

GUIDELINES

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Guidelines for courses, study programmes and examinations within first and second-cycle education

Table of Contents

Guidelines for courses, study programmes and examinations within first and second-cycle education	4
1. Introduction	4
2. Responsibility	4
3. Generally about courses and study programmes	5
4. Courses and course syllabi.....	5
4.1 Design of the courses.....	5
4.2 Establishment of a course	6
4.3 Withdrawal of a course syllabus	6
4.4 Course syllabus.....	7
4.4.1 The cycle in which the course is given, main field of study and progression	9
4.4.2 Intended learning outcomes for the course	9
4.4.3 Modules	10
4.4.4 Specific entry requirements	10
4.4.5 Disciplinary domain and subject group	10
4.4.6 Language of instruction and examination.....	11
4.4.7. Specific rules for certain courses	11
4.5 Information before and at the start of the course	12
4.6 Course literature and other teaching materials.....	13
5. Examination.....	13
5.1 Generally about examination.....	13
5.2 Examiner.....	14
5.3 Pre-examination decisions	14
5.3.1 Grading scale, final grades, grading criteria	14
5.3.2 Forms for assessing student performance (examination forms).....	16
5.3.3. Voluntary examinations.....	18
5.3.4 Limitation of the number of examination opportunities and the number of examinations opportunities utilised	18
5.3.5 Anonymised examinations.....	18
5.3.6 Time of the examination and course requirements	19
5.3.7 Adapted and alternative examinations	19
5.3.8 Examinations with digital assistive tools	20
5.3.9 Examinations in another city	20
5.3.10 Examinations and student representation.....	20
5.4 Determination of the grade	21
5.4.1 Conflict of interest	21
5.4.2 Mistakes caused by the higher education institution	21



5.4.3 Course requirements (compulsory teaching elements)	21
5.4.4 Supplementation procedures.....	22
5.4.5. Withdrawal of a submitted examination	22
5.4.6 Blank examination results or participation in examinations without reported results.....	22
5.4.7 Assessment time and notification obligation in the event of a delay	23
5.4.8 Grading decision documentation	23
5.4.9 Grading decisions for a course, providing reasons for the grade assigned, and examination review	23
5.5 Actions after the grade is notified.....	24
5.5.1 Amending and reviewing a grading decision.....	24
5.5.2 “Plussing”	24
5.5.3 Change of examiner or examining teacher	24
5.5.4 Number of examination opportunities per course instance.....	25
5.5.5. Official (public) documents	25
6. Study programmes and programme syllabi	26
6.1 Design of study programmes	26
6.2 Programme syllabi.....	27
6.3. Establishment of study programmes and revision of the programme syllabus..	28
6.4 Withdrawal of a programme syllabus	29

GUIDELINES FOR COURSES, STUDY PROGRAMMES AND EXAMINATIONS WITHIN FIRST AND SECOND-CYCLE EDUCATION

1. Introduction

This document is a translation. In case of a discrepancy between the Swedish original and the English version of the decision, the Swedish version will prevail.

The present guidelines encompass rules for the design, establishment and withdrawal of course and programme syllabi as well as examinations within first and second-cycle courses and study programmes. The decision to adopt these guidelines is made by the Education and Research Board (UFN) in accordance with the Board of Governors' Regulations regarding Rules of Procedure, Decision-Making and Delegation of Authority (GIH 2023/173) and the Vice-Chancellor's Regulations regarding Decision-Making and Delegation of Authority (J. Reg. no. GIH 2022/42).

The guidelines are based on and reflect the laws and regulations as well as local regulations that specify conditions for planning and implementing first-cycle (undergraduate) and second-cycle (graduate) courses and study programmes at the Swedish School of Sport and Health Sciences (GIH). This includes the Swedish Higher Education Act (1992:1434) (HL) and the Swedish Higher Education Ordinance (1993:100) (HF) and the Swedish Administrative Procedure Act (2017:900) (FL), the Swedish Government Decree (2007:515), the Swedish Language Act (2009:600), the Swedish Anti-Discrimination Act (2008:567), the Swedish Freedom of the Press Act (1949:105) and the Swedish Public Access to Information and Secrecy Act (2009:400). In addition, decisions and recommendations from the Association of Swedish Higher Education Institutions (SUHF), the Swedish Higher Education Authority's (UKÄ) guidance: *Fair Examinations – Fourth Edition* (Swedish Higher Education Authority, 2020), the Swedish Higher Education Authority's Supervisory Memorandum: *Within what time should course and programme syllabi be established and available for the students?* (32-00481-17), Swedish Higher Education Authority Guidance: *The Students' Rights in the event of Discontinuance of a Study Programme* (Swedish Higher Education Authority, 2018), as well as the European Agreement, *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, and the Swedish School of Sport and Health Sciences' (GIH) internal regulations decided by the Vice-Chancellor or other body within GIH.

The guidelines are to apply from 01/07/2021 for new courses and programme syllabi and for older courses and programme syllabi that are to be revised or discontinued. Rules for course and programme evaluations can be found in the Guidelines for Quality Assurance and Follow-up of Courses and Programmes (GIH 2022/85). Other parts of the education are regulated in the Admissions Regulations (GIH 2021/315) and the Regulations regarding Transferring Credits (GIH 2020/93) and the System of Qualifications (GIH 2020/94).

2. Responsibility

At the Swedish School of Sport and Health Sciences, the Board of Governors has overall responsibility for education and research conducted at GIH. The vice-chancellor decides to establish new study programmes and to submit applications for degree-awarding powers to be decided upon by the Swedish Higher Education Authority.

The Vice-Chancellor has delegated overall responsibility for quality development of education, research and third stream activities to the Education and Research Board. The work includes being responsible for regulations for all Departments in the higher education institution regarding education in first-cycle study programmes (undergraduate), second-cycle study programmes (graduate) and third-cycle study programmes (postgraduate/doctoral). The Board also decides on programme syllabi for study programmes and general syllabi for third cycle programmes and their revision.

The Heads of the Departments are responsible for planning, implementing, and monitoring courses and study programmes in accordance with the Education and Research Board's Guidelines. The Heads of the Departments decide on the establishment and withdrawal of course syllabi and the appointment and change of examiner and course coordinator.

3. Generally about courses and study programmes

The scope of courses and study programme is to be denoted in credits, with full-time study during a normal academic year of 40 weeks corresponding to 60 credits (Chapter 6, § 2 of the Higher Education Ordinance). At GIH, all teaching and ordinary examinations are to take place during the nominal duration of the course and/or the current module. GIH follows the common national division of semester periods.

All first (undergraduate) and second-cycle (graduate) study programmes shall be offered in the form of courses. Courses may be combined to create study programmes (Chapter 6, § 13 of the Higher Education Ordinance).

Higher education institutions are to promote sustainable development that ensures a sound and healthy environment, economic and social welfare, and justice for present and future generations. The collected international activities of the higher education institution must enhance the quality of its education and make a national and global contribution to sustainable development. Higher education institutions shall also actively promote and widen recruitment to higher education, observe and promote equality between women and men, and promote lifelong learning (Chapter 1, § 5 of the Higher Education Act). This means that the content, design and implementation of courses and study programmes are to take such perspectives into account when relevant and in the relevant manner. Furthermore, the development of students' preparedness to respond to changes in working life is to be an integral aspect in the design of courses and study programmes (Chapter 1, § 8-9 of the Higher Education Act).

