

Regulations for education and examination at first-cycle and second-cycle level

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Description:

The document contains the national and local regulations governing education and examination at first-cycle and second-cycle level.



Stockholm University provides education at first-cycle, second-cycle and third-cycle level. This document contains **national** statutes and regulations for first-cycle and second-cycle education, as well as **local**, common core regulations for courses, programmes and examinations in these two cycles at Stockholm University. The basic (national) regulations can be found in the Higher Education Act (HL) (1992:1434) and the Higher Education Ordinance (HF) (1993:100). Other laws and regulations referenced in this document include the Government Agencies Ordinance (2007:515), the Administrative Act (2017:900), the Language Act (2009:600), the Regulation on Fees and Charges (1992:191), the Discrimination Act (2008:567), the Freedom of the Press Act (1949:105) and the Public Access to Information and Secrecy Act (2009:400). The national regulations also include decisions made by the then Swedish National Agency for Higher Education such as the then Higher Education Agency (HSV, now called the Swedish Higher Education Authority, UKÄ) and the Parliamentary Ombudsman (JO), following, for example, a student notification, as well as recommendations developed by HSV/UKÄ in connection with inspections and publications such as Rättssäker examination 2017 (“legally certain examinations”, Report 2017).

The local rules at Stockholm University are based on the national laws and regulations, as well as the decisions and recommendations mentioned in the previous paragraph. In addition, the University follows SUHF’s recommendations concerning curricula and syllabi, training plans and grading systems (REK 2011-1) as well as reporting grades in accordance with ECTS (REK 2009-4). The document also refers to several people on the University Board and the President that can be found in Stockholm University’s Rules and Regulations (rulebook): admission regulations, the local degree ordinance, guidelines for disciplinary matters, rules for written exams, regulations for recruitment and promotion of teachers, policies and guidelines for student influence, language policies, equal rights and opportunities policies, administrative procedures for discontinuing established course and programme syllabi, as well as various decisions relating to credit transfers, archiving and screening. In addition, the guide Studying with disabilities, provided by Student Services, has been used.

At Stockholm University, each scientific area board is responsible for education at its own faculty/faculties, unless otherwise specified in the regulations. For more information, see the Stockholm University Delegation Policy.

In addition to these regulations, which are decided by the President, each scientific area board may adopt additional guidelines and rules concerning education and examinations with the field of its activities.

The regulations will apply as of 01.05.2019 for new course and programme syllabi, as well as for revisions of older course and programmed syllabi.

Disclaimer: In case of a discrepancy between the Swedish and the English version of the decision, the Swedish version will prevail.

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1 General provisions

1.1 Extent of education

National regulations

The extent of the education should be specified in higher education credits, where a normal 40-week academic year of full-time study corresponds to 60 higher education credits HF (Chapter 6, Section 2).

Local regulations

All instruction and regular examinations should take place during the regular duration of the course and/or course component (see Section 1.2.3 Course component). It is the President who makes decisions regarding semester times.¹

1.2 Courses and Syllabi

Regulations concerning course syllabi can also be found in other sections in this document.

National regulations

All first-cycle and second-cycle education should be provided in the form of courses, HF (Chapter 6, Section 13).

Each course should have a syllabus, HF (Chapter 6, Section 14). According to HF (Chapter 6, Section 15), the syllabus should include the following:

- the level of the course,
- the number of higher education credits,
- the course objectives,²
- specific entry requirements;
- the forms of student performance assessment, and
- other necessary provisions.

Local regulations

At Stockholm University, the course syllabus should also include:

- the name of the course in Swedish and English; (see Section 1.2.2, Course level and title),
- Level (see Section 1.2.2, Level and name of course),
- language of instruction (see Section 1.2.1 Language requirements);
- examination language (see Section 2.2.5 Examination languages);
- the main content of the course,

¹ See decisions regarding semester times on the employee Web.

² At Stockholm University, the course objectives are referred to as intended learning outcomes.

- where appropriate, information about whether the course is web-based (a so-called distance learning course) and requires a physical presence (see Section 1.2.4 Special rules for certain courses and 2.3.8 Mandatory course elements);
- where appropriate, whether the course may involve additional expenses for the student (see Section 1.2.4 Special regulations for certain courses);
- whether or not the course is divided into components (see Section 1.2.3 Course components) and the rules that apply final school grade (see Section 2.2.1.2 Final school grade);
- which grading scales are used and for which components they are used and for which parts of the course they are used (see Section 2.2.1.1 Grading systems and grading scales);
- where appropriate, if the test is designed in such a way that an approved grade is required for a part of the test in order for the remainder of the test to be corrected;
- where appropriate, whether there is a limited number of opportunities to take an examination or complete placement or corresponding practical training and, if so, the number of opportunities (see Section 2.2.3. Limitation of examinations on the same course),
- the number of examinations on the course and what rules apply when a student misses an examination opportunity or when a written examination assignment is submitted too late (see Section 2.2.2. Forms of assessment, 2.2.2.1 Specific rules for certain forms of examination and Section 2.4.4 Number of examination opportunities per course),
- where appropriate, whether those rules apply if there is a possibility to complement a failed grade, e.g. (see Section 2.4.2 Additional assignment for a passing grade after receiving the grade Fx)
- where appropriate, if there is mandatory attendance and rules as to whether there are opportunities for additional assignments (see Section 2.3.8 Mandatory course elements)
- where appropriate, if a degree project is done in a group (see Section 2.2.2.1 Special Rules for certain forms of examinations)
- that the examiner has the right to decide on and adapted or alternative form of examination for students with permanent disabilities (see Section 2.2.7 Equal treatment)
- rules for changing an examiner (see Section 2.4.5 Change examiners),
- where appropriate, if the course cannot be included in a specific qualification,
- when the syllabus or a change to this will take effect, and
- any necessary transition arrangements.

All syllabi should be designed in accordance with the templates found in the University's education database.

A syllabus must adopted and available by no later than the date when the course becomes open for registration.³ Where specific reasons exist, the relevant scientific area board concerned may grant and extension. Please note that exemptions can only be granted for

³ Swedish Higher Education Authority Supervision 05.06.2018 Reg. no. 32-0048-17.



individual courses. In the event of an exemption, the syllabus must be adopted no later than two months prior to course start.

Please note that even syllabi for courses with no application period (registration only) must be adopted at least two months prior to course start.⁴

What is written in a syllabus is **binding** and applies in general, which impacts the ability to **prescribe** anything else about the course other than what is in the syllabus (see Section 1.3 Information to be provided before and in conjunction with the start of the course, especially the part about the status of the course description/equivalent).⁵

1.2.1 Language requirements

National regulations

Syllabi should always be written in Swedish (see Section 10 of the Language Act).

