for the course. These must comply with Lund University's Admission Rules. More detailed pointers on the formulation of entry requirements are stated in Lund University's *Handbook for Writing Course Syllabi*. It is also possible to get assistance on the formulation of entry requirements from the Lund University Admissions Office.

### *First-cycle courses, G1N*

For first-cycle course aimed at new entrants, the general entry requirements stipulated in the Higher Education Ordinance apply. For courses that begin in the first cycle and are aimed at new entrants, entry requirements are stated as general entry requirements along with specific entry requirements in the form of a selection of upper secondary school courses. Various combinations

of upper secondary school courses (called field-specific entry requirements until 2022) are listed in a dropdown menu in Lubas. If a combination is missing, contact [lubas@stu.lu.se](mailto:lubas@stu.lu.se) to have it entered as selectable in the system.

#### *First-cycle courses, G1F, G2F, G1E*

For first-cycle courses that are not aimed at new entrants, the general entry requirements always apply. In addition, **specific entry requirements** are defined, for example in the form of knowledge from one or more higher education courses. The formulation “knowledge equivalent to” is used in order to clearly communicate what an entry requirement is. In practice, it means that students are eligible if they have a pass grade for the whole course.

The specific entry requirements set are to be essential in order for the student to benefit from the course.

Write the course title, course code and credits, according to the example below.

#### Example:

*General entry requirements and knowledge equivalent to English: Level 1 (ENGA04), 30 credits.*

Write the general requirements clearly, if it concerns a broader subject content, according to the example below.

#### Example:

*General entry requirements and 60 credits in a language studies subject.*

Specific entry requirements may also consist of other conditions, such as an entrance exam. Contact the quality assurance coordinator in this case, as a statement from UHR is required for this.

Exemptions are permitted from the general entry requirement regarding Swedish if the course is conducted entirely in English, or from Swedish and English if the course is conducted entirely in a third language. This can also be stated in the course syllabus for the sake of clarity, even though the principle is applied to admissions regardless.

#### *Second-cycle courses, A1N, A2F, A2E*

For second-cycle courses, Lund University’s entry requirement is at least 90 first-cycle credits. The term general entry requirements is not used.

In addition, the course syllabus may state specific entry requirements in the form of knowledge from higher education courses or other conditions, such as the student must have a first-cycle degree in a subject or subject area.

Language requirements are not included in the general entry requirements for second-cycle courses as stipulated in the Higher Education Ordinance. Thus, there must be a language

requirement for Swedish and/or English in the course syllabus if there is a wish to include such a requirement.

The specific entry requirements set are to be essential in order for the student to benefit from the course

Examples:

*90 credits in philosophy, and English 6.*

*Bachelor's degree in philosophy, and English 6.*

## Other details for Ladok

### *Subject group*

Dropdown menu of selectable subject groups, e.g. "AR1 Archaeology". These are national codes used for statistical follow-up and assessment of which courses are to be classified within a subject area, and also in connection with admission to education.

### *Disciplinary domain*

Checkboxes for filling in the course's affiliation with the different domains that the course's finances are charged against, in percentage terms. The domains refer to the national FTE costs included in the Government's Public Service Agreement for higher education institutions. Courses at the HT Faculties are normally classified as Humanities or Theology. The choice of other disciplinary domains must be justified when the course syllabus is sent to the HT Faculty Office for review, as all course classifications are decided by the Vice-Chancellor once per year.

### *Overlapping courses*

A feature for identifying existing courses in Ladok that have overlapping content with the course being worked on. This is important for clearly signalling which courses are so similar that they cannot be included in the same degree. The person creating the course enters overlapping courses, e.g. when a course replaces another.

## Exam codes

Exam codes are entered in Ladok through Lubas under the feature for this in the right-hand column.

The exam code set states which credit-earning exams a course is divided up into. The number of exam codes does not necessarily have to match the number of modules but rather are to be divided

up according to the course's examinations. It is a good idea to consider how many assessed components are to be included in an exam code.

The basic principle is that several components are placed in the same exam code in cases where the combined components constitute the basis for assessment. Individual components that are graded separately should have their own exam codes.

In thesis courses, it is recommended that public examination be entered as a separate 0-credit exam code.

The department is responsible for entering exam codes before the course syllabus is sent for review in Approved status. The exam code set is reviewed along with the course syllabus by the quality assurance coordinator at the HT Faculty Office. The quality assurance coordinator is responsible for entering the exam codes in Ladok from Lubas in connection with establishing the course syllabus.

New exam code sets are always to be produced in the revision of course syllabi.

### **The exam code is to apply from semester**

Select from drop-down menu

### **Exam code**

State the semester and serial number, e.g. 2501 for the first exam code in a set that is to apply from spring semester 2025.

### **Title**

Title of the exam code in Swedish and English. As the exam codes are used to create module objects in TimeEdit, it is a good idea for the exam code title to include the module's title. If a module has several credit-earning exams that are to have their own specific exam code the form of assessment can be stated as a differentiator. Example: Module 1 is called Grammar and has two credit-earning exam codes called "Grammar: on-campus written exam" and "Grammar: oral exam".

### **Credits**

State the number of credits for the exam code.

