

Guidelines for education and examination for first-cycle and second-cycle education

Linköping University (LiU) conducts education at basic level (first cycle), advanced level (second cycle), and research level (third cycle). This document presents **Swedish regulations** in the form of acts and ordinances that apply in Sweden to education and examinations at basic and advanced levels, followed by the **local regulations** that apply at LiU. The local regulations are based on the Swedish acts and ordinances, and describe how these are to be applied. These guidelines do not contain a complete presentation of all legal provisions that apply to education and examinations: they are limited to the questions that LiU has assessed require supplementary guidelines. Legal provisions about admission may be found in the [LiU antagningsordning](#).

The regulations on which this document is based are mainly found in the Higher Education Act (1992:1434, HL) and the Higher Education Ordinance (1993:100, HF). Other legislation and ordinances that this document refers to are: the Discrimination Act (2008:567), the Language Act (2009:600) and the Administrative Procedure Act (2017:900). The text is based also on the recommendations found in the report *Rättssäker examination*, published by the Swedish Higher Education Authority (UKÄ).¹

Links to relevant legal texts can be found at the end of the document.

¹ Fourth edition, 2020.

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1 General provisions

1.1 Extent of education

Swedish regulations

The extent of a course or study programme shall be denoted by credits, with full-time study during a normal academic year of 40 weeks corresponding to 60 credits (Chapter 6, Section 2, HF).

Local regulations

The education should be planned such that the work executed by a full-time student corresponds on average to approximately 40 hours per week. All education and ordinary examinations are to take place during the nominal scheduling of the course.

The academic year (a normal year of study) comprises 40 weeks and is organised as autumn and spring terms, each of duration 20 weeks. Basic university education shall normally be arranged during the academic year, but may be scheduled at other times than the academic year if special circumstances apply. Special circumstances may be, for example, a summer course, or education in the workplace (VFU) that cannot be given during the academic year.

1.2 Courses and course syllabuses

Swedish regulations

A course shall have a course syllabus (Chapter 6, Section 14, HF).

The course syllabus shall indicate the following:

- the cycle in which the course is given
- the number of credits
- objectives
- specific entry requirements
- how student performance is assessed, and
- any other regulations required (Chapter 6, Section 15, HF).

Local regulations

In addition to the contents of the course syllabus specified by the Swedish regulations, a course syllabus at LiU shall specify also:

- information about the in-depth material of the course relative to the requirements for a degree at bachelor, magister or master levels
- a description of the principal contents of the course
- where relevant, information that the course is divided into parts, and about the regulations that apply in this case for the final grade awarded (see Section 2.2.1)

- regulations concerning the existence and forms of compulsory components
- regulations about whether it is possible to replace an obligatory component with another element (see Section 2.2.4)
- regulations concerning adapted or alternative forms of examination for students with documented disabilities (see Section 2.2.5)
- regulations about the right to take decisions for temporary deviations from the course syllabus (see Section 1.2.2)
- regulations about the grading scales that are used, and information about the parts of course for which they are used (see Section 2.2.1)
- where relevant, regulations concerning whether the number of occasions for examination and practical work (education in the workplace, VFU) or corresponding periods of education in order to achieve a pass grade are limited (see Section 2.2.6)
- where relevant, regulations concerning how a grade is awarded for a course that is not completed for education in the workplace (see Section 2.3.2)
- where relevant, regulations that a course is to be fully or partially examined in another language than Swedish (see Section 2.2.10)
- where relevant, regulations whether a student who has achieved a pass grade at examination may participate on further examination occasions for a higher grade (see Section 2.4.2)
- decisions concerning when the course syllabus or a modification of it is to come into force and start to apply, and
- any transitional provisions that are necessary.

All course syllabuses are to be designed in accordance with the templates in the education database at the university.

1.2.1 Approval of course syllabus

A course syllabus must have been approved at the beginning of the application period. Minor revisions of a course syllabus for courses that are part of a programme of education may, however, be carried out, provided this takes place at least 8 weeks before the start of the course. Smaller revisions may be constituted by reformulations to make clear the objectives and contents of the course.

1.2.2 Deviations from course syllabus

The following regulation is to be included in course syllabuses:

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

Special circumstances may be, for example, unforeseen events, such as fire, the spread

of infection or other extraordinary circumstances that lead to significant obstacles to the teaching and examination as specified by the course syllabus.

1.3 Study programmes and programme syllabuses

Swedish regulations

All first and second-cycle study programmes shall be offered in the form of courses. Courses may be combined to create study programmes (Chapter 6, Section 13, HF).