Local regulations

A syllabus from Stockholm University must be written in Swedish, but should also be translated into English whenever possible. If the language of instruction is not Swedish, there must be an English translation of the syllabus (compare with Language Policy at Stockholm University). Among other things, the language of instruction for the course will be provided in the course instance in the University's education database, but should also be specified in the syllabus. If a course is examined in a language other than Swedish (in full or in part), this must be specified in the syllabus (see Section 2.2.5 Language of examination). The Swedish language syllabus takes precedence.⁶

1.2.2. Course name and cycle

National regulations

A course is either in the first or second cycle HL (Chapter 1, Section 7). The educational cycle must be specified in the syllabus.

Local regulations

If a course is part of a clear progression, this must be indicated by the name of the course. The general rule is that the progression is to indicate the progression by Roman numerals (I, II, III) after the course name.

For courses in a main field, the level of progression should be defined in the syllabus.⁷

⁴ Swedish Higher Education Authority Supervision 05.06.2018 Reg. no. 32-0048-17.

⁵ Unless It is the same decision-making body that is adopting both the course syllabus and the course description, see Section 1.3.

⁶ See Higher Education Appeals Board (HEAB) decision of 03.02.2017, Reg. no. 23-77-17.

⁷ The progression code indicates where the course is situated in the successive progression of the main area for general degrees (even combined with professional degrees) and for courses with degree projects and courses at a level of education that cannot be classified according to this. See recommendations for facilitating opportunities for student mobility between different universities in Sweden, SUHF, (Association of Swedish Higher Education Institutions), 04.12.2008. The progression code can be found in the SISU, the University's educational database.



The name of the course should always be in Swedish in the syllabus, even if the course is provided in a language other than Swedish.

1.2.3 Course components

Local regulations

The syllabus should specify whether a course is divided into components. A course component refers to a credited and examined part of a course, which should have its own intended learning outcomes (see Section 2.2.1.3 Intended learning outcomes) and should include a description of content.

1.2.4 Special rules for certain courses

National regulations

Open online education (e.g. Massive Open Online Courses)

Open online education refers to education provided via the Internet and which is open to everyone, without any prior knowledge requirements. Open online education may be provided if it is linked to and promotes first-cycle, second-cycle and third-cycle courses and study programmes for which the university college has degree-awarding powers or the research that is carried out at the higher education institution, HF (Chapter 11, Section 1).

In this ordinance, other provisions concerning education, students and postgraduates do not apply to open online education. Unless otherwise specified, references to the Higher Education Ordinance in other ordinances only include provisions in this chapter, HF (Chapter 11, Section 2).

The higher education institution may organise tests for the participants and put the grade on an open online training or part of such training. The higher education institution may make provisions for tests and grades, HF (Chapter 11, Section 3).

The higher education institution may issue educational certificates to participants who have completed the course/programme. The higher education institution may provide regulations regarding educational certificates HF (Chapter 11, Section 4).

The higher education institution may provide additional regulations on open online education, HF (Chapter 11, Section 5).

Local regulations

It is important to distinguish between open online education that is regulated in the new Chapter 11 of the Higher Education Ordinance (see above) and regular education that can be conducted in the form of courses with full or partial online instruction (so-called distance learning courses). At present, Stockholm University has no local regulations for open online education.

The following rule applies to courses with entrance requirements that are taught in whole or in part online (so-called distance learning courses).



Courses with online instruction (so-called distance learning courses)

The syllabus must indicate whether there are mandatory elements that require physical attendance (see Section 2.3.8 Mandatory course attendance (Mandatory teaching elements)).

Internship courses

It is the responsibility of the educational institution to offer the student an internship for courses with a compulsory internship.

Courses that may involve expenses for the student

The syllabus must state whether participation in the course may involve expenses for the student, e.g. Field studies and excursions. Students should also be clearly informed of this when the course opens for registration.

1.2.5 Course literature and other course materials

Local regulations

The syllabus should indicate where to find information about course literature and other course material that the student needs to have access to at the start of the course. Under normal circumstances, this material should be determined at least two months before the start of the course.⁸

Information about course literature should be provided to Stockholm University Library and also be available at the responsible department's website at least two months the start of the course.

1.3 Information to be provided before and at the start of the course

Local regulations

In addition to the syllabus, other relevant course information (e.g. a course description) should be provided for all courses at Stockholm University. For courses that do not require any knowledge of Swedish, course information should be easily accessible in English (see Policy and guidelines for student influence at Stockholm University).

Please note that the course description cannot **prescribe** anything that is not included in the syllabus (see Section 1.2 Courses and syllabi). In order for the course description to have the same binding status as the syllabus, it must be attached to the syllabus and approved by the same administrative body that adopts the syllabus.

The following information should be available on the coordinating department's website at least one month before the start of the course:

⁸ This is necessary from a accessibility perspective. For example, it takes about two months to "record" an audio book. The production time for Braille or e-text books is also about two months, and about one month for enlargements (see Stockholm University's plan for equal rights and opportunities and the guide Studying with a disability).

- the course description (or equivalent),
- the course schedule (including date and time of all examinations and when assignments are handed out and are to be submitted), (see Section 2.2.2.1 Special Rules for certain forms of examination, 2.2.6 Times of examinations and mandatory course elements, 2.2.7 Equal treatment and 2.4.3 Additional assignment for a passing grade after receiving the grade Fx). Please note that any timetable changes should be used restrictively and that the students should be informed as early as is practically possible, and
- the examiner, and, where possible any teacher assisting in the grading process (see Section 2.1 Examiner).

At the start of the course, the students should be informed of:

- the relationship between the intended learning outcomes, grading criteria, the form(s) of instruction and examination (see Section 2 Examination and the role of the examiner),
- when data about an examination will be disclosed and when it should be submitted (see Section 2.2.2.1 Special rules for certain forms of examination),
- what parts of the course constitute mandatory elements, and whether, and in such cases how they can be made up (see Section 2.2.6 Times of examination and mandatory course elements and 2.3.8 Mandatory course elements)
- how different examination data within a course or part of the course are taken into consideration when awarding grades (see Section 2.2.1.2 Final grade),
- how and when a course evaluation should be conducted (see Section 1.5 Course evaluation and course report) and,
- how and when decisions about grades should be announced (see Section 2.3.12 Information regarding decisions about grades, justification of grade etc.).

