



Guidelines for the Design of Course Syllabuses¹

These guidelines were finalised by the Faculty Board on 9th of September 2024 and take effect on the same day.

Registration number HS 2024/552

¹ This is a translation of the Swedish version (Riktlinjer för utformning av kursplan, registration number HS 2024/498). In the event of any discrepancy, the Swedish version of this document shall prevail.

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1 General about courses and course syllabuses

First- and second-cycle higher education must be provided in the shape of courses. Rules about course syllabuses can be found in the Higher Education Ordinance (section 6). In addition, SUHF (the Association of Swedish Higher Education Institutions) has issued recommendations concerning course syllabuses².

The course syllabus is, alongside the programme syllabus and the local System of Qualifications, a central document for the governance of the University of Skövde's (The University's) courses and study programmes. It is an important educational instrument, and, legally speaking, a regulation. A regulation has general applicability, and is legally binding for the higher education institution and the students. Significant care must therefore be taken when designing course syllabuses.

Within third-cycle education at the University, there is a course part in addition to the thesis part. When appropriate, regulations in these guidelines apply to third-cycle courses.

The content of these guidelines also applies, when applicable, to course syllabuses for access education and contract education that is awarded credits. Course descriptions are used instead of course syllabuses for non-credit contract education. The design of course descriptions are regulated in "Guidelines for contract education".

These guidelines refer to other governing documents at the University. The governing documents are available on the University's website (www.his.se/styrdokument). Links to the governing documents are published on the Student portal and the Staff portal.

1.1 General rules and objectives

When a course is planned, as the course syllabus is developed, it is important to take into consideration the general rules and objectives for higher education that can be found in the Higher Education Act and other national and local governing documents.

The Higher Education Act states that in higher education attention should be paid to the aspects of broadened recruitment, ethical issues concerning research and education, research basis, sustainable development, gender equality, internationalisation, quality assurance

² "Recommendations for Facilitating Students' Movement between Higher Education Institutions in Sweden", registration number 08/025 and "Recommendations for Course Syllabuses, Programme Syllabuses and Grading Systems", rek 2011:1, registration number 10/118

procedures, collaboration with surrounding society, and student influence.

The Discrimination Act includes rules stating that higher education institutions shall undertake goal-oriented work to actively promote equal rights and opportunities for students participating in or applying to the operations, regardless of their gender, gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age.

The aspects “sustainable development” (within the framework of the University’s vision Skövde – the obvious source of knowledge for a digitalized and sustainable future) and “gender equality” are to be made particularly clear in programme syllabuses and course syllabuses. This is outlined in greater detail in sections 2.2 and 2.3 of this document, and in the governing document “Guidelines for the Design of Programme Syllabuses”.

1.2 National learning outcomes and local programme objectives

In cases where a course is part of one or more study programmes that lead to a certain qualification, the national learning outcomes and any local programme objectives must be taken into consideration. National objectives and local programme objectives are stated in the programme syllabuses of the respective programmes.

1.3 Routines for the design of course syllabuses

The course syllabus must be uniform in terms of appearance, and created in KursInfo, the University’s local database of courses and study programmes. The template generated by KursInfo is based on the description of the course syllabus in these guidelines.

The Language Act stipulates that regulations issued by a Swedish authority must be in Swedish. The course syllabus must therefore be written in Swedish. The Swedish version of the course syllabus is the one that is legally binding. If the course is taught in English, the course syllabus must be translated to English. The English version of the course syllabus must state that it is a translation. KursInfo includes some support for the translation of course syllabuses to English. Even if the course syllabus is not translated to English, certain information³ must be provided in both Swedish and English when it is registered in KursInfo.

³ Course name and examination components – to ensure that students can get English language transcripts and certificates.

If a course is taught both on campus and on distance, only one course syllabus needs to be created unless the forms of examination differ. Two course syllabuses must be designed if the forms of examination differ.

