

Guidelines for Examination of First and Second-Cycle Education

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Introduction

In the present document, the Joint Faculties of Humanities and Theology (hereafter referred to as the HT Faculties) highlight the laws and regulations governing examination and assessment in the first and second cycles, and clarify how they are to be applied within the framework of the Rules of Procedure at the HT Faculties. In connection with this, the HT Faculties formulate their own regulations and recommendations.¹

From an educational perspective, examination is part of a student's learning process. From a legal perspective, it is an exercise of public authority. Grading is regulated in both the Higher Education Ordinance and the Administrative Procedure Act. For the examination to be a fair exercise of public authority, clear regulations, delegations and documentation of decisions are required. The fourth edition of the Swedish Higher Education Authority's guidelines *Rättssäker examination* [Fair Examination] (RE 2020) (hereafter referred to as RE) clarifies the regulations in the Higher Education Ordinance and the Administrative Procedure Act regarding examination and examiners.

The Higher Education Ordinance neither mentions nor defines what examination is. On the basis of various provisions in the Higher Education Ordinance, the Swedish Higher Education Authority (UKÄ) draws the conclusion that examination means "that an examiner determines a grade on the basis of the form or forms of assessment of student performance specified in the course syllabus" (RE, p. 26). The Higher Education Ordinance uses the term "examination" as a basis for "results", which in practice is synonymous with grade. Result reporting is therefore documentation of all grading decisions that are made.

The present document uses the following terms:

Examination: the overall term for making a grading decision, which also includes the assessment process that leads to the decision.

Exam or assessed component: what constitutes the basis for grading.

Form of assessment: the design of an exam (e.g. on-campus written exam, take-home exam, oral exam, paper, seminar, essay).

Compulsory component: something the student needs to perform in order for a grade to be awarded for the whole course, but which is not graded separately (e.g. study visit, oral presentation, seminar, paper).

Basis of assessment: the overall basis for the grading decision for an exam and/or course, which includes results of assessed components as well as any completion of compulsory components.

Examiner: A person employed as a teaching practitioner who has been appointed through approval in Ladok to make grading decisions.

Grading lecturer: The person who assesses the students' performance in an exam.

A grading decision entails exercising public authority over an individual and is regulated as a "case" in the Administrative Procedure Act, even though certain exceptions regarding the Administrative Procedure Act are stated in the Higher Education Ordinance.

¹ The present document replaces *Application Regulations for Examination and Examiners in First and Second-Cycle Studies* (Reg. no STYR 2021/1865).

The Swedish Higher Education Authority (UKÄ) uses the term “grading case” for examination and divides the management of the case into four stages: the initial stage (when the student is registered on the course), the preparatory stage (when documentation for the decision is gathered in various ways, i.e. through the student completing an exam and possibly also compulsory components), the decision stage (when the grading decision is made by the examiner using the overall basis of assessment) and the implementation stage (when the grading decision is registered through approval in Ladok and the student is notified).

Lund University regulates certain matters concerning examination in the *List of Rights – Lund University Students’ Rights and Responsibilities* (Reg. no STYR 2022/1347) (hereafter referred to as the List of Rights). The List of Rights was approved on 18 January 2024 and applies as of the autumn semester 2024. The List of Rights is mandatory, but the faculties can request that the University’s Education Board grant exemptions from the list. Approved exemptions are published online: <https://www.lu.se/studera/livet-som-student/rattigheter-och-ansvar-som-student/rattighetslistan-lunds-universitets-studenter>.

Examination and course syllabus

National rules

All first and second-cycle programmes must be offered in the form of courses.

A course must have a course syllabus.

The course syllabus must indicate the following: the cycle in which the course is given, the number of credits, learning outcomes, specific entry requirements, forms of assessment and any other necessary regulations.

(Higher Education Ordinance, Chapter 6, Sections 13-15)

A fundamental principle for examination is that assessment applies to the course learning outcomes. The course learning outcomes, as well as other conditions for the course, are regulated in the course syllabus. The provisions in the course syllabus form the basis for the assessment of the student’s performance and regulate the conditions for the grading decision. Course syllabi are important regulatory documents for study programmes (cf. RE, p. 23).

Local application

At Lund University, the content and structure of course syllabi are regulated by the *Application Regulations for First and Second-Cycle Course Syllabi at Lund University*. These regulations state that the course syllabus is to specify the applied forms of assessment, whether the course is divided into different parts (exams/components), the grading scale and any limitations to the number of assessment opportunities. The template for course syllabi communicated in Lund University’s regulations is implemented through the management of all course syllabi at the University in the Lubas database.

The HT Faculties specify additional principles for course syllabi content in the faculties’ *Instructions for First and Second-Cycle Course Syllabi*. At the HT Faculties, the forms of assessment for each course module are to be specified in the course syllabus. The specific forms of assessment stated in the course syllabus are to be used. In the event of changes, the course syllabus is to be revised. The course syllabus

is to state how grades on parts of the course are weighted in the calculation of the grade for the whole course and, where appropriate, how various assessed components are weighted in grades for exam codes.