If the course includes a written examination, the students must also be informed of the content in the Rules for written examinations.

The students should also be informed of the general rules for examination listed below, as well as where they can find more information and support concerning the proper use of references and citations and other things in order to prevent situations where someone is suspected of cheating.⁹ Furthermore, it is incumbent on the institution to provide information about cheating during an examination and its consequences. The rules specify:

- whether collaboration between students is permitted during the examination, and if so to what extent,
- whether the use of aids is permitted during the examination, and if so to what extent,

⁹ Stockholm University's web page for educational support, e.g. in order to prevent plagiarism, can be found on the Staff web site; see also information at the Centre for the Advancement of University Teaching (CeUL) website. For help with study techniques, etc. there is also the Study and language workshop (Studie- och språkverksaden).

- that misleading or incomplete references may lead to suspicion of plagiarism, which also applies when student refer to their own previous work (self-plagiarism), and
- that attempts to cheat during examinations or other forms of study performance assessment may lead to disciplinary measures possibly resulting in the student being suspended from his/her studies at the university.¹⁰ (see Guidelines for disciplinary matters at Stockholm University).

1.4 Study programmes and programme syllabi

National regulations

Courses may be grouped together into study programmes, HF (Chapter 6, Section 13).

Study programmes must have a programme syllabus. According to HF (Chapter 6, Sections 16 and 17), the following should be specified in the programme syllabus:

- the courses included in the programme,
- specific entry requirements, and
- other necessary regulations.

Local regulations

At Stockholm University, a programme syllabus should also include:

- information about which courses in the programme are obligatory,
- information about elective courses, or information about which body makes decisions about the programme's elective courses defined in a specific list,
- when the programme syllabus or a change to this will take effect, and
- any necessary transition arrangements.

All programme syllabi should be designed in accordance with the templates found in the University's educational database.

A programme syllabus must adopted and available by no later than the date when the course becomes open for registration.¹¹ Where specific reasons exist, the relevant scientific area board concerned may grant and extension. In the event of an exemption, the programme syllabus must be adopted no later than two months prior to the start of tuition.

1.4.1 Language requirements

National regulations

Programme syllabi must always be written in Swedish (see Section 10 of the Language Act).

¹⁰ As a consequence of this, students may, among other things, be required to repay student grants and loans for the duration of the suspension, since a suspension is regarded as an interruption of studies.

¹¹ Swedish Higher Education Authority Supervision 05.06.2018 Reg. no. 32-0048-17.



Local regulations

A programme syllabus from Stockholm University must be written in Swedish, but should also be translated into English whenever possible. If the primary language of instruction is not Swedish, there must be an English translation of the programme syllabus (compare with Language Policy at Stockholm University). Among other things, the language of instruction for the course will be provided in the University's educational database, but should also be specified in the programme syllabus. The Swedish language programme syllabus takes precedence.¹²

1.5 Course evaluation and course report

National regulations

The High Education Institution should provide students who are enrolled in or have taken part in a course with an opportunity to present their experiences and views of the course. The higher education institution should compile the course evaluations and provide information about the results and any changes made as a result of the evaluations. The results should be made available to students. HF (Chapter 1, Section 14).

Local regulations

All courses (see Section 1.2 Course and syllabus) at Stockholm University must be evaluated.

Course Evaluation refers to the students' experiences and views of a course, regardless of how they are documented. Information on **how** and **when** the students may submit their comments on the course should be provided in connection with the start of the course.

Students should be able to do course evaluations anonymously. The integrity of personnel and students should be taken into account in all work with course evaluations.

After the course has been completed, the department should **summarise and analyse** the students' evaluations, as well as the comments of participating teachers and document this in a **course report**. This course report should also include any proposal for changes, that, according to the analysis, should be made before the next course date. The course report should be used to make informed decisions regarding the development and change of courses.

The course reports should be made **easily accessible** to students and staff at the University no later than ten weeks after completion of the course. For the courses ending at the end of the spring term, the time will be extended by four weeks due to the summer holidays.

At Stockholm University, students who have participated in the course should be **informed** about the result of the course evaluation and the course report. Students starting the course at the next course date should also be informed of the course report. The head of

¹² Cf. Higher Education Appeals Board (HEAB) decision of 03.02.2017, Reg. no. 23-77-17.

department/equivalent at the relevant department is responsible for the implementation of course evaluations and course reports and for informing students.¹³

2 Examination and the role of the examiner

Examination is part of the student's learning process resulting in a decision about grades. In order for the examination to be legally certain, it is important to have clear rules and ensure that staff and students adhere to these.

The Higher Education Ordinance does not define what an examination is. Based on various provisions in HF, it can be established that sets a grade based on an assessment of the student's performance as specified in the syllabus (Chapter 6, Sections 14, 15 and 18).

A fundamental rule for all examinations is that it is the intended learning outcomes of the course (or course components) that should be examined - nothing else. This also means that the examination is not limited to being based on course literature and other teaching materials, since the exam questions relate to the intended learning outcomes.¹⁴ This relationship can be further clarified through clear grading criteria. Therefore it is crucial that students should be informed of this at the start of the course (see also Section 1.3 Information before and at the start of the course).

The provision in HF Chapter 6, Section 18 (see Section 2.1 Examiner below) states that grades should be set by a teacher – an examiner – appointed by the higher education institution means that a grading decision made by an examiner cannot be overruled by other officials at the same institution (incl, the President). Since HF also stipulates that a grading decision cannot be appealed either (see Section 2.4.1 Correction and reassessment of a grading decision and footnote referring to the Discrimination Act), the examiner has great responsibility in the grading process. In addition to the demands that this places on knowledge in the field, the examiner must also know what it entails, as a employee at a public authority, to make decisions that involve the exercise of authority against individuals.

2.1 Examiner

The rules concerning the examiner and the role of the examiner can also be found under sections in this document.

National regulations

According to HF (Chapter 6, Section 18), the grade should be set by a teacher specifically appointed by the higher education institution (examiner).

¹³ This regulation is based on a 2013 UKÄ decision (reg. no. 31-460-13, Complaint against Uppsala University regarding shortcomings relating to course evaluations and the disclosure of public documents).

¹⁴The fact that the examination is not limited to being based on course literature and other course material is a consequence of HL (Chapter 1, Section 2, 4, 8 and 9 and HF (Chapter 6, Section 15).



