



JOINT FACULTIES  
OF HUMANITIES  
AND THEOLOGY

# Instructions for first and second-cycle syllabi

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# Introduction

The present instructions for course syllabi at the Faculties of Humanities and Theology are drawn up in accordance with *Application rules regarding first and second-cycle course syllabi at Lund University* (reg. no STYR 2020/1693).

In accordance with the *Rules of procedure and delegation at the Faculties of Humanities and Theology*, syllabi are established by the pro dean for first and second-cycle studies after processing by an official at the faculty office and a student representative. Proposals for new or revised syllabi are approved through a department decision according to the department's delegation rules before the course syllabus is sent to the faculty for approval. Student representatives are to be given the opportunity to take part in the department's decision.

Reading lists are approved by the departments (see *Management of required reading lists at the Faculties of Humanities and Theology*, reg. no U 2015/202) and information on the intranet: <https://internt.ht.lu.se>.

All first and second-cycle course syllabi and credit-earning contract education syllabi are to be processed through the university-wide database UBAS: <https://ubas.lu.se/LukasWeb/MainServlet>

In accordance with LU's regulations for course syllabi, course syllabi are to be established and accessible for students at the latest on the day that the application period opens. Syllabi for courses starting in the autumn semester are to be established by 15 March, and syllabi for courses starting in the spring semester are to be established by 15 September of the preceding year. If there is no established course syllabus when the application period opens, the course session cannot be made accessible in Ladok, NyA or on the LU website. Forward planning is therefore required in relation to timetables for establishment in Ladok, publication of the range of courses and programmes in the Lubas database, national and international admission rounds and other deadlines. Therefore, course syllabi are normally to be established according to the deadline set for entering course sessions for the admission rounds for which the course is to be advertised. Timetables are published on the Staff Pages:

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

The departments decide on the introduction of freestanding courses in the department board or equivalent. In the introduction of new main fields of study, or in the case of extensive changes in specialised study courses, one of the processes in the current *Guidelines and management rules for the establishment, revision and discontinuation of degree programmes in the first and second cycles* is to be followed.

Contract education that offers credits must have an approved course syllabus. See the section on contract education below.

In accordance with the Swedish Language Act (Språklagen, 2009:600), Swedish is the official language of all Swedish public authorities. The course syllabus is a legal document, and must therefore be approved in Swedish even if the course is taught in another language. Lund University's Language Policy states that "The programme and course syllabi are to be translated and made available in English, in order to facilitate international comparisons and mobility, among other things." (Reg. no LS 2011/260, p. 3) At the Faculties of Humanities and Theology, all course syllabi are translated by Lund University's translation service, via the translation tool Convertus, which is an integral part of UBAS.

# Working process for course syllabi in UBAS

Creation of course syllabi, course codes and exam codes are carried out in UBAS.

## *Draft*

All employees are authorised to work on a course syllabus with “draft” status. Here, you enter proposals for course codes (Note – check that the course code does not already exist) and can enter as much or as little information as you like. To save the draft requires you to enter a proposal for a course code, a proposal for the title and the name of the department concerned (under Details for Ladok).

The idea is for teaching staff to be able to work on their course syllabi and then send them to “preliminary” status. When course syllabi move to “preliminary” status, the director of studies at the relevant department receives an automatic email informing them of this.

To save and move up to preliminary requires all compulsory fields to be completed: level, decision-maker, course credits, grading scale, all fields under “Details for Ladok”, entry requirements, Swedish and English title and the semester from which the syllabus is to apply.

## *Preliminary*

To work on a course syllabus with “preliminary” status requires you to have authorisation as a “reviewer”. The idea is that the director of studies/equivalent has that authorisation and reviews course syllabi with “preliminary” status. After review by the director of studies, the course syllabus will be approved by the department board /equivalent before being sent to the faculty office for approval.

When a course syllabus has “preliminary” status it is also possible to order a course code from Ladok. The course can thereby be entered in Ladok before the course syllabus is established.