Decisions concerning course syllabuses are made by the University's curriculum committees. If the course is new, it must first be established, before the syllabus can be approved. Normally, establishment and approving take place at the same time. The course's basic values must be registered in KursInfo if a course is only established, without the course syllabus being approved at the same time⁴. Special instructions for working with course syllabuses are available in the staff portal.

The concerned Head of division decides if a course shall be included in the current course offerings.

1.4 Details about the course

In addition to the details stated for the course syllabus, other information about the course, such as who is course coordinator and examiner, prospectus text, and search terms of different kinds is also stored in KursInfo. This information is shown on the education pages of the University's website, and on antagning.se (universityadmissions.se), for instance.

Every course at the University must also have specific study instructions on a special course site at the University's learning platform. In the study instructions there is information not included in the course syllabus, for example grading criteria. The grading criteria outline what is required to get a certain grade in the grading scale used.

1.5 Deadlines for publication of course syllabus before the start of the course

Ahead of the semester when a course is to be given the course syllabus and other information⁵ must be available on the University's education pages as early as possible, and no later than when the application round for the course instance in question opens. The course syllabus and other information must not be changed thereafter.

⁴ The basic values are course name, scope in credits, level of progression, grading scale, subject, main field of study and disciplinary domain (see section 2)

⁵ Other information concerns, among other things, form of study (campus or distance education) and teaching language (Swedish or English).

Exceptions from the deadline can be made for a course only given as a programme course. Late changes can then be made if a need for revision is ascertained, for example by quality reasons. Such revisions must be approved at the latest eight weeks ahead of course start. Changes leading to the creation of a new course code (see section 3.1) cannot be made at this stage.

The specified deadlines are designed in accordance with statements from the Swedish Higher Education Authority (UKÄ) in the area⁶.

Study instructions (including grading criteria) for the course instance must be available to the student on the course site of the learning platform when the course begins. There is a special schedule for study administration routines on the staff portal.

2 The header of the course syllabus

In the header of the course syllabus – as a heading for the course syllabus – the Swedish name of the course as well as the level of progression and the scope in number of credits are stated. Data concerning formal aspects of the course syllabus are also stated in the header (see section 2.3).

2.1 Course name

The name must, according to the interpretation of the Language Act⁷ made by the Swedish Higher Education Authority (UKÄ), be in Swedish.

The name must be as short as possible, and should comprise no more than 100 characters, excluding the level of progression and number of credits. For search optimization on the web no more than 50 characters are recommended. Abbreviations is normally not used in the name. Exemptions can be made, however, for established abbreviations within the respective subject areas, such as GIS (Geographic Information System).

For courses that consist of degree projects there are separate instructions for course names, see “Guidelines for degree projects”.

⁶ The Swedish Higher Education Authority’s supervision memo: ‘Within which time should course and programme syllabuses be established and available to the students?’ (“Inom vilken tid bör kurs- och utbildningsplaner vara fastställda och tillgängliga för studenterna? Reg.nr 32-00481-17”) as well as The Swedish Higher Education Authority’s supervision of rule application at the University of Skövde (UKÄ 2020:14 Tillsyn av regeltillämpningen vid Högskolan i Skövde).

⁷ University Rules in Practice, Swedish Higher Education Authority, report 2014:16

2.2 Level of progression

The designations for the level of specialization have been developed by SUHF (the Association of Swedish Higher Education Institutions) to facilitate students' mobility between different universities.

2.2.1 Designations for courses with progression for a general qualification

For first- and second-cycle courses, the level of progression must be stated. Level of progression refers to the course's place in the progressively specialised studies within the main field of study, meeting requirements for first- and second-cycle qualifications (also combined with professional qualification).