Multiple examiners may grade **different** students taking the same examination. However, HF (Chapter 6, Section 18) stipulates that **a** grade cannot be set for the same student by multiple examiners together.

Local regulations

An examiner should be employed as **a teacher** at Stockholm University.¹⁵

The examiner must be knowledgeable in the field and know what it entails as a public employee at a public authority, to make decisions that involve the exercise of authority against individuals (see introductory text under Section 2 Examination and the role of the examiner). Moreover, the examiner must also be familiar with the course content and the student's performance.

The examiner and supervisor of a independent project (degree project) cannot be the same person.

At Stockholm University, the President has delegated the decision to appoint examiners to the scientific area boards. The decision cannot be delegated further than the than the department board/head of department. The examiner should be appointed for a course, and, where appropriate, course component. Normally, information about the examiner and any teacher assisting in the grading process¹⁶ should be available no later than one month before the course starts. However, for a course with independent project (degree project), information must be made available no later than four weeks before the examination.

2.2 Decisions to be made before an examination

The specific information about examinations that should be provided to students at the start of the course is listed in Section 1.3 Information to be provided before or at the start of the course.

2.2.1 Grading systems, grading scales, grading criteria etc.

National regulations

The higher education institution can prescribe the grading system to use. However, a scale with more than one passing grade should always be used for courses that include complete or partial placement (VFU courses) and are part of a programme leading to a degree as a preschool teacher, primary school teacher, subject teacher, or vocational teacher. This only applies when the placement component constitutes more than three higher education credits, HF Chapter 6, Section 18).

¹⁵ Teaching positions at Stockholm University are in accordance with appointments procedure: Associate senior lecturer, Senior lecturer, Professor, Lecturer, Adjunct professor, Visiting professor, Visiting professor, Adjunct teacher, Visiting teacher and Part-time fixed-term teacher.

¹⁶ For example, teachers assisting with the grading process can also be doctoral students, researchers and laboratory assistants.



2.2.1.1 Grading Systems and grading scales

Local regulations

Principal rule concerning grading scales

As a rule, Stockholm University should use a seven-point scale related to the learning objectives of the course. The grading scale relates to the intended learning outcomes of the course, which are defined in the syllabus (see Sections 1.2 Course and syllabus and 2.2.1.3 Intended learning outcomes).

Passing grades (in descending order)

A = Excellent

B = Very Good

C = Good

D = Satisfactory

E = Adequate

Failing grades

Fx = Fail, some additional work required

F = Fail, much more work required

The syllabus should specify which grading scales are used and for which components of the course they are used (see Section 1.2 Course and syllabi) and whether or not a student who receives the grade Fx may complete an additional assignment in order to receive a passing grade (see § 2.4.3 Additional assignments for a passing grade after receiving the grade Fx).

Grading scales for VFU courses within teacher education worth more than three higher education credits

For courses covered by the national rule above, passing grades are Pass with Distinction and Pass; a failing grade is Fail.

General exceptions to the rules concerning grading scales

In addition to the principal rule (seven-point grading scale) and the special rule for VFU courses (three-point grading scale) within teacher education, the following general exceptions are permitted:

- a course or course component that included less than 4.5 higher education credits,
- a course or course component, regardless of the credit range, predominantly consisting of laboratory work, internships or excursions etc.

For such courses or course components, either a two-point grading scale (Pass/Fail) or a three-point grading scale (Pass with Distinction, Pass/Fail) can be used.

However, in a course that is graded using a seven-point scale, the number of higher education credits assessed according to a two- or three-point scale must not exceed half of the credits on the course.

Exemptions from the principal rule

Exemptions from the principal rule (the seven-point scale) for courses other than the general

exceptions above may be granted by the President upon request by the relevant scientific area board.¹⁷

2.2.1.2 Final grade

National regulations

Unless otherwise prescribed by the higher education institution, a grade should be awarded upon completion of a course, HF (Chapter 6, Section 18).

Local regulations

If the final grade on a course divided into components is set by “weighting” the grades from the various components, the principles for how this is done should be specified in the syllabus.^{18 19}

Please note that final grade can be determined in ways other than those described above, e.g. via an overall assessment of all examinations in a course. In such cases, the principles for how this is done should be specified in the syllabus.

In exceptional circumstances, the syllabus may prescribe that students can be failed before they have completed the entire course. However, the syllabus must indicate what special circumstances are required for a student’s grade to be determined before that student has completed the whole course (see section 1.2 Course and syllabus).

The general rule is that only grades entire courses can be included in a degree. If a course component clearly constitutes a defined thematic component, this may be included in the degree. In such cases, this is determined by the administrative body that adopts the syllabus and should be specified in the syllabus.

Please note that a decision regarding **credit transfer** implies that grades should not be set or transferred. The student’s performance has already been graded (see Rules and procedures for credit transfers in the rulebook).

Special rule for courses with placement (VFU)

Students who prematurely voluntarily interrupt, or are forced to discontinue a nationally regulated placement course within an educational programme for preschool teachers, teachers, psychologists, psychotherapists, medical physicists or social workers will not be graded. Grades can only be awarded for a completed course. However, please note that such interruptions are counted as an expended examination opportunity (see Section 2.2.3.2 Expended examination opportunity).

¹⁷ This may apply, for example, to courses provided in collaboration with other universities using different grading scales or some forms of contract education.

¹⁸ Swedish Higher Education Authority Supervision, report 2011:21R, site visit at Stockholm University 2010, p. 26.

¹⁹ Information concerning how different examination tasks **within** a course component are weighted together to form a grade for that component can be provided separately or be included in the course description/equivalent (see Section 1.3 Information to be provided before and at the start of the course) or the grading criteria (see Section 2.2.1.4 Grading criteria).



2.2.1.3 Intended learning outcomes

National regulations

The syllabus should include the course objectives, HF (Chapter 6, Section 15).

Local regulations

The syllabus should include a description of the intended learning outcomes (see Section 1.2 Course and syllabi). The intended learning outcomes should express what each student is expected to know, be able to understand, relate to, or carry out in order to receive a passing grade at the end of the course. Parts of a course should also have intended learning outcomes (see section 1.2.3 Course components).

2.2.1.4 Grading Criteria

Local regulations

Grading criteria specify the qualitative requirements that the student must meet for each grade on an examination. The criteria should be based on the intended learning outcomes of the course or course component that is being examined.

The grading criteria should be provided to the students in writing at the start of the course. If the course is divided into components, the students should also be informed of the requirements for each grade on the entire course.

Any announced grading criteria related to the leaning objectives are binding.

