Guidelines for Examination at First cycle and Second cycle Level at Mälardalen University

DISCLAIMER

This is a translation of Riktlinjer för examination på grundnivå och avancerad nivå vid Mälardalens universitet (reg.nr 2025/1810).

The information provided here is intended for general information purposes only. The official authentic version (Riktlinjer för examination på grundnivå och avancerad nivå vid Mälardalens universitet) is written in Swedish.

Contents

1. Introduction

These Guidelines are intended for both University staff and University students. They aim to both facilitate work with examinations for employees and to ensure legal security for students by promoting equal treatment of similar examination cases.

1.1 Scope

The Guidelines are governing for all examinations at first cycle and second cycle level, including relevant issues within the framework of the grading case.

Unless otherwise indicated, the Guidelines are also applicable to examinations within qualifying and higher education access programmes pursuant to Ordinance (2018:1519), so-called foundation year programmes, and to examinations within contract education, pursuant to Ordinance (2002:760). It should be noted that agreements between the client and the University take precedence over the Guidelines.

1.2 List of terms

Student is a person who has been admitted to and is pursuing higher education at Mälardalen University.[1] Unless otherwise indicated, this also includes so-called foundation-year students and persons enrolled in contract education.

Grading case normally begins with the registration of the student in the course and may include additional circumstances to consider apart from the assessment of the student's performance and what otherwise follows from the Higher Education Ordinance.[2]

Course syllabus is the document that describes what generally applies for the course, including examination. The course syllabus is binding for both staff and students; see Section 3.1.

Course information supplements the course syllabus with information about the course. Different names for this exist, such as study guide. In these Guidelines, the term 'course information' is used throughout. Also see Section 3.1.1 above.

Examination means that students' knowledge is examined as described in the course syllabus. The examination is a requirement for the student to receive a grade in the course.

Examination format specifies how the student's knowledge concerning a particular intended learning outcome or outcomes will be examined. Examples of examination formats include written on-campus examinations, assignments and degree projects. Examination formats at the University are listed in Chapter 6, which also contains more detailed descriptions of some of these.

---

[1] See Chapter 1, Section 4 of the Higher Education Ordinance (1993:100).

[2] Also see Swedish Higher Education Authority, Guidelines: Rättssäker examination, 2020, Ref. no. 32-314-18, p. 26 f.

Examination components are the examination formats that apply for a particular course. A course often has several examination components. The course's examination components must be stated in the course syllabus.

Examination or exam are the general terms for the examination of a student's knowledge or skills in one of the course's examination components.

Examination session is the time at which the student takes an exam or submits their work for examination. May also be referred to as exam session.

Re-examination is the same as examination but on another occasion; see Section 3.2.1.

Re-examination session is the exam that the student takes if they have failed the regular examination session or not participated in the regular examination session.

Examination paper is the document that the student produces in an exam and on the basis of which the examiner determines the grade.

Grading decision is the examiner's decision of grade after assessment of the student's performance concerning a particular examination component or the course as a whole.

2. Fair examination

The basic starting point in all parts of a grading case is that it involves the exercise of public authority.

There are three principles that must be given particular consideration in the exercise of public authority to ensure that this is done in a legally secure manner. These are the principles of predictability, the principle of legality, and the principle of equality/objectivity.

Requirement for predictability

The requirement for predictability means that the individual must be able to foresee the legal consequences of their actions. In higher education, this means that colleges and universities must provide clear information about the course contents and examination, grading criteria, etc. The course syllabus plays a special role here as information carrier.

Principle of legality

The principle of legality means that authorities, such as Mälardalen University, are bound by laws and other statutes, regulations, etc. in their activities.[3] The University may only take measures that are supported in the legal system, including local policy documents. The principle of legality is a prerequisite for

[3] The principle of legality has its basis in Chapter 1, Article 1, third paragraph of the Instrument of Government (1974:152).

predictability and provides protection for the individual against improper exercise of power.

The principle of equality/objectivity

In their activities, administrative authorities must pay regard to the equality of all persons before the law and observe objectivity and impartiality.[4] The principle of equality means that all equivalent cases must be treated equally, and different cases must be treated differently. The principle of objectivity means a prohibition against arbitrary use of power and that irrelevant circumstances are considered in the application of the law.