Recommendations from SUHF state that the following levels and names shall be used:

- G1N first-cycle, eligibility requirements only include upper secondary school
- G1F first-cycle, eligibility requirements include fewer than 60 credits from first-cycle course(s)
- G1E first-cycle, includes a specially designed degree project for Higher Education Diploma
- G2F first-cycle, eligibility requirements include at least 60 credits from first-cycle course(s)
- G2E first-cycle, eligibility requirements include at least 60 credits from first-cycle course(s), includes degree project for Degree of Bachelor/professional qualification of at least 180 credits
- A1N second-cycle, eligibility requirements only include first-cycle course(s)
- A1F second-cycle, eligibility requirements include second-cycle course(s)
- A1E second-cycle, includes degree project for Degree of Master (60 credits)/equivalent professional qualification
- A2E second-cycle, includes degree project for Degree of Master (120 credits)

For courses at specialisation levels G2F and G2E, the course must belong to a main field of study within which a degree of Bachelor can be issued. For courses at levels of progression A1N, A1F and A1E, the course must belong to a main field of study within which a Degree of Master (60 credits) can be issued. For courses at A2E level of progression, the course must belong to a main field of study within which a Degree of Master (120 credits) can be issued.

2.2.2 Designations for courses with progression for professional qualification

According to recommendations from SUHF, the following designations should be used for courses where progression occurs within the profession:

GXX first-cycle, the level of specialisation of the course cannot be classified
AXX second-cycle, the level of specialisation of the course cannot be classified

For courses with the specialisation level GXX, the course must be at the first-cycle level. For courses with the specialization level AXX, the course must be at the second-cycle.

At the University of Skövde, this model can be applied to technical programmes, i.e., programmes classified within the field of technology. The designation for the level of specialisation should not be included in the title of courses at the first- and second-cycle.

2.3 Information concerning formal aspects

In the header of the course syllabus information concerning the formal aspects of the course syllabus's is stated. This information is:

- Course code
- Version number
- Validation date (From when the syllabus is valid)
- Decision body
- Date of approval

3 The sections of the course syllabus

The different sections of the course syllabus are described below. The headings in this section are identical to the sections in the course syllabus template.

There are standard texts for some of the sections in the course syllabus template. The standard text, which are formulated in accordance with what is stated in these guidelines, are in detail regulated in special instructions⁸.

3.1 General information about the course

The information given in the header, i.e. Swedish name, level of progression and scope in credits are stated in the opening section of the course syllabus (see section 2). Furthermore, English name, level

⁸ "Instructions for standard text in course syllabus"

of education, subject, main field of study and disciplinary domain are stated.

The regulation valid for the Swedish name of the course concerning number of characters etc. is also valid for the English name (see section 2.1).

The level of education consists of first, second or third cycle of education. Within the first and second cycle there are also different levels of progression (see section 2.2).

The course's subject and main field of study (a subject in which a qualification can be given - huvudområde) must be stated. The course is always primary classified in one subject, but can in certain instances be secondary classified in one or more other subjects⁹. Secondary classification must be stated in the course syllabus. Consultation must be made with concerned Subject coordinators before secondary classification is made.

A course must always be classified in disciplinary domain (division basis for the government's resource allocation. Normally at the University all courses within the same subject belong to the same disciplinary domain. Decision regarding the subjects' classification is made by the Vice-Chancellor and is apparent in the governing document "Organisational structure at the University of Skövde".

3.2 Admission requirements

For admission to a university course, there are certain admission requirements. The admission requirements are named "general entry requirements" – which are required for all higher education – and "specific entry requirements" – which apply if further prior knowledge is required for a certain course. The general entry requirements and specific entry requirements are clear from the Higher Education Ordinance, the Swedish Council for Higher Education's rules, and the University's local admission regulations.

Entry requirements are normally expressed in terms of courses from upper secondary school or university, with the add-on "or the equivalent". It is therefore not the courses themselves that constitute the entry requirement, but the knowledge they are equivalent to. The knowledge must meet the objectives of the courses. The University must be able to accept other education or experience than that explicitly stated in the course syllabus as proof that applicants possess the prior knowledge required for a course.