Decisions to appoint examiners for courses

National rules

Unless otherwise prescribed by the higher education institution, a grade must be awarded on completion of a course.

The grade must be determined by a teaching staff member specifically nominated by the higher education institution (examiner).

(Higher Education Ordinance, Chapter 6, Section 18)

The Swedish Higher Education Authority clarifies that the appointed examiner can be a person employed on the teaching staff. A person employed on the teaching staff at a Swedish higher education institution can be appointed as an examiner at another Swedish higher education institution but must be employed by the other institution. The possibilities for fixed-term appointments detailed in Chapter 4, Section 9 of the Higher Education Ordinance can be applied (cf. RE, p. 38-39).

“A course can sometimes be divided into modules (equivalent) that are assessed and graded separately, while a summarising or overall weighted grade is given for the whole course. This means that examiners may have to be appointed for the course modules as well as for the whole course” (RE, p. 37).

Local application

The appointment rules of each higher education institution regulate who is to be considered teaching staff, and thereby who can be appointed as an examiner. *Lund University's Appointment Rules* include the following categories of teaching staff: professor, visiting professor, adjunct professor, post-retirement professor, senior lecturer, adjunct senior lecturer, associate senior lecturer, postdoctoral fellow, lecturer and adjunct lecturer (p. 5). This entails that doctoral students cannot be appointed as examiners, but a teaching staff member employed on an intermittent basis can be appointed as an examiner.

Pursuant to the *List of Rights*, the University is to ensure that the supervisor and the examiner are not one and the same person.

The HT Faculties recommend that examiners for degree projects have experience of supervising such projects. Examiners for degree projects should hold a doctoral degree (see the current *Guidelines for Degree Projects in the First and Second Cycles* for the HT Faculties).

Examiners are appointed for each course session. An examiner being appointed for a course session means that the appointment also applies for resits in the next semester and that an appointment for a course session over two semesters applies for both semesters.

Different examiners may be appointed for modules and/or exams within the course session. The HT Faculties recommend that at least two teaching staff members be appointed for each whole course, so that there is a reserve in those cases where in practice there is one regular examiner who is responsible for the grading of a course. The person appointed as reserve can, according to the regulations, make grading decisions if the regular examiner is ill or unable to attend due to serious circumstances.

National rules

The vice-chancellor of the higher education institution has the authority to appoint examiners.

The vice-chancellor may delegate their duties, unless otherwise specifically stipulated.

(Higher Education Ordinance, Chapter 2, Section 13)

The Swedish Higher Education Authority clarifies that no official within a higher education institution may appoint an examiner unless the relevant authority has been delegated to that person by the vice-chancellor. A person appointed as an examiner is not permitted to sub-delegate the assignment to someone else. The examiner should be appointed before the start of the course. The decision to appoint an examiner is to be documented in writing (cf. RE, p. 37).

Local application

In the *Regulations on the Allocation of Decision-Making Powers and the Authority to Sign Agreements at Lund University*, the Vice-Chancellor has delegated the authority to appoint examiners for courses to the faculty boards (p. 13).

In the current *Arbets- och delegationsordning för Humanistiska och teologiska fakulteterna* [Rules of Procedure and Delegation for the Joint Faculties of Humanities and Theology], the Faculty Board has delegated the authority to appoint examiners for courses to the departments.

At the HT Faculties, the departments appoint examiners either in the department boards or in accordance with their own delegation rules.

The examiners are to be appointed for each course session (see above) before the start of the relevant semester. If possible, decisions on the appointment of examiners for summer courses are to be included in the decisions on examiners for the spring semester. The decisions, together with a list of the examiners for the forthcoming semester, are to be communicated to the Study Programmes Board via the Board's secretary

Student influence regarding decisions to appoint examiners

Student influence is to be ensured regarding decisions on examiners. When decisions on examiners are taken in decision-making bodies (such as a department board), student influence is ensured through representation. If decisions on examiners have been delegated to a single official at the department (such as a director of studies), student influence must be ensured in some other way. Regarding such decisions, the department is to contact the student union, which is responsible for appointing a student representative. Student influence is to be documented by one of the student representatives signing a confirmation, which is enclosed with the decision.

The examiner's duties

National rules

Unless otherwise prescribed by the higher education institution, a grade must be awarded on completion of a course.

The grade must be determined by a teaching staff member specifically nominated by the higher education institution (examiner).

(Higher Education Ordinance, Chapter 6, Section 18)

The task of the examiner is to decide on the grade for an exam and/or a course. The grading decision for each student is a public authority decision. In addition, the examiner is to take all preparatory decisions that may be necessary before the final decision, such as determining whether the student has passed compulsory components that constitute part of the basis of assessment.

The examiner is responsible for always ensuring that there is sufficient documentation to act impartially and objectively when managing a grading case, and for being in a position to take a fair decision. An examiner is not to manage cases in which there may be a conflict of interest (see Section 16 of the Administrative Procedure Act) (cf. RE, p. 6, 54).

