



FACULTY  
OF SCIENCE

# Instructions for course syllabi in the first and second cycles at the Faculty of Science

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## Introduction

These instructions summarise the rules and procedures for managing course syllabi in the first and second cycles at the Faculty of Science; they apply to course syllabi approved after the entry into force of the instructions on 17 March 2022. Two complementary appendices are attached to this document:

- Appendix 1: Checklist on procedure for course syllabi in the first and second cycles at the Faculty of Science (Reg. no STYR 2022/232).
- Appendix 2: Template for course syllabi in the first and second cycles at the Faculty of Science (Reg. no STYR 2022/232)

The present instructions are based on national regulations: the *Higher Education Ordinance (1993:100)*, *Higher Education Act (1992:1334)*, *Language Act (2009:600)* and the fourth edition of the Swedish Higher Education Authority's *Fair Examination* report. Pursuant to *Fair Examination*, the rules of course syllabi are of a similar nature to laws decided by the Swedish parliament and provisions decided by the Government. This means that they are binding, they apply generally and must be complied with by staff and students at higher education institutions.

The departments are responsible for ensuring that proposals for course syllabi submitted for review at the faculty level have been produced in accordance with the present instructions and that the proposals in general maintain good quality in terms of content and language.

The instructions have been formulated according to the following decisions, guidance and manuals at Lund University:

- Application regulations for first and second-cycle course syllabi at Lund University (Reg. no STYR 2020/1693)
- List of Rights – Lund University students' rights and responsibilities (Reg. no STYR 2017/249)
- Management of courses and modules in Ladok and in the Lubas course syllabus section (STYR 2020/2491)
- Lubas manual – course syllabi
- Vice-Chancellor's decision on "Depth of study relative to the degree requirements for Bachelor's degrees and for one and two-year Master's degrees" (13 August 2009, reg. no SU 2009/517)
- Regulations on degrees and first and second-cycle education at Lund University (Reg. no H.2 2021/768)

- Regulations for organising contract education at Lund University (Reg. no STYR 2015/739)
- Admission rules for first and second-cycle education, and qualifying and higher education access programmes at Lund University (STYR 2021/1876)
- Lund University's regulations on the management of contract education in Ladok (Reg. no STYR 2020/1360)
- Lund University's language policy (Reg. no LS 2011/260).

The instructions are also based on local decisions at the Faculty of Science:

- Rules of procedure for the Faculty of Science and allocation of responsibilities and decision-making powers
- Decision on the size of assessed components at the Faculty of Science (Reg. no U 2018/405)
- Rules and recommendations for degree projects in the first cycle at the Faculty of Science as of 15 September 2008 (Reg. no N 2012/12)
- Rules and recommendations for degree projects in the second cycle at the Faculty of Science as of 15 September 2008 (Reg. no N 2011/130)
- Request for exemption from the List of Rights – Lund University students' rights and responsibilities (STYR 2021/227).

## Management of course syllabi at the faculty

Below are instructions on the procedure for course syllabi with regards to the allocation of responsibilities, student influence, language management, use of education databases, timeframes for approval before announcement and working methods. The management of course syllabi for commissioned education is presented in the last section of the document.

### Allocation of responsibilities and student influence

Course syllabi for first and second-cycle education, including specific entry requirements, field-specific entry requirements, selection model and required reading lists are approved by the faculty's Study Programmes Board, in compliance with the *Rules of procedure and allocation of responsibilities and decision-making powers at the Faculty of Science*.

Proposals for new course syllabi are initiated and approved by the departments' first and second-cycle programmes board, the departmental board or equivalent, through which student representatives are to be given the opportunity to participate in the department's decision before the course syllabus is sent to the faculty for review and final approval. Officers from the faculty office, sister departments and the Science Students' Union (LUNA) participate in this preparatory process.

An existing course syllabus that is only undergoing minor edits does not need to be reviewed by the first and second-cycle programmes board board/equivalent nor to go through the consultation process with sister departments and the students' union before approval of the new version.

### Education databases

All first and second-cycle courses are to have an approved course syllabus generated and finalised in the university-wide education database [Lubas](#) (which will be referred to as "UBAS" forthwith in the present document). For further information on how course syllabi and module set-ups are managed technically, please consult the "[Lubas manual – course syllabi](#)" or click the *Help button* in UBAS.

In order to announce courses via [antagning.se/universityadmissions.se](http://antagning.se/universityadmissions.se), the department must create course sessions in the university-wide education database [LUBAS range section](#). The system gathers information on all courses and study programmes offered at Lund University. The information is used in the presentation of courses and programmes on [lu.se](http://lu.se) and the details are also sent on to the Swedish university admissions website [Antagning.se](http://Antagning.se), [Studera.nu](http://Studera.nu), the admissions system [NyA](http://NyA) and the study records system [Ladok](http://Ladok).

## Timeframes for approval of course syllabi before announcement

Course syllabi are to have been approved and made available to students no later than the date on which the course opens for admission. However, advance planning is required in relation to the timeframe for establishment in Ladok, publication of the range of courses and programmes on offer in the education database UBAS, national and international admissions rounds and other deadlines. An approved course syllabus is required in UBAS for a course session to be visible to applicants, so the University's timeframe for generating course sessions determines the course syllabus process at the faculty. Following guidelines enables the faculty to establish course syllabi within the deadline set for entering course sessions for the round of admissions in which the course is to be advertised. The deadlines set for the various admission rounds are presented below.