3. General principles

3.1 Course syllabus

All education at first cycle and second cycle level must be conducted in the form of courses. A course must have a course syllabus. The course syllabus must state the cycle in which the course is given, the number of credits, intended learning outcomes, specific entry requirements, forms of assessment of the student's performance, and any other necessary regulations.[5]

The same generally applies for courses in access programmes and university-qualifying courses and programmes, as well as for credit-bearing contract education.[6]

That the forms of assessment of student performance must be provided in the course syllabus means that the examination components for the course must be stated. If there are amended examination components for re-examination sessions, this must also be stated in the course syllabus. Mandatory education components must also be stated; see Section 6.8.

3.1.1 Course information – study guide

In addition to the course syllabus, course information – supplementary information about the course and its examinations – must be available at the start of the course. Binding provisions should not be included in the course information; this information should instead only be supplementary to and not replace the course syllabus.

The course information must be easily accessible for the students. It is placed on the course page in the learning management system or similar. At the start of the

[4] See Chapter 1, Article 9 of the Instrument of Government.

[5] See Chapter 6, Sections 13–15 of the Higher Education Ordinance.

[6] See Chapter 15 of Ordinance (2018:1519) on Qualifying and Higher Education Access Programmes as well as Swedish Higher Education Authority: Lärosätenas uppdragsutbildning, report 2024:18, Ref. no. 112-00045-23, p. 76.

course, the students should be notified that they are expected to read the course information.

Course information may contain relatively extensive and detailed information about the course. As concerns examination, there must be information that

- describes how the course's examination components are to be carried out
- states whether aids are permitted for each examination component, and if so, which
- states whether it is permitted to use AI tools in connection with each examination component, and if so, in what way(s) and how use is to be reported
- clearly states whether collaboration is permitted for each examination component, particularly if the students are encouraged to collaborate in preparation for the component in question
- provides clear instructions for reference management systems and how text from other sources may be used
- explains the meanings of plagiarism and academic integrity
- explains the meaning of deceptive conduct (cheating) in examinations and the consequences of well-founded suspicion of cheating
- provides a link to the online schedule with examination sessions
- gives the times for submitting written examination components and corresponding times for re-examination
- gives the times at which all parts of an examination component must be complete
- states whether, and if so how, supplementary work is possible during the course and within what time frames
- describes how the results from several examination components are weighed together to determine the final grade for the course
- describes the scope of any supervision and its significance; see Section 6.3.1.

3.2 Right to take examinations

A student who is registered in a course has the right to take exams on all examination components specified in the course syllabus.

Requirements for completed examination components may not generally be set as requirements for taking exams on other examination components in the course. However, if there are examination components that require special knowledge or skills, the Schools may set requirements on the completion of another component that examines the relevant knowledge or skills. In such case, the course syllabus must specify that the completion of this component is an absolute requirement for participating in the other component.[7]

[7] See Swedish Higher Education Authority, Guidelines: Rättssäker examination, 2020, Ref. no. 32-314-18, p. 68.

3.2.1 Re-examination

A student who has completed an exam with a passing grade does not have the right to re-take an exam for a higher grade.

A student who has not received a passing grade has the right to re-take an exam. Students have the right to participate in all re-examinations in a course, as long as the course is offered.[8]

The number of examination sessions may only be limited if an unlimited right would lead to 'an unreasonable waste of resources'. According to the Swedish Higher Education Authority, this matter must be examined on a course-by-course basis and based on an assessment of the resources required by the education.[9]

If it is decided to impose limitations, the number of examination sessions per component and course must be set to at least five. The number of placements or corresponding educational periods (e.g., VFU placements, internships, student teaching) must be set to at least two.[10] Limitations of this kind must be stated in the course syllabus.[11]

Dates for re-examinations should be announced no later than at the start of the course. If this is not possible, dates must be announced no later than at the time of the regular examination session.

Re-examinations, as concerns written on-campus examinations and similar examination formats, must be held five to eight weeks after the regular examination session. In addition, a catch-up examination must be given during the resit period in June or August.[12]

Deviations from the specified time limits for re-examinations may be made only on condition that the examination does not concern traditional written on-campus examinations and other similar examination formats, and on condition that it would otherwise lead to unreasonable financial costs or great practical difficulties for the University or a third party.[13] If other time limits are set, information concerning this must be provided to the students concerned.

---

[8] However, participants in contract education are only covered by this right within the scope of the course section they are enrolled in.

[9] See Chapter 6, Section 21 of the Higher Education Ordinance and Chapter 1, Section 4 of the Higher Education Act, as well as Swedish Higher Education Authority, Guidelines: Rättssäker examination, 2020, Ref. no. 32-314-18, p. 35 f.

[10] See Chapter 6, Section 21 of the Higher Education Ordinance.

