



## LUND UNIVERSITY

Joint Faculties of Humanities and Theology

Working Committee of the Faculty Board

### Instructions for first and second cycle course syllabi

The present instructions for first and second cycle course syllabi at the Faculties of Humanities and Theology are designed in accordance with the implementation regulations for course syllabi at Lund University, reg. no I G 221 5146/2006.

#### Management of course syllabi at the Faculties of Humanities and Theology

In accordance with the rules of procedure and delegation at the Faculties of Humanities and Theology (reg. no STYR 2015/84), first cycle course syllabi are to be approved by the pro dean for first and second cycle studies after processing by an official at the faculty office and a student representative, with the exception of the part that concerns required reading, which is to be approved by the relevant department (cf. the document on management of reading lists at the Faculties of Humanities and Theology, reg. no 2015/202). As of 22 April 2014, all first and second cycle course syllabi are to be processed through the University-wide database UBAS (<https://ubas.lu.se/LukasWeb/MainServlet>).

In accordance with the list of rights for students at Lund University (<http://www.lunduniversity.lu.se/sites/www.lunduniversity.lu.se/files/list-of-rights-lund-university.pdf>), students who intend to start a course are to have access to the course syllabi before they apply. Syllabi for courses in the autumn are to be approved by 15 March, and syllabi for courses starting in the spring are to be approved by 15 September of the preceding year.

In accordance with the Swedish Language Act (Språklagen, 2009:600), Swedish is the official language of all Swedish government authorities. The course syllabus is a legal document, and must therefore be approved in Swedish even if the course is taught in another language. If the course is taught in English, the course syllabus must be translated into English.

## Instructions for producing first and second cycle course syllabi

The following instructions describe the information required to be part of a course syllabus. The headings are in accordance with those found in the database for course syllabi, UBAS.

**Course code:** All courses must have a course code approved by Ladok. According to the Ladok quick reference guide for course and exam codes (6 Dec 2012), an existing course must be assigned a new course code if changes are made with regard to the course title, number of credits, grading scale, assessed exams, subject category, main field of study, cycle, depth of study relative to the degree requirements, admission requirements, or other significant change to the course content.

**Course title:** We recommend the following title structure: Main field of study: specialisation or subject: course title. For example: *Systematic Theology: Philosophy of Religion: Specialisation Course*. The title of the course should not exceed 120 characters in order for the full name to be visible in Ladok. Avoid abbreviations and try to ensure that the title provides good search hits on, for example, universityadmissions.se.

Find current main fields of study and specialisations in the list of first and second cycle main fields and specialisations in Swedish and English (reg. no HT 2013/68).

Course syllabi for the University's *Special Area Studies* (SAS) courses only state the title of the course, not a main field of study.

**Course title in Swedish:** The syllabus is to include the title of the course in both English and Swedish.

**Cycle:** Each course is to be specified as either preparatory, first or second cycle.

**Credits:** The course syllabus is to state the number of credits of the course.

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

**Depth of study relative to the degree requirements:** In accordance with a Lund University Vice-Chancellor's decision (13 Aug 2009, reg. no SU 2009/517), the course syllabus is to state the course's depth of study relative to the degree requirements for first and second cycle qualifications. In accordance with the same decision, the classification of progressive specialisation is to apply to courses included in the main field of study of general qualifications, or that are offered as freestanding courses which are not part of any main field of study. The classification corresponds to the proposal by the Association of Swedish Higher Education (SUHF) for codes for defining the relationship of a course to the degree requirements:

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

**Type of course and its place in the educational system:** If the course is not part of a successive specialisation leading to a degree, the syllabus is to provide information about the subject in which the course is included.

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

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

**Language of instruction:** Courses are normally taught in Swedish. The range of courses offered in English is also fairly extensive, and there may be courses in other languages as well. A course which is normally taught in English can be offered in Swedish during some periods, provided that the lecturer/s and all the students are proficient in Swedish, in which case we recommend the following formulation:

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

In case of language courses, the course syllabi are to state which components are taught in the subject language, and which components are taught in Swedish.

**Learning outcomes:** The learning outcomes for a degree are regulated by the qualification descriptors found in the Swedish Higher Education Ordinance (Annex 2). The outcomes of the course are to be listed and divided into the following categories:

#### *Knowledge and understanding*

The learning outcomes included in this category concern different ways of describing or accounting for something. Example: *be able to provide a basic account of Graeco-Roman Antiquity from the Bronze Age to Late Antiquity, or be able to describe the role of social movements in Swedish society.*

#### *Competence and skills*

The learning outcomes included in this category are about applying something to something. Example: *be able to compare, analyse and assess real-life rights situations based on different conceptions of gender equality, equal opportunities and non-discrimination, or be able to verbally apply central constructions in Japanese syntax.*

#### *Judgement and approach*

The learning outcomes included in this category concern e.g. assessing, judging, and taking a position on something. Example: *be able to discuss and assess different linguistic varieties from a perspective of information structure or be able to make assessments of research ethics and discuss the role of historical research in society.*

Every course syllabus shall normally contain the above outcome categories. The learning outcomes are to be concrete, possible to assess and actually assessed, and demonstrate the successive development of the students' learning. Each course of 30 credits is to have 6–9 learning outcomes specified in its course syllabus. We recommend that outcomes concerning language use are to be included, especially for courses that include a degree project. The syllabi for such courses are to indicate which learning outcomes are assessed.

