

Regulations and Procedure for Establishing and Discontinuing Courses and Programmes

Type of document	Regulations and procedure
Approved by	President
Date of approval	07 December 2023
Ref. no.	SU FV-4406-23
Period of validity	08 December 2023 until further notice
Replaces document	Regulations and procedure for establishing and discontinuing courses and programmes, ref. no. SU FV-3449-21, approved 30 June 2022.
Responsible administrative office	Office of the President
Administrative officer	Sophia Gustafsson Capkova

Description:

This document describes how quality is to be assured when establishing a course or programme leading to the award of a qualification, and how courses and programmes are to be discontinued in a manner that guarantees legal certainty for students and doctoral students, regardless of which body prepares and makes these decisions.

Disclaimer: This document is a translation of the Swedish original "Regler och handläggningsordning för etablering och avveckling av utbildning". In case of a discrepancy between the Swedish original and the English translation, the Swedish original will prevail.

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Introduction

Stockholm University has general degree-awarding powers for all qualifications, with the exception of professional qualifications and qualification in the fine, applied and performing arts, for which separate applications must be made to the Swedish Higher Education Authority (UKÄ), the authority tasked with appraising applications for degree-awarding powers.

At present, the University has degree-awarding powers for several professional qualifications (see Applications to UKÄ for degree-awarding powers for professional qualifications). The University does not have degree-awarding powers for any qualification in the fine, applied and performing arts.

General degree-awarding powers for the qualifications Higher Education Diploma, Degree of Bachelor, Degree of Master, Degree of Licentiate and Degree of Doctor mean that the University itself determines in which fields of knowledge it is capable of offering courses and programmes at a high academic level and awarding qualifications. In practice, this determination involves internal quality assurance when establishing main fields of study in the first and second cycle and third-cycle subject areas. The focus of this quality assurance is to determine whether the preconditions exist for students or doctoral students to achieve the qualitative targets for the qualifications the programmes are to lead to. Quality assurance also takes place when courses in a main field of study included in programmes that leads to a qualification are established and revised. Our internal quality assurance also covers the legally binding documents that govern programmes, such as course and programme syllabuses, local qualification descriptors and general syllabuses for third-cycle programmes.

Main fields of study, third-cycle subject areas, courses and programmes may also need to be discontinued for various reasons, including quality concerns. Regardless of the reason, the discontinuation process must be quality assured, most importantly to ensure the rights of students.

Pursuant to the University's *Decision-making and Delegation Regulations*, drafting and decision-making processes related to education are delegated to academic area boards. The fact that the two academic area boards' preparation and decision-making processes for education differ somewhat reflects the different organisational conditions within the university in that the Science Academic Area

has a single faculty while the Human Science Academic Area has three. For more details, please refer to the decision-making and delegation rules for each academic area. The focus of this governing document is therefore the decision-making basis and administration once a decision has been reached that is required to quality assure general decisions related to programmes leading to the award of a qualification. Ensuring legal certainty for students is one important reason to assure quality.

Purpose

This purpose of this document is to describe how quality is to be assured when establishing a course or programme leading to the award of a qualification, and how courses and programmes are to be discontinued in a manner that guarantees legal certainty for students and doctoral students, regardless of which body prepares and makes these decisions.

Points of departure

General provisions relating to higher education can be found in Chapter 1 (Initial provisions) of the Higher Education Act¹ and in Chapter 6 (Courses and study programmes) of the Higher Education Ordinance², as well as in Annex 2 to the ordinance, System of Qualifications.

In addition to the Swedish act and ordinance, there are also international agreements regulating the quality of first- and second-cycle courses and programmes, including *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG)³.

Another reference point for this governing document is the national system for quality assurance of higher education and research, which consists of four components: appraisal of degree awarding powers, assessments of HEIs' quality assurance processes, programme evaluations and thematic evaluations. Similar assessment areas and assessment criteria are found in all four components.

¹ Swedish Higher Education Act (SFS 1992:1434)

² Swedish Higher Education Ordinance (SFS 1993:100)

³ A Swedish translation of *Standards and Guidelines for Quality Assurance in the European Higher Education Area* was commissioned by UKÄ in 2015 and is available on UKÄ's website.



In 2018, UKÄ published guidelines on ensuring legal certainty for students when programmes are discontinued. These guidelines have influenced the considerations in Section 3 of this document.

Governance documents at Stockholm University that are specifically related to the *Regulations and Procedure for Establishing and Discontinuing Courses and Programmes* include *Regulations for Education and Examination at First-cycle and Second-cycle Level*, *Regulations for Education and Examination at Third-cycle Level* and *Regulations and Procedure for Classifying Courses by Disciplinary Domain*. All of these documents can be found under Governing Documents – Rules and Regulations.

Reading instructions

This document describes the various steps to be taken when establishing or discontinuing a main field of study, programme leading to a professional qualification, programme leading to a general qualification, course or third-cycle subject area. The regulations and procedure are described in their entirety for each of these categories. While this involves a certain amount of repetition, it should make the document more user-friendly in as much as the reader can concentrate on the section covering the category of education that is relevant to them.

Note on the translation

In this document, the word “establish” has both a general meaning (Swedish “etablera”) and a more specific meaning (Swedish “inrätta”). The more general meaning covers the full process and includes all decisions needed to establish e.g. a course. The more specific meaning covers the decision to establish, in Swedish “inrätta”. For the instances of the more specific meaning, the Swedish word is provided in parentheses: (inrätta).

The word “adopt” is the translation of the Swedish “fastställa”.

1 The education system

The education system at Stockholm University differs depending on whether or not the education in question leads to the award of a qualification for which the University has been granted degree-awarding powers.

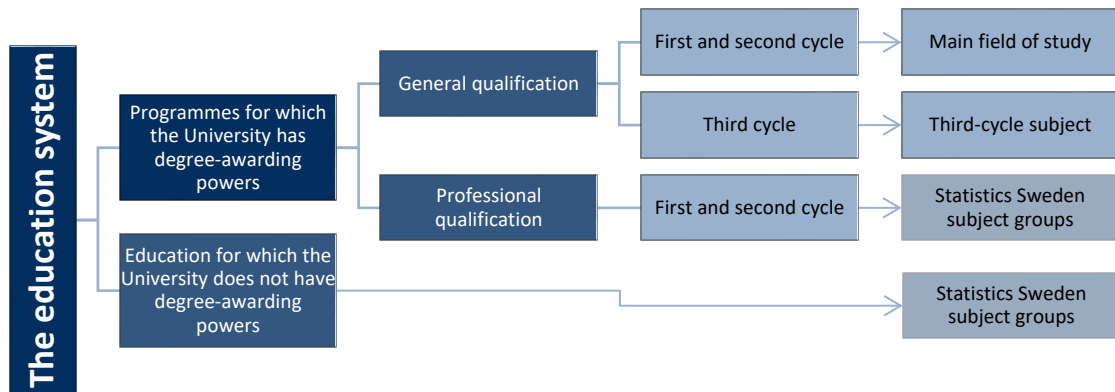
Programmes leading to qualifications are then divided into two categories: those leading to a general qualification in a main field of study or third-cycle subject area, and those leading to a professional qualification. General qualifications are subdivided into first, second and third cycle. Professional qualifications are awarded at first or second cycle, or both.

The System of Qualifications, Annex 2 to the Higher Education Ordinance, lays down the qualifications that may be awarded in the first, second and third cycles, and the requirements to be fulfilled for the award of each qualification (qualification descriptors). In addition to these national regulations, the University has also established its own Local System of Qualifications⁴ summarising national and university-wide regulations. There are also local qualification descriptors for first- and second-cycle general qualifications, which guide the student towards graduation in their main field of study. Doctoral students follow a general syllabus for third-cycle programmes in their respective subject areas. The programme syllabus is the main governing document for professional qualifications.

Courses that cannot be counted towards a qualification in a specific main field of study, third-cycle subject area or programme leading to a professional qualification include certain contract education, such as courses in bridging programmes for teachers with foreign qualifications (ULV) and continuing professional development courses for teachers (VAL), orientation courses, courses outside the specialisation of a programme, and courses within a programme for which the University has no degree-awarding powers.

The figure below illustrates the system.

⁴ The University's Local System of Qualifications (ref. no. SU FV-3421-21) is available under Governing Documents – Rules and Regulations.



The building blocks of programmes are courses. Each programme and course has its own syllabus. All first- and second-cycle courses, whether freestanding or part of a programme leading to a general qualification, have a main field of study. Third-cycle courses are offered within third-cycle subject areas.⁵ Courses within programmes leading to a professional qualification, or that cannot lead to the award of a qualification in a specific main field of study, are classified according to Statistics Sweden’s subject groups.⁶

1.1 Programmes leading to a qualification for which the University has degree-awarding powers

1.1.1 General qualification – the term *main field of study*

A general qualification at first or second cycle is awarded after the student has completed the courses required to gain a given number of credits within a defined specialisation determined by each higher education institution itself, of which a given number of credits must be for progressively specialised study in the principal field (main field of study) of the programme.⁷ For the award of a Degree of Bachelor of 180 credits, at least 90 credits must be in the main field of study. So, a

⁵ Statistics Sweden refers to them as research subjects. In this document, research subjects are referred to as “subject”, third-cycle subject” or “third-cycle subject area”.

