



JOINT FACULTIES
OF HUMANITIES
AND THEOLOGY

Guidelines for degree projects in the first and second cycles

Decision by the Working Committee of the Faculty Board on 22 June 2022

Date of entry into force: 1 September 2022

Reg. no STYR 2021/1863



Contents

Introduction	2
General rules and their application at the Joint Faculties of Humanities and Theology	3
Timetabling.....	3
Supervisor	3
Supervision	4
Support from the HT libraries.....	5
Examiner	5
Examination	6
Submission and submission seminar	6
Re-examination.....	7
Plagiarism	7
Archiving of degree projects	7
Publication of degree projects	8
Ethical review	9
Master's theses and other preparatory projects for research	10
Degree projects with external parties	11
Checklist for instructions to students and rules in the course syllabus	12
Instructions to students	12
Formalities	12
Implementation and supervision of the course.....	12
Examination – time frames	13
Plagiarism	13
Examination – submission seminar	13
Examination – grading.....	13
Examination – supplements	13
Grading criteria and assessment criteria for the degree project	14
Re-examination.....	14
Publication of a degree project in LUP Student Papers	14
Summary of aspects that need to be regulated in course syllabi.....	15
Qualitative targets	16
Degree of Bachelor – general qualification.....	16
Degree of Master (60 credits) – general qualification.....	17
Degree of Master (120 credits) – general qualification.....	18
Degree of Master of Arts/Science in Secondary Education	19

Introduction

The present document establishes the faculty-wide guidelines of the Joint Faculties of Humanities and Theology (HT faculties) for degree projects relating to degrees in the first and second cycles. The guidelines consist of the general rules that regulate degree projects and in addition set down certain faculty-wide applications of the rules. The guidelines also aim to provide guidance to the departments concerning the subject-specific position that needs to be taken and communicated to students on each degree project course.

With an aim to provide guidance, the present document consists of two parts, one containing general rules and application, and the other a checklist for aspects of degree project courses that each subject needs to take a position on and communicate in their own instructions and course syllabi.

The guidelines refer to the university-wide rules in the *List of Rights: Lund University Students' Rights and Responsibilities* (reg. no STYR 2017/249, hereafter referred to as the *List of Rights*), as well as other national and local steering documents and decisions. The guidelines are also based on the application of the rules outlined in the Swedish Higher Education Authority's (UKÄ) guidance [Fair Examination](#).

The Higher Education Ordinance defines a degree project as an independent project worth 15 credits (Degree of Bachelor and Degree of Master (60 credits)) or 30 credits (Degree of Master (120 credits)). A degree project in the present document refers to an academic project that is also to be presented at a seminar. The critical review of another student's academic paper is usually included in the assessment of a degree project.

The qualitative targets for general degrees in the first and second cycles as well as the Degree of Master of Arts/Science in Secondary Education (vocational qualification) are stated in the appendix of the present document. The qualitative targets are specified as learning outcomes in the courses that lead to a degree within a subject/main field of study (so-called progression courses). Degree projects enable the students to train in defining research problems, using relevant methods and presenting results in accordance with current practice in the field, in order, under supervision, to complete a scholarly project, the complexity of which is to increase progressively through the levels of Degree of Bachelor, Degree of Master (60 credits) and Degree of Master (120 credits). In the degree project course, the learning outcomes are to be designed in such a way that it is clear which qualitative targets are being assessed through the student carrying out a degree project. See also the HT faculties' current *Instructions for syllabi*, which contain a section on degree project courses.

According to the *List of Rights*, the University is responsible for "ensuring that in conjunction with courses involving academic papers, the student receives the teaching on methods required to attain the learning outcomes." (Section 6.5). The HT faculties clarify that relevant teaching in methodology is to be given within the framework of the programme prior to the degree project.

General rules and their application at the Joint Faculties of Humanities and Theology

Timetabling

Rules and regulations

The University is responsible for ensuring, as far as possible, that the timetable provides sufficient time during unscheduled slots in some part of the semester to devote to writing academic papers (*List of Rights* 6.8).