The Swedish Higher Education Authority observes that as it is specifically stated in the Higher Education Ordinance who may make a grading decision, a grading decision that an examiner has made may not be reviewed by other officials within the higher education institution, not even by the vice-chancellor. And, as a grading decision cannot be appealed in court or any other appeal body, the examiner has considerable powers and a great responsibility when they use their powers to set grades for students. The examiner may not delegate their decision-making powers to anyone else. However, there is no impediment to a grading decision being prepared and presented by others, such as the teaching staff member who in practice was responsible for conducting the course component and conducted assessments of the students' performance (RE, p. 52). An employee, who, for example, marks an exam can in practice make the same type of assessments as an examiner. Normally, the examiner relies on the teaching staff member's assessment and does not review the student's answers. In the opinion of the Swedish Higher Education Authority this means that the teaching staff member has been involved in the final processing without participating in the decision. This must therefore be stated in the grading decision (RE, p. 78). Ladok has the functionality to state the *grading lecturer* as someone other than the *examiner*.

Several examiners may grade different students on an exam, a course module or a whole course, but similar cases are to be managed similarly. The grading decision regarding an individual student cannot be taken jointly by several examiners (cf. RE, p. 38).

Local application

At the HT Faculties, the person who assesses student performance in graded exams is also to take the formal grading decisions, unless exceptional reasons apply. Exceptional reasons can be, but are not restricted to, that the person who conducts the assessment is not a teaching staff member according to Lund University's Appointment Rules, that the examiner is unable to complete the task, or that major administrative difficulties could arise.

A grading decision for an exam is made by the appointed examiner approving the grade for an exam code in Ladok.

The grading lecturer must always be stated in Ladok, even if it is the same person who also approves the grade. If the same person both marks and makes a grading decision, the same name must be stated in both boxes in Ladok.

A grading decision for a course is made by the appointed examiner approving the grade for the whole course in Ladok after having reviewed the entire basis of assessment, i.e. grades on exams and completion of compulsory components in accordance with the course syllabus.

Decisions before examination

Grading scale and grading criteria

National rules

The higher education institution may determine which grading system is to be used. Successful completion of courses in programmes leading to the award of a qualification as a pre-school teacher, primary teacher, secondary or upper-secondary school teacher, or vocational teacher that either entirely or to some extent include placement must, however, always be graded based on a grading scale. This only applies if the placement element in the course comprises more than three credits.

(Higher Education Ordinance, Chapter 6, Section 18)

Local application

At Lund University, the Vice-Chancellor establishes the grading scales that may be used. These are stipulated in the *Guidelines on Qualifications and First and Second-Cycle Courses and Study Programmes at Lund University* (Reg. no STYR 2024/611). The grading scale applied to a course is stated in the course syllabus.

Pursuant to a decision by the Faculty Board's working committee (18 December 2013, item 354, Reg. no HT 2013/556), the grading scale from Fail to Pass with Distinction is normally to be used at the HT Faculties. If there are exceptional reasons to do so, the grading scales A-E + Fail or Pass, Fail (in cases where the internship part of the course is more than 50%) may be used.

The course syllabus is to state how the grades on various parts of the course are weighted in relation to the overall course grade and, where appropriate, how the results of several assessed components are weighted in relation to an exam code in Ladok.

Pursuant to a decision by the Faculty Board's working committee (6 May 2015, item 55, Reg. no STYR 2014/228), the grading criteria are to be specified for all courses. The grading criteria are guidelines specific to each module that are based on the learning outcomes and express what the student needs to achieve in assessments in order to attain a particular grade. The documents containing grading criteria must be made accessible to students on the course, e.g. in Canvas.

Grades awarded for a course in accordance with the grading scale prescribed in the course syllabus cannot be translated into another grading scale.

Forms of assessment

National rules

The course syllabus must state the forms of assessment.

(Higher Education Ordinance, Chapter 6, Section 15)

Local application

Pursuant to the *Guidelines on Qualifications and First and Second-Cycle Courses and Study Programmes at Lund University* (Reg. no STYR 2024/611) examination is to be conducted in the form or forms stated in the course syllabus. However, the examiner, in consultation with Disability Support Services, may deviate from the regular form of assessment in order to provide a student with a long-term disability with

a form of assessment equivalent to that of a student without a disability. The examiner may also, in special cases, decide on changes in the forms of assessment for individual students. If an examiner, in consultation with the student group, during an ongoing course session needs to change assessment to an online form, or make other changes to the form of assessment, a decision on this must be made by the dean of undergraduate studies after a request from the department and consultation with the student union.

The HT Faculties state in the *Instructions for First and Second-Cycle Course Syllabi* that the forms of assessment for each course module are to be specified.

Compulsory components

National rules

Higher education institutions may require that a student, in addition to assessed components, also complete certain compulsory components, such as participation in seminars. If compulsory components are stipulated, the student must complete these in order to attain a grade for the course (cf RE p. 28). Compulsory components must be stated in the course syllabus. There must not be instances in which requirements for compulsory components are only stated in programme syllabi, local rules for qualifications, in study guides or similar documents, or just communicated orally at introductory lectures (RE p. 68).