⁶ In the education database, this is indicated by labelling the course with Statistics Sweden’s subject group code.

⁷ For a Higher Education Diploma, a qualification rarely awarded by Stockholm University, there is no requirement for progressively specialised study in the main field.



maximum of 90 credits may be earned from complementary courses within or outside the main field of study.

The definition of a main field of study was relaxed as part of the reform of higher education in 2007, when the requirement for “specialised study in the main field for 60 or 80 credits” was amended to “progressively specialised study in the principal field (main field of study)”. The intention was that, with the reduced emphasis on main field of study, interdisciplinary programmes might lead to qualifications in broader fields. In other words, the door was opened for greater flexibility in terms of combining subjects and fields in a single qualification. For many programmes, however, this change of emphasis has had little impact in practice; syllabuses continue to specify qualification requirements for specialised study in an established subject. One alternative to establishing multiple narrow main fields of study can be to establish specialisations within a main field of study (see below).

Rule: At Stockholm University, the term *main field of study* is used in connection to general degree-awarding powers at first or second cycle. A main field of study may have the same title in different cycles.

Rule: The main field of study must be established for the education cycle in which the qualification can be awarded.

Rule: Courses that include an independent project (degree project) cannot be established (inrätta) until the main field of study is established for the education cycle in which the qualification can be awarded.

1.1.2 Third-cycle subject areas

In this regard, the term *subject area* refers to a delimited field of knowledge to be studied at third-cycle level within which a qualification can be awarded.

1.1.3 Specialisation within a main field of study or third-cycle subject area

Specialisations may be established within a main field of study or third-cycle subject area.

1.1.3.1 Specialisation within a main field of study

A specialisation established within a main field of study must be defined in the Local System of Qualifications. A qualification may then be awarded in the main field of study with that specialisation.

Rule: Specialisations within a main field of study must be clearly defined in the Local System of Qualification and any subsequent programme syllabus.

1.1.3.2 Specialisation within a third-cycle subject area

A qualification may be awarded in a third-cycle subject area with an established specialisation.

Rule: Specialisations within third-cycle subject areas must be clearly defined in general syllabuses.

1.1.4 Professional qualification

The Higher Education Ordinance only uses the term *main field of study* in relation to general qualifications. This is because the qualification descriptors in Annex 2 to the ordinance, System of Qualifications, differ for general and professional qualifications in as much as there is no requirement for progressive specialisation in programmes leading to a professional qualification and qualitative targets are formulated somewhat differently than for general qualifications. Each professional qualification also has an overarching intended outcome, something that general qualifications do not have. For the award of a professional qualification, the student must follow the programme syllabus for a programme leading to that qualification in its entirety (or have credits transferred from equivalent courses). Courses included in programmes leading to a professional qualification need not be classified in a main field of study.

Rule: Normally, course syllabuses for courses within programmes leading to a professional qualification should be classified solely by subject code (Statistics Sweden's subject group).

Rule: If a course is to be offered in a programme leading to a professional qualification and a programme leading to a general qualification and it may constitute studies in the main field of study, it must be established (inrätta) as such, as study in a main field is a requirement for the award of a general qualification.

Rule: Courses that are adjacent to a main field of study but that are only offered within the framework of a programme leading to a professional qualification, and that are not included in progressive specialisation in a specific main field of study, should not be classified by main field of study, only subject code (Statistics Sweden's subject group).

1.2 Education for which the University does not have degree-awarding powers

The University may offer education for which it does not have degree-awarding powers, such as programmes for less credits than are required for the award of a qualification, when a new field of knowledge is established or when teaching resources are insufficient.⁸ As mentioned above, this may also occur when a main field of study is established in only one cycle but the need arises to offer a course in another cycle.

Rule: First- and second-cycle courses that are not included in a main field of study must be classified by subject code (Statistics Sweden's subject group).

1.3 Level of specialisation

First- and second-cycle courses are categorised by level of specialisation in accordance with the Association of Swedish Higher Education Institutions' recommendations⁹. These levels are intended to facilitate student mobility between higher education institutions by ensuring equivalency in terms of education cycle (first or second cycle) and level of specialisation (place in progressive specialisation). This serves both as a basis for the awarding of degrees and as information on the composition of the courses on offer. The recommendations are based on general qualifications with a main field of study but can also be applied to professional qualifications.

⁸ What constitutes sufficient teaching resources to warrant degree-awarding powers is a matter for each decision-making body.

⁹ *Rekommendationer för att underlätta studenters möjligheter till rörlighet mellan olika lärosäten i Sverige* [Recommendations to facilitate student mobility between higher education institutions] (REK 2008-025).

Specialisation codes

The following specialisation codes are used. The first letter indicates the education cycle (G = first cycle, A = second cycle) and the last letter the level of specialisation (N = new entrant, F= advanced, E = degree project).

G1N	first cycle, has only upper-secondary level entry requirements
G1F	first cycle, has less than 60 credits in first-cycle course(s) as entry requirements
G1E	first cycle, contains specially designed degree project for Higher Education Diploma (only courses within a main field of study)
G2F	first cycle, has at least 60 credits in first-cycle course(s) as entry requirements
G2E	first cycle, has at least 60 credits in first-cycle course(s) as entry requirements, contains degree project for Bachelor of Arts/Bachelor of Science (only courses within a main field of study)
A1N	second cycle, has only first-cycle course(s) as entry requirements
A1F	second cycle, has second-cycle course(s) as entry requirements
A1E	second cycle, contains degree project for Master of Arts/Master of Science (60 credits) (only courses within a main field of study)
A2E	second cycle, contains degree project for Master of Arts/Master of Science (120 credits) (only courses within a main field of study)
GXX	first cycle, the course's level of specialisation cannot be classified
AXX	second cycle, the course's level of specialisation cannot be classified

Rule: At Stockholm University, all first- and second-cycle courses are given a specialisation code according to the Association of Swedish Higher Education Institutions' recommendations, regardless of whether they are offered in a main field of study or classified according to Statistics Sweden's subject groups.

Rule: Courses outside a main field of study included in a programme leading to a professional qualification are not given a code ending in E even if they contain a degree project. Instead, use the nearest alternative code, which will generally be G2F or A1F.

2 Establishing courses, programmes, main fields of study and subject areas

The establishment of a first-, second- or third-cycle course or programme, main field of study or third-cycle subject area that has not previously been offered by Stockholm University involves a drafting and decision-making process up to the point that a governing document is adopted for the education in question.

Note on terminology: Before the University can offer a new main field of study, programme, course or third-cycle subject area, it must be established (inrätta) and the governance documents must be adopted. A course or programme is established (inrätta) once the competent decision-making body makes a decision to establish (inrätta) it, and the decision is implemented. The governance document (syllabus) for the course or programme is then adopted by the competent decision-making body. Programmes and courses must be established (inrätta) and the decision implemented before the governance documents (syllabuses) can be adopted. In the case of other governance documents, both decisions (i.e. to establish (inrätta) and to adopt) may be made simultaneously.

Rule: If the same decision-making body is authorised to make both decisions (i.e. to establish (inrätta) and adopt), no separate process is required; the course, programme, main field of study or third-cycle subject area is established when the relevant governing document is adopted.

Rule: If decisions on establishment (inrätta) and adoption of the governing document are made at different decision-making levels, a separate decision to establish (inrätta) is required before it can be adopted.

When establishing (inrätta) and adopting, the responsible instance will conduct a quality check based on relevant assessment material. Decisions are reached at various levels in accordance with the University's *Decision-making and Delegation Regulations* depending on the type of education in question.

This section describes the assessment material required to reach the following decisions regarding courses and programmes that lead to a qualification:

- 1) Establishment (inrätta) of a main field of study and specialisation within a main field of study, as well as the adoption of local qualification descriptors (2.1).
- 2) Establishment (inrätta) of a study programme and the adoption of programme syllabus for a general qualification (2.2).
- 3) Establishment (inrätta) of first- and second-cycle courses and the adoption of course syllabuses (2.2).
- 4) Establishment (inrätta) of third-cycle subject areas and specialisations within third-cycle subject areas, as well as the adoption of a general syllabus for third-cycle programmes (2.4).
- 5) Establishment (inrätta) of third-cycle courses and adoption of course syllabuses (2.5).

For instructions on applications for degree-awarding powers for a new programme leading to a professional qualification, see Section 0.

Decisions are reached at various levels in accordance with the University's *Decision-making and Delegation Regulations* depending on the type of education in question.

2.1 Establishing a main field of study and specialisation within a main field of study

An application to establish a main field of study implies the intention to conduct courses and programmes in that field that can lead to one or more general qualifications. As the purpose is to offer courses and programmes, this will necessarily eventually require the adoption of course and programme syllabuses.

A main field of study may be established with specialisations, or specialisations can be established later within an already established main field of study. In either case, the same rules apply to establishing a specialisation as to establishing a main field of study.

2.1.1 Decisions to be made

Rule: When a decision is made to establish (inrätta) a main field of study (with or without specialisations) in a given education cycle, a decision must also be reached to establish local qualification descriptors. Once these decisions are reached, it is possible to award a qualification in the main field of study and specialisations therein.