4. Courses and course syllabi

4.1 Design of the courses

When designing new courses, the educational needs and an estimate of the course's dimensioning is to be taken into account in both the short and long term. In accordance with the Swedish Higher Education Act, students' preparedness to respond to changes in working life is to be observed in the design and establishment of new courses (Chapter 1, §§ 8-9 of the Higher Education Act). There are to be the prerequisites to provide the course both financially and personally in the form of access to scholarly and professionally knowledgeable teachers as well as the infrastructure needed to complete the course.

In the course there is to be a clear connection between the course's intended learning outcomes, learning activities, and examination, called constructive alignment. Learning activities (including literature) and examinations are to support each other so that students can meet the intended learning outcomes of the course and have the opportunity to show such fulfilment of knowledge, skills and abilities after completing the course. It is the course's intended learning outcomes that are to be examined. Courses are to be designed so that the teaching is conducted with forms of instruction and pedagogical models that put the students' learning in focus (student-centred learning) and the students have influence in the study programme.

If the course is part of a study programme leading to a general qualification or a professional qualification, the course is to have a clear connection to other courses in the study programme and to the national qualitative targets for the specified degree. This also applies to freestanding courses that may be part of a progressive specialisation leading to a general qualification.

In the design, establishment, and follow-up of courses, the quality indicators set out in the Guidelines for Quality Assurance and Follow-up of Courses and Programmes (GIH 2022/85) shall be used as guidance.

4.2 Establishment of a course

According to the Vice-Chancellor's Regulations regarding Decision-Making and Delegation of Authority, it is the Head of Department who decides to establish and revoke a course syllabus. Furthermore, the Head of Department is responsible for ensuring that the course syllabi are designed in accordance with section 4.4 and comply with the Education and Research Board's quality requirements.

All courses that are to be given are to be managed and made available to the students in accordance with established guidelines for planning courses and study programmes.

4.3 Withdrawal of a course syllabus

When a course is no longer to be given, a decision is to be made to cancel the course and withdraw the course syllabus that has been established. This also applies if the course is to be replaced with an equivalent course. According to the Vice-Chancellor's Regulations regarding Decision-Making and Delegation of Authority, the Head of Department has the authority to decide to withdraw the course syllabus or to decide on the substitution of an equivalent course. Prior to the withdrawal of a course syllabus, the following aspects are to be investigated and documented:

- Reasons for the withdrawal (student interest, quality aspects, available resources),
- Analysis of the implications for the Department concerned,
- Analysis of consequences for students.

When a course is to be replaced by an equivalent course, the investigation can be brief.

A listing is to be included in the current course syllabus indicating when it expires and, where applicable, which course syllabus is valid thereafter. Furthermore, transitional

rules and other regulations that are needed, such as the preconditions for students to be able to take examinations after the course has been discontinued, are to be specified.

A decision to withdraw a course syllabus means that the course syllabus expires at least two semesters and no more than two years after the decision date. During this phase-out period, registered students still have the right to take examinations according to the course syllabus, and at least three examination opportunities are to be organised. However, no additional students may be registered for the first time.

It is the responsibility of the responsible Department to contact all students who are registered in the course in question or who have been registered in the past two semesters, but have not completed the course requirements, no later than three weeks after a decision on the withdrawal of the course syllabus has been made. The information is to include:

- the date from which the course syllabus is no longer valid, i.e. when the phasing-out period is over and the students can no longer take part in the examinations according to the course syllabus,
- that during the phasing-out period, the higher education institution will offer at least three examination dates per examination,
- that students who have been registered on the course in the previous semester and who desire to take an examination to complete the course is to contact the Department concerned as soon as possible to obtain information on how to register for the examination.

If a course within a study programme is to be withdrawn and not given again or replaced by an equivalent course, this will lead to a revision of the programme syllabus. A course syllabus for a course within a study programme may be cancelled provided that all students in the programme who have not yet completed the current course are informed no later than three months before a revised programme syllabus is to take effect of the decision. The revision may not put students in a worse position than if they completed the programme started. If possible, the course whose course syllabus has been cancelled, is to be replaced by an equivalent course for the students already admitted and registered.

4.4 Course syllabus

A course shall have a course syllabus (Chapter 6, § 14 of the Higher Education Ordinance). The course syllabus is the local regulation that specifies the conditions for the admission and completion of a course at the higher education institution. This means that the contents of the course syllabus are binding and that it is not possible to prescribe anything about the course other than that which is stated in the course syllabus or to complete the course without support being in the course syllabus, e.g. regarding examinations and course requirements.

The course syllabus is to state the following in accordance with Chapter 6, § 15 of the Higher Education Ordinance:

- the cycle in which the course is given (see 4.4.1),
- number of credits,
- objectives (see 4.4.2),¹
- specific entry requirements (see 4.4.4),
- how student performance is assessed (examinations, see 5.3.2),
- the other regulations required.

At GIH, the course syllabus is to also include:²

- the name in Swedish and English,³
- main field of study (see 4.4.1),⁴
- disciplinary domain (see 4.4.5),
- subject group (see 4.4.5),
- progression (see 4.4.1),
- the main contents of the course,
- type of instruction,
- information about the course in the event that this is divided into parts/modules (see 4.4.3) and the then-applicable rules that apply to final grades (see 5.3.1),
- grading scale (see 5.3.1),
- number of examinations opportunities for a course and the rules that apply in the case of missed examination sessions or for late submission of written assignments (see 5.5.4),
- if there are course requirements/compulsory teaching elements and rules if there is an opportunity for substitution assignment (see 5.4.3),
- whether the examiner has the right to decide on an adapted or alternative examination (see 5.3.7),
- when the course syllabus or a revision of it is to take effect (semester) and date for decision and effect,
- the necessary transitional regulations (see 4.3),
- a list of course literature and other teaching materials (see 4.6).

In the event such is relevant, the course syllabus is to also contain the following provisions:⁵

- if the language of teaching and examination is other than Swedish (see 4.4.6),
- if a fully online course (a distance course) requires opportunities for physical presence (see 4.4.7),
- if the course may entail additional expenses for the student in the fulfilment of course requirements (see 4.4.7),
- if the examination is designed to require a passing grade on part of the examination for the rest of the examination to be assessed,
- if the number of opportunities for examinations and placement or correspondent training in order to receive a passing grade is limited as well as the number of occasions (see 5.3.4),
- if voluntary examinations or other assignments are available that do not provide points for the grade but rather provide advantages when taking the examination and rules if there is an opportunity to compensate (see 5.3.3).

¹ The objectives of the course are referred to at GIH as “intended learning outcomes”.

² The following is based on the Association of Swedish Higher Education Institutions’ Recommendations on course syllabi, programme syllabi and grading systems (COR 2011:1, Established by SUHF’s Board of Directors on 25 February 2011).

³ The name of the course shall be unique so that courses may not be confounded.

⁴ Applies to courses leading to a general qualification.

⁵ For course syllabi where independent project is included, see 5.3.2.

All course syllabi are to be designed in accordance with GIH's syllabus database.

Course syllabi are to be managed and made available to students in accordance with established guidelines for planning courses and study programmes. The guidelines follow the national time plan for admission to higher education and the Swedish Higher Education Authority's Supervisory Memorandum: *Within what time should course and programme syllabi be established and available for the students?*

4.4.1 The cycle in which the course is given, main field of study and progression

A course shall be provided at first cycle (undergraduate), second cycle (graduate), or third cycle (post-graduate/doctoral) (Chapter 1, § 7 of the Higher Education Act). The cycle in which the course is given is to be stated in the course syllabus (Chapter 6, § 15 of the Higher Education Ordinance).