According to national and local regulations, entry requirements must be entirely necessary for the student to be able to benefit from the

⁹ Secondary classification of courses in subjects are described more in-depth in an appendix to "Guidelines for establishment of education".

education. Entry requirements for courses in study programmes must therefore be concrete, and connected to specific courses or subject knowledge – and not to awarded credits within the framework of the programme. Exceptions apply to courses within technical programmes where progression occurs within the programme. If several courses are based on each other in a chain – and progression is regulated by entry requirements between the courses – only the final course of the chain is stated as an entry requirement for the next course.

In course syllabuses for courses on level of progressions G2F and G2E must clarify the entry requirement for passed courses of at least 60 credits in the main field of study¹⁰ (see section 2.2).

Knowledge from university courses refers normally to completed courses, i.e. the whole course must be passed. The course stated as an eligibility requirement should be a completed course is a general principle in higher education. The main reason is that the prerequisite course is often one of the required courses for a qualification. The course must be completed, as only completed courses can be included in a qualification¹¹. In exceptional cases ¹² 'part of a course' can be applied as an eligibility requirement, meaning that one or more specified examination components in the course, or courses, listed as eligibility requirements must be completed. A specific number of completed credits from one or more courses can also be specified as an eligibility requirement. There is no university-wide system support for documenting in which of the programme's courses 'part of a course' is used as an eligibility requirement.

When planning a study route within a programme, the courses' eligibility requirements and students' chances of admission to the next semester must be taken into consideration. If possible, programme courses that have a previous programme course as an eligibility requirement should not be scheduled right after it. In

¹⁰ The eligibility requirement of passed courses comprising at least 60 credits in the main field of study may in some cases be widened to include passed courses comprising at least 60 credits in the main field of study and other adjacent main field(s) of study or subject(s) (which are then to be stated). If the course is part of a study programme not leading to a general qualification but for a professional qualification the requirement can instead comprise passed programme courses of 60 credits.

¹¹ Incomplete courses in the shape of specific parts of courses can be included in a qualification, such as a course of 7.5 credits that constitutes a part of a course comprising 30 credits. Course modules, in the shape of certain passing components of an examination, does not count as a part of a course in this context.

¹² Reasons why this should only be used in exceptional cases include, for example, that it may lead to difficulties for students in meeting the eligibility requirements for courses later in the study programme and that it can complicate the process of obtaining a qualification if students do not ensure they complete the courses.

exceptional cases, 'concluded course' can be used instead of 'passed course.' By 'concluded course,' "registered on a course" is meant.

KursInfo includes certain standardised ways to state entry requirements. These standards should be used to as great an extent as possible. The standards mean that entry requirements can be automatically checked in the admission system against details in other systems.

3.3 Course content

The main content of the course is to be briefly, concisely and objectively outlined in continuous text. If various aspects, such as gender equality or internationalisation, are integrated in the course in a special way – and if this isn't clear from the description of the objectives (see section 3.4) – information about this can be included here.

The course syllabus content description must differ from the prospectus text, and must not include 'selling' text that speaks directly to the student. The description must be so general that the course syllabus does not need to be revised ahead of each course instance.

If the course consists of different parts, these must be specified with Swedish names, credit scope and content. Objectives, examination components for the parts of the course may also be stated here.

3.4 Objectives

Objectives outlining students' expected study results following course completion must be stated for all first- and second-cycle courses. Four to ten learning outcomes (objectives) are recommended for courses comprising 7.5 credits. If appropriate, the different forms of knowledge stated in the Higher Education Ordinance's System of Qualifications may be used as subheadings for the objectives. The forms of knowledge are Knowledge and understanding, Competence and skills, and Judgement and approach.

It is beneficial if the intended course objectives include the connection between the specific knowledge area of the course and different general aspects concerning quality in higher education¹³.

In cases where the course is part of one or more study programme(s), the course objectives must be related to the programme objectives (national learning outcomes and local programme objectives).

Instructions and recommendations concerning descriptions of objectives are given in appendix 1.

¹³ Such aspects may include gender equality or internationalisation.

3.5 Examination

In the course syllabus, it must be clearly stated which examination components are included in the course.¹⁴ Mandatory components of the course must be assessed and should be listed in the syllabus under the heading "Examination."