When the department has decided to approve the course syllabus, the director of studies sends the course syllabus to the faculty office by saving it and raising it to “reviewed” status. In the dialogue box that appears, the director of studies is to state when the department approved the course syllabus and other important information.

## *Reviewed*

To work on course syllabi that have “reviewed” status you must be authorised as an “approver”, an authorisation that only the faculty office reviewer has.

The course syllabus is now reviewed by the faculty office reviewer and a student representative. Any questions and comments that arise are entered directly in UBAS and marked in bold. The course syllabus is sent down to the director of studies with “preliminary” status. The director of studies is responsible for addressing the viewpoints and subsequently sends the course syllabus up to “reviewed” status again.

## *Approved and established*

When the course syllabus with any amendments is approved, it is raised to “approved” status. The director of studies and others involved with the course syllabus receive an email about the course syllabus being ready to be established. When the pro dean has established the course syllabus it is raised to “established” status and the person who created the course syllabus receives an email informing that the course is established. Exam codes are to be entered before the course syllabus is established, and sent to Ladok by the course syllabus reviewer at the time the decision is taken to establish the syllabus.

# Instructions for preparing course syllabi in UBAS

The following instructions describe the information that a course syllabus must contain. The headings are in accordance with those found in the database for course syllabi, UBAS.

## General information

### *Course code*

All courses must have a course code approved by Ladok. Course codes are ordered through UBAS. This can be done when all compulsory system details (such as title, proposed course code, department, etc.) are in place and the course syllabus has been assigned “preliminary” status.

According to *Management of courses and modules in Ladok and in the Lubas course syllabus section* (Reg. no V 2019/306, produced by the Study Administration Division system on 6 February 2019) an existing course must be assigned a new course code if changes are made with regard to the course title, number of credits, grading scale, assessed exams, main field of study, cycle, depth of study relative to the degree requirements, entry requirements, or other significant change to the course content.

### *Course title*

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

For current main fields of study and specialisations, see *Main fields of study and degree titles at the Faculties of Humanities and Theology*. All main fields of study are entered in the UBAS drop-down menu.

Course syllabi for the University’s *Special Area Studies* (SAS) courses only state the title of the course, not a main field of study. Normally, the English title is given in both the Swedish title and the English title.

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

### *Level*

All courses are to be classified as either preparatory, first or second cycle, or contract education. (Regarding contract education, see the relevant section below.)

### *Credits*

The course syllabus is to state the number of credits for the course.

### *Main field of study*

The main field of study is to be specified in all syllabi of courses which are included in the progressive specialisation towards a degree. For a degree of Bachelor, this applies to courses with at least 90 credits of progressive specialisation,

for a degree of Master (60 credits), this applies to courses with at least 30 credits of specialisation, and for a degree of Master (120 credits), this applies to courses with at least 60 credits of specialisation.

For freestanding courses not included in the development towards a degree, the box for the main field of study is left blank. Instead, “Subject: xxx” is to be entered in the free text box for the type of course and its place in the education system.

#### *Depth of study relative to the degree requirements*

In accordance with a decision taken by Lund University Vice-Chancellor (13 Aug 2009, reg. no SU 2009/517), the course syllabus is to state the course’s depth of study relative to the degree requirements for first and second-cycle qualifications. In accordance with the same decision, the classification of progressive specialisation is to apply to all courses. The classification corresponds to the proposal by the Association of Swedish Higher Education (SUHF) for codes that define the relationship of a course to the degree requirements:

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

#### *Type of course and its place in the education system*

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

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

If the course is not part of a progressive specialisation leading to a degree, the syllabus is to provide information about the subject in which the course is included (see above).

### *Language of instruction*

State the language or languages of instruction that are used. If the language of instruction may vary, this is to be stated, including a brief description of the reasons for this. Note that the language of instruction and entry requirements must interrelate.