Supervisor

Rules and regulations

The University is responsible for ensuring that at least one supervisor for academic papers is employed on the teaching staff at Lund University. (*List of Rights* 6.2)

Application at the Joint Faculties of Humanities and Theology (HT faculties)

At the HT faculties, it is a requirement that at least one supervisor involved in work on academic papers is to be employed at Lund University and is to have completed at least two weeks of training in teaching and learning in higher education. (The HT faculties have been granted an exemption from the *List of Rights* through a decision on 22 August 2022, reg. no STYR 2022/1552)

Rules and regulations

A student who requests it is in general allowed to change supervisor if there are special reasons for doing so. Decisions concerning a change of supervisor are to be made after a consultation with an elected student representative or students' union. The University is responsible for ensuring this. (*List of Rights* 6.6)

Application at the HT faculties

At the HT faculties, students can normally change supervisor even without a specific reason, provided that there are suitable supervisors available within the subject. A change of supervisor is not a formal decision, but rather an individual matter and a staffing matter. At the HT faculties,

the department is responsible for contacting and informing the students' union in those cases in which a dispute has arisen and for informing students about options for obtaining support from the students' union. (The HT faculties have been granted an exemption from the *List of Rights* through a decision on 22 August 2022, reg. no STYR 2022/1552)

Supervision

Rules and regulations

Supervision is to be planned in consultation between the student and the supervisor. If the student does not wish to take part in the planning, the student should still be offered the supervision sessions. Supervision should take place through face-to-face meetings, unless the course is conducted remotely or an alternative arrangement has been agreed between the student and the supervisor. (*List of Rights* 6.3)

The University is responsible for ensuring that students receive supervision pertaining to the selection of the topic, the size of the academic paper, structure and execution, and theory and methodology questions. Supervision can be one-to-one or in groups. (*List of Rights* 6.4)

The supervisor and the examiner are not to be the same person. The University is responsible for ensuring this. (*List of Rights* 6.7)

Application at the HT faculties

The student must have their choice of topic approved in connection with the start of work on the academic paper, in order to exercise their right to supervision and for the department to appoint an examiner in good time. All students are to have a supervisor assigned to them.

Supervision is a right, but the student does not have to exercise their right to supervision. If supervision is a compulsory part of the teaching, this is to be stated in the course syllabus (see *Instructions to students and rules in the course syllabus*, below).

When the department needs to limit the scope of the supervision or restrict the supervision to the semester in which the students first registered for the course, this must be stated in the course syllabus (see *Instructions to students and rules in the course syllabus*, below). It is otherwise considered by the UKÄ as practice that a student receives supervision, within reasonable limits, until the degree project is completed unless otherwise stated (see *Fair Examination*, p. 113). It is therefore important that it is regulated in the course syllabus if supervision is to be limited to a greater extent than this.

The supervisor and the examiner are not to be the same person, which means that the supervisor is not to be involved in grading. According to the UKÄ's guidance *Fair Examination*, it is "important that the supervisor's and examiner's view of the requirements to be set for a degree project do not differ too much" (p. 111). This can be ensured through clear assessment and grading criteria for the degree project. At the HT faculties, there is to be written grading criteria for all courses (decision by the Working Committee of the Faculty Board on 6 May 2015, Section 55).

Support from the HT libraries

The HT libraries offer timetabled teaching that covers a range of generic knowledge that the students need for their studies and in their future working life. The subject librarian's teaching sessions may include topics such as:

- Information searches and evaluation
- Reference management
- Source criticism
- Copyright
- Academic integrity
- Communicating research

These areas relate to several learning outcomes in the course syllabi. It is important that the students are provided with conditions for a good understanding of how information resources are to be managed. All students writing academic papers are to have access to the HT libraries' educational activities in order to ensure that to the greatest possible extent everyone is given fair conditions for the process of writing academic papers and for assessment. This is achieved by, among other things, well-integrated library teaching activities, in which the relevant member of the teaching staff and subject librarians design the content based on the design of the project degree course.

The director of studies is responsible for ongoing contact with the subject librarian. During the studies, different components should be introduced gradually as the students need them and scheduled in such a way that the students can immediately apply their new knowledge in different assignments.

Examiner

Rules and regulations

The supervisor and the examiner are not to be the same person. The University is responsible for ensuring this. (*List of Rights* 6.7)

A grade must be determined by a teaching staff member specifically nominated by the higher education institution (examiner). (Higher Education Ordinance, Chapter 6, Section 18)

Application at the HT faculties

Examiners for degree projects are appointed in accordance with the delegation rules and the principles established in the HT faculties' *Application regulations for examination and examiners in first and second-cycle studies*: "Examiners must be employed on the teaching staff at Lund University. Those who are considered as teaching staff and who therefore can be appointed as an examiner is regulated in the appointment rules of each higher education institution. 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”.

