

Guidelines for examination at basic level (first cycle)¹ and advanced level²

These guidelines were ratified by the Faculty Board on April 27, 2022 and became valid on the same day.

The implementation of the change in Section 5.2 regards examinations taking place from September 1, 2022 and thereafter. This change means that signing up for a supervised exam on campus must be done no later than ten days before the day of the exam (this is instead of what in previous guidelines was no later than seven days).

Registration number HS 2024/23

¹ Swedish universities sometimes use the term “first cycle” with higher numbers for higher levels (“second cycle” et cetera); however, this may not be universally understood outside Sweden.

² This is a translation of the Swedish version (Riktlinjer för examination inom utbildning på grundnivå och avancerad nivå, registration number HS 2022/332). In the event of any discrepancy, the Swedish version of this document shall prevail.

Table of contents

1	Examination regulations	4
1.1	National regulations	4
1.2	Local regulations	4
2	The purpose of examinations	5
2.1	Function and definitions	5
2.2	Learning objectives and grading criteria.....	5
2.3	Assessment of a student's individual performance.....	6
3	Examinations in groups	6
4	Responsibility and administration	7
4.1	The examiner and other teachers involved	7
4.2	The examination administration	8
4.3	Proctors/invigilators	8
4.4	Course coordinator (Course teacher).....	8
4.5	The timing of an examination.....	8
5	Rules regarding examinations	9
5.1	A clear description in the course syllabus as well as study instructions in the course introduction.....	9
5.2	Sign-up and the right to take part in an examination	10
5.3	Language of examination.....	11
5.4	Adapted form of examination	12
5.5	Anonymous supervised examination.....	12
5.6	Available teacher	12
5.7	Number of examinations	13
5.8	Complementing an examination.....	15
5.9	Grades.....	16
5.10	Documentation of results	17
5.11	Feedback after examination.....	18
5.12	Archiving and handing out written examinations	19
5.13	Correction and reassessment of grade	19
5.14	Disallowing a new examination for a higher grade	19
5.15	Examples of examination questions.....	19
6	Oral examination	20
7	Examination in order to avoid mistrust.....	21
7.1	General information about on-site training	21

7.2	On-site training in healthcare	21
8	Supervised exam in another place.....	22
8.1	General information about supervised exams in another place	22
8.2	Distance studies at a learning center	23
8.3	Exchange studies	23
8.4	Specific reasons	24
8.5	Parallel studies at the University and another seat of learning	24
9	This document is valid from	25

1 Examination regulations

1.1 National regulations

The Higher Education Ordinance (Högskoleförordningen, HF) includes general national regulations regarding examination in higher education. Therein is stated that “the forms for assessing students’ performance” must be described in the course syllabus. Furthermore, in the Higher Education Ordinance it is also stated that a grade must be given upon the completion of a course and that the grade is decided by an examiner. The regulations also include limitations regarding the number of exams/tests, a student’s right to have another examiner appointed, correction and review of a grade as well as disciplinary measures in cases of cheating or attempted cheating.

Since government-run universities and colleges are administrative authorities, there are also be other regulations that may be relevant to apply in connection with examinations. Such regulations can mainly be found in The Administrative Procedure Act (Förvaltningslagen), The Government Ordinance (Myndighetsförordningen), and The Freedom of the Press Act (Tryckfrihetsförordningen).

1.2 Local regulations

With the national regulations as a basis, these guidelines describe how different matters concerning how examinations are handled at the University of Skövde (Högskolan i Skövde). These regulations concern examination both at the basic level (first cycle) and at an advanced level.

In addition to the guidelines for examination, there are also “Procedural Rules for On-site Examinations” and “Description for examiner in education at basic level and advanced level.” Grading is regulated in “Regulations for the grading system at the University of Skövde.” How the University should act when there is cheating or suspicion of cheating is described in “Guidelines for handling disciplinary matters concerning students.” Furthermore, regulations in connection with examinations can also be found in “Guidelines for theses writing,” “Guidelines for designing a course syllabus,” and “Guidelines for the discontinuation of a course.” All these documents are available at the University’s website.

2 The purpose of examinations

2.1 Function and definitions

Examinations have a controlling function since they are tools for the assessment and the grading of a student's performance within the framework of specific parts (examinations) in a course.

The examination should also contribute to students' learning and be regarded a part of the learning process. For this reason, it is vital that the examination is coordinated with the teaching, learning objectives, and grading criteria so these different parts function as a whole in a course. Learning objectives and grading criteria are described more in detail in Section 2.2.

General terms used in connection with examinations are defined in Appendix 1. The terminology used for the most common forms of examination at the University are listed in an appendix in "Guidelines for designing a course syllabus." These terms should normally be used in the course syllabus for descriptions of the examinations.

2.2 Learning objectives and grading criteria

Each course syllabus includes learning objectives which state what the students are expected to know or able to perform upon the completion of a course with a passing grade. The learning objectives should be the basis for what is examined in a course. Different types of knowledge and skills can and should be examined in different ways. Examples here include knowledge of facts, concepts, and theories as compared to examinations of knowledge related to understanding, skills, creative thinking, and application. The examiner is to, for the specific form of examination that has been decided upon, certify that the students have reached all the learning objectives in the course syllabus.

Grading criteria for the examinations, based on the learning objectives, must be written. The criteria state what a performance that is regarded as enough for a passing grade should be and also what is required for a student to be awarded grades above a passing grade in the grading scale used. This brings clarity to both students and teachers. For a passing grade in an examination, all the grading criteria must be met. The grading criteria must be available for the students from the beginning of a course as one part of the study instructions³. The course coordinator must, in a suitable way, communicate the grading criteria to the students.