A course which is normally taught in English can be offered in Swedish in specific course sessions, provided that the lecturer/s and all the students are proficient in Swedish, in which case we recommend the following formulation:

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

## **Learning outcomes**

The learning outcomes describe the expected study results of the course. The learning outcomes do not need to describe exactly everything that the students will learn on the course, but the learning outcomes that will be assessed are to be included. The learning outcomes are to be concrete, possible to assess and actually be assessed, and demonstrate the successive development of the students' learning. Learning outcomes are to be stated using active verbs that express what the student is to be able to do, describe the knowledge content and express in what way the student is to be able to do what is expressed in the learning outcome (e.g. independently, in a scholarly manner).

Every study programme that leads to a degree is to be designed in such a way as to ensure that the learning outcomes of the courses included progressively combine to enable the student to attain the national qualitative targets and the learning outcomes formulated in the specific programme syllabus.

One recommendation is that an outcome concerning use of language be added, particularly for courses that include a degree project.

The learning outcomes for a degree are regulated by the qualification descriptions found in the Swedish Higher Education Ordinance (HEO, Annex 2).

The learning outcomes for the course are listed as bullet points and are to be divided up into the following categories:

### *Knowledge and understanding*

The learning outcomes included in this category concern different ways of describing or accounting for something and relate to the qualitative targets concerning knowledge in the main field of study, its scientific basis and applicable methods. Examples: *“be able to provide a basic account of Graeco-Roman Antiquity from the Bronze Age to Late Antiquity”*, *“be able to describe the role of social movements in Swedish society”*.

### *Competency and skills*

The learning outcomes included in this category are about applying something to something, for example applying skills to something. The outcomes in this category relate to the qualitative targets concerning the scholarly ability to manage information, apply methods and independently solve problems. Examples: *“be able to compare, analyse and assess rights situations based on different conceptions of gender equality, equal opportunities*



*and non-discrimination”, “be able to orally apply central constructions in Japanese syntax”, “be able to independently explain and analyse the consequences of basic methodological and content choices in research relating to theology, philosophy of religion and ethics”.*

### **Judgement and approach**

The learning outcomes included in this category deal with evaluating, assessing or relating to something, for example. The outcomes relate to the qualitative targets regarding scientific approach, overall insights and the role of knowledge and science in society, as well as the ability to relate to their own knowledge development. Examples: *“be able to make assessments of research ethics and discuss the role of historical research in society”, “be able to critically review and evaluate different source types”, “be able to identify their own need for further knowledge in the subject in order to develop their expertise”.*

## **Course content**

This section is to describe the course in its entirety. If the course is divided into modules, these are to be listed with their title and content, followed immediately by their value in credits. The Swedish titles of the modules are to be provided under the heading Further information.

The course content is to be described in an overall way, but is to be sufficiently detailed for the description to be used in, for example, credit transfers at other higher education institutions.

## **Course design**

This section is to contain information on the course design and is to state the compulsory components. The course syllabus is to contain information on the *forms of instruction* that are actually used in the course. Examples of forms of instruction are *lectures, seminars, laboratory sessions, excursions and field work*. The forms of teaching are to be stated regardless of whether it is a distance learning course or a campus-based course.

In the course design section, you can be state whether it is a distance learning course or a campus-based course. If within a distance learning course there are some meetings requiring participants to attend in person, this is to be stated. If these meetings are compulsory, this must be stated in the course syllabus. Regarding distance learning courses, it is to be stated whether there are any scheduled components in real time.

Course syllabi do not have to state whether it is a distance learning course or a campus-based course, as this is stated when the student applies for the course via antagning.se. To alternate the advertising of the same course as a campus-based course and distance learning course is allowed, provided that the forms of teaching and assessment are wholly transferable between media (e.g. lectures in real time and take-home exams/written assignments).

The course syllabi of courses that are always offered as distance learning courses may include the following standard formulation concerning technical requirements.

Standard formulation:

*The course is offered as a distance learning course, supported by an online learning platform and/or digital tools. This presumes that the students participate on these conditions and have access to a computer with an internet connection and functioning loudspeakers and microphone [and webcam]. The department provides information on the technical requirements.*

**Compulsory components**

Course syllabi may contain requirements that the student, besides various tests listed under “Assessment”, must complete certain compulsory components, e.g. participation in seminars.

