INFORMATION ON REGULATIONS FOR EXAMINATIONS ON FIRST AND SECOND-CYCLE COURSES

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1 Amendments approved on 26 September 2012 concern clarifications and supplementary information (primarily in sections 1.7, 2.6, 2.7 and 3.5), revisions on account of the so called autonomy reform, as well as some changes in wording. The amendment approved on 18 December 2013 concerns an addition under section 1.5 as a consequence of a revision of the university’s appointment procedures. The revision of 2015-06-23 concerns clarifications and additions to, among other things, sections 1.3 and 3.5.3.
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1. Introduction

This document, *Information on regulations for examinations on first and second-cycle courses*, is intended to serve as a guide for students and members of staff at Örebro University. It has been developed by the Executive and Faculty Office, is a revised compilation of the applying national and local provisions, based on among other things the reports of and supervisory matters performed by the Swedish Higher Education Authority.

This information material is offered on the university’s website². Underlined text in the document indicates a hyperlink.

Please note that this information material refers to all examination formats unless otherwise specified. When it comes to written examinations in examination halls, the vice-chancellor has approved specific provisions. These provisions are available on the [university's website](#).

The term examination refers to the examiner awarding a grade based on the form or forms for assessment of student performance that have been specified in the course syllabus³.

The award of a grade is a form of exercise of public authority; consequently it is important that the matter is handled without jeopardising legal security⁴. It is the examiner that determines a grade⁵ and the decision cannot be reviewed by someone else. The examination must be designed in relation to the intended learning outcomes for the course and in such a way that it facilitates individual assessment of each student’s performance⁶.

1.1 The significance of the course syllabus

For each course, there must be a course syllabus⁷. The course syllabus shall outline the following: intended learning outcomes, main content of the course, reading list, how student performance is assessed (examination formats), the grades to be used, and any other provisions⁸. A course syllabus provides the regulations for a course and therefore has the same significance as acts of law approved by Parliament or ordinances approved by the government. That means that the provisions set out in the course syllabus are binding to university staff as well as to students.

Syllabuses for first and second-cycle courses can be found on the university’s website (in Swedish).

1.2 Examination formats

An examination should always be designed in such a way that the student is able to demonstrate whether he or she meets the intended learning outcomes for the course. Examination formats and when they are suitable shall therefore be put in relation to the way in which the intended learning outcomes have been designed. There are different ways of assessing student performance, *for example:* written take-home examinations, written examinations in examination halls, written assignments, independent projects, essays, laboratory work, placements, oral examinations, and recitals.

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² [www.oru.se/utbildning/examination](#) (sv) or [www.oru.se/English/Education/Current-Students/Students-rights-and-responsibilities-at-Orebro-University/Examination](#) (en)
³ Higher Education Ordinance, Chapter 6, Sections 15 and 18 (SFS 1993:100)
⁴ Administrative Procedure Act, Section 7 (SFS 1986:223)
⁵ Higher Education Ordinance, Chapter 6, Section 18
⁶ Compare e.g. Higher Education Ordinance, Chapter 6, Sections 15 and 20-22, and Chapter 7, Sections 2-4
⁷ Higher Education Ordinance, Chapter 6, Section 14
⁸ Higher Education Ordinance, Chapter 6, Section 15 and Vice-Chancellor’s decision 2010-10-19, reg. no. CF 12-540/2010
The syllabus should clearly indicate which form(s) of examination(s) are to be applied for each examination component. Unclear terms such as “written and/or oral examination” or “exam or take-home exam” shall not occur.

The examination may be performed individually or in groups, regardless of the form of examination. The terms and conditions for each examination must be clear from the syllabus. The examination must however always be so devised, centred on the learning outcomes for the course, so that an individual assessment can be performed.

Deviating from the course syllabus provisions concerning examination format is not permitted.

All examinations are compulsory by definition. For a definition of what is known as a compulsory component, see section 2.6 below.

1.2.1 Adapted examination arrangements

If special grounds exist, the examination format may be adapted, within the scope of the syllabus provisions, for students with documented disabilities. If there are particular grounds, other examination formats than that specified in the course syllabus may be permitted for students with documented disabilities. The examination must however always be designed with the intended learning outcomes in view.