### *Timeframes*

Admission rounds	Faculty deadline	University deadline	Application periods
Courses can be advertised in one of the admission rounds below and this is done by creating a course session in the LUBAS range of courses and programmes.	The course syllabus is to have been received by the faculty office for review no later than the date below.	The course syllabus is to have been established in UBAS and the course session generated in the LUBAS range of courses and programmes no later than the date below.	Courses are advertised and are searchable according to the periods below.
National announcement <b>NYA Autumn semester YY, SOM (summer) YY</b>	10 November	15 December*	16 March – 15 April
National announcement <b>Spring semester YYYY</b>	10 May	15 June*	15 September – 17 October
International announcement MASTER <b>Spring semester YY, IK Spring semester YY</b>	10 April	27 May*	1 June – 15 August
International announcement MASTER <b>Autumn semester YY, IK Autumn semester YY</b>	10 August	15 September*	18 October - 17 January

\* date decided by LUBAS after notification from the Swedish Higher Education Authority (UKÄ). The dates may be moved one day forwards or backwards depending on the year.

## Language management

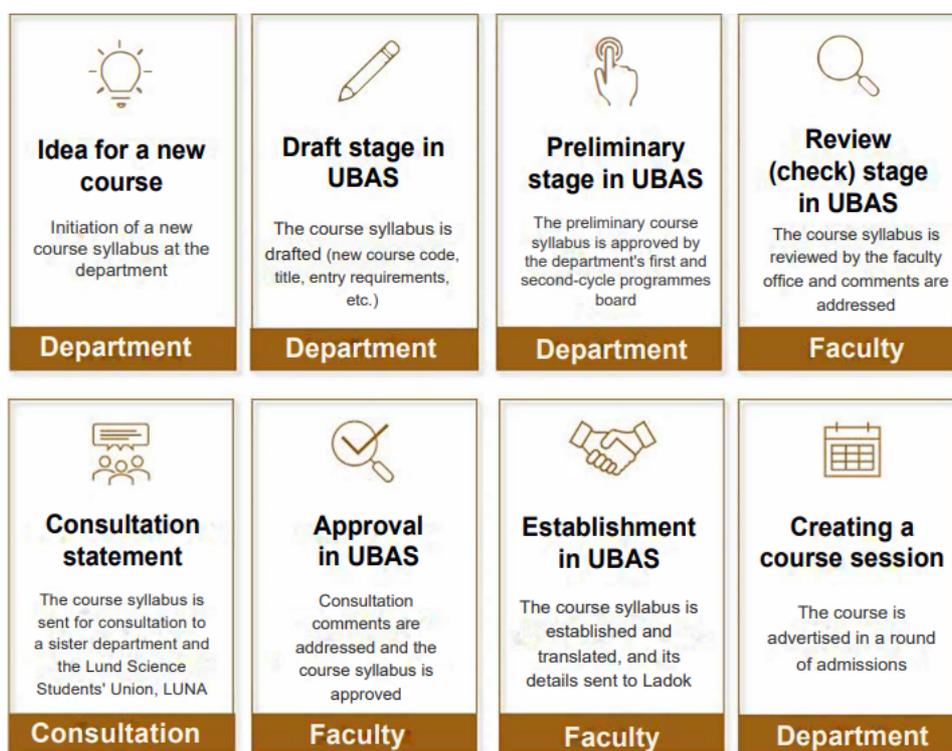
Pursuant to the Language Act (2009:600), Swedish is the official language of Swedish public authorities. The course syllabus is a legal document and must therefore be established in Swedish, even if the course is offered only in another language, such as English. In cases where the course syllabus is initially drafted in English, the text must always be translated into Swedish before it is sent to the faculty office for review.

At the Faculty of Science, all course syllabi are to be approved in Swedish and translated into English in compliance with *Lund University's language policy* (Reg. no LS 2011/260). The translation software Convertus, which is built in to the course syllabus database, can be used to assist in this process. The Study Programmes Board checks that the course syllabi approved during the academic year have been translated.

## Working method

A new course is normally initiated by the department, which drafts a course syllabus in UBAS according to the faculty-approved instructions and templates for course syllabi. At the *draft stage* of the course syllabus, its basic information, details for Ladok, entry requirements and approval details are to be entered. Under the approval details, the decision-making body to be entered is the "Study Programmes Board of the Faculty of Science". The semester from which the course syllabus is to apply must also be specified. The department can enter an English translation of the course syllabus both at the *draft stage* and the *preliminary stage*, or the course syllabus can be sent for translation once it has been approved.

Once the course syllabus in its entirety is deemed complete at the *draft stage*, it is to be approved together with the reading list by the first and second-cycle programmes board of the department or equivalent and, in connection with this, the course syllabus is raised to the *preliminary stage* in UBAS. At this level, the department is to order a course code from Ladok. Once the course code has been set, the department can add modules/exam codes. The department then raises the course syllabus to the *review (checked) stage*, which entails it being formally submitted to the faculty for review. A reading list is always to be attached to the course syllabus when it is submitted. The officer responsible (the faculty office reviewer) then begins the review process and any comments are fed back to and addressed by the department. The illustration below shows the faculty's entire process, from initiation of a new course syllabus to final approval.