Compulsory components are not graded on a grading scale, but must be completed for the examiner to grade the entire course. Compulsory components must be clearly stated. If the course, contains, for example, seminars with compulsory attendance, the approximate number of such seminars is to be stated.

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.

If there is a practice on the course of offering absent students an opportunity to make up for missed compulsory components, this is to be stated in the course syllabus. If no formulation on making up for missed components is entered in the course syllabus, the rules in the *List of Rights* below apply and a student who does not have a valid reason for absence must complete the compulsory component next time the course is offered. (See below and also the current *Application regulations for examination and examiners for first and second-cycle studies at the Faculties of Humanities and Theology*.)

Standard formulation:

*XX is compulsory. Absence is compensated with XX.*

The following formulation from the *List of Rights* is to be entered in course syllabi, if no other catch-up possibilities are stated:

*Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or resit compulsory components. This also applies to students who have been absent because of duties as an elected student representative.*

**Degree project supervision**

It is important to clearly communicate the conditions for degree project supervision to the students. In certain cases, it may be justified to specify the scope of the supervision in the course syllabus, e.g. using the following standard formulation:

Standard formulation:

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

The text in square brackets is only used if you add this standard formulation without rewriting the course syllabus and changing the course code. Thus, it is possible to add a formulation concerning supervision hours, as in the example above, without changing the course code, on condition that you specify the date from which this provision applies.

If the department has an established practice of limiting the students' supervision to the semester in which the student was first enrolled on the course, this must be made clear in the course syllabus using the following standard formulation:

Standard formulation:

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

*Internship*

If the course includes an internship, the course syllabus is to state clearly whether the department is responsible for providing/organising internships for students or whether this is up to the students themselves. If the department wishes to limit the number of internship periods that a student can complete to get a pass grade, this is to be stated in the course syllabus and the number must be set at a minimum of two.

A two-party agreement between the organisation offering the internship and Lund University (the department), or a three-party agreement including the student, is to be drawn up before the internship begins. The agreement clarifies expectations regarding the internship and the student, and may be a requirement for the student to be insured during the internship period. The agreement is to be registered.

## **Assessment**

This section states the *forms of assessment* that apply to the course. If the course is divided into modules, the forms of assessment are to be specified for each module.

According to the Swedish Higher Education Authority (UKÄ), the forms of assessment are to be clearly specified, e.g. take-home exam, invigilated written exam, oral exam, paper, written assignment, active participation in a seminar.

*Exam codes*

Exam codes, also known as modules, are entered in UBAS under "Course assessment". This should be done when the course syllabus has been established. The exam codes are then entered

in Ladok from UBAS. It is a good idea to consider how many assessed components are to be included in an exam code. If there is no particular educational reason for bringing together several components in the same exam code, it is best to enter one exam code per component.

When revising an existing course syllabus, new sets of exam codes are always to be created.

Exam codes are to be entered before the course syllabus is established, and then sent to Ladok to coincide with the decision to establish the syllabus.

### *Digital assessment using live-streaming*

Live-streaming entails sound or images being broadcast in real time, for example via Zoom, but not recorded or stored. This may apply to a written exam which is invigilated in real time via video, i.e. a monitored assessment carried out through an examination without study aids, that is similar to but still cannot be compared with an invigilated written exam on campus. Live-streaming may also be used for an oral presentation or exam conducted in real time in the presence of the examiner. See *Guidelines for invigilated remote digital examination using live-streaming* (Reg. no STYR 2021/1685) for the Faculties of Humanities and Theology.

Invigilation in real time of a digital examination is permitted if it is necessary. Pursuant to the recommendations of the Association of Swedish Higher Education Institutions, SUHF, the decision is to take account of legal aspects, educational aspects, equal opportunities and the students' perspective. For live-streaming for the purposes of invigilation to be justified, it must be an effective tool to achieve the aim and the justification is to be stated in the course syllabus.