Rule: When establishing (inrätta) a new specialisation within an existing main field of study, a decision must be made to adopt revised qualification descriptors that include the specialisation in question.

2.1.2 Basis for decision

Rule: An application to establish a new main field of study (and any specialisations), or a new specialisation in an existing main field of study, must contain a brief description under each of the following headings and points.

1) Formalities

State whether the application relates to 1) a new main field of study (with any specialisations) or 2) a new specialisation within an existing main field of study.

The application shall also include:

- a. the title of the main field of study and any specialisations in Swedish and English;
- b. the Statistics Sweden subject group (only when establishing a main field of study);
- c. education cycle (first or second);
- d. the qualification(s) that the programme(s) is/are intended to lead to (bachelor, master for 60 credits, master for 120 credits);
- e. title of qualification(s) (including any prefix that will be stated on the degree certificate) in Swedish and English; and
- f. a proposal for basic classification of courses in the main field of study to a relevant disciplinary domain (always in the case of a new main field of study, but even when a new specialisation needs to be classified differently to the main field of study).¹⁰

2) Justification for establishment, description, limitations and needs analysis. Here, you should:

- a. state the purpose of the planned education, i.e., why it should be established;
- b. describe the main field of study (including any specialisations) to be included in local qualification descriptors;

¹⁰ All courses must be classified as belonging to a disciplinary domain, as this determines the allocation of central government funding to HEIs. The principles for doing so can be found in the University's *Regulations and Procedure for Classifying Courses by Disciplinary Domain* (ref. no. SU FV-1.1.2-3526-19).

- c. describe how the main field of study (including any specialisations), or a new specialisation in an existing main field of study, is delimited compared to similar main fields of study at Stockholm University; and
 - d. analyse the needs that the planned education meets in relation to a) demand from students, b) society and working life, including the higher education sector (describe the types of dialogue that have been held and with which areas of working life and how this will benefit education in the main field of study) and c) similar education offered within the University and externally, where appropriate including internationally.
- 3) Goal attainment. Describe:
- a. how the organisation and content of the planned education ensures that students will be given the opportunity to attain all qualitative targets.
- 4) Teaching resources. Here, you should state:
- a. the names of staff members employed until further notice who will teach on courses and programmes;
 - b. planned teaching hours in courses and programmes (scope);
 - c. the positions in which the teachers are employed and their research expertise;
 - d. the teachers' training in teaching and learning in higher education;
 - e. opportunities for teachers employed until further notice to undertake continuing professional development, including opportunities for teachers to conduct their own research within the main field of study; and
 - f. any planned recruitment and retirements within the next five years.
- 5) Research basis. Describe (preferably with examples):
- a. the manner in which the planned education closely relates research to education and rests on proven experience.
- 6) Internationalisation, sustainable development and widening participation. Here, you should state:
- a. whether and if so how an international perspective is adopted in the planned education;
 - b. the preconditions for international student and teacher exchanges (incl. virtual exchanges) and whether it will involve educational collaboration with other higher education institutions;
 - c. if it is planned to instruct in any language other than Swedish;
 - d. whether and if so how sustainable development (ecological, economic, social, ethical and global) has been considered in the education; and



- e. how recruitment to the planned education will lead to widened recruitment and participation.
- 7) Gender equality. Describe:
- a. how gender equality has been considered in the planning, content and implementation of the education.
- 8) Education environment. Describe:
- a. the estimated likely student volume of courses and programmes in the main field of study;
 - b. whether students will be taking joint courses with students in other programmes;
 - c. access to study and career guidance at the involved department(s);
 - d. preconditions for arranging placements if such courses are part of the planned education; and
 - e. preconditions for appropriate links with the world of work.
- 9) Student influence. Describe:
- a. how student influence will be ensured;
 - b. if, in addition to drafting and decision-making bodies, there are other forums in which students can participate and where the views of students can be systematically accommodated.
- 10) Funding and infrastructure. Describe the financial conditions for the planned activities, i.e.:
- a. whether the education can be accommodated within the funding cap or if additional resources will be required;
 - b. whether adequate premises are available or new premises will be required and, if so, what kind of premises; and
 - c. any equipment that will be required.
- 11) Other. Describe:
- a. how students have participated in drafting and decision-making with regard to the application.

Appendices to the application

Rule: The following must be attached to the application:

- A draft of local qualification descriptors.
- A draft (from the education database) of any programme syllabuses (see under 2.2 for details on which information is required).
- A description of compulsory courses contained in the study programme.

Alternatively – if the education consists of freestanding courses:

- Draft syllabuses (from the education database) for planned compulsory courses during the first year the main field of study is offered (see under 2.3 for details on which information is required).

2.1.3 Administration after a decision to establish a main field of study and specialisation within a main field of study

Rule: Once a decision has been made to establish a new main field of study, the relevant body applies to the President for basic classification of courses in the main field of study.¹¹

Rule: Once the relevant documents governing the main field of study or specialisation have been adopted, the adopting instance shall notify Student Services' Academic Records Unit that the main field of study or specialisation in a main field of study has been established.

2.2 Establishing a programme

Courses may be combined into a programme of study through a legally binding programme syllabus. Taken together, the courses contained in a programme must ensure that the student has the opportunity to attain the qualitative target of the programme. By establishing a programme, the University begins a long-term undertaking. A student admitted to a programme retains the right to complete their studies in accordance with the established programme syllabus for as long as that syllabus is valid.

2.2.1 Decisions to be made

Rule: A programme is established once a decision to establish (inrätta) the programme has been taken and a syllabus is adopted for the programme.

¹¹ See *Regulations and Procedure for Classifying Courses by Disciplinary Domain* (ref. no. SU FV-1.1.2-3526-19). A proposal may be drafted by the Course Classification Group prior to a decision to establish a main field of study.

2.2.2 Basis for decision

Rule: An application to establish a new programme must contain the information stated below.

Rule: If an application to establish a new programme is submitted in conjunction with an application to establish a new main field of study or specialisation within a main field of study, the information under several of the headings below need only be provided once. Which information may then be omitted is stated in comments beneath each point.

- 1) Formalities Here, you should state:
 - a. the title of the programme in Swedish and English;*
 - b. education cycle (first or second);*
 - c. the qualification(s) that the programme is intended to lead to;
 - d. title of qualification(s) (including any prefix that will be stated on the degree certificate) in Swedish and English;
 - e. the department hosting the programme;*
 - f. the programme's entry requirements;*
 - g. the planned semester from which the programme syllabus will be valid;*
 - h. programme code;* and
 - i. the number of credits to be awarded in the programme.*¹²

- 2) Justification for establishment and needs analysis. Describe:
 - a. the purpose of the planned programme;
 - b. the need for the programme in relation to demand from students;
 - c. the need for the programme in relation to society and working life, including the higher education sector (describe the types of dialogue that have been held and with which areas of working life and how this will benefit the programme within the main field of study); and
 - d. the need for the programme in relation to similar programmes offered within the University and externally.

¹² Points marked with an asterisk contain basic information required to establish (inrätta) the programme in the education database. This information cannot be altered once the programme has been established (inrätta) and the decision is implemented in the education database.

No information is required under points 2 b–d above if the application to establish the programme is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.

3) Goal attainment. Describe:

- a. the structure of the programme, including both compulsory and elective courses, and progressive specialisation within the programme (use a qualitative target matrix¹³).

4) Teaching resources. Here, you should state:

- a. the names of teachers employed until further notice;
- b. planned teaching hours in the programmes (scope);
- c. the positions in which the teachers are employed and their research expertise;
- d. the teachers' training in teaching and learning in higher education;
- e. the teachers' opportunities for continuing professional development, including conducting research;
- f. any planned recruitment and retirements within the next five years; and
- g. whether courses contained in the programme are held by other departments or higher education institutions and, if so, how this will affect teaching resources.

No information is required under points 4 b–d above if the application to establish the programme is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.

5) Research basis. Describe:

- a. the manner in which the planned programme closely relates research to education and rests on proven experience.

No information is required on this point if the application to establish the programme is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.

¹³ A qualitative target matrix can be downloaded from the website on the same page as the *Regulations and Procedure for Establishing and Discontinuing Courses and Programmes* (Governance Documents – Rules and Regulations).



6) Internationalisation, sustainable development and widening participation.
Describe:

- a. the international perspective of the programme;
- b. the preconditions for international student and teacher exchanges (incl. virtual exchanges);
- c. whether it will involve educational collaboration with other higher education institutions;
- d. if it is planned to instruct in any language other than Swedish;
- e. whether and if so how sustainable development (ecological, economic, social, ethical and global) has been considered in the programme; and
- f. how recruitment to the planned education will lead to widened recruitment and participation.

No information is required on this point if the application to establish the programme is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.

7) Gender equality. Describe:

- a. how gender equality has been considered in the planning, content and implementation of the education.

No information is required on this point if the application to establish the programme is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.

8) Education environment. Describe:

- a. the estimated likely student volume once the programme is fully developed;
- b. whether joint courses will be held with students from other programmes, cohorts, institutions, etc.;
- c. access to study and career guidance at the involved department(s);
- d. preconditions for arranging placements, if such courses are part of the planned programme; and
- e. preconditions for appropriate links between the programme and the world of work.