A study programme shall have a programme syllabus (Chapter 6, Section 16, HF).

The programme syllabus shall indicate the following:

- the courses that the study programme comprises
- specific entry requirements, and
- other regulations required (Chapter 6, Section 17, HF).

Local regulations

In addition to the contents of the programme syllabus specified by the Swedish regulations, a programme syllabus at LiU shall specify also:

- the overall structure of the study programme
- regulations about when the programme syllabus or a change of this syllabus is to come into force and start to apply
- regulations about the right to take decisions for temporary deviations from the programme syllabus (see Section 1.3.2), and
- any transitional provisions that are necessary.

1.3.1 Approval of programme syllabus

A programme syllabus must have been approved at the beginning of the application period.

1.3.2 Deviations from programme syllabus

The following regulation is to be included in course syllabuses:

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this programme syllabus, and delegate the right to take such decisions.

Special circumstances may be, for example, unforeseen events, such as fire, the spread of infection or other extraordinary circumstances that lead to significant obstacles to the teaching and examination as specified by the programme syllabus.

1.4 Information before and during course start

Local regulations

Information about course literature should be given to the Linköping University Library two months before the start of a course. Each course at LiU is to be accompanied by other supplementary and relevant course information, in addition to the course syllabus, such as a study guide/course description or equivalent. The study guide/course description or equivalent and the times of all ordinary examination occasions should be available two weeks before the start of a course. It is appropriate at LiU to use Lisam to store this course information.

The students are to be informed at the start of the course about:

- the course objectives, assessment criteria and forms of examination
- the course evaluation from the previous years and any measures that have been taken²
- the following information about examinations:
 - whether, and if so the extent to which, collaboration between students is permitted at the examination
 - whether, and if so the extent to which, aids may be used at the examination.

If necessary, the following information is also given concerning examinations:

- information and support for correct reference management, citation of sources, and other information that can prevent situations in which a suspicion of cheating may arise³
- this is the case also when a student uses his or her own previous work, such as an essay, degree project or equivalent, without giving a reference to this (this is known as “self-plagiarism”)
- information that the use of prohibited aids, or an attempt to deceive in another manner, when study performance is to be assessed can lead to disciplinary measures.⁴
- information is to be give, where relevant, about any deviations from the currently valid course syllabus (see Section 1.2.2).

²As specified in Chapter 1, Section 14, HF Students who have participated in the evaluation are also to be given information about any measures that have been taken. It is appropriate that this information is given in written form on Lisam or corresponding (see also *Guidelines for the conduct of course evaluations and the management of free-text responses at Linköping University*).

³ The University Library at LiU provides information about *Citera och referera* and *Plagiering och upphovsrätt*. <https://www.bibl.liu.se/?l=sy>

NoPlagiat: självstudieguide om plagiering & upphovsrätt <http://noplagiat.bibl.liu.se/>

⁴ Chapter 10, Section 1, HF

2 Examination and the role of examiners

The term “examination” is used to denote all final conclusions concerning study performance. The concept is not defined in the Higher Education Act or the Higher Education Ordinance, but the legal provisions of the ordinance allow the conclusion to be drawn that examination means that an examiner determines a grade based on the form(s) of assessment of student performance specified in the course syllabus (Chapter 6, Sections 14, 15 and 18).

Examination is both the exercise of official authority and a component of the student’s learning process. In order to ensure that the examination is legally certain, it is important that unambiguous regulations have been laid down and that these are followed by employees and students. It is of the greatest importance that all examinations are carried out with high quality and high legal certainty. The concept of “legal certainty” should be understood as “predictability in judicial matters”.⁵ The conditions required for it to be considered that legal certainty applies are that unambiguous regulations have been laid down, that they have been published, and that they are applied fairly and correctly.

Swedish regulations for examinations are stated principally in HL and HF, but the legal provisions of, among other documents, the Administrative Procedure Act and the Discrimination Act are also of major significance for examinations.