[11] Swedish Higher Education Authority, Guidelines: Rättssäker examination, 2020, Ref. no. 32-314-18, p. 35.

[12] For contract education, however, what has been stipulated in the agreement between the University and the client shall apply.

[13] See Swedish Higher Education Authority, Guidelines: Rättssäker examination, 2020, Ref. no. 32-314-18, p. 97.

The examination format may only be changed for the re-examination session if this is supported in the course syllabus.

3.2.2

If a course is discontinued, the affected students must be given the opportunity to participate in a re-examination that follows the old course syllabus. The University's obligation to arrange re-examinations in courses that have been discontinued is limited to three examination sessions over a period of at least one year. Examination sessions are therefore offered during the two semesters following the announcement of a cancelled course. In this context, the summer semester is considered part of the preceding spring semester.

For the VFU practical training placement examination component, only two re-examination sessions are provided when a course is discontinued, distributed over the two semesters following the last time the course was offered.

Each School is responsible for ensuring that information concerning the change and the last examination sessions are kept available in the online schedule.

A student who has not been able to attend the offered examination sessions may, if special reasons exist, be granted an additional session. The application must be submitted in writing and the reasons explained by the student.

The decision is made by the Dean of School.

3.3 Examiner

Under the Higher Education Ordinance, the examiner must be a teacher.[14] According to the Higher Education Act, teachers are professors and senior lecturers. Other teaching positions are specified in the University's appointment regulations.

There must be at least one examiner for each course. If necessary, several examiners may be appointed. The decision should, with consideration given to the examiner's tasks, be made before the start of the course.

It is permitted to appoint a teacher from another Swedish higher education institution as examiner, provided that the teacher is given some form of employment at the University. Similarly, a consultant may not be appointed as an examiner unless they are first employed in some form.[15]

The examiner assures the quality of examination components, assesses the students' performance, and makes decisions concerning grades in the course. Grading decisions may not be transferred to anyone else. Because the examination is an exercise of public authority, high demands are placed on the examiner. The examiner is obligated to observe the principle of legality and act objectively, impartially and in accordance with the principle of equality. When

[14] See Chapter 6, Section 18 of the Higher Education Ordinance.

[15] Compare the prohibition against transferring administrative functions to other legal entities or individuals in the Instrument of Government, Chapter 12, Article 4.

making assessments, only factual and as far as possible, objective circumstances may form the basis for the decision.

3.3.1 Marking teacher

The examiner's tasks may not be transferred to another employee, whether subordinate or superior, without this person being appointed an examiner. It is possible, however, for examiners to be assisted by another teacher or teachers, so-called 'marking teachers', in the design, implementation, and assessment of the examination. However, the ultimate responsibility for the grade always lies with the examiner.

Marking teachers must, as needed, provide supporting assessment documents designed for this purpose, one for each student, to the examiner. If the examiner uses a marking teacher, the grading decision must indicate this and provide the marking teacher's name.

3.3.2 Disqualified examiner or marking teacher

The Swedish Administrative Procedure Act contains provisions on disqualification that are applicable in the grading case. An examiner or marking teacher may not be involved in a grading case if there is suspicion of breach of the rules on disqualification.

The examiner or marking teacher in question is obligated to report to the head of division as soon as suspicion of reasons for disqualification arise. Students can report reasons for disqualification in the same way. The Head of division decides how the situation should be handled.

For further information, see guidelines 'Riktlinjer för förebyggande av mutor och jäv vid Mälardalens universitet'.

3.3.3 Anonymous examinations

When examiners decide on grades for an anonymous examination, anonymity is broken after the assessment but before the actual grading decision. In the event of suspicion of a breach of the rules on disqualification, the examiner may not make a decision, regardless of who marked and assessed the examination. Another examiner must instead make the grading decision.

3.3.4 Change of examiner

A student who has twice failed the same examination component with the same examiner is entitled to have another examiner appointed before the next examination session, unless there are special reasons to the contrary.[16]

Students who wish to request a change of examiner should explain the reasons for this in writing on the form 'Request for new examiner'. The University will, however, process the application even if the form is not used.

[16] See Chapter 6, Section 22 of the Higher Education Ordinance.

The request must be submitted no later than 14 calendar days before the examination session.

The decision is made by the Dean of School.