The head of school determines whether other examination formats than those specified in the course syllabus should be allowed for students with documented disabilities. The decision should be made following consultation with the examiner.

More information on studying with a disability can be found on the university’s website.

1.3 Grades and grading criteria

Grades shall be expressed using one of the terms fail (U), pass (G) or pass with distinction (VG). The vice-chancellor prescribes whether another grading system may be used for a certain course if special grounds exist. When another grading system may be used for a certain course, this must be evident from the course syllabus in question. For a full or partial placement course within a teaching programme leading to a qualification as a preschool, primary school, specialist subject or vocational teacher, then the grading criteria, specifying what the student is expected to have acquired in order to obtain the grades in question, must be made known to the students. It must be clear from the grading criteria how grades are determined in relation to the course’s intended learning outcomes. The grading criteria shall be in writing and be viewed as guidelines which must be complied with as far as possible. The students must be notified, no later than at the start of the course, of the grading criteria that shall apply.

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9 Higher Education Ordinance, Chapter 6, Section 15
10 Supervisory decision, Reg. No. 31-658-10, Swedish National Agency of Higher Education, 2010-10-27
11 Compare e.g. Higher Education Ordinance, Chapter 6, Sections 20-22, and Chapter 7, Sections 2-4
12 Compare The Swedish National Agency for Higher Education’s report Rättssäker examination (Rapport 2008:36 R, p. 23)
13 Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
14 Delegations on matters of education
15 Vice-Chancellor’s decision 2010-10-19, reg. no. CF 12-540/2010
16 Vice-Chancellor’s decision 2008-02-18, reg. no. CF 10-72/2008
17 Higher Education Ordinance Chapter 6, Section 18
18 Vice-Chancellor’s decision 2009-10-16, reg. no. CF 10-606/2009
The head of school determines the grading criteria for each course in question. The decision may be delegated

### 1.4 Limited number of examination sessions for a course

The university has the right to limit the number of sessions in which a student may take an examination in order to complete a course or part of a course with a passing grade. The faculty boards determine whether limitations may be made for a certain course. A decision concerning a limitation of the number of sessions allowed shall be based on the Higher Education Act’s demands for effective use of resources. This means that this possibility should only be used when an unlimited right to examination sessions would result in an unreasonable waste of resources. If the number of sessions is to be limited, the number of sessions laid down shall be at least five. If satisfactory completion of a course or part of a course is conditional to the student successfully completing a placement or corresponding examination, the number of prescribed sessions shall be at least two. Note that essay composition is not to be regarded as the equivalent of a placement. If the faculty board in question has allowed limitations of the number of examination sessions, this must be evident from the course syllabus. In addition, each school must lay down guidelines concerning support measures in order to prevent, as far as possible, a student from having to discontinue his/her studies. Note that a student must have participated in an examination to be considered having undergone the examination. It is not sufficient that a student registers for the examination, and then fail to attend.

### 1.5 Examiner

Grades are to be determined by an examiner, a teacher specifically nominated and employed at Örebro University. The following categories of teachers can be found at Örebro University: professor (including visiting professor and adjunct professor), senior lecturer (including adjunct senior lecturer), associate senior lecturer, research fellow, postdoctoral researcher, lecturer (including adjunct lecturer), visiting senior lecturer and visiting lecturer. Please therefore note that for example a doctoral student with a doctoral studentship or employed as an assistant cannot be nominated as an examiner.

There are no formal impediments to having several examiners determining the grades for different students at one examination session, but under the Instrument of Government, identical matters shall be treated with equal care and attention. The provisions of the Higher Education Ordinance do however not permit a grading decision for one student to be made by several examiners. If other persons (not nominated as examiners) are involved in the marking, the names of these persons must be specified in the grading decision. Since they are normally making the same kind of assessments as the examiner, they shall be viewed as persons who have participated in the handling of the matter without participating in the final decision process.