No information is required on this point if the application to establish the programme is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.



9) Student influence. Describe:

- a. how student influence will be ensured;
- b. if, in addition to drafting and decision-making bodies, there are other forums in which students can participate and where the views of students can be systematically accommodated.

No information is required on this point if the application to establish the programme is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.

10) Funding and infrastructure. Here, you should state:

- a. whether the education can be accommodated within the funding cap or if additional resources will be required;
- b. whether adequate premises are available or new premises will be required and, if so, what kind of premises; and
- c. any equipment that will be required.

No information is required on this point if the application to establish the programme is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.

11) Other. Describe:

- a. how students have participated in drafting and decision-making with regard to the application.

Appendices to the application

Rule: The following must be attached to the application:

- A draft programme syllabus (from the education database) containing basic information¹⁴, a description of the programme's structure and information on the courses included in the programme, using the academic area's or faculty's template.

¹⁴ Points marked with an asterisk contain basic information required to establish (inrätta) the programme in the education database. This information cannot be altered once the programme has been established (inrätta) and the decision implemented in the education database.

- A description of compulsory courses contained in the study programme. If any elective courses are necessary to achieving the qualitative targets, these must also be described.
- A completed qualitative target matrix.¹⁵

2.3 Establishing a first- or second-cycle course

Each course has a legally binding syllabus, meaning that the University has an obligation to follow the course syllabus for as long as it remains valid.

2.3.1 Decisions to be made

Rule: A course is established once a decision to establish (inrätta) the course has been taken and a syllabus is adopted.

2.3.2 Basis for decision

Rule: An application to establish (inrätta) and adopt a new course must contain the following information:

- 1) Formalities
 - a. the title of the course in Swedish and English;*
 - b. course code;*
 - c. number of credits;*
 - d. education cycle (first or second);*
 - e. grading scale;*
 - f. main field of study (if the course is part of progressive specialisation in the field) or Statistics Sweden's subject group (if the course is given in a programme leading to a professional qualification or in a field of study in which the University does not have degree-awarding powers (i.e., not in an established main field of study));*
 - g. level of specialisation;*
 - h. the department hosting the course;*
 - i. the planned semester from which the course syllabus will be valid;*
 - j. entry requirements;*¹⁶

¹⁵ A qualitative target matrix can be downloaded from the website on the same page as the *Regulations and Procedure for Establishing and Discontinuing Courses and Programmes* (Governance Documents – Rules and Regulations).

¹⁶ Points marked with an asterisk contain basic information about the course syllabus that, together with information on the disciplinary domain, is required to establish (inrätta) the

- 2) Justification for establishment and needs analysis. Here, you should state:
- a. the purpose of the planned course, i.e., why it is needed and, if applicable, how it contributes to linking study to working life;
 - b. whether the intention is to offer the course as a freestanding course;
 - c. whether the course is included as a compulsory or elective course in a programme or if it will be held as a joint course with programme students and, if so, in which programme(s);
 - d. whether the course will be offered as contract education;
 - e. the place of the course in, for example, progressive specialisation in relation to other courses within the main field of study or programme leading to a professional qualification; and
 - f. where applicable, how and to what extent the course overlaps with other courses offered at Stockholm University.
- 3) Other. Describe:
- a. how students have participated in drafting and decision-making with regard to the application.

Rule: If the main field of study is established, give the course the same basic classification as the main field of study. If the subject matter of the course deviates from the usual subject matter of the main field of study to the extent that another disciplinary domain is considered more appropriate, a proposal for reclassification should be attached to the application.¹⁷ The proposal must be justified based on the course's subject matter.

Rule: If the course is not in an already established main field of study (or does not have an existing Statistics Sweden subject group), a proposal for classification in a disciplinary domain should be included with the application. The proposal must be justified based on the course's subject matter. This is not required if the application to establish the course is submitted in conjunction with an application to establish a main field of study or specialisation within a main field of study.

Rule: When a decision is made to adopt a course syllabus, a draft course syllabus (from the education database) must have been drawn up with all of the information

programme in the education database. This information cannot be altered once the course has been established (inrätta) and the decision is implemented in the education database.

¹⁷ The official form must be used. The form can be downloaded from the website on the same page as the *Regulations and Procedure for Establishing and Discontinuing Courses and Programmes* (Governance Documents – Rules and Regulations).

required by the *Regulations for education and examination at first-cycle and second-cycle level* (ref. no. SU FV-1-1-2-3363-20).¹⁸

2.3.3 Administration after a decision to establish a first- or second-cycle course

Rule: If the course is the subject of an application for reclassification (see 2.3.2 above), the ongoing administration of classification must comply with the provisions of the *Regulations and Procedure for Classifying Courses by Disciplinary Domain*.

2.4 Establishing a third-cycle subject area and specialisation within a third-cycle subject area

Third-cycle programmes can lead to a Degree of Licentiate or Degree of Doctor. A general syllabus must be established for all third-cycle subject areas that also covers any specialisations within the subject area (for terminology, see Section 1 Education system). A general syllabus for third-cycle programmes is legally binding, meaning that the University has an obligation to follow the syllabus for as long as it remains valid.

2.4.1 Decisions to be made

Rule: When a decision is made to establish (inrätta) a new third-cycle subject area (with or without specialisations), a decision must also be reached to adopt a general syllabus for third-cycle programmes.

Rule: When establishing (inrätta) a new specialisation within an existing subject area, a decision must be made to adopt a revised general syllabus.

2.4.2 Basis for decision

Rule: An application to establish a new subject area, or a new specialisation in an existing subject area, must contain a brief description under each of the following headings.

¹⁸ See Governance Documents – Rules and Regulations.

1) Formalities

State whether the application relates to 1) a new third-cycle subject area or 2) a new specialisation within an existing third-cycle subject area. The following information is also required:

- a. The title of the subject area and any specialisations in Swedish and English;
- b. A relevant subject according to the *Standard for the Swedish Classification of Research Subjects 2011*¹⁹ (only when establishing a new third-cycle subject area).
- c. The qualification(s) that the programme is intended to lead to.
- d. The title of qualification(s) (including any prefix that will be stated on the degree certificate) in Swedish and English.

2) Justification for establishment, description, limitations and needs analysis.
Here, you should:

- a. state the purpose of the planned education, i.e., why the third-cycle subject area should be established;
- b. describe the subject area (including any specialisations, see 1 Education system) to be included in the general syllabus;
- c. describe how study in the subject area relates to courses and programmes in related first- and second-cycle main fields of study;
- d. describe how the subject area (including any specialisations) or the new specialisation is delimited compared to similar third-cycle subject areas established at Stockholm University;
- e. describe how the subject area relates to similar subjects nationally and internationally; and
- f. analyse the needs that the planned education meets in relation to a) society and working life, including the higher education sector (describe the types of dialogue that have been held and with which areas of working life and how this will benefit education in the subject area) and b) similar education offered within the University and externally, where appropriate including internationally.

3) Goal attainment. Describe:

- a. the planned design and content of the education, including which courses it is intended to offer in the subject area. This description should include how

¹⁹ Standard for the Swedish Classification of Research Subjects 2011 (Swedish Higher Education Authority, 2016).

the organisation and content of the planned education ensures that doctoral students will be given the opportunity to attain all qualitative targets.

- 4) Supervision and teaching resources. Here, you should state:
 - a. the names of the permanently employed staff members who will teach/supervise the planned education;
 - b. the extent to which these teachers/supervisors will be able to participate in the education (both teaching courses and supervising doctoral students);
 - c. the positions in which the teachers/supervisors are employed and their research expertise;
 - d. training in teaching and learning in higher education and supervision among teachers/supervisors;
 - e. whether the planned education will include courses held by other departments or higher education institutions and, if so, how this will affect teaching resources; and
 - f. the opportunities teachers/supervisors will have for continuing professional development, including conducting research. Include a skills provision plan, including planned recruitments and retirements over the next five years.

- 5) Research environment, internationalisation and gender equality. Describe:
 - a. the target for the number of doctoral students once the subject area is fully developed;
 - b. the academic environment, including national and international networks to which doctoral students will have access, as well as collaboration for mutual exchanges with the surrounding community;
 - c. the study environment for doctoral students, where applicable including how seminar activities are planned, whether there are doctoral students studying adjacent subjects, joint courses, etc.;
 - d. the organisation of study and career guidance and preconditions for appropriate links to working life; and
 - e. how gender equality has been considered in the planning, content and implementation of the education.

- 6) Doctoral student influence. State:
 - a. the drafting and decision-making bodies at the department on which doctoral students are entitled to representation; and
 - b. how the department plans to evaluate courses in the subject area.

- 7) Funding and infrastructure. Describe the financial conditions for planned activities within the subject area. Here, you should state:

- a. how student finance will be arranged, e.g., doctoral fellowships, scholarships, etc.;
 - b. whether adequate premises are available or new premises will be required and, if so, what kind of premises; and
 - c. any equipment needs.
- 8) Other. Describe:
- a. how students/doctoral students have participated in drafting and decision-making with regard to the application.