### ***Review by consultation round***

After review by the faculty office, the course syllabus is sent out for consultation to a sister department and to the Lund University Science Students' Union (LUNA) according to the model below:

<b>Department of Geology</b>	↔	<b>Department of Physical Geography and Ecosystem Science</b>
<b>Centre for Environmental and Climate Science</b>	↔	<b>Department of Biology (green) + Bioinformatics</b>
<b>Department of Chemistry</b>	↔	<b>Department of Biology (white)</b>
<b>Department of Physics</b>	↔	<b>Centre for Mathematical Sciences</b>
<b>Department of Astronomy and Theoretical Physics</b>	↔	<b>Centre for Mathematical Sciences – Mathematical Statistics</b>

When the course syllabus is sent to its relevant sister department, it is also sent to the Lund University Science Students' Union (LUNA).

<b>Division for Medical Radiation Physics</b>	↔	<b>No consultation round</b>
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Course syllabi are reviewed locally at the Division for Medical Radiation Physics with the participation of the division's teaching staff and doctoral students, along with external course module directors. The students on the latter part of the medical physics programme are offered the opportunity to comment. Decisions on course syllabi are taken by the head of division once the matter has been processed by the presidium, in consultation with the teaching team and the student and doctoral student representatives. The faculty's reviewer checks the course syllabus in dialogue with the head of division (or the creator of the course syllabus, e.g. the director of studies) and sends the course syllabus to the Lund University Science Students' Union (LUNA) for information and optional review.

**Teacher training programme ↔ No consultation round (ÄLU)**

Course syllabi are reviewed in the course syllabus working group at ÄLU, which includes the ÄLU director of studies, and representatives of the Faculty of Science and ÄLU students. The faculty's reviewer checks the course syllabus in dialogue with the ÄLU director of studies and the department concerned, and always sends the course syllabus to the Lund University Science Students' Union (LUNA) for information and optional review.

**Commissioned education ↔ No consultation round**

***Approval and establishment***

If the consulted sister department and the Lund University Science Students' Union (LUNA) submit comments, these are compiled and fed back to the department responsible. Once the comments have been addressed by the department, the faculty office's reviewer approves the course syllabus in UBAS and sends it on to the pro dean for first and second-cycle education who announces whether the course syllabus is ready for final approval. The first time a course syllabus is established, a list of required reading is to be attached for establishment at the same time. Once the course syllabus has been established, the assessment modules are sent to Ladok and, finally, the faculty sends the course syllabus for translation via Convertus. Those responsible for translation at the relevant department receive an email with a link to the translation which is to be reviewed and then approved. All established course syllabi are reported as a chair decision to the Study Programmes Board.

### ***Transdisciplinary courses***

Course syllabi that are transdisciplinary or concern several departments for other reasons follow the same procedure and are approved by the Study Programmes Board.

## **Preparation of course syllabi in the first and second cycles**

Below are instructions on what a course syllabus must contain in terms of basic information, general information, learning outcomes, content, course design, assessment, grades, entry requirements, approval details and further information.

The headings correspond to the sections in the course syllabus database UBAS and these sections must be completed for a course syllabus to be approved. Appendix 2 contains a *template for course syllabi* with approved standard formulations which *shall be used* when writing a course syllabus. Each section in the instructions concludes with the course syllabus template's *standard formulations*, but examples are also provided for *alternative formulations* which can be used by the departments where relevant and applicable to certain course types or occasions (degree projects, projects, internships, joint courses with LTH, etc.).

### **Basic information**

Basic information means a proposed course code, the course title in Swedish and English, its level and number of credits; this information is to be entered in the course syllabus according to the instructions below.

#### **Course code**

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

#### ***Code setting***

Pursuant to the *Management of courses and modules in Ladok and in the Lubas course syllabus section* (STYR 2020/2491), the basic principle for course code setting is the following:

- The three first letters are used to denote the subject/main field of study/equivalent.
- The fourth letter is used as follows:

- A-L are used for first-cycle courses (K = “kandidatkurs” in Swedish, which is a level 3 Bachelor’s course)
- M-T are used for second-cycle courses
- U is used for contract education
- The next two figures can be used freely, e.g. as a series number.
- With regard to the subject/equivalent code, the following are special variants:
  - TVX = Interdisciplinary courses across faculty boundaries
  - MNX = Interdisciplinary courses within science
- Teacher training course:
  - Courses offered only in the context of the teacher training programme are to have course codes beginning with Ä.

### ***Changing a course code***

Pursuant to the *Management of courses and modules in Ladok and in the Lubas course syllabus section* (STYR 2020/2491) from the Study Administration Systems office, an existing course must be assigned a new course code if certain changes to the syllabus are planned. Below is a list of the changes requiring a new course code and those that do not.

Change requiring a new course code	Change <i>not</i> requiring a new course code (revision)
The course has a new title	The course title was misspelled
The course has a different number of credits	Change of modules
The course has a new grading scale	Change of SCB subject group
Change of main field of study	Addition of main field of study
Removal of main field of study	Change of disciplinary domain
Change to level of study	Change to depth of study within the level of study
Change to entry requirements	Clarification of entry requirements
Substantial content change, e.g. addition or removal of course content	Editorial changes and clarifications of the course syllabus texts
	Changes to overlapping course/s

### ***The course code system at the faculty***

If a department has developed a system for its course codes, it can propose a course code for a new course. The two last figures can be assigned freely, e.g. as a series number. Most departments use a “10-plus system” which means that when an existing course syllabus requires a new course code, you add ten to the previous course syllabus code.