Local application

Compulsory components must be stated clearly in the course syllabus. If the course includes seminars with compulsory attendance, the approximate number of these seminars is to be stated.

Compulsory components are not graded. It is desirable that documentation on completion of compulsory components is entered in Ladok, through the system's feature for entering results.

If it is the practice on the course to offer opportunities to compensate for absences at compulsory components, this must be stated in the course syllabus, as compensation is only permitted if the course syllabus stipulates it.

Otherwise, the rules in the *List of Rights* apply and the student may be offered the opportunity to complete the compulsory components in another course session in order to obtain a grade for the course. (See also under *Grading*, below.)

Assessed components and exam codes

The exam codes in Ladok state which credit-earning exams a course is divided up into. A grade for the whole course is first approved once all compulsory components are completed and the results for all exam codes have been entered.

The number of exam codes does not necessarily have to match the number of modules but rather are to be divided up according to the course's examinations. The basic principle is that several assessed components are placed in the same exam code in cases where the combined components constitute the basis for a weighted assessment for a single grade, and that individual components that are graded separately should have their own exam codes. In cases where several assessed components are included in the same exam code in Ladok, the grade for the exam code cannot be reported and approved before all components have been completed.

The HT Faculties recommend that public examination be entered as a separate 0-credit exam code in Ladok (see also below under *Examination date*).

Anonymised exams

National rules

The Swedish Higher Education Authority observes that there can be a value for both students and teaching staff in having written exams marked without the grading lecturer knowing which examinee's paper they are marking. In the case of written examinations, a higher education institution should strive to organise anonymised exams. However, it is up to the higher education institution to determine whether or not it is possible and appropriate to arrange anonymised marking for a course. Due to the rules on conflict of interest, the examiner must find out the names of the examinees in the final stage of processing (cf. RE, p. 33)

Local application

Pursuant to the *List of Rights*, if it is possible considering the form of assessment, students must be anonymous in relation to the lecturer carrying out the assessment. On-campus written exams must be anonymous.

Pursuant to a decision by the working committee of the Faculty Board (3 June 2015, item 59, Reg. no STYR 2014/43), anonymised marking is to be applied at the HT Faculties in the examinations where it is possible and can be implemented in an appropriate and fair manner. The faculty-wide administrative processing of the anonymisation process must be applied to on-campus written exams.

In connection with take-home exams, students must receive information on whether or not the marking is anonymous.

Language of assessment

National rules

There are no rules in Swedish higher education legislation about the language in which a course or study programme is to be offered. The language of instruction for a course is specified in the course syllabus. The Swedish Higher Education Authority clarifies how higher education institutions are to relate to the Administrative Procedure Act and the Language Act on the issue of the language of assessment. Grading decisions and other decisions taken by a higher education institution in a grading case must always be written in Swedish and the higher education institution cannot expect a student to be able to communicate with the institution regarding a grading case in languages other than Swedish. Special rules for students who speak one of the minority languages – Finnish, Meänkieli and Sami – do not apply at Lund University as the institution is not located within the administration area of the minority languages.

For admission to first-cycle education, the applicant must have the requisite knowledge of Swedish (Higher Education Ordinance, Chapter 7, Section 6). Thus, it would not normally be that case for a student to be considered to have a need for interpretation when a course is held in Swedish. The main rule is therefore that students are to be able to use Swedish, regardless of the language of instruction. Regarding courses taught in English or in other languages, the Swedish Higher Education Authority clarifies that a higher education institution cannot, for example, routinely require that test answers to be provided in

languages other than Swedish. This also applies to courses in which teaching and examination are in English. However, if the course learning outcomes specify that the student is to demonstrate knowledge of and an ability to communicate in a language other than Swedish, the students must provide their answers in the stated language.

Students who speak one of the other Nordic languages do not automatically have the right to use these languages in examinations. However, students who speak Danish or Norwegian should be allowed, as far as possible, to use the languages in examinations conducted in Swedish (cf. RE, p. 44-48).

Local application

Lund University's Language Policy states that “by tradition, students from other countries within the Nordic area have been allowed to use Danish or Norwegian as their language of examination in Sweden, out of regard for Nordic cooperation. This is to be recognised as far as possible at Lund University.” (p. 2).

Limitation of the number of opportunities for assessment

National rules

If a higher education institution limits the number of sessions in which a student may take an exam in order to complete a course or part of a course, the number of sessions laid down must be at least five. If satisfactory completion of a course or part of a course requires successful completion by the student of a placement or corresponding training, the number of prescribed periods of placement or corresponding training must be at least two.

(Higher Education Ordinance, Chapter 6, Section 21)

There are no provisions concerning the highest permitted number of opportunities for assessment, but a higher education institution may limit the number of opportunities for assessment if an unlimited number would lead to an unreasonably high engagement of resources. Decisions on the limitation of the number of opportunities for assessment are to be taken restrictively, and the number of opportunities for assessment must be stated in the course syllabus (cf. RE, p. 35-36).