2.2.1.5 Implementation of the ECTS Grading Table

National regulations

According to the ECTS Users' Guide, which has been adopted by the EU, each European higher education institution can use its own grading scales, but should complement these grade distribution tables of passing grades awarded in its courses. At a later stage, these tables can be compared to the grade distribution in equivalent courses at another European university. The ECTS Grading Table (EGT) should be based on a period of at least two academic years. On 20.10.2009, the Geneal Assembly of the Association of Swedish Higher Education Institutions adopted recommendations for how EGT should be used in Sweden.

Local regulations

Students can have EGT included in their study certificates upon request. The Ladok certificate then shows (for courses with results for at least two years) the number and proportion of students per grade. Only passing grades awarded before or on the same date are included in the grade distribution.

2.2.2. Forms of assessment

National regulations

The forms of student performance assessment should be specified in the syllabus, HF (Chapter 6, Section 15).



Local regulations

The syllabus (see Section 1.2 Course and syllabi) should include the following:

- the forms of examination used in the course (and any course components), (see also Section 2.2.2.1 Special rules for certain forms of examination).

A syllabus containing an **independent project (degree project)** should include the following:

- basic assessment criteria (for grading of the degree project)
- If the degree project is written by a group, i.e. by more than one student
- the minimum supervision time a student writing a thesis is entitled to
- Under what circumstances there may be a changes of supervisors or examiners
- Potential consequences relating to supervision or grades or grades for students who do not finish their degree projects in time (during the course). Unless otherwise prescribed in the syllabus, students should, within reasonable limits, be given supervision until the degree project is finished
- Possible deadline for complementing the grade Fx (see Section 2.4.3 Additional assignments for a passing grade after receiving the grade Fx)

Examination should be carried out as clearly described in the syllabus (see, however, Section 2.2.7 Equal treatment).

Since the grade is based on individual students performance, each individual's contribution must be discernible in all forms of examination. Likewise, it must be possible to ascertain the student's identity regardless of the form of examination. In addition to these general rules, the following specific rules apply to the forms of examination listed below.

2.2.2.1 Specific rules for certain forms of examination

Local regulations

Group examination

A group examination must be carried out in a manner that allows for individual assessment of each student's performance, which should also be documented. Group examination can usefully be combined with other forms of examination (see below).

Degree Project (independent project)

It is Important that the supervisor and the examiner place similar demands on the student's degree project and agree on the assessment criteria. However, the examiner is not required to award a passing grade simply because the supervisor has given the go-ahead to publicly present the thesis.

In the case of **co-writing**, i.e. students writing a thesis together, the department must have written guidelines regarding how to guarantee the assessment of individual student performance and if there are any limitations on how many students are allowed to work on the same thesis.

The final thesis should be publicly discussed and reviewed.



Oral examination

In the event of an oral examination, there should be clearly defined grading criteria and adequate documentation of the examination, primarily to facilitate opportunities to review the grading decision.

Placement (VFU) and other practical training

There should be written guidelines regarding the examiner and the role of the supervisor in the assessment of individual student performance during placement and other practical training. The examiner is responsible for grading.

See also Section 2.2.1.2 Final grade and Section 2.2.3.2 Expended examination opportunity for the local rules that apply when prematurely terminating certain courses with placement (VFU).

Continuous examinations (examination that is part of instruction), combined examination tasks, written assignments, etc.

A syllabus should contain clear information about how many examinations are included in the course and what rules apply if a student misses any of them. If it is possible to submit an additional assignment, this should be specified in the syllabus (see Section 2.4.3 Additional assignments for a passing grade after receiving the grade Fx). The syllabus should also specify whether a student is required to retake the entire course after missing an examination opportunity. If no rules are specified in the syllabus, the student cannot demand the opportunity to submit an additional assignment, nor can the university demand that the student retake the entire course.

When a course is examined on the basis of continuous assessment, written assignments and/or combined examination tasks, students must be provided with information about which seminars and assignments will be graded, how big a part of the grade they constitute, whether absence will affect the grade, and what is required to be granted an exemption (including how to request such an exemption) no later than a month prior to the start of the course (see Section 1.3 Information before and in conjunction with the start of the course).

When continuous examination is employed, it is important that this is documented in a legal certain manner so that the individual student's performance can be assessed.

Take-home exam/assignment

Students should be notified of the deadline for submissions no later than at the start of the course, as well as when they receive the take-home exam or assignments. If the information may be graded in spite of late submission, this, as well as whether and how the delay will affect the assessment, should be specified in the syllabus.

Examination with digital aids

Students should be informed about how the examination will be conducted no later than at the start of the course. It is of the utmost importance that the examination is conducted in a legally secure manner and that the students can be identified. If the examination cannot be carried out due to technical difficulties, the student should promptly be given the opportunity to retake the exam preferably within one week (see also 2.3.7 Misplaced examination assignment and rules for written exams in the rulebook).

2.2.3. Limited number of examination opportunities on a course

National regulations

There are no regulations concerning the maximum number of examination opportunities, but a higher education institution may limit the number of examination opportunities if having no restrictions would claim an unreasonable amount of resources. Decisions to limit the number of examination opportunities should be made restrictively, and the number of examination opportunities must be specified in the syllabus. If a higher education institution limits the number of times one may undertake an examination in order to receive a passing grade on a course or course component, the number of opportunities should be set to at least five. If a passing grade on placement or equivalent practical training is required in order for a student to receive a passing grade on a course or course component, the number of practical training periods should be set to at least two (see HF, Chapter 6, Section 21).

Local regulations

Limiting the total number of examination opportunities (exams) on a course should be done restrictively. Some of the most common forms of examination at Stockholm University are in-class exams and take-home exams. Please note that it is very rarely justifiable to claim that these forms of examination are so resource intensive that the number of examination opportunities needs to be limited in the syllabus (see also the local regulations in Subject 1.2 Courses and syllabi).

When it comes to examinations based on placement (VFU) and any restriction of the number of practical training period or equivalent training sessions, please refer to the relevant syllabus.

See also Section 2.4.4 Number Of examination opportunities per course instance, for the local regulations that exist for this.

2.2.3.1 Discontinuation of a course/programme and cancellation of a course/programme syllabus

Local regulations

When a course is discontinued, at least three examination opportunities per examination task should be offered during a period of at least three terms (and not more than two years) from the date of the decision. After this period, no examinations should be carried out on the course (See Procedure for discontinuing a course and programme syllabi in the rulebook).

