**Template instructions**

Follow the template headings when you create a new course syllabus or revise an existing one. The text in blue is there to assist you and is to be replaced with the information relevant for the course.

The template is based on the University’s *Rules for course syllabi and literature lists* FS1.1-575-22, which contains more detailed rules and support.

Including the literature list in the course syllabus is not recommended; any revisions to the literature list would then require a revision of the course syllabus. However, course literature must be published in Selma or other system approved by the Student Services Office. This enables students to access the list together with the course syllabus.

**Course title in Swedish, xx hp**

Course title in English, xx credits (capitalise all words except definite and indefinite articles, prepositions and conjunctions, unless these are at the first word in the title or subtitle)

**Course code:**

**Grading scale:** (UV for three-step grading scale)

**Disciplinary domain:** (Contact the faculty director of studies)

**Education cycle:** (State first or second-cycle)

**Statistics Sweden (SCB) subject group:**

**Main field of study:**

**Progressive specialisation:**

**Date of approval:** DD/MONTH/YYYY

**Decision-making body:** (State relevant Programme Council or Strategic Board for Education)

**Date of revision:** DD MONTH YYYY (Delete heading with information about when the course was first established)

**Course syllabus valid from:** year and week

**Responsible department or office:**

**Entry requirements**

This is where the basic entry requirements are presented as well as any specific entry requirements for students to be able to benefit from the course and achieve the intended course learning outcomes. The entry requirements stipulated in the course syllabus form the basis of how the student is assessed in

the NyA admissions system. The entry requirements are to be set based on the information published on Aurora under Education and Research. It is important to stipulate the necessary entry requirements. Avoid including course codes in the entry requirements. If the entry requirements are unclear, this may result in admitting students who lack the background to be able to benefit from the course and achieve its intended learning outcomes. Likewise, students who fulfil the necessary requirements to be able to benefit from the course and meet the intended learning outcomes may be deemed ineligible. The entry requirements for courses that have been published in the online course catalogue should not be changed while the academic year is ongoing.

**Objectives (intended learning outcomes)**

This is where you state the course objectives as intended learning outcomes. The intended learning outcomes form the basis of assessment, examination and grading criteria, and state what is required to pass the course. If the course is divided into modules (see under Contents), the intended learning outcomes can be divided into the different modules. The intended learning outcomes should ideally be linked to the examination, for example by numbering them. See Bloom’s Taxonomy for an example of how to formulate objectives relevant to the course's level.

The objectives are to be formulated so that:

* it is clear what knowledge, understanding, competence, skills, judgement and approaches students should be able to demonstrate on completing the course;
* they are clear to students, teachers and other stakeholders, such as prospective

employers;

* they can form the basis for planning the course and programme;
* they can be tested in examinations; and
* they can form the basis for following up and assuring the quality of the course.

*Knowledge and understanding:*

Students must be able to

*Skills and ability*

Students must be able to

*Judgement and approach*

Students must be able to

**Contents**

This is where you describe the main course content. It must reflect the course objectives (intended learning outcomes). If the course is divided into modules, this must be stated here. To the extent that it is possible given the course’s educational approach and other preconditions, the course should be divided in credit-bearing modules of no more than 7.5 credits. This facilitates matters regarding credit transfer and for students to be granted student finance.

**Type of instruction**

Include a brief description of how teaching will be structured from a learning perspective. State the methods of instruction and the work that will be used. Examples include lectures, group work, seminars, supervision hours, laboratory sessions, field studies and placements. State any course-specific elements, such as outdoor teaching, evening or weekend classes, or if meetings included in distance courses will be online or in person.

Also state whether any special equipment is necessary to be able to follow teaching during the course. This is also where you must clearly state if there are any compulsory course components. Compulsory course components must contribute to student assessment.

Courses that include degree projects must state the period during which students will be entitled to supervision hours. The Swedish Higher Education Authority recommends that students who do not complete their degree project during the allocated time should receive supervision until the project is finished, within reason. If the department holding the course wishes to follow other procedures, this must be stated in the course syllabus.

**Examination**

This is where you state how the student’s performance will be assessed.

Examination formats must be clear in the course syllabus, for example:

* whether examinations will be individual or in groups (as individual performance or in groups where individual assessments can be made);
* if the examination will be oral, written, or practical such as written examinations in examination halls, take-home exams, seminars, reports, laboratory sessions, etc.

Vague wording such as “and/or”, “examination formats vary” or similar is not permitted, nor are lists of possible examination formats.

Voluntary forms of assessment, such as quizzes, which may give bonus credits in later examinations must also be included in the course syllabus.

You must also describe how grades for modules will be weighted when the final course grade is set. Here, you must also state whether alternative grading scales will be used in course modules.

Exercise restraint when limiting the number examination opportunities for students. Such limitations could be justified by the fact that unlimited examination attempts would be a waste of resources. If limits are set, a minimum of five examination opportunities must be available. The number of placements or corresponding training must be at least two.

If a course syllabus will be withdrawn or undergo major changes, the guidelines for resits must be stated in the transitional provisions in the course syllabus.

The Swedish Discrimination Act (2008:567) contains provisions stipulating that higher education institutions must offer adapted examinations or alternative examination formats for students with disabilities. The **following wording must be included in the course syllabus** for clarification:

*Examiners may decide to deviate from the modes of assessment in the course syllabus. Individual adaptation of modes of assessment must give due consideration to the student’s needs. The adaptation of modes of assessment must remain within the framework of the intended learning outcomes in the course syllabus. Students who require an adapted examination – and have received a decision on the right to support from the coordinator at the Student Services Office for students with disabilities – must submit a request to the department holding the course no later than 10 days before the examination. The examiner decides on the adaptation of the examination, after which the student will be notified.*

**For courses involving a placement, the following wording must be included verbatim:**

*In consultation with the supervisor, the responsible examiner may decide to fail a student during an ongoing placement if the student demonstrates shortcomings in knowledge, skills or approach that, either individually or in combination, present a significant risk that the student will cause physical or psychological harm to another person during the placement. The placement will then be prematurely terminated, and the student given a failing grade for the course in question. In such cases, the student is deemed to have used up one placement opportunity.*

*In conjunction with such a decision, an individual development plan is to be drawn up by the examiner in consultation with the student. This development plan is to state the knowledge, skills and approaches that the student needs to acquire before they can begin a new placement, as well as a date on which this will be checked. The student is entitled to two such checks each year, but, unless special grounds exist, to no more than four checks in total. If such a check reveals that the student has acquired the knowledge, skills and approaches specified in the individual development plan, the student has the right to a new placement, as long as the student has not exhausted their total number of placement opportunities. If the course syllabus limits the number of placement opportunities and the student has exhausted these, then the student is not entitled to a new assessment opportunity.*

*A student on placement must adhere to the requirements for a professional approach, including the dress code and hygiene procedures as directed at the hosting organisation.*

**Other provisions**

This is where you provide information about any other necessary provisions, for example if the course overlaps (either partly or fully) with another course and cannot therefore be (fully) credited in the degree together with the overlapping course.

**The following formulation must be included in courses with healthcare placements:**

***Health and vaccination programme***

*Before beginning their placement, students at the Faculty of Medicine at Umeå University are to be offered vaccination against Hepatitis B. In addition, students who have not received vaccinations against COVID-19 or measles, mumps and rubella (MMR) are to be invited to take these vaccinations. The Faculty of Medicine will only cover the costs that arise as part of the health and vaccination programme if they were incurred as part of the sessions organised by the programme.*

**Access to placements**

*Generally, placements (including clinical placements) are conducted within the respective programme’s agreement in collaboration with Regions, the primary municipalities and a few private providers. If the student does not fulfil the hosting organisation's requirements, within for example work-environment and patient security aspects, they cannot be guaranteed access to a placement. In that case, the University will explore the possibility of offering the student an alternative placement within the framework of the University’s agreements.*