3.5.1 Grading scale

The grading scale used to grade the course must be stated. The grading scales that may be used at the University can be found in governing document "Regulation of Grading Systems in First- and Second-Cycle Courses at the University of Skövde" [Föreskrifter för betygssystem inom utbildning på grundnivå och avancerad nivå vid Högskolan i Skövde]. In cases where a grading scale including multiple passing grades is used, the final grade is determined by the included examination components. The course syllabus must state how the examination components relate to the course's final grade.

3.5.2 Forms of examination

The course's examination must be outlined. The examination formats that are normally to be used are stated in appendix 3 of these guidelines. In certain cases, there might be a need to clarify if the examination is oral or written and if it is carried out individually or in group¹⁵.

The examination is normally divided into several different examination components. For each component, the examination form, credit scope, and grading scale are stated. The sum of credits for the different components must be equal to the credit scope of the whole course. If the examination is connected to a certain course part, this must be stated.

3.5.3 Adapted examination

Adapted examination may be offered to students with permanent functional impairments, provided that a decision on special educational support has been made for the student in question. Information about adapted examination must be provided in the course syllabus.

3.5.4 Requirements for completed course components

If participation in the examination requires students to have completed certain course components – in the shape of other

¹⁴ UKÄ 2020: Fair Examination

¹⁵ UKÄ 2020:14 Supervision of rule application at the University of Skövde

examination components – this must be clear from the course syllabus. More detailed regulations about this can be found in “Guidelines for Examinations in First- and Second-Cycle Education” [Riktlinjer för examination inom utbildning på grundnivå och avancerad nivå].

3.5.5 Number of examination sessions

The number of new examination sessions for courses or course modules that have not been passed must not be limited for individual students. Special rules do apply, however, to courses or course components that include placements and courses that contain laboratory assignments. The number of examination sessions on these courses are limited, see “Guidelines for examination in first and second cycle education”.

If the number of examination sessions are limited, this must be stated in the course syllabus.

3.5.6 Termination of education

During placements in the health science area, the examiner can, by failing a student’s examination, terminate a student’s placement. Information about this must be given in all course syllabuses that include placements in the health science area. More detailed regulations about this can be found in “Guidelines for Examinations in First- and Second-Cycle Education” [Riktlinjer för examination inom utbildning på grundnivå och avancerad nivå].

3.6 Forms of teaching and teaching language

The forms of teaching used in the course, such as lectures, seminars, laboratory sessions or group projects, must be stated. A list of the most common teaching forms can be found in appendix 2. The names used there shall normally be used in the course syllabuses.

Compulsory components must be examination components, and they are therefore stated in the examination section (see 3.5).

The teaching language is normally stated in the course syllabus. Information about the teaching language may however be given at each course instance.

If the teaching language is Swedish, some parts, such as a few lectures, may be given in English. Most of the teaching – and all examinations – within the course must, however, be in Swedish. Course literature in English is common, even if the course is taught in Swedish.

In cases where English is stated as the teaching language, all teaching within the course must be offered in English, as foreign students may be recruited to these courses.

3.7 Course literature and other study resources

Course literature and other study resources are stated under this heading. Course literature and other study resources must be reviewed from a perspective of gender equality and equal opportunities (which are mentioned in general in section 1.1). Examples of this is that expressions that may be perceived as discriminating or stereotypical in connection to gender must not occur. The ambition should also be that both women and men are represented among the authors.

Course literature for courses that are part of a study programme can benefit from being collated in a special literature matrix for the programme. Thus, both relevant teachers and students get an overview of the literature used in the programme. When selecting course literature, access to literature in electronic formats should be taken into consideration, primarily related to perspectives concerning accessibility, sustainability, and reduced costs to students. The University library can provide support in examining access to literature in electronic formats.