A decision to discontinue a course that is part of a study programme must not interfere with the student's right to complete the programme within the phasing-out period, which is the nominal duration of the programme plus an additional two years (see Procedure for cancellation of established courses and programme syllabi in the rulebook).

2.2.3.2 Extended examination opportunity

Local regulations

An examination opportunity is considered to be extended if the student has formally failed the examination or taken part in the examination without presenting a result, i.e. handed it in "blank". However, not attending an examination opportunity for which the student has signed



up for is not considered an expanded examination opportunity (see Section 2.4.3 Additional assignments for a passing grade after receiving the grade Fx).

For regulations that apply when a course is discontinued, see Section 2.2.3.1 Discontinuation of a course/study programme and cancellation of a course/programme syllabus.

Special rule for certain courses with placement (VFU) with a limited number of examination opportunities

If students voluntarily drop out of placement courses within an educational programme for preschool teachers, teachers, psychologists, psychotherapists, medical physicists or social workers with practical training in pre-school teachers, teachers, psychologists, psychotherapists, medical physicists or social workers prematurely, or if the student is forced to cancel the course early, this is considered an expanded examination opportunity. However, in these cases, no grade will be set since the course is not completed (see Section 2.2.1.2 Final grade)

2.2.4 Anonymous written examinations/take-home examinations

Local regulations

At Stockholm University, all written exams in an examination room (including written tests) **must** be anonymised. However, the examiner and any teachers assisting with the grading process²⁰ must take note of the names of the participants via a list before starting correction so that any conflict of interest can be detected and decisions about grading can be made (see Section 2.3.2 Disqualification).

At Stockholm University, all take-home exams **should** be anonymised. However, the examiner and any teachers assisting with the grading process must take note of the names of the participants via a list before starting correction so that any conflict of interest can be detected and decisions about grading can be made (see Section 2.3.2 Disqualification).

2.2.5. Language of examination

National regulations

All grading decisions must be written in Swedish (see Section 10 of the Language Act).

Local regulations

If a course is examined in a language other than Swedish (in full or in part), this must be specified in the syllabus (see Section 1.2.1 Language requirements).

Students participating in course that is given in Swedish are normally not entitled to oral interpretation or written translation during examinations. Please note that the right to sign language interpretation is not affected by this rule. Normally, students who speak Danish or Norwegian are entitled to use their respective languages during an examination, unless this is in conflict with the intended learning outcomes in the syllabus. Normally, students

²⁰ For example, teachers assisting with the grading process can also be doctoral students, researchers and laboratory assistants.

participating in a course given in English have the right to use Swedish (Danish and Norwegian) during examinations, unless it is contrary to the intended learning outcomes in the syllabus (see section 1.2.1 Language requirements).

2.2.6 Scheduling of examination and mandatory course elements

Local regulations

The scheduling of daytime courses should be done in such a way that teaching, mandatory course elements and examinations are normally conducted from 8 am to 5 pm during weekdays. For courses in the evenings, teaching, mandatory course elements and examinations are normally conducted from 6 pm to 10 pm during weekdays. As a rule, regular examination opportunities and subsequent examination opportunities should not take place on the same day of the week. (See also Section 2.2.7 Equal treatment)

2.2.7 Equality of treatment

National regulations

The Discrimination Act (Chapter 3, Section 16) stipulates that a provider of education conducting education or other activities under the Higher Education Act is to conduct goal-oriented work within the framework of these activities to actively promote equal rights and opportunities for the students participating in or applying for the activities, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation” (Chapter 1, Section 1 and Chapter 3, Section 1). The work with active measures should also include the possibilities of reconciling studies with parenthood (Chapter 3, Section 17, item 5)

Local regulations

Disabilities

Students with a long-term disabilities, may be eligible for special educational support with teaching and examinations (see the guide *Studying with a disability*). Forms of teaching and examination (see Section 2.2.2) should be clearly specified in the syllabus. In order to ensure equal rights and opportunities for all students, the examiner can decide to deviate from the syllabus regulations regarding forms of teaching and examination for a student who has a certificate with recommendations for special educational support. In such a decision, the examiner should determine the forms for alternatives or adapted form of examination or a mandatory course element. However, such a decision must not be in conflict with the intended learning outcomes. The syllabus must provide information about the possibilities for an examiner to do this.

Religion or other belief

Teaching, group assignments, mandatory course elements and examinations should, as far as possible, be scheduled for students who, for religious reasons other beliefs, are unable to participate on certain religious holidays. If no such consideration have been taken into account, an equivalent examination option or mandatory course element should be offered to those students who have given advance notice (i.e. no later than at the start of the course)²¹

²¹ Timetable and examination opportunities should be available at least one month before the start of the course (see Section 1.3 Information to be provided before and in conjunction with the start of the course).

that on certain dates or at certain times for religious reasons or due to a different belief system, they will not be able to attend an examination or mandatory course element.

Gender, transgender identity and expression

Students who give advance notice by not later than the start of the course that they are unable to take part in an examination or other mandatory course elements due to gender reassignment surgery shall be offered equivalent examination options or possibilities to complement mandatory course elements.

Studies and parenthood

Students who give advance notice by not later than the start of the course that they are unable to take part in an examination or other mandatory course elements due to childcare obligation for minors shall be offered equivalent examination options or possibilities to complement mandatory course elements. Breaks for breastfeeding should be arranged for students with infants when the length of an examination exceeds three hours.

2.2.8 Completing an examination at different location

Local regulations

If a student is unable to physically attend an examination, the examination may take place elsewhere in Sweden or abroad under certain conditions. However, examinations at a different location should be held very restrictively and should only be permitted under exceptional circumstances.

The examination must take place at a public authority or similar (e.g. a university, embassy, consulate, police station, hospital, etc.). The examination should be carried out under the same conditions as an examination at Stockholm University. This means that the student should be examined at the same time as the other students (and have as much time at their disposal), sit in a private space without disturbance, and have access to the same aids as other students. In addition, an invigilator should monitor the examination.

Decisions to allow an examination to take place at a different location are made by the examiner, who is responsible for ensuring that the examination is carried out under satisfactory conditions. The examiner, in consultation with the director of studies/equivalent, will determine whether the requirements for examinations at a different place are fulfilled and whether the department has the practical ability to organise such an examination opportunity.

It is the responsibility of the student to ensure that the requirements for examination at different location place can be met, as well as to find an appropriate location and a coordinating person at a public authority or similar. Any costs for the student to take the exam at different location will be paid by the student.

