UMEÅ UNIVERSITET

RULE FOR COURSE SYLLABI AND LITERATURE LISTS

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1. Description

This document contains the rules for Umeå University concerning the content of course syllabi. It is based on the regulation in the Swedish Higher Education Ordinance (1993:100) (SHO) and the recommendations from The Association of Swedish Higher Education Institutions (ASHE) for course syllabi.

The rule clarifies what information course syllabi must contain for the courses that Umeå University has offered or offers. There are also instructions how certain parts of the syllabus should be written. More instructions on how to write the syllabus are available on the university employee website. What is provided in the syllabus are provisions that regulate rights and obligations between the university and the student.

2. Background

Pursuant to Chapter 6, Sections 14 (SHO) each course must have a syllabus and in Chapter 6, Section 15 (SHO) a number of details are specified of what must be included in a syllabus. This is to be applied to qualification education and university introductory education in accordance with Chapter 14 in Ordinance for Access Programs and Preparatory Education for Higher Education (2018:1519) as well. According to the ordinance the University also has the right to state provisions beyond what SHO specifies. This document regulates what has been decided for course syllabi at Umeå University.

3. Definitions

The table below lists the details of the course syllabus content as well as a short description of the meaning of the specified detail. Further information on the rules and directions for each part is listed in chapter 4. The table also says where in chapter 4 information for the specific part is found. The right-hand column of the table states what is required if a detail is to be changed. In some cases, a new course with a new course code is required and in other cases a revised course syllabus with the same course code is sufficient.

Detail	**Definition**	**Chapter**	**Action if changed**
Title in Swedish	The title of the course in Swedish	4.1	New course
Title in English	The title of the course in English	4.1	New course
Entry requirements	Prior knowledge required for course admittance	4.2	New course
Course code	A unique code for the course	4.3	New course
Scope	Number of credits (hp) or (fup)	4.4	New course
Cycle	Cycle for the course according to the Swedish Higher Education Act (1992:1434), alternatively Preparatory Education for Higher Education	4.5	New course

Main field of study and progressive specialisation	Established main field of study at Umeå University as well as the progressive specialisation in accordance to the degree requirements and general qualifications	4.6	New course*
Grading scale	The grading scale for the course	4.7	New course
Department responsible for the course	The department with the main responsibility for the course	4.8	New course*
Content	Description of the main content for the course	4.9	Revision or new course
Objectives	The intended learning outcomes after completion of the course	4.10	Revision or new course
Form of instruction	Description of how teaching is organised	4.11	Revision
Examination	Description of how the course is to be assessed	4.12	Revision
Other regulations	Further terms in addition to already stated regulations	4.13	Revision or new course
Transitional provisions	Regulations for students who have attended the course in accordance to another version of the syllabus	4.14	Revision

*can be changed or edited by Student Records Office (Ladokgruppen). See relevant chapter for more information.

4. Course syllabus

A course must have an established course syllabus. It must be established according to each faculty's or Umeå School of Education's delegation. It must also be available at Umeå University's web function Find your syllabus the same day that the course instance is open for application at antagning.se and, when relevant, at universityadmission.se.

If there is a need for a revision of the course contents it is possible to do a revision of the course syllabus at a later time. The revision must be established and available with good margin before the start of the course, though at least eight weeks before the start of the course. The assessment if, and when, a revision is applicable must be done especially in regard to the students' needs of satisfactory information before the start of the course.

Major changes that are of significant scope and that affects the nature of the course must always result in a new course (see chapter 3 above).

When a course syllabus is changed all concerned parties must be informed of the changes in ample time. Changes of regulations in a course syllabus during an ongoing course is therefore not allowed.

The course syllabus must be documented in Ladok and must always be available in a Swedish version. Ladok provides for an English translation as well if that is desired.

The course syllabus contains important information for students, other universities in connection with crediting and potential employers when applying for work. The course syllabus also constitutes basis for the evaluation of the course. Therefore, it must be written for both future and potential students as well as other parties (employers etc.). Be mindful and use plain language in accordance with Language Policy for Umeå University.