³ Each course must have study instructions. The study instructions include information that is not stated in the course syllabus, for example grading criteria. The study instructions are made available on the University's online learning platform.

From what has been stated above, it is said that the examination is not limited to be based on the course literature. The course coordinator should, in a suitable way, actively communicate the grading criteria to the students.

2.3 Assessment of a student's individual performance

An examination is always an assessment of a student's individual performance which forms the basis for grading. A student's test answers in an examination must therefore be done individually unless otherwise stated. Examinations in groups may, however, also be done. See Section 3.

3 Examinations in groups

A group examination means that two or more students do the examination test together. There are advantages with students working in a group. Students learning from each other is an important effect of this kind of examination. In group work, the students are continuously encouraged, by being expected to explain and give reasons for their choices to the others in the group, to learn in another way than what would be possible between a student and a teacher.

During a group examination, the examiner must be able to verify that each student in the group meets the learning objectives in the course. The difficulties in examining students in a group will increase with the group size. The bigger the group, the greater the risk that the students are not correctly assessed. Generally, one difficulty with group work and examinations in groups is that students have different levels of ambition. This problem becomes especially clear when several grade levels are used.

There are different ways to try to ensure that examinations of students working in a group can be verified as correct. The basic principle should be that if different individuals have participated in different ways in the group work, they must still, when the course is completed, master all the parts/items included in the group work. This is to be the basis for how a group examination is carried out. Another way is to more clearly separate group work from an examination by using individual items. That the course is in project form does not mean that a part of the examination is done through individual-assessment tests. The requirement of having individual assessments must be made especially clear in theses that are not written individually. Several grade levels should normally be used for thesis writing.

During the course introduction, the course coordinator and/or examiner should clearly explain how the examinations will be carried

out in order for the students to take the examinations into account when doing their group work. It is also important that the examiner is given the best possible opportunities to assess the students' performances.

4 Responsibility and administration

It is important that the examination rules are applied in a way that the examination can be done in a legally secure way. The students are to do the examinations on equal terms, and attempts at cheating must to the greatest extent possible be prevented.

4.1 The examiner and other teachers involved

The examiner has the main responsibility for the examination in a course and makes the decision about students' grades. According to what is stated in Work Procedure at the University (Högskolans arbetsordning), the examiner's decision about grades are not reviewed. The role of the examiner is regulated in a specific work description.

The role as examiner in a course cannot be combined with the role as coordinator in one and the same course. The reason is that when reporting students' results, it is required that two different people, with different roles in the process, are involved. A single individual cannot all by themselves handle any examination matter. The quality and legal certainty are generally strengthened in the requirement of two teachers in the process. In thesis-writing courses, the course coordinator can, however, also be the examiner provided that several teachers are examiners. If the role as course coordinator is shared between two teachers, one of them can also be examiner.

If an examination has received a failing grade on two occasions by the same examiner, the student has the right to have another examiner appointed unless there are specific reasons against this. A new examiner will then be appointed for the student's next examination of that particular item. Instructions about applying for a change of the examiner can be found on the University's website.

Regarding the part of the examiner's role as the attestant of results on Ladok, the examiner can, in exceptional cases, be replaced by another person with a different role. Those roles are primarily the subject coordinator concerned and secondly the teacher's immediate superior.

Other involved teachers

Besides the examiner, there may be other teachers who are involved in an examination, for example by writing and assessing examination questions. Even in cases where the examiner is the main responsible

party for the examination (see above), information about other involved teachers must be documented on Ladok. The Swedish Higher Education Authority's interpretation of The Administrative Procedure Act is that these teachers "participated in the final handling without having taken part in its decision."⁴

4.2 The Examination Office

Within the University Support Service, there are study administrative functions that support examination work. Those functions are in the department for learning- and student support. As one part here, the Examination Office has a specific function to primarily organize supervised written exams. This unit is responsible for establishing work procedures which guarantee that the preparations and the execution of supervised written exams are done in accordance with those directions.

4.3 Proctors/invigilators

The department for learning- and student support is to make sure that the number of available proctors/invigilators covers the University's need for this staff. The department also needs to provide training for the proctors/invigilators before their duty begins and also continuously do so during their time of service.

4.4 Course coordinator (Course teacher)

For other forms of examination than supervised written exams, the course coordinator is responsible for the planning of the examination (such as place, time for handing in exams among other things).

4.5 The timing of an examination

Examinations should normally take place within the stated time for a semester (term). All involved students should in an adequate way be informed about the time and place for the examination. This information should normally be given in connection with the publishing of the schedule of the course in question, i.e. be included in the schedule of the course⁵.

Supervised written exams on campus are scheduled from Monday to Saturday during the specific examination periods. Outside of these periods, supervised exams are normally scheduled on Fridays and

⁴ Legally secure examination [Rättssäker examination] (The Swedish Higher Education Authority 2019)

⁵ Scheduling of a supervised written exam is a complicated process affected by several issues. In some cases, the scheduling of supervised exams cannot be published at the time of the publishing of the course schedule. The time and the place of the exam will then be announced as soon after as possible

Saturdays. These days have been decided on for practical and economical reasons since there exists a need to gather students from a number of different courses at a time when there are no scheduled lessons. Although lessons in a course are scheduled as daytime classes, the supervised examination can be scheduled either in the evening or on a Saturday—or the other way around. Supervised exams at learning centers are scheduled Monday through Friday.

