



Working Committee of the Faculty Board

Instructions for first and second cycle course syllabi

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

Management of course syllabi at the Faculties of Humanities and Theology

In accordance with the rules of procedure and delegation at the Faculties of Humanities and Theology (reg. no STYR 2015/84), first cycle course syllabi are to be approved by the pro dean for first and second cycle studies after processing by an official at the faculty office and a student representative. **Proposals for new or revised course syllabi are approved through a departmental decision according to the department's delegation rules before the course syllabus is sent to the faculty for its approval. Student representatives are to be given the opportunity to take part in the department's decision.**

Reading lists are approved by the departments (cf *Management of required reading lists at the Faculties of Humanities and Theology*, reg. no U 2015/202).

As of 22 April 2014, all first and second cycle course syllabi are to be processed through the University-wide database UBAS (<https://ubas.lu.se/LukasWeb/MainServlet>).

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

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

Instructions for producing first and second cycle course syllabi

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

GENERAL INFORMATION

Course code

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

Course title

We recommend the following title structure: Main field of study: specialisation or subject: course title. For example: *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.

Find current main fields of study and specialisations in the list of first and second cycle main fields and specialisations in Swedish and English (reg. no U 2017/199).

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 both as the Swedish title and the English title.

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

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

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

Main field of study

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

For courses not included in the progression towards the degree, the box for the main field of study is to be left blank. Instead, "Subject: xxx" is to be entered in the free text box for the course type and placement in the education system.

Depth of study relative to the degree requirements

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

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

Type of course and its place in the educational system

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

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

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

Language of instruction

Courses are normally taught in Swedish. The range of courses offered in English is also fairly extensive, and there may be courses in other languages as well. If the language of instruction can vary, this is to be stated, including a brief description of the reasons for this.

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

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

LEARNING OUTCOMES

The learning outcomes describe the expected study results of the course. The learning outcomes do not need to describe exactly all 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 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 achieve what is expressed in the outcome (e.g. independently, in a scholarly manner).

Each study programme leading 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 achieve the national degree outcomes and local outcomes where applicable.

The learning outcomes for a degree are regulated by the qualification descriptors found in the Swedish Higher Education Ordinance (Annex 2). In addition to the outcomes stated in the Higher Education Ordinance, for a degree of Bachelor at the Faculties of Humanities and Theology at Lund University, students must also be able to "apply gender, ethnicity and diversity aspects". This outcome is not required to be part of every course syllabus but must be assessed in one of the courses included in the progressive specialisation towards a degree in a main field of study.

The outcomes of the course are to be listed and divided into the following categories:

Knowledge and understanding

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

Competence and skills

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

and non-discrimination, or be able to verbally apply central constructions in Japanese syntax.

Judgement and approach

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

Each course of 15 credits is to have 6–9 learning outcomes specified in its course syllabus. We recommend that outcomes concerning language use are to be included, especially for courses that include a degree project.

COURSE CONTENT

A description of the course content should normally not exceed 200 words, and is to describe the course as a whole. If the course is divided into modules they are to be listed, followed immediately by the number of credits for each module. The Swedish titles of the modules are to be provided under the heading ‘Further information’.

COURSE DESIGN

Teaching

Course syllabi are to include information about the *teaching methods* applied on the course. Among the possible examples are *lectures, seminars, laboratory exercises, study visits, and field work.*

Compulsory components

Course syllabi can 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 marked on a graded 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.

For various reasons, students are sometimes unable to complete the compulsory components stated in the course syllabus. Compulsory components that constitute the basis for grading but are difficult to recreate at a later date to allow the student to complete the component can 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.

Examples of standard formulations:

XX is compulsory. Absence is compensated with XX.

or

Unless there are valid reasons to the contrary, compulsory participation is required in these components. 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 re-take compulsory components. This also applies to students who have been absent because of duties as an elected student representative.

If no formulation on additional assignments is included, the rules for re-takes apply. (See below and also application regulations for examination and examiners in first and second cycle studies at the Faculties of Humanities and Theology, Reg. no STYR 2014/51).