Resits

National rules

Resits are not regulated by law. The former National Agency for Higher Education previously observed that the date for resits should normally be communicated at the latest at the time of the regular opportunity for assessment, that the time between the notification of exam results and the resit must be at least ten working days or at least two weeks on condition that the marking period normally does not exceed three weeks, and that the time between opportunities for assessment is too long if the resit is held two months after the regular opportunity for assessment (cf. RE, p. 96-97).

The Swedish Higher Education Authority observes that “the statements of the National Agency for Higher Education about resits mainly concerned traditional invigilated exams and similar forms of assessment. The stated time limits for resits cannot be directly applied to other more special forms of assessment or to the assessment of practical components of a course such as internships or work placements. In these cases, it should be possible to make exceptions from the stated time limits if this would otherwise result in unreasonable financial costs or major practical difficulties for the higher education institution or for a third party.” (RE, p. 97).

Local application

Pursuant to the *List of Rights*, for each course/module there must be a “regular exam, a resit five to seven weeks after the regular exam and one further opportunity for assessment for courses completed in the past academic year (catch-up exam)”.

At the HT Faculties, if a resit for a certain form of assessment cannot be implemented within the timeframe, or if the form of assessment for the resit may need to be changed, the conditions for the resit must be communicated in the course syllabus.

Resits for a course that has been changed or discontinued

National rules

“Guidelines should state what opportunities the students have to take part in resits when the required reading for the course has changed and when a course has been discontinued. The students should be guaranteed at least three exam opportunities within a period of at least one year, and at least three resits within a period of at least one year after the change has taken place” (RE, p. 96).

Local application

Pursuant to the *List of Rights*, the University is to offer examination opportunities according to the previous course content for at least one year after significant changes have been made to the course content or required reading.

After one year, opportunities for assessment may continue to be offered, but this is only done depending on whether it is possible and resources are available.

Reregistration

Reregistration means that the student gets a new place on the course, and reregistration must therefore only be done if places are available. The fact that the student is entitled to resits in accordance with the above does not automatically mean that the student is entitled to reregister for the course.

Grading

Students' right to transparency

National rules

Pursuant to the Administrative Procedure Act (Section 10), students are entitled to know what documents, if any, were involved in a grading case, e.g. marked exam papers or written comments from a supervisor in the case of an internship (cf. RE, p. 56).

Lost exam papers

National rules

The Swedish Higher Education Authority observes that if it can be proven that the university is responsible for the loss of a student's written exam paper, or for a student having been given the wrong information about the date or time of an examination, the student is to be promptly offered the opportunity for a new examination, preferably within one week of the discovery of the error. The examiner cannot give a student a pass grade only on the basis of the loss of the student's exam paper (cf. RE, p. 66).

Local application

Pursuant to the *List of Rights*, if the University is responsible for the disappearance of a written exam paper and if the student does not request the exam to be scheduled at a later date, a new opportunity for examination is to be offered within one week. The student is not to be obliged to wait for the next scheduled opportunity for assessment.

Completion of compulsory components

National rules

Course syllabi may contain requirements that the student, besides the various exams, must complete certain compulsory components, e.g. participation in seminars. Sometimes, for various reasons, students may not be able to complete the compulsory components specified in the course syllabus. Compulsory components that are difficult to recreate so as to offer the student a second opportunity to complete them may be replaced by other assignments in certain cases. The higher education institution's capacity to make exceptions from the requirements on compulsory components in the course syllabus and to offer replacement assignments must be supported in the relevant course syllabus. If the course syllabus does not state that there is an opportunity for replacement assignments during a course, the only remaining option for the student is re-examination (see *Resits*, above) (cf. RE, p. 69).

If the department deems a student not to have completed a compulsory component, such as compulsory seminars or study visits, the student should nevertheless, according to the Swedish Higher Education Authority, normally be allowed to take part in subsequent examinations on the same course. If not, it must be clarified in the course syllabus that the completion of the compulsory component is an absolute prerequisite for allowing the student to take part in subsequent examinations (cf. RE, p. 68).

Local application

Pursuant to the *List of Rights*, the department is responsible for ensuring that an alternative date or comparable assignment is offered to students who are not able to complete a compulsory component owing to circumstances beyond their control, e.g. accident, sudden illness or similar situation. This also applies to students carrying out activities in an elected position as a student representative.

At the HT Faculties, a course syllabus must clearly state what applies concerning compulsory components and whether these can be compensated for.

Withdrawal of a submitted assignment

National rules

"A student does not have the right to withdraw an assignment submitted on a course and thereby avoid getting graded" (RE, p. 71).

Local application

At the HT Faculties, a student who registers for and attends an on-campus written exam but hands in a “blank paper” is considered to have taken the exam and earned a fail grade. This is reported in Ladok.

Non-completion of exams

At the HT Faculties, a student who does not attend an on-campus written exam or an online invigilated written exam, or who does not submit an examination assignment at all, is not considered to have taken part in the examination. Nothing is reported in Ladok.