As is evident of section 1.5 the course syllabus must be approved when the application round opens. For programme courses certain flexibility is admitted regarding adjustments of course literature, if the literature has expired or for other reasons. However, changes to course literature must be made in good time so the course syllabus can be approved no later than eight weeks before the start of the course. This advance notice is important for several reasons, for instance from an accessibility perspective. At least eight weeks are required to develop audiobooks if books need to be recorded.

If a teacher gains financially from study resources in the capacity of being the author, that teacher must not participate in the discussion and decision regarding the resource's potential use as course literature (see the University's "Anti-Corruption Policy").

The Copyright Act and framework agreements with Bonus Presskopia concerning copying must be taken into consideration when it comes to course literature that constitutes a supplement to literature published by publishers. For copying in addition to what the Copyright Act or framework agreement allows, permission from all rights holders is required. Permission application and approved permission must be provided to the Registry Officer for registration. More information can be found on the University's website and in the staff portal.

KursInfo includes support for the design of the list of course literature and other study resources. Instructions for this are also provided by the University library.

3.8 Student influence

Student influence is a central quality aspect in the University's operations. The students shall be encouraged to, during the course, take an active part in the learning processes. Student influence related to courses is ascertained through course evaluation.

Information about that course evaluation takes place must be given in the course syllabus. It must also be clear that the students are to be informed of the result from the course evaluation and if any measures have been taken or planned, based on the course evaluation.

3.9 Additional information

A reference must be made to additional information on the University's website. This information concerns both the specific course as well as general information about governing documents for the University's operations.

If there is an overlap between the course and one or more other courses this must be stated in the course syllabus. The name of the overlapping courses must then be stated. The main principle is that if two or more courses have the same, or very similar course content, only one of the courses can be included in a qualification.

Other relevant information can also be stated under "Additional information".

4 Changes to a course

When changing an existing course syllabus, the course's status must be considered, i.e. are the changes minor, or are they so big that the course should be considered new? If the latter is the case, a decision must also be made as to whether the former course should be closed.

When the decision is made, students' opportunities to re-sit an examination should be taken into consideration. If the changes are minor, no extra examination session is offered – in addition to the first examination resit opportunity, connected to the course instance. Regulations concerning resitting an examination is more closely described in "Guidelines for examinations in First and Second Cycle Education".

The assurance of national learning outcomes and programme objectives as well as gender equality integration for study programmes must be taken into consideration when changes are

made to programme courses (see the objectives matrix for the programme¹⁶).

4.1 Changes that require the creation of a new course

In changing some of the course's basic values a new course, with a new course code, must be created. These basic values are

- Course name
- Credit scope
- Level of progression
- Grading scale
- Subject (Subject for primary classification)
- Main field of study

A new course should also be created when the examination components are changed in scope. Exceptions apply if the change means that an examination component is divided into several smaller components that together have the same credit scope as the original component. Exceptions also apply if the opposite happens, i.e. if a number of examination components are added together and the total credit scope for the new component is the same as the sum of the credit scope for the earlier components.

When a new course is created the previous course is closed in accordance with "Guidelines for closing of course".

5 Taking effect

These guidelines take effect on the 4th of September, 2024, replacing previous "Guidelines for the design of course syllabus" (Registration number HS 2023/211).

¹⁶ Every study programme at the University must have an objectives matrix showing how the courses in the programme together contribute to the assurance of national learning outcomes and local programme objectives (See "Guidelines for the design of programme syllabus". The matrix must be updated when courses are changed.

Appendix 1: Description of objectives

Courses should be planned based on descriptions of expected study results, the so-called learning outcomes.

The descriptions stated in the Higher Education Act for first-, second- and third-cycle courses and study programmes should be reflected in the objectives for courses in the respective cycles. This means that the objectives are crucial for which cycle the course belongs in. In general, the course objectives must also be described based on a qualification perspective, i.e. in relation to various qualification requirements and any adoption of a profile pertaining to a certain qualification.

The course objectives (learning outcomes)

- must be written for the student in a language that the student can understand
- must be observable and possible to assess
- must be written in verb form
- must be connected to the general cycle descriptions for higher education in the Higher Education Act
- must be connected to general qualification descriptions on national and local levels, and
- require the use of an objective-related grading scale.

Example: ‘The student should be able to describe, interpret, solve, formulate, identify, analyse, account for, draw conclusions, critique, defend, question, etc.’ Avoid terms like ‘know of,’ ‘understand,’ etc. and other terms that are not observable. In such cases, use the phrase ‘The student should be able to demonstrate that he/she understands, knows about, etc.’

The objective descriptions of second-cycle courses may, in order to clarify the level of knowledge specialisation, include exclusive phrases and terms in relation to first-cycle courses. This includes ‘specialised studies,’ ‘applied methods,’ ‘comparative critical analysis,’ ‘synthesis and theory creation,’ ‘increased degree of complexity,’ ‘independent conclusion,’ etc. It is also possible to make a clearer point with the use of amplifying words like ‘increased,’ ‘bigger,’ ‘significant,’ etc. to thus clarify the difference between the different cycles. Example: ‘The student should be able to perform a comparative critical analysis of...,’ ‘The student is expected to be able to draw their own conclusions based on an analysis of a complex context,’ or ‘The student should be able to perform comparative analyses of material with a significant degree of complexity.’

The learning outcomes can be grouped in different forms of knowledge. The forms of knowledge include both “specific

knowledge”, i.e. knowledge connected to the subject and what is specific about it, and “general abilities” related to the subject.

Examples of general abilities are

- communicating in spoken and written form
- working in a group
- seeking, selecting, and valuing information
- creating analyses and syntheses
- handling and interpreting data
- problem-solving, and
- planning.

The term ‘scientific work’ should only be used for third-cycle courses. It should not be used when describing objectives in first- and second-cycle courses. Alternative terms could be ‘scientific approach or ‘scientific method.’

Further information as support for objective descriptions is accessible in the staff portal.

Appendix 2: Forms of teaching

Below are the names of the most common forms of teaching used at the University of Skövde. The names are normally to be used in the syllabuses.

Swedish name	English name
Auskultation	Classroom observations
Demonstrationer	Demonstrations
Fältstudier	Field studies
Föreläsningar	Lectures
Grupparbeten	Group assignments
Handledning	Supervision
Laborationer	Laboratory sessions
Lektioner	Teaching sessions
Projektarbeten	Project work
Redovisningar	Presentations
Räkneövningar	Calculation exercises
Seminarier	Seminars
Seminarier/gruppdiskussioner	Seminars/group discussions
Verksamhetsförlagd utbildning	Work placement studies
Webbinarium	Webinar
Workshops	Workshops
Övningar	Exercise

Appendix 3: Forms of examination

Below are names of the most common forms of examinations used at the University of Skövde. The names are normally to be used in the course syllabuses.

As is clear from section 2.5.2 the examination shall be clearly described. In certain cases, there might be a need to clarify if the examination is oral or written as well as if the examination is carried out individually or in a group¹⁷.

The names used to describe the examination should, to as great an extent as possible, differ from the names used to describe forms of teaching. The form of examination must describe an activity in which the student's performance can be assessed.

Swedish name	English name
Aktivt deltagande i seminarium	Active participation in a seminar
Gruppuppgift	Group assignment
Hemtentamen	Unsupervised written examination
Individuell uppgift	Individual assignment
Inlämningsuppgift	Written assignment
Kliniskt prov	Clinical examination
Laborationsuppgift	Laboratory assignment
Muntlig presentation/redovisning	Oral presentation
Muntlig tentamen	Oral examination
Opponering/opponentskap	Student review/opposition
Portfolio	Portfolio
Praktiskt prov	Practical examination
Projektrevisning	Project presentation
Respondering/respondentskap	Respondent
Seminarieuppgift	Seminar assignment
Salstentamen	Supervised written examination
Uppsats	Essay
Verksamhetsförlagd examination	Placement studies examination
Verksamhetsförlagd utbildning	Work placement studies

¹⁷ UKÄ 2020:14 Supervision of rule application at the University of Skövde