An examiner participates in the submission seminar and decides the grade for the degree project. The examiner is to assess and grade the student's degree project on the basis of the learning outcomes (expected credits awarded) and assessment criteria. The examiner is responsible for justifying the assessment and, in the case of co-authorship, an individual assessment of the students' performances. Before setting the grade, the examiner is to obtain information from the supervisor on matters such as the student's autonomy during the project.

The HT faculties recommend that all examiners for degree projects have experience of supervision for degree projects. Examiners for degree projects should hold a doctoral degree.

Examination

There are no general rules and regulations concerning the details of examination. The UKÄ defines examination as “an examiner deciding a grade based on the form or forms of assessment of students' performance stated in the course syllabus” (*Fair Examination*, p. 26). The basis for all examination is that it is designed in such a way that the student's expected knowledge, skills and approach can be observed and assessed in relation to the course's learning outcomes. For the examination to be fair, it is to be possible to foresee, which means that there are to be clear rules that are applied correctly (*Fair Examination*, p.14).

The most important rules concerning examination of degree projects are to be in the course syllabus. However, there are many important details concerning examination of degree projects that are not usually included in the course syllabus, but which must be written in instructions to students for the examination to be foreseeable. The rules that must be included in the course syllabus as well as the principles that must be specified in clear instructions to students are stated in the *Checklist for instructions to students and rules in the course syllabus*, below.

Submission and submission seminar

Unless otherwise stated, the basic principle concerning examination is that the student submits a degree project according to a set deadline, defends the degree project at a seminar, and receives a grade communicated by the examiner. If the degree project receives a pass grade, the grade is to be entered in Ladok and the degree project, without any changes, is to be archived and (if the student so wishes) published. If the degree project receives a fail grade (U), the grade is to be reported in Ladok, and the student is to be re-examined according to the same rules and time frames as for other exams. Practice that in some way deviates from this, for example concerning the students' possibilities to correct/supplement degree projects submitted for assessment are to be stated clearly in the instructions to students/course syllabus (see *Instructions to students and rules in the course syllabus*, below). If a supplement to a degree project takes too much time the rules for re-examination become unclear and are in practice not applicable, with the unwanted

consequence that the student has no results at all in Ladok. It is therefore recommended that clear and restrictive principles are in place for supplements.

The supervisor may recommend the student not to submit their project for critical review/final seminar, but it is the student who ultimately decides if they want to submit their project for critical review/submission seminar and the degree project must then be assessed (provided it has been submitted in time).

The supervisor may give an informal go-ahead to the student on submitting their project. However, this does not mean that the academic paper has been given a pass grade, just that the degree project is sufficiently ready to be assessed. It is important to be clear in communication with the student that it is the examiner, not the supervisor, who awards the grade.

Re-examination

Rules and regulations

Re-examination is not to be undertaken to obtain a higher grade on an academic paper that has already received a pass grade. See the HT faculties' current *Application regulations for examination and examiners in first and second-cycle studies*.

Normally, a re-examination is through a reworking of the same degree project. If it is the practice at the department that a fail grade means that student must carry out a completely new degree project, this is to be stated in the course syllabus.

The department is to offer a new seminar opportunity according to the current rules for re-examination, which normally means seminars in August for courses held in the spring semester and at the latest 7 weeks after the regular seminar for courses held in the autumn semester. If the department has regular seminars, the student may need to wait until the next scheduled opportunity.

Plagiarism

All degree projects are to be checked via the Ouriginal text comparison tool (previously Urkund, see <https://www.lub.lu.se/sok/urkund>) before grading. All forms of plagiarism are forbidden. See <https://www.medarbetarwebben.lu.se/forska-och-utbilda/stod-till-utbildning/disciplinarenden>

Archiving of degree projects

Rules and regulations

Degree projects with a *pass grade* are to be archived at the department. Archiving means that the documents are preserved for the foreseeable future. Students can choose whether their degree

project is to be published in LUP Student Papers, but archiving is the department's responsibility and is compulsory.

Archived documents at Lund University constitute verification for the organisation and are preserved on this basis. Documents are in normal cases public documents and are to be disclosed on request. Archiving and publication are not to be confused with each other, as they have different purposes and processing.

According to Lund University's Records Management Plan, degree projects with a *fail grade* are not to be archived, but disposed of (destroyed) two years after being graded. However, if such a project has been supplemented and in combination with the supplement has become a degree project with a pass grade, the degree project is to be archived along with the supplement. In the case of a fail grade for a degree project, it is important that this is registered in Ladok and that the department does not neglect grade reporting.