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19 Delegations on matters of education
20 Higher Education Ordinance, Chapter 6, Section 21
21 Delegations on matters of education
23 Higher Education Ordinance Chapter 6, Section 21
24 Higher Education Ordinance Chapter 6, Section 21
26 Vice-Chancellor’s decision 2010-10-19, reg. no. CF 12-540/2010
27 University Board’s decision 2004-09-06, reg. no. CF 50-460/2004
28 Supervisory decision, reg nr 31-1733-05, Swedish National Agency of Higher Education 2005-12-08
29 Higher Education Ordinance Chapter 6, Section 18
30 University Board’s decision 2015-06-03, reg. no. ORU 1.2.-02327/2015
31 Instrument of Government, Chapter 1, Section 9 (SFS 1974:152)
32 Higher Education Ordinance Chapter 6, Section 18
33 Myndighetsförordningen (Public agency ordinance), Section 21 (SFS 2007:515)
In the case of independent projects which may form the basis for first\textsuperscript{34} and second-cycle qualifications, the supervisor and the examiner must not be the same person\textsuperscript{35}.

Decisions nominating examiners are made by the head of school\textsuperscript{36}. Such a decision must be communicated to the students\textsuperscript{37}.

1.6 Anonymous examinations

Written examinations such as in an examination hall or a take-home examination shall be anonymous unless special grounds exist. Such grounds shall be specified in a decision made specifically by the examiner or be laid down in the course syllabus\textsuperscript{38}. When anonymous examinations are applied, due to the rules on disqualification (jäv), the examiner must have access to the names of those taking the examination at the final stage of the examining procedure\textsuperscript{39}.

1.7 Time and date for examinations

An examination shall take place at such time determined by the university and it may be scheduled to any day of the week\textsuperscript{40}. Written examinations in examination halls may however not be scheduled to public holidays\textsuperscript{41}. Similarly, examinations may not be scheduled to Walpurgis Night (30 April, \textit{Valborgsmässoafton})\textsuperscript{42}. When scheduling examinations, the university must observe its responsibility as a public authority to facilitate the individual’s contacts with the authority and that discrimination must be counteracted\textsuperscript{43}. Since the regular examination session is part of the course it must therefore also be scheduled within the time period specified for the course, as outlined in the application package, as well as within the time period specified for the semester in question. For example, a regular examination session in an examination hall, for full-time day-time courses, should be scheduled to take place day-time on a normal working day.

For scheduling aspects in terms of re-examinations and pre-semester re-examinations, see section 3.5 below.

If the examination format used means that the student may undertake his/her assignment elsewhere than on university premises and submit it to the university before a fixed deadline and in a certain manner (for example a take-home exam), it must be evident from the course syllabus what the consequences will be if the student would fail to meet the deadline. The examiner must however take into consideration if there are special grounds for such failure to meet the deadline\textsuperscript{44}. Please note that if the fact that the student is late in submitting an examination assignment could have the effect that the student is unable to obtain a certain grade, there must be support for this in the intended learning outcomes for the course and in the grading criteria.

1.8 Examination venue

Examinations are normally undertaken at campus Örebro, unless otherwise specified in the course syllabus\textsuperscript{45}.

\textsuperscript{34} This thus includes independent projects of 7.5 credits with the designation G1E, which may form the basis for a higher education diploma (högskoleexamen)
\textsuperscript{35} Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
\textsuperscript{36} Delegations on matters of education
\textsuperscript{37} Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
\textsuperscript{38} Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
\textsuperscript{39} Administrative Procedure Act, Sections 11-12
\textsuperscript{40} Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
\textsuperscript{41} Vice-Chancellor’s decision 2009-04-14, reg. no. CF 10-456/2008
\textsuperscript{42} Vice-Chancellor’s decision 2010-03-02, reg. no. CF 50-129/2010
\textsuperscript{43} Administrative Procedure Act, Section 7, Discrimination Act, Chapter 1, Section 1 (SFS 2008:567)
\textsuperscript{44} Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
\textsuperscript{45} Vice-Chancellor’s decision 2008-02-18, reg. no. CF 10-72/2008
The university has no obligation to make arrangements for students to take their examinations elsewhere, but under the provisions on service duty in the Administrative Procedure Act there may still be grounds, in exceptional cases, for offering such arrangements. If particular grounds do exist, the head of school may decide that arrangements can be made for a student to take his/her examination elsewhere. The decision should be made following consultation with the examiner.

2. Grading matters

Grades are always awarded for a course, and may even be awarded for parts of a course, i.e. for each and every examination component of a course. Note that an examination component cannot comprise 0 credits. However, there can be one or more so-called compulsory components of a course, the extent of which is neither expressed in credits nor graded. See also section 2.6.