Example:

MVEK02 Environmental Science: Degree project for a Bachelor's degree  
(Autumn semester 08)

is replaced by:

MVEK12 Environmental Science: Degree project for a Bachelor's degree  
(Spring semester 22)

### **Course title**

The course is to be assigned a title in Swedish and English according to the format: “*Main field of study: Specialisation or Subject*”. The whole course title is to be translated into English and the main terms are capitalised in the English version.

The course title should not exceed 120 characters for the whole title to be visible in Ladok. Abbreviations are to be avoided for search optimisation in universityadmissions.se for example.

### **Level**

All courses are to be classified as either preparatory, first cycle or second cycle and this is done by selecting the appropriate level in the drop-down menu in UBAS.

### **Credits**

The course syllabus is to state how many credits the course is worth.

## **General information**

Under general information, state the main field of study, the depth of study relative to the degree requirements, course type and position in the education system, as well as the language of instruction according to the guidelines and instructions below.

### **Main field of study**

A course syllabus normally belongs to one or, exceptionally, several main fields of study. A general degree is to contain courses of a certain scope and with a progressive depth within the main field of study. A Bachelor's degree is to contain at least 90 credits in the first cycle, a one-year Master's degree is to have at least 30 second-cycle credits and a two-year Master's degree is to be worth at least 60 second-cycle credits within the main field of study, including a degree project. In addition, several specified requirements for courses within and beyond the main field of study may be set in the attainment of learning outcomes document of the programme syllabus. The gradual increase in depth within the main field of study is described in the progression plan included in the programme syllabus. Changes to the course syllabi included in the compulsory or

elective parts of the study programme are therefore always to be reconciled with the attainment of learning outcomes document and progression plan, which are revised annually.

For certain courses, it may be appropriate not to state any main field of study, for example for courses of a broadening or general knowledge nature which do not require science skills from upper secondary school or which cannot be included as part of a higher education qualification in any main field of study. In such cases, the space for the main field of study is to be left blank.

### Depth of study

Pursuant to a decision by the Vice-Chancellor, course syllabi at Lund University are to state the course's "*Depth of study relative to the degree requirements for a Bachelor's degree, a one-year Master's degree or a two-year Master's degree*" (13 August 2009, reg. no SU 2009/517).

Pursuant to the same decision, the classification of gradually increasing depth of study within the main field of study is to be applied to all courses. The classification follows the proposal by the Association of Swedish Higher Education Institutions (SUHF) for codes to indicate how a course relates to the degree requirements:

Code	Description
G1N	First cycle, has only upper-secondary level entry requirements
G1F	First cycle, has less than 60 credits in first-cycle course/s as entry requirements
G1E	First cycle, contains specially designed degree project for Higher Education Diploma
G2F	First cycle, has at least 60 credits in first-cycle course/s as entry requirements
G2E	First cycle, has at least 60 credits in first-cycle course/s as entry requirements, contains degree project for Bachelor of Arts/Bachelor of Science
GXX	First cycle, in-depth level of the course cannot be classified
A1N	Second cycle, has only first-cycle course/s as entry requirements
A1F	Second cycle, has second-cycle course/s as entry requirements
A1E	Second cycle, contains degree project for Master of Arts/Master of Science (60 credits)
A2E	Second cycle, contains degree project for Master of Arts/Master of Science (120 credits)
AXX	Second cycle, in-depth level of the course cannot be classified

## **Course type and course placement within the education system**

The course syllabus is to include information that clarifies whether the course is offered within a particular degree programme or as a freestanding course, and whether the course is compulsory or included as an elective option within a degree.

### **Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

The course is a compulsory / elective course in the first cycle / second cycle for a degree of Bachelor of Science / Master of Science in [main field of study], [specialising in xx].

## **Language of instruction**

For the course syllabus, the language is to be selected via a list in UBAS. Selecting *one* language rather than two is preferable, but if the language of instruction varies, this is to be indicated through a brief description in UBAS under “*free text regarding language of instruction*”. A course which is offered in Swedish, but which includes literature in English, is not to be indicated as bilingual but the department can provide information on this in the free text field.

There may be occasions when a course usually offered in English for a particular course session is offered in Swedish, provided that the teaching staff and all students are fluent in Swedish. In such cases, the following formulation is recommended:

### **Alternative formulation which *can* be entered in the course syllabus where applicable:**

The course is normally taught in English, but may, after special agreement between the teaching staff and the students, be taught in Swedish. Such an agreement presumes that the teaching staff and all students are fluent in Swedish.

There may also be variations in language use during supervision. In such cases, the following formulation is recommended:

### **Alternative formulation which *can* be entered in the course syllabus where applicable:**

The course is offered in [Swedish / English], but supervision may be offered in [Swedish / English] by special agreement between the teaching staff and the students who have [Swedish / English] as a first language.

## Course learning outcomes

The learning outcomes for the course are the core of the course syllabus and are to describe what the students are to know, understand, relate to, and/or be capable of implementing on completion of the course. This entails that the learning outcomes are to be concrete, active, observable and assessable, as well as expressing the progression in the degree programme, so they are written according to the “active verb” model. This model is recommended by the educational development specialists at the Division for Higher Education Development (AHU) today and, through this method, course syllabi are to be usable by teaching staff as a support in teaching and by students to support their learning.