A supervised exam might be re-scheduled if the number of examinees appears to exceed the number the Examination Office is able to handle considering available rooms and/or staff. The Examination Office must make this kind of rescheduling early and in contact with the course coordinator in question. If possible for practical reasons, the time can, upon request, be changed by the course coordinator in question. The change, which is decided by the Examination Office, should be done no later than four weeks before the exam.

5 Rules regarding examinations

5.1 A clear description in the course syllabus as well as study instructions in the course introduction

In all the courses at the University, the examinations must be clearly described in the course syllabus (course plan). The course syllabus is legally binding for both the university and the students.

For this reason, what is stated about examinations in the course syllabus cannot be disregarded. Other forms of examination than those stated in the course syllabus must not be used. Furthermore, a teacher cannot change the form of examinations during the course if it conflicts with the course syllabus—not even if it is done in agreement with the students. If the forms of examinations in a course need to be changed, the course syllabus must first be changed (and this cannot be done once a course has started). The students have both the right and the obligation to be examined in accordance with the then-current course syllabus.

In exceptional cases, adjustments to the form of examination may need to be applied for re-take exams—especially if the examination is in the form of some kind of group work. Should this happen during the discontinuation of a course, the decision is to be made by the Curriculum Committee. Exceptions regarding forms of examination may also have to be made for unexpected and exceptional situations. In such cases, the decision is made either by the Vice-Chancellor or the Faculty Board.⁶

⁶ One example of an unexpected and exceptional situation was the corona pandemic outbreak during the spring semester of 2020 when most of the teaching and examinations at seats of learning in Sweden with

More detailed information regarding examinations—for the specific course (for example assignment deadlines)—is to be given in the study instructions of the course.

If a course includes short tests (in Swedish referred to as “duggor”) for examination, the function of these tests must be described in short in the course syllabus and more in detail in the study instructions. It must also be stated if these tests are mandatory, if they give bonus points in the supervised exam, and for how long time the results in this kind of test is valid among other things. The term “dugga” (short test) is defined more in detail in Appendix 1.

Oral information about the examination, referring to the course syllabus and study instructions, is to be given at the course introduction (provided that time will be set aside for oral information at the course introduction).

The course coordinator is responsible for giving information about the examination to the students.

5.2 Sign-up and the right to take part in an examination

Only students who are registered in the course the examination is used for has the right to take the exam.

A sign-up for a supervised exam on campus is mandatory and must be done no later than ten days before the day of the exam. Sign-ups are done in the Student Portal (“Studentportalen”) on the University’s website. If a student does not have access to the Student Portal or if there has been a change in the examinations of the course and/or course code after the student was last registered in the course, a sign-up can be made to Student Services (“Studentservice”) no later than ten days before the day of the exam. Late sign-ups are not allowed.

Students with disabilities who have been allowed special support during a supervised exam must, in addition to examination sign-ups as stated above, also add specific information about the special support having been approved. This is to be done in the Student Portal in the same way as the sign-up for the examination and no later than ten days before the day of the exam.

Sign-ups for a supervised exam that is a retake can be done without the student being registered the semester in question. However, the student must have previously been registered in the course.

For all supervised exams, the student must be able to prove their identity by showing a valid and approved form of identification. The

very short notice was changed to being online.

requirements of identification are described more in detail in “Regulations for students at supervised exams.”

For other examinations than supervised exams, the course coordinator decides if sign-ups are mandatory. If they are, this is done in accordance with specific instructions for the course in question. Specific instructions for sign-ups to examinations in a course that will be discontinued are also to be given. For examinations taking place at a learning center, sign-ups are done in accordance with the routines.

Requirements of passing examinations in an ongoing course

If there are “checks” in an ongoing course—in the form of passing one or more examinations to be able to take part in another examination in the course—this must be clearly stated in the course syllabus. Such requirements can only be included if they are necessary for the student in order to be able to utilize the skills learned in the course. Examples of courses where this kind of requirements might be needed are courses about thesis writing or courses with laboratory work where shorter tests (“duggor”) may be included. Shorter tests are defined in Appendix 1.

5.3 Language of examination

Examinations should normally be carried out in the language of instruction in a course (Swedish or English). That means that questions as well as answers are normally to be written (or spoken) in the language used in the course.

According the Swedish Higher Education Authority’s (UKÄ) interpretation of the Swedish Language Act (språklagen) answers in Swedish in an examination must be accepted also in cases where the language of instruction is English. The Swedish Higher Education Authority’s interpretation is based on how in the preparatory work preceding the Language Act it is emphasized that an individual always has the right to communicate in Swedish when contacting government organizations. Exceptions from the rule of accepting examination answers in Swedish can be made if the course objectives state that students must reach a certain level of English-language skills or give proof of the ability to communicate in English.

There is no corresponding right to communicate in English if the language of instruction is Swedish. The ability to communicate in English is also guaranteed by the admission requirements of the course or program. It is stated in the University’s admission procedures that in programs and courses taught in Swedish and at

advanced levels, knowledge of Swedish in program- and course syllabi must be a requirement⁷.

If the language of instruction of a course is Swedish, the answers in an examination should normally be given in Swedish. Exceptions are made for thesis-writing courses where a thesis can be written in English even if the language used in the course is Swedish.

When needed, information about which language/languages that students can use in an examination is to be included in the study instructions and on the cover sheet of the exam paper.