2.1 Decisions during the grading process

An examiner must not only make the final grading decision but also approve the documents and information required for objective examination of the grading matter, i.e. that all components required for a grade to be awarded have been recorded accordingly. One example of such information is supervisor reports on courses with independent projects, placements or corresponding components. Another example is when the examiner during the run of the course accepts a student’s submitted assignment as a completed compulsory component – as one of several documents that will form the basis for the final grading decision.

2.2 Disqualification

The Administrative Procedure Act contains provisions on disqualification (jäv) to guarantee that a public authority acts in each separate matter, objectively, impartially and that any decisions are based on facts. Disqualification arises when there are circumstances that are likely to undermine confidence in the impartiality of a board member or official in the handling or decision of a certain matter. This applies to all kinds of matters, but it is of particular importance when it comes to the exercise of public authority in relation to an individual, i.e. decisions that affect the rights or obligations of an individual. Examinations fall under such exercise of public authority.

In the case of examinations, different grounds for disqualification may come into question. The person charged with handling a matter is disqualified if the matter concerns him/herself, a spouse, parents, children, siblings or other family member, or if he/she or a family member can expect extraordinary advantage or detriment from the outcome of the matter. He/she is also disqualified if there is some other special circumstance that is likely to undermine confidence in his/her impartiality in the matter. Disqualification shall be disregarded when the question of impartiality is obviously of no importance.

From the Public Administration Act, it is concluded that a person who is disqualified may not handle the matter. An examiner who knows of any circumstance that could constitute his/her disqualification is obliged to disclose it on his own accord.

2.3 Basis for examination

All higher education must be based on scholarship or artistic practice and on proven experience. The operations of the university must be arranged to ensure that high standards are attained on courses and

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46 Administrative Procedure Act, Section 4
47 Delegations on matters of education
48 Higher Education Ordinance, Chapter 6, Sections 18 and 21-22.
49 Administrative Procedure Act, Section 15
50 Administrative Procedure Act, Sections 11-12
51 Administrative Procedure Act, Section 11
52 Administrative Procedure Act, Section 12
53 Higher Education Act, Chapter 1, Section 2
study programmes. The Higher Education Act furthermore stipulates the general aims of first and second-cycle courses and study programmes. The course syllabus must provide a reading list and specify any additional teaching material that will be used on the course. The examination must be designed in relation to the intended learning outcomes for the course and does therefore not have to be limited to only refer to the literature studied on the course. The grading criteria may well be used to further illustrate this to the students.

2.3.1 Setting grades early in specific exceptional cases
On placement courses where students are in contact with people, it may be necessary in exceptional circumstances to prevent a student from further participation, if during the training it is found that there is a risk that the student’s action will cause harm. If the rules for expulsion from studies are not applicable, this may only be done by failing the student through premature grading, that is by assigning the student a failing grade before the student has completed the entire course. However, to assign a premature failing grade, it is required that such a rule is included in the course syllabus. If such a rule is introduced in the course syllabus, the requirements for a student who has received a premature failing grade to attend the course again should also be clearly stated. It should then also be stipulated that special circumstances are required for a student to be given a premature failing grade.

2.4 Suspected deception during examinations (cheating)
If there are grounds for suspecting that attempts to deceive during examinations have been made, this must be reported promptly to the Vice-Chancellor. Disciplinary measures may be taken against students who use prohibited aids or other methods to attempt to deceive during examinations or when other forms of student input or academic work is otherwise to be assessed.

More information on deception during examinations can be found on the university’s website.

2.5 Lost student examination material and other mistakes on the part of the university
If an examination cannot take place as scheduled due to an oversight by the university, or if a student as a result of other mistakes on the part of the university cannot be examined, arrangements must be made promptly for the student to undertake his/her examination again. The student should not have to wait until the regular examination session the next time the course is offered.

The examiner’s assessment of student performance is based on the material submitted by the student. It is not permissible to award a grade without performance, e.g. if examination answers have been lost. If it is established that the university is at fault, arrangements must be made promptly for the student to undertake his/her examination again. The student should not have to wait until the regular examination session the next time the course is offered.