The learning outcomes are divided into three categories: *knowledge and understanding*, *competence and skills* and *judgement and approach*. They are to be formulated so as to state 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 the outcome expresses (e.g. thoroughly, generally, independently and critically). The course syllabus is normally to include all categories of learning outcomes.

It is also important to consider the progression between first and second-cycle courses. Each study programme that leads to a degree is to be designed so that the learning outcomes in the courses included, collectively and progressively, ensure that the student achieves the national qualitative targets for the degree as well as any local targets. One recommendation is to include learning outcomes concerning communication (written and/or oral) in various courses, reflecting a progression.

### Introductory text

In this section, an introductory text is to be formulated to briefly explain the overall aim of the course and, if possible, its role in the degree programme.

*Example:*

The aim of the course is for the student, on completion of the course, to have acquired [...]

The overall aim of the course is to [...]

Learning outcomes in each category are written in the form of bullet points in accordance with the instructions below:

## Knowledge and understanding

Learning outcomes in this category deal in various ways with describing or accounting for something. Examples of active verbs that are suitable to use in formulating course learning outcomes in this category are: *account for, describe, name, explain* and *reproduce*.

*Examples:*

On completion of the course, student shall be able to:

- describe and give a basic account of ecological processes in aquatic ecosystems, from individuals to the system level
- explain the differences and similarities in processes between limnic and marine systems

## Competence and skills

Learning outcomes in this category deal with applying or implementing something on something else. Examples of active verbs suitable for use in formulating course learning outcomes in this category are: *use, write, apply, present, troubleshoot, document, discuss, implement, analyse, account for, master, carry out* and *demonstrate*.

*Examples:*

On completion of the course, student shall be able to:

- apply their acquired knowledge within e.g. experimental design, database management and basic molecular techniques
- present aquatic projects in written and oral form

## Judgement and approach

Learning outcomes in this category deal with evaluating, assessing or relating to something, for example. Examples of active verbs that are suitable for use in formulating course learning outcomes in this category are: *evaluate, appraise, assess, interpret, critically review/discuss, relate, argue for, propose* and *reflect*.

*Examples:*

On completion of the course, student shall be able to:

- appraise their knowledge of aquatic ecology and relate it to theory, research and professional activity
- critically reflect on human impact on aquatic processes and environments

More information on [Bloom's knowledge taxonomy and active verbs for educational goals](#).

## Course content

This section is to describe the course in its entirety by summarising the course content in general terms. The course content should, however, be sufficiently detailed for the description to be usable when applying for credit transfer to another higher education institution, for example. If the course is divided into subcourses, these are to be listed with their title and content, followed by their value in credits.

*Example 1:*

The course addresses / provides specialised knowledge of [complete with relevant running text or bullet points].

*Example 2:*

The course consists of two subcourses:

### ***Subcourse 1: Remote sensing theory and image processing (7.5 credits)***

This part addresses the basic physical principles and terminology of remote sensing and provides an overview of satellites and sensors.

### ***Subcourse 2: Applications of remote sensing for studies of environment and society (7.5 credits)***

This part of the course addresses the use of satellite-based remote sensing in important areas of application, such as vegetation, agriculture, forestry, urban applications, water management, community or climate.

## Course design

The course syllabus is to contain information on the forms of instruction that are actually used on the course, as well as the work that students will be expected to carry out. Examples of forms of instruction can be: *lectures, seminars, laboratory sessions, exercises, project work, workshops, excursions, study visits and field work*, etc. This section is also to state clearly which of these components are compulsory.

### **Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

Teaching consists of [lectures / laboratory exercises / computational exercises / field exercises / seminars / group exercises / project work]. Participation in [list the compulsory components] and associated elements is compulsory.

## Distance learning courses

In course syllabi for courses offered as distance learning, the following standard formulation should be used regarding the technical requirements:

**Alternative formulation which *can* be included in the course syllabus if applicable:**

The course is offered [entirely, or partly] as distance learning, 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, microphone and webcam]. The department provides information on the technical requirements.

It is also important to clarify whether the distance learning course will include any meetings requiring attendance in person. If these meetings are compulsory, this must be stated in the course syllabus.

**Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

The course is distributed online and offered via internet, but the course includes compulsory [seminars / lectures / assessments] on campus in Lund.

For students studying distance learning courses, it is also valuable to know whether there will be any timetabled live sessions.

**Compulsory components**

Course syllabi may contain requirements for a student to complete certain compulsory components, such as participation in a study visit. The syllabus is also to specify any compulsory components that are not a test/part of a test and thereby not graded on a grading scale, but whose completion is required for the examiner to grade the whole course.

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 it is common practice on the course to offer a catch-up opportunity for missed compulsory components, this is to be stated in the course syllabus.

**Alternative formulation which *can* be included in the course syllabus if applicable:**

Active participation in [component] is compulsory. Absence can be compensated by [component].

If no formulation on making up for missed components is entered in the course syllabus, the rules in the *List of Rights* (Reg. no STYR 2017/249) apply, that a student who does not have a valid reason for absence must complete the compulsory component next time the course is offered.

## 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 formulation:

### **Alternative formulation that *can* be included in the course syllabus if applicable:**

Students are entitled to [xx] hours of supervision for their personal degree project. [This rule applies to students who started their studies on or after date/semester].