Appendices to the application

Rule: The following must be attached to the application:

- A draft general syllabus for third-cycle programmes (using the template provided by the academic area board).

2.4.3 Administration after the establishment of a third-cycle subject area and specialisation within a third-cycle subject area

Rule: Once the relevant documents governing the subject area or specialisation have been adopted, the adopting instance shall notify Student Services' Academic Records Unit that the subject area or specialisation within a subject area has been established.

2.5 Establishing third-cycle course syllabus

Third-cycle courses that are compulsory in the subject area's general syllabus must have a course syllabus. The third-cycle subject area is not stated in the courses syllabus. The course syllabus must however state the name of the department responsible for the education.

Rule: The decision-making instance shall have a procedure for establishing (inrätta) third-cycle courses and adopting course syllabuses.

2.5.1 Decisions to be made

Rule: If a course requires a syllabus, decisions must be taken to establish (inrätta) the course and adopt a course syllabus.

2.5.2 Basis for decision

Rule: An application to establish (inrätta) a new third-cycle course must contain the following information:

A draft courses syllabus (from the education database) containing:

- a) the title of the course in Swedish and English;*²⁰
- b) course code;*
- c) number of credits;*
- d) cycle (third);*
- e) grading scale (Fail (U) or Pass (G));*
- f) the department hosting the course;*
- g) the planned semester from which the course syllabus will be valid;*
- h) entry requirements;*
- i) intended learning outcomes;* and
- j) other information the doctoral student requires to complete the course.

Other. Describe:

- a) how doctoral students have participated in drafting and decision-making with regard to the application; and
- b) the date on which the course syllabus enters into effect.

Rule: The decision-making instance determines the design of the application and which further information should be attached.

²⁰ Points marked with an asterisk contain basic information required to establish (inrätta) the programme in the education database. This information cannot be altered once the programme has been established (inrätta) and the decision is implemented in the education database.

2.6 Applications to UKÄ for degree-awarding powers for professional qualifications

At present, the University has degree-awarding powers for the following professional qualifications: ²¹

- Degree of Master of Science in Business and Economics (no longer awarded as of 30 June 2018)
- Degree of Bachelor of Arts in Pre-School Education
- Degree of Bachelor of Arts in Primary Education – Extended School
- Degree of Master of Arts in Primary Education – Pre-School and School Years 1-3
- Degree of Master of Arts in Primary Education – School Years 4–6
- Degree of Master of Science in Healthcare Counselling
- Degree of Master of Laws
- Degree of Bachelor/Master of Arts in Education
- Degree of Master of Science in Psychology
- Postgraduate Diploma in Psychotherapy
- Degree of Master of Science in Medical Physics
- Degree of Bachelor of Science in Social Work
- Postgraduate Diploma in Special Needs Training
- Postgraduate Diploma in Special Educational Needs
- Degree of Bachelor of Arts in Study and Career Guidance
- Higher Education Diploma in Vocational Education
- Degree of Master of Arts/Science in Secondary Education

in the teaching subjects biology, English, Mother Tongue – Finnish as a national minority language, physics, geography, history, chemistry, mathematics, religion, social studies, Spanish, Swedish, Swedish as a second language.

- Degree of Master of Arts/Science in Upper Secondary Education
in the teaching subjects biology, English, French, physics, geography, history, Italian, chemistry, mathematics, science studies, Portuguese, religion, social studies, Spanish, Swedish, Swedish as a second language, German.

Instructions on how to apply to UKÄ for degree-awarding powers for a new professional qualification or specialisation, including which templates to use, and

²¹ The teaching subjects listed in relation to programmes leading a Degree of Master of Arts/Science in Secondary/Upper Secondary Education are those for which Stockholm University has degree-awarding powers. The University also awards qualifications in other teaching subjects pursuant to various ordinances such as the Ordinance on supplementary teacher education (SFS 2011:686) and the Ordinance on certain qualifications that provide qualified teacher status for teachers and pre-school teachers who lack degrees in education or pre-school education (SFS 2011:689).



information on how applications are appraised according to UKÄ's assessment areas and assessment criteria can be found on UKÄ's website at www.uka.se.

The decision on submitting a completed application to UKÄ rests with the President.

The Office of the President offers internal support to academic area boards on applications for degree-awarding powers. Contact between the Office of Human Science or Office of Science and the Office of the President should take place early in the process.

2.6.1 Internal basis for decision

Rule: A request to apply for degree-awarding powers for a professional qualification or new specialisation in a qualification for which the University already has degree-awarding powers should contain all of the information requested in UKÄ's instructions. This request is the basis on which the decision-making instance will decide whether to recommend that the President approves an application to UKÄ.

Rule: Draft programme and courses syllabuses must meet the University's quality requirements for programmes in Section 2.2 and courses in Section 2.3 above, adapted to the nature of the professional qualification in question.

2.6.2 Administration after a decision to submit an application

Rule: Once the responsible instance has decided to recommend that the President submit an application to UKÄ, the decision and the completed application for degree-awarding powers for a professional qualification (i.e., UKÄ's official form) should be sent to the Office of the President no later than one month prior to the deadline for applying to UKÄ.

The matter will then be dealt with by the Office of the President.

3 Discontinuing a main field of study, third-cycle subject area, course or programme

The discontinuation of a main field of study, third-cycle subject area, course or programme means that Stockholm University will no longer offer that education. In order to safeguard the right of students and doctoral students to complete a course or programme that they have already started, it is vital that any such discontinuation is carefully planned.²²

Note on terminology: Discontinuing a main field of study, third-cycle subject area, course or programme involves decisions to repeal governing documents. A decision must also be made on the length of the transition period. Once the transition period is over, the main field of study, third-cycle subject area, course or programme is discontinued.

This section describes the basis for assessment and the administrative procedure for ensuring legal certainty when making the following decisions about education:

- Discontinuing a main field of study and specialisation within a main field of study and the repeal of local qualification descriptors, meaning that opportunities to graduate in the main field of study are limited to the exceptions stated in Section 3.1.4 below (3.1).
- Discontinuing a programme, including the withdrawal of the programme syllabus (3.2)
- Discontinuing a first- or second-cycle course, including the withdrawal of the course syllabus (3.3).
- Discontinuing a third-cycle subject area and specialisation within a third-cycle subject area and the withdrawal of general syllabuses for third-cycle programmes, meaning that opportunities to graduate in the subject area are limited to the exceptions stated in Section 3.4.4 below (3.4).
- Discontinuing third-cycle courses and course syllabuses (3.5).

²² Students/doctoral students registered on a course or programme must be given the opportunity to complete the course or programme in accordance with the course syllabus, programme syllabus or general syllabus for third-cycle programmes so that they can graduate with the intended degree.

- Discontinuing a professional qualification, including the withdrawal of the syllabuses of programmes leading to that qualification (3.6)
- Discontinuing a main field of study, third-cycle subject area, course or programme because UKÄ has revoked the University's degree-awarding powers (3.7).

Decisions to discontinue a main field of study, third-cycle subject area, course or programme are reached in accordance with the University's *Decision-making and Delegation Regulations* at various levels of the organisation depending on the type of education.

3.1 Discontinuing a main field of study and specialisation within a main field of study

Once the discontinuation of a main field of study and specialisation within a main field of study is completed, the University will only award a degree within that main field of study or specialisation under the exceptional circumstances detailed in Section 3.1.4 .

If a course classified under the main field of study is to be offered after the University ceases to award qualifications in that field, the course must be re-established (inrätta) and reclassified under the Statistics Sweden subject group.

3.1.1 Decisions to be made

Rule: When a main field of study is discontinued in its entirety or in one education cycle, or a specialisation within the main field of study is discontinued, decisions must be made to: ²³

- discontinue a main field of study or specialisation in the main field of study in the first and/or second cycle;
- repeal local qualification descriptors for first- and/or second-cycle qualifications; ²⁴ If only a specialisation within the main field of study is to

²³ Unless no course or programme instances have been announced, in which case it is sufficient to reach a decision to discontinue the main field of study with immediate effect, i.e., without a transition period.

²⁴ Text should be inserted for all local qualification descriptors that are repealed, for example: [The Board of Science/Board of the Faculty of Humanities/Board of the Faculty of Law/Board of the Faculty of Social Sciences] decided on [DD Month YYYY] to repeal

be discontinued, local qualification descriptors may be revised accordingly instead.²⁵

- discontinue programme and course syllabuses corresponding to repealed local qualification descriptors (see also Sections 3.2 and 3.3).
- establish the length of the transition period.

Rule: If the main field of study to be discontinued has only one specialisation, a decision is required to discontinue the main field of study and to repeal local qualification descriptor (see also 3.2).

Rule: If the intention is to continue to offer some courses, the decisions listed in point form above apply. In addition, the syllabuses for the courses are to dealt with under separate arrangements. Decisions are required to establish (inrätta) new courses and adopt new syllabuses for the courses that will still be offered. In the new syllabuses, the courses must be classified by Statistics Sweden's subject group instead of main field of study. This indicates that the University no longer awards qualifications in the main field of study/education cycle.²⁶

the qualification descriptor for the Degree of [Bachelor/Master] in the main field of study [title], thus discontinuing the main field of study [title] in the [first/second] cycle. Students who commenced their studies in the main field of study prior to [DD Month YYYY (date of decision)] retain the right to graduate in the main field of study until [DD Month YYYY (end of transition period)]. Students who complete all the course requirements listed in the qualification descriptor, and therefore meet the requirements for the award of a degree within the main field of study, before the end of the transition period on [DD Month YYYY (end of transition period)] may be awarded a degree after this date.