2.3 Grading

In addition to the final grading decision, the examiner, the examiner also makes other decisions during the preparatory stage. For example, the examiner has to determine whether the student has fulfilled the mandatory course elements specified in the syllabus (see Section 2.3.8 Mandatory course elements). Please note, however, that the preparation and presentation

(where applicable) of such a decision may be carried out by someone other than the examiner (see also Section 2.3.12 Documentation of grading decisions).

2.3.1. Decisions to be made during the preparatory stage

Local regulations

The examiner must always ensure that there is sufficient documentation to allow for the grading process to be carried out in an objective and impartial manner, and for the grading decision to be legally certain.

2.3.2 Conflict of Interest

National regulations

An examiner (and any teacher assisting in the grading process) should act objectively and impartially in the grading process, and is not allowed to process cases where there is a conflict of interest (see information about conflicts of interest in the rulebook and the regulation concerning conflicts of interest in Sections 16-18 of the Administrative Procedure Act.).²²

2.3.3. Representative or counsel

National regulations

Section 14 of the Administrative Procedure Act stipulates that anyone who is a party to a matter may appoint a representative or counsel. However, the party using a representative must attend in person if the public authority so requests.²³

2.3.4 The student's right to insight into the grading process

National regulations

Pursuant to the Administrative Procedure Act (Section 10), a student has the right to access any material that has been included in a grading matter, such as corrected exams or written comments from the supervisor during placement.

2.3.5 Credit limits

Local regulations

Any credit limits announced prior to an examination should be adhered to as far as possible. Credit limits included in the syllabus are binding unless the syllabus specified an exception (see Section 1.2 Courses and syllabi).

²² The authority must make a prompt decision if an objection of disqualification is submitted. If the authority finds that there is no conflict of interest, the individual concerned may appeal the decision.

²³ A student may wish to appoint a representative or counsel in a grading matter, e.g. in order to argue that the examiner be disqualified due to a conflict of interest, or to request another form of examination due to disability. A representative or counsel should not take part in actual teaching.

2.3.6 Cheating and deceit, disciplinary measures and special rules for written exams

Local regulations

For relevant information about the examination to be given to students at the start of the course, see Section 1.3 Information before and in conjunction with the start of the course.

Detailed regulations concerning written examinations and suspicions of deceit can be found in the Rules for written exams and Guidelines for disciplinary matters in the rulebook.

2.3.7 Lost course/examination assignment

Local regulations

If it can be proven that the University is responsible for the loss of a student's written assignment, or for misinforming a student about the date of time of an examination, the student should promptly be given a new opportunity to complete the examination, preferably within a week of the mistake being discovered. The examiner is not permitted to pass a student simply because an assignment or examination has been lost.

2.3.8 Mandatory course elements (mandatory teaching elements)

National regulations

Unless otherwise prescribed by the higher education institution, a grade should be awarded upon completion of a course, HF (Chapter 6, Section 18).

Local regulations

The syllabus must include **mandatory course elements**, e.g. attendance, obligatory assignments, laboratory sessions, study visits, since these are requirements for the awarding of a final grade. The syllabus should also specify whether it is possible to complement missed mandatory course elements with replacement assignments. A student who, according to the examiner, has not completed a mandatory course element, should normally still be permitted to participate in subsequent examinations for the same course. Otherwise, the syllabus should specify that completing the course element is an absolute requirement for the student to participate in subsequent examinations (see Section 1.2 Courses and syllabi). However, the final course should not be set until the student has completed all mandatory course elements. Only then can the course be considered to be "completed" (see Section 2.2.1.2 Final grade).

2.3.9 Withdrawal of the submitted examination assignment

Local regulations

A student is not permitted to withdraw a submitted examination assignment for a course in order to avoid being graded.

2.3.10 Grading time

National regulations

Section 9 of the Administrative Procedure Act stipulates that matters should be handled as simply, quickly, and cheaply as possible without jeopardising legal certainty. When it comes



to examinations, JO (the Parliamentary Ombudsman) has, in one individual case, determined that an examination should be graded within three weeks of the examination date and at least two weeks before any retake opportunity.²⁴

Local regulations

An examination assignment should be corrected, graded and reported in Ladok within 15 working days of the examination and more than 10 working days before the next examination session, which is an important thing to take into consideration when establishing times for examination opportunities. Please note that working days cannot just be interpreted as the working days of the affected examiner, but is an absolute measure.

2.3.11 Documentation of grading decisions

National regulations

All grading decisions should specify the date and content of the decision, as well as who made the decision (see Section 21 of the Government Agency Ordinance). If someone acted as rapporteur or attended the final proceedings without participating in the decision, this should also be specified.

Local regulations

The name of the examiner and any teacher assisting in the grading process should also be specified in Ladok.

Please note that at Stockholm University, grading matters do not have to be presented before a decision is made.

Grading decisions should be archived as an electronic document in Ladok.

2.3.12 Information about grading decisions, justification etc.

Local regulations

A grading decision can always be changed by the higher education institution before it has been announced. At Stockholm University, grading decisions should primarily be announced via digital channels.

At the start of the course, students should be informed of how and when the grades will be announced (see also 1.3 Information to be provided before and in conjunction with the start of the course).

2.3.12.1 Justification for grade

National regulations

According to the Higher Education Act (Chapter 1, Section 4a), the reasons for a grading decision may be omitted. However, if the justification has been omitted the authority should, whenever possible, provide this at the request of the student.

²⁴ See JO decision of 18.07.1991, reg. no. 3980-1990.

Local regulations

The examiner is required to justify the grade on a student's course assignment, either orally or in writing, if the student so requests. For reasons of legal certainty, the request should be submitted to the examiner in writing. If no review of the examination is carried out, and no grading template has been drawn up, the student is entitled to receive written justification of the grade upon request.

2.3.12.2 Review of examination

Local regulations

A review of the exam with the examiner present gives students an opportunity to have their grades justified. Each written examination should normally be followed by a review at the end of the course, in which it may be appropriate to pay special attention to explaining the relationship between the intended learning outcomes, the grading criteria, the form of examination, and the set grade. The date of such a review should be announced no later than at the time of the examination, and should take place at least ten working days before any retake examination.

2.3.12.3 Written grading template

Local regulations

If, for practical reasons, it is difficult to carry out a review of the examination, the examiner may draw up written grading templates that can be made available to students along with the opportunity to contact the examiner for additional information. A student who requests a grading template should, if one is available, be provided with one once the grade has been set.