#### Formulation example:

*The course is assessed through a camera-monitored exam using live-streaming. Camera surveillance is in real time. There is no recording. Real time monitoring is required in order to assess the student's knowledge without the student having access to study aids.*

### *Adapted assessment*

Exceptions from regular forms of assessment may be necessary when a student has approval for learning support. In compliance with the *Regulations concerning degrees and first and second-cycle education at Lund University* (Reg. no H.2 2021/768), an examiner can take a decision on an alternative form of assessment. The following formulation is entered automatically via UBAS and is not to be entered manually.

*If required to offer a student with a long-term disability an examination equivalent to that of a student with no disability, an examiner can, after consultation with the University's Disability Support Services, take a decision on an alternative form of examination for the student concerned.*

### *Resits*

The general provisions concerning resits are to be found in the *Application regulations for examination and examiners for first and second-cycle studies at the Faculties of Humanities and Theology*.

Pursuant to the *List of Rights* for each course/module with the same course content, a regular exam, a resit exam soon after the regular exam and one further opportunity to resit exams regarding courses completed over the past academic year (catch-up exam) are to be arranged. In cases where the nature of the examination requires an exception from the general scheduling rules for resits, the conditions for resits are to be specified in the course syllabus.

In resit sessions where it is not possible for some reason to conduct the exam in its usual form, it may be necessary to change the form of assessment. In order for alternative forms of assessment to be legally acceptable, this possibility for exception is to be formulated in the course syllabus.

#### Standard formulation:

*If it is not possible, at the time of the resit, to implement the regular form of assessment, there may be deviations as long as they are compatible with the course learning outcomes. Information about resits is to be available at the start of the course.*

#### *Limiting the number of exam sessions*

If the number of times a student can attempt an exam to obtain a pass grade on a course or module is limited, the number of resits permitted must be at least five and the number of internship periods must be at least two, in compliance with Chapter 6, Section 21 of the *Higher Education Ordinance*. Any limitations are to be stated in the course syllabus.

#### *Degree project*

For courses including a degree project, all assessed components are to be listed, such as the requirement for students to write an independent project, critically review another student's project and participate in a seminar. It should also be stated what applies regarding resits. It should also be considered whether the various assessed components (degree project, critical review) are to have separate exam codes in Ladok. See also the *Guidelines for degree projects* for the Faculties of Humanities and Theology.

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

#### Standard formulation:

*Passed degree projects at the Faculties of Humanities and Theology should preferably be registered in the LUP Student Papers database. The student is responsible for uploading the passed degree project as a PDF file in LUP Student Papers.*

#### *Right to examination after discontinuation of a course*

In accordance with Lund University's *Regulations concerning degrees and first and second-cycle education at Lund University* (Reg. no STYR 2021/768) when course content is changed significantly in a course syllabus or required reading, the University is to offer examination in

accordance with the previous course content for a period of at least one year following the change.

## Grades

The grading scales permitted at Lund University are specified in an appendix to the *Regulations concerning degrees and first and second-cycle education at Lund University* (Reg. no STYR 2021/768) and can be found in the drop-down menu in UBAS.

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

### *Description of applied grading scale*

If the course is divided into modules and/or several graded assessments, their relative value for the grade on the whole course is to be stated here. Each grading decision on a module/assessment is a public authority decision. The decision on the grade for the whole course is a separate public authority decision whose rules are specified in this section.

### Standard formulations:

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

or

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

### Example formulation for the grading scale A–E+Fail:

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

## Entry requirements

Here, the entry requirements and any selection criteria for the course are to be stated. These must comply with Lund University's Admission Rules (Reg. no STYR 2016/869).