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 formulation:

### **Alternative formulation which *can* be included in the course syllabus if applicable:**

Supervision hours are normally limited to the semester in which the student first enrolled on the course. However, exceptions may be made in special circumstances. [This rule applies to students who started their studies on or after date/semester].

## 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 in the following section.

## Assessment

This section states the forms of assessment that apply to the course. Assessment is to be done systematically and fairly, as well as being designed so that each individual's performance can be assessed in relation to the learning outcomes in the course syllabus. If the course is divided into subcourses, the forms of assessment are to be specified for each subcourse.

Stating that the assessment will be “written or oral” is not permitted, nor that the assessment will be done either “via a seminar or a written submitted assignment”; instead, the course syllabus is to clearly state which forms of assessment are used on the course and when, during the course, these assessments will take place.

**Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

Assessment takes the form of a [written / oral / computer-based / digital] [component] during the course / at the end of the course [as well as participation in compulsory components].

After accounting for the form of assessment on the course, information on the opportunities for resits is to be provided as regulated by the *List of Rights* (Reg. no STYR 2017/249).

**Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

Students who do not pass a regular assessment will be offered another opportunity for assessment soon thereafter.

For shadow courses, which are taught jointly with LTH, it is possible to organise assessment according to the LTH schedule for exams and resits. These courses can thereby be exceptions to the formulation above; instead, the option below can be used (further information can be found under the heading *Co-studying and shadow course codes* under the section “further information”).

**Alternative formulation that *can* be used in the course syllabus if applicable:**

Students who did not pass an assessment in the regular session will be offered another opportunity for assessment during the scheduled period for resits.

**Decision on the size of assessed components**

In compliance with the Faculty of Science’s *Decision on the size of assessed components* (Reg. no U 2018/405), assessed components on first and second cycle courses are to be worth at most 7.5 credits, unless special circumstances apply. Special circumstances may include educational prerequisites for second-cycle courses, for example.

Exceptions from the rule generally apply to assessed components in degree projects, internships and project courses. If an assessed component

exceeds 7.5 credits, a justification is to be sent to the officer in the faculty office who reviews course syllabi. The Lund Science Students' Union (LUNA) will be notified of the justification and will then communicate its position on the matter.

### **Creating modules**

Exam codes, also known as modules, are entered in UBAS under "Course assessment" once the course code has been established. The modules are then entered in Ladok from UBAS when the course syllabus has been established. When revising an existing course syllabus, new sets of modules are always to be created for the semester from which the new version is to apply. In cases where it is appropriate to create a new set of modules for the forthcoming semester, it is therefore important to do this before the course session is set for the semester in question.

It is important for the exam codes/modules to reflect the subcourses and forms of assessment specified in the course assessment section.

*Example:*

#### **Course assessment**

Assessment is based on a written exam at the end of the course and a project which is carried out during the course.

#### **Modules**

Written exam / *Skriftlig tentamen* 5 credits

Fail, Pass, Pass with Distinction

Project work / *Projektarbete* 2.5 credits

Fail, Pass

At the end of the course syllabus, an appendix is created showing the exams/modules entered; a descriptive text is automatically generated in the course syllabus, so it does not need to be entered manually.

#### **Formulation automatically generated in UBAS:**

Exams/components for this course are attached in an appendix at the end of this document.

### **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 may also be valuable to state what applies to resits and to consider whether the various assessed components (degree project, critical review, etc.) are to have separate exam codes/modules.

In addition to this, the faculty's *rules and recommendations for degree projects in the first* (Reg. no N 2012/12) *and second cycles* (Reg. no N 2011/130) state that:

- degree projects should be archived and published digitally in LUP, Lund University Publications.

The departments therefore recommend formulating something on this in the course syllabus to clarify responsibilities around the assignment. There are various ways of doing this; for example the department can lay the responsibility on the individual student to publish their degree project in LUP Student Papers once they have obtained a pass grade on it.

**Alternative formulation that *can* be included in the course syllabus if applicable:**

Degree projects that have been assigned a pass grade can usefully be registered in the Lund University portal LUP Student Papers. Students themselves are responsible for ensuring that the version of their project which was assessed and assigned a pass grade is entered in the system in PDF format.

In another variant, for the abstract and the popular science summary, the department can enter a module with the grading scale *Fail, Participated* and include the formulation below in the course syllabus:

**Alternative formulation that *can* be included in the course syllabus if applicable:**

After final approval, the student is responsible for ensuring that the abstract and the popular science summary are published in the University's portal LUP Student Papers.

The full report, the abstract and the popular science summary are to be handed in for archiving at the department.

As an alternative, the department can choose to be responsible for the publication with the student's approval:

**Alternative formulation that *can* be included in the course syllabus if applicable:**

The department archives the degree project after approval and publishes it in electronic format in the Lund University portal LUP Student Papers.

**Adapted assessment**

Exceptions from regular forms of examination may be necessary when a student has been approved 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. Lund University's *Application regulations concerning first and second-cycle course syllabi* (Reg. no I G 221 5146/2006) stipulate that the text below is to be included in all course syllabi. The formulation is entered automatically via UBAS and is *not* to be entered manually.

#### **Formulation generated automatically in UBAS:**

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.