Examination date

Regarding examination dates, the following are stated in Ladok: date of on-campus written exams or online invigilated exams, date for conducting oral exams, date of deadline for a take-home exam/other written assignment, date of presentation seminar for a degree project. The latter also applies even if a student is permitted to make changes in a degree project with a pass grade after the seminar. If a presentation seminar is conducted earlier than the completion of the degree project, there must be a final submission date for the completed degree project and that date is then considered to be the examination date.

The HT Faculties recommend that for degree project courses the public examination component is to constitute a 0-credit exam code in Ladok and the date of the completed public examination is then examination date for that exam code.

Additional assignments and notation of partial completion

National rules

“The examiner can decide that a student who has not passed a course can be given additional assignments if there is support for this in the higher education institution’s regulations. Such regulations should clarify the period in which additional assignments must be completed and in which way the additional assignment is to be carried out.” (RE, p. 95).

Local application

As a general rule, all exams must to be graded in connection with the opportunity for assessment. In the case of a fail grade, the examiner may decide on an additional assignment in order to earn a pass grade. The opportunity for additional assignments must apply to all students and the conditions for additional assignments and grading must be clearly communicated. The additional assignment must be completed within seven days of the teaching staff member having communicated the results. Thereafter, either a pass or fail grade must be approved in Ladok. In the case of a fail grade, the student is referred to the next resit.

In general, the notation of partial completion is not to be applied.

Resits for a higher grade

National rules

The Swedish Higher Education Authority observes that “higher education institutions are permitted

to allow students who have passed a course to resit the exam to get a higher grade” (RE, p. 96).

Local application

At Lund University, it is not permitted to resit an exam to get a higher grade if the student already has a pass grade (Vice-Chancellor’s decision 13 October 1994, Reg. no I G 49 5739/94).

Marking period

National rules

Section 9 of the Administrative Procedure Act states that cases are to be managed as simply, swiftly and cost-effectively as possible without jeopardising legal security. The Swedish Higher Education Authority refers to the Parliamentary Ombudsmen’s statement on a particular case that a marking period of 15 working days (approx. 3 weeks) is acceptable (18 July 1991). The results should not be communicated later than at least two weeks before the resit (cf. RE, p. 73).

Local application

The *List of Rights* states that results of examinations must be communicated no later than 15 working days after the opportunity for assessment. See the examination date section above. It should take no more than five working days from when the student has been informed about the grade (if this is done in a way other than via Ladok) until the grade has been registered in Ladok. The student must be informed about the grade no later than 10 working days before the resit.

Reasons for the grading decision

National rules

The provisions in sections 25 and 32 of the Administrative Procedure Act (2017:900) on the communication of and reasons for decisions do not need to be applied to cases regarding admissions to or grading of education. If a reason has not been provided, one must later be provided if possible, if a person requests it, and it is necessary for them to be able to exercise their legal rights.

(Higher Education Ordinance, Chapter 1, Section 4a)

The Swedish Higher Education Authority observes that it is common for there to be different procedures for clarifying reasons, for example exam reviews, and that the higher education institution should state such procedures in guidelines. Reasons for a decision according to the Administrative Procedure Act entails that the decision must contain information on the specific regulations that have been applied and the circumstances that have been decisive for the position the public authority has taken. Thus, the examiner has no obligation to provide reasons for the grading decision when it is made. However, reasons for a decision are to be given, if possible, subsequently, if the student requests it and it is needed in order for them to exercise their legal rights (RE, p. 82). Reasons for a decision according to the Higher Education Ordinance in terms of exercising legal rights can be best understood in relation to teaching practices concerning feedback on the student’s study performance.

Local application

The *List of Rights* states that “The University is responsible for ensuring that a review of the exam is conducted in conjunction with the notification of grades after the regular opportunity for assessment. The review of regular exams and invigilated exams should preferably be oral and timetabled.”

Documentation of the grading decision

National rules

Each grading decision is to state the date of the decision, its content and who took the decision (see Section 21 of the Government Agency Ordinance). In cases where someone has had a reporting role or taken part in the final processing of the case without taking part in the decision, this person is also to be listed (cf. RE, p. 76).

Local application

The grading decision is made by being approved in Ladok and documented in Ladok. The rapporteur is stated as “grading lecturer”.

What applies at the HT Faculties is that the person who has assessed the student’s study performance is always stated as the “grading lecturer” in Ladok (see also above under the heading *The examiner’s duties*). If the same person both marks and makes the grading decision, the same name is stated in both boxes in Ladok.

Decisions after examination

Measures after the grade has been communicated

National rules

The grading decision enters into force once it has been communicated to the student. A decision is deemed to have been communicated once it has been dispatched or announced (cf. RE, p. 81). When the grade is approved in Ladok, the student receives a notification via email, which means that the decision has been communicated. However, the decision can also be made public in some other appropriate way.

According to RE (p. 92) there should be no rules or established practice which entail that a student who has retrieved their exam automatically loses their right to request a review. Nor is it permitted to set time limitations concerning the latest date by which students must request a review.

