



## Instructions for course syllabi at the Faculty of Social Sciences

The information below describes the minimum requirements for the content of all course syllabi drawn up at the Faculty of Social Sciences. The instructions are based on the Swedish Higher Education Ordinance (HF), the implementation regulations for course and programme syllabi at Lund University (SU2012/244), the local rules for degrees, courses and study programmes at Lund University, 14 June 2012 (I G 43 5518/2006) and the guidelines for matters relating to Lund University and its students.

A course syllabus includes regulations and is a legally binding document. Other course documents and related texts are not to include any binding rules; rather, these are to be seen as recommendations or guidelines. Any limitations, e.g. the number of hours of supervision and examinations opportunities, must be stated in the course syllabus. In accordance with the implementation regulations for course and programme syllabi at Lund University, course syllabi are to be approved in Swedish. If a course is taught in English, the syllabus must be translated into English. The database for course syllabi, UBAS, includes a translation tool which produces an auto-generated translation from Swedish into English, but currently not vice versa. The auto-generated translation is then reviewed and edited by the Lund University Translation and Language Services, checked by a designated reviewer at the relevant department, and subsequently made available as an English version of the course syllabus in UBAS.

### Creating new/revising adopted course syllabi

The database for course syllabi can be accessed via <http://ubas.lu.se/>. A manual for UBAS is available under the 'Hjälp' (Help) tab once you have logged in and selected a course syllabus.

If you are adding a **completely new** course, click on 'Ny kurs' (New course). Once the name of the course has been established, you can make a suggestion for a course code, fill in 'allmänna uppgifter' (general information) and 'uppgifter för Ladok' (information for Ladok), and upgrade the course from 'skiss' (draft) to 'preliminär' (preliminary). Request a course code by clicking 'Spara och beställ kurskod från Ladok' (Save and request course code from Ladok). Note that once a course code has been requested, the text fields will become locked. Subsequently, if changes need to be made you must contact Ladok directly.

If an approved course syllabus is to be revised, and the changes do not require a new course code, select the current syllabus and click on 'revidera' (revise). A

copy of the syllabus will be created in which changes can be made and approved. The previous version will then no longer apply.

If the revisions are such that the course requires a new course code, select the current version of the course syllabus and click on 'skapa ny kurs' (create new course). This will generate a new syllabus, based on the previous version, in which you can make changes. In such cases, you must also request a new course code.

## **The course syllabus**

### **General information**

#### Main field and depth of study relative to the degree requirements

State the main field and depth of study relative to the degree requirements. There can be more than one main field of study, or perhaps the course does not have one. For instance, interdisciplinary courses can have both Sociology and Human Geography as their main fields of study.

#### Type of course and its place in the educational system

State the type of course and its place in the educational system, as well as any programme affiliation. If the course is part of a main field of study this is to be stated here.

Example:

*The course is offered as a freestanding course.*

*The course is a compulsory/elective component of the XX programme in XX, xxx credits*

If it is a contract education course: *The course is offered as contract education.*

#### Language of instruction

Select the language of instruction. In the free text field you can also include information such as: "Some components may be in other Scandinavian languages and English".

### **Learning outcomes**

The learning outcomes describe what the student is to know, understand, be able to take a position on and/or perform on completion of the course. It is to be possible for teaching staff to actively use course syllabi to support their teaching and for students to support their learning.

Regardless of whether or not the course is part of a study programme or offered as a freestanding course, the learning outcomes for each syllabus are to be formulated in such a way that they express how the students will gradually develop specialised knowledge and expertise. It is vital that each syllabus is seen as part of a whole (a programme, main field of study or other field/subject) and that the contribution of the course to the whole is expressed in the learning outcomes. This

means that the learning outcomes for each individual course are to clearly show how they contribute to the development of knowledge, skills and abilities in accordance with the outcomes of the relevant qualification. Individual course are therefore not required to have the same level of development in all three categories (*Knowledge and understanding, Competence and skills, Judgement and approach*). One course might perhaps be more skills-oriented than knowledge-oriented and vice versa. The learning outcomes for a course must correspond to the specified depth of study relative to the degree requirements. The outcomes are to be active, and possible to observe and assess.

Where relevant, course syllabi are to include learning outcomes concerning information literacy, in accordance with the guidelines for the integration of learning outcomes concerning information literacy in courses and study programmes at the Faculty of Social Sciences, reg. no STYR2014/479.

Under *Knowledge and understanding* there are two models for clarifying the outcomes of the syllabus. One is to follow the practice adopted at the faculty in recent years, complying with the way in which the outcomes are formulated in the Higher Education Ordinance. In accordance with this practice, the outcomes under *Knowledge and understanding* are to be stated as a type of knowledge pursued on the course, for example: “understanding of geographic data and cartographic design” or “knowledge of current research in the subject of Human Geography”.