The Administrative Procedure Act lays down requirements on the handling of cases that should be followed for examinations (grading cases). The Administrative Procedure Act makes clear, among other things, that the government agency is to be objective and impartial, and that any person subject to a conflict of interests may not take part in the handling of cases. Such persons may not either be present when a case is settled (Sections 5 and 17, Administrative Procedure Act). Furthermore, the act makes it clear that any party to a case has the right of access to all material that has been brought forward in the case, with the exception of a certain degree of confidentiality (Section 10, Administrative Procedure Act). The means, for example, that a student has the right, *on request*, to access to any written comments from supervisors of education in the workplace that has been assigned a grade. The HF, however, states that the legal provisions for communication need not apply in cases of grading (Chapter 1, Section 4a). This means that it is not necessary for LiU on its own initiative to distribute to a student for comment background documentation that has been submitted before the examiner determines the grade. Nor is it necessary to

⁵ Frändberg, Åke (2000). Om rättssäkerhet. *Juridisk tidskrift* 2000-01, pp. 269-280.

apply legal provisions concerning justification of decisions in cases of grading.⁶

The Discrimination Act states that it is prohibited at examinations to exercise discrimination on the basis of sex, gender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age (Chapter 1, Section 4, and Chapter 2, Sections 5 and 6). Thus, course syllabuses and other regulations for assessment must be designed and formulated to ensure that they are not influenced by factors related to any of the grounds for discrimination.

HF (Chapter 6, Section 18, see below, Section 2.1 The examiner and the examiner's role) specifies that grades are to be determined by a teacher specifically nominated by the higher education institution – the examiner. This means that a grade may not be reassessed by any other holder of a position within the institution of higher education (including the vice-chancellor). Since it is not possible to file an appeal against a grade, an examiner has great authority and great responsibility when grading takes place (see Section 2.4.1 Correction and reassessment of grades). In addition to the requirements that this places for knowledge within the field of study, the examiner must also have knowledge about what it means to, as an employee at a university (a government agency), take decisions that involve the exercise of official authority over individuals.

2.1 The examiner and the examiner's role

Swedish regulations, etc.

The grade shall be determined by a teacher specifically nominated by the higher education institution (the examiner) (Chapter 6, Section 18, Paragraph 2, HF).

Several examiners may be nominated to determine the grade for different students on the same examination occasion. However, HF (Chapter 6, Section 18) makes it clear that a decision about grading may not be taken by several examiners together.⁷

A student who has taken two examinations in a course or a part of a course without obtaining a pass grade is entitled to the nomination of another examiner, unless there are special reasons to the contrary (Chapter 6, Section 22, HF).

⁶ If a justification has been omitted, one such must be provided if possible at a later date, if any individual requests this and it is necessary for that person to be able to exercise his or her rights (Chapter 1, Section 4a, second paragraph, HF).

⁷ See *Rättssäker examination*, 2020, p. 40.

Local regulations

Qualified to be nominated as examiner

An examiner must be employed as a teacher at LiU according to the LiU Regulations for Appointments.⁸

A guest teacher may be nominated as examiner only if the duration of the contract is at least six months and the degree of employment is at least 20%.

A part-time fixed-term teacher whose principal employment is at another institution of higher education and who at this other institution has a position as a teacher may be nominated as examiner only in special circumstances. Special circumstances may be that the expertise required is not available within LiU.

A part-time fixed-term teacher who does not have principal employment as a teacher at another institution of higher education may be nominated as examiner only in special circumstances. Special circumstances may be that the expertise required is not available within LiU nor at other institutions of higher education in Sweden.

The role of the examiner, etc.

An examiner must have high expertise within the field of study and must be well familiar with the course contents and the performance of the student.

In all forms of examination, the examiner must be convinced of the performance of the individual student. Before making a final decision, an examiner may obtain supporting information from other people involved, both from employees at LiU and from employees at other organisations, for example in the case of education in the workplace.

Special circumstances in which exchange of examiner is not possible

Special circumstances that prevent the nomination of another examiner as specified by Chapter 6, Section 22 of HF for a student who has taken two examinations in a course or a part of a course without obtaining a pass grade may be that no other appropriate examiner is available, i.e. that no other examiner with the correct expertise is available at LiU.

2.2 Decisions preparing for examination

2.2.1 Grading systems and grading scales

⁸ See [Regulations for Appointments at Linköping University](#).

Swedish regulations

The higher education institution may determine which grading system is to be used. For a course in education that comprises fully or partially workplace-based education for a degree in preschool, primary school, secondary or upper secondary school or vocational teaching, a system with more than one level must always be used for a pass grade. This applies only if the placement component of the course comprises more than three credits (Chapter 6, Section 18, HF).

Local regulations

The course syllabus is to specify the grading scales that are used, and the parts of the course for which these are used (see Section 1.2 Courses and course syllabuses). If the final grade for a course that contains parts is determined by weighting the grades obtained for the different parts, the principles of this are to be specified in the course syllabus.

The final grade for a course is specified relative to one grading system.

The principal rule is that only grades obtained for complete courses can constitute part of a degree.