General qualifications are conferred in a main field of study, i.e., the main field of study that defines the specialisation within a general qualification. The main field of study is an academic field where there is the possibility for specialised study, including an independent project. For courses that are within the progressive specialisation in a main field of study where GIH has degree-awarding powers for general qualifications, the main field of study is to be stated in the course syllabus. Courses included in programmes leading to a professional qualification do in normal cases not require a main field of study. GIH has degree-awarding powers giving it the authority to confer degrees in the field of sport sciences as the main field of study. GIH awards general qualifications with sport science as the main field of study for the Degree of Bachelor and the Degree of Master (60 credits)⁶. On second- or third-cycle level, GIH has degree-awarding powers within the area of sports, physical activity and health. The main field of study for the Degree of Master (120 credits) is sport science and the third-cycle subject area is sport sciences.

The progression is to be indicated for courses in a main field of study. The level depends on the cycle in which the course is given (first/second/third-cycle), and the entry requirements that are established, and is stated in accordance with recommendations from the Association of Swedish Higher Education Institutions (SUHF).⁷ The level of progression shall be stated in the course syllabus, and, when the course is part of a study programme, in the study programme syllabus.

Any progression between courses may be marked in the course name in the form of Roman numerals (I, II, III) after the course's name.

4.4.2 Intended learning outcomes for the course

The intended learning outcomes of the course are to be designed in such a way that the assessment allows the students to show to what extent the outcomes have been achieved, i.e., the intended learning outcomes are to be assessable.⁸ When formulating the course's

⁶ For the Degree of Master (60 credits), GIH also has degree-awarding powers for sport as a main field of study, which was the previous name for the main field of study used at GIH.

⁷ Recommendations to facilitate students' mobility between different institutions of higher education in Sweden (J. Reg. no. 08/025, Decided by the Association of Swedish Higher Education Institutions' General, 11 November 2008).

⁸ ESG, Standard 1.3.

intended learning outcomes, it is therefore important to think about what is required to receive a Pass grade and how this is examined. It is to be clear when a student has achieved the intended learning outcomes and when a student has not. It is the intended learning outcomes as expressed in the course syllabus that are examined.

In the formulation of intended learning outcomes, it is therefore necessary to take into account that there is to be a clear link between these intended learning outcomes, the course's learning activities/contents, and examinations. Furthermore, intended learning outcomes are to be formulated taking into account in which cycle the course is given (first/second/third-cycle) and any progression within a programme towards the degree outcomes.

Intended learning outcomes shall be structured according to the system of classifications provided in the Qualifications Ordinance: knowledge and understanding, competence and skills, judgment and approach.

4.4.3 Modules

The course syllabus shall indicate whether a course is divided into parts (modules). The course syllabus is to state which of the course's intended learning outcomes are examined in each module and whether passing a grade on an examination session or course requirement (compulsory teaching element) is required on any module of the course in order to complete another module of the course.

4.4.4 Specific entry requirements

Specific entry requirements refer to the prior knowledge requirements for admission to courses and study programmes in addition to the basic entry requirements. This may include requirements for certain upper secondary courses or higher education courses, work experience or work examinations. The specific entry requirements are to be absolutely necessary for the student to be able to benefit from the course or study programme (Chapter 7, §§ 8, 31 of the Higher Education Ordinance). Specific entry requirements may differ between the courses but are to be consistent with the level in which the course or study programme is given (first/second/third-cycle) and the intended learning outcomes of the course or study programme, and is to be specified in the course syllabus and programme syllabus respectively.

Specific entry requirements for courses that are part of a progression are to be formulated specifically to meet the Higher Education Ordinance's requirements and show the course's progression, i.e., how the course is based on previous courses. This means that specific entry requirements are to be stated in the form of the specific courses or completed examinations within a course, or a specified number of credits within the main field of study (when applicable), necessary for the student to be able to benefit from the current course.

4.4.5 Disciplinary domain and subject group

Each course is to be classified within one or several national disciplinary domains on the basis of the subject content of the course. The disciplinary domain against which each higher education institution may offset full-time students are determined by the government in an appendix to the public service agreement that the government adopts

on a yearly basis for higher education institutions.⁹ The classification of courses to a disciplinary domain shall follow the common principles that are established at GIH.

Furthermore, each course syllabus belongs to a subject, i.e., a field of knowledge. The classification used is employed by Statistics Sweden (ScB) and the Swedish Higher Education Authority (UKÄ), called subject group, and is determined nationally and used for statistical use.

4.4.6 Language of instruction and examination

Course syllabi are to always be written in Swedish (Swedish Language Act, § 10). This means that courses whose teaching language is English must also be written in Swedish and translated into English. The Swedish-language course syllabus takes precedence over any translated course syllabi.

The language of instruction for the course is stated in the course syllabus if other than Swedish. The same applies to the examination language of the course if a course is fully or partially examined in another language. If the course syllabus prescribes a language other than Swedish, this is to be justified, e.g., that there are reasons to impose in the intended learning outcomes requirements that students are to be able to express themselves in the prescribed language, with the risk of otherwise failing the examination. However, when it comes to the language of examination, the main rule is that Swedish should be able to be used by the students.

There is nothing to prevent a course that is given and examined in Swedish for an individual student, e.g., international students, from being examined in another language as long as this does not conflict with the intended learning outcomes and the examiner deems it applicable. This also applies to the independent project.

4.4.7. Specific rules for certain courses

Open web-based learning

Open web-based learning refers to online education that is open to all, without entry requirements and does not result in credits. The Rules can be found in Chapter 11, §§ 1-5 of the Higher Education Ordinance.

It is important to distinguish between open web-based learning and regular courses and study programmes that can be conducted entirely or partly online (distance courses).

Distance courses

The course syllabus for a fully online course/distance course is to state whether there are examinations or course requirements that require a physical presence.

⁹ GIH may offset full-time equivalents and annual performance equivalents against the following disciplinary domains: humanities, law, social sciences, natural sciences, health sciences, teaching, placement and sports.

Courses that may involve fees for the student

The main rule is that no tuition is charged for courses and study programmes (Chapter 4, § 4 of the Higher Education Act). However, some costs related to the courses and study programme may be borne by the student himself or herself. The course syllabus is to state whether participation in the course may involve expenses for the student, e.g., in field studies and excursions. In addition to the course syllabus, this is to also be clearly informed when the course opens for application. For these elements, it is to also be stated what opportunities the student has to fulfil expenditure-demanding elements with non-expense-intensive elements.

4.5 Information before and at the start of the course

At least four weeks before the start of the course, the dates for completion of course requirements and examination opportunities or due dates for papers/project and schedule for the entire course is to be available to the students.

At the start of the course, students are to be informed of the contents of the course syllabus (intended learning outcomes, examinations and other provisions) and in a course memorandum (or the equivalent) about the following:

- learning activities, including the need for special equipment. It is to be clear how the learning activities contribute to meeting the intended learning outcomes in the course. If the course syllabus prescribes course requirements (compulsory teaching elements), these are to be specified where necessary,
- a concretisation of the examinations listed in the course syllabus, e.g. the content of the examinations, which intended learning outcomes in the course syllabus are to be examined and which literature will support the students' achievement of the intended learning outcomes,
- grading criteria for the different grades when taking the examination (see 5.3.1),
- that so-called “blank examination results”, i.e., submitting a blank document not providing answers to the questions or the tasks, will be graded with a Fail grade (see 5.4.6).

In connection with the start of the course, students are to also be informed about GIH's guidelines for examination and what applies in the event of deception when taking an examination or assessments and its consequences. Students are to be informed:

- if, and to what extent, it is permitted for students to work jointly with other students during examinations,
- whether, and to what extent, the use of assistive devices is permitted for examinations,
- that misleading or deficient citations to sources can lead to a suspicion of plagiarism, as is the case when the student refers to their own previous work (self-plagiarism),
- that attempts at deception in examinations or other assessments may lead to disciplinary measures with the consequence that the student may be suspended from their academic studies.