#### **Resits/re-assessment**

In compliance with a decision by the Vice-Chancellor (13 October 1994; Reg. no I G 49 5739/94), resits for the purpose of obtaining a higher grade are not permitted at Lund University (LTH not included).

Pursuant to the *List of Students' Rights* (Reg. no STYR 2017/249), for each course/subcourse with the same course content, a resit exam is to be arranged soon after the regular exam session, as well as one further opportunity to resit exams regarding courses completed over the past academic year (catch-up exam).

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.

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

If the department wishes to limit the number of possible resits, this is to be stated under the heading on course assessment. If you limit the number of times a student can attempt an exam to obtain a pass grade on a course or subcourse, the number of resits permitted must be at least five and the number of internships must be at least two, in compliance with chapter 6, section 21 of the *Higher Education Ordinance*.

#### **Alternative formulation that *can* be included in the course syllabus if applicable:**

The number of exam sessions is limited to [number]. Students who fail [number] exams will not be offered any further opportunities for assessment.

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

In compliance with the *List of Rights* (Reg. no STYR 2017/249), 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 *Local rules on degrees and study programmes* (Reg. no I G 43 5518/2006) and the grading scale for an entire course is to be selected from a drop-down menu in UBAS. The grading scale for an entire course is thereby not to be entered manually in the course syllabus.

The course syllabus is to state what constitutes the basis for the grade on an entire course and the section on grades is to include details of what is required to obtain a pass grade on the various assessed components of the course (all components entered under the section *Course assessment* are to be included).

### **Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

For a Pass grade on the whole course, the student must have Pass grades on the [exam / laboratory reports / written assignments / project report / and compulsory components].

Each grading decision on a subcourse/test is a public authority decision. The decision on the grade for the entire course is a separate public authority decision. If different grading scales are used for different assessed components/modules, this is to be specified.

### **Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

The grading scale for [component] is Fail, Pass, whereas [component] is graded according to the grading scale Fail, Pass, Pass with Distinction.

If the course is divided into subcourses and/or several graded forms of assessment, this section is to specify how the grades for the various parts will be aggregated for a grade on the entire course. In case of aggregated grades, their relative weighting can be specified.

### **Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

The final grade is determined by [grade on exam / an aggregation of the results on the components included in the assessment].

## Entry requirements

This section specifies the entry requirements and any selection criteria that apply to the course. These must follow the *Admission rules for first and second-cycle education, and qualifying and higher education access programmes at Lund University* (STYR 2021/1876).

### First-cycle courses

For beginners' courses in the first cycle, with no higher education studies as entry requirements, the general entry requirements for first-cycle education apply pursuant to the *Higher Education Ordinance* (chapter 7, section 5). 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.

Among the general entry requirements, exceptions can be granted for the Swedish language requirement if the language of instruction is set as English in the course syllabus. In that case, this exception is always stated in the admission system NyA and does not need to be specified in the course syllabus.

For first-cycle courses that are not intended for beginners, the general entry requirements also apply, but *specific entry requirements* may be added, e.g. in the form of knowledge from one or several higher education courses. The specific entry requirements that are set for a course are to be necessary for the student to benefit from the course. Courses that are stated as entry requirements are always to be included in the syllabus with their whole course code and/or course title and number of credits.

### Second-cycle courses

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. The courses required for admission to a course are to be specified with their course code and/or course title and number of credits.

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. If no

such entry requirements are set, the Admissions Office does not check for language skills and the University cannot decide that someone is inadmissible on those grounds. The language of instruction should therefore be included as an entry requirement and, for second-cycle courses with English as the language of instruction, the requirement should be set as proficiency in English equivalent to English 6/B from Swedish upper secondary school.

**Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

To be admitted to the course, students must have [NN credits in natural science studies], including knowledge equivalent to [NGEXNN Title, NN credits] / [Subject / Title, NN credits].

[NB: add proficiency in English equivalent to English 6/B from Swedish upper secondary school if the language of instruction is English].

### Further information

The further information-section in UBAS lists a number of compulsory details according to the *Application regulations concerning course syllabi in the first and second cycles at Lund University* (Reg. no STYR 2020/1693). Further information refers to important details enabling the individual student to assess the content, design and status of the course in terms of:

- whether the course has limitations in relation to another course (in relation to a particular degree).
- whether the course replaces another course (overlapping course/s).
- any transitional provisions in case of discontinuation of or changes to the course.
- any co-studying/shadow course code with LTH.
- recommendations on prior knowledge.
- which department/division at Lund University offers the course.

### Overlapping courses

If the course replaces, or entirely or partially overlaps with another course, state the course code, course title and credits using the following standard formulation:

**Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:**

The course replaces [NGEXNN, title, NN credits] and credits from that course cannot count towards a degree together with this course, or together with [NGEXNN, title, NN credits/ any other overlapping courses].

### Co-studying and shadow course codes

If the course is a direct reflection of an existing LTH course and thereby has a unique science course code (known as a shadow course code) and is co-studied together with LTH, this is to be specified, including the course's LTH course code, course title and number of credits.

The majority of the faculty's shadow courses are run by LTH and therefore follow LTH's schedule for exams and resits. Thus for courses taught jointly with LTH, it is possible to organise assessment according to the LTH schedule for exams and resits. To support the students' planning, information about this is to be provided in the course syllabus.

#### Standard formulation that *shall* be included in the course syllabus in compliance with the course syllabus template:

The course is studied together with [course code, title, NN credits] which is a course at Lund University's Faculty of Engineering, LTH.