2.4. Measures after the grade has been set

2.4.1. Correction and reassessment of a grading decision

National regulations

Pursuant to Chapter 12, Sections 2 and 4) of the Higher Education Ordinance, grading decisions cannot be appealed.²⁵ However, a student is entitled to request a correction or reassessment. Please note that there is no time limit for when such a request should be submitted, even if the examination assignment is signed and handed out.

Reassessment

If an examiner finds that a grading decision is clearly inaccurate due to changing circumstances or for any other reason, the examiner should change the decision if it can be done quickly and easily and does not result in a lower grade, HF (Chapter 6, Section 24).

Correction

A grading decision that has become clearly inaccurate due to a typographical error or a similar

²⁵ However, see the Discrimination Act (Chapter 4, Section 18, subsection 1, item 2-3). For questions regarding the possibility of appealing a grade in accordance with the Discrimination Act, please contact the equality coordinator at the Student Department.

oversight can be corrected to the student's advantage or disadvantage. Corrections to the student's disadvantage must be made with great care, and only in clear cases. Before a correction is made, the student should normally be given an opportunity to be heard. Such a correction should be made by the examiner (see Chapter 6, Section 23) of the Higher Education Ordinance and Section 36 of the Administrative Procedure Act.²⁶

Local regulations

Examination task will be retained for two years (degree projects will be retained indefinitely). If the original is handed over to the student, its copy must be saved for two years from date of hand-over²⁷ (see rules regarding removal and return of documents when admitting and educating students in the rulebook).

Always contact the university lawyers when it comes to matters concerning the correction of grades to the detriment of the student.

2.4.2 Examination with the purpose of raising a passing grade (“plussning”)

Local regulations

A student who has received a passing grade on an examination may not retake the examination to achieve a higher grade. A passing grade cannot be changed to a failing grade at the student's request.

2.4.3 Additional assignments for a passing grade after receiving the grade Fx

Local regulations

Both F and Fx are **failing grades**, which means that the normal procedure after receiving the grade Fx is for the student to retake the examination at the next examination opportunity. However, a department may allow students who have received the grade Fx that has been reported in Ladok to complete an additional assignment in order to receive a passing grade - in particular when it comes to larger assignments, essays, degree projects, etc. The syllabus should specify if this procedure is permitted. This procedure required that there is a well thought-out schedule for all examinations (see Section 2.4.4 Number Of examination opportunities per course Section 1.3 Information to be provided before and in conjunction with the start of the course).

However, if the syllabus allows students who receive the grade Fx (i.e. have almost fulfilled the criteria for a passing grade) to complete an additional assignment, the students may be given this opportunity instead of having to retake the examination. The examiner will decide what tasks the student should carry out, and each additional assignment should be based on the intended learning outcomes that the individual student has failed to achieve. The additional assignment should be completed as soon as possible after the student has been notified of the results of the examination and before the next examination opportunity. The examiner will decide whether the new assignment is adequate and will report the new grade in

²⁶ See, for example JO 2000/2001 p. 434 regarding the withdrawal of course credits.

²⁷ The rule is based on a 2016 UKÅ decision (reg. no. 31-00340-15), Complaint against Mid Sweden University regarding shortcomings relating to the saving of copy in connection with grade reassessment.



Ladok. If the assignment is of insufficient quality, the grade Fx will be retained. The same will apply if the student does not submit the assignment in time. The student will then be referred to the next examination opportunity. Any time limit for a course with independent project (degree project) must be specified in the syllabus.

Please note that an additional assignment does not affect the number of expended examination opportunities (see Section 2.2.3.2 Expended examination opportunities).

2.4.4 Number of examination opportunities per course

Local regulations

Normally, at least three examination opportunities should be offered within a one year period. If the course is not provided every academic year, at least one examination opportunity should normally be offered during the year the course is not provided.

For written examinations in an examination room (and take-home examinations whenever possible), the first additional examination opportunity should normally take place at least two weeks after the students have been notified of the results from the first examination, and no later than six weeks thereafter. Please Note that these times need to be adapted for the final examination opportunity in the spring semester.

The rules pertaining to examinations must be specified in the syllabus. For example, this applies to any limitations on the number of examination opportunities, how often examinations are offered on the, transition arrangements, etc. (see Section 1.2 Courses and syllabi).

The date, time and form of examination for all examination opportunities should be available at least one month before the start of the course (see Section 1.3 Information to be provided before and in conjunction with the start of the course).

2.4.5 Changing examiners

National regulations

A student who has failed the same examination or course component twice is entitled to have another examiner appointed, unless there are special reasons²⁸ to the contrary, HF (Chapter 6, Section 22).

Local regulations

The rules for changing examiners should be specified in the syllabus (see Section 1.2 Courses and syllabi).

For courses that have limited the number of examination opportunities to two, students have the right to have a different examiner, and, wherever possible, another supervisor, appointed after the first examination, unless there are specific reasons for not doing so.

²⁸ UKÄ decision of 24.08.2015, Reg. no. 31-516-14.

2.4.6 Official documents

National regulations

Chapter 2 of the Freedom of the Press Act regulates what constitutes an official document. An official document is generally public unless the law says otherwise (see the Public Access to Information and Secrecy Act). Grades, examination questions and answers are official documents, as are course evaluations, course reports, guidelines and policies.

The disclosure of copies of official documents is subject to fees under the Regulation on Fees and Charges.

Practical guidelines

Grades are documented in Ladok and thus constitute finalised and official documents.

Examination **questions** are finalised and thus constitute official documents when they are distributed or otherwise made available to students who are going to be examined. The general rule is that examination questions become public as they are made official. When it comes to certain forms of examination, such as written examinations, the examination questions are not public until more students are permitted to participate in the examination.²⁹

Examination **answers** have been finalised, and thus constitute official documents once the examiner concluded the examination and signed the grading decision (see Section 2.3.11 Documentation of the grading decisions).

In order to avoid suspicion of cheating, students who want to examine their written examinations before potentially requesting a reassessment should be given a copy of their own examination free of charge (see Section 2.4.1 Correction and reassessment of a grading decision).

(See rules pertaining to the removal of official documents in the rulebook.)

²⁹ Questions are subject to confidentiality since giving students access to the questions before the examination would counteract the purpose of the examination. For this reason, the examination questions can temporarily be kept confidential pursuant to the Public Access to Information and Secrecy Act (Chapter 17, Section 4). In some specific cases, examination questions can be kept confidential for a longer period of time (e.g. for so-called standardised tests). For more information about the possibility of keeping examination questions confidential, please contact the University's legal counsels.