²⁵ Local examination descriptors are revised by removing the specialisation and inserting text in qualification descriptor(s) where the specialisation was previously listed, for example: [The Board of Science/Board of the Faculty of Humanities/Board of the Faculty of Law/Board of the Faculty of Social Sciences] decided on [DD Month YYYY] to discontinue the specialisation [title] in the main field of study [title] for the Degree of Bachelor/Master. Students who commenced their studies in the main field of study and specialisation prior to [DD Month YYYY (date of decision)] retain the right to graduate in the main field of study and specialisation until [DD Month YYYY (end of transition period)]. Students who complete all the course requirements listed in the qualification descriptor, and therefore meet the requirements for the award of a degree within the main field of study and specialisation, before the end of the transitional period on [DD Month YYYY (end of transition period)] may be awarded a degree after this date.

²⁶ Courses classified by Statistics Sweden subject group can usually be included in qualifications in other main fields of study.

3.1.2 Length of the transition period

When discontinuing a main field of study or specialisation within a main field of study, the length of the transition period depends on the transition period for any programmes or freestanding courses in the field to which students have been admitted. See Sections 3.2 and 3.3 on the discontinuation of first- or second-cycle courses and programmes.

3.1.3 The rights of students during and after the discontinuation of a main field of study and specialisation within a main field of study

The discontinuation of a main field of study and specialisation in a main field of study may affect both students registered in programmes and those registered on freestanding courses.

Rule: The right of students to complete a programme to which they have been admitted is described in the transitional provisions of each programme syllabus (see also 3.2).

Rule: The right of students to complete a freestanding course to which they have been admitted is described in the transitional provisions of each course syllabus (see also 3.3).

Rule: Once the transition period is over, no examinations will be held in accordance with repealed course syllabuses and the award of qualifications in the main field of study or specialisation will be limited to the exceptions stated in Section 3.1.3 below.

3.1.4 Exceptional circumstance for the award of a qualification after the transition period

Rule: Students who meet the requirements for the award of a qualification within a main field of study or specialisation by the end of the transition period retain the right to apply to Student Services for the award of a degree after the transition period is over. This exemption is dependent on all course requirements for the qualification being met before the end of the transition period. The exemption does not apply to programmes leading to qualifications for which UKÄ has revoked the University's degree-awarding powers (see also 3.7).

3.1.5 Basis for decision

Rule: Applications must state the type of activity to be discontinued (Section 3.1.1 above). An application to discontinue a main field of study in its entirety or in one education cycle, or a specialisation within the main field of study, must include:

1. a clear justification, i.e., the grounds on which the main field of study or specialisation is being discontinued;
2. an impact assessment of the financial and staff consequences of discontinuation for affected departments; and
3. an explanation of how the quality of courses and programmes, including examinations, will be assured during the transition period for admitted students (including those on approved leave from studies).

3.1.6 Administration after a decision to discontinue a main field of study and specialisation within a main field of study

Rule: The decision-making instance shall notify Student Services' Academic Records Unit when a decision is made to discontinue a main field of study or specialisation in the main field of study in the first and/or second cycle.

3.1.7 Communication when discontinuing a main field of study and specialisation within a main field of study

Communication when discontinuing a main field of study or specialisation within a main field of study consists of the same steps as when discontinuing a course or programme in the main field of study. See Sections 3.2 and 3.3 on the discontinuation of first- or second-cycle courses and programmes.

3.2 Discontinuing a programme

Rule: If the programme is the only path to a qualification in the main field of study (or specialisation therein) – i.e., the qualitative target for the award of the qualification cannot be attained through freestanding courses – then the main field of study (or specialisation therein) must also be discontinued (see 3.1).

Rule: Under normal circumstances, a decision to discontinue a programme should not be reached during an ongoing application and admission round, nor during the programme's first semester if a programme instance is underway.²⁷

Rule: When a programme syllabus is adopted to replace an equivalent programme that has been discontinued, all students registered in the old programme must be offered the opportunity to transfer through admission to a later part of the programme. This includes students on approved leave from studies.

Rule: Students retain the right to follow the programme syllabus during the transition period.

3.2.1 Decisions to be made

Rule: When a programme is no longer offered by the University, or if it is replaced by an equivalent²⁸ programme, decisions shall be made to:

- discontinue the programme, including withdrawing the adopted programme syllabus;
- where necessary, revise the local qualification descriptor for the main field of study; and
- establish the length of the transition period.

Rule: When a decision is made to discontinue a programme and withdraw a programme syllabus, the department responsible for the programme must also decide if the courses in the programme should also be discontinued and, if so, in what order this should be done. In such cases, the decision-making instance for courses syllabuses must make separate decisions to discontinue these courses and withdraw their syllabuses (see also 3.3).²⁹

²⁷ This is because, for example, new students may be admitted to the programme during semester 1 of an ongoing programme instance.

²⁸ What constitutes an "equivalent" programme must be determined on a case-by-case basis.

²⁹ Decisions regarding the discontinuation of courses on programmes can also wait until later during the programme's transition period, especially in the case of longer programmes. Please note that course syllabuses that are not withdrawn may need to be revised to include the information that the programme is in the process of being discontinued.

3.2.2 Length of the transition period

Rule: A decision to discontinue a programme and withdraw a programme syllabus means that the syllabus in question ceases to be valid once the final student admitted to the first semester of the programme completes the programme during the nominal programme length with consideration for rate of study, plus (at least) two years to allow time for all examination opportunities to be exhausted.³⁰ Once the transition period is over, the programme is discontinued.

Rule: The transition period shall begin no earlier than the second semester of the programme.

Rule: The length of the transition period may depend on whether there are students in the programme who have been granted approved leave from studies or a deferment of studies. This may lead to the transition period being extended.

Rule: The length of the transition period may also be affected if the programme has been inactive – i.e., no programme instances were announced and no students admitted to the first semester for (at least) the last two years. This may lead to the transition period being shortened.

3.2.3 The rights of students during and after the discontinuation of a programme

Rule: The programme syllabus remains legally binding during the transition period. Students admitted to the programme retain the right to study and be assessed in accordance with the programme syllabus and transitional provisions in course syllabuses while the programme is in the process of being discontinued. This right ceases at the end of the transition period, as does the University's undertaking pursuant to the programme syllabus.

3.2.4 Basis for decision

Rule: An application to discontinue a programme must contain the following information:

³⁰ Time for retakes is regulated in the transitional provisions of each course syllabus, meaning that the transition period for a programme must take into account the transitional provisions of the course syllabus.

1. Clear justification based on an overall assessment of the programme, including:
 - strategic considerations;
 - applicants per place;
 - financial results;
 - any problems in maintaining a high level of quality; and
 - labour market aspects.
2. An impact assessment of the financial and staff consequences of discontinuing the programme for affected department and other operations.
3. An explanation of how the quality of the programme, including examinations, will be assured during the transition period for admitted students (including those on approved leave from studies).
4. A plan for dealing with students who do not meet entry requirements for courses in the programme, such as how the provisions of the Higher Education Ordinance on waiving entry requirements will be applied (Chapter 7 Section 3).³¹

A brief justification will suffice when a programme is replaced with an equivalent programme. Points 2–5 only apply to applications to completely discontinue a programme.

3.2.5 Administration after a decision to discontinue a programme

Rule: Once it has been decided to discontinue a programme, during the transition period and until the programme syllabus ceases to be valid and the programme is finally discontinued, the following procedure applies:

- The adopting instance enters the date of the decision and uploads the decision³² to Ladok and flags the programme syllabus in the education database. Flagging the syllabus does not mean that it has been withdrawn; it remains valid during the transition period.

³¹ The paragraph in question states: “If there are special grounds, a higher education institution may decide to waive one or more entry requirements. A higher education institution must waive one or more entry requirements if the applicant has the capacity to assimilate the course or study programme without meeting the entry requirements”.

³² An example of how a decision might be formulated is: A decision has been made on [DD Month Year] by [decision-making instance] to discontinue [name of programme]. The period of validity of the programme syllabus expires on [DD Month YYYY].

- During the transition period, the host department is prohibited from creating any new programme instances.
- The department may reregister programme students for courses and examinations and report credit transfers within the discontinued programme throughout the transition period, but not thereafter.
- The host department may admit students to later parts of the programme during the transition period if the student's individual study path can be accommodated within the programme's remaining period of validity.
- On request by the host department, Student Services' Academic Records Unit will admit students who choose to transfer to an equivalent programme syllabus (see 3.2.6.2) to a later part of the programme, i.e., no earlier than the second semester of the programme.