The course is assessed according to the [LTH exam schedule / Faculty of Science exam schedule].

### Recommendation on prior knowledge

In certain cases, it may be appropriate to specify recommended knowledge, which is not part of the formal entry requirements. Under *further information*, the department can enter additional information about knowledge that is deemed to facilitate the student's ability to benefit from the course content. Entry requirements must always be stated and cannot be replaced by the department stating *recommended knowledge*.

#### Alternative formulations that *can* be included in the course syllabus if applicable:

Knowledge of [software / subject / NGEXNN / Title, NN credits] is recommended, but is not a requirement.

*Examples of possible further information sections:*

The course replaces FYST22, Physics: Medical Optics, 7.5 credits and credits from that course cannot count towards a degree together with this course.

The course is assessed according to the LTH exam schedule.

The course is offered at the Department of Physics, Lund University.

### Details for Ladok

Here, you enter information on the department, SCB subject group and disciplinary domain (usually 100% science). If the course replaces another course in such a way that both cannot count towards the same degree, the

replaced course (or courses) are to be specified under *Overlapping courses*. Once all compulsory fields have been completed, the course code is ordered from Ladok. The course syllabus must have reached the “preliminary” stage or higher for this to be possible. A notification arrives via email from Ladok once the course has been assigned a course code. The code is established in UBAS once the system has been updated overnight.

## Decision data

This section specifies who approves the course syllabus. The course syllabus is always established by the *Faculty of Science’s Study Programmes Board*, but, in compliance with the faculty’s *delegation rules*, this is done by delegation to the chair of the Study Programmes Board (pro dean for first and second-cycle education).

Here, the department also states from which semester the course syllabus is to apply. The dates of the decision and entry into force are entered with the date of final approval by the chair of the Study Programmes Board. Course syllabi cannot be established retroactively.

Course syllabi do not need to be registered as long as all course syllabi are entered consistently in UBAS.

## User data

This section is to specify any other users besides the creator of the course syllabus (usually directors of studies) who are to receive system-generated email notifications on the status of the course syllabus.

## Making changes in Ladok

If the basic information or general information have been wrongly entered, it is possible, *before* the course syllabus is established, to order changes of Ladok details for the main field of study, the depth of study relative to the degree requirements, SCB subject group, disciplinary domain and overlapping courses.

## Reading list

The first time a course syllabus is established, a required reading list is to be attached, to be established together with the course syllabus. The required reading list can be attached as a PDF file in compliance with the faculty’s template for course syllabi and uploaded directly in UBAS, or the UBAS search function can be used via the department providing ISBN numbers, which then automatically generate a required reading list in PDF format. For the design of the required reading list, the departments are

advised to reflect on their choice of authors from a gender and diversity perspective. The required reading list is established with the same date as that stated under the decision details for the course syllabus itself.

If, for future semesters, the department needs to revise the required reading list after the course syllabus and its associated reading list have been established, the required reading list is to be revised in UBAS and not outside the system. In this way, it can always be presented together with the course syllabus via the [course syllabus library](#).

In compliance with the *List of Rights* (Reg. no STYR 2017/249), details of required reading and other study materials are to be available eight weeks before the start of the course. This means that any revisions of the required reading list are to be completed before that.

The faculty's reviewer is responsible for ensuring that all new established required reading lists for courses are sent every semester to the faculty library.

## Commissioned education

Commissioned 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 presented below.

### Working method in UBAS

Commissioned education courses for which credits are assigned are to have a course syllabus and are covered by the same process as other course syllabi in the first and second cycles, with the following deviations or exceptions:

- LUCE (Lund University Commissioned Education) is always to be involved in the process regarding agreements, document registration and invoicing. In particular cases, LUCE may be involved in producing a course syllabus.
- No consultation for review by a sister department and the Lund University Science Students' Union (LUNA) takes place during the faculty's review process. However, LUNA receives the course syllabus for information once it has been established.

### General information

Once the course has been entered as commissioned education, the text "Course offered as commissioned education" is automatically generated and entered in the PDF version of the course syllabus. It is therefore not to be entered manually under general information.

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

No standard formulation on the course's placement in the education system is to be entered.

### Course code

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

### Level

The course is to be classified as *First-cycle commissioned education* (basic level) or *Second-cycle commissioned education* (advanced level) through a drop-down menu in UBAS. 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**

These boxes are to be left empty.

## **Course learning outcomes, content, design, assessment and grades**

A course syllabus for commissioned education follows the same instructions as course syllabi for higher education, with the exception of adapted assessment, as Disability Support Services do not cover this type of course. The formulation about learning support is thereby not included for a contract education course.

Remember to change the standard formulation under “course learning outcomes” to “*On completion of the course, participants shall be able to:*”.

## **Entry requirements**

Different entry requirements apply to commissioned education, but the settings in UBAS entail that the department will still need to click “Yes” on “*Requires previous studies in higher education*”. In the free text box, the department is then to clarify 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/employment that a participant needs to have in order to benefit from the course.

## **Details for Ladok**

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

## **Establishment**

Commissioned education course syllabi are established in the same way as other course syllabi in the first and second cycles by the Faculty of Science’s Study Programmes Board. Pursuant to the faculty’s rules of procedure, this is done by delegation to the chair of the Study Programmes Board (pro dean for first and second-cycle education).