The other option is to use a model in which the verbs are used to state the complexity of the understanding pursued on the course, for example “be able to explain and apply presentation techniques for geographic data and cartographic design” or “discuss and compare contemporary research traditions within the field of Sociology”. The latter model is currently advocated by educational developers at the Division for Higher Education Development at Lund University (AHU).

The text is to start with:

*Upon the completion of the course, the students shall*

Examples of terms used to describe the learning outcomes under each category heading:

Knowledge and understanding

*“describe”, “identify”, “define with scholarly precision”, “use a topical issue in the media to account for”, “explain”, “use appropriate terms and concepts to communicate”, “account for and discuss” etc.*

*or*

*“demonstrate knowledge of...”*

*“demonstrate understanding of...”*

Competence and skills

*“exemplify”, “demonstrate” “categorise”, “present in both Swedish and English”, “concretely and precisely communicate”, “apply”, “based on complex documentation calculate”, “adapt”, “organise” etc.*

*or*

*”demonstrate the ability to...”*

Judgement and approach

*“using a scholarly approach, be able to criticise”, “assess”, “justify”, “take a position on”, “review”, “propose measures and argue for constructive solutions to problems”, “in a debate argue” etc.*

*or*

*“demonstrate insight into...”*

*“demonstrate the ability to reflect...”*

The outcomes are to show clear development in relation to previous courses and between different levels. For further reading on learning outcomes and how development can be described, please see Biggs’ and Tang’s book on constructive alignment, *Teaching for Quality Learning at University*.

**Course content**

Provide a description of the course content and any sub-division of the course into different components. Modules are to be assigned titles in both Swedish and English and a number of credits. Components and modules are also to be described in brief.

**Course design**

State the forms of teaching applied, including information on any compulsory components. Lectures are usually not compulsory, but exercises, seminars etc. often are.

Example: “The teaching consists of lectures, seminars, exercises, study visits and supervision”.

Compulsory components:

*Unless there are valid reasons to the contrary, compulsory participation is required in xxx. Students who have been unable to participate due to circumstances such as accidents or sudden illness will be offered the opportunity to compensate for or re-take compulsory components. This also applies to students who have been absent because of duties as an elected student representative.*

### Assessment

Clearly specify how the course and its different parts will be assessed. Use the terms “invigilated written exam”/“take-home exam”.

Example: “The assessment of Module 1 will be based on an individual invigilated written exam. The assessment of Module 2 will be based on individual take-home exam”.

If the right to supervision is limited in terms of time and scope, it is to be stated here.

*The hours of supervision are limited to the semester in which the student first registered for the course. Exceptions can be made if there are special grounds.*

State the number of examination opportunities in connection with the course, at least three.

*The course includes opportunities for assessment at a first examination, a re-sit close to the first examination and a second re-sit for courses that have ended during that school year. Two further re-examinations on the same course content are offered within a year of the end of the course. After this, further re-examination opportunities are offered but in accordance with the current course syllabus.*

If the number of sessions in which a student may take an examination in order to complete a course or part of a course is limited due to resources, this is to be stated. This mainly applies to courses that include placement. “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 of the Higher Education Ordinance).

*Students who fail a placement course are to be given an opportunity for a retake. The student must then redo the placement in its entirety, and they themselves are responsible for finding a new placement.*

Once the course syllabus has been approved in UBAS you will need to request exam codes for the course. Specify the type of assessment in the text field. Note that the exam codes are shown as an appendix to the course syllabus and it is therefore important to be consistent in your description of the assessments on the course. From a legal perspective, we recommend that each assessed assignment has its own exam code. This creates clarity and transparency for the students and provides good opportunities for follow-up by study advisors, and others.

If the course includes a degree project, use the following formulation:

*The degree project is to be registered in an Open Access database belonging to Lund University. Each student determines their own level of publication.*

## **Grades**

### Applied grading scale

State the grading scale that is applied on the course (select an option from the drop-down list). An introductory text about the selected grading scale will then appear.

### Description of the applied grading scale

#### Pass – Fail

*For the grade of Pass, the student must fulfil the learning outcomes specified for the course. At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.*

#### Pass with Distinction – Pass – Fail

*For the grade of Pass, the student must fulfil the learning outcomes specified for the course. For the grade Pass with Distinction the student must fulfil the learning outcomes particularly well/show particular theoretical awareness and analytical ability (or alternative formulation)*

*At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.*

#### A – E + Fail

*The grade for a non-passing result is Fail. The student's performance is assessed with reference to the learning outcomes of the course. For the grade of E the student must show acceptable results. For the grade of D the student must show satisfactory results. For the grade of C the student must show good results. For the grade of B the student must show very good results. For the grade of A the student must show excellent results. For the grade of Fail the student must have shown unacceptable results.*

*At the start of the course, students are informed about the learning outcomes stated in the syllabus and about the grading scale and how it is applied on the course.*

NB! If the course includes practical components for which the grading scale does not apply, it is to be stated in the following way:

*XXX (e.g. conversation training, study visits, group exercises) is/are exempted from the grading scale above. The grades awarded for this/these component/s*

*is/are Pass or Fail. For the grade of Pass, the student must show acceptable results. For the grade of Fail, the student must have shown unacceptable results.*

### Overall course grade

Provide information about what constitutes the basis for a grade on the course as a whole; for example, whether the grades on different modules together form an overall grade, or whether different assessments are weighed. For courses that include more than one assessment, the syllabus is to clearly state how the student's results on the various assessments will be summed up into an overall grade for the course.