Each department's appointed archive administrator is to receive and archive degree projects.

The degree projects can be in printed or electronic form. The practical aspects of archiving differ depending on this. Each department should decide to consistently use one and the same solution for archiving its degree projects, i.e. archiving is to be electronic or as printed documents. If such a decision is not possible, the form of archiving should at least be consistent for each subject. Printed academic papers are archived in the intended archival series. Contact the faculty archivist for detailed instructions. Electronic academic papers are entered in the HT faculties' electronic intermediate archive. Instructions on the use of the intermediate archive are available on the HT faculties' intranet: <https://internt.ht.lu.se/allm/fak/ht/digital-arkivering/>.

In time, the degree projects are delivered to the Records Management Division, which is Lund University's central archive function. This applies to both archives for printed documents and e-archives. Responsibility for storage and disclosure then passes to Records Management. However, the documents remain ordered so that each department's documents constitute a separate collection, physically separated from those of other departments. An agreement concerning the time of delivery is made in each separate case.

Publication of degree projects

The following text is taken from the Study Programmes Board's decision on 27 May 2014 (Reg. no STYR 2014/438):

At the HT faculties all degree projects that have been assessed and received a pass grade can be published electronically in full in LUP Student Papers (LUP SP).

Written information on the possibility of publishing degree projects is to be available in the departments' instructions for degree projects. Furthermore, the students are to be orally informed about this in introductions to degree project courses and supervisors, for example.

The student is responsible for the version of the degree project that has been assessed and received a pass grade being registered and entered in LUP SP. The registration is subsequently approved by the person responsible for publication.

Standard formulations for course syllabi regarding the publication of degree projects can be found under the heading “Assessment” in the HT faculties’ current *Instructions for course syllabi*.

Instructions on how teaching staff and students handle registration of degree projects can be found via the following links:

<https://www.htbibl.lu.se/student/registrera-studentuppsatser/>

<https://www.htbibl.lu.se/larare/lup-student-papers/>

Ethical review

The principles of research ethics apply to all student projects. The existing guidelines for ethical review apply if the study being conducted is considered to be research. The following applies to degree projects according to the *Guidance for the Ethical Review of Research within the HT Faculties* (2021):

According to the Ethical Review Act, projects carried out by students in the first and second cycles of higher education are not research. Elements of such education considered as research are perceived rather as training for possible future research.

Students should not be burdened with the responsibility entailed in running activities involving people if there is a risk of harming these people physically or psychologically or compromising privacy (Bill 2007/08:44, p. 20.). The understanding from this is that first and second-cycle students in normal cases are not to carry out such projects that would require approval in accordance with the Ethical Review Act if they were to be carried out by a trained researcher.

The University is the personal data controller when students process data within the framework of their studies. If, within a course or programme, data is processed on individuals it is the education principal, in practice the supervisor, who is responsible for ensuring that the privacy and safety of the people involved are considered and that relevant provisions are followed.

The supervisor has primary responsibility for assessing how this is to be applied. The supervisor allocates to the students the assignments they are to carry out in the course or programme. It is common that the student suggests an assignment which, often after a review, is approved by the supervisor. This also applies to topics for degree projects and other academic papers.

According to the recommendations of the HT faculties’ Ethics Council in 2018, the point of departure for student projects is to avoid ethically problematic methods or research subjects. The same ethical approach applied by researchers should be applied by students, under the supervision of and in consultation with supervisors with research expertise. Proposals for student projects that are potentially problematic in this respect should be previewed by the supervisory committee or equivalent senior group for the subject, with an aim to identify potentially ethically doubtful elements or conditions. The reviewing group should base their work on the guidelines concerning research ethics at LU and the Swedish Research Council’s publication “Good Research Practice”.

In most cases, this should mean that in the planning of studies that involve people or personal data, and which will be carried out by students, investigations should be avoided that aim to influence, that can expose the people involved to risks, or which include processing of sensitive

personal data or personal information concerning crime. However, there are other options for students to practice engaging people in studies for interviews, focus groups and experiments, provided that these do not require approval in accordance with the Ethical Review Act or are in some other way ethically problematic or controversial. There are also possibilities for students to process personal data that does not constitute sensitive personal data, after providing information to the people involved and obtaining their consent, if required. The regulations in data protection legislation are to be followed.