The grading scales used at LiU are the following:

Two-level grading scale

A pass grade is “Pass” (G), while a fail grade is “Fail” (U).

Three-level grading scale

Pass grades are “Pass with distinction” (VG) and “Pass” (G), while a fail grade is “Fail” (U).

Four-level grading scale

The four-level scale is principally used within the Faculty of Science and Engineering, and may be used also for courses and programmes in which collaboration takes place between the Faculty of Science and Engineering and another faculty or the field of education science.

Pass grades (in decreasing order of merit)

5 = Pass with distinction

4 = Pass with credit

3 = Pass

Fail grade

U = Fail

The seven-level ECTS scale (European Credit Transfer System)

The seven-level ECTS scale should be used for programmes and courses for which the target group is composed of international students. It may be used also for other programmes and courses.

Pass grades (in decreasing order of merit)

A = Excellent
B = Very good
C = Good
D = Satisfactory
E = Sufficient

Fail grades

Fx = Fail, some more work required before the credit can be awarded
F = Fail, considerable further work is required

2.2.2 Application of the ECTS Grading Table

Swedish regulations

According to the ECTS Users' Guide published by the EU, each European institution of higher education applies its own grading scales. The institutions, however, must supplement the published grades with tables of the distribution of grades for each pass grading level. The table can subsequently be compared with the distribution of grades for corresponding courses at another European institution of higher education, in order in this way to achieve comparability without having to take a detour through another grading scale. The ECTS Grading Table (EGT) should be based on a period consisting of at least two academic years.

Local regulations

The EGT shall be included in the grades of students who request this. The certificate from Ladok in such cases will contain, for courses for which results are available from at least two years, the number and fraction of students who achieve each grade. Only results with the same date of approval or earlier are to be included in the distribution of grades presented.

2.2.3 Translation key for ECTS grades

Local regulations

For those programmes and courses of which the target group comprises international students, and that do not apply the seven-level ECTS scale, the appendix to the degree certificate – Diploma Supplement – must specify the translation between grading scales and ECTS grades shown below. The translation is to be specified in the

appendix to the to degree certificate – Diploma Supplement – for students who take a degree at LiU. It may, as an alternative, and after request from the student, be included in a Transcript of records.

The translation key must only be used for programmes and courses for which the target group comprises international students.

Two-level grading scale

The “godkänd” grade (G) is to be translated as “Pass”.

The “underkänd” grade (U) is to be translated as “Fail”.

Three-level grading scale

The “Väl godkänd” grade (VG) is to be translated as “A”.

The “Godkänd” grade (G) is to be translated as “C”.

The “underkänd” grade (U) is to be translated as “Fx”.

Four-level grading scale

A grade of 5 is to be translated as “A”.

A grade of 4 is to be translated as “B”.

A grade of 3 is to be translated as “C”.

The “underkänd” grade (U) is to be translated as “Fx”.

2.2.4 Special regulations for certain forms of examination

Local regulations

Group examination

If group examination takes place, it must take place in a manner that makes it possible to assess the performance of each student. The instructions for the assignment are to make clear how the performance of the student will be assessed. The support information for the assessment must be documented (for example, noted or recorded) and archived in the same manner as supervisor reports from education in the workplace.

Oral examination

If oral examination takes place, the support information for the assessment must be documented (noted or recorded) and archived in the same manner as supervisor reports from education in the workplace.

Compulsory components and alternative tasks

Compulsory components are to be specified in the course syllabus.

If a compulsory component consists of several subcomponents, it is to be made clear

whether all subcomponents must be completed, or whether it is sufficient that a certain fraction be completed, in order for the compulsory component to be considered complete.

A student who has not completed a compulsory component should normally be allowed even so to participate in subsequent examinations on the same course. If this is not the case, it must be made clear in the course syllabus that completion of the compulsory components is required without exception in order for the student to be permitted to participate in subsequent examinations. The final grade for the course, however, is not to be determined until the student has completed all compulsory components.

In order to be able to replace a compulsory component with another if required, the following regulations are to be included in the course syllabus for courses that include a compulsory component:

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

Special circumstances may be, for example, that the student has not attended the compulsory component due to sickness, temporary care of children or other similar circumstances over which the student has had no control.

Independent work⁹

The course syllabus is to make it clear what the consequences with regard to supervision and grading will be if a student does not complete independent work during the scheduled period. Unless otherwise stipulated by the course syllabus, the student is to receive, within reasonable limits, supervision until the independent work has been completed. Students may not be awarded a lower grade in the event of late submission of assignments unless this has been stipulated in the course syllabus.