### **Grading scale**

State the grading scale. A course may include exam codes with different grading scales.

### **Title of degree project**

State if the course includes a degree project. This creates a box in Ladok in which the title can be stated.

### **Compulsory exam code**

A box is marked when an exam code is compulsory for obtaining a grade for the course. If, for example, there are two elective modules for which the student is only to have results from one, the other box is not marked.

## Further information

The following information is to be listed under Further information:

1. The department/division offering the course i.e., XXXXX, Lund University.
2. If the course replaces another course, the title and code of the other course are to be stated.
3. In those cases where a module can also be studied as a freestanding course, the following formulation is added: *Module X in this course can also be studied as a freestanding course [state course code]*.
4. Example: *The credits allocated for course content that in whole or in part are commensurate with another course can only be credited once for a degree.*
5. Module titles in English.”

# Contract education

Regarding the processes associated with producing contract education, see the current *Guidelines for Contract Education* for the HT Faculties. Credit-earning contract education courses are to have a course syllabus that adheres to the same principles as other course syllabi, with a few deviations.

## Basic information

### *Level*

The course is to be classified as First-cycle contract education or Second-cycle contract education. The level is not linked to predetermined formal entry requirements in the same way as higher education, but the level is to be proportionate to the course's academic content and the expected competence level of participants.

### *Course code*

All courses are to have a course code approved by Ladok. When a new course/course syllabus is created in Lubas, a proposal is also submitted for a course code. The quality assurance coordinator at the HT Faculty Office is responsible for creating the contract education course code in Ladok, after review in Approved status.

Course codes for contract education courses are always to have the letter U as the fourth letter.

### *Title*

The course title should not be more than 120 characters in order for the full title to be visible in Ladok.

The course syllabi for contract education normally only state the course title, with no main field of study/subject. Generally, the English title is stated both as a Swedish title and English title if the course is offered in English.

### *Credits*

The course syllabus is to state the number of credits for the course.

### *Department*

This section states the organisational unit/cost centre that the course is linked to.

### *Valid from*

This section states the semester when the course will begin to apply, i.e. the semester when the new or revised course is offered for the first time.

## **General information**

When the course is entered as contract education, the text “The course is offered as contract education” is automatically entered in the PDF version, so it is not to be written out.

In the text box, it is to be stated who commissioned the course, and if the course is offered in cooperation with another actor.

### *Main field of study and depth of study relative to the degree requirements*

The box for **main field of study** is left blank. Under **depth of study relative to the degree requirements** either GXX or AXX is to be selected. If the course is equivalent to a higher education course, the code for that course can be used.

### *Language of instruction*

These checkboxes are for selecting the language or languages of instruction that are to be used.

### **Text regarding language of instruction**

If the language of instruction may vary, this is to be stated along with a short explanation. If the course is taught in a language other than those specified, this can be stated in the text box.

## **Learning outcomes, content, design, assessment and grades**

These sections of the course syllabus follow the same instructions as course syllabi for higher education, with the exception of the text concerning learning support, which does not apply to contract education. This is added to courses automatically in regular higher education but is not added to courses classified as contract education.

## Entry requirements

Here, it is necessary to click “Yes” on “Requires previous studies in higher education” even if this is not the case. This is to access a text box in which it is possible to write something about the target group.

In the text box it is to be stated who the course is aimed at in relation to the commissioning client for the course e.g. “The course is intended for professional teaching practitioners.” In cases where the course may have participants from many different employers, it is important to formulate the knowledge/skills/positions that a participant needs to have in order to benefit from the course – even if these are not entry requirements in a formal sense.

## Further information

The following information is to be listed under Further information:

1. The department/division offering the course i.e. XXXXX, Lund University, and the commissioning client.
2. If the course replaces another course, the title and code of the other course are to be stated.
3. In those cases where a contract education course can also be studied as a freestanding course in regular higher education, this is to be stated. Example: *The course is equivalent to course title, course code, credits.*
4. Example: *The credits allocated for course content that in whole or in part are commensurate with another course can only be credited once for a degree.*
5. Module titles in English.

## Other details for Ladok, exam codes

Information is entered here in the usual way. If the content of the contract education course overlaps with a higher education course, the overlapping course is to be stated.



## Appendix: New course code or not?

<b>Change</b>	<b>Consequence</b>	<b>System</b>
Title – Change	New course code	Lubas course syllabus section
Title – Misspelling	Correction	Ladok, contact support@ladok.lu.se
Grading scale – Change	New course code	Lubas course syllabus section
Entry requirements – Change	New course code	Lubas course syllabus section
Entry requirements – Clarification	Revision	Lubas course syllabus section
Main field of study – Removal/replacement	New course code	Lubas course syllabus section
Main field of study – Addition	Revision	Lubas course syllabus section
Content – significant change to the course, e.g. removal or addition of course content	New course code	Lubas course syllabus section
Exam codes – Change	New exam code set	Lubas course syllabus section
Credit total – Change in number of credits for the course	New course code	Lubas course syllabus section

Texts – Editorial changes and clarification of the course syllabus texts	Revision	Lubas course syllabus section
Education cycle – Change	New course code	Lubas course syllabus section