It is not possible to obtain sensitive personal data for a student project from the national registers such as those administered by the National Board of Health and Welfare or Statistics Sweden. Such registers are regulated by the Public Access to Information and Secrecy Act. According to this, information may be disclosed for a limited number of purposes, of which research is one. However, the law is not deemed to provide scope for the disclosure of data for use in a course or programme.

It is not unusual, however, that students in the final phase of a programme wish to conduct investigations concerning people that in different ways entail risks or intrusions on privacy, and which exceed the possibilities described above. In such circumstances, a supervisor with research expertise is to take the main responsibility for the investigation and engage the student as an assistant. The supervisor is to apply for ethical review regarding an investigation that requires approval in accordance with the Ethical Review Act. The application for ethical review must be done before the project starts. An approval cannot be given to a project that has already been completed. The supervisor is responsible for documentation, recordings etc. being carried out using approved equipment and ensuring that storage is carried out correctly.

Regarding research that involves animals, the supervisor is to ensure that the student's project, if appropriate, is included in an existing approval and follows the Swedish Board of Agriculture's regulations concerning animal testing.

Master's theses and other preparatory projects for research

Students who study a Master's programme often see this programme as a first step on the way to a third-cycle programme. It is also common that there is a plan for counting credits from a degree project from the Master's programme in a future third-cycle programme. This sets particular requirements for care regarding projects that include processing of sensitive personal data or experiments involving people.

Provided that the applicable rules and ethical principles are followed, a student may be allowed to use material that includes sensitive personal data in degree projects in the first and second cycle. However, collected material of this type may not be used later in research or third-cycle studies if its collection has not been approved through ethical review in advance.

If the student is striving to publish the study as a research article and if the supervisor deems that it would be possible, the student project is considered as research under the law. If this is the case, the department, rather than the student, should apply for ethical review.

Each investigation that is intended to be included in a licentiate or doctoral degree is to be managed according to the rules that apply for research projects. Requirements for ethical review

are to be taken into account, and in research that includes people or processing of personal data it is the researcher's responsibility at publication to report whether the research has been ethically reviewed and how. This means that such projects are to be ethically reviewed if they fall within the rules for research that requires approval in accordance with the Ethical Review Act. This assessment must be carried out before the project begins.

Regarding questions that need to be considered before publication, see the sections The significance of publication and Requirement for an ethical review at publication in *Guidance for the Ethical Review of Research within the HT Faculties* (2021):

Degree projects with external parties

When a degree project is written in collaboration with a company or other external organisation, it is to be ensured that all parties are very familiar with the guidelines for degree projects. An external collaboration can be based on an assignment, but it may also mean that the student has contacted an organisation and been given the opportunity to study it. Regardless of the character and form of the collaboration, it is the student's and external contact person's/supervisors' responsibility to agree on how it is to be designed. The student is always to have a supervisor who is employed at Lund University (see the section on supervisors above).

In those cases where an external assignment forms the base of the degree project, the supervisor/course director at the department is to judge whether the external assignment is compatible with the course's learning outcomes. It is always the higher education institution that determines whether the external assignment is compatible with the course's learning outcomes. Before the work starts, it may be necessary for the publication, ownership and confidentiality of the results to be regulated in an agreement between the student and the external organisation. The University cannot be a party in such an agreement (but regarding the disclosure of documents it is always the University that conducts an independent confidentiality assessment). The University, primarily the department, should assist the student by providing advice and determining whether the terms of the agreement correspond with the course's learning outcomes. In the case of external degree projects, it may sometimes be necessary, in addition to the version of the project that fulfils the course's learning outcomes, to write another version, if this is a requirement set by the organisation/company (and the student is prepared to accommodate such a requirement).

It is the student's responsibility to maintain contact with the external party and to provide information on the University's expectations regarding the external degree project.

Checklist for instructions to students and rules in the course syllabus

The rules that apply for a course can be found in the course syllabus. At the HT faculties, course syllabi are to be designed in accordance with the current *Instructions for course syllabi*. However, there are many important details concerning examination of degree projects that are not usually included in the course syllabus, but which must be written in instructions to students for the examination to be foreseeable. The rules that must be included in the course syllabus as well as the principles that must be specified in clear instructions to students are stated below. The course syllabus rules are also to be included in the instructions.

Instructions to students

The department is responsible for ensuring that in every subject the students are informed about the provisions and guidelines for degree projects (*List of Rights* 6.1). The points below constitute the minimum requirement for the information that each subject is to provide in their instructions.