If it is permitted that independent work take place in collaboration, i.e. that several students work together, the faculty or department is to have written regulations for how it is ensured that the performance of the individuals can be assessed, and whether there are limitations on how many students are permitted to participate in one item of work.

2.2.5 Adapted and alternative examinations

⁹ Essay, degree project or equivalent

Local regulations

A decision about teaching support passed by the LiU coordinator for students with disabilities makes it possible to grant students with disabilities the right to an adapted examination for written examinations in an examination hall, or to be given a recommendation for adapted examination for other forms of examination. Such a decision may also contain a recommendation that a student take an alternative form of examination. If a student has been granted the right to an adapted examination for a written examination in an examination hall¹⁰, the student has the right to it. If a student has received a recommendation of adapted examination or an alternative form examination, it is a matter for the examiner to decide whether this is possible, based on consideration of the course objectives. If the examiner assesses that it is not possible to follow the recommendation, the examiner should inform the student in writing the reasons for this decision.

When adaptation of an examination is carried out, or when an alternative form of examination is used, it is to be designed in an *equivalent manner*, in accordance with the course objectives.

An adapted examination may mean that the student is given more time to complete a written examination in an examination hall, or an extension to the deadline for handing in an assignment. An adapted examination may also involve help with the support of various technical aids.

An alternative form of examination may involve the possibility of replacing a written examination by an oral examination and vice versa. The following regulation is to be included in course syllabuses:

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it.

If the coordinator has recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

¹⁰ This applies also to an exam carried out as an individual written exam using remote methods.

Special circumstances may be that a student belongs to a risk group, or is a member of a household one of whose members belongs to a risk group, for infection during a pandemic when extensive spread of infection is occurring, when the Swedish government has recommended isolation for certain risk groups. The student should present a doctor's certificate or equivalent.

2.2.6 Limitation in the number of examination occasions for any one course

Swedish regulations

If a higher education institution limits the number of occasions on which a student may take an examination in order to complete a course or part of a course, the number of occasions laid down 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 corresponding training, the number of prescribed periods of placement or corresponding training shall be at least two (Chapter 6, Section 21, HF).

Local regulations

Limitation of the *total* number of examination occasions for written examinations in an examination hall for any particular course is to be take place restrictively.

See also Section 2.4.4 *Number of examination occasions per course instance* for regulations governing this.

2.2.6.1 Expended examination occasions

Local regulations

An examination occasion is defined as expended if the student has been formally graded as having failed the examination or if the student participates in the examination without presenting a result. Absence from an examination occasion for which the student has registered is not considered to have expend the examination occasion. (See also Section 2.3.2 concerning examination of a course with respect to education in the workplace that has not been completed.)

2.2.6.2 Discontinuation of a course

Local regulations

When a course is discontinued, examination is to be offered on a total of at least three occasions for each examination component. These three occasions should be distributed across at least two terms following the final ordinary course instance.

2.2.6.3 Discontinuation of a programme

Local regulations

When a programme is discontinued, students should be guaranteed the opportunity to carry out all courses that are part of the programme within the programme syllabus and period of study to which they have been admitted. When calculating the duration of the discontinuation period, consideration should also be taken of those students who have already been granted deferment of the start of studies, and students who have been granted interruption in studies with a guaranteed place for resumption.

2.2.7 Anonymous examinations

Local regulations

Anonymous examinations are to be used at LiU for written examinations held in an examination hall. When other forms of examination than written examinations held in an examination hall are used, anonymous forms of examination are to be applied where this is possible, based on practical, economic and teaching considerations.

At the end of the examination process, before decisions about grades are taken, the examiner must be informed of the identities of the examinees in order for any conflicts of interests to be discovered. The possibility of conflicts of interests must also be considered with respect to any teacher who contributes to assessing the examination scripts.

2.2.8 Scheduling of examinations and compulsory components

Local regulations

Examinations and compulsory components are to be primarily scheduled during office hours on weekdays. Examinations may be scheduled at other times for certain types of course, such as evening courses or distance education. Examinations and compulsory components may be scheduled at other times also due to reasons of resources or scheduling. When scheduling examinations, consideration should be taken to students who for religious reasons do not have the possibility to participate in examinations during certain religious festivals.

This is not the case for education in the workplace or placements, which must instead follow the scheduling agreed with the host of the education in the workplace or secondment.