3.4 Grades

Under the Higher Education Ordinance, grades must be awarded on completion of a course.[17] In exceptional cases, failed grades may be assigned before this. In such cases, a rule on this must be provided in the course syllabus.[18]

Under Chapter 6, Section 18 of the Higher Education Ordinance, the higher education institution may determine which grading system is to be used. At Mälardalen University, the following grading scales are used.[19]

- Pass, Fail
- Pass with Distinction, Pass, Fail
- 5- 4-3, Fail
- A, B, C, D, E, Fx, F

It is permitted to use different grading scales for different examination components within a course.

During the course, all examination components are assessed and, where applicable, weighed together into one grade, the final grade, for the course. Instructions for registering grades are provided in Section 5.4.

3.4.1 Grading scale ECTS

The European Credit Transfer and Accumulation System (ECTS) may be used as a translation tool in courses that have English as the teaching and examination language.

4. Basic requirements for examination – before and during the examination session

4.1 Planning of examination session

What is stated under Section 3.1.1 (course information) must be observed when planning examination sessions.

Special provisions apply for the announcement of written on-campus examination sessions; see Procedures for Written On-campus Examinations at Mälardalen University.

---

[17] See Chapter 6, Section 18 of the Higher Education Ordinance.

[18] Swedish Higher Education Authority, Guidelines: Rättssäker examination, Ref. no. 32-314-18, p. 108.

[19] Also see Vice-Chancellor's decision, Ref. CF 30-449/07 and 2018/2514.

4.1.1 Submission deadlines

What is stated under Section 3.1.1 (course information) must be observed for submission deadlines. Submission deadlines must be the same for all students in a course section.[20] Submission on time is a prerequisite for the student's performance to be assessed.

It is the student's responsibility to ensure that the examination is submitted on time. The risk of the submission not being received is borne by the student. An examination paper is considered to have been submitted when it arrives at the University or has been received by an authorised representative of the University.[21]

4.2 Examination design

The examination must be designed with consideration of what is written in the course syllabus. The examination must then be given in the stated format and the questions formulated based on the intended learning outcomes of the course.

As a general rule, all students in a course session are to take the same exam. If the exam questions are taken from a question bank, the examination is considered equal even if the questions or question sequence are not the same for all students. If there are several instructing teachers in a course, it is possible for the teachers to collaborate in the design of the examination. The examiner determines the final content and design of the exam.

As stated in Section 3.1.1 (course information), the students must receive clear information on what aids or working methods are permitted for the exam. The instructions must indicate if the exam is individual or if it may be completed through collaboration between the students. If any form of collaboration is permitted in preparation for or during the exam, detailed information on the scope and forms of this collaboration must be provided.

It is the students' obligation to read and follow all information that has been provided regarding the implementation of the examination.

4.3 Disability study support

A student who has a long-term disability may, under certain circumstances, be entitled to support and adaptations in their study situation.

The assessment of what support and adaptions may be considered is done based on the Discrimination Act's provisions on inadequate accessibility.

The purpose of disability study support is to compensate for the limitations imposed by the student's disability in relation to the study situation, such as in connection with a certain examination component. The intention is for the

---

[20] In individual cases where the student has a certification for disability support, the deadline can be extended upon decision by the examiner.

[21] See Chapter 22 of the Administrative Procedure Act.

student to be able to be in a situation comparable with that of students without the disability.

Students who request support or adaptation in connection with any of the course's examinations must, at the start of the course or as soon as possible after this, introduce themselves to the teacher and present their certificate.[22] For written on-campus examinations, however, other special procedures apply.[23]

The examiner decides whether recommended support and adaptations can reasonably and with maintained legal security be granted in relation to a particular examination component. As financial and practical conditions must also be considered, in many cases there may be reasons for the examiner to involve other functions responsible for staffing, premises, etc.

The University shall have special guidelines for disability study support.

4.4 Identity checks and approved identity documents

If the examination is preceded by an identity check, the following identity documents are acceptable. All identity documents must be valid at the time of the examination session.

Students with Swedish personal identity numbers

- Swedish EU passport (provisional passports are not acceptable)
- Swedish national ID card (LMA card and residence permits are not acceptable)
- Swedish driving licence
- Swedish SIS-marked ID card or ID card issued by a government authority, e.g. the Swedish Tax Agency.

For students who are citizens of a foreign country and do not have Swedish personal identity numbers

- Foreign passport that is clear, laminated, and has text in English, French, or Spanish.

If the student is a citizen of another EU/EES country and does not have a Swedish personal identity number, a valid national ID card may also be used as identification.

Unacceptable documents

Digital identity documents are not acceptable forms of identification. Photocopies or photographs of identity documents are not acceptable forms of identification. University access cards also do not count as acceptable forms of identification.