2.6 Compulsory components
When a course syllabus stipulates that participation is required on a particular component for the student to receive a passing grade, the component in question is a compulsory one. A compulsory component should be justified, for example, on educational grounds or for reasons of safety. In determining whether a particular component should be compulsory in a course, the educational
benefits should be weighed against the resources required. Note that the provisions on re-examination apply even if the student has not completed the compulsory component (see sections 3.5, 3.5.1 below).

Through participation in the compulsory component, the student will acquire the knowledge and skills that are required for him/her to pass the course. The compulsory component is however not graded and its extent is therefore not expressed in terms of credits. Instead of a grade, “DT” (participated) should be used if the component is registered separately in Ladok.

As an example, placement participation may constitute a compulsory component of a course which is examined through the submission of a written assignment, in which the student uses the knowledge and skills acquired during the placement. In some cases, the student may be required to complete a compulsory component to be eligible for the final examination on the course/module. If this is the case, it must also be clear from the course syllabus. This may for instance apply to participation in information sessions on safety regulations before a course/examination in a laboratory setting.

Unless stated otherwise in the course syllabus, a student who has not completed a compulsory component must still be permitted to undertake the final examination64.

If a student is unable to participate in a compulsory component, arrangements must be made for him/her to participate in/complete the component according to the provisions on re-examination, see section 3.5 below65. Note that unless otherwise specified in the syllabus, the new opportunity to participate in a compulsory component must be offered within five weeks of the regular examination session, see section 3.5.1.

All compulsory components must be clearly listed in the course syllabus66. If it is possible to complete a compulsory component in any other manner, this must be evident from the course syllabus67. Whether students should be given the opportunity to complete compulsory components in other ways than the “regular” way is determined by the intended learning outcomes for the course and by means of an assessment of the extent to which the compulsory component facilitates goal attainment. However, note that since the existence of a compulsory component should be justified, for example, on educational grounds or for reasons of safety, the possibility to complete the component in another manner should be applied only in exceptional cases.

2.6.1 Exemption from compulsory course components
If a student on grounds of ethics or religious beliefs has compunctions about a compulsory component, he/she may apply for an exemption from that component. The examiner reviews the matter and must then consider the student’s grounds for exemption against the intended learning outcomes for the course in question. If corresponding knowledge can be acquired through an alternative form of teaching, there should be a possibility to grant the student’s request68. If the student is denied an exemption from the course component, the decision must include details of the appeals procedure69.

More information on appeals can be found on the university’s website (in Swedish).

2.7 Withdrawal of submitted examination material
The provision that the examiner is to award a grade on completion of a course70 signifies an obligation on the part of the examiner to make a grading decision. Consequently, a student can, after a completed examination, not withdraw the material on which the grading is based and thus avoid receiving a grade.

64 Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
65 Vice-Chancellor’s decision 2008-02-18, reg. no. CF 10-72/2008
66 Vice-Chancellor’s decision 2008-02-18, reg. no. CF 10-72/2008
67 Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
68 Compare Higher Education Appeals Board’s decision 2003-08-15, reg. no. 42-300-03
69 Higher Education Ordinance, Chapter 12, Section 2, Point 7
70 Higher Education Ordinance, Chapter 6, Section 18
2.8 Marking period
Each matter to which an individual is a party must be handled as simply, speedily and economically as possible without jeopardising legal security⁷¹.

When assessing student performance, the marking period may not exceed 15 working days after the day of the examination, unless special grounds exist, for example temporary peaks in workload or illness. The notification of the grading decision shall be made within the marking period. Students must be informed promptly of any decisions concerning extended marking periods⁷².

Decisions concerning extended marking periods are made by the head of school⁷³.

2.9 Documentation of grading decisions
For each decision on a grading matter, a document must be created stating the date for the decision, the content of the decision and who has made the decision. If other lecturers in addition to the examiner have participated in the marking, the document must state that such persons (with their names) have participated in the final handling of the matter without participating in the final decision process⁷⁴. The grading decision must be recorded on paper or as an electronic document⁷⁵.

Documentation of oral examinations and of the completion of compulsory components must be done in such a way that any oversights or uncertainties with regard to the student’s performance during the examination are prevented⁷⁶.

Grading decisions shall be written in Swedish⁷⁷.

2.10 Notification of grading decisions
A student must be notified of the grading decision. The decision shall always be given in writing if the student so requests⁷⁸.