3.2.6 Communication when discontinuing a programme

3.2.6.1 When discontinuing a programme in its entirety

Rule: The host department shall contact all students who have been registered in the programme (programme code) over the last two years (including the current semester) and have not yet completed all course requirements. Students who have been granted deferment of studies in the programme shall also be contacted. Students who have formally notified non-completion of the programme are excluded from this requirement.

Rule: In the unlikely event that the programme syllabus is withdrawn during a current application and admission round, information about discontinuation shall also be communicated to applicants.

Rule: Students shall be contacted by post and email (to the addresses registered in the study documentation system Ladok) no later than three weeks after the approval of the minutes of the meeting at which the decision was made. The department shall register the matter. The following information shall be provided in letters and emails:

- a. The date on which the programme syllabus ceased to be valid, i.e., the end of the transition period when examinations of the courses in the programme will no longer be held.
- b. That after this date, students can no longer study in the discontinued programme.

- c. That students who no longer actively study in the programme but who wish to complete the remaining course requirements should contact the department within three weeks of the date of the letter/email.
- d. That, depending in how many credits they require, students risk losing the opportunity to be examined if they get in touch too late during the transition period.

Rule: Students granted approved leave from the programme should be offered individual study paths.

3.2.6.2 Discontinuing a programme replaced by an equivalent programme

Rule: The host department shall contact all students registered in the programme (programme code) during the current or previous semester but who have not completed all course requirements, notifying them of the opportunity to transfer to an equivalent new programme syllabus no earlier than the second semester of the programme, which involves admission to a later part of the programme. Students who have been granted deferment of studies in the programme shall also be contacted. Students who have formally notified non-completion of the programme are excluded from this requirement.

Rule: Students shall be contacted by post and email (to the addresses registered in the study documentation system Ladok) no later than three weeks after the approval of the minutes of the meeting at which the decision was made. The department shall register the matter. Letters and emails shall state:

- a. the date on which the programme syllabus ceased to be valid, i.e., the end of the transition period when examinations of the courses in the programme will no longer be held;
- b. that after this date, students can no longer study in the discontinued programme;
- c. that, after giving written consent (with a stated start date), students may instead be offered the opportunity to transfer to the new programme syllabus; and
- d. that students who do not respond by the stated deadline retain the right to complete their studies according to the withdrawn programme syllabus throughout the transition period.

Rule: Students who fail to respond by the deadline may be offered the opportunity to transfer to the new programme syllabus later during the transition period.

3.3 Discontinuing a first- or second-cycle course

Rule: Under normal circumstances, the transition period for a course should not begin during an ongoing application and admission round, nor during an ongoing course instance.³³

Rule: If a decision is reached to discontinue a programme in which the course in question is given, all courses included in the programme shall be offered in accordance with the programme syllabus, and at the rate of study stated for the programme, throughout the transition period, and affected programme students shall be informed of the conditions that apply during the transition period (see also 3.2.3).

Rule: When replacing a course late in the process of discontinuing a programme, it should ideally be replaced by a similar course so that already admitted and registered students are affected as little as possible by the change to the programme syllabus. Students should also be informed of the change in good time and the decision must not interfere with their ability to complete the programme within the transition period (see also 3.2.3).

3.3.1 Decisions to be made

Rule: When a course is no longer offered by the University, or if it is replaced by a similar course, decisions shall be made to:

- discontinue the course, including withdrawing the adopted course syllabus;
- where necessary, revise the local qualification descriptor; and
- establish the length of the transition period.

3.3.2 Length of the transition period

Rule: A decision to discontinue a course means that the course syllabus ceases to be valid once the final student admitted to the course has had the opportunity to complete the course within its nominal length given their rate of study, plus the

³³ This is because, for example, new students may be admitted during an ongoing course instance.

necessary time for retakes. Once the transition period is over, the course is discontinued.

Rule: The transition period begins in the semester after the current course instance ends.

Rule: The transition period for a course that is only offered as a freestanding course is determined by the transitional provisions in the course syllabus. Regular examinations – i.e., examinations and retakes according to the course syllabus – are offered until the start of the transition period. Once the transition period begins, retakes must be offered in accordance with the transitional provisions in the course syllabus, usually three retakes offered over the course of at least one and no more than two years.³⁴

Rule: The length of the transition period for a course offered a programme is determined by the transition period for the programme in question. The transition period for the final course in the programme must be accommodated within the programme's transition period (see also 3.2.2).

3.3.3 The rights of students during and after the discontinuation of a course

Rule: The course syllabus remains legally binding throughout the transition period and students registered on the course retain the right to be assessed based on the syllabus and in accordance with its transitional provisions. This right ceases at the end of the transition period, as does the University's undertaking pursuant to the course syllabus. This implies that admitted students who have not completed the course by the end of the transition period will need to apply for a similar course, if one exists, and apply to transfer credits from that course.

3.3.4 Basis for decision

Rule: An application to discontinue a course must contain:

1. a clear justification, i.e., the grounds on which the course is being discontinued;

³⁴ The total number of examinations offered (during the final semester the course is offered plus retakes during the transition period) for each assessed course component must be at least five, see Chapter 6 Section 21 of the Higher Education Ordinance.

2. a description of the consequences of discontinuing the course for any affected department(s) and programme syllabuses and local qualification descriptors; and
3. an explanation of how the quality of the course, including examinations, is to be assured for students who have already started the course.

3.3.5 Administration and division of responsibility after a decision to discontinue a first- or second-cycle course

Rule: Once it has been decided to discontinue a course, during the transition period and until the course syllabus ceases to be valid and the programme is finally discontinued, the following procedure applies:

- The adopting instance enters the date of the decision and uploads the decision³⁵ to Ladok and flags the course syllabus in the education database. Flagging the syllabus does not mean that it has been withdrawn; it remains valid during the transition period.
- During the transition period, the department is prohibited from creating any new course instances.
- The department may reregister students for courses and examinations and report credit transfers within the discontinued course throughout the transition period, but not thereafter.
- When they are reregistered, the student must be informed that the course is being discontinued and which remaining retakes will be offered.
- Admitted students should be afforded opportunities for at least three retakes.³⁶
- Where necessary, the local qualification descriptor for the main field of study should be revised.

3.3.6 Communication when discontinuing a programme

Rule: When discontinuing a course, the responsible department shall contact all students who have been registered on the course in question over the last three

³⁵ An example of how a decision might be formulated is: A decision has been made on [DD Month Year] by [decision-making instance] to discontinue [name of course]. The period of validity of the course syllabus expires on [DD Month YYYY].

³⁶ See UKÄ's guidelines on ensuring legal certainty for students when programmes are discontinued, page 17 (2018), as well as Chapter 6 Section 21 of the Higher Education Ordinance and page 35 of UKÄ's report *Fair Examination* (2020).

semesters (including the current semester) and have not yet completed all course requirements, including students on approved leave from studies.³⁷ Students who have formally notified non-completion of the course and have therefore given up their place are excluded from this requirement.

Rule: Students shall be contacted by post and email (to the addresses registered in the study documentation system Ladok) no later than three weeks after the approval of the minutes of the meeting at which the decision was made. The department shall register the matter. Letters and emails shall state:

- a. the date on which the course syllabus ceased to be valid, i.e., the end of the transition period when examinations of the course will no longer be held;
- b. the number³⁸ of retakes the department intends to offer during the transition period (this number of retakes must be offered for all assessed components of the course);
- c. that students who wish to take examinations to complete a course that is being discontinued should contact the department within three weeks of the date of the letter/email; and
- d. that students risk losing the opportunity to be examined if they get in touch too late during the transition period.

3.4 Discontinuing a third-cycle subject area and specialisation within a third-cycle subject area

The general syllabus for third-cycle studies regulates the doctoral students study path to graduation in a third-cycle subject area. If the subject area includes specialisations, these will be described in the general syllabus.

Completely discontinuing a third-cycle subject area also involves withdrawing the general syllabus. Discontinuing a specialisation within a third-cycle subject area involves revising the general syllabus. The general syllabus will also be withdrawn if the specialisation is the only path to graduation within the third-cycle subject area. Once discontinuation is final, the University will only award a degree within

³⁷ If the course has been inactive, it may be necessary to go back more than three semesters to identify students who should be contacted.

³⁸ See Section 3.3.2 footnote 34 regarding the number of retakes. The minimum number is stated in the transitional provisions of the course syllabus.



that subject area or specialisation under the exceptional circumstances detailed in Section 3.4.4 .

Rule: When a general syllabus for third-cycle programmes is adopted to replace an equivalent syllabus that has been discontinued, all doctoral students must be offered the opportunity to transfer to the new general syllabus. This also applies to doctoral students who are on approved absence from studies/leave of absence (see also 3.4.7 below).

Rule: Students retain the right to follow the general syllabus during the transition period.

3.4.1 Decisions to be made

Rule: When a third-cycle subject area or specialisation therein is to be discontinued, or replaced by an equivalent subject area, decisions must be made to:

- discontinue the subject area or specialisations therein;
- withdraw the general syllabus(es) related to the subject area or revise it to remove any discontinued specialisation. If the specialisation is the only path to graduation within the third-cycle subject area, to withdraw the general syllabus; and
- establish the length of the transition period.

3.4.2 Length of the transition period

Rule: The transition period for a third-cycle subject area or specialisation within a third-cycle subject area must be at least the nominal duration of the programme plus two years from the semester after the decision to withdraw the general syllabus is made.