Appealing the grading decision

National rules

The Higher Education Ordinance Chapter 12, Sections 2, 4, states that grading decisions cannot be appealed. The provision in Sections 37-38 of the Administrative Procedure Act on correcting a decision is not applicable to grading decisions, as the Government has decided on special provisions in the Higher Education Ordinance that apply to correction and review of obviously incorrect grading decisions (see below).

Correction and review of the grading decision

National rules

A decision under Section 36 of the Administrative Procedure Act (2017:900) on rectification of a typographical error or similar concerning a grade must be made by an examiner.

(Higher Education Ordinance, Chapter 6, Section 23)

The Swedish Higher Education Authority clarifies that the correction of typographical errors, miscalculations or similar oversights must be made by an examiner both when they are to the student's advantage and disadvantage. Corrections that are to the student's disadvantage must be made with extreme caution (cf. RE, p. 85).

If an examiner finds that a grading decision is obviously incorrect due to changed circumstances or for some other reason, they must change the decision if this can be done quickly and easily and if it does not mean lowering the grade.

(Higher Education Ordinance, Chapter 6, Section 24)

The Swedish Higher Education Authority clarifies that both the examiner and the student can take the initiative for correction or review (cf. RE, p. 69).

For the examination to be considered fair, it is crucial that the examiners assess similar cases in the same way. The examiner is to conduct the review (cf. RE, p. 88-89).

A pass grade cannot be changed to a fail grade at the student's request (RE, p. 92).

Local application

The HT Faculties clarify that a review entails that the same examiner who made the grading decision makes a new assessment of the same exam in order to determine if a correction needs to be made. In cases where the assessment is done by someone else, the examiner must make a new assessment after a new presentation by the grading lecturer.

Change of examiner

National rules

A student who has taken two exams on a course a part of a course without obtaining a pass grade, is entitled to have another examiner appointed, unless there are special reasons to the contrary.

(Higher Education Ordinance, Chapter 6, Section 22)

The Swedish Higher Education Authority clarifies that one possible special reason for not providing a change of examiner is the lack of another suitable examiner. The decision on the change of examiner should be documented in writing (cf. RE, p. 97-98).

Local application

The HT Faculties clarify that in the case of a change of examiner, the grading decision must be taken based on a resit, i.e. a new opportunity for assessment.

Archiving

Archiving of exam papers

National rules

Distributed exam papers, such as instructions for on-campus written exams and take-home exams constitute public documents drawn up at the higher education institution in accordance with the Freedom of the Press Act (TF), Chapter 2, Section 4 (cf. RE, p. 99).

The starting point is that public documents must be preserved, unless disposal is permitted. The Swedish National Archive's regulations (RA-MS 2020:25) state that copies of each exam paper must be preserved.

Local application

Lund University's Records Management Plan stipulates preservation of "examination documents, distributed assignments". The department is responsible for ensuring the documents are preserved in a secure way.

The practical storage of exam papers at the departments is conducted according to the principles below.

- If the original is on paper, this is archived according to the classification used in the department's archive list. The division is adapted and may be according to cycle and/or subject.
- If the original is made up of electronic freestanding files, these are uploaded to an intermediate archive, sorted according to semester and course.
- If the original is made up of electronic files on a learning platform, these are to remain in the relevant course until an archive solution has been identified.

The department can ask the faculty archivist for help with planning how the documents are to be organised, getting the documents listed and carrying out the delivery of the documents to the University's central archive service.

Once the documents have been delivered to the University Archives, responsibility for preservation and disclosure transfers to the University Archives.

Archiving of exam answers

National rules

When examinations take place in the form of written questions to be answered by the students, the exam answers are considered to be a public document received by the University, in accordance with the Freedom of the Press Act, Chapter 2, Section 4 (cf. RE, p. 99).

According to the Swedish National Archive's regulations (RA-MS 2020:25) written exam answers may be returned to the student after grading, if the grade has been registered in the study registry. Exam answers that are not returned may be disposed of (destroyed) two years after grading.

Local application

The department is responsible for ensuring that exam answers are returned or disposed of after the retention period has expired. The responsibility may be delegated due to practical reasons.

Written exam answers may be returned to the student after grading if the grade has been registered in Ladok. Exam answers on paper are to be collected by the student and have thereby left the higher education institution. Exam answers that are not collected must be preserved securely for two years and thereafter be disposed of (destroyed).

Regarding electronic exam answers, it is deemed that these cannot be “returned” in the same way as exams on paper. They are therefore to be preserved for two years after the examination date and thereafter be disposed of.

Lund University’s Records Management Plan stipulates that matters concerning a change in a grading decision must be registered as a new case. Exam answers in such a case will thereby be preserved as a document in the case and must not be disposed of.

Disclosure of exam papers and exam answers

National rules

Exam papers and exam answers are both public documents and can be disclosed on request (Freedom of the Press Act, Chapter 2, Section 15). A request for disclosure of public documents can be either granted or rejected, or partially rejected, if a document is disclosed with certain information redacted (confidentiality).