Examples:

#### *Example 1*

The grade for the entire course consists of the average grade of all assessed assignments (A = 5, B = 4, C = 3, D = 2, E = 1) divided by the number of credits awarded for each component. For a grade of Pass on the entire course, the student must have been awarded at least E on all assessments for which the grading scale A–E+Fail applies, and the grade of Pass on all assessments for which the grading scale Pass with Distinction – Pass – Fail applies. The student must also have participated in all compulsory components.

#### *Example 2*

The student's grade on the course will be determined based on the results of the invigilated written exam.

#### *Example 3*

For a grade of Pass with Distinction on the entire course, the student must have been awarded this grade on at least half of the course credits or on module/component xxx.

### **Admission requirements**

State the admission requirements that apply for the course. If the course requires previous higher education studies, there is a list from which you can select which admission requirements that are to apply. If the course only requires an upper secondary school qualification for admission this is to be stated.

If the course requires previous higher education studies, the admission requirements that apply are to be stated in the text field.

*To be admitted to the course, students must have completed the course xxx (course code, title and number of credits)*

*To be admitted to the course, students must be admitted to the XX programme in XX, and fulfil the field-specific entry requirements XXX, and have passed course XXX (course code, title and number of credits)*

If the course only requires admission to a particular programme, state the *full name* of the study programme. On later stages of the programme, there should be requirements for being admitted to new courses within the programme. For instance, completed courses in methodology should be a minimum requirement for admission to courses that include a degree project.

If the admission requirements include the completion of a certain course, state the course code, title and number of credits. The admission requirements could also involve a certain number of credits obtained in a specific subject or main field of study.

For courses taught in English with international applicants, the admission requirements must include proficiency in English equivalent to at least English 6/B from Swedish upper secondary school.

*Oral and written proficiency in English equivalent to English 6/B (advanced) from Swedish upper secondary school is a requirement. International qualifications will be assessed in accordance with national guidelines.*

If the course is in English and exceptions are made to the general admission requirement of proficiency in Swedish (general entry requirements), it is to be stated here.

*International students are exempted from the general entry requirement of proficiency in Swedish.*

### **Further information**

Any other information of significance for judging the course content, design and status is to be included here.

Examples:

1. If the course has limitations compared to another course in relation to a certain qualification, and can therefore not be included in the same qualification.

*The course cannot be included in a degree together with the course xxx (include the full name of the course and the number of credits)*

2. Any limitations in terms of the period of validity, for instance, for a certain qualification

3. If the course entirely or partly contains the same content as another course (*include the full name of the course and the number of credits*)

4. If the course is eligible for a credit transfer for another course or module

5. Target groups

6. Information about any collaborative partners

**Information for Ladok (this will not appear in the course syllabus, only in Ladok)**

Choose the department in Ladok, subject category (SCB) and discipline, usually 100 % Social Sciences. You can also provide information on whether or not the course is part of a programme, and whether or not it overlaps with other courses. Click 'Spara' (Save) and request a course code in Ladok. Once the course has been assigned a course code, you will be notified via email and the code will be entered into UBAS once the system has been updated overnight.

**Information about the approval (this is to be included under the heading 'Details of approval' at the top of the course syllabus)**

State the decision-making body, the date of approval and validity of the course syllabus. Course syllabi do not require any further document registration as long as all course syllabi are consistently registered in UBAS

**Required reading**

The list of required reading is a separate document, and is to be approved by the department board/equivalent no later than 8 weeks prior to the start of the course. Remember to apply a gender and diversity perspective to the selection of texts.

The list is to comply with a uniform reference system. Authors are to be listed in alphabetical order by surname and first name. Include the total number of pages, and the number of pages for all types of material (including compendia, collections of articles, websites, etc.). For books, include the ISBN number. If students will only be assessed on selected parts of a book, this should be specified in the list, e.g. chapters 1–12, 16–17, or the exact page numbers, e.g. pp. 1–115, 170–212. Research articles are also to be specified in the reading list.

For first cycle courses of 15 credits, we recommend 2,000 pages; for second cycle course of 15 credits, we recommend 2,500 pages (+/- 10 %). Deviations from these recommendations can be justified by the nature of the required reading, for example if it contains a large share of research articles or the course includes a lot of practical elements.