Rule: If the subject area has been inactive and no doctoral students have been admitted during the period, the transition period may be calculated from the semester when the last doctoral student commenced their studies.

Rule: The transition period may be affected by any registered leave, including sick leave, parental leave, leave to serve in the Swedish armed forces or elected office equivalent to at least 50 per cent of an FTE. Where applicable, consideration shall

be given to such circumstances so that these doctoral students are afforded a reasonable opportunity to complete their studies and graduate during the transition period.

3.4.3 The rights of doctoral students during and after the discontinuation of a third-cycle subject area and specialisation within a third-cycle subject area

Rule: The general syllabus for third-cycle programmes remains legally binding during the transition period. Admitted and registered doctoral students have the right to supervision and other resources. They also retain the right to be assessed according to the general syllabus that is being discontinued throughout the transition period. At the end of the transition period, the right to be assessed according to the discontinued general syllabus ceases, as does the University's undertaking pursuant to the general syllabus.

3.4.4 Exceptional circumstance for the award of a qualification after the transition period

Rule: Doctoral students who meet the requirements for the award of a qualification within a third-cycle subject area or specialisation by the end of the transition period retain the right to apply to Student Services for the award of a degree after the transition period is over. This exemption is dependent on all requirements for the award of the qualification being met before the end of the transition period. The exemption does not apply to programmes leading to qualifications for which UKÄ has revoked the University's degree-awarding powers (see also 3.7).

3.4.5 Basis for decision

Rule: An application to discontinue a third-cycle subject area or specialisation within a third-cycle subject area must contain:

1. a clear justification, i.e., the grounds on which the third-cycle subject area or specialisation is being discontinued;
2. a list of all admitted doctoral students with the following information:
 - date of admission
 - most recent semester in which they were registered, including degree of activity
 - estimated semester when they will defend their doctoral thesis
 - any approved leave;

3. an impact assessment of the financial and staff consequences of discontinuing the subject area for affected department and other operations;
4. an explanation of how the quality of courses and programmes, including examinations, will be assured for all affected doctoral students during the transition period; and
5. an opinion on whether education within the subject should continue to be conducted within an adjacent subject area or if the education should be discontinued completely.³⁹

3.4.6 Administration and division of responsibility after a decision to discontinue a third-cycle subject area and specialisation within a third-cycle subject area

Rule: Once it has been decided to discontinue a subject area and withdraw a general syllabus for third-cycle studies, during the transition period and until the general syllabus ceases to be valid and the subject area or specialisation is finally discontinued, the following procedure applies:

- The decision-making instance informs Student Services' Academic Records Unit (both Ladok System Administration and Degrees and Scholarships) that a decision has been made to discontinue a third-cycle subject area or specialisation therein, the date of the decision and date on which the validity period of the general syllabus will expire.
- Ladok System Administration is responsible for ensuring that the subject area or specialisation is flagged as discontinued in Ladok, so that no more doctoral students can be admitted to the subject or specialisation. The general syllabus for third-cycle programmes will remain valid throughout the transition period.
- Degrees and Scholarships notes the decision date and deadline for awarding qualifications in the subject area or specialisation.
- The department may continue to conduct examinations and report results and transfer credits within the subject area and specialisation throughout the transition period, but not once the transition period is over.

³⁹ For example, might the subject area be merged with another subject within the same department or should it change its title.

- The department is responsible for ensuring that no decisions are made to admit doctoral students to the discontinued subject area or specialisations therein.
- The department is responsible for making information about the discontinuation of the subject area or specialisation available on the department's website.

3.4.7 Communication during the discontinuation of a third-cycle subject area and specialisation within a third-cycle subject area

Rule: The department is responsible for contacting doctoral students according to the following procedure no later than three weeks after the approval of the minutes of the meeting at which the decision was made. The department shall register the matter.

1. When a third-cycle subject area or specialisation within a third-cycle subject area is to be completely discontinued, the department shall contact all admitted doctoral students.

Please note that this may include doctoral students who are covered by transitional provisions in the Higher Education Ordinance and are consequently not entitled to resume their studies.⁴⁰

2. When a subject area or specialisation is discontinued to be replaced by an equivalent subject or specialisation, the department shall contact all doctoral students who have been registered as active in the subject area or specialisation during the last five years.

The only exception is doctoral students who have registered their non-completions in Ladok.

Other doctoral students must be informed of the changes to education on the next occasion they contact the department to resume their studies. Please note that this may include doctoral students who are covered by transitional provisions in the

⁴⁰ This mainly applies to doctoral students admitted pursuant to earlier ordinances, such as the original 1993 ordinance, or admitted to the general syllabuses that ceased to apply in 2015 but have since transferred to valid general syllabuses.

Higher Education Ordinance and are consequently not entitled to resume their studies⁴¹.

Students shall be contacted by post and email (to the addresses registered in the study documentation system Ladok) informing them:

- a. of the case number;
- b. of the date on which the validity of the general syllabus for third-cycle programmes expires, i.e., the end of the transition period;
- c. that after this date, students can no longer study the third-cycle subject area or specialisation within the subject area at the University;
- d. that the end of the transition period is the deadline for the award of qualifications in the subject area or specialisation within the subject area;
- e. in the circumstances described in point 2 above, that the doctoral student may apply to the department board to complete their third-cycle studies according to the general syllabus for an equivalent subject area or specialisation that has replaced the subject area that is being discontinued;
- f. of the deadline for doctoral students to contact the department to draw up an individual study plan for completing their studies in the subject area or specialisation that is being discontinued; and
- g. that the doctoral student may notify non-completion using the attached form *Notification of non-completion of third-cycle studies*, which is available on the staff website.

3.5 Discontinuing a third-cycle course and course syllabus

The University's *Regulations for Education and Examination at Third-cycle Level* state that a course that is a compulsory element of a general syllabus for third-cycle programmes must have a course syllabus. As assessments of performance in the third cycle can be made without a course syllabus, the withdrawal of a third-cycle course syllabus does not in itself mean the doctoral student cannot complete the course. For the sake of clarity, however, doctoral students who are following a third-cycle course syllabus should be informed at the start of the course of the period during which the department is able to hold examinations for the course in question.

⁴¹ See footnote 40.

Rule: Doctoral students following a third-cycle course syllabus shall be informed of the timeframe for examinations and any retakes at the start of the course.

Rule: The procedure for discontinuation and the withdrawal of third-cycle course syllabuses is decided by the same instance that decides on the adoption of third-cycle course syllabuses.

3.6 Discontinuation of professional qualifications

In practice, the discontinuation of a professional qualification means that, once the transition period is over, the University will no longer exercise its degree-awarding powers for the professional qualification in question.⁴²

3.6.1 Decisions to be made

Rule: When discontinuing a professional qualification, decisions must be reached to:

- discontinue the programme(s) and withdraw the programme syllabus(es) leading to that professional qualification;
- discontinue any courses and withdraw any course syllabuses included in current programme syllabuses; and
- establish the length of the transition period.

For the procedure for applying to withdraw programme and course syllabuses, please refer to Section 3.2 and 3.3 above.

3.6.2 Administration after a decision to discontinue a professional qualification

Rule: The decision-making instance shall notify Student Services' Academic Records Unit (Degrees and Swedish Scholastic Aptitude Test) when a decision is made to discontinue a professional qualification.

⁴² In the event that a higher instance decides that the University must continue to award the qualification for an extended period of time, the University will comply.

3.6.3 Exceptional circumstance for the award of a qualification after the transition period

Rule: Students who meet the requirements for the award of a professional qualification by the end of the transition period retain the right to apply to Student Services for the award of a degree after the transition period is over. This exemption is dependent on all course requirements for the qualification being met before the end of the transition period. The exemption does not apply to programmes leading to qualifications for which UKÄ has revoked the University's degree-awarding powers (see also 3.7).

3.7 Qualifications for which UKÄ has revoked the University's degree-awarding powers

The following applies if UKÄ has revoked the University's degree-awarding powers for a qualification:

Rule: Students already registered in a programme, course or third-cycle subject area who are affected by UKÄ's decision retain the right to complete their studies as stated in 3.2 above.

Rule: No new students may be admitted to and registered for the first time in the programme in question. It is however permitted to register students on courses in a programme and to report results for the duration of the transition period.

Rule: The University may award qualifications to students who at the time the University's degree-awarding powers are revoked are registered in or are on approved leave from studies from a programme leading to the qualification in question and who, within the nominal study period, complete course requirements for the qualification according to the local qualification descriptor, programme syllabus or general syllabus for third-cycle programmes that applied at the time they registered.

A higher education institution that has its degree-awarding powers revoked may reapply for degree-awarding powers for the qualification in question. UKÄ will then appraise the application in accordance with the current procedure.

4 Quality assurance when establishing and discontinuing courses and programmes held jointly with other higher education institutions

When collaborating with other higher education institutions, every effort must be made to ensure that quality assurance is carried out when courses and programmes are established and that students' interests are safeguarded when they are discontinued in a manner that harmonises the regulations of the involved institutions and that can be implemented in an appropriate and resource-efficient manner.