4.1 Swedish and English name for the course

The Swedish and English course name must be limited to 140 characters (blank spaces included).

The English course name does not need to be an exact translation of the Swedish course name, but the meaning must be the same.

If the course name must be changed a new course syllabus, including a new course code, must be created.

4.2 Entry requirements

Regulations for entry requirements to courses are regulated in Chapter 7, SHO. For courses on preparatory level regulations are found in Ordinance for Access Programs and Preparatory Education for Higher Education (2018:1519). At Umeå University there are further regulations in the Admission Regulations and the Local Degree Ordinance.

Entry requirements must be formulated as clearly and simply as possible and must state what prior knowledge are required for a student to comprehend the contents of the course. Entry requirements are to be expressed in a unified format at Umeå University. For courses at basic level for beginners the entry requirements are to be expressed according to the Swedish Council for Higher Education (SCHE) guidelines.

The Admissions Office at Student Services Office has standardised texts for expressing entry requirements that can be used. These are published at Umeå University´s employee webbsite.

If the meaning of the entry requirements for a course is changed a new course syllabus, including a new course code, must be created.

4.3 Course Code

Every course must have a unique course code and when a new course syllabus is established the course is assigned a unique course code. Some changes to the course syllabus without a needing a new course code are allowed (see chapter 3 above).

4.4 Scope

The scope of the course on first or second cycle must be in credits (hp) where full-time studies during an academic year (40 weeks) corresponds to 60 hp. One week of full-time studies corresponds to 1,5 hp.

The scope of a course at preparatory level is calculated in the same way but with access credits (fup).

If the scope of a course must be changed a new course syllabus, including a new course code, must be created.

4.5 Education Cycle

The education cycle for the course must be in accordance with the description in the Higher Education Act, chapter 1, paragraph 7-9. A course can also be at preparatory level if it is in accordance with the Ordinance for Access Programs and Preparatory Education for Higher Education (2018:1519). A course can be at one of the following cycles:

- Preparatory level
- First cycle
- Second cycle

If the education cycle must be changed a new course syllabus, including a new course code, must be created.

4.6 Main field of study and Progressive specialisation

For general qualification or qualification in the fine, applied and performing arts, i.e. Higher Education Diploma, Degree of Bachelor, Degree of Bachelor of Fine Arts, Degree of Master (60 credits) and Degree of Master (120 credits) a certain number of credits with Progressive specialisation within the main field of study for is required. For a Professional degree there are ordinarily no requirements for a main field of study to be eligible for general qualification or qualification in the fine, applied and performing arts.

If the course has a main field of study, it must also have a Progressive specialisation.

4.6.1 Main field of study

There are several main fields of study for general qualification or qualification in the fine, applied and performing arts at Umeå University.

A course can be linked to one or several main fields of study. If the course content does not represent a main field of study the course must be established without a main field of study. If the course syllabus is established with a main field of study the course can be included in a general qualification or qualification in the fine, applied and performing arts.

A course with no main fields of study cannot be linked to one at a later date. A new course, including a new course code, must be created.

If a change of the main field of study is required in an established course a new course syllabus, including a new course code, must be created. If a course is already linked to a main field of study and, at a later time, it is assessed that the course may also be linked to another main field of study, the Student Records Office must be contacted.

4.6.2 Progressive specialisation

Progressive specialisation must be described for every course that belongs to an established main field of study. In addition to the course's main field of study, there is also information on its specialisation in relation to degree requirements for general qualification or

qualification in the fine, applied and performing arts. If a course does not have a main field of study, there must not be a progressive specialisation either.

When a course is established with a main field of study, the progressive specialisation must be described with one of the codes that are listed on the university employee website.