Formalities

- Instructions regarding the project's design, reference system and literature list, as well as the respective subject's specific rules and traditions.

Implementation and supervision of the course

- Scope and implementation of supervision. (Any limitations are also to be stated in the course syllabus, see below.)
- Conditions and procedures for assigning supervisors and changing supervisors.
- Information stating that a choice of topic must be approved and that all students are to have a supervisor assigned to them.
- Information on whether utilising supervision is compulsory, as well as other compulsory components. (This is also to be stated in the course syllabus, see below.)
- The design of the course and the time frames that apply.
- Information on the division of roles between supervisors (there may be one or more) and the examiner.

Examination – time frames

- Time frames for submission of the degree project and the consequences if the student does not submit in time. Note that the examiner cannot deny a student's request to present an academic paper. If an academic paper has been presented for submission in time, it is to be assessed even if the supervisor does not think it is sufficiently ready.

Plagiarism

- Information on plagiarism and that all degree projects are checked using Ouriginal (Urkund).

Examination – submission seminar

- Information on the procedure of a submission seminar and who is responsible for leading the seminar.
- Information on the requirements for submission and critical review and how these affect the final grade of the degree project.
- Information on what applies if there is no critical reviewer for a degree project, for example whether a student at a higher level or teaching staff member can step in.
- Information on what applies if there is no degree project to critically review, for example if the students can conduct a critical review in writing or orally of a degree project that has already received a pass grade. If the student's skills in oral presentation are usually assessed in the critical review procedure, an oral critical review cannot be replaced by a critical review in writing.

Examination – grading

- Information on the version of the degree project that forms the basis for the assessment. Normally it is the version of the degree project presented at the submission seminar that is graded. If the seminar is conducted earlier in the process (for example a 70% or 90% seminar) it must be clear to the student, supervisor and examiner that this is the version that will ultimately be submitted for grading.

Examination – supplements

- Information on the possibilities the student has to make editorial changes to the degree project after the submission seminar, as well as who is responsible for checking that the changes have been made, and which procedures are in place to ensure that the right version is archived and published.
- Information on whether other supplements may be made. A degree project that is assessed at a submission seminar and awarded a pass grade cannot be supplemented for a higher grade according to the same principles as for other examinations at the HT faculties (see the paragraph on Re-examination in the section on rules and application, above). Re-examination

may not be conducted for a higher grade on an academic paper that already has been given a pass grade.

- Clear principles for where the boundary lies between a degree project with a fail grade (for which “U” has been reported in Ladok) and a degree project that can be supplemented. If a supplement to a degree project takes too much time the rules for re-examination become unclear and are in practice not applicable, with the unwanted consequence that the student has no results at all in Ladok. It is therefore recommended that clear and restrictive principles are in place for supplements.

Grading criteria and assessment criteria for the degree project

At the HT faculties there are to be written grading criteria for all courses (decision by the Working Committee of the Faculty Board on 6 May 2015, item 55). The grading criteria are based on the course’s learning outcomes, which for degree project courses also relate to the qualitative targets for the respective degree. There are to be clear subject-specific criteria for the assessment of the degree project regarding, for example, formalities, information management, application of method, use of language, reference system management, time frames and autonomy, as well as for critical review and defence of academic papers and how these affect the final grade for the course. It is important that the grading criteria and course syllabus state if and how the grade for the degree project is affected by a late submission and/or supplements.

Re-examination

- Principles for re-examination in relation to supplements, for example:
 - Whether the student can supplement in direct connection with the submission to obtain a pass grade and whether in that case a new defence is to be conducted.
 - Whether a degree project assessed with a fail grade and supplemented/reworked in direct connection with the submission seminar can receive a higher grade than the minimum pass grade G.
 - Whether a fail grade means that the student must carry out a new degree project.
- What procedures and time frames apply for re-examination and what opportunities are available for increased supervision.
- Information that a new critical review is normally not required if the student has previously carried out an external review that has received a pass grade.

Publication of a degree project in LUP Student Papers

- Information on possibilities for publishing degree projects.
- Information on copyright.
- Information on the archiving of degree projects and that they are public documents.

Summary of aspects that need to be regulated in course syllabi

All the points listed below do not need to be regulated in all course syllabi, as a need to regulate all aspects is not always identified (e.g. limiting the scope of supervision). It is the rules considered necessary by the subject/department that are to be included in the course syllabus.

Language of instruction in relation to language of assessment (Can the student write the degree project in a language other than the language of instruction? How does the language of assessment relate to the course's learning outcomes?)