---

[22] A certificate can be given following application and investigation by a specially appointed coordinator at the University.

[23] See the University website for current information.

5. Basic requirements for examinations – after the examination session

5.1 Withdrawal of examination paper

It is not possible for the student to take back their examination paper once it has been received by the University. The student cannot therefore retrieve their examination paper before the grading decision has been made. Examiners can furthermore not accommodate a student's request to disregard the submitted examination paper.

5.2 Lost examination papers or incorrect information

A student whose submitted examination paper has been lost, as well as a student who has received incorrect information concerning the date, time or place of an exam, must be promptly given a new examination session if it is clear that the University bears the responsibility for the incident.

5.3 Marking period

Grades must be announced as soon as possible, and no later than 15 working days after the examination session.

In exceptional cases, the head of division can decide on an extended marking period. Such cases may, for example, concern a situation that has arisen over which the examiner or marking teacher cannot control or could not have foreseen.

In the event of a decision on an extended marking period, the students must be informed as soon as possible on the reason for the extension and when the grading decision can be expected. Under all circumstances, grades must be announced at least two weeks before the re-examination session.

5.4 Registration in Ladok

Grading decisions are announced through registration in Ladok.

The examiner is obligated to document the students' grades on sub-components ('modules') during the course through registration of grades in the Ladok student registry. When registering grades in Ladok, the terms 'Examination date' and 'Certification date' are applied.

Examination date is the same as examination session, i.e. the date that the student took the exam. Examination date may, for example, concern the date of the written on-campus examination or the last date for submission of a written examination component.

Certification date is the date the examiner makes a grading decision and the student is notified of the result.

5.4.1 Supplementations

All supplementations within the framework of an examination session must be reported in Ladok, stating the same examination date as the regular examination session. Examiners must certify both the regular submission as well as supplementary submissions and thereby report that the first submission has been assessed on time. For the regular submission, the grade is reported as Fail or Fail with possibility for supplementation, in accordance with the grading scale applied in that particular examination. 'Supplementation' is noted in the certification field.

5.5 Suspicion of deceptive conduct (cheating)

In accordance with the Higher Education Ordinance, disciplinary measures may be taken against students who use unauthorised aids or in some other way attempt to deceive during an exam or when study performance is otherwise assessed.[24]

If a well-founded suspicion of cheating arises in connection with assessment of the examination, the student will be reported to the University Disciplinary Board.[25] As a general rule, the examination will not be graded before the disciplinary case has been decided.

If the suspicion arises after the grade has been decided, the examiner must await the decision of the Disciplinary Board. The grading decision can be changed, with support of Chapter 37 of the Administrative Procedure Act. A favourable decision may be changed to the detriment of the student only if the error is due to the student providing incorrect or misleading information. Generally, an examination that is produced through cheating cannot be considered sufficient supporting documentation for assessment of the student's performance. The examiner must therefore always make assessments based on each individual case.

Before changes can be made, the Disciplinary Board's decision must become legally binding.[26]

The student should be notified before the decision is made, e.g. via an email that is recorded in the disciplinary case.

See further, Riktlinjer för disciplinärenden vid Mälardalens universitet.

---

[24] See Chapter 10, Section 1, first paragraph of the Higher Education Ordinance.

[25] This does not apply, however, for students in qualifying and higher education access programmes ('foundation-year students') or for participants in contract education, as these are not covered by Chapter 10 of the Higher Education Ordinance.

[26] After a decision has become legally binding, it can no longer be appealed to a higher authority. Legal force is normally achieved, for decisions that are appealable, when the time for appeals has run out and no one has appealed the decision.

5.6 Justification of the grading decision

The examiner is not obligated to justify the grading decision when it is made. However, should a student request an explanation of the reasons, the examiner is obligated to, if possible, accommodate the request and justify that particular grading decision. If justification is requested after such a long time that it is unclear what circumstances have formed the basis for the decision, or if the examiner in question is no longer at the University, the student's request may be rejected.

Review of the exam replaces the justification obligation and can be offered if the examiner finds it appropriate. The date of the exam review should be announced no later than at the time of the examination session. The examiner should attend the review.

5.7 Handling of examination papers

Graded examination papers can be collected from the Student Centre and in some cases digitally. With the exception of degree projects and similar, documents that have not been collected are disposed of two years after the grading date.

The student must present valid identification to collect their examination paper and sign to acknowledge receipt.[27] If another person collects the examination paper on the student's behalf, this person must present an original power of attorney.