If the course contains a degree project the progressive specialisation must be described so that it is very clear that a degree project is included in the course when a degree is issued. Within vocational educations and training, a course including a degree project is not required to have a progressive specialisation code described. However, if the degree project is also accepted for a general qualification or qualification in the fine, applied and performing arts, the progressive specialisation code must be described.

If the progressive specialisation for a course must be changed a new course syllabus, including a new course code, must be created.

4.7 Grading scale

Default grading scale at Umeå University is UV (Fail (U), Pass (G) and Pass with Distinction (VG)). A decision to use another grading scale than UV rests with the Vice-Chancellor.

If other grading scales than UV is to be applied for modules within the course this must be stated in chapter 4.12 Examination.

4.8 Department responsible for the course

The department responsible for the administration of the course must be specified. If multiple departments or external parties participate these can be listed in chapter 4.13 Any other regulations required.

A change of the responsible department can be done without a new course syllabus. Changes of department is done by Student Records Office.

4.9 Content

The main content of the course is described here. Content is to reflect the intended course learning outcomes.

To avoid frequent revisions of the course syllabus the content should not be described in too much detail. The content should be focused on the main content of the course or modules.

To the extent that it is possible given the course's educational approach and other preconditions, the course should be divided in credit-bearing modules of no more than 7.5 credits. This will make it easy to reach decisions on credit transfers and for students to be granted student finance.

4.10 Objectives

The objectives are expressed in the course syllabus as Intended Learning Outcomes (ILO). These are the grounds for assessment and examination of participating students. Thereby, students are made aware of what is required to pass the course.

ILO are to be expressed so that:

- it is clear what knowledge, understanding, competence, skills, judgement and approaches they should be able to demonstrate on completing the course
- they are clear to students, teachers and other interested parties
- they can form the basis for planning the course and programme
- they can be tested in examinations

ILO should be expressed based on the following forms of knowledge that are used in SHO, appendix 2.

- Knowledge and understanding
- Skills and ability
- Judgement and approach

4.11 Form of instruction

Briefly describe the teaching methods and the types of instructions and working methods that are planned for the course.

If specific equipment is required or if the course includes compulsory moments for the student to fulfil the course, these should be stated here.

For courses that include degree projects, it must be stated at which times the students are entitled to supervision. The Swedish Higher Education Authority recommends that, within reasonable limits, students who do not complete their degree project during the course period should receive supervision until such time as the project is finished. If the department responsible for the course wishes to deviate from this practice, it must be prescribed in the course syllabus.

If there are specific moments, for instance physical or virtual gatherings in a distance education, outdoor education, or education at hours outside daytime Monday to Friday, these should be stated here.

4.12 Examination

The modes of assessment to be used must be clearly stated in the course syllabus. State how student performance is to be assessed and the form of the assessment.

It must be clear:

- whether examination is to be individual or in groups (i.e., a group performance in which it is possible to assess individual contributions)

- whether examination is to be oral, written or practical (e.g., a laboratory session) and if the examination language is not Swedish
- how grades for modules will be weighted, if applied, when grading the entire course
- how different grading scales are to be used for course modules, if applied
- if limitations in examination opportunities is applied. The number of examination opportunities can only be limited in exceptional cases. If there are limitations there must be at least five examinations (exception for placement, see 4.12.2)

Furthermore, chosen form of examination must be specified, i.e. if a written examination is in the form of an on-campus written examination or a take-home written examination, if an oral examination is to be documented via a recording or as such. Unspecified descriptive texts like “and/or”, ”varied examination forms”, are not allowed.

Modes of assessment that are dependent on specific conditions that may change, i.e. number of students, can contain a regulation in the course syllabus for alternative modes of assessment. The terms for the alternative modes of assessment must be stated so the specific conditions are clear.

Also, conditions for voluntary examinations or other tasks, i.e. “test” that adds bonus credits for a later examination, must be stated in the course syllabus. A student who has attended a “test” and that is unable to participate at an ordinary examination due to a refresher training under the Total Defence Service Act has the right to use bonus credits from the “test” at the first resit.