Limitation of the **scope of supervision** in terms of time and/or limitation to one or more semesters if there is a wish to apply this type of limitation.

Compulsory components, such as seminars or that utilisation of supervision is compulsory.

Limitation of **re-examination opportunities**. If there is a wish to limit the number of submissions a student can make, the number is to be stated in the course syllabus. The number of submissions is not to be fewer than five.

Forms of assessment as well as what applies for re-examination, if the course's re-examination rules deviate from the general rules.

Grading scale and its application, as well as any deviations in the application of the grading scale, for example if a higher grade than the minimum pass grade G cannot be obtained through re-examination.

Rules for **critical review**. The critical review procedure can be registered as a specific assessment component in Ladok. This may be beneficial for students who for different reasons do not carry out a critical review at the same time as the submission of a degree project.

Standard formulations concerning **publication of degree projects** are included in all course syllabi that contain degree projects.

Qualitative targets

Degree of Bachelor – general qualification

For a Degree of Bachelor, the student shall

Knowledge and understanding

- demonstrate knowledge and understanding in the main field of study, including knowledge of the disciplinary foundation of the field, knowledge of applicable methodologies in the field, specialised study in some aspect of the field as well as awareness of current research issues.

Competence and skills

- demonstrate the ability to search for, gather, evaluate and critically interpret the relevant information for a formulated problem and also discuss phenomena, issues and situations critically
- demonstrate the ability to identify, formulate and solve problems autonomously and to complete tasks within predetermined time frames
- demonstrate the ability to present and discuss information, problems and solutions in speech and writing and in dialogue with different audiences, and
- demonstrate the skills required to work autonomously in the main field of study.

Judgement and approach

- demonstrate the ability to make assessments in the main field of study informed by relevant disciplinary, social and ethical issues
- demonstrate insight into the role of knowledge in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the need for further knowledge and ongoing learning.

Independent project (degree project)

A requirement for the award of a Degree of Bachelor is completion by the student of an independent project (degree project) comprising at least 15 credits in the main field of study.

Degree of Master (60 credits) – general qualification

For a Degree of Master (60 credits), the student shall

Knowledge and understanding

- demonstrate knowledge and understanding in the main field of study, including both an overview of the field and specialised knowledge in certain areas of the field as well as insight into current research and development work, and
- demonstrate specialised methodological knowledge in the main field of study.

Competence and skills

- demonstrate the ability to integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information
- demonstrate the ability to identify and formulate issues autonomously as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames
- demonstrate the ability in speech and writing to report clearly and discuss their conclusions and the knowledge and arguments on which they are based in dialogue with different audiences, and
- demonstrate the skills required for participation in research and development work or employment in some other advanced capacity.

Judgement and approach

- demonstrate the ability to make assessments in the main field of study informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the need for further knowledge and take responsibility for their ongoing learning.

Independent project (degree project)

A requirement for the award of a Degree of Master (60 credits) is completion by the student of an independent project (degree project) comprising at least 15 credits in the main field of study.

Degree of Master (120 credits) – general qualification

For a Degree of Master (120 credits), the student shall

Knowledge and understanding

- demonstrate knowledge and understanding in the main field of study, including both broad knowledge of the field and a considerable degree of specialised knowledge in certain areas of the field as well as insight into current research and development work, and
- demonstrate specialised methodological knowledge in the main field of study.

Competence and skills

- demonstrate the ability to critically and systematically integrate knowledge and analyse, assess and deal with complex phenomena, issues and situations even with limited information
- demonstrate the ability to identify and formulate issues critically, autonomously and creatively as well as to plan and, using appropriate methods, undertake advanced tasks within predetermined time frames and so contribute to the formation of knowledge as well as the ability to evaluate this work
- demonstrate the ability in speech and writing both nationally and internationally to clearly report and discuss their conclusions and the knowledge and arguments on which they are based in dialogue with different audiences, and
- demonstrate the skills required for participation in research and development work or autonomous employment in some other advanced capacity.

Judgement and approach

- demonstrate the ability to make assessments in the main field of study informed by relevant disciplinary, social and ethical issues and also to demonstrate awareness of ethical aspects of research and development work
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate the ability to identify the need for further knowledge and take responsibility for their ongoing learning.