5.8 Review of grading decision

According to the Higher Education Ordinance, a grading decision may not be appealed. This means that an examiner's decision cannot be examined by any higher authority. Grading decisions can, however, be changed following review.[28]

In a review, the examiner makes a new assessment of their decision. The review may result in a new decision, which means that either the previous grading decision remains, or the grade is raised.

The examiner who made the grading decision will normally also review it. If the examiner is unable to do so, another examiner in the course may perform the review.

If a student requests review, the examiner will make a new assessment of the grading decision in the parts and based on the reasons given by the student. The student's request for review should therefore contain a clear description and argumentation of why the grade is incorrect. Preferably, the student should use the prescribed form, 'Request for review of grading decision'.

---

[27] Acceptable identity documents are listed in Section 4.4.

[28] A review may be done under Chapter 6, Section 24 of the Higher Education Ordinance or Chapter 37 of the Administrative Procedure Act.

The examiner must take the initiative to perform a review if they discover there are reasons for this.

5.8.1 Review if the examination paper has been collected

The student's opportunity for review is not lost if the original is collected. To ensure a legally secure review, however, the examiner must be able to ensure that the examination paper has not been altered. To the extent that the examiner cannot quickly and easily, without additional investigation into the case, rule out alteration, there is no obligation to change a decision.

Considering this, students who wish to request review are entitled to a copy of their examination paper at no charge.

6. Examination formats at Mälardalen University

Mälardalen University offers the following examination formats, with associated Swedish abbreviations. This section describes some of the most common examination formats.

Degree project	EXA
Field study report	FSR
Group assignment	GRU
Take-home examination	HEM
Assignment	INL
Laboratory session	LAB
Oral examination	MUN
Mandatory attendance	OBN
Placement	PRA
Report, memo	PM
Project report	PRO
Written on-campus examination	TEN
Seminar	SEM
Simulation	SIM
Academic paper	UPS
Practical training placement	VFU
Practice-integrated learning	VIL
Exercise	OVN
Test	DUG

6.1 General instructions

For all examination formats, what is stated in Chapter 4 must be considered in applicable parts concerning:

- planning of examination sessions,
- submission times,
- design of examination, and
- permitted aids and working methods during the examination.

6.1.1 Plagiarism checks

Written examinations should be checked through the University's web-based system for plagiarism checks. The system is used to prevent and detect plagiarism from extensive and continuously updated source materials.

Plagiarism checks must always be used for degree projects, academic papers and other independent projects that conclude a programme.[29]

6.2 Written on-campus examination (TEN)

A written on-campus examination is a written examination that is conducted in a classroom, on paper, or digitally in a system procured for this purpose. The University's invigilators monitor implementation of the examination.

Written on-campus examinations are carried out anonymously. This means that the student's personal data is replaced with a code. To prevent breaches of the rules on disqualification, anonymity is broken after marking but before the examiner makes a grading decision. Exceptions apply in certain cases, such as when a student uses a computer due to a decision on educational support. Digital written on-campus examinations are always anonymous, however.

As a rule, students can only apply for a written on-campus examination at the course section location. Admitted students are expected to appear at the study location to take the examination. However, if special reasons exist, a student may take the examination in another location; see below.

Procedures for Written On-campus Examinations at Mälardalen University describes in more detail what applies for written on-campus examinations.

6.2.1 Written moderated off-campus examination

A student can, if special reasons exist, be allowed to take an examination in another location, also referred to as a moderated off-campus examination. It is the circumstances of the particular case that determine if the application can be approved. Moderated off-campus examinations take place on the same date and time as examinations given on University premises. For moderated off-campus examinations, the same provisions apply in all essential aspects as for examinations in the University's examination locations.

Special reasons might include social, medical, or other special circumstances such as, for example, caring for children, military service or civilian service. Special reasons may also be considered to exist if the student does not have a residence permit at the time the examination is given. The student's place of residence, holiday trips, and similar do not constitute special reasons.

The student must be able to present documentation to support their application. In addition to the student's reasons, an assessment must be made of whether the conditions are such that the examination can be conducted with the same requirements for legal security that apply for examinations arranged on campus

[29] See Vice-Chancellor's decision MDH 1.1.4 – 549/13.

locations. Students are generally only permitted to sit an examination at other higher education institution (universities, university colleges) and local study centres. The School is responsible for ensuring that these guidelines can be followed, and that the examination session can otherwise be carried out in a legally secure manner. Another requirement for the examination to be carried out in another location is that approved invigilators, premises, and whatever else is required can be arranged at no more than reasonable additional cost to the University.