2.2.9 Examination in another location

Local regulations

If a student is not able to be present on an examination occasion, the examination may take place at another location in Sweden or abroad if special circumstances prevail. The following are considered to be special circumstances: long-term sickness,

natural disasters, strikes and other particular factors over which the student has no control. Special circumstances also include cases in which an exchange student has returned to the home country and cannot or is not permitted due to practical reasons¹¹ to travel back to Sweden for examination. In corresponding circumstances, a student from another institution of higher education may be permitted to take an examination at LiU. In such cases, the student is to submit a written request to be examined at another location or at LiU, respectively.

Examination in another location is to take place at an official government agency, office or similar (such as an institution of higher education, embassy, consulate, police authority, or hospital). The same conditions are to be prevalent as at ordinary examinations held at LiU. This means, among other things, that the student is to be examined at the same time as other students, be given a separated place without disturbances, have the right to the same technical aids, and that an invigilator is to monitor the examination. It is the responsibility of the student that these requirements can be satisfied.

For students who have been admitted at other study locations than the LiU campuses, examination may take place at these other study locations. The students at these study locations are to be examined at the same time and in an equivalent manner as other students. LiU will pay costs associated with these examinations.

2.2.10 Examination language

Local regulations

If a course is fully or partially examined in another language than Swedish, this must be specified in the course syllabus.

2.3 Grading

2.3.1 Unforeseen events in association with examination

Local regulations

If a student cannot participate in tests as a consequence of a mistake on the part of LiU or other unforeseen event that affects the university, such as fire, power cut or other extraordinary circumstances (such as the examination papers being lost), the student has the right to a new examination occasion. A new examination occasion should be held as soon as possible, and must be held within three weeks of the

¹¹ Practical reasons may be constituted by the expiration of a visa.

ordinary examination occasion. An examiner may not pass a student on the basis of such an unforeseen event or that the student's examination documents have disappeared.

2.3.2 Grading on the basis of incomplete education in the workplace

Swedish regulations

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

Local regulations

A grade can may be given following the provisions below even if a course or part of a course with respect to education in the workplace has not been completed, provided that this is stated in the course syllabus.

Interruption of education in the workplace due to serious impropriety by a student¹²

It is possible for an examiner to interrupt and to give a fail grade to education in the workplace for a student, if the student has acted highly improperly, and in this way behaved in a manner that risks physical or mental harm to another person during the education in the workplace.

In a course syllabus for education in the workplace for which this regulation is applied, the following regulations must be included:

A student may be compelled to interrupt education in the workplace prematurely and be given a fail grade if there is a palpable risk that the student, as a result of serious impropriety, risks harming a person in the operations, such as a pupil, patient or equivalent. The student may not return to participate in the education in the workplace until the examiner has determined and confirmed that the student has the knowledge and skills required such that the risk of harm to another person does not arise. A student has the right to a maximum of two such episodes.

In the event that a fail grade is given in such circumstances, an individual study plan is to be drawn up and communicated to the student in writing. The deficiencies in

¹² If the student is suffering from a mental disorder, abuses alcohol or drugs, or is guilty of a serious crime and it is assessed that, as a consequence of such circumstances, that there is a palpable risk that the student can harm another person or damage valuable property during the studies, the legal provisions for expulsion may be brought into effect. See Chapter 4, Section 6, HL.

knowledge and skills that student has are to be specified in this plan, together with the support that the student can obtain, when the determination can take place, and how it is to be carried out.

Examination when education in the workplace is interrupted prematurely on the initiative of the student

In exceptional circumstances, LiU may set a grade for a course for a student who has interrupted education in the workplace prematurely on his or her own initiative, or for some other reason has not completed the course. The requirements for being able to set a grade in such a case is that sufficient grounds for assessment are available, and that the performance of the student during the omitted part of the course would not have affected the assessment. In order for sufficient grounds for assessment to be available, most of the course should have been completed. If these conditions are not met, no grade is to be set.

In a course syllabus for education in the workplace for which this regulation is applied, the following regulations must be included:

On the condition that sufficient grounds for assessment of the performance of a student during education in the workplace relative to the objectives of the course are available, a grade may be set even if the student has been partially absent from the education in the workplace or has interrupted it prematurely.

2.3.3 Withdrawal of submitted examination work

Local regulations

A student does not have the right to withdraw submitted examination work in order in this way to avoid a grade being set.

2.3.4 Marking examinations

Swedish regulations, etc.

Each matter shall be handled as simply, rapidly and economically as is possible without jeopardising legal certainty (Section 9, Administrative Procedure Act).