5.4 Adapted form of examination

If a student has a permanent disability which constitutes a barrier in an examination the way it is described in the course syllabus and in the study instructions, the student should be offered an adapted form of examination or an alternative examination. One condition is that a decision about pedagogical support has been made for the student in question. Decisions of this kind are made by the coordinator for students with disabilities. Information about the possibility of having adapted examinations is to be given in the course syllabus.

If a student due to personal religious reasons cannot take part in the examination, there should be an opportunity to take the exam at another time.

5.5 Anonymous supervised examination

It is possible, if requested by the examiner, to handle supervised examinations in a way that it is done anonymously by the students. The reason for this is to guarantee that the student's identity will not influence the examiner/examining teacher when grading. However, anonymous supervised exams require a great deal of manual work which means that those can only be done in a limited number of cases.

System support for an increase in anonymous supervised exams is in progress. This system support makes up a part of the planned development of different forms for digital examination.

5.6 Available teacher

The examiner or the course teacher needs to be available in case of students' questions during a supervised exam, preferably during the entire duration of the exam but at least during the first two hours. The

⁷ Having Swedish-language skills is one of the requirements for eligibility in courses and programs at basic level but not for advanced levels.

teacher can either visit the place for the examination and/or be available by phone. For visits, the teacher should identify themselves to the proctors/invisgulators.

If complementing information—or information about errors in the exam paper—is given by the teacher, it is important that this information is given to all the students taking part in the supervised exam or examination written from home. This kind of information should therefore only be given during the first hour of the exam before any student has left the room. All the students participating in the exam must be given the same information and related conditions.

For examinations done from home, assignments, or similar tests, information about when the examiner or any other involved teacher is available should be given.

5.7 Number of examinations

The number of examinations in a course or part of a course that a student did not pass is normally not limited for an individual student. There may, however, be limitations in a few cases. See Section 5.7.2.

To the greatest extent possible, examinations should be offered on two occasions for each course, in particular if the course is only offered once a year or more infrequently. The number of examinations should be included in the study instructions. If a student did not pass an examination in the ongoing course, they will instead be referred to the next examination. For some forms of examination, specific regulations about the number of examinations exist. (See below in Section 5.7.1).

Retake examinations are normally done the same way as in the first examination, i.e. in the way stated in the course syllabus. In exceptional cases, an adjustment of the form of examination may need to be made especially if the examination is done as a group assignment. The result of the first examination must have been reported before a student can take a reexamination. If a student has requested reassessment of a grade (see Section 5.13 and Appendix 3), the retake examination cannot take place until a decision about the request has been made and completed.

A student whose examination paper (or the equivalent) has disappeared must be given the opportunity to take a reexamination if it can be proved that the University is responsible. The reexamination should take place as soon as possible and no later than two weeks after the disappearance was known.

In cases where a course no longer is given (and is not planned to be given in the future), the course should be discontinued. The most important reason for this is that students who did not pass the course then will have the opportunity to take a reexamination. The

discontinuation of a course is described more in detail in “Guideline for discontinuation of a course.”

5.7.1 Number of examinations in a course

The regulations regarding the number of examinations in a course for some of the most common forms of examination are described below:

Supervised examinations

For supervised examinations, two examinations are offered during the course, one first examination and one as a retake exam. The retake examination should not take place earlier than two weeks and two days after the publication of the first supervised exam—and no later than twelve weeks after the day of the first examination. The summer break may, however, mean that the time between the first examination and the day for the retake examination will be longer.

In some cases, there might be a need for a third supervised examination—in particular if the course only is offered once a year and when a large number of students failed in the first retake exam. In this case, there should be a dialogue between the students in question and the head of the department of the relevant division. Examples of aspects that could be considered for the division’s decision to offer a third examination are the students’ possibilities to pass in the retake examination and also the cost an added examination brings with it.

Exams written from home, assignments, or similar tests

Examinations written from home, assignments, or similar tests are normally offered twice in a course: a first examination and an opportunity for a retake exam (with new questions or tasks). However, in some circumstances, for example when an external party is involved in the examination, only one examination in a course may be offered.

Information about day and time for submission of the exams must always be given. Grading is normally only done of examinations submitted on time. If there are special reasons, however, a late submission may yet be graded.

Some types of short tests

In cases where short tests (so-called “duggor”) are used as mandatory preparations for a laboratory test, at least two examinations must be offered in a course⁸.

⁸ In cases where a short test is made available during a certain period of time, and the students during that period can take the test several times, no other examination needs to be offered.

5.7.2 Limitation of the number of examinations

The number of examinations for laboratory assignments (only when a course is discontinued) and on-site/internship training is limited. The reason for such limitations is that these forms of examination are very resource intensive. For on-site training, the number of places offered is also limited. The limitations of the number of examinations must be stated in the course syllabus.

Laboratory assignments

The number of examinations of laboratory assignments⁹ is not limited as long as the course is offered by the University. If a course, however, will be discontinued, limitations will be applied. If two examinations already have been offered, there will be no other examination in a course which is to be discontinued.

On-site/internship training

A student who failed a course or part of a course which includes on-site training has the right to, again, complete this training. The placement in on-site training counts as one examination once started (see also Section 5.9).

When a course which includes on-site training will be discontinued, no other examinations of the on-site training will normally be offered on the condition that two examinations already have been offered.

5.8 Complementing an examination

Standard procedure is that a student who fails an examination participates in a retake examination. In some cases, though, a student who is close to receiving a passing grade may be able to do complementing assignments instead of a complete retake.

The form of examination stated in the course syllabus is normally used also for complementing questions or other tasks. In cases where the form of examination is a supervised exam, complementing must however be done in a different way.