Degree project supervision

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

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

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

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

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

Internship: If the course includes an internship, it shall be specified whether the department or the student is responsible for providing/organising the internship. If the department wishes to limit the number of internship periods that students may undergo to achieve a pass grade, this is to be stated in the course syllabus and the number must be set at a minimum of two.

Online courses

Syllabi for online courses can adopt the following standard formulation:

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

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

ASSESSMENT

This is where the *examination details* of the course are to be specified. If the course is divided into modules, the examination details for each module should preferably be stated.

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

Exam codes are entered through UBAS under “Assessment”. This should be done once the course syllabus has been approved. The exam codes are entered directly into Ladok from UBAS.

Alternative forms of examination

Exceptions from the regular forms of examination may be necessary for students who receive learning support. Pursuant to Lund University’s local regulations on degrees and study programmes (Reg. no I G 43 5518/2006), the examiner can take a decision on an alternative form of examination. Lund University’s application regulations concerning course syllabi in the first and second cycles (Reg. no I G 221 5146/2006) state that the following text is to be included in all course syllabi:

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

The formulation is automatically added by UBAS and is not to be entered manually.

Re-examination

The general provisions concerning re-examination 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 (Reg. no STYR 2014 /51), p. 7–8.

According to the list of Lund University students’ rights (p. 6), for each course/course module with the same course content, a regular exam session is to be organised, as well as a re-take in close connection with the regular exam and one further opportunity to re-take the exam for courses concluded within the past academic year (catch-up exam session). In cases where the nature of the examination requires exceptions to be made from the general scheduled re-takes, the conditions for re-takes are to be included in the course syllabus.

In re-take sessions where it is not possible for some reason to run the exam in its usual form, it may be necessary to change the form of examination. In order for alternative forms of examination 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 re-take, to implement the regular form of examination, there may be deviations as long as they are compatible with the course learning outcomes.*

Degree projects

For courses that contain degree projects, all assessed components are to be listed, such as the student writing an independent project, reviewing the work of a peer, taking part in a seminar.

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

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

GRADES

The grading scales that may be used at Lund University are stated in an appendix to the local regulations on examinations and study programmes (Reg. no I G 43 5518/2006) and can be found in the drop-down menu in UBAS.

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

Description of the applied grading scale

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 clarified 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 here.

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 a grade of Pass on all other components.

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

ADMISSION REQUIREMENTS

Here the admission requirements and any selection criteria for the course are to be stated. They must comply with Lund University's admission rules (Reg. no STYR 2016/869).

For first cycle courses intended for beginners, the general admission requirements set out in the Higher Education Ordinance (Chapter 7 Section 5) apply. For beginners' courses, the admission requirements are to be stated as field-specific admission requirements.

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

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 admission requirements in Swedish if the course is taught entirely in English, or from Swedish and English if the course is taught entirely in a third language. This is to be stated in the course syllabus.

For second cycle courses, Lund University's admission requirements are at least 90 credits. In addition, the course syllabus can state specific admission requirements in the form of knowledge from higher education courses or other conditions. The specific admission requirements that are set are to be completely necessary for the student to benefit from the study programme.

FURTHER INFORMATION

The following information is to be listed here:

1. Department/division 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 phrasing is to be added: *Module X of this course can also be taken as a freestanding course [course code].*
4. Standard phrase: *The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree.*
5. Titles of the course modules in Swedish
6. Any transitional provisions

INFORMATION FOR LADOK

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

This section is also to state whether the course is included in a degree programme as an elective or compulsory course. If the course replaces another course in such a way that both cannot be included in the same degree, the course or courses that are being replaced are to be entered under Overlapping courses.

Here, the course code can also be ordered from Ladok once all the compulsory fields have been completed.

DETAILS OF THE DECISION

The person approving the course syllabus is to be entered here. 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 is responsible for approving course syllabi after preparation by the department and the faculty office (by a student representative and a department or faculty officer).

Here the department also specifies from which semester the course syllabus will apply, and the desired date of validity. The date of the decision is then entered once the course syllabus has been approved by the pro dean.