Students are to also be notified of the results of course evaluation at previous course instances and a collation of measures taken in a completed course analysis in accordance with the Guidelines for Quality Assurance and Follow-up of Courses and Programmes (GIH 2022/85).

4.6 Course literature and other teaching materials

The course literature list is to be drawn up in accordance with GIH's syllabus database and is to be established in good advance so that students who, for example, need reading support for the course literature are to be able to have the literature read in before the course starts. It is to be stated which course literature and other teaching materials are compulsory. Compulsory course literature refers to the primary or recommended literature used in the course in order for the student to be able to engage in the contents of the course and achieve the intended learning outcomes. The course literature is to be adapted to the level in which the course is given and any progression within a study programme.

The promotion of gender equality is to be taken into account in the choice of course literature. In order to enhance the quality of the course, literature that promote international perspectives as well as literature in English and other languages is also to be taken into account and be chosen in accordance with the course's level and place within a study programme.

5. Examination

5.1 Generally about examination

Examination means that a specially appointed teacher, an examiner, determines a grade based on the form or forms of assessment of the students' performance specified in the course syllabus (See Chapter 6, §§ 14, 15 and 18 of the Higher Education Ordinance). A student must be or have been registered on the course in order to be able to take an examination. The grading matter starts when a student registers for a course and the ultimate responsibility ends with the examiner's grading decision documented in Ladok student registry (certification). Therefore, both the provisions of the Swedish Higher Education Ordinance and the Swedish Administrative Procedure Act apply to the grading matter.

It is the course's intended learning outcomes that are to be examined. The course syllabus is to provide clear regulations on which examinations and any course requirements are included in the course. The rules of the course syllabus are binding on the higher education institution, including teachers and examiners, and set the frameworks for teaching and examinations that students have to relate to. Examinations and course requirements cannot therefore be added or changed during the course implementation without support in the course syllabus (e.g., adapted or alternative examination, see 5.3.7).

Examinations and course requirements are to be designed so that an individual assessment can be made of each student's performance, unless there are special reasons. As it concerns individual examinations and course requirements, the primary rule is that students may not work jointly with other students. Any exceptions must be stated in the

course memorandum (or the equivalent). Furthermore, the student's identity must be able to be ensured at all examinations.

5.2 Examiner

Grades are decided upon by a teacher appointed as examiner by the higher education institution (Chapter 6, § 18 of the Higher Education Ordinance). It follows from the Higher Education Ordinance that the examiner's decision about a grade cannot be reviewed by another higher authority at the higher education institution. Nor can the decision resulting in the determination of the grade be appealed (see Chapter 12, §§ 2 and 4 of the Higher Education Ordinance; see however section 5.5.1 on amending and reviewing grading decisions). The examiner may not delegate their decision-making power to anyone else, but other teachers can participate in the assessment or prepare the examiner's decision. However, it is important to make it clear to the students what tasks the teachers have in the assessment of the examination and fulfilment of course requirements, and who has been appointed as examiner.

An examiner must always be designated for each course. It is also possible to appoint examiners for modules, if deemed necessary. The examiner for the entire course and for the modules may be different individuals or the same person.

It follows from the Higher Education Ordinance that several examiners cannot jointly make a grading decision for the same student at the same examination session. However, several examiners can rate different students at the same examination opportunity.

An examiner must be employed as a teacher at GIH for the time being.¹⁰ The examiner must also have knowledge of decision-making rules aimed at individuals that apply to a public authority.

For the same independent project, the examiner and academic supervisor may not be the same individual.

According to the Vice-Chancellor's Regulations regarding Decision-Making and Delegation of Authority, the Heads of the Department have the authority to appoint examiners.

5.3 Pre-examination decisions

5.3.1 Grading scale, final grades, grading criteria

Grading system and grading scale

The higher education institution may prescribe the grading system to be used. Successful completion of courses in programmes leading to the award of a qualification as a pre-school teacher, primary teacher, secondary or upper-secondary school teacher, or vocational teacher that either entirely or to some extent include placement must, however, always be graded at more than one level. This only applies if the placement element in

¹⁰ According to GIH's Appointment Procedures (GIH 2020/216), the following teaching positions at GIH are: Professor, adjunct professor, visiting professor, senior lecturer (assistant professor), associate senior lecturer, adjunct, adjunct teacher (adjunct or lecturer).

the course comprises more than three higher education credits (Chapter 6, § 18 of the Higher Education Ordinance).

According to the Vice-Chancellor's decision (GIH 2020/116), three grading scales have been established at the Swedish School of Sport and Health Sciences: two step grading scale (U-G) [Fail, Pass], three step grading scale (U-VG) [Fail, Pass, Pass with distinction] and six step grading scale (A-F).

The main rule is that the three-point grading scale is to be used, but if a course applies different grading scales for different modules, this is to be stated in the course syllabus. According to the above Vice-Chancellor's decision, a six-step grading scale is used for courses given in English.

Final grade

Unless otherwise provided by the higher education institution, a grade shall be awarded on completion of a course (Chapter 6, § 18 of the Higher Education Ordinance).

If the final grade of a course containing parts (modules) is put together by weighing the grades of examinations and course requirements included in the modules, the principle of the weighting is to be stated in the course syllabus.¹¹

In exceptional cases, the course syllabus may provide that a student may receive a Fail grade before completing the entire course. The course syllabus is to then indicate the circumstances that lead to a grade being able to be decided before completing the entire course.

Principles for grades when transferring credits can be found in GIH's Regulations regarding Transferring Credits (GIH 2020/93) and when graduating in GIH's System of Qualifications (GIH 2020/94).

In cases where a student voluntarily withdraws, or is forced to withdraw, an on-going nationally regulated course in teacher placement, grade is to not be assigned. Grades can only be assigned for a course that has been completed. Such an interruption counts as an utilised examination opportunity (see 5.3.4).

Grading criteria

Each course is to have specified grading criteria for the different grades when taking the examination. The grading criteria are based on the course's intended learning outcomes and indicate how well the student has achieved the intended learning outcomes. Grading criteria do not have the same legally binding status as the course syllabus and do not need to be decided, but clear grading criteria promote both the student's learning and protections according to the rule of law. The grading criteria are to be communicated to the students in the course memorandum or the equivalent.

¹¹ Principles for weighing examination activities *within* a course module may be informed separately or be described in course memorandum or the equivalent.

5.3.2 Forms for assessing student performance (examination forms)

Forms of assessment

The forms for assessing students' performance (examination forms) are to be stated in the course syllabus (Chapter 6, § 15 of the Higher Education Ordinance). The course syllabus' regulations on the course's examinations and course requirements are to be clearly designed. The forms of examination and course requirements may vary between courses. If the examination and course requirements need to be changed, the course syllabus is to be revised.

All examinations and course requirements shall be stated with a specified number of credits (hp).

Examinations and course requirements are to be carried out in the manner or conditions prescribed by the course syllabus. It may be possible for the examiner to decide on adapted or alternative examination (see 5.3.7) or exemption.

Special rules apply to certain examination forms

Written examination

Students shall follow the instructions that apply at GIH to take part in written on-campus examinations with regards to e.g., identification and rules that apply in the examination hall.

Written take-home examination

Written take-home examinations refer to written examinations carried out without a specified room. The take-home examinations are to be distributed and submitted through the applicable learning platform and reviewed for plagiarism. When grading (determination of the grade) a take-home examination, the examiner may take into account whether the student has submitted the assignment within the specified time. However, the course syllabus is to state what the consequences will be if a take-home examination is not submitted on time, e.g., that the student may wait for the opportunity for re-examination in the event of a delay.

