

Regulations for education and examination at first-cycle and second-cycle level

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Description:

The document contains the national and local regulations governing education and examination at first-cycle and second-cycle level.

Disclaimer: This document is a translation of the Swedish original “Regler för utbildning och examination på grundnivå och avancerad nivå”. In case of a discrepancy between the Swedish original and the English translation, the Swedish original will prevail.

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Introduction

Stockholm University provides education at first-cycle, second-cycle and third-cycle level. This document refers to the national statutes and regulations for first-cycle and second-cycle education, as well as the local regulations in force at Stockholm University.

The basic (national) regulations can be found in the Higher Education Act (1992:1434) and Higher Education Ordinance (1993:100). Other laws and regulations referenced in this document include the Freedom of the Press Act (1949:105), Ordinance on Fees and Charges (1992:191) (No English translation), Government Agency Ordinance (2007:515), Discrimination Act (2008:567), Public Access to Information and Secrecy Act (2009:400), Language Act (2009:600) and Administrative Procedure Act (2017:900).

Decisions from the Swedish Higher Education Authority (UKÄ), Higher Education Appeals Board (ÖNH) and the Parliamentary Ombudsman (JO), made, for example, following student complaints, are also included, as well as recommendations (general guidance) formulated by UKÄ in connection with inspections. Other documents, above all the Fair examination 2020 guidelines, have also been taken into account.

The local regulations are based on regulations, as well as the decisions and recommendations mentioned in the previous paragraph. In addition, the university follows the Association of Swedish Higher Education Institutions' (SUHF) recommendations concerning course syllabi, programme syllabi and grading systems (REK 2011–1, (No English translation)), the reporting of grades in accordance with the ECTS (REK 2009–4, (No English translation)) and the facilitation of opportunities for students to move between different higher education institutions in Sweden (REK 2008–25, (No English translation)).

The document also refers to several decisions by the University Board and the President that can be found in Rules and Regulations, Stockholm University's web-based list of university-wide governing documents: Rules of Employment for the Recruitment and Promotion of Teachers at Stockholm University (AOSU), the Local System of Qualifications, Regulations for distance digital examination using real-time streaming (No English translation), Regulations for written seated examination, Regulations for student influence, Regulations and procedure for disciplinary matters (No English translation), Regulations and procedure for establishing and discontinuing courses and programmes, Regulations and procedure for targeted educational support (No English translation), Regulations and procedure for credit transfer, Language policy, and various decisions relating to document archiving and destruction. The Legal Secretariat's Case Handling Handbook (No English translation) was also used.

At Stockholm University, each Interdisciplinary Council is responsible for education within its own faculty, unless otherwise decided. Also see the Decision and delegation procedures for Stockholm University.

In addition to the regulations in this document, which are decided on by the President, the Interdisciplinary Councils may decide on additional regulations governing education and summative assessment within each field of study.

Students who wish to submit complaints about deviations from the existing regulations should first turn to the department that they were admitted to but may also contact the student union representatives at Stockholm University.

The regulations will apply as of 04.09.2025 to new course and programme syllabi, as well as older course and programme syllabi that have been revised.

1 General provisions

1.1 Scope of education

National regulations

The scope of a course or study programme must be stated in credits, where full-time study over a normal academic year of 40 weeks is equivalent to 60 credits. (Chapter 6, Section 2 of the Higher Education Ordinance).

Local regulations

It is the President who makes decisions about semester dates.¹

1.2 Courses and course syllabi

The course syllabus is the local regulation that states the conditions for being admitted to and completing a course. What is stipulated in the course syllabus is binding for both students and the higher education institution. Courses cannot therefore be changed, for example with regard to summative assessments and mandatory course elements², mid-course, if this is not provided for in the course syllabus (e.g. for adapted or alternative assessments, see Section 2.2.14). Consequently, a course description will not contain regulations, as course syllabi and course descriptions are not adopted by the same decision-making body and course descriptions are appended to decisions on course syllabi.

¹ See the decisions about semester dates and the division of the academic year on the Staff pages.

² At Stockholm University, parts of courses that must be completed are referred to as *mandatory course elements*.

National regulations

All first- and second-cycle study programmes must be provided in the form of courses. Courses may be combined to create study programmes (Chapter 6, Section 13 of the Higher Education Ordinance).

A course must have a course syllabus. The course syllabus must state the following (Chapter 6, Sections 14–15 of the Higher Education Ordinance):

- the course's level (see Section 1.2.2),
- the number of credits,
- the intended learning outcomes (see Section 1.2.3),³
- the specific entry requirements,
- the forms of assessment (see Section 2.2.4),⁴ and
- and any other necessary regulations.

Local regulations

Course syllabi must also include information about:⁵

- the name of the course in Swedish and English (see Section 1.2.2),
- the study level for the course (see Section 1.2.2),
- the main content of the course,
- the types of instruction for the course,
- the forms of study that may be used (campus or distance learning with or without physical presence requirements),
- the grading scales that are used and, where appropriate, for which modules (see Section 2.2.1),
- the number of assessment opportunities and the rules that apply in the case of a missed assessment opportunity, or when a written assignment is submitted late (see Sections 2.2.4, 2.2.5 and 2.4.4),
- the fact that the examiner has the right to decide on an adapted or alternative form of assessment for students with permanent disabilities (see Section 2.2.14),
- the rules for changing an examiner (see Section 2.4.5)

³ At Stockholm University, course objectives are referred to as *intended learning outcomes*.

⁴ I.e. summative assessments and mandatory course elements.

⁵ Local regulations are based on the Association of Swedish Higher Education Institutions' (SUHF) Rekommendationer om kursplaner, utbildningsplaner och betygssystem (REK 2011:1, Adopted by SUHF's Board on 25 February 2011) and Rekommendationer för att underlätta studenters möjligheter till rörlighet mellan olika lärosäten i Sverige (REK 2008–25, Adopted by the General Assembly of the SUHF on 11 November 2008).

- when the course syllabus or a change to the syllabus will take effect, the semester when it will start to apply, and any necessary transitional provisions.

Course syllabi must state where and when information about course literature and other course materials will be available (see Section 1.2.6).

Where appropriate, course syllabi must also contain the following information:

- if the course is included in a main field of study and, if so, the main field of study's name,⁶
- the language(s) that may be used as the language(s) of instruction and assessment if other than Swedish (see Sections 1.2.1 and 2.2.10),
- if the course is divided into parts that constitute modules (see Section 1.2.4)⁷ and the rules that in this case apply to final grades (see Section 2.2.2),
- if a distance learning course requires a physical presence on some occasions, such as for summative assessments and mandatory course elements (see Section 2.2.6),
- if there are mandatory course elements and, in such a case, how missed mandatory course elements can be made up for (see Section 2.2.6),
- if the course may involve additional expenses for the student in relation to mandatory course elements (see Section 1.2.5),
- if there are voluntary exams⁸ or other assignments that are not credited, but offer advantages when it comes to assessment (see Section 1.3),
- if there is a limit on the number of examination or placement opportunities or equivalent degree periods on which a pass depends (see Section 2.2.7),
- information about the rules that apply if there is a possibility of improving on a failed grade, Fx (see Section 2.4.3), and
- if the course isn't considered eligible, a priori, for inclusion in a general qualification within a specific main field of study (see Section 1.2.2).⁹

⁶ The term main field of study is described in the Regulations and procedure for establishing and discontinuing courses and programmes.

⁷ At Stockholm University, such parts of courses are referred to as *modules*.

⁸ The Higher Education Ordinance usually refers to the forms of assessment of students' performances as examinations, whereas Stockholm University generally uses the term *summative assessment*. The term summative assessment is used below in the local regulations, except for certain specific terms such as blank exam answer sheet or expended examination opportunity.

⁹ See Memo – Om examina och klassificering av kurser, 22/08/2022, p 16 (No English translation). Courses that only have an SCB subject group code, for example introductory courses, ULV and VAL courses, and some vocational degrees, cannot be included in a general qualification in a specific main field of study.

Where a course syllabus includes an independent project (degree project)¹⁰, the following information must also be stated (see Section 2.2.5):

- the bases of assessment for grading,
- the minimum supervision time (contact time) that a student writing a degree project, or a group of students writing a degree project together, is/are entitled to,
- the potential consequences for supervision or grading for students who do not finish their degree project during the course study period. Unless otherwise provided for in the course syllabus, students must, within reasonable limits, be given supervision until their degree project is finished.

A syllabus for a course applied for through Antagning.se must have been adopted and be available by no later than the date when the course becomes open for applications.¹¹ The syllabus for a course given within a degree programme with application directly to the department (registration only) must be adopted and available no later than eight weeks before the start of the course.

1.2.1 Language requirements

National regulations

Course syllabi must be written in Swedish, in accordance with Section 10 of the Language Act.

Local regulations

Course syllabi must be written in Swedish, but may be translated into English or other languages where necessary (see Language policy). The Swedish language syllabus will take precedence.¹²

The course's language of instruction will be stated in the course instance in Ladok. If any language other than Swedish may be used, this must also be stated in the course syllabus.

¹⁰ The Higher Education Ordinance (1993:100) uses the term independent project (degree project). In the remainder of the document, the term *degree project* will be used in the local regulations.

¹¹ This also applies to courses applied for through universityadmissions.se, and courses provided through the university co-operation initiative European Civic University Alliance, Civis.

¹² See Higher Education Appeals Board (ÖNH) decision 03/02/2017, reg. No 23-77-17 (Fråga om vilken kursplan som ska tillämpas då kursplanen finns både på svenska och engelska).

1.2.2 The course's name, level and study level

National regulations

According to the Swedish Higher Education Act Chapter 1, Section 7, courses and study programmes must be provided at first- or second-cycle level.

Local regulations

The name of the course must always be stated in Swedish and English in the course syllabus.

If a course is part of a clear progression, this should be indicated by the name of the course. The general rule is that the progression should be indicated by Roman numerals (I, II, III) after the course's name.

The course's level should be stated in the course syllabus.

For all courses, the course's study level in accordance with SUHF's classification must be stated in the course syllabus (see Regulations and procedure for establishing and discontinuing courses and programmes).

1.2.3 Intended learning outcomes

National regulations

The course syllabus must state the intended learning outcomes (Chapter 6, Section 15 of the Higher Education Ordinance):

Local regulations

Course syllabi must contain the courses' intended learning outcomes.

The intended learning outcomes should express what each student is expected to know in order to receive a passing grade at the end of the course.

1.2.4 Modules

Local regulations

The course syllabus must state whether a course is divided into parts.

A module refers to a credited and assessed part of a course.

For a completed module that is part of an uncompleted course to be eligible for inclusion in a qualification without a credit transfer, the module must be clearly defined and have a defined subject area. This means that the description of the content, summative assessments and any

mandatory course elements for modules must be stated in the course syllabus (see Regulations and procedure for credit transfer and Local System of Qualifications).

1.2.5 Special rules for certain courses

Courses that include mandatory placements

It is the responsibility of the department providing the course to offer students a placement for degrees that include mandatory placements.

Courses that may involve expenses for the student

National regulations

Education is to be provided free of charge to students (Chapter 4, Section 4 of the Swedish Higher Education Act).

Local regulations

As a rule, education should be free of charge. Students may have to bear some expenses associated with courses and study programmes, however, such as course literature, study materials and equipment, normal living expenses for field studies and field trips, and aids that students might be expected to have access to for their personal use. This also includes a computer with an internet connection and features that allow participation in distance teaching (camera/microphone). The software most commonly required for study purposes is provided free of charge by Stockholm University. When a course requires specific software in order to acquire knowledge and skills, the institution providing the course should only require that students bear the cost in exceptional cases.

If participation in a course may entail costs for students in addition to the above, this must be stated in the course syllabus, for example if there are field studies or field trips. Students must also be clearly informed of this when the course opens for applications. If the costs relate to mandatory course elements, it must also be stated whether students are able to replace mandatory course elements that entail expenses with mandatory course elements that don't.

1.2.6 Course literature and other course materials

Local regulations

Course syllabi must indicate where to find information about course literature and other course materials. The information should be available no later than eight weeks before the start of a course, and provided to Stockholm University Library.¹³

1.3 Information to be provided before and at the start of a course

National regulations

Higher education institutions must ensure that anyone intending to begin a course or study programme can access the necessary information (Chapter 6, Section 3 of the Higher Education Ordinance).

Local regulations

Before and at the start of a course or module (for courses that are divided up into modules), a course syllabus and course information, as set out below, must be available to students. For courses that do not require any knowledge of Swedish, course information must be available in English or other languages (see Language policy).

Information before the start of a course

No later than four weeks before the start of a course or module, students must be provided with the following information:

- the course schedule including, where appropriate, information about online teaching sessions,
- the dates of assessment opportunities and when assignments will be handed out and must be submitted) (see Sections 2.2.5 and 2.2.11), and
- the contact details of the course director and the examiner and, if possible, any teachers assisting with grading, where appropriate.

¹³ The Swedish Agency for Accessible Media (MTM) adapts the course literature that students need for their studies. MTM makes a selection, which is supplemented by the university libraries' proposals and students' orders. From an accessibility perspective, good forward planning is therefore important with regard to decisions and the providing of information about course literature, so that students who need support in the form of recordings will be able to have the literature recorded before their course starts. For example, it takes about eight weeks to "record" an audio book. The production time for Braille or e-text books is also about eight weeks, and about four weeks for enlargements. Also see the university's website (Studying with a disability).

Schedules should be changed as little as possible and students must be informed well in advance.

Information to be provided when a course starts

When a course or module starts, students must be provided with the following information:

- the course's forms of assessment and the related regulations (e.g. the Regulations for written seated examination and Regulations for distance digital examination using real-time streaming),
- if the course includes voluntary exams or other assignments that offer advantages when it comes to assessment and the related regulations,
- which teaching sessions and/or assignments constitute mandatory course elements, and whether replacement assignments are possible (see Section 2.2.6),
- if examinations are designed so that a passing grade is required for one part of the examination for the rest of the examination to be marked (see Section 2.2.4),
- the grading criteria (see Section 2.2.3),
- how different assignments within a course or module are taken into consideration when awarding grades (see Section 2.2.2),
- how long it will take for grading decisions to be announced (see Section 2.3.9),
- the fact that a course evaluation will be carried out at the end of the course, and
- the results of the last course evaluation and any actions decided on following this course evaluation (see Section 1.5).

At the start of a course or module, the information set out below must be available to students:

- if collaboration between students is permitted during summative assessments and, if so, to what extent,
- if the use of aids, including AI aids, is permitted during summative assessments, and if so to what extent,
- the fact that misleading or incomplete references may lead to suspicions of plagiarism, which also applies when students refer to their own previous work (self-plagiarism), and
- the fact that attempts to cheat during summative assessments or other mandatory course elements may lead to disciplinary measures possibly resulting in the student being suspended from their studies (see Regulations and procedure for disciplinary matters).¹⁴

¹⁴ As a consequence of this, students may, among other things, be required to repay student finance for the duration of the suspension, since a suspension is regarded as the non-completion of studies.

1.4 Study programmes and programme syllabi

National regulations

Courses may be combined to create study programmes (Chapter 6, Section 13 of the Higher Education Ordinance).

A study programme must have a programme syllabus. The programme syllabus must state the following (Chapter 6, Sections 16–17 of the Higher Education Ordinance):

- the courses included in the study programme,
- the specific entry requirements, and
- other necessary regulations.

Local regulations

A programme syllabus should also include:¹⁵

- the Swedish and English name,
- the language of instruction, if other than Swedish,
- an outline of how the programme of instruction will be organised,
- the programme's general and any local qualitative targets,
- information about which courses in the study programme are mandatory,
- information about elective courses, or information about which body makes decisions about the programme's elective courses, as defined in a specific list,
- information about what qualification the programme leads to (including degree specialisations, where appropriate),
- when the programme syllabus or a change to the syllabus will take effect, and the semester when it will start to apply, and any necessary transitional provisions.

A programme syllabus must have been adopted and be available by no later than the date when the course becomes open for applications.¹⁶

¹⁵ The local regulations are based on the Association of Swedish Higher Education Institutions' (SUHF) Rekommendationer om kursplaner, utbildningsplaner och betygssystem (REK 2011:1, Adopted by SUHF's Board on 25 February 2011)

¹⁶ Swedish Higher Education Authority Supervision Report Inom vilken tid bör kurs- och utbildningsplaner vara fastställda och tillgängliga för studenterna? 05/06/2018 reg. No 32-00481-17.

1.4.1 Language requirements

National regulations

Programme syllabi must be written in Swedish, in accordance with Section 10 of the Language Act.

Local regulations

A programme syllabus must be written in Swedish, but may be translated into English or other languages where necessary (see Language policy).

The Swedish language programme syllabus will take precedence.¹⁷

The programme syllabus's language of instruction will be stated in the programme instance in Ladok, and must also be stated in the programme syllabus if other than Swedish.

1.5 Course evaluation and course report

National regulations

Students shall be entitled to exert influence over the courses and study programmes at higher education institutions. Higher education institutions must endeavour to enable students to play an active role in the continued development of courses and study programmes (Chapter 1, Section 4a of the Higher Education Act).

The higher education institution must provide students participating in, or who have completed, a course, with the opportunity to present their opinions about the course through a course evaluation organised by the institution. The higher education institution must compile the course evaluations and provide information about the results, as well as any actions prompted by the course evaluations. The results must be made available to the students. (Chapter 1, Section 14 of the Higher Education Ordinance).

Local regulations

A course evaluation must be carried out and a course report must be produced for every course. If a course consists of modules, they may be evaluated separately.

It is mandatory to use the university's digital Course evaluation service, which is designed in accordance with national and legal regulations for course evaluations and automates several steps in the evaluation process. An exemption from this requirement may be granted in

¹⁷ See Higher Education Appeals Board (ÖNH) decision 03/02/2017, reg. No 23-77-17.

accordance with the relevant decision and delegation procedures if equivalent solutions are available.

2 Summative assessment and the role of the examiner

2.1 Examiner

National regulations

A grade must be determined by a teacher specifically nominated by the higher education institution (the examiner) (Chapter 6, Section 18 of the Higher Education Ordinance).

Local regulations

Chapter 6, Section 18 of the Higher Education Ordinance stipulates that a grading decision for a single student cannot be made jointly by several examiners. Several examiners may grade different students for the same assessment opportunity, however.

Examiners should be employed as teachers at Stockholm University.¹⁸

Examiners must be appointed for courses and, where appropriate, modules.

The President has delegated the decision to appoint examiners to the Interdisciplinary Councils. The decision cannot be subdelegated to below Department Board or Head of Department level.

2.2 Decisions to be made before a summative assessment

2.2.1 Grading systems and grading scales

National regulations

The higher education institution may stipulate the grading system to be used.

For courses that are completely or partly placement based [part of programmes leading to preschool teacher, primary school teacher, subject specialist teacher or vocational teacher

¹⁸ Employment as a teacher at Stockholm University is in accordance with the Rules of Employment for the Recruitment and Promotion of Teachers at Stockholm University (AOSU): associate senior lecturer, senior lecturer, professor, lecturer, adjunct professor, visiting professor, adjunct teacher, visiting lecturer and part-time fixed-term lecturers. Exemptions from the requirement of employment as a teacher may be made for researchers employed on a permanent basis (e.g. with career support from the Swedish Research Council, the Pro Futura programme or Wallenberg Academy Fellows) who have documented teaching skills.

qualifications] more than one grading level should be used for passing grades if the placement part of the course accounts for more than three higher education credits (Chapter 6, Section 18 of the Higher Education Ordinance; Chapter 2, Section 7 of the Ordinance on Education for Qualification as a Teacher/preschool Teacher (2021:1335) (No English translation)).

Local regulations

As a rule, a seven-point, learning objective-based scale should be used. The grading scale relates to the intended learning outcomes for the course.

Passing grades (in descending order)

A = Excellent
 B = Very Good
 B = Good
 D = Satisfactory
 E = Adequate

Failing grades

Fx = Fail, some work required to pass
 F = Fail, considerable further work required

The course syllabus must specify which grading scale(s) will be used and for which modules. It should also be stated whether the submission of an additional assignment is possible if an Fx grade is received, and the rules that would apply (see Section 2.4.3).

Grading scales for VFU teacher training courses worth more than three higher education credits

For courses covered by the national regulation above, the passing grades are Pass with Distinction and Pass; the failing grade is Fail.

General exceptions to the rules concerning grading scales

In the following cases, the use of two-point (Pass/Fail) or three-point (Pass with Distinction, Pass/Fail) grading scales is permitted:

- a course or module worth a maximum of four higher education credits,
- a course or module, regardless of the credits involved, predominantly consisting of practical elements, such as laboratory practicals, placements or field trips.

In a course that is graded using a seven-point scale, the number of higher education credits assessed according to a two- or three-point scale must not exceed half of the credits for the course.

Exemptions from the usual rule

For courses other than those generally exempted in the previous paragraph, the relevant Interdisciplinary Council may apply to the President for an exemption from the usual rule (the seven-point grading scale).¹⁹

2.2.2 Final grade

National regulations

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

Local regulations

The course syllabus should state what is required for a passing final grade for the course, such as the completion of the mandatory course elements, and a passing grade for summative assessments.

For courses that include several assessment elements or modules, the principles according to which they will be included in the final grade should be stated in the course syllabus.²⁰

In exceptional cases, the course syllabus may stipulate that students may be failed before they have completed the whole course. The course syllabus must indicate the special circumstances that are required for it to be possible to decide on a student's grade before the student has completed the whole course.

Final grades for courses that include placements

Students who choose not to complete a course that includes a placement and is part of a preschool teacher or teacher training programme, or a placement as part of training that leads to another vocational qualification, or students who, in accordance with what is stated in the course syllabus, are forced not to complete the course or placement, may be failed if this is in keeping with the course syllabus.

Final grade in the case of credit transfers for modules

A credit transfer decision means that a grade will not be awarded or transferred (see Regulations and procedure for credit transfer). If a student's study performance is credited as

¹⁹ This may apply, for example, to courses provided in collaboration with other higher education institutions that use different grading scales.

²⁰ Report 2011:21R Tillsynsbesöket vid Stockholms universitet 2010 (the Swedish National Agency for Higher Education's report series 2011:21 R), p. 26. Information about how different assignments included in a module are taken into consideration when awarding grades may be provided at the start of the course or module or in the grading criteria (see Section 2.2.3).

a module, the examiner may, however, include the grade in the credited study performance when a grade is awarded for the whole course.

2.2.3 Grading criteria

Local regulations

Grading criteria specify the qualitative requirements that students must meet for the different grades for summative assessments. The criteria should be based on the intended learning outcomes for the course or module that is being examined.

The grading criteria must be provided to students in writing at the start of the course or module.

2.2.4 Forms of assessment

National regulations

The course syllabus must state the intended learning outcomes (Chapter 6, Section 15 of the Higher Education Ordinance):

Local regulations

All the summative assessments and mandatory course elements must be stated in the course syllabus.

Only the intended learning outcomes for the course (or its modules) should be examined. This means that the summative assessment does not need to be based solely on course literature and other course materials.²¹

As grading is based on the performance of the individual student, summative assessments should be designed to ensure that the student's performance is able to be assessed. Likewise, it must be possible to ascertain the student's identity regardless of the form of assessment.

All assessments must be documented, regardless of the form they take. Documentation is required to make it easier to change a grading decision in case of correction or reassessment (see Section 2.4.1).

²¹ The fact that the summative assessment does not need to be based solely on course literature and other course materials is stipulated in Chapter 1, Sections 2, 4, 8 and 9 of the Higher Education Act and Chapter 6, Section 15 of the Higher Education Ordinance.

Design of summative assessments

If a summative assessment is designed so that a passing grade is required for part of the assessment, or a certain question, for other parts of the assessment or other questions to be marked, students must be informed of this at the start of the course or module.

Points may be deducted for incorrect answers, for example for multiple-choice questions.

2.2.5 Specific rules for certain forms of assessment

Local regulations

Degree project

A student admitted to a course that includes a degree project will always be entitled to submit their degree project.

The examiner and the supervisor must not be the same person for the same degree project.

The examiner is not obliged to award a passing grade for a degree project just because the supervisor has given the go-ahead for the student to submit the project.

In the case of co-writing, the department must have written guidelines for how to guarantee the assessment of individual students' performances, and guidelines regarding any limits on how many students are allowed to work on the same degree project.

Summative assessments using digital aids

In the case of a summative assessment using digital aids (computer-based exam), it must be ensured that the assessment is able to take place in a legally secure way and the students are able to be identified (see the Regulations for distance digital examination using real-time streaming).

Students must be informed, no later than the start of the course or module, of how the assessment will be carried out.

If the assessment cannot be carried out due to technical difficulties, the university is responsible for making sure that students are promptly given another assessment opportunity (also see Section 2.3.6 and the Regulations for written seated examination).

Group assessments

Both written and oral group assessments must take place in a way that makes it possible to assess individual students' performances.

Take-home exams/assignments

If a course includes take-home exams/assignments, students must be notified of the date of receipt and submission four weeks before the start of the course or module.

Unsupervised take-home exams/assignments should be supplemented by another assessment, such as an oral assessment or written exam, given the risk of the use of prohibited aids. Find out more on the Staff pages (Guidelines on using AI-powered chatbots in education and research).

Oral assessments

Oral assessments should have clear grading criteria and be documented.

Placements

For courses that include placements, there should be written guidelines on the role of examiners and supervisors in the assessment of students' performances during placements.

Examiners are responsible for grading.

2.2.6 Mandatory course elements

National regulations

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

Local regulations

Mandatory course elements must be indicated in the course syllabus, for example the presence of students at specified teaching sessions, mandatory assignments, laboratory practicals or study visits. If missed mandatory course elements may be replaced with replacement assignments, this must also be stated in the course syllabus.

A student who hasn't completed a mandatory course element should usually still be permitted to take part in subsequent summative assessments. Otherwise, the course syllabus must explain that it is imperative that students complete mandatory course elements to be able to take part in subsequent assessments.

A final grade should not be awarded for a course before students have completed all the mandatory course elements. The course will then have been completed.

2.2.7 Limiting of the number of assessment opportunities

National regulations

If a higher education institution limits the number of occasions on which a student may take an examination in order to complete a course or part of a course, this number of occasions must be at least five. If passing a course or part of a course requires the student to successfully complete a placement or corresponding training, the number of placement or corresponding training periods must be at least two (Chapter 6, Section 21 of the Higher Education Ordinance).

Local regulations

There are no regulations governing the maximum number of times students may take the same exam, but the number of examination opportunities may be limited if an unlimited right would require unreasonably large resources.²²

Decisions to limit the number of examination opportunities should be kept to a minimum, and the number of examination opportunities must be specified in the course syllabus.

2.2.8 Expended examination opportunities

Local regulations

If there is a limit on the number of examination opportunities in the course syllabus, an examination opportunity is considered to have been expended if the student formally failed the examination or took part in the examination with no result to show for it, i.e. they submitted a “blank exam answer sheet” (see Section 2.3.8).

Failure to attend an announced examination opportunity is not considered to be an expended examination opportunity.

An examination opportunity is considered to have been expended if a student chooses not to complete a course that includes a placement as part of preschool teacher or teacher training, or a placement as part of training that leads to another vocational qualification, or if a student is forced not to complete the course in keeping with the course syllabus.

2.2.9 Anonymous written examinations/take-home examinations

Local regulations

All written examinations must be anonymised. Furthermore, all take-home exams/assignments should be anonymised, where this is possible.

Examiners and, where applicable, teachers assisting with grading, should be given the examination participants’ names before marking begins (see Section 2.3.1).

²² Tentamen: ”plussning” och begränsning av antalet tillfällen, the Swedish National Agency for Higher Education’s report series 2000:10 R, p 27f.

2.2.10 Language of assessment

National regulations

All grading decisions must be written in Swedish, in accordance with Section 10 of the Language Act.

Local regulations

If a course is examined in a language other than Swedish (in full or in part), this should be specified in the course syllabus.

Students participating in a course that is given in Swedish are not entitled to oral interpretation or written translation during assessments, except for sign language interpretation during oral assessments.

Students participating in a course examined in English have the right to use Swedish during assessments, unless this is contrary to the intended learning outcomes in the course syllabus

Students who speak Danish or Norwegian should be allowed, as far as possible, to use their respective languages during assessments, unless this is contrary to the intended learning outcomes in the course syllabus.

2.2.11 Times for teaching, assessments and mandatory course elements

Local regulations

All teaching and ordinary assessments should take place during the course's and, where applicable, the relevant module's, study periods (i.e. the period stated in Ladok).

Daytime courses should be scheduled in such a way that teaching, mandatory course elements and assessments take place between 8am and 6pm on weekdays. For other courses, teaching, mandatory course elements and assessments should normally take place between 6pm and 10pm on weekdays.

Ordinary assessment opportunities and subsequent re-take assessment opportunities should not take place on the same day of the week.

2.2.12 Reviews to identify any cheating in connection with summative assessments

Local regulations

Degree projects and take-home exams/assignments submitted must be reviewed in order to identify any plagiarism, automatically generated answers or prohibited collaboration. Where possible, reviews should take place using the university's text matching tool (see the

Regulations and procedure for disciplinary matters and Preventing plagiarism. Handbook for Stockholm University staff²³ (No English translation))

2.2.13 Summative assessments and mandatory course elements in the case of student representation

Local regulations

Students who give notice at the start of a course that they are unable to take part in an assessment or other mandatory course element as they are acting as a student representative, at a meeting designated by the university as mandatory, as part of a body or group for which no replacement has been appointed, must be offered opportunities to take part in equivalent alternative assessments or mandatory course elements (such as an ordinary retake assessment). The department should, however, try to meet the need of students for opportunities for equivalent alternative assessments or mandatory course elements later also if possible and resources for this are available, so that students are not prevented from continuing their studies (also see the Regulations for student influence).

2.2.14 Adapted or alternative assessments

National regulations

Chapter 3, Section 16 of the Discrimination Act stipulates that a provider of education engaged in educational or other activities in accordance with the Higher Education Act must take targeted measures, within the framework of these activities, to actively promote equal rights and opportunities for students participating or applying to participate in them, regardless of sex, cross-gender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age (see Chapter 1, Section 1 and Chapter 3, Section 1 of the Discrimination Act (2008:567)). The work on active measures should also include options to reconcile studying with parenthood (see Chapter 3, Section 17, paragraph 5 of the Discrimination Act).

Local regulations

The university is working to ensure equal rights and opportunities for students. This includes examinations and assessments of students' performances. Students with permanent disabilities should find themselves in a comparable situation with students who are not disabled, and students should not be prevented from continuing their studies, for example by parenthood, religion or other beliefs, or their sex or cross-gender identity.

²³ Bendixen, Christine; Gunnerstad, Annelie; Premat, Christophe (2024): Plagiat — hur kan det undvikas? Handbok för medarbetare vid Stockholms universitet.

Disabilities

Students with permanent disabilities are able to apply for targeted educational support (see the Regulations and procedure for targeted educational support).

If a student has received a decision from the university regarding targeted educational support (notification in Nais), the examiner may decide on an adapted summative assessment or mandatory course element, or allow the student to complete the assessment or mandatory course element in an alternative way, if the course syllabus permits this. The decision must not mean that the intended learning outcomes for the course are changed, or that the achievement of the intended learning outcomes cannot be verified.

To be offered an opportunity to benefit from an equivalent alternative assessment or mandatory course element, students who have received a decision regarding targeted educational support must inform the department at the start of the course or module. The department should, however, try to meet the need of students for adapted or alternative assessments later also if possible and resources for this are available.

2.2.15 Summative assessments at a different location

Local regulations

If a student is unable to physically attend an assessment opportunity, the assessment may take place elsewhere in Sweden or abroad under certain conditions. This should be kept to a minimum, however.

The assessment must take place on the premises of a state, regional or municipal body (e.g. a university, embassy, consulate, police station or hospital). The assessment must be carried out under the same conditions as an assessment at Stockholm University. This means that the student must be examined at the same time as the other students and have as much time at their disposal, sit in a private space where they will not be disturbed, have access to the same aids as other students and be supervised by an invigilator.

Decisions to allow an assessment to take place at a different location are to be made by the examiner, who is also responsible for ensuring that the assessment takes place under satisfactory conditions. The examiner, in consultation with the Director of Studies/the equivalent, must determine whether the requirements for an assessment at a different location have been met, and whether the department has the practical capacity to arrange such an assessment opportunity.

It is the student's responsibility to ensure that the requirements for an assessment at a different location are able to be met, and to find an appropriate location and a person in charge at a public authority or similar for the assessment in question. Any costs for the student to take the exam at a different location will be paid by the student.

2.3 Grading

In addition to the final grading decision, the examiner also makes other decisions during the grading preparation stage. The preparatory work before awarding a grade includes determining whether the student has completed the mandatory course elements specified in the course syllabus. Where appropriate, someone other than the examiner may prepare and report such a decision, however (see Section 2.3.10 and the Case Handling Handbook²⁴ (No English translation)).

2.3.1 Disqualification

National regulations

A person who is disqualified must not take part in the handling of a grading matter and must also not be present when a decision is made on the matter at hand (Section 17 of the Administrative Procedure Act).

Local regulations

The examiner and, where applicable, teachers assisting with grading, must act objectively and impartially when handling grading matters and not handle such matters if they are disqualified from doing so.²⁵

2.3.2 Representative or counsel in grading matters

National regulations

A private person who is a party to a grading matter may engage a suitable person as their representative or counsel. However, a private person who engages a representative must participate in person if the authority requests this. (Section 14 of the Administrative Procedure Act).

Local regulations

A student may wish to engage a representative or counsel for a grading matter.

The representative or counsel must not have played a part in teaching the course.

²⁴ Handbok i ärendehandläggning.

²⁵ Also see Section 16–18 of the Administrative Procedure Act and the Rules on disqualification on the Staff pages. If a disqualification objection is raised, the authority must promptly make a decision.

2.3.3 The student's right to information about the grading process

National regulations

A private person who is a party to a grading matter has the right to access all the material included in the matter (Section 10 of the Administrative Procedure Act).

Local regulations

In grading matters, students will usually have the right, for example, to access marked examinations, or written comments from supervisors for courses that include placements.

2.3.4 Credit limits

Local regulations

Any credit limits announced prior to a summative assessment should be adhered to and any deviations should be explained to students.

Credit limits included in the course syllabus are binding, however.

2.3.5 Cheating, disciplinary measures and special rules for written seated exams

Local regulations

The rules in the event of suspected cheating in a written seated exam can be found in the Regulations for written seated examination and the Regulations and procedure for disciplinary matters.

2.3.6 Lost assignments, etc.

Local regulations

If a student's written assignment has been lost or an assessment could not be completed because of errors that the university is responsible for, such as incorrect information about the date and time of an assessment, or technical problems, the student must promptly be given another assessment opportunity, preferably within one week of discovery. The time is to be determined by the teacher after talking to the student.

An examiner cannot give a student a passing grade simply because the student's assignment was lost.

2.3.7 Withdrawal of a submitted assignment

Local regulations

A student does not have the right to withdraw assignments submitted for a course. An exception may be made if there was clearly a mistake on submission.

2.3.8 Blank exam answer sheets

Local regulations

If a student submits a “blank exam answer sheet”, a failing grade must be given for the assessment.

2.3.9 Marking time, assessment date and obligation to give notification of delays

National regulations

Matters must be handled as simply, rapidly and cost-effectively as possible without neglecting legal security (Section 9 of the Administrative Procedure Act).

If an authority judges that the determination of a matter initiated by a private party will be substantially delayed, the authority must notify the party of this. In its notification, the authority must set out the reason for the delay (Section 11 of the Administrative Procedure Act).

If a matter that was initiated by a private party has not been adjudicated in the first instance within six months, the party may submit a written request for the authority to adjudicate the matter. The authority must either adjudicate the matter or refuse the request in a separate decision within four weeks of the date on which the request was received (Section 12 of the Administrative Procedure Act).

Local regulations

An assignment should be marked, graded and students informed of the results within 15 working days of an assessment opportunity, and more than ten working days before any retake assessment opportunity.²⁶

²⁶ See JO decision 1991-07-18, Ref. No 3980–1990.

The assessment date is the date when students must submit an assessment (the written seated examination date, the deadline for the submission of take-home exams/assignments, or the deadline for the submission of an additional assignment).

If a grading decision risks being delayed by more than 15 working days after the assessment date, the student must be informed about the delay and the reason for it (e.g. orally or by e-mail or the learning platform).

If there is a delay in a grading decision, the date for a retake assessment may need to be changed or another retake assessment opportunity offered to students at least ten working days after the grading decision.

If a student requests the adjudication of a grading matter that hasn't been resolved within six months, the examiner must either make a decision on the grade or reject the request within four weeks. Reasons must be given for the rejection decision. A rejection decision cannot be appealed, as it is not possible to appeal grading decisions (see Section 2.4.1).

2.3.10 Documenting of grading decisions

National regulations

For every decision in a grading matter, a document must be prepared containing: the date and content of the decision, who made the decision, who was the person reporting, and who was present for the final part of the proceedings without participating in the adjudication (Section 21 of the Government Agency Ordinance).

Local regulations

Grading decisions must be documented and archived as electronic documents in Ladok, stating the examiner and, where appropriate, any teachers who assisted with grading.

A grading matter does not need to be presented before a decision is made.

2.3.11 Information about grading decisions

Local regulations

Grading decisions should primarily be announced via digital channels.

A grading decision may always be changed before it has been announced.

2.3.12 Reviewing of examinations and justifying of grades

National regulations

The provisions in Sections 25 and 32 of the Administrative Procedure Act (2017:900) on the communication of and reasons for decisions do not need to be applied to cases regarding admissions or grading in education.

If a reason has not been provided, one must later be provided if possible, if a person requests this and it is necessary for them to be able to exercise their legal rights (Chapter 1, Section 4a of the Higher Education Ordinance).

Local regulations

A review of an exam with the examiner present gives students an opportunity to understand the justification for their grades. The date of such a review should be announced no later than at the time of the assessment opportunity, and it should take place at least ten working days before the next assessment opportunity.

The reasons for grades may also be explained by making grading templates available to students, giving them the chance to contact the examiner for additional information. If a student requests a grading template they should be provided with one, if such is available, once marking is complete (see Section 2.4.6).

If an exam review isn't arranged or a grading template provided, the student has the right to receive a written justification of their grade on request. Such a request should be submitted to the examiner in writing, for legal safety reasons.

2.4 Measures after grades have been announced

2.4.1 Correction and reassessment of grading decisions

National regulations

A grade must be determined by a teacher specifically nominated by the higher education institution (the examiner) (Chapter 6, Section 18 of the Higher Education Ordinance).

In accordance with Chapter 12, Sections 2 and 4 of the Higher Education Ordinance, grading decisions cannot be appealed.

Correction

A grading decision that is clearly incorrect due to a typographical error, a calculation error or a similar oversight may be corrected to the student's advantage or disadvantage. Corrections to the student's disadvantage must be made with great care, and only in clear cases. Before a correction is made, the student should usually be given an opportunity to express their

opinion. Such a correction must be made by the examiner (see Chapter 6, Section 23 of the Higher Education Ordinance and Section 36 of the Administrative Procedure Act).²⁷

Reassessment

If an examiner finds that a grading decision is clearly incorrect due to new circumstances or for any other reason, the examiner should change the decision if this can be done quickly and easily and does not result in a lower grade (Chapter 6, Section 24 of the Higher Education Ordinance and Section 38 of the Administrative Procedure Act).

In accordance with Section 37 of the Administrative Procedure Act, a passing grade may only be changed to a student's disadvantage, however, in certain specified conditions, such as cheating during an examination.

Local regulations

A grading decision made by an examiner cannot be reviewed by other officials (including the President).

Both the student and the examiner can take the initiative to have a grading decision corrected or changed.

There is no maximum time limit for when a student may request a correction or reassessment. A correction or reassessment request can therefore be made even if the assignment has been signed and handed back.

Great care must be taken when grades are changed. The university's legal counsels should always be contacted about matters involving the correction of a grade to a student's disadvantage, or the changing of a grade in accordance with Section 37 of the Administrative Procedure Act.

An examiner may change a passing grade to a failing grade in line with Section 37 of the Administrative Procedure Act if the President or Disciplinary Board has determined that the student cheated in an assessment (also see the Regulations and procedure for disciplinary matters²⁸ (No English translation)).

²⁷ See, for example, JO report 2000/01:JO1, p. 434 on the withdrawal of announced course credits.

²⁸ Regler och handlägningsordning för disciplinärenden.

2.4.2 Retaking of assessments to get a higher passing grade

Local regulations

A student who has received a passing grade for an assessment cannot retake the assessment to achieve a higher grade. A passing grade can also not be changed to a failing grade at the student's request.

2.4.3 Additional assignments to achieve a passing grade after receiving failing grade Fx

Local regulations

Both F and Fx are failing grades. A student who has received an F or Fx grade may usually take part in a retake assessment at the next retake assessment opportunity. The department may, however, choose to grant an additional assignment opportunity if an Fx grade has been given. The related rules should be stated in the course syllabus.

If an additional assignment opportunity is permitted under the course syllabus, the examiner may determine the assignments to be completed by the student who was given an Fx grade.

The additional assignment must be completed as soon as possible after the students were informed of the assessment results and before the next assessment opportunity if there are no special circumstances. If there is a maximum time limit for when the additional assignment must be submitted, this must be stated in the course syllabus.

An additional assignment opportunity is not a new assessment opportunity and does not, therefore, affect the number of expended examination opportunities.

An additional assignment opportunity may also be granted in the case of a failing grade under another grading scale.

2.4.4 Number of assessment opportunities per summative assessment and course

Local regulations

For every course, students should be offered at least one retake assessment opportunity per summative assessment. Several opportunities should be offered, for example in the form of resits before the start of the autumn semester, if resources are available. If the course is not provided every academic year, at least one assessment opportunity should be offered in the academic years when the course isn't provided.

For written seated examinations and similar forms of assessment, and take-home exams/assignments, ordinary retake assessments should take place two weeks at the earliest after the sharing of the results of ordinary assessments, and normally no later than six weeks after the sharing of the results of the ordinary assessments. For the last assessment opportunity

in the spring semester the dates should be adjusted as ordinary retake assessments may be postponed to late August.

In the case of other forms of assessment, such as placements or field studies and field trips, an exemption may be made from the time limits stated above if this is stated in the course syllabus and it would otherwise lead to unreasonable financial costs or major practical difficulties.

2.4.5 Changing examiners

National regulations

A student who has taken two examinations for a course or a module without obtaining a passing grade is entitled to have another examiner appointed, unless there are special reasons to the contrary (Chapter 6, Section 22 of the Higher Education Ordinance).²⁹

Local regulations

The rules for changing examiners must be specified in the course syllabus.

For courses where the number of assessment opportunities is limited to two, students have the right to have a different examiner, and, where appropriate, also a different supervisor, appointed after one expended examination opportunity, unless there are specific reasons against this.

2.4.6 Official documents and the disclosure of official documents

National regulations

Chapter 2 of the Freedom of the Press Act governs what constitutes an official document. An official document is generally available to the public unless the law states otherwise (see the Public Access to Information and Secrecy Act).

Local regulations

Grades and examination questions and answers are official documents, as are example solutions, grading templates, course evaluations and course reports.

The disclosure of copies of official documents is subject to fees under the Ordinance on Fees and Charges.

²⁹ UKÄ decision of 24/08/2015, reg. No 31-516-14.

Practical guidelines

Grades are documented in Ladok and therefore constitute finalised official documents.

Examination questions are finalised, and therefore constitute official documents, when they are handed out or otherwise made available to students who are going to be examined. The general rule is that examination questions become available to the public when they become official.

Confidentiality applies to questions when the examination's purpose risks being compromised as participants in the examination are able to access them before the examination. In certain specific cases, examination questions may be made confidential in accordance with Chapter 17, Section 3c of the Public Access to Information and Secrecy Act, such as questions in standardised tests. For more information about the possibility of making examination questions confidential, contact the Legal Secretariat.

Examination answers are finalised, and thereby become official documents, when the examiner has concluded the examination and signed the grading decision.

To avoid suspicions of cheating, students who want to look at their written examination before potentially requesting a correction or reassessment should be given a copy of their own examination paper free of charge (Regulations on the return and destruction of documents relating to study administration and other documents related to this area).

2.4.7 Saving and destruction of assignments and degree projects

Local regulations

To make it easier for students to request the correction or reassessment of grading decisions, degree projects should not be destroyed. Other assignments should be saved by departments for two years. If a student requests the reassessment of a grade, the exam answer sheet should be saved for two years after the end of the reassessment process.

If the original is handed over to the student, a copy should be saved for two years from grading (see the Regulations on the return and destruction of documents relating to study administration and other documents related to this area).³⁰

³⁰ The rules are based on the UKÄ decision of 08/11/2016, reg. No 31-340-15, Complaint against Mid Sweden University regarding shortcomings relating to the saving of copies in connection with grade reassessment. The rules apply even if a new grade has been awarded after a student requested a reassessment. A correction or reassessment request may therefore be made even if an assignment has been handed over to the student without a copy being saved.

3. References

3.1 Regulatory documents

Avgiftsförordningen (1992:191)

Discrimination Act (2008:567)

Ordinance on education for qualification as a teacher/pre-school teacher (2021:1335)

Administrative Procedure Act (2017:900) (FL)

Higher Education Ordinance (1993:100) (HF)

Higher Education Act (1992:1434) (HL)

Government Agency Ordinance (2007:515)

Public Access to Information and Secrecy Act (2009:400)

Language Act (2009:600)

Freedom of the Press Act (1949:105)

3.2 General guidance and other advisory publications

20 åtgärder för att stärka studenternas rättssäkerhet, Report 2001:27 R p. 11–12, Swedish National Agency for Higher Education (2001)

Anpassad kurslitteratur på högskolan - handledning för högskolebibliotek,

Dokumentering av betygsunderlag (Swedish Higher Education Authority, 2021)

Fair examination – fourth edition (Swedish Higher Education Authority, 2020)

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

Studenternas kostnader i samband med högskoleutbildning, Swedish National Agency for Higher Education (16/12/2003)

The Association of Swedish Higher Education Institutions' (SUHF) Rekommendationer för att underlätta studenters möjligheter till rörlighet mellan olika lärosäten i Sverige (REK 2008–25).

The Association of Swedish Higher Education Institutions' (SUHF) Rekommendationer om kursplaner, utbildningsplaner och betygssystem (REK 2011–1)

The Association of Swedish Higher Education Institutions' (SUHF) Rekommendationer om kursplaner, utbildningsplaner och betygssystem (REK 2009–4)

Tentamen: ”plussning” och begränsning av antalet tillfällen (the Swedish National Agency for Higher Education's report series 2000:10 R)

Tillsynsbesöket vid Stockholms universitet 2010, (the Swedish National Agency for Higher Education's report series 2011:21 R)

Swedish Higher Education Authority Supervision Report Inom vilken tid bör kurs- och utbildningsplaner vara fastställda och tillgängliga för studenterna? (32-00481-17)

3.3 Stockholm University rules & regulations

Rules of Employment for the Recruitment and Promotion of Teachers at Stockholm University

Antagningsordning för tillträde till utbildning på grundnivå och avancerad nivå

Besluts- och delegationsordning för Stockholms universitet

Handbok i ärendehandläggning

Local System of Qualifications

Regler för digital examination på distans med stöd av realtidsströmning

Regulations for written seated examination

Regulations for student influence

Regler och handlägningsordning för disciplinärenden

Regulations and Procedure for Establishing and Discontinuing Courses and Programmes

Regler och handlägningsordning för riktat pedagogiskt stöd

Regulations and procedure for credit transfer

Rules on disqualification

Regulations on the return and destruction of documents relating to study administration and other documents related to this area

Language policy

3.4 Other Stockholm University publications

Bendixen, Christine; Gunnerstad, Annelie; Premat, Christophe (2024): Plagiat — hur kan det undvikas? Handbok för medarbetare vid Stockholms universitet