If a government agency assesses that a decision in a case that has been initiated by an individual party may be significantly delayed, the government agency is to inform the party about this. The government agency is in such information to give the reason of the delay (Section 11, Administrative Procedure Act).

Precedent set down by the Parliamentary Ombudsmen (JO) makes it clear that an examination should be marked within three weeks of the date of the examination and

more than two weeks before the retake examination.¹³ The Higher Education Authority also considers these time limits to be acceptable.¹⁴

Local regulations

Examination work is to be marked, graded and certified in Ladok within 15 working days from the date of the examination and more than 10 working days before the retake examination. The term “working day” is used to denote potential working days according to collective agreements, not simply the working days of the examiner concerned.

In the case of examination work that has been supplemented as specified in Section 2.4.3, this is to be marked, graded and certified in Ladok within 15 working days of the date that was the deadline for the submission of the supplement.

If it is assessed that the marking of the examination work will be delayed, the students are to be informed about the delay and its reason. An acceptable reason is, for example, sickness absence of the grading teacher.

The results from the examination must reach the students before registration for retake of the examination closes.

2.3.5 Grading decisions

Swedish regulations

For each decision in a case, a document is to be drawn up that demonstrates

1. the date of the decision
2. the contents of the decision
3. who has taken the decision
4. who has participated in preparing the case, and
5. who has been present at the final handling without participating in the decision (Section 21, Government Agencies Ordinance [2007:515] and Section 31, Administrative Procedure Act).

Local regulations

A grading decision at LiU, according to paragraphs 3 and 5 of Section 21 of the Government Agencies Ordinance and Section 31 of the Administrative Procedure Act, must contain information about both the examiner and, where relevant, the person

¹³ See the decision laid down by the JO on 18 July 1991, Ref. No. 3980-1990.

¹⁴ *Rättssäker examination*, fourth edition, p 73.

or persons at LiU who have participated as assisting assessors.

2.3.6 Information of grades

Swedish regulations

A government agency that passes down a decision in a case shall as soon as possible inform the person who is party the complete content of the decision, unless this is obviously unnecessary. The government agency may decide how the information is to be passed on. Such information must, however, always be given in writing if any party requests this (Section 33, first and third paragraphs, Administrative Procedure Act).

Local regulations

At LiU, information about grades is primarily passed on electronically, by certification in the Ladok student registry.

Students who wish to request reassessment or rectification of a grade should be given information that they should not accept delivery of the original of the examination work, because this makes an assessment of whether the student has the right to a changed grade or not more difficult, as a consequence of problems associated with evidence.

2.3.7 Examination review and written proposed solutions

Local regulations

After a examination occasion, the examiner should carry out an examination review. An alternate to an examination review is that the examiner draws up and presents in writing a proposed solution, combined with the possibility for the students to contact the examiner for supplementary information. If an examination review is held, it is appropriate that the time for this is announced in correlation with the examination occasion. The examination review should take place at least 10 working days before the next examination occasion.

For forms of examination in which it is assessed that an examination review or the presentation of a written proposed solution is inappropriate, the student should receive feedback about the examination in another form.

2.4 Measures after a grade has been given

2.4.1 Correction and reassessment (change) of grades

Swedish regulations

An appeal against a decision about a grade cannot be filed. This is a consequence of Chapter 12, Sections 2 and 4, HF. A student does, however, have the right to request

correction or reassessment (change) of a grade. There is no deadline before which such a request is to be received.

Correction

A grade that contains an obvious error due to a typographical error, arithmetical error or similar may be corrected by an examiner (Chapter 6, Section 23, HF and Section 36, Administrative Procedure Act).

Reassessment/change of decision

If an examiner finds that a decision on a grade is obviously incorrect owing to new circumstances or for some other reason, he or she **shall** change the decision, if this can be done quickly and easily and if it does not mean lowering the grade (Chapter 6, Section 24, HF).

A government agency **may** change a decision that it has passed down in error as first decision-making body, if it considers that the decision is in error as a consequence of new circumstances or for some other reason. A decision whose character is beneficial for an individual may, however, be changed to the detriment of the individual only if (...) 3. the error is a consequence of the party having presented false or misleading information (Section 37, Administrative Procedure Act).

Local regulations

When a student requests rectification or reassessment (change) of a grade, a decision (acceptance or rejection of the request) is always to be given.

A decision of rectification or reassessment (change) of a grade should normally be taken by the same examiner as made the initial grading decision. If this is not possible, someone else may make the decision. This person must, however, be designated as examiner for the course.