The complementing of an exam must be done close in time to the examination (which might be the first exam or a retake). For the examination where the student failed the exam, and received the grade Fail (U or F), if the complementing of the exam results in a passing grade, the student will receive that grade. Since this purpose of complementing an exam is to reach the level where the student can pass that exam, after complementing the exam, the grade is always

⁹ Laboratory assignment refers to items included in—or which might make up a prerequisite—for the examination, i.e. the actual laboration and, when applicable, the lab report that is to be submitted.

the lowest passing grade, i.e. “Pass” (G or P) or “Sufficient” (E)¹⁰. If the complementing part cannot be awarded a passing grade, an F (U) will be recorded again at the time of complementing.

The examiner decides—in consultation with the course coordinator—if complementing should be offered. If complementing an exam is possible, this should be stated in the study instructions.

5.9 Grades

The grading of an examination and a completed course is done in accordance with what is stated in “Guideline for grading systems at the University of Skövde.” As can be seen in Section 2.2, grading criteria must be written and available for the student.

The grading of an examination may take into account if the student submitted the assignment within the time stated. This means that a lower grade may be awarded if submission was made too late in relation to the time plan. This can primarily be the case for examinations like thesis writing, project reports, and other examinations of a relatively extensive kind¹¹. If the time aspect could have an effect on the grade, this must be stated in the course syllabus and also in the grading criteria. Exceptional reasons for late submissions must be paid regard to. Such reason could, for example, be case of illness.

Examinations are only graded if the student has participated in the exam and there is a performance to grade. Included in participating and performance are:

- picked-up examination,
- started but not completed an examination (for example participating in one of the parts),
- submitted the exam in a supervised examination (which may be devoid of answers),
- submitted an examination written at home, et cetera.

For on-site training, examination is done continuously during the training. A student who leaves on-site training before that period is completed has thus participated in the examination and can be awarded the grade F (see Section 7.1)

If a student has signed up for a supervised examination but not been present, it does however not count as participating.

If needed, the study instructions need to in detail specify what is regarded as participation and performance. An examination which is

¹⁰ In cases where the complementing task/item is not about content but formalities (for example for thesis writing), other grade levels may be used.

¹¹ For examinations such as exams written at home, assignments, or similar tasks, examinations submitted too late are normally not graded (see Section 5.7.1).

not submitted in time during a supervised exam will not be graded but instead be invalidated (see “Regulations for students in supervised examinations”).

A student does not have the right to retrieve a submitted examination in order to avoid being graded.

All examinations must have been awarded passing grades in order for the student being awarded a course grade. This means that a failing grade can never be awarded for a completed course.

5.10 Documentation of results

A student has the right to be informed of the result of an examination within 18 working days (at least two weeks and two days for a retake examination) after the examination. This includes time for grading (not more than 15 working days) and documentation on Ladok (not more than 3 working days). The result of the examination is communicated through the Student Portal (Studentportalen). If a teacher for extraordinary reasons does not think grading within the stated time is possible, they can ask for extended time for grading from the relevant head of department. Information about extended time for grading of an examination is given on the University’s website.

The course teacher is responsible for planned examinations and retake exams to fit the time frame stated in this document. If a retake examination earlier than six weeks after the first exam is required, the time for a teacher’s grading must be shorter than what is stated above.

The grade in a completed course should normally be recorded on Ladok no later than two weeks (10 working days) after the last examination has been recorded. As can be seen above (Section 5.9), a course grade is only given if all examinations have been awarded a passing grade.

Day of examination

When recording examination results on Ladok, a specific date of examination must always be stated. The date stated is the day of the examination, for example the date for the exam or the deadline for an exam written from home or an assignment. The day of the examination is not the date of the grading or recording the result on Ladok.

Special time frames at the end of a year

There are special time frames for grading and recording results on Ladok at the end of a year. To make the completion of the annual report by a government body possible, all the results from a fiscal year

(calendar year) must be documented on Ladok no later than January 14 the following year. Information about the number of full-time students and full-time student performances makes up the basis of the government's calculation of allocation for education.

If the time between an examination (in the second half of December) and January 14 is shorter than 18 working days, the rule about 18 days being the longest time for exam grading and documentation on Ladok no longer applies. The results of the examinations in December must be documented on Ladok no later than January 14 which means that the time for grading and documentation in some cases must be shortened.

When a division plans vacations and other free time for its staff, the January 14 deadline must be taken into account. A division leader or superior does not have the right to make any exemptions from this requirement.

Grading of examination when cheating is suspected

When there is suspicion that a student has cheated in an examination, the examiner must not grade the exam until a pre-investigation has been conducted. If the investigation results in the student being cleared of suspected cheating, the examination is to be graded by the examiner on the same basis as for other students who have completed the task. If there is still suspicion about cheating, the issue is reported to the vice-chancellor for further investigation and handling. The examination should in that case not be graded until a final decision has been made.

In case, after grading and documentation on Ladok, it is discovered that a student was cheating, a passing grade can be changed to a failing grade (see Section 3).

More information about the handling of suspected cheating is given in "Guidelines for handling disciplinary measures regarding students."

5.11 Feedback after examination

A student has the right to—together with the examiner or another teacher participating in the examination—be informed about how grading/assessment was done. This type of feedback is important for continuous learning. The forms for feedback may vary and are decided by the examiner. Examples of feedback are written or oral communication between examiner and student, suggested answers to examination questions, or a group review of the examination.