Independent project (degree project)

A requirement for the award of a Degree of Master (120 credits) is completion by the student of an independent project (degree project) comprising at least 30 credits in the main field of study. The degree project may comprise less than 30 credits, however no less than 15 credits, if the student has already completed an independent project in the second cycle comprising at least 15 credits in the main field of study or the equivalent from a programme of study outside Sweden.

Degree of Master of Arts/Science in Secondary Education – vocational qualification

For a Degree of Master of Arts/Science in Secondary/Upper Secondary Education, the student shall demonstrate the knowledge and skills required to work autonomously as a subject teacher in the specialisation for which the qualification is awarded. The student shall also demonstrate knowledge and skills for other forms of teaching for which the qualification, pursuant to the applicable regulations, qualifies them.

Knowledge and understanding

For a Degree of Master of Arts/Science in Secondary Education, the student shall

- demonstrate the subject knowledge required for professional practice, including both an overview of the subjects in the main field of study and a degree of specialised knowledge in certain areas of the field as well as insight into current research and development work.

For a Degree of Master of Arts/Science in Upper Secondary Education, the student shall:

- demonstrate the subject knowledge required for professional practice, including both broad knowledge of the subjects in the main field of study and a considerable degree of specialised knowledge in certain areas of the field as well as specialised insight into current research and development work.

For a Degree of Master of Arts/Science in Secondary/Upper Secondary Education, the student shall also

- demonstrate the knowledge of didactics and subject didactics including the methodology required for teaching and learning in the subject or subjects for which the qualification is awarded as well as for professional practice in other respects and also show awareness of adult learning
- demonstrate specialised knowledge of the theory of knowledge and qualitative and quantitative research methods as well as the relationship between the disciplinary foundation and proven experience and its significance for professional practice
- demonstrate the knowledge about children's and adolescents' development, learning, needs and circumstances required for the professional practice for which the qualification is awarded
- demonstrate knowledge and understanding of social relationships, conflict management and leadership
- demonstrate knowledge of the organisation of the school system, relevant regulatory documents, syllabus theory and different educational and didactical perspectives as well as knowledge of the history of the school system, and
- demonstrate specialised knowledge of assessment and grading.

Competence and skills

- demonstrate a specialised capacity to create conditions in which all pupils can learn and develop
- display the specialised capacity to benefit from, systematise and reflect critically and autonomously on personal experience, the experience of others and relevant research findings and thereby contribute to professional development and the formation of knowledge in the subjects, subject areas and subject didactics
- demonstrate the capacity to take advantage of the knowledge and experiences of pupils to stimulate the learning and development of every pupil
- demonstrate the capacity to apply the didactics and subject didactics including the methodology required for teaching and learning in the subject or subjects as well as the professional practice in other respects for which the qualification is awarded
- demonstrate the capacity to plan, implement, evaluate and develop teaching and educational processes individually and together with others in order to stimulate the learning and development of every pupil in the best way possible
- demonstrate the capacity to identify and, in cooperation with others, meet pupils' special educational needs, including special educational measures for pupils with neuropsychiatric disorders
- demonstrate the capacity to observe, document and analyse their pupils' development and learning in relation to educational objectives and to inform and cooperate with pupils and their caregivers
- demonstrate the capacity to communicate and instil core educational values, including human rights and the fundamental democratic values
- demonstrate the capacity to prevent and counteract discrimination and other forms of victimisation of pupils
- demonstrate the capacity to respect, communicate and instil the perspectives of gender equality and equal rights in educational processes
- demonstrate the capacity to communicate and reflect on issues relating to identity, sexuality and relationships
- demonstrate communicative capacity in listening, speaking and writing to support educational processes
- demonstrate the capacity to use digital aids assuredly and critically in educational processes and to take into account the significance of the role of different media and digital environments in this respect, and
- demonstrate the capacity to acquire, during educational processes, skills that are valuable for professional practice.

Judgement and approach

- demonstrate self-awareness and the capacity for empathy
- demonstrate the capacity to adopt a professional approach to pupils and their caregivers
- demonstrate the capacity to make assessments in educational processes on the basis of relevant scientific, social and ethical aspects with particular respect for human rights,

especially children's rights according to the Convention on the Rights of the Child, and sustainable development, and

- demonstrate the capacity to identify the need for further knowledge and to develop their own skills in pedagogical practice.

Independent project (degree project)

A requirement for the award of a Degree of Master of Arts/Science in Secondary/Upper Secondary Education is completion by the student of at least one independent project (degree project) comprising at least 30 credits or two such projects each comprising at least 15 credits in one or two of the subjects studied during the programme.