Practical examination

A practical examination means skill, knowledge and/or leadership examinations individually or in groups at the specified examination session. The course syllabus shall provide details about the preconditions for resit of practical examination where the student has obtained a Fail grade.

Independent project

In independent projects, academic supervisors and examiners should have a continuous dialogue about the application of the grading criteria so that there are equal conditions for assessment. The roles of the academic supervisor and examiner are to be made clear to the student. If the course is arranged so that the academic supervisor is to give some kind of go-ahead for, for example, thesis disposal or the examiner's assessment, it must be made clear to the students what this step in the process entails. The examiner is not

obligated to give the student a passing grade even if the academic supervisor has given such a go-ahead.

In addition to the requirements of section 4.4, the course syllabus for independent projects is to include:

- if the independent project is to be written in a group, i.e., by more than one student,
- how much time with an academic supervisor a student who writes an independent project is entitled to (minimum number of hours),
- possible consequences, in terms of academic supervision or grades, for students who do not complete their independent project during the course period. Unless the course syllabus provides otherwise, the student is to, within reasonable limits, receive academic supervision until the independent project is completed.

Group examinations

For examinations or course requirements carried out in collaboration between two or more students working jointly, the group has a joint responsibility for the implementation and results of the examination. However, the design of the examination is to nevertheless allow for an individual assessment of a student's performance unless there are special reasons. For this reason, examinations and course requirements in groups are combined with other forms of assessment. The assessment is to be sufficiently documented to facilitate the possibility of a review of grading decisions.

Placement (VFU)

The role of the examiner and the external supervisor in the assessment of the individual student's performance with an academic placement is to be clear to the student. The examiner is responsible for the determination of the grade. Documentation from an external supervisor forms the basis for the preparation of the examiner's decision together with other examinations or course requirements that are part of the course alongside the placement period.

Oral examination

Oral examinations must be sufficiently documented (written notes/audio recording) in order to facilitate the possibility of a review of grading decisions.

Continual examination

In the case of continual examinations that are integrated into the teaching, it is important to clarify which achievements are included in the assessment and how the examiner is to make decisions about grades based on the students' individual performance. Continuous examination must be documented so that the individual student can be assessed by the examiner. It is the task of the examiner (or examining teacher) to ensure that the basis for the examination is in accordance with the rules that apply to the examination in the course syllabus. The course syllabus is to state what applies at a missed opportunity where the student is to be assessed, and if there is the possibility of supplementation for an absence from such course requirements.

5.3.3. Voluntary examinations

If a course contains a voluntary examination or other assignments (e.g., a quiz) that do not provide points for the grade but provide benefits in an examination, this is to be stated in the course syllabus. Such assignment tasks may not be a requirement for a final grade.

5.3.4 Limitation of the number of examination opportunities and the number of examinations opportunities utilised

The Swedish Higher Education Ordinance states that if a higher education institution limits the number of opportunities a student is allowed to take an examination to receive a passing grade in a course or part of a course, the number of opportunities is to be set at a minimum of five occasions. If satisfactory completion of a course or part of a course requires successful completion by the student of a placement or corresponding training, the number of prescribed periods of placement or corresponding training shall be at least two (Chapter 6, § 21 of the Higher Education Ordinance). This means that the student is entitled to partake in as many examinations session that is required in order to obtain a passing grade, unless the number of opportunities is limited in the course syllabus.

Decisions concerning the limitation of the number of examination opportunities are to be made restrictively. The question of limiting the number of examination opportunities are to be examined on the basis of an assessment of the resources required. Limiting students' ability to take examinations or engage in a placement can lead to far-reaching consequences for students, and can in practice serve as a separation from the course or study programme. If restrictions are decided upon, the minimum number of occasions specified in the Higher Education Ordinance must be taken into account and the number of examination opportunities specified in the course syllabus.

For rules on examination opportunities in the event of a withdrawal of a course syllabus, see further section 4.3.

An examination opportunity is considered utilised if the student has formally failed the examination or participates in the examination without presenting a result, i.e., does not turn in a result or submits a "blank examination result", i.e., a blank document (paper or digital format) that does not provide answers to the questions or the tasks (see 5.4.6). However, absence from the registered examination opportunity does not count as an utilised examination session.

If a student voluntarily withdraws from placement within the programme for the Degree of Master of Arts/Science in Secondary Education and supplementary educational programmes leading to the award of a Degree of Master of Arts/Science in Secondary Education/Upper Secondary Education early, or if the student is forced to withdraw from the course prematurely, this counts as a utilised examination opportunity. In these cases, however, grades are to not be determined (assigned) due to that the course is not completed.

5.3.5 Anonymised examinations

At the Swedish School of Sport and Health Sciences, examinations in the form of written examinations and take-home examinations are to be anonymised as far as possible. However, in the event of anonymised examinations, the examiner and any teacher with co-grading responsibilities is to receive and consult the names of the examination participants before the grading of the examinations is started so that any conflict of interest can be determined and avoided and in order for grading decisions to be made.



Thus, an examiner or teacher with co-grading responsibilities may not assess an examination for a student with whom they are in a conflict of interest situation even if the examination is anonymised (deidentified) (see FL, § 17).

5.3.6 Time of the examination and course requirements

Ordinary examinations and course requirements are to be placed at the nominal duration of the course and/or the current module.

The scheduling of examinations and completion of course requirements is to be carried out as far as possible with regard to students who, for religious reasons or other beliefs, are not able to attend or participate during certain religious holidays.

5.3.7 Adapted and alternative examinations

As an education provider, GIH is expected to conduct targeted work to actively promote equal rights and opportunities for students participating in or applying for its activities, irrespective of gender, transgender identity or expression, ethnicity, religion or other beliefs, disability, sexual orientation or age (see Chapter 1, § 1 and Chapter 3, §§ 1 and 16 of the Swedish Anti-Discrimination Act). Work on active measures is also expected to include the possibilities of combining academic studies with parenthood (Chapter 3, § 17, p. 5 of the Swedish Anti-Discrimination Act).

The intended possibilities for adapted or alternative examination are to be stated in the course syllabus. It is the examiner who is responsible for deciding on the forms of adapted or alternative examination based on the course syllabus. However, the decision may not mean that the intended learning outcomes of the course are lowered or that the fulfilment of the intended learning outcomes cannot be monitored for fulfilment.

A student who desires to have an adapted or alternative form of examination is to contact the examiner or course coordinator, preferably at the start of the course.

- If the student has a decision from GIH regarding special pedagogical support, the examiner can give an adapted examination or have the student take the examination in an alternative way if the course syllabus and the course's intended learning outcomes allow it,
- The examiner may decide on an alternative date for the examination for an equivalent examination and completion of course requirements for students who, at the start of the course, have made notification of certain dates or times when the student cannot participate in regular examination opportunities for religious reasons (or other beliefs).
- Students who provide notification at the start of the course that they cannot take examinations or complete the course requirements due to care obligations for underage children can be offered the possibility for an equivalent examination opportunity or fulfilment of a course requirement. In the case of examinations exceeding three hours, an interruption to allow breast-feeding is to be allowed,
- According to an agreement with the Swedish Sports Federation in its capacity as the Swedish Sports University (RIU) in collaboration with other parties, GIH has committed to offer accepted students adapted academic studies in terms of lectures, rate of study and examinations and other course requirements (both theoretical and practical). In the case of students admitted to the Swedish Sports University (RIU), the examiner can decide on the opportunity for an equivalent examination and completion of a course requirement or an examination alternative for students who have made a notification of their needs at the start of the course.