Application and decision

Students who wish to take an examination in another location must apply no later than three weeks before the date of the exam. Forms are available on the University website. Applications are submitted to the Student Centre, which will forward the matter to the relevant School. Applications that are not received by the deadline will be rejected on those grounds. It is the responsibility of the student to contact the higher education institution or similar at which they wish to take the examination. The person that the student has been in contact with must be listed as contact person on the form. The Dean of School, or another delegated person, decides whether the student's application can be granted. Under the Higher Education Ordinance, the decision is not appealable.

The decision must be submitted to the student no later than 12 calendar days before the date of the examination. Note that students who have been granted permission to take an examination in another location must apply for the examination in the usual way.

6.2.2 Two examinations at the same time

If two examinations are given on the same examination date and time, students can send a request no later than ten calendar days before the exam date to take these two examinations at the same time. Extra writing time is not granted. More information on this is available on the University website.

6.3 Degree project (independent project, academic paper)

A degree project is written under the supervision of an appointed teacher. Independent project and academic paper are other names for a degree project

The supervisor's role is to guide the student in the writing of the degree project to, within the assigned supervision hours, support the student's opportunities to achieve the course goals. The supervisor works with the student to plan how the supervision hours will be used and comes to an agreement with the student on the student's plan for their work. The student is responsible for following this plan and carrying out the work.

To ensure the quality of the degree project, the supervisor and examiner should be different people. It is important that there is a consensus between the supervisor and examiner regarding what is required of the student in their work. Clear assessment criteria are of great importance and should be communicated

to students, supervisors, and examiners at the start of the course. Continuous dialogue is also recommended between the supervisor and examiner throughout the work.

The examiner does not usually require very extensive revisions of a student's degree project when a supervisor has given the student the go-ahead to proceed to the final review (examination). This should not be interpreted as a confirmation of a passing grade. The examiner alone always makes the final grading decision.[30] The student has the right to participate in the examination of their degree project, even if the supervisor advises against this.

If the degree project is carried out in a group, consideration must be given to what is stated under Section 6.4 (group assignment).

6.3.1 Right to supervision

Students carrying out their degree project have the right to supervision during the course section. The course information must contain clear information on how much supervision is offered and during what period of time. Supervision hours that the student does not make use of within the course section may be considered used, unless the supervisor and student have agreed otherwise.

Decisions on additional supervision hours can be made by the head of division after consultation with the course coordinator and supervisor.

According to the Swedish Higher Education Authority's recommendations, a student who does not complete a certain course section shall receive supervision, within reasonable limits, until the project is completed. Deviations from this must be stated in the course syllabus.[31]

In the event of obvious cooperation issues between the student and supervisor, the student has the right to be appointed a new supervisor.

The decision is made by the Dean of School.

6.4 Group assignment (GRU)

Some examinations are carried out by two or more students completing the examination together. However, each student must receive an individual grade. The examination must therefore be designed so that it is possible to assess each student's individual performance.[32] The students must also be given clear information that all persons in the group, despite any division of work, will also be assessed on the examination as a whole.

---

[30]See Swedish Higher Education Authority, Guidelines: Rättssäker examination, fourth edition (Ref. no. 32-314-18), p. 111 f.

[31]Swedish Higher Education Authority, Guidelines: Rättssäker examination, fourth edition (Ref. 32-314-18), p. 113 f.

[32] This can be done, for example, by the students' reporting who has done what in a group log or, where applicable, when reporting the group's work.

For group examinations, consideration must be given beforehand to how illnesses, dropouts, or problems in the group will be handled. There must also be information on the consequences of a student's inactivity in group work. If a student does not contribute, or does so only insignificantly, to the group's work, the student is not entitled to be assessed in the examination.

6.5 Take-home examination (HEM)

A take-home examination is a written examination that is carried out remotely. It must be possible for the students to ask questions during the writing period about anything that is unclear in the exam. The responsible teacher determines to what extent a certain question can be answered. It should normally be stated in the instructions for the take-home examination when and how the responsible teacher can be reached during the examination. Otherwise, the responsible teacher must provide this information in writing to the students in some other way before the examination session.

6.6 Assignment (INL)

An assignment can be carried out as an assignment in any format that is carried out remotely. This examination format also allows, provided the course or programme has also been announced as being fully or partially located on campus, for the examination to be held on University premises. In such cases, the exam will be monitored by teachers in the course or other staff. Resources in the form of examination rooms and invigilators can normally not be used for the exam.