For first-cycle courses intended for beginners, the general entry requirements set out in the Higher Education Ordinance (Chapter 7, Section 5) apply. For courses that start in the first cycle and are intended for beginners, general entry requirements are stated together with any specific entry

requirements in the form of selected upper secondary school courses. Various combinations of upper secondary school courses (referred to as field-specific entry requirements until 2022) are available in a drop-down menu in UBAS. The combinations correspond to the former field-specific entry requirements. If a combination is missing, you can contact [lubas@stu.lu.se](mailto:lubas@stu.lu.se) and have it entered as elective in the system.

For first-cycle courses that are not intended for beginners, the general entry requirements also apply. In addition, specific entry requirements are detailed, e.g. in the form of knowledge from one or several higher education courses. The specific entry requirements set for the course are to be completely necessary for the student to benefit from the course.

#### Standard formulation:

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

Exemptions can be made from the general entry requirements regarding Swedish if the course is taught entirely in English, or from the entry requirements regarding Swedish and English if the course is taught entirely in a third language. This is to be stated in the course syllabus.

The entry requirements for second-cycle courses at Lund University are at least 90 credits. In addition, specific entry requirements may be set in the form of knowledge from higher education courses or other conditions. The specific entry requirements that are set must be completely necessary for the student to benefit from the course. Language requirements are not included in the general entry requirements for second-cycle courses as established in the Higher Education Ordinance. Language requirements for Swedish and/or English must therefore be included in the course syllabus if they are to be applied.

## Further information

The following information is to be listed under Further information:

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

## Details for Ladok

The department offering the course, subject etc. are to be entered here.

It is also stated here if the course is included in a study programme as an elective or compulsory course. If the course replaces another course in such a way that both cannot count towards the same degree, the replaced course (or courses) is to be specified under Overlapping courses.

Courses are classified in the education areas according to the course content. Courses at the Faculties of Humanities and Theology are normally classified as Humanities or Theology. The choice of another area must be justified when the course syllabus is sent to the faculty office for review.

Here, the course code can also be ordered from Ladok when the course has “preliminary” status or higher and all the compulsory fields have been completed.

## **Details of approval**

This section specifies who approves the course syllabus. Pursuant to the delegation rules for the Faculties of Humanities and Theology, the pro dean responsible for first and second-cycle education at the Faculties of Humanities and Theology establishes course syllabi after preparation by the department and faculty office (by a student representative and administrator).

Here, the department also states from which semester the course syllabus is to apply and the desired date for the entry into force. The date for the decision is then entered by the faculty office once the course syllabus has been established by the pro dean. Course syllabi cannot be established retroactively.



# Contract education

For processes concerning the production of contract education, see the current *Guidelines for contract education* for the Faculties of Humanities and Theology. Contract education courses for which credits are assigned are to have a course syllabus that adheres to the same principles as other course syllabi for higher education, with a few deviations.

## General information

Once the course has been entered as contract education, the text “Course offered as contract education” is automatically generated and entered in the PDF version, so it is not to be entered manually.

In the free text field, the department is to specify the commissioning client and whether the course is offered in collaboration with another organisation.

### Course code

The course code is always to have the letter U in fourth position.

### Level

The course is to be classified as First-cycle contract education or Second-cycle contract education. The level is not linked to predetermined formal entry requirements in the same way as higher education, but the level is to be proportionate to the course’s academic content and the expected competence level of participants.

## Main field of study and depth of study relative to the degree requirements

These boxes are to be left blank.

## Learning outcomes, content, design, assessment and grades

These sections of the syllabus follow the same instructions as course syllabi for higher education,

with the exception of the text concerning learning support, which is not included for a contract education course.

## **Entry requirements**

You must have clicked “Yes” on “Requires previous studies in higher education”. In the free text box, state the target audience for the course, in relation to the commissioning client for the course. For example, “The course is intended for professional teaching staff.” In cases where the course may have participants from many different employers, it is important to formulate the knowledge/skills/positions that a participant needs to have in order to benefit from the course – even if these are not entry requirements in a formal sense.

## **Details for Ladok**

Here, you enter the details as usual. If the content of the contract education course overlaps with a higher education course, the overlapping course is to be specified.