A rejection means it is deemed that the document or parts of the document are covered by confidentiality (see below). Regardless of the outcome, processing of the request must be completed promptly. A disclosure or a decision from a confidentiality assessment is preferably to be communicated within 24 hours of the request being received.

In the case of a request for disclosure of exam papers a confidentiality assessment may be carried out, which in turn may lead to a rejection of the request. One reason for confidentiality may be that exam papers are taken from a limited bank of questions and presented in the form of multiple-choice questions. Regarding other types of standardised exams in which the number of possible questions has a clear limit, the document may also be deemed to be subject to confidentiality and therefore the request will be rejected. According to Chapter 17, Section 3c, confidentiality applies “for information that is included in or forms the documentation for knowledge tests or psychological tests under a public authority’s supervision, if it can be considered that the purpose of the test is counteracted if the information is disclosed.” This also applies to requests to access exam papers before the exam has been conducted.

If exam answers are requested for disclosure by someone other than the author of the exam answers there may be reason to conduct a confidentiality assessment to ensure that the answers do not contain anything that could be classified as confidential, for example information on an individual’s health.

If more than a few exam answers are requested at one and the same time, this could be mass extraction of personal data, which is subject to a confidentiality assessment.

Written exam answers that are returned to the examinee are no longer stored at the University. The document can be requested, but as the document is no longer at the University, the request will receive a rejection along with information on the right to a written rejection decision with instructions about the appeal process.

Local application

The assessment of a received request for the disclosure of exam papers or exam answers is conducted by the examiner/grading lecturer or director of studies. If the request is rejected, the public authority must always provide information on the right to a written rejection decision with instructions about the appeal process. If the request is granted, the document is to be disclosed on site or a copy is to be sent via post for a set fee. The requesting party also has the right, for a set fee, to a transcript or copy of the document (TF 2:16). Fees for disclosure are set in accordance with the Fees Ordinance, Sections 15-24. Individuals are also entitled (without charge) to read the document on site and to make a copy of it. Read more on this on the Staff Pages under point 9 “How does the actual disclosure of the document proceed?”.

[Disclosure of public documents and confidentiality | Staff Pages](#)

It is not advised to send electronic copies of documents that contain personal data. Disclosing electronic copies of anonymised exam answers entails lower risk for the individual, but copies on paper are nonetheless recommended.

Pursuant to the *List of Rights*, the University is responsible for ensuring that exam papers are disclosed in cases where these are public documents. There may be a charge for the disclosure. A selection of previously set exams and/or example questions must be easily accessible to students without charge, for example to read on site or online. This also makes processing easier as making exam papers available does not need to be managed like an individual request for disclosure.

At the HT Faculties, students must be informed if their exam answers constitute public documents that can be requested for disclosure by a third party, that prior to disclosure of exam answers a confidentiality assessment may be conducted and that exam answers not collected within two years after the exam are disposed of.

For further support or guidance on confidentiality issues, refer to the Legal and Documents Management Division at LU.

Examiners and grades in credit transfer

Local application

Decisions on credit transfer are made by the relevant faculty board in accordance with Lund University's *Rules on the Allocation of Decision-making Powers and the Right to Sign Agreements*. The HT Faculties delegate the decision-making power to the departments. The departments' delegation rules and/or decision to appoint examiners for each semester must state the person or function that is to decide on credit transfer.

Decisions on credit transfer are documented through approval in Ladok.

In accordance with Lund University's *Riktlinjer för hantering av tillgodoräkande av utbildning på grundnivå och avancerad nivå* [Guidelines for the Processing of Credit Transfers in First and Second-Cycle Education] credit transferred higher education is not graded.

If a student has obtained a credit transfer for knowledge/skills for a part of a course and a final grade is to be set for the course as a whole, the examiner determines how the credit transfer parts are to be evaluated in relation to the course syllabus/grading criteria in question.

Disciplinary matters

Provisions regarding disciplinary measures against students, who, for example cheat in exams, contravene rules of conduct or harass others are stated in Chapter 10 of the Higher Education Ordinance. Pursuant to Chapter 10 Section 9 of the Higher Education Ordinance, reasonable suspicions of a disciplinary offence must be promptly reported to the Vice-Chancellor. The suspicion must have an objective basis, but the threshold is low. The person reporting a suspected disciplinary offence must inform the head of department and/or the director of studies at their department about the report. If the suspicion relates to cheating in an exam or other assessment of study performance, the examiner for the course must be informed.

The report is to be addressed to the Vice-Chancellor, but is sent to the Legal and Records Management Division.

After an investigation, the case normally goes to the Disciplinary Board for a decision. The sanctions for the student may be a warning or a decision on suspension. During the investigation period, the reported student is entitled to take part in education activities as usual and also participate in any resit for the exam or assignment that is the subject of the suspected cheating, if such activities are planned.

Information on the processing of disciplinary matters at Lund University is available on the Staff Pages:

<https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/disciplinarenden>