4.12.1 Adapted examination

The provisions of the Swedish Discrimination Act (2008:567) require higher education institutions to consider reasonable measures to adapt examinations, or offer alternative modes of assessment, to students with disabilities. Information regarding this must be stated in the "Examination" part of the course syllabus and the following formulation should be used:

For students who have a recommendation of support for students with disabilities the examiner may decide on individual adaption of examination modes set out in the course syllabus. Individual adaption of examination modes must always be considered based on the student's specific needs and the framework of the intended learning outcomes in the course syllabus. For more information, see Procedure for support for students with disabilities and Rules for grades and examination.

4.12.2 Examination placement (VFU)

If a passing grade for a course or module depends on the student successfully completing a placement (VFU) or corresponding training, the total number of placements or corresponding training must be at least two. Any limits on the total number of examination opportunities are to be stated in the course syllabus.

For courses containing a placement (VFU), the following formulation is to be stated in its entirety in the “Examination” part of the course syllabus:

In consultation with the supervisor, the responsible examiner may decide to fail a student during an ongoing placement if the student demonstrates shortcomings in knowledge, skills or approach that, either individually or in combination, present a significant risk that the

student will cause physical or psychological harm to another person during the placement. The placement will then be prematurely terminated and the student given a failing grade for the course in question. In such cases, the student is deemed to have used up one placement opportunity.

In conjunction with such a decision, an individual development plan is to be drawn up by the examiner in consultation with the student. This development plan is to state the knowledge, skills and approaches that the student needs to acquire before they can begin a new placement, as well as a date on which this will be checked. The student is entitled to two such checks each year but, unless special grounds exist, to no more than four checks in total. If such a check reveals that the student has acquired the knowledge, skills and approaches specified in the individual development plan, the student has the right to a new placement, as long as the student has not exhausted their total number of placement opportunities. If the course syllabus limits the number of placement opportunities and the student has exhausted these, then the student is not entitled to a new assessment opportunity.

4.12.3 Especially regarding courses examinations at qualification-granting and university introductory level educations

The University has no authority to suspend or issue a warning to students that attends the Science and Technology Foundation Year Programme (SaTFYP) because the parts of the SHO that regulates disciplinary actions are not applicable for qualification-granting and university introductory educations, as for which SaTFYP counts. The examinator has the possibility to fail a student that uses unauthorized aids or that in any other way is trying to misdirect at an examination or evaluation of a student performance.

For courses connected to SaTFYP the following text can be used in the “Examination” part of the course syllabus.

“Any individual who uses unauthorized aids or otherwise attempts to mislead during an examination, or in any other situation where academic performance is being assessed, may receive a failing grade for that assessment.”

4.13 Other regulations

Other regulations that are required are listed here, i.e.:

- if the course, partly or as a whole, overlaps another course and both courses therefore are not possible to be (fully) credited to a degree
- if other departments or external parties are parties of the course

4.14 Transitional provisions

Rules for grades and examination govern what applies regarding retakes when a course has been discontinued or a course syllabus has undergone major changes.

Any other transitional provisions can be listed here.

4.15 Validity and dates

For a course syllabus it must be clear from what date it is valid. Also date of approval and the instance who authorized the decision must be clear, regardless of whether it is a new or revised course syllabus. There must only be one valid version of the course syllabus per semester.

5. Literature

Lists of literature are administrated in Ladok. When a literature list is finalized it is presented in connection with the course syllabus.

It is not mandatory for a course to present a literature list, but if there is a literature list it must be finalized in Ladok at least eight weeks before the start of the course start.

The literature list must be clear of what the main literature is for the student to be able to assimilate the course content and attain the expected learning outcomes. The literature list must also be clear with any other study resources that may be used during the course.

6. Archiving

When a course syllabus, and a potential literature list, is established (both finalized and revised), it must be archived in accordance to the document management plan for the University.

7. Discontinuation

When a course no longer will be offered to students it must be discontinued in accordance to procedure guidelines for each faculty.