In addition to the outcomes stated in the Higher Education Ordinance, for a degree of Bachelor at the Faculties of Humanities and Theology at Lund University, students must also be able to "apply gender, ethnicity and diversity aspects". This outcome is not required to be part of every course syllabus – only those that are intended to lead to a degree and part of the main field of study.

**Course content:** A description of the course content should normally not exceed 100 words, and is to describe the course as a whole. If the course is divided into modules they are to be listed, followed immediately by the number of credits for

each module. The Swedish titles of the modules are to be provided under the heading ‘Further information’.

**Teaching:** Course syllabi are to include information about the teaching methods applied on the course. Among the possible examples are *lectures, seminars, laboratory exercises, study visits, and field work*. Compulsory components must be clearly stated. If the course includes compulsory seminars, the approximate number of such seminars is to be specified.

**Degree project supervision:** It is important to clearly communicate to students the conditions of supervision. In some cases it may be justified to include the extent of the supervision in the course syllabus, e.g. through the following standard formulation:

Standard formulation: *The student is entitled to XX hours of supervision, which refers to the number of hours of supervision of their degree project. [This rule applies to students who began their studies starting XXX].*

The text in brackets is only to be used if this standard formulation is added without any other changes being made to the course syllabus or the course code. It is thus possible to add a formulation concerning supervision (as in the example above) without changing the course code, provided that you enter the date from when it applies.

If the department has an established practice for limiting student supervision to the semester when the student was first registered on the course, this must be stated in the course syllabus using the following standard formulation:

Standard formulation: *Supervision is normally limited to the semester when the student was first registered on the course. Exceptions can be made if there are special grounds. [This rule applies to students who began their studies starting XXX].*

**Internship:** If the course includes an internship, it shall be specified whether the department or the student is responsible for providing/organising the internship.

**Online courses:** Syllabi for online courses can adopt the following standard formulation:

Standard formulation: *The course is offered [entirely or partially] as a distance learning course and makes use of an online learning platform and/or digital tools. Students are required to participate under these conditions, and to have access to a computer with an Internet connection. The department will provide information about the technical requirements.*

It is also important for each student to know whether the online course involves sessions that requires the student to attend in person. The extent of such compulsory sessions must be specified in the course syllabus.

**Assessment:** This is where the *examination details* of the course are to be specified. If the course is divided into components, the examination details for each component should preferably be stated.

According to the Swedish Higher Education Authority (UKÄ), the forms of examination are to be clearly specified, e. g. take-home exam, invigilated written exam, oral exam, paper, written assignment. Other formulations must be followed by the manner in which the assessment is to be carried out.

Exceptions from the regular forms of examination may be necessary for students who receive learning support. The Disability Support Services at Lund University can provide suggestions for adjustments or alternative forms of examination for the examiner to decide. In order to carry out an alternative form of examination in a legally correct manner, the opportunity for an exception is to be stated in the course syllabus.

**Standard formulation:** *The examiner may deviate from the regular form of examination if the student has been granted an alternative form of examination by the Disability Support Services, and if it complies with the learning outcomes of the course.*

Exceptions may also be necessary in case of re-examinations where the regular form of examination is not possible. In order to implement alternative forms of examination in a legally correct manner, the opportunity for an exception is to be stated in the course syllabus.

**Standard formulation:** *The examiner may deviate from the regular form of examination if it cannot be implemented during a re-examination, and if it complies with the learning outcomes of the course.*

We recommend that all degree projects written by students at LU and approved by the Faculties of Humanities and Theology are published electronically in full via LUP Student Papers. The download statistics compiled by the faculties' libraries show that a lot of people are interested in reading high quality degree projects. Students are personally responsible for making sure that the approved version of their degree project is registered and made available on LUP Student Papers.

**Standard formulation:** *Passed degree projects at the Faculties of Humanities and Theology can be registered in the LUP Student Papers database if the student so wishes. The student is responsible for uploading the passed degree project as a PDF file in LUP student papers.*

**Grades:** In accordance with a working committee decision 18 December 2013, item 354, the Faculties of Humanities and Theology normally apply the grading scale Fail, Pass and Pass with Distinction. Under special circumstances, other grading scales may apply, including A–E+Fail (for example if the course/programme is intended for international students) or Fail–Pass (if more than 50% of the course is comprised of an internship). State which grading scales apply for different parts of the course.

**Description of the applied grading scale:** The application of the grading scale is to be described.

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

or

*For a grade of Pass with Distinction on the whole course, the student must have been awarded this grade on their degree project, and a grade of Pass on all other components.*

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

**Admission requirements:** If the admission requirements only include general entry requirements for first cycle studies, this is to be stated in the course syllabus. The syllabus is also to specify any exceptions to the general entry requirements, e.g. proficiency in Swedish for international students.

The specific entry requirements are also to be stated in the course syllabus. If the course is a beginner's course, the admission requirements are to be stated as field-specific entry requirements.

If the admission requirements include previous studies in higher education, these are to be stated as part of the specific entry requirements.

**Standard formulation:** *To be admitted to the course, the student must have passed the course [title + code] or the equivalent.*

**Further information:** The following information is to be listed here:

1. Department/division offering the course
2. Titles of the course modules in Swedish
3. Standard phrase: *The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree.*
4. In cases where a module can also be studied as a freestanding course, the following phrasing is to be added: *Module X of this course can also be taken as a freestanding course [course code].*
5. If the course replaces another course, the title and code of the previous course is to be included.
6. Any transitional provisions