Rectifications and reassessments (changes) that are to the detriment of a student must be carried out with great care and solely when it is a question of obvious cases. Change to the detriment of a student can become relevant if a student has cheated on a test. Such change takes place with the support of Section 37, Administrative Procedure Act.

If an examiner is considering correcting or changing a decision to the detriment of a student, consultation should take place with an employee at the Legal Office. Before a decision of rectification or reassessment (change) is made, the student must be given the opportunity to make a statement.

A pass grade cannot be changed to a fail grade following a student request.

2.4.2 Examination in order to improve a pass grade

Local regulations

It is permitted that a student who has achieved a pass grade on an examination take the examination several times with the aim of achieving a higher grade (known in Swedish as “plussning”), this must be stated in the course curriculum.

2.4.3 Supplementation

Local regulations

If a student lies on the borderline between pass and fail, a procedure of supplementary examination may be used. The examiner is the one to decide whether the opportunity for supplementation is to be given, and the supplementary tasks the student is to carry out. These are to be based on the learning objectives that the student has failed to reach.

Supplementation is to take place on a scheduled date determined by the examiner. The period available should not be longer than six weeks, and shall normally occur during term time (the current term or the subsequent one). In exceptional circumstances, supplementation may take place after the end of term. The examiner determines whether the supplementation is to be given a pass grade.

In the normal case, students should not be permitted to perform supplementation for any one examination task more than twice. At the end of the time period for the supplementation, a grade shall be awarded.

2.4.4 Number of examination occasions per course instance

Local regulations

At least two examination occasions should be offered within one year of the ordinary examination occasion. If a course is not given every academic year, at least one examination occasion should be offered in the years in which the course is not given.

2.4.5 Certification of study results in Ladok

Local regulations

Certification in the Ladok student registry

All registrations and results must be certified in Ladok before the date of audit. This is the name of the two dates per year (in January and in July) on which LiU reads off student performances. Registrations and results for the period 1 January-30 June, thus, must have been certified before the audit date in July, while registrations and results for the period 1 July-31 December must have been certified before the audit date in January. Registrations may not be backdated when the date of audit has been passed unless an error has been made by the university.

All examination tasks must be marked and the results certified in Ladok as specified in the regulations given in Section 2.3.4.

Examination dates for different forms of examination

The results of written examinations must be reported on the date on which the examination was carried out.

Compulsory components of examinations, or different types of project in which various components can be included, must be reported on the date on which the last component of the examination was given a pass grade.

Independent work (theses, degree projects and equivalent) must be reported on the examination date on which the final component of the worked was submitted. Thus, it is not necessarily the date of presentation or submission for printing of the independent work that is to be reported, but the date on which all course requirements are satisfied and submitted.

If the student is permitted to perform supplementary work as described in Section 2.4.3, the date of the examination is set to the date on which the supplementary work was submitted.

Reporting courses that contain one or several parts or components

When the course syllabus specifies that a course contains one or more parts or components, grades are to be reported for both the parts or components and for the complete course. The grades are to be reported at the rate at which the student participates in the examination, and fail grades are also to be documented. When all parts of a course have been approved, a grade for the complete course (final grade) is to be recorded in the Ladok student registry.

Reporting results that determine resource allocation

Results must be reported in a manner that makes it possible to distinguish results that determine resource allocation from other results (such as results from commissioned education). Results from transferred credits are to be reported as such, in order to avoid double accounting of results, which may lead to misleading economic reporting by the university. In the event of “plussning”, any changed grades must be reported for the same date of examination as that of the previous grade.

More information:

[Discrimination Act \(2008:567\)](#)

[Higher Education Act \(1992:1434\)](#)

[Higher Education Ordinance \(1993:100\)](#)

[Administrative Procedure Act \(2017:900\)](#)

[Language Act \(2009:600\)](#)

[“Rättssäker examination” – guidelines from the Swedish Higher Education Authority \(UKÄ\)](#)

The [Rektors delegation för beslutanderätten i ärenden om antagning och utbildning](#) provides information about who takes decisions concerning syllabuses for courses and programmes, course literature, and the appointment and exchange of examiners. The [Riktlinjer för språkanvändningen inom universitetet](#) provides information about the language or languages in which syllabuses for course and programmes are to be written.

The [LiU:s vägledning om offentlighet och sekretess](#) provides information about the publication of examination scripts och test documents.

More information about the rules that govern written examinations in an examination hall are given in: [Regler vid insläpp till salsskrivningar och datortentor](#), [Anvisningar vid anordnandet av skriftliga tentamen i sal](#) and [Ordningsföreskrifter för studerande vid salsskrivning](#)