6.7 Oral examination (MUN)

Oral examinations are carried out by the responsible teacher sitting with the student, who answers questions orally. The examination can be based on written material produced by the student or be free-standing. Details on the format of the oral examination must be provided in the course information or similar.

For oral examinations, special requirements are set on the participating teacher to ensure that the examination is equal. An additional teacher can participate in the examination to assist the regular teacher. Clearly expressed grading criteria are particularly important for oral examinations.

To ensure that the assessment is legally secure and to facilitate the possibility of review of the grading results, the examination must be documented, generally through recording. This applies regardless of whether another teacher participates in the examination.

Based on the principles of data protection law, the students must be notified in advance that the examination will be recorded, informed of the formats of this recording, and given a justification as to why the recording is necessary. Responsible teachers must clearly announce when the recording begins and ends. Identity checks of students may not be recorded.

The School is responsible for arranging and storing the recordings in a traceable and secure manner. Like examination papers, recorded examinations are disposed of two years after the grading date.

6.8 Mandatory components and mandatory attendance

If the students' participation does not have a direct equivalent in the course syllabus through specification of the examination component (such as SEM or LAB), but instead is part of the course's overall examination, it is particularly important that the students – who are often accustomed to the three-letter format – receive clear information about this. In addition to a description in the course syllabus, clarifying information should also be provided in the course information. All mandatory components should also be marked in the schedule.

For the examination component mandatory attendance (OBN), an attendance check is performed for the relevant teaching component. No assessment of the student's performance is done at this examination, but rather it is attendance that entitles the student to credits.

Because all mandatory components are part of the course examination, absences need to be made up in the same way as what applies for re-examinations.

6.8.1 Exemption from mandatory components

Students may apply for exemption from mandatory education components due to religious or ethical convictions. If it is assessed that the student can acquire equivalent knowledge for the relevant mandatory education component in some other way, exemption may be granted. The decision is appealable.

6.9 Practical training placement (VFU)

This examination format means that the student gets to put their theoretical knowledge into practice. A large part of this education is physically located outside of the University.

The University must, through designated employees, have continuous contact with the organisation at which the student is carrying out their VFU practical training placement. This contact aims to support the student's development towards the intended learning outcomes of the course.

Based on the intended learning outcomes of the course, there must be clear guidelines for assessment of the student's performance. These guidelines must be the same for all locations at which VFU placement is carried out within a course so that all students can receive as uniform an assessment as possible. No later than at the start of the course, the University staff and the VFU placement supervisor (designated staff with adequate qualifications in the organisation at which the VFU placement is carried out) must have received sufficient information about the guidelines that apply during the placement. It must also be decided which supporting documentation the VFU placement supervisor will provide to the examiner at the end of the course. It is always the examiner who bears the ultimate responsibility for the grade.

If it becomes apparent during the VFU placement that a student may have difficulties achieving the intended learning outcomes, the VFU placement supervisor must immediately contact the course coordinator.

Grades are generally set upon completion of the VFU placement.[33] If a student discontinues their VFU placement early, no grade is thus given. However, it may be stated in the course syllabus that students who stop their VFU placement without special reason may receive failing examination grades in advance. The same applies if there are special reasons (e.g. safety reasons) that mean the student's VFU placement must be discontinued.

In accordance with what is stated under Section 3.2.1, the course syllabus may stipulate that students who fail VFU placement are only given one opportunity to re-take the examination in question.

6.10 Test (DUG)

Test refers to a voluntary exam or other assignment that can give bonus points on the course's final examination component. Bonus points from tests may not, however, be used to achieve the minimum passing threshold for the examination in question.

It is possible that tests – if the student collects enough points – can replace the final examination. In this case, the tests together must relate to all the intended learning outcomes of the final examination.

Tests are not anonymous. The results are documented in the Ladok student registry through a so-called result note (note on the module through free text, check-box or date).

When implementing a test, it is particularly important that clear information about the course structure, weighing of results, etc. is provided to the students. The students must also receive information on how illnesses and other obstacles to participating in tests will be handled. Information must be provided both orally and in writing in the course information. The course syllabus must also state that tests (DUG) are offered in the course.[34]

Tests are, if applicable, taken on the student's own computer. Resources in the form of examination rooms and invigilators cannot normally be used to carry out tests.

---

[33] See Chapter 6, Section 18 of the Higher Education Ordinance.

[34] Swedish Higher Education Authority, Guidelines: Rättssäker examination, fourth edition (Ref. 32-314-18), p. 60.