5.3.8 Examinations with digital assistive tools

Examinations can be done with digital assistive tools being used. At the latest at the start of the course, students must be informed if the examination is to be conducted digitally and how this is to be carried out. When an examination session is conducted digitally, it is important that this is done in a manner that is in line with the rule of law, that the students can be identified and that the technical preconditions are good. Teaching and examination conducted with digital assistive tools must respect the individual student's privacy and be transparent.¹² If the examination is not able to be carried out due to technical faults that are due to the higher education institution, the student is to be promptly given the opportunity for a new examination opportunity. The student is to also be informed of their own responsibility for the technical preconditions required for the examination.

All examinations and completion of course requirements are to be dealt with based on the preconditions that apply to examination and the handling of a grading matter. The basic legal framework is therefore the same, whether it is a traditional written examination or an examination with advanced digital assistive tools.

In connection with the start of the course, the student must inform the examiner or course coordinator if the student is not able to provide the necessary technical assistive tools for the taking of the examination or completion of a course requirement. The student is to then be offered alternative solutions, such as the possibility to take the examination physically at GIH or another location.

5.3.9 Examinations in another city

A student can take an examination elsewhere in Sweden or abroad if special reasons exist, for example with re-examinations during foreign exchange studies or for students admitted to the Swedish Sports University (RIU). The examination is to then be done at an official authority, office, or similar location. The same conditions are to apply as in the case of regular examination opportunities at GIH. An examiner, in consultation with the Head of Department, decides whether the prerequisites are available to authorise examinations elsewhere and how this is to be arranged. Among other things, it must be ensured that any cheating can be prevented, that the quality of the examination can be maintained, that the legal fairness for the students can be safeguarded, and that the examination can be arranged at a reasonable additional cost.

A student can also apply to conduct their placement elsewhere for special reasons.

5.3.10 Examinations and student representation

Students who, in connection with the start of the course, provide notification that they are unable to participate in an examination or complete a course requirement as a result of student representation at a mandatory meeting in a body or group appointed by the higher education institution, to which no substitute can reasonably be appointed, must be offered the opportunity for an equivalent examination or fulfilment of the course requirement.

¹² For recommendations on the implementation of digital examinations see Proposal for recommendation on digital examination remotely, supported by real-time streaming, SUHF (Recommendation 2021:3, Established by SUHF's Board of Directors on June 23rd, 2021).

5.4 Determination of the grade

The examination and the determination of the grade are subject to the rules of the Swedish Administrative Procedure Act on the preparation of matters and government decisions and other provisions relating to decisions against individuals.

5.4.1 Conflict of interest

The rules of procedure of the Swedish Administrative Procedure Act concerning disqualification due to a conflict of interest apply to examinations and matters relating to grading (FL, §§ 16-18). According to the Swedish Administrative Procedure Act, a conflict of interest means circumstances that can upset confidence in a decision-maker's impartiality/objectivity in the handling of a case. In the event of a conflict of interest, the examiner may not deal with nor decide on a grading matter regarding the student in question. The conflict of interest rules are also applicable for teachers who participate in examinations or grading matters, or who prepare such a matter without being an examiner. This applies even if the examination is anonymised (deidentified).

5.4.2 Mistakes caused by the higher education institution

Students who, due to a mistake that is clearly made by a teacher, examiner or GIH, have not been able to take an examination, are entitled to a new examination opportunity. The date is determined by the teacher in consultation with the student and must be done promptly.

If a written examination has been lost and GIH is responsible for this, the student is to be promptly given the opportunity for a new examination opportunity. A student may not receive a passing grade approved on the basis of a lost examination.

If scheduled examination opportunities or other course requirements need to be moved/date changed, participating students must be notified no later than two weeks before the current examination.

5.4.3 Course requirements (compulsory teaching elements)

Unless otherwise provided by the higher education institution, a grade shall be awarded on completion of a course (Chapter 6, § 18 of the Higher Education Ordinance).

Course requirements refer to compulsory teaching elements or assignments that are a prerequisite for the implementation and examination of the course, such as active attendance at teaching, implementation/documentation of laboratory work and completion of practical components. In order for the course requirement to be considered fulfilled, the student is to be prepared and have fulfilled the course requirement according to the instructions given. Successful completion of an established course requirement is a prerequisite in order for the final grade to be able to be established, but is not necessarily the basis for the determination of the grade. Course requirements are to be stated in the course syllabus. The course requirements in the course syllabus are to be further elaborated in the course memorandum (or the equivalent). The course syllabus is to also indicate whether it is possible to compensate missed completion of course requirements with substitution assignments.

Students who are not present for the fulfilment of a course requirement scheduled for them are to be given the opportunity to participate in the corresponding course requirement with another group or, if the course syllabus so permits, be assigned a substitution assignment. Substitution assignments must follow the course syllabus's regulations on examinations and course requirements.

A student who, according to the examiner, has not fulfilled a course requirement is to be allowed to participate in subsequent examinations and completion of course requirements for the same course unless the course syllabus prescribes otherwise. However, final grades on the course are to not be given until the student has fulfilled all the course requirements.

5.4.4 Supplementation procedures

Supplementation refers to a situation when a student has received a Fail grade but is close to the requirements of a Pass grade, and may submit a supplementary assignment instead of taking a resit. The possibilities for supplementation procedures shall be provided in the course syllabus. If the course syllabus indicates that the course allows a supplementation procedure for students who have been given a Fail grade (but are close to the grade Pass), the student may be given the opportunity to complete the examination in the current course. The supplementation is to be of a smaller nature. The examiner decides which assignments the student is to carry out (possibly in consultation with the course coordinator). The supplementation is to be adapted based on the intended learning outcomes of the course that the student has not achieved. The supplementation can only take place on one occasion and is to take place as soon as possible after the students have been notified of the grading decision. The examiner determines the deadline for submitting the assignment in relation to the date for the resit, in normal cases within two weeks after the student has been informed of the examination results, but before the next resit. The examiner decides whether the supplementation is approved, in consultation with the course coordinator or teacher with co-grading responsibilities if they decide to do so. In cases where the supplementation is of too low quality or the student does not submit their supplementation in time, the grade Fail remains. The student is then referred to the re-examination. It is important that a student is informed that a supplementation cannot result in a grade higher than a Pass.

For a student that does not meet the requirements of a passing grade, the grade Fail shall be registered in Ladok even if the student has been granted the possibility of submitting a supplementary assignment. The grade Pass is registered when the supplementary assignment is submitted and approved.

5.4.5. Withdrawal of a submitted examination

A student does not have the right to withdraw a submitted examination for a course to avoid a grade for the course being determined.

5.4.6 Blank examination results or participation in examinations without reported results

If a student participates in an examination and submits a blank examination answer, i.e., submits a blank document (paper or digital format) that does not provide answers to the questions or the tasks, the examination is to be graded with the Fail grade. If a student participates in an examination without submitting any examination answers at all (paper or digital format), the examination is to not be graded. In both cases, participation in the examination is counted as a utilised examination opportunity.

5.4.7 Assessment time and notification obligation in the event of a delay

According to Section 9 of the Swedish Administrative Procedure Act, a matter must be dealt with in a simple manner, and as promptly and cost-effectively as possible without the rule of law being compromised. If a matter has been significantly delayed, the student is to be informed and the reason for the delay reported. If a matter has not been settled within six months, the student may request in writing that the matter be decided. The resolution of the matter is to be determined or a decision is made to reject the matter within four weeks (FL, §§ 11-12).

The results of the examination is to be reported to the students no later than fifteen working days from the time of the examination opportunity and more than ten working days before the next opportunity for re-examination. If the grade is reported and certified in Ladok after the student has been informed of the grading decision (for example when giving an examination or orally), it may take a maximum of one week (five working days) for the grade to be registered and certified in Ladok.

When documentation is made in Ladok, the date of the examination opportunity is to be indicated, not the date when the grade is registered.

5.4.8 Grading decision documentation

For grading decisions, a document is to be drawn up specifying the date of the decision, the contents of the decision and who has made the decision (Government Regulation, § 21). The rapporteur or any other person who participated in the final proceedings without taking part in the decision is to also be indicated. Grading decisions are to be written in Swedish (Swedish Language Act, § 10).

Grading decisions are documented and archived in Ladok, where examiners and any teacher with co-grading responsibilities are listed. Grading matters do not need to be presented in order for a decision to be made.

5.4.9 Grading decisions for a course, providing reasons for the grade assigned, and examination review

According to the Higher Education Ordinance, no reasons need to be provided for the decision to assign a particular grade. If a reason has not been provided, one must be subsequently provided if possible, if a student so requests and it is necessary for him or her to be able to exercise their legal rights (Chapter 1, § 4a of the Higher Education Ordinance).

This means that students who desire to receive a reason for a grading decision are to be informed of this. Normally, an examination review is to give students the opportunity to obtain the reasons for their grades. On this occasion, the relationship between the course's intended learning outcomes, grading criteria, form of examination and completed determination of the grade can be explained. The date of such review is to be indicated no later than the usual examination opportunity session and should be held more than 10 working days prior to the next re-examination.

A template providing the correct answers with the possibility to contact the examiner for further information may also serve as a satisfactory solution.

5.5 Actions after the grade is notified

5.5.1 Amending and reviewing a grading decision

Grading decisions cannot be appealed (see Chapter 12, §§ 2 and 4 of the Higher Education Ordinance). However, a student has the opportunity to request amending or a review of a grading decision.

Amending

Grading decisions that have become obviously incorrect due to typos, calculation errors or anything similar may be rectified to either to the advantage or the detriment of the student. Rectifications to the detriment of the student must be made with great care and only in the event of obvious situations. Before the correction is made, the student is normally to be given the opportunity to express their opinion. Such a rectification is to be made by the examiner (see Chapter 6, § 23 of the Higher Education Ordinance and FL, § 36, respectively).

Review

A review can be done either on the initiative of a student or GIH. If the examiner finds that the grading decision is manifestly incorrect in any material respect due to new circumstances or other reasons, the examiner is to change the decision if it can be done promptly and in a simple manner and does not mean that the grade is lowered (Chapter 6, § 24 of the Higher Education Ordinance, and § 38 of the Swedish Administrative Procedure Act).

Grading decisions that are deemed incorrect due to new circumstances or for any other reason may be changed by the examiner, but may only be changed to the detriment of the student under certain specified conditions, e.g. in the event of deception when taking the examination (FL, § 37). Deception when taking an examination normally also leads to a disciplinary action by the Vice-Chancellor.

5.5.2 “Plussing”

Students who receive a passing grade in an examination may not take a new examination to obtain a higher grade.

5.5.3 Change of examiner or examining teacher

A student who has taken two examinations for a course or part of a course without obtaining a passing grade has the right to have another examiner appointed, unless there are special reasons speaking to the contrary (Chapter 6, § 22 of the Higher Education Ordinance). For a student who has completed a placement without a passing grade, it is to be allowed to change the examiner after the first opportunity if the number of opportunities for placement is limited according to the course syllabus (see 5.5.4).

If a teacher other than the examiner have assessed the examination, another examining teacher may be appointed according to the same principles as appointing another examiner.



According to the Vice-Chancellor's Regulations regarding Decision-Making and Delegation of Authority, it is the Head of Department who decides on a change of examiner. The head of department decides, according to the same principles, about appointing another examining teacher. The request for a change of examiner or examining teacher is to be submitted by the student to the Head of Department.

Appointing another examiner or examining teacher does not mean that a new assessment of a completed examination will be conducted. The student is instead in normal cases to participate in the next resit opportunity and is then assessed by the new examiner or examining teacher.

5.5.4 Number of examination opportunities per course instance

For one course instance, three examination opportunities per examination are to be offered within one year. If the course is not given each academic year, at least one examination opportunity per examination is to be offered in the academic years in which the course is not given.

It is the student's own responsibility to find out when examination opportunities are offered and follow instructions for registration.

Rules for examination are to be stated in the course syllabus. This applies, for example, to any limitations on the number of examination opportunities for an individual student to pass the examination (see 5.3.4.), how often the examination is offered on a course instance (see above) and transitional regulations (see 4.3).

Re-examinations

Regular re-examinations are offered no earlier than two weeks and no later than six weeks after the student has been notified of the decision on the grade from the first examination opportunity. Please note that these times are to be adapted for the last examination of the spring semester. Re-examinations are to be scheduled at a time when classroom attendance is not required.

In addition to regular examinations and regular re-examinations, opportunities are given for further re-examination sessions for both theoretical and practical examinations. This can take the form of participation in an examination opportunity session for the subsequent course or at a catch-up examination.

Information about which re-examinations are relevant at the catch-up examination and what applies for registration to these are to be published on the Swedish School of Sport and Health Sciences' external website when the registration opens. Re-examination of practical examinations is done in agreement with the course coordinator and examiner, and is offered in connection with the course and module.

5.5.5. Official (public) documents

An official document is public unless otherwise specified by law (see the Swedish Freedom of the Press Act, Chapter 2 and the Swedish Public Access to Information and Secrecy Act, Chapter 2). When copies of official documents are provided, fees are to be charged in accordance with the Swedish Fees Regulation. Grades are documented in Ladok and are thus prepared and public documents. Examination questions are prepared, and thus public documents, when they are distributed or otherwise made available to the students who are to participate in the examination opportunity. The main rule is that

examination questions, when they become public, also become public information. However, in some forms of examination, such as the examination, examination questions do not become public until the time when additional examinations are no longer allowed to participate in the examination opportunity.

A copy of the examination questions must always be retained and preserved.

The student's examination results will become public (received) when they are submitted. If examination results have been submitted on physical documents used as a basis in the grading matter, the students' examination results are considered to be prepared, and thus public documents, when the examiner has signed the grading decision (certification in Ladok). Assessed examinations or other assignments may be returned to the student after the grade is registered in Ladok. If the student has not collected their assessed examination results or other assignment, they must be stored at the respective Department and culled after two years. The same rules apply regardless of whether the examination result is in paper format or stored digitally in Canvas or another storage location. If the student requests a review of the grade, the time for required preservation may be longer.

Essays with a minimum of 15 credits must be preserved. These are recorded and entered digitally by the student in DiVA, wherein the thesis is preserved.

Students who desire to obtain a copy of their written examination in order to request a review of the grading decision may receive a copy of their examination (without charge). This is to avoid suspicion of deception at the time of the examination opportunity.

6. Study programmes and programme syllabi

6.1 Design of study programmes

According to Chapter 6, Section 13 of the Higher Education Ordinance, courses may be combined to create study programmes. When designing new study programmes, the educational needs are to be mapped out in relation to the degree-awarding powers obtained. The study programme's relationship with the national range of programmes offered and the higher education institution's own overall range of programmes offered is to be analysed in terms of both the cycle in which the programme is placed (first/second/third-cycle) and its contents. Furthermore, research links and the students' ability to study further at a higher academic level after completing the programme is to be taken into account. Any joint collaborations between the Swedish School of Sport and Health Sciences' Departments and with other higher education institution are to be described. In addition, the establishment of new study programmes will take the development of students' preparedness to respond to changes in working life into account (Chapter 1, § 8-9 of the Higher Education Act). Information is to be obtained on the needs of the labour market and student demand and an estimate of the dimensioning of the study programme is to be carried out.

There are to be good preconditions to conduct the study programme both financially and personally. The prerequisites for conducting a study programme of high quality require stable access to teachers with scholarly competence, pedagogical capability, skill as an academic supervisor and, where relevant, work-related skills/connections within the professional community. The personnel are to also have opportunities for further education/in-service training and other skills development. Any need for specific infrastructure or equipment for the study programme is to be investigated.

The study programmes are to be implemented so that the students develop the knowledge and understanding, competence and skills, as well as judgement and approach as expressed in Chapter 1, §§ 8-9 of the Higher Education Act. Progression towards the national degree outcomes are to be ensured and students' learning is to be at the centre and student influence ensured. The study programme is to have a clear research connection, develop the students' preparedness to respond to changes in the working life and at the same time take the requirements for the study programme into account as set out in Chapter 1, Section 5 of the Higher Education Act on opportunities for internationalisation within the framework of the programme, taking perspectives on sustainable development into account and ensuring equal conditions between men and women.

The above applies both to study programmes leading to a general qualification and to a professional qualification and shall be taken into account at the time of establishment as well as revision as a result of quality development.

Apart from the above listed, study programmes that lead to a Degree of Master of Arts/Science in Upper Secondary or Secondary Education (Subject Teacher Education Programme in the Upper or Lower Secondary School or supplementary teacher education) shall be designed in accordance with the regulations: Förordning (2021:1335) om utbildning till lärare och förskollärare; and: Förordning (2011:686) om kompletterande pedagogisk utbildning som leder till ämneslärarexamen.

6.2 Programme syllabi

A study programme shall have a programme syllabus (Chapter 6, § 16 of the Higher Education Ordinance). For courses within the study programme, there shall be course syllabi (Chapter 6, § 14 of the Higher Education Ordinance). The programme syllabus describes which courses are included in the study programme as well as intended learning objectives, main contents, scope and other prerequisites. The intended learning objectives and contents are to be concreted in the course syllabi of the study programme.

The programme syllabus is to specify the following in accordance with Chapter 6, § 17 of the Higher Education Ordinance:

- the courses that the study programme comprises,¹³
- specific entry requirements,
- other regulations required.

At GIH, a programme syllabus is to also include:¹⁴

- Swedish and English name,
- the general and programme-specific objectives of the study programme,
- an indication of which courses in the programme are compulsory,
- information about elective courses,
- when the programme syllabus or a change to it is to take effect (semester), date for decision and effect,
- which academic degree the programme leads to,
- the necessary transitional regulations.

¹³ Courses are listed with course name, scope, and the level of progression. The programme syllabus shall also state the order of courses that are given each semester in the programme.

¹⁴ The following is based on the Association of Swedish Higher Education Institutions' Recommendations on course syllabi, programme syllabi and grading systems (COR 2011:1, Established by SUHF's Board of Directors on 25 February 2011).

All programme syllabi are to be designed in accordance with GIH's syllabus database.

6.3. Establishment of study programmes and revision of the programme syllabus

The process of setting up study programmes is different depending on whether the programme is established within the existing degree-awarding powers or whether the programme prompts the application for degree-awarding powers. Procedures are described in Procedures for establishment, revision and withdrawal of study programme syllabi (GIH 2023/121).

Establishment of study programmes within existing degree-awarding powers

An investigation into the establishment of new study programmes within the higher education institutions degree-awarding powers is to be conducted in accordance with the Education and Research Board's (UFN) guidelines and quality requirements. The Head of Department is responsible for ensuring that the study programme is designed in accordance with 6.1 and complies with the Education and Research Board's other quality requirements in the Guidelines for Quality Assurance and Follow-up of Courses and Programmes (GIH 2022/85). An investigation is to be submitted to the Education and Research Board. Decisions concerning the establishment of study programmes are to be made by the vice-chancellor following an opinion with a proposal from the Education and Research Board.

According to the Vice-Chancellor's Regulations regarding Decision-Making and Delegation of Authority, it is the Education and Research Board which has the authority to decide to establish and withdraw the programme syllabus for the established study programme.

Establishment of study programmes with application for degree-awarding powers

The establishment of study programmes with an application for degree-awarding powers is designed in accordance with 6.1. In this case, the vice-chancellor decides to submit an application for degree-awarding powers to the Swedish Higher Education Authority (UKÄ). An investigation is submitted to the Education and Research Board, which gives an opinion with a proposal for a decision to the vice-chancellor. Further investigation is being conducted at the Swedish Higher Education Authority.

The vice-chancellor then decides on the establishment of study programmes in accordance with the Swedish Higher Education Authority's decision.

Revision of a programme syllabus

The decision to adopt the revision of the programme syllabus is made by the Education and Research Board (UFN).

An investigation is being conducted according to the Education and Research Board's instructions. The investigation is to state:

- reasons for revision (strategic considerations, quality aspects, resources),
- analysis of the implications for the study programme (entry requirements issues, academic degrees, progression),
- analysis of the consequences for students (including those who have been granted an approved leave from studies and students who do not meet the entry requirements for a more advanced course/semesters),
- analysis of the impact on the Department concerned (financial and on personnel).

6.4 Withdrawal of a programme syllabus

According to the Vice-Chancellor's Regulations regarding Decision-Making and Delegation of Authority, the Education and Research Board decides to terminate the study programme/programme syllabus. The investigation is to state:

- reasons for the termination (strategic considerations, student interest and applicants per place, quality aspects, available resources),
- analysis of the impact on the Department concerned (financial and on personnel),
- analysis of the consequences for students (including those granted a deferment of studies, approved leave from studies or lower rate of study, and students who do not meet the entry requirements for a more advanced course/semester).

If a study programme is to be replaced by a new, similar programme, students may be offered the opportunity to transition to the new study programme, as long as the new study programme is equal/similar or better and the normal study time for the students is not extended by the transition.

A decision to terminate means that the programme syllabus expires at the earliest after the last student has been given the possibility to complete the study programme during the nominal duration of the study programme studies plus two years after the decision was made. The period between decision and actual termination is referred to as the phase-out period. After that, the higher education institution's commitments according to the programme syllabus cease. After the decision has been made, no additional students may be registered in the first semester of the programme.

When a decision is made to terminate a study programme/programme syllabus, it is to also be decided whether the course syllabi of the study programme are to be cancelled and, if so, the Head of Department is to decide to cancel these course syllabi. Prior to the withdrawal of a course syllabus for a programme course, it is to be ensured that students can complete the study programme as described above.

A note is to be included in the current programme syllabus indicating when it expires and, where appropriate, the programme syllabus in effect thereafter. In addition, transitional regulations and other necessary regulations are to be laid down. To the extent that the courses of the study programme are affected by the discontinuance of the programme, corresponding changes are to also be made to the course syllabi (see 4.3).

It is the responsibility of the Department to contact all students who have been enrolled in the current programme during any of the past two years but who have not fulfilled the course requirements. No later than three weeks after the decision to discontinue the



courses in the programme, these students are to be informed of the termination of the programme syllabus. The information is to include:

- the date of the end of the phase-out period and when the students can no longer continue to study in the study programme,
- that students who are no longer actively studying in the study programme but still desire to complete the courses remaining for them are to contact the relevant Department as soon as possible to obtain information concerning how the particular study programme can be completed.