



GÖTEBORGS  
UNIVERSITET

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# RULES FOR COURSE SYLLABUSES AT FIRST AND SECOND CYCLE LEVELS

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Decision maker	Vice-Chancellor
Responsible body	Educational Affairs
Date of decision	2020-10-15
Period of validity	From 2020-10-15 and until further notice
Summary	This document applies to all course syllabuses at first and second cycle levels. Where there is a need for amendments to current course syllabuses this should be done at the next regular revision.

# **RULES FOR COURSE SYLLABUSES AT FIRST AND SECOND CYCLE LEVELS**

## **Course title, number of credits and cycle level**

Specify the course title in Swedish and in English and the number of credits for the course. The course title may not be changed once the syllabus has been established. However, spelling mistakes, misplaced or dangling modifiers and incorrect translations may be corrected.

Specify the course code.

A course may only have one unique course syllabus and one unique course code, regardless of whether the course is included in more than one study programme and/or is also offered as a freestanding course. However, where a course will be offered as part of the University's regular course offering and also in the form of contract education, two separate course syllabuses and course codes are required.

Specify whether the course is offered at first or second cycle level. The cycle level may not be changed once the course syllabus has been established. A new course syllabus with a new course code must be established to offer the course at a different level.

## **Establishment**

Specify the department responsible, and whether more than one department participates in the course.

Specify the date of the decision to establish the course syllabus and the date and semester from which the course syllabus enters into force.

Specify whether the course syllabus has been revised and include references to previous decisions.

When establishing a course syllabus, the decision maker must inquire that a gender equality perspective has been considered in planning the course content and layout.

The course syllabus should be established and available to students no later than eight weeks prior to course start and must be established and available to students no later than two weeks prior to course start.

## **Field of education and subject code**

State the field of education(s) covered by the course. State the percentage per disciplinary domain, where applicable.

State the relevant subject code (according to Statistics Sweden's subject groups).

## **Position in the educational system**

State the main field(s) of study for the course, where applicable, and the level of specialised study in the main field according to the recommendations of the Association of Swedish Higher Education Institutions (SUHF). Where a course is not part of any main field of study, just state the level of specialised study of the course. The level of specialised study of the course may not be changed. A new course syllabus with a new course code must be established to offer the course at a different level.

New main fields of study may be added in connection with the revision of a course syllabus, but existing main fields of study may not be removed.

Specify the study programme(s) in which the course is included and whether the course is also offered as a freestanding course and/or in the form of contract education.

## Entry requirements

For first cycle courses and study programmes, state the general admission requirements and any additional entry requirements and other conditions of study for the student to be able to benefit from the course or study programme.

State the entry requirements as ‘General admission requirements and [...]’

For second cycle courses and study programmes, state the entry requirements and any other conditions **in addition to** the general admission requirements for the student to be able to benefit from the course or study programme.

If the entry requirements need to be changed as a result of changes in the course, a new course syllabus with a new course code must be established. Where the requirements need to be changed without the content of the course being changed, the entry requirements may be adjusted within the context of a regular revision.

The selection criteria for the course are decided separately and should not be written into in the course syllabus.

## Learning outcomes

The course’s learning outcomes must express what the student is expected to be able to do on completion of the course. The learning outcomes must be formulated using active verbs. The outcomes must be examinable and well balanced in view of the course’s content, number of credits and entry requirements. As far as possible, the outcomes must be defined and specified in terms of the following forms of knowledge: *Knowledge and understanding*, *Competence and skills*, and *Judgement and approach*, which may be formulated together or under separate headings.

The learning outcomes should begin with “On successful completion of the course the student will be able to”.

If the course consists of modules, it should be clear which learning outcomes are treated in which module.

Where relevant, the course learning outcomes are to be defined and express the student’s progress in relation to previous courses within the main field of study and/or study programme.

If the learning outcomes are changed extensively, a new course syllabus with a new course code must be established.

## Content

Describe the course content in brief.

If the course is divided into one or more modules, state each module’s title, content and number of credits and its grading scale.

Titles of modules must be entered in Swedish and in English.

If the content is changed extensively, a new course syllabus with a new course code must be established

## **Types of instruction**

Describe the course's main types of instruction. Examples of types of instruction include lectures, literature reviews, labs, problem-based learning, independent projects, professional placements (VFU), internships, composition, field studies, creative activities, seminar activities and degree projects.

State the language of instruction.

## **Forms of assessment**

The form(s) of assessment must be valid in the sense that they are related to the learning outcomes formulated in the course and its modules.

Describe how assessment(s) will take place. State the formats, compulsory components and the number of forms of assessment.

The general rule is that there must be no limit on the number of sessions in which a student may take an exam. The number of sessions in which an exam can be taken or equivalent may be limited for a student if the right to an unlimited number of sessions would lead to an unreasonable consumption of the University's resources. Any such limitation must be specified in the course syllabus and justified in the decision to establish the course syllabus. If a higher education institution limits the number of sessions in which a student may take an exam in order to complete a course or part of a course, the number of sessions shall be at least five. If satisfactory completion of a course or part of a course requires successful completion by the student of a placement or equivalent, the number of prescribed periods of placement or equivalent shall be at least two (see Chapter 6 Section 21 of the Higher Education Ordinance).

Specify whether supplementation of assessment(s) is permitted.

Students who, for various reasons, has not been able to be present for compulsory components must be given the opportunity to attend an equivalent compulsory component as soon as possible. Where a compulsory component can be replaced by an alternative assignment, this is to be specified.

The following three paragraphs must always be included in a course syllabus:

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed. The same applies to placements and professional placements (VFU), although this is restricted to just one additional examination session.

## **Grades**

The Vice-Chancellor establishes the grading scales used at the University of Gothenburg. The grading scale for each course is established in accordance with the grading scale system that applies within each Faculty's area of responsibility.

Specify the grading scale used for final grades in the course. Only one grading scale may be used for final grades in the course. The grading scale may not be changed by a revision of an established course syllabus. A change in the grading scale means that a new course syllabus with a new course code must be established.

Specify how different study performances in the course are combined to provide the overall grade for the course, where this is relevant.

## **Course evaluation**

Specify how the course is evaluated, and how the results of the course evaluation are communicated to students.

The results and any changes in the course structure are to be communicated to the students who completed the evaluation and to students who are about to begin the course.

## **Additional information**

Specify any other requirements, prerequisites and conditions not mentioned previously, for example if:

- There are specific rules (for example for clothing and jewellery during professional placements or in labs) affecting the course
- Additional documentation is required to be able to take the course, for example an extract from criminal records in cases where certain types of crime would prevent a student from taking the course or components of the course
- The course requires access to a PC, the internet or any other digital resources
- The course includes a stay abroad or similar (such as a residential course) and whether these components are compulsory
- The course contains elements which may entail costs for the student in addition to travel costs to the teaching locale (also applies to professional placements), for reading material or for other teaching materials. In these cases, a free alternative must be offered. In addition, if costs that students can expect are to be clarified, for example for teaching materials, this should be done here.

## **Reading list and course materials**

If a reading list or list of course materials is used, it must be prepared at the same time as the course syllabus and published in the University's course syllabus database.

The reading list should also include the approximate number of pages and, where appropriate, other relevant study resources.