5.12 Archiving and handing out written examinations

Examination questions and tasks must always be archived, i.e. questions or the equivalent in an exam. The examination questions and/or tasks are in some cases in a specific form, for example for supervised exams a “cover sheet” is used.

Graded written exam answers (examinations) must be archived for two years and can thereafter be disposed of. If a student requires regrading (see Section 5.13 and Appendix 3), the exam answers should be kept for two years after the final handling of the review. Archiving is regulated in the National Archive’s regulations about archiving and disposal of files (RA-MS 2017:39).

The archiving of written examination answers in supervised exams is centrally organized by the Student Services Office. Central archiving of other forms of written examination answers can in some cases also be done by Student Services. In all other cases, the course coordinator is responsible for filing written answers in examinations.

The archiving requirements also include examinations and exam answers which are not in paper format but digital, i.e. electronic files.

A student’s examination answers become public documents when the grading has been completed. The exam answers, in original or copied form, may thereafter be handed out and returned to the student. As long as the original document has not been picked up by the student, copies of the exam answers can also be given to others upon request. Exam answers given in digital form may also be handed out. The routines for handing out exam answers (an examination) in a supervised exam are described in Appendix 2.

5.13 Correction and reassessment of grade

A finalized grade cannot be appealed against. The grade must, however, be corrected if it is clearly incorrect or be reassessed if there are specific and obvious reasons for this. More information about correction and reassessment of grades is given in Appendix 3.

5.14 Disallowing a new examination for a higher grade

A student who received a passing grade in an examination is not allowed to take a new examination to receive a higher grade. It is also not allowed for a student to request to receive a failing grade.

5.15 Examples of examination questions

For the students to be able to get an idea about how an examination is done, examples of exams should be available. Previous supervised exams can be found via a search function on the University’s website.

This search function is run centrally by the Department for Academic Affairs and Student Support Office. Examples of other forms of examinations are supplied, when suitable and possible, by the course coordinator.

6 Oral examination

Oral examinations can be used at the University. This form of examination may have some advantages, for example a student who does not understand a question can get some guidance. Furthermore, this form of examination may make it easier for students who express themselves verbally rather than in writing.

However, oral examinations also include an element of risk of arbitrary assessment. This may in turn lead to difficulties when a student requests reassessment (see Section 5.13 and Appendix 3). To minimize the risk of arbitrary assessment it is, for this form of examination, important to have grading criteria which are very clearly written.

One arrangement which may create a sense of assurance for the student is that the examination is recorded or in any other way documented. An alternative is that two teachers (one being the examiner) do the oral examination. It is then recommended that both teachers, separately, take notes using a prepared examination form.

Usually, a student also has the right to record the oral examination themselves. In some cases, however, disallowing an audio recording may be justified, for example if the examination might touch upon sensitive information about people who are not present. Another reason is if there may be suspicion that the recorded material might be used in a provocative way or for ridiculing the teacher. The condition for disallowing an audio recording is, however, that an assessment of the circumstances in the particular case first is made. For video recordings, on the other hand, it is the opposite, and a teacher always has the right to refuse to be filmed during an examination.

What is written above about audio recordings and video recordings during oral examinations is based on what the JO (the Judicial Ombudsman) in several cases has made statements about regarding an individual's conversations with a public servant in other government organizations¹².

As can be seen in Section 5.12, archiving of examinations must always be done, something which also applies to oral examinations. Archiving can be done either in paper format or digitally.

¹² Legally secure examination, the Swedish Higher Education Authority 2019

7 Examination in order to avoid mistrust

7.1 General information about on-site training

In courses which include on-site training, it is important that the course objectives include required items which make it possible to fail a student who proves to be unsuitable for the job or gravely incompetent. Proven ability to show empathy may, for example, be required. The alternatives that exist to prevent a student from taking a program include discharge, suspension on disciplinary grounds, and failing the examination. The conditions for a discharge or suspension are often not met when it comes to a student being unsuitable or gravely incompetent during the on-site training period.

If a student has made serious mistakes and patient safety is impeded or the trust among patients, students, or third party during the on-site training may be harmed, failing a student prior to the on-site training may also be needed and before the student has completed the course. A rule about this must in such cases be included in the course syllabus (see Section 7.2).

The prerequisites for a student to be able to resume the on-site training should also be made clear in the course syllabus. It is furthermore of great importance for the student to be informed about their shortcomings. It might be appropriate to suggest that an individual plan be made for the student. This plan is to include the shortcomings regarding knowledge and skills that exist, what type of support the student can count on from the university division, and how this will be controlled for. Furthermore, it should be stated when those checks should take place and how many of those a student has the right to have in one year as well as potential limitations of the total number of times a student may have such control points.

7.2 On-site training in healthcare

At the University, all course syllabi that include on-site training in healthcare must include the following text:

The examiner can, effective immediately, terminate a student's on-site training (VFU) or the equivalent if the student shows such serious lack of knowledge regarding skills and/or approach that patient safety is jeopardized or the trust among the patients may risk being harmed. When the VFU is terminated in this way, the consequence is that the student has failed this part and one opportunity to do VFU has been used up. In such cases, an individual action plan should be made in which it is stated what activities and knowledge controls that are required before the student is given another opportunity to do the VFU in this course.

This text is based on a document about on-site training (VFU) in the Västra Götaland region, ratified by the management team for regional cooperation
Guidelines for examination at basic level and advanced level – registration number HS 2024/23

(RGS) in September 2017. The document is titled “Administration—according to the present regulations—of problems related to on-site training.” (Registration number: RS 2018-03405).

8 Supervised exam in another place

8.1 General information about supervised exams in another place

Students pursuing their studies at the University of Skövde take supervised exams on campus at the University. This rule applies both to campus courses and distance courses. For distance courses, careful planning should be made to minimize the number of occasions when the students need to come to the University campus.

Exceptions to the main rule about supervised exams on campus can be made in some cases:

- for distance courses via a learning center (see Section 8.2),
- for exchange studies (see Section 8.3) and,
- when students have exceptional reasons for this (see Section 8.4).

If nothing else is stated, the University’s Examination Office organizes supervised exams that do not take place on campus.

It is vital that the conditions for supervised examinations at the University also are met for examinations in other places in Sweden or abroad. The rules for supervised exams must be applied. Supervision must be done throughout the entire time of the examination, and all other routines must be followed to guarantee that the examination is done in a legally secure way.

If a supervised examination is done in different places (for example a learning center, on the University campus and one or more learning centers or on the University campus and a university¹³ abroad), the examinations must take place on the same day and at the same time. Deviations may occur regarding the students’ access to the examination room. The exact time when the examinees can leave the room must, however, be the same¹⁴. The reason for this is that the possibility of students taking the exam at different places to contact each other must be avoided.

Students who are studying at another university (campus studies or distance studies) are not allowed to take a supervised examination at the University. An exception, however, is made for students studying

¹³ The Swedish version of this document uses the term “seat of learning” in this part; however, this can and most likely would, most often be expressed as “university” which here also includes “college.”

¹⁴ If a supervised exam is done on the University campus, the time for the exam there decides the time. In other cases, the people involved (staff at the division in question and staff at the learning center) must coordinate the time of the exam).

at the University alongside studies at another seat of learning (see Section 8.5).

8.2 Distance studies at a learning center

For distance studies at a learning center, supervised examinations are taken at the learning center where the student is registered.

The relevant division, in other words the division managing the program, is responsible for the administration of supervised exams at a learning center.

8.3 Exchange studies

For exchange studies, there might be—for students from the University of Skövde as well as for students from universities outside Sweden—requests to take examinations (which are from their home university) at the university of the exchange studies. The reason for this may be that the semesters do not fully overlap timewise. In most cases, such an examination can be done, but the University cannot give any guarantees since approval must also be given by the university outside Sweden.

Supervised exam for exchange students at a seat of learning abroad

For students who are pursuing exchange studies at the University, supervised exams are normally done on campus at the University of Skövde. A student's option to do a supervised exam at their own university is primarily granted for exams taking place after finishing the studies at the University of Skövde.

For students from the University who are carrying on studies outside Sweden, there may be an option to do an examination at the university abroad during the period of the student's studies there.

A request to do a supervised exam, as part of a course at the University of Skövde, at a university is done with the Examination Office at the University. This examination is allowed provided that the examiner approves of the examination being done abroad. If such a request is met, the student needs to contact the university abroad, normally the International Office or the equivalent, to be given a contact person for this matter. The Examination Office at the University informs the contact person at the university abroad of the regulations of the examination and handles the practical arrangements. An examination done at a university outside Sweden must be done on the same day and at the same time as the examination at the University of Skövde (see Section 8.1).

Supervised exam for exchange students at the University of Skövde

A request to do a supervised exam, which is a part of a course at a university abroad, is done with the Examination Office at the University. This examination is allowed provided that there are scheduled supervised exams at the University of Skövde at the same time as when the examination in question is done at the university abroad.

Since the dates of semesters in Sweden and abroad sometimes overlap, newly arrived exchange students at the University of Skövde are offered specific options to do supervised exams from their home university during the first three weeks of each semester. Supervised exams are then scheduled on the same day and at the same time as the examination at the university abroad for which the student is taking the exam.

8.4 Specific reasons

If it could be regarded that specific reasons exist, a student who is pursuing studies at the University may be able to do a supervised exam at another place. Such reasons could, for example, include doing military service or civil service. A request for this is done to the head of the Department of Support Services and Student Services who then makes a decision. No fee for this kind of examination can be charged.

The student is responsible for organizing the place of the exam and for possible costs that this examination may incur.

8.5 Parallel studies at the University and another seat of learning

Students who are taking distance courses/programs at another seat of learning can normally not take supervised exams at the University.

Exceptions are made for students who, parallel with their distance studies at another university, also study at the University of Skövde. Supervised exams for this type of distance studies can be arranged if they can be done at times when the University has scheduled exams of their own—and if there are available seats. The time for the examination might then be shorter than it would have been at the other university. The university at which the course is given must also give their approval. No fee for this can be charged.

9 This document is valid from

This document is valid from April 27, 2022 and replaces “Guidelines for examination at basic level and advanced level.”

(Registration number HS 2020/404).

The implementation of the change in Section 5.2 is made for examinations done from September 1, 2022 and thereafter. This change means that signing up for a supervised exam on campus must be done no later than ten days before the exam (instead of no later than seven days as it was written in previous guidelines).

Appendix 1: Definitions

Listed below are definitions of terms used in connection with examinations at the University of Skövde¹⁵:

“Dugga” (Short test)	A short examination which can be of different types. The “dugga” (short test) may consist of one form of a part of an examination before a supervised exam while it in other cases might make up mandatory preparation for a laboratory session. The purpose in the latter case is to guarantee that the student has the knowledge needed to perform the lab work in a safe way. A “dugga” is usually a part of another examination and does not in itself give university credits.
Examination	A general term for the process where a teacher (examiner) assesses and grades a student’s knowledge and skills
Day of examination	The day (date) when an examination is done, a date that then is recorded on Ladok
Form of examination	Different forms of assessment such as exams written from home or supervised exams
Examination part	An examination is usually done in different parts (examination parts) referred to as “parts.” The forms of examination for the different parts can be the same or can be different. Each part is individually recorded on Ladok.
Examination answer	The answers a student gives related to the exam questions, i.e. the performance itself which is assessed by the examiner
Examination day	The time (date and time of the day) when an examination is offered
Examination question	The questions/tasks (usually questions) that are included in an examination part
Examiner	A teacher, appointed by the University, who is specifically responsible for examining a course and making the decisions about grades in examination parts as well as a completed course
Examining teacher	A teacher who, under the examiner, is responsible for parts of the examination
“Home examination” ¹⁶	A written examination done individually or in a

¹⁵ The terms here are listed alphabetically according to the Swedish terms to provide for more exact writing order.

¹⁶ Literary translation which indicates, but is not restricted to, writing the exam from home.

	group at a place of the students' choice during a limited period of time
Retake examination	An examination done after the first examination in a course either during the time of the course or later
Supervised exam	A written examination done individually at a certain place (examination room) during a limited time and supervised by proctors/invigilators
Examination	A student's written examination answers or a short form for supervised exam, examination written from home, et cetera
Examination sheet	A document with the examination questions that the examiner (and potentially also other teachers) has written, including a specific first page. In some cases, the special first page with information is also given to the proctors/invigilators.
Examinee	A student who is taking a supervised exam, an exam written from home, et cetera

Appendix 2: Returning exam papers

1 Introduction

A student's examination answers become public documents when the grading has been completed. The exam answers, in original or copied form, may thereafter be handed out and returned to the student. As long as the original document has not been picked up by the student, copies of the exam answers can also be given to others upon request.

2 Supervised campus examinations

The Student Services office (as part of the Department of Support Services) is responsible for archiving of exams and returning graded exam papers which were done as supervised examinations on campus. The returning of exam papers, which is carried out in one of the ways described below, is not to be done earlier than two days after the result has been published on the Student Portal (Studentportalen).

The student picks up the exam paper themselves

By showing a valid and approved ID, and when there is a signature of confirmation on a specific list of students in the exam, the student can pick up their exam paper.

Another person picks up the student's exam paper

A student can give another person the authority to pick up an exam paper by authorizing them the right to do so. The student authorizing another person to pick up the exam must prove their identity with a copy of their valid and approved ID. Forms for giving authority to another person are available on the University's website. The person being granted authority must be at least 18 years of age and be able to present a valid and approved ID.

The exam paper is sent to the student's home

A student who wants their exam paper sent to their home address via regular mail should fill out the form "Request for return of exam paper" and attach a copy of a valid and approved ID as well as a pre-stamped envelope. The form is available on the University's website.

When returning an exam paper, as well as this being written on the form itself, it must be stated that picking up the original exam can make it more difficult for a student to have the exam result corrected or reviewed (see also Appendix 3). A student who has complaints about the exam result should instead ask for a copy of the exam paper. The first copy is free of charge. If a copy is sent via regular mail, a pre-stamped envelope must be enclosed.

3 Other forms of examination

The routines described in Section 2 are primarily for graded examinations in supervised exams on campus. In some cases, also other forms av graded written examination answers, such as exams written from home, can be returned by the Student Services in the way this is described.

In other cases, the course coordinator is in charge of returning examinations. In some learning-center based courses, also the staff at the learning center may be able to return exams. If an examination at a learning center was done as a supervised exam, the returning of the exam must be done in the way described above.

Appendix 3: Correction and review of grade

A decision about a grade cannot be appealed, but it can be corrected or reviewed. A student's right to have a grade corrected and reviewed is regulated in the The Higher Education Ordinance (6 Chapters 23-24, Clause 24). Information about a request for correction or review can be found on the University's website.

1 Correction

If a grade decision is apparently incorrect due to a writing error, calculating error, error when recording the grade (on Ladok) or similar oversight, the decision can be corrected by the examiner both to the advantage and disadvantage of the student.

Corrections that are to the disadvantage of a student must be done with great caution and only when the grade is apparently incorrect. The error must then be obvious to the student. Before such a correction is made, the student should normally be given the opportunity to express their view. Such a correction can also be made, in accordance with The Administrative Procedure Act, Clause 37, "if the error is due to the person giving incorrect or misleading information." This means that a passing grade may be changed into a failing grade if a student was cheating in the examination.

2 Review

The examiner must change an apparently incorrect grade decision when new circumstances are known or for any other reason.

No general right to have a grade reviewed exists—instead this requires specific and apparent reasons. A student who requests a review must submit a written statement where it is stated which parts of the examination that should be reviewed and the reasons for this. Furthermore, it must mean that the change can be done in a quick and simple way and that it does not lead to the grade becoming lower.

In normal cases, a graded examination (written examination answers) are returned to the student in the original version. Corrections or reviews can, however, normally only be done if the original version has not been collected. If a student has reason to believe that the examination should be corrected or reviewed, they should ask for a copy of the examination to be handed out (see also Appendix 2).

3 Corrections and reviews are done by the examiner

A decision about changing a grade, after a request to have the grade corrected or reviewed, can only be done by the examiner of the course in question. If the examiner rejects the request, it is therefore not possible for a student to appeal the decision to another authority. However, if new circumstances will be known, the student can make the request again and to the same examiner.

The grade in a course can usually not be changed if a course certificate has been issued.