At the university, notifications of grading decisions are normally done through publication on the university’s website for student information (Studentforum) as well as via e-mail to the student in question. When the student is notified of the decision, he/she must also be informed that any requests for a correction or review of the grading decisions should be in writing and made to the examiner. It should also be evident that if the student intends to request a correction or review of the grading decision, it is to the student’s advantage if he/she collects a copy of his/her examination material and leave the submitted original examination material with the university until a decision concerning a correction or review has been made⁷⁹.

The right to request a correction or review may however not be limited on the grounds that the student has collected his/her original examination material, nor on the grounds that too much time has elapsed since the decision was made.

⁷¹ Administrative Procedure Act, Section 7
⁷² Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
⁷³ Delegations on matters of education
⁷⁴ Myndighetsförordningen (Public Authorities Ordinance), Section 21
⁷⁵ The Freedom of the Press Act, Chapter 2, Section 3 (SFS 1949:105)
⁷⁶ University Board’s decision 2004-09-06, reg. no. CF 50-460/2004
⁷⁷ Language Act, Section 10 (SFS 2009:600)
⁷⁸ Administrative Procedure Act, Section 21
⁷⁹ Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
2.11 Reasons for the decision
A decision document must contain the grounds that determined the outcome. For decisions concerning grades however, these reasons may be omitted wholly or in part. Should the reasons be omitted, the university should, at the request of the student and if possible, give such reasons later\(^{80}\).

After an examination, students shall generally be offered a run-through of the examination. This should take place no later than four weeks after the day of the examination and no later than two weeks before the re-examination. Students must be given the date for this run-through no later than at the regular examination session. If decisions concerning an extended marking period have been made, a run-through must be offered the students no later than a week after the end of the new marking period. The run-through is held by the examiner, alternatively by another coordinating lecturer. If a run-through does not take place, the students must be provided with an examination answer key or corresponding comments, orally or in writing\(^{81}\).

3. Actions following the notification of grading decisions

3.1 Appeals against grading decisions
A grading decision may not be appealed against\(^{82}\).

3.2 Corrections or review of grading decisions
A grading decision for which a notification has been issued may be rectified either through a correction or review\(^{83}\). The examiner as well as the student may initiate a correction or review.

Documentation of decisions to correct or review a grade must be made following the same procedure as prescribed for regular grading decisions.

If a student intends to request a correction or review of a grading decision, he or she should collect a copy of his/her examination material and leave the original examination material with the university until a decision on a correction or review has been made. The university has however no right to limit the student’s right to request a correction or review on the grounds that he/she has collected the original examination material.

Furthermore, the right to request a correction or review of a grade may not be limited on the grounds that too much time has elapsed since the decision was made.

A student’s request for a correction or review should be made to the examiner in writing and include details of the correction requested as well as the reasons for the request.

3.2.1 Corrections
If a grading decision contains a manifest error such as a typographical error, miscalculation or similar oversight, the decision may be corrected by the examiner\(^{84}\). Such “oversight errors” include for instance cases of obvious mistaken identities.

Grading decisions may be corrected both in the student’s favour and to his/her disadvantage. Great caution must be taken in the case of corrections that are to the student’s disadvantage, and they must only be made if the error is manifest. Before such a correction is made, the student must be given the opportunity to express his/her opinion on the matter\(^{85}\).

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\(^{80}\) Administrative Procedure Act, Section 20
\(^{81}\) Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
\(^{82}\) Higher Education Ordinance, Chapter 12
\(^{83}\) Administrative Procedure Act, Sections 26-27
\(^{84}\) Higher Education Ordinance, Chapter 6, Section 23
\(^{85}\) Administrative Procedure Act, Section 26
Normally it is the examiner who made the grading decision who shall carry out the correction. If that examiner for some reason is unable to carry out the correction, another teacher who has been appointed as examiner on the course may do it in his or her place.\textsuperscript{86}

3.2.2 Review
Should an examiner find that a grading decision is manifestly incorrect owing to new circumstances or for some other reason, he/she shall change the decision if this can be done speedily and easily and if it does not mean lowering the grade\textsuperscript{87}.

Should a student request a review, the examiner is therefore required to reassess the grading decision, in those parts and based on the reasons put forward by the student, if the decision is obviously incorrect. This means that the university is not normally required to perform any detailed review of an already closed case, other than when there is a particular reason for this. This new assessment shall result in a new decision, involving the grade being either upheld or raised. Normally it is the examiner who made the grading decision who shall review the grading decision. If that examiner for some reason is unable to carry out the review, another teacher who has been appointed as examiner on the course may do it in his or her place.\textsuperscript{88}

3.2.3 Amendments of grading decisions in other cases
In the event of a suspected lack of objectivity in the award of the grade, the university is obliged to review the grade in question\textsuperscript{89}.

The examiner may amend a grading decision that is manifestly incorrect also in other cases than those described above, for example in connection with cheating.

More information on deception during examinations can be found on the university’s website.

For an examination to be considered as being conducted with legal security it is of crucial importance that examiners treat identical matters with equal care and attention\textsuperscript{90}.

There is no support in the statutes for amending a passing grade to a failing grade upon request from the student.

3.3 Supplementary assignments for a passing grade
Unless otherwise provided by the university, a grade shall be awarded on completion of a course\textsuperscript{91}. One of the following grades is to be used: fail (U), pass (G), or pass with distinction (VG). The vice-chancellor determines whether exceptions from this provision may be made if special grounds exist\textsuperscript{92}. The provisions imply that the examiner is obliged to make a decision on a grade.

Provided that there is support for this in the course syllabus, the examiner may however decide that a student who has not passed the examination may carry out supplementary assignments to achieve a passing grade, instead of retaking the examination. The time frame for and format of such a supplementary assignment shall be evident from the course syllabus\textsuperscript{93}.

Supplementary assignments could come into question when a student does not quite meet the requirements for a passing grade but is close to it and the examiner assesses that he or she should be

\textsuperscript{86} Swedish National Agency for Higher Education’s report \textit{Rättssäker examination}, 2008:36 R, pp. 62-64
\textsuperscript{87} Higher Education Ordinance, Chapter 6, Section 24
\textsuperscript{88} Swedish National Agency for Higher Education’s report \textit{Rättssäker examination}, 2008:36 R, pp. 64-65
\textsuperscript{89} Instrument of Government, Chapter 1, Section 9
\textsuperscript{90} Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
\textsuperscript{91} Higher Education Ordinance, Chapter 6, Section 18
\textsuperscript{92} Vice-Chancellor’s decision 2010-10-19, reg. no. CF 12-540/2010
\textsuperscript{93} Vice-Chancellor’s decision 2009-12-22, reg. no. CF 10-606/2009
able do so by completing a supplementary assignment of a limited extent during a limited period of time.

Any supplementary assignments should not be issued until a decision on the grade fail has been made. A decision communicating that a student has failed an examination but is given the opportunity to supplement the examination shall thus include instructions on how the student is expected to carry out the supplementary assignment as well as the time frame for this.

3.4 Renewed examination for a higher grade
A student who has received a passing grade in an examination does not have the right to sit an examination for the course again with the purpose of raising his or her grade (plussning)\textsuperscript{94}.

3.5 Re-examination
Following the regular examination session, the university is obliged to arrange re-examination sessions. A re-examination session shall be scheduled to take place no earlier than two weeks and no later than five weeks after the notification of the grading decision for the regular examination session. Any exceptions from this time frame shall be evident from the course syllabus and may not imply that the re-examination is scheduled to take place later than eight weeks after the notification of the grading decision for the regular examination session, unless special grounds exist\textsuperscript{95}. Special grounds here refer to circumstances of a practical or resource-related nature or other special circumstances such as the nature of the examination. Special grounds may for instance apply on courses where students are examined in groups and the assessment of the individual student’s performance requires the presence of fellow students. It also applies to courses where some teaching and examination can only be held at a certain time of the year owing to weather conditions, or to courses on which it would be too costly to provide a re-examination session any sooner than in connection with the next time the course is offered, for instance when it comes to certain types of laboratory work. A further example is when the university may have to adapt to the activities of external partners and their ability to receive students, for example when it comes to placements. Note, however, that such considerations have to be weighed against the student possibilities to complete their education within a reasonable time.

When scheduling a re-examination, consideration must be given to other planned examinations, both on the course and study programme in question\textsuperscript{96}. Normally, the date for the re-examination session shall be communicated no later than at the regular examination session\textsuperscript{97}.

3.5.1 New examination sessions for compulsory components
The re-examination provisions also apply to compulsory components\textsuperscript{98}. This means that if a student is unable to participate in a compulsory component, a new chance at doing so must be offered within five weeks of the first time it was offered. For re-examination, the time frame between notification of the grading decision for the regular examination and the re-examination session has to be, as mentioned above, at least two weeks to give students a chance to prepare for the re-examination. When it comes to a new opportunity to complete compulsory components there is in all likelihood not the same need for preparation for the student, as compulsory components normally only require participation. There is therefore nothing to prevent the new opportunity to complete the compulsory component from being offered sooner than two weeks after the first one, if deemed appropriate.

The exceptions to the time frame mentioned under section 3.5 also apply to the compulsory components\textsuperscript{99}.

\textsuperscript{94} University Board’s decision 2004-09-06, reg. no. CF 50-460/2004
\textsuperscript{95} Vice- Chancellor’s decision 2012-09-25, reg. no. CF 10-590/2012
\textsuperscript{96} Vice- Chancellor’s decision 2012-09-25, reg. no. CF 10-403/2012
\textsuperscript{97} Vice- Chancellor’s decision 2012-09-25, reg. no. CF 10-403/2012
\textsuperscript{98} Vice- Chancellor’s decision 2009-12-22, reg. no. CF 10-72/2008
\textsuperscript{99} Vice- Chancellor’s decision 2012-09-25, reg. no. CF 10-403/2012
3.5.2 Pre-semester re-examination sessions
In addition to regular examination and re-examination, further re-examination sessions should, unless there are special reasons to the contrary, be offered prior to the autumn semester. If possible, a pre-semester re-examination session shall also be held before the start of the spring semester.¹⁰⁰

3.5.3 Examination and completion of compulsory components for phased out or substantially modified courses
When a course has been phased out or is being modified in such a way that the student, on the basis of the course he/she has taken previously, is unable to undertake the examination for the modified course, the student shall, in addition to regular examination and re-examinations, be given the opportunity to at least three examination sessions over a period of at least 12 months and no more than 18 months. This period of at least 12 months and no more than 18 months will start directly at the end of the semester when the decision to phase out the course or modify the syllabus was made.¹⁰¹

When a compulsory component of a course has been removed or is being substantially modified, the student shall be offered the opportunity to complete the component or an equivalent component under the same conditions at the time the course was being phased out or modified. The period is to be calculated as above.¹⁰²

In the case of a course being phased out, the transitional provisions shall be included in the decision document prescribing the course’s discontinuation. Information on any transitional provisions shall be communicated to the students concerned.

3.6 New examiner
Students who have failed the same examination twice are entitled to the nomination of another examiner prior to the new examination, unless there are special reasons to the contrary.¹⁰³ Such a reason may be a lack of teacher resources at the university.¹⁰⁴ A decision to nominate a new examiner is taken by the head of school.¹⁰⁵

3.7 Examination documents and students’ examination material
The questions or assignments drawn up in writing by the examiner to enable the assessment of students’ knowledge and skills shall be accessible also after the examination has been carried out.¹⁰⁶ A file copy of the examination document shall therefore be deposited.¹⁰⁷

A student’s examination material is normally returned at the student’s request. Student examination material that has not been collected two years after the day on which the grade was determined, may be weeded. Return or weeding of student examination material may only be done if the examination results have been registered in due form.¹⁰⁸

¹⁰⁰ University Board’s decision 2004-09-06, reg. no. CF 50-460/2004
¹⁰¹ Vice-Chancellor’s decision 2015-06-02, reg. no. ORU 1.2.1-3943/2014
¹⁰² Vice-Chancellor’s decision 2015-06-02, reg. no. ORU 1.2.1-3943/2014
¹⁰³ Higher Education Ordinance, Chapter 6, Section 22
¹⁰⁴ University Board’s decision 2004-09-06, reg. no. CF 50-460/2004
¹⁰⁵ Delegations on matters of education
¹⁰⁶ The Freedom of the Press Act, Chapter 2, Sections 3 and 7, Public Access to Information and Secrecy Act, Chapter 17, Section 4 (SFS 2009:400)
¹⁰⁷ Directive of National Archives of Sweden concerning the weeding and return of documents, Section 4 (RA-FS 2007:1)
¹⁰